



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, October 8, 2024 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

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B. Adjourn	

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

The district recognizes the following outstanding achievements and contributions to the Beaverton School District and the community.

BACKGROUND**Forbes Oregon's Best Employers**

Based on employee satisfaction, the Beaverton School District has been selected by Forbes magazine for its [America's Best-in-State Employers 2024](#) list. BSD was the only school district recognized in the top 10 list of employers based in Oregon.

This is the third year in a row that BSD has been honored on the America's Best-in-State Employers list.

BSD is a destination school district for educators in Oregon, thanks to our competitive wages, excellent benefits, moderate class sizes, high-quality facilities, exceptional working conditions, diverse families and tremendous community support. By investing in our employees and schools, BSD invests in providing a top-quality education for our students.

This achievement is a testament to the district's positive culture and dedication to cultivating a great work environment. Chief Human Resources Officer Susan Rodriguez, the Human Resources Department, and our exceptional district team as a whole are commended for this achievement.

Belong. Believe. Achieve.

School Board Comments

October 7, 2024

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

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

I am here tonight with many Beaverton educators, current and former Beaverton students, Beaverton families and community members to stand united in our profound disappointment.

Last Thursday evening, I received a call letting me know that BSD was moving our bargain to mediation. Thirteen minutes later, before I had the opportunity to even inform the majority of our bargaining team, an email was sent to all BSD staff and soon after to BSD families to not only announce that management had moved to mediation, but also to paint an incredibly incomplete and misleading picture of bargaining.

Negotiations are about moving toward each other and we have been moving. We brought a package to the bargaining table in June that was a clear move toward settlement. We moved toward BSD by approximately \$162 million, and yet the District did not seriously engage with us at the table.

We remain committed to fighting for a quality education for Beaverton students. .

We are in the midst of negotiations and this is a process. The BEA bargaining team met last Thursday for eight hours to identify ways to come to the table with movement. While it is the District's right, we didn't ask for mediation, and we feel that we were making progress at the table. In fact, our bargaining chair emailed the BSD bargaining chair to let her know that we would be coming to the next bargaining session (originally scheduled for tomorrow) with three articles, including a tentative agreement. Hours later, we were met with the email that claimed that bargaining had stalled and no movement had been made, which was baffling. Yesterday, We reached out again to ask if we could meet with the BSD team as scheduled tomorrow to share those articles and the TA and were told no.

I am also very confused why District management chose to use ParentSquare, a platform meant to communicate with families about school-related topics, to push out a one-sided narrative about bargaining to the Beaverton community. I know of folks who have been given strict guidelines about the use of ParentSquare and have been warned about using it for advocacy of

any kind. I'm troubled that management would choose this moment to suddenly communicate about a bargaining issue on this platform, violating your own policies.

This action has ignited righteous anger within the ranks of BEA educators, as well as our larger Beaverton community. At BEA, we believe in transparency and accountability—values that are core to our work and that are reflected in our commitment to open bargaining. Open bargaining ensures that our community sees exactly what is at stake when it comes to the future of our schools. We are fighting for professional respect, and that means real accountability, shared decision-making, and a commitment to transparency.

Finally, in response to the award from Forbes, BSD has been a great place to work, largely because our union has fought for working conditions that attract highly-qualified educators and learning conditions that our students deserve, because Beaverton educators are showing up day in and day out to support students coming from every walk of life, and because Beaverton families and the Beaverton community support our schools.

Looking ahead, we are committed to fighting for a fair and sustainable contract. Our members and our community are paying attention to the decisions being made by BSD management and elected leaders in the thick of this, and we expect better. Since the district has decided to cancel the session for tomorrow, we hope to see you all outside our first mediation session.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, October 4, 2024 through 12 p.m. on Tuesday, October 8, 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, comments listed oldest first.
- 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
Laurie	Umiger	Parent/Guardian	As a parent and community member, the notice sent to the community reads more like propaganda making an effort to vilify certified staff then any sort of transparent communication with the community. The messaging is very disingenuous and I question why our district resources are being spent on this sort of divisive communication as opposed to true support of our staff and students.
Amy	Wang	Parent/Guardian	Prevent a teacher strike! Please conclude the negotiation with the teachers. I have reviewed the packets that were sent out and it is a reasonable ask! Also it does not mention that teachers want a smaller class sizes and more teachers! Can you make that happen? Or do you all really want a teacher strike so our children will go 3 weeks without education AND IMPACTING each school's ability to fundraise? Please strongly consider
Katie	Newcomb	Parent/Guardian	I am highly disappointed the district used parent square to send out a misleading email misrepresenting what is happening with the negotiations between BEA and BSD. It was a gross use of power and shows me exactly who and who is not negotiating in good faith. Do better BSD. In solidarity with BEA, Katie Newcomb, parent of three BSD students

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Andrea	Gawlista	Parent/Guardian	I am really unhappy with the way the district is handling contract negotiations with the teachers union. There are several items that I don't like, but the most relevant to me is that you will not agree to a class size limit/decreased class sizes. This need is obvious to parents, teachers, and kids. If you are not in support of reasonable class sizes then you are certainly not putting the best interests of the students first.
Shelly	Zekmeister	Parent/Guardian	<p>Hello School Board, thank you for your time and work. It's such important work you do. I'm extremely concerned and upset with the lack of professionalism and the malice the district has shown toward its partner, BEA. It's crucial that we work together to create a positive environment for our staff, families, and students.</p> <p>As a community member, a mother of two, and the PTO VP at a Beaverton elementary school, I find it unacceptable that a platform was used for communication in a way that excluded BEA from responding. The decision not to share this on social media further isolates the community from being able to weigh in.</p> <p>It's clear that some representatives on the district bargaining team need to step aside for more level-headed individuals. The district should have sought mediation sooner instead of blaming BEA for the situation. We need to act like the adults in the room and prioritize collaboration over conflict.</p>
Andrew	Lamkin	Parent/Guardian	<p>We have amazing and dedicated teachers in our district.</p> <p>In every other profession salary increases are how we reward performance and dedication to retain talent.</p> <p>Please take a chance and make BSD a shining example of how we should retain great teaching talent.</p>
Corey	Moeller	Parent/Guardian	We love and appreciate our teachers and staff. They deserve more and I am here to help support. A strike would clearly affect so many families negatively, we need them to agree asap
Patricia	S	Parent/Guardian	<p>The "average" class size document put out by BSD is misleading! I have a 5th grade student at Cedar Mill and she has consistently had between 27-30 students in her classes throughout her years at Cedar Mill. This school year there are 29 in one classroom and 30 in the other. Parents had to watch kindergarten, 2nd, 3rd, and 4th grade classes get an additional teacher, bringing those class sizes down however, 5th grade remains at 30.</p> <p>Tumwater Middle school had well over 35 students in core classes. The 6th grade language arts I, math, social studies and science classes are at 36. Elective teachers(choir, band) have 55 students in some classes and are capped at 60!</p>

			Class sizes are huge and the district is trying to pretend they're not! Parents do not know the reality of class sizes and the district isn't being transparent
Heidi	Gentry	Parent/Guardian	Please hold strong on your negotiations. As a former teacher, I feel that teachers do not realize how well they are compensated. They tend to lose sight of their total comp package including doing a break down of their true hourly rate for actual hours worked, full benefits package and PERS. When they claim they are not compensated well enough, it's actually insulting to the majority of the working families they have in their classrooms. I will admit, I had that same mentality that was being communicated by the union. Once I changed careers, it became very clear that teachers have it way better than they realize. They are more than fairly compensated and taken care of (especially in BSD).
Jess	O'Donnell	Parent/Guardian	Our teachers are the backbone of belong, believe, achieve. Their relationships they form are crucial to student enrollment. Invest in our community by investing in our teachers. We support their bargaining efforts.
Porsche	Turner	Parent/Guardian	Dear BSD Board Members, I strongly support prioritizing a living wage for our educators, who are vital to our community and deserve compensation that reflects their role in shaping our children's futures. I'm opposed to the plan for a mega school, which diverts massive funds away from smaller, more intimate community schools that foster strong connections and personalized education. Instead, we should invest in supporting educators and rebuilding the schools already at the heart of our neighborhoods. Closing them would weaken our communities. The lack of transparency in this process is frustrating, and we will remember this come election time. Please reconsider, focusing on both the well-being of our educators and students. Do better! Thank you, Porsche Turner
Amy	Grey	Staff Member	The message sent to the community on ParentSquare was appalling and untrue. BEA has been trying to bargain in good faith since the very beginning and BSD has done nothing but drag their feet and make offers that are a slap in the face. Please come to the classroom and spend sometime there. See what we are dealing with. See the resources we need. See how hard we work. See how much of our lives we give to this job. See how you can really support us because THAT is what is best for students and staff. Teachers are not the enemy here. All we want is fair pay, safe working conditions, and the ability to give

			our students what they truly need. Teachers are the experts. Trying to pin parents against teachers by publishing straight propaganda is a new level of low. The community should know that your infographics are skewed and the language you chose was intended to make staff look like the problem. It's sickening to see how little we are valued.
Mindy	Hearn	Parent/Guardian	I am very concerned that a contract has not been settled yet between our teachers' unions and the school board. As educators of our children, we entrust our teachers with the academic, social, and emotional wellbeing of our children. They engage in this with passion and integrity. Their work is the bedrock of not only our children's individual futures, but will shape the future of our local communities and how our children someday participate in our larger global community. As such, they deserve commensurate compensation for this most important work. They deserve to earn a wage that supports their own wellbeing. We are all aware that the cost of living has increased dramatically since 2020. As a member of the community that has consistently voted for school bonds in this county, I hope that these funds help provide appropriate wages for our teachers. I urge the school board to treat our teachers with the respect they deserve at the bargaining table and find a way forward. Thank you.
Cherise	Arthur	Other Community Member	I want to share my comments and concerns regarding the current status of teachers and classified staff. I don't remember in my 19 years with the district negotiations being so hard to get to a yes for what is best for district and staff. I don't think you have any idea what it is like to work in a public school yet you sit as a board that was elected by our community to do what is best for the education of our students. I would like you to know I feel that in the past two years things have really changed with admins being asked to leave and others leaving because of current management. Please think about the students and our community and your legacy of being on the school board. We expect to be able to send our students to school and do well in safe environment. Pushing kids through to get your graduation rates higher is a disservice to the student and our community. We can do so much better and I am asking you to think about your decisions. We need a fair contract for staff.
Elizabeth	R.	Parent/Guardian	<p>I am a BSD parent and I support BEA!</p> <ol style="list-style-type: none"> 1. Bargaining: BSD's communication to families via ParentSquare arguing its bargaining position and announcing its unilateral decision to end open bargaining and move to closed mediation was incredibly inappropriate and misleading. It should have been a press release, not a ParentSquare communication. Additionally, the linked materials are, frankly, insulting to the teachers BSD should be trying to retain. 2. Attendance: BSD's communications about the importance of attendance should address disease mitigation - for example, students and staff who are sick should be strongly encouraged to wear masks at school so they don't get others sick. It's wild to see the emphasis on attendance without any mitigations for transmission of upper respiratory viruses, and frustrating for families like mine whose students have been absent because they caught upper respiratory viruses at school.

Dawn	Singer	Parent/Guardian	BSD must commit to transparency from the outset of discussions that impact our schools, staff, and community—not just when it’s convenient or when PTOs start sharing information. Waiting to communicate and then presenting misleading, negative narratives about our educators erodes trust and respect. Our teachers should never be vilified for choices made by district leadership. The “working conditions” of our staff that you don’t want to fully fund are our children’s learning conditions. The Beaverton School District PTO Coalition stands firmly in support of our educators. BSD must take accountability for its repeated cancellation of bargaining sessions and unwillingness to support our educators rather than deflecting blame, complaining about educator expectations. With a 1.8 billion dollar budget there are no excuses. Do better for the people who actually matter in BSD. You have no district without them, and without us. There is however, still a district without YOU. WE are BSD.
Michelle	McCracken	Other Community Member	As a 33 year veteran teacher, I adamantly oppose the “mega-school” model in BSD elementary schools. So many studies have shown that small school settings allow children to achieve and build confidence. Why would BSD build Raleigh Hills as a mega school knowing these facts & then hide it from the community? My adult daughters flourished at the small elementary school, Raleigh Park, which offered not just a solid school experience, but a local library, swim center, and community park. This change in approach is so disappointing & discouraging. All I hope is that the district will reconsider the move toward tge “mega-school” model.
Travis	Arnzen	Parent/Guardian	I am extremely disappointed that the district would use ParentSquare as a political tool to try to put parents against educators. The district was completely out of line. This is not how you gain the respect of the community.
Andi	Luke	Parent/Guardian	I’m writing in support of the BEA members in their union negotiations with BSD. As a Beaverton resident, taxpayer, and homeowner in the Beaverton School District, quality public education is important to me. As a parent of schoolchildren, quality public education is imperative. The dedicated & amazing teachers and staff deserve pay increases, and their working conditions are obviously our children’s learning conditions. As a parent and taxpayer, I encourage you to meet the needs of teachers and accept the contract proposal.
Tiffany	Mathes	Parent/Guardian	I am writing to express my strong support for a fair teacher’s contract. Our educators are dedicated professionals that deserve our respect and recognition for their expertise. My own children have experienced the love and support of their teachers throughout their time at West TV. This nurturing environment not only fosters a love for learning but also builds confidence in our kids. It is crucial that we address the need for a cost of living increase. Teachers are facing rising expenses, and their compensation should reflect their commitment and the realities of living in our community.

			it's important to remember that the working conditions of our educators directly impact student learning conditions. Investing in our teachers ultimately benefits our students and enhances the overall quality of education.
Phuong	Nguyen	Parent/Guardian	Teachers needs a higher pay, smaller classroom size and more support to help with kids with behavioral issues!! Classroom size of 30 kids for elementary school is too big!! We need more teachers!!
Teryn	LaRue	Staff Member	<p>25 years as an SLP- 21 with BSD and I have never seen anything like the email sent to the community about BEA/staff.</p> <p>When I think of all the unpaid time, the materials I've purchased out of my own pocket, the treats I've purchased for students, the lunches I've given up to hold social/friendship groups because that was more important to me, the subscriptions I pay for to make sure I'm staying current on the research for my field, the extra professional development I complete on my own time to make sure I am as informed as I can be ... and I did all of this knowing I would never be reimbursed financially nor for my time... helping kids be as independent as possible is why I chose this profession and I love seeing them make progress and grow... to be treated like this by the district feels like a giant slap in the face. Thank you to the community members who understand how demanding these jobs are and support our efforts to be the best we can for our students.</p>
Ashley	Cena	Other Community Member	Our students deserve teachers who are compensated fairly and competitively to continue to have highly qualified educators coming to BSD. It is important we LISTEN to our highly qualified educators that are working with students in the classrooms on what they need. Students deserve safe, supportive, inclusive learning environments and I know that teachers and the BEA are working to ensure that happens by focusing on centering teachers voice on what is happening in classrooms. As a former educator in Beaverton it pains me to see what my former colleagues are going through right now, working without a contract and continuing to give everything for their students. Teacher working conditions are student learning conditions.
Natalie	S.	Other Community Member	As a Beaverton resident, I urge you to fully support your teachers and their needs. Teachers are leaving the profession in droves, and our students are the ones who are suffering from this loss. A good teacher can make a huge impact on a child, but when teachers can't afford to provide for their own families and our overworked while also being under supported, those amazing teachers often have to make the difficult decision to leave the profession. Let's lead the way in supporting our teachers and show other districts that listening to teachers' needs and concerns is an important step in ensuring an effective learning experience for our students. Teachers give endlessly and are receiving less and less in exchange. We cannot expect to keep the best teachers when they are consistently being asked to do more with less. Please reach a fair deal with the teachers and show them that you know their worth,

April	Powers	Parent/Guardian	<p>I hope that BEA and BSD can come to an agreement on contract negotiations. While I support our teachers wholeheartedly and agree that class sizes are too large, caseloads are too heavy, and many salaries are too low, I don't agree with the BEA proposal that wipes out our reserve funds within a year. Those funds are the reason we didn't have to fire hundreds of teachers this year like every surrounding district did. That safety net of funds is vitally important with unpredictable state funding from the legislature. We must spend it wisely and cautiously. The district needs a cushion of savings so we aren't hiring/firing every year as we live "paycheck to paycheck" at the mercy of the state. We need to look at where we can cut spending (administration at the district level!) and focus on reducing class size for ALL students. Not just schools in low income areas. ALL students need smaller classes to have more engagement and learn efficiently and effectively. This should be the priority.</p>
Erin	Patnode	Parent/Guardian	<p>BSD must commit to transparency from the outset of discussions that impact our schools, staff, and community—not just when it's convenient or when PTOs start sharing information. Waiting to communicate and then presenting misleading, negative narratives about our educators erodes trust and respect. Our teachers should never be vilified for choices made by district leadership. The “working conditions” of our staff that you don’t want to fully fund are our children’s learning conditions. The Beaverton School District PTO Coalition stands firmly in support of our educators. BSD must take accountability for its repeated cancellation of bargaining sessions and unwillingness to support our educators rather than deflecting blame, complaining about educator expectations. With a 1.8 billion dollar budget there are no excuses. Do better for the people who actually matter in BSD. You have no district without them, or without us. Without us, there IS no BSD.</p>
Michelle	Ray	Parent/Guardian	<p>There is absolutely nothing more important right now than our kids - if we are to have a future worth living, we MUST invest in our children with everything we have. Teachers are an absolute necessity and we have been short-changing them for too long. The radical right has been slowly destroying the education system in this country for DECADES, and if we don’t start building it back up, WHO WILL????</p> <p>The teachers are NOT the enemy here, and they aren’t even asking for everything they SHOULD be getting. The bar has just been lowered so far that approaching the bare reasonable minimum looks like A LOT.</p> <p>Give them what they are asking for. Give them as much as you physically can, and commit to re-arranging the system and budgets and ATTITUDES that are destroying our future.</p> <p>We all got behind the song in the 80s, but the KEY has always been</p> <p>I BELIEVE OUR CHILDREN ARE THE FUTURE TEACH THEM ****WELL***** AND LET THEM LEAD THE WAY</p> <p>Make it POSSIBLE for the teachers to TEACH THEM WELL.</p>

Lauren	Goemaat	Staff Member	Our working conditions are student learning conditions. If you want to attract and retain quality teachers, you have to show them that you value and respect them. Please keep the bargaining sessions with the mediator open to teachers and to the public, especially if you are being as transparent as you claim to be. Teachers in Beaverton should be able to afford living in Beaverton. I love my students and want the best possible learning spaces for them. I am a professional with a master's degree in my field, please treat me as such.
Jennifer	Hoffman	Parent/Guardian	Why such a mean and u fair announcement last week? I've been to many of the bargaining meetings as a parent of 3 in the district and a staff member and I was shocked at how the tone of the letter sounded like BEA has not been bargaining in good faith and fair. And to say that there hasn't been movement since May, and not remind people that there weren't meetings during the summer was sneaky. My kids have had amazing teachers and staff. Some of which have actually saved my kid's mental health, but to mention taught them to read, prepared them for college, coaches, mentored, etc. for the district to make the teachers out to be the bad guys is heartbreaking. Teachers deserve and have earned every penny they have asked for and more!
Jon	Hauben	Staff Member	Hello, I am disappointed to learn that our district management has chosen to silence my voice and block my presence in this bargaining process. I am a member that believes in transparency in this process and knows that our team was working hard to put a fair and reasonable offer together to keep quality teachers for our students who are the future.
Jessica	Pierce	Parent/Guardian	I am extremely disappointed in district management's lack of collaboration in contract negotiations with BEA. Their ParentSquare message on Thursday night was a misuse of that platform with its contentious tone and lack of transparency. I've since learned that management didn't inform BEA leadership of the move to request state mediation, which is disrespectful and counterproductive. As a parenting community member, I'm also very disappointed that management wants to move negotiations behind closed doors. It's very difficult to trust them under these circumstances and to be believe they have our community's best interests at the forefront of their decisions. Our kids and staff and families need district management to work WITH the union, not against them. The board needs to hold district management accountable to partnering with our union's asks which are fair, reasonable, and contribute to quality public education in Beaverton.
Lauren	Kelly	Parent/Guardian	I believe that everyone in the school district, from parents and students to educators and administrators, have the same goal: supporting our students and the people working in the schools. It was disappointing to see the message from the district about moving to closed mediation sessions with the teachers' union. I understand contract negotiations can be difficult and at times tense, but the accusatory language used did not show respect for the teachers who day in and out show up for our kids. When people are leaving the profession due to burnout and lack of support, we need to be doing everything in our power to show them our support. While the district might not agree with their

			<p>current asks, the message sent out was not supportive of the work they do and did not seem hopeful for a resolution.</p> <p>Please, for our district and students, listen to what our teachers are saying and come to a speedy conclusion to these negotiations.</p>
Kathrine	Kraft	Staff Member	<p>BSD's certified educators deserve a fair contract so we can do our best work for our students. BEA's bargaining priorities have always been about much more than money, although competitive benefits and salaries go a long way toward recruiting/retaining highly qualified educators. We are asking for safe classrooms - including reasonable temperatures/airflow, enough space and furniture for each student, and reasonable assurances about our physical safety. We are asking for transparent, shared decision-making with the district; our voices need to be included in vital decisions. Beaverton's public schools are the very heart of the community of which most of us are rightly proud, but right now your teachers and other certified staff are hanging on by a thread. We are professionals - please treat us as such by bargaining in good faith and not trying to pit the public against us through misleading communication.</p>
Laurel	Hiestand	Other Community Member	<p>Student learning conditions are teacher working conditions. If the district truly prioritizes students, it must support the educators who guide and uplift them. Fair contracts aren't just about paychecks—they're about respect, sustainability, and investing in student success.</p> <p>While the district claims funds are limited, administrators removed from daily student interactions have seen substantial pay increases. Meanwhile, teachers face higher insurance costs and deserve fair cost-of-living adjustments to live in the community they serve.</p> <p>Union staff work daily to support students; it's time for district leaders to do the same by advocating for more state and federal funding rather than targeting essential programs.</p> <p>Schools are already understaffed, and cutting programs for vulnerable students betrays the district's commitment to inclusivity. BSD must put words into action: settle a fair contract, staff schools properly, and provide students and educators the support they deserve.</p>
Margo	Svensen	Staff Member	<p>I am the SLP working with the ACE program this year, and one critical factor that hinders the program's long-term success that I would like BSD to address: Inappropriate Building Location: Historically, the ACE program was housed alongside the Community Transition Program due to overlapping age ranges (18-21). In recent years, there's been an increasing number of younger students, including several high schoolers and even 2 students who were transferred as early as 6th grade. Despite these changes, the facility remains an old office space that lacks appropriate resources—specifically, access to outdoor spaces essential for our students' emotional regulation and sensory integration. The absence of a track to walk on for regulation, fenced outdoor sandpit, and swings severely limits our ability to meet these</p>

			students' needs. I want BSD to strongly consider moving the ACE program to a location where it will have access to outdoor space for behavior and sensory regulation. Thank you.
Courtney	Stewart	Other Community Member	A strike is hard on everyone - including students. I beg you to please listen to the needs of educators and administrators and come to a conclusion so the children in this school district can have the best possible education we can give them.
Patricia (Trish)	Pazdalski	Staff Member	I am a BSD teacher in my 26th year with the district. I live in Portland and my children attend PPS. My family reacted with disgust last year when PPS sent out "bargaining updates" to families designed to drive a wedge between teachers and families. I was always disappointed that my children's talented and passionate teachers had to endure this kind of treatment from their employer and thankful to work for BSD. All that changed last Thursday. Now I find myself working for a district that will present one-sided information from a platform that only they have access to in an attempt to discredit their own employees. Shameful. I stand with BEA and our bargaining team in our demand for a fair contract that centers safe, supportive, and inclusive learning environments; professional respect with transparency, accountability, and shared decision making; and a commitment to retention and recruitment.
Sharon	Mathes	Other Community Member	I have been volunteering in the classroom for many years, and I have been working with many teachers. I am very impressed with their diligence and hard work. They spend many unpaid hours outside the classroom grading papers and planning their classes. I support the teachers in their effort to be better compensated. Most of the teachers are dedicated individuals with Master's Degrees, and they are not compensated for their education. In any other field, they would be making more money commensurate with their education. I also support their efforts to have a limit on class size. Some of the high school classes have upwards of 40 students, and that is too many students for anyone to learn or teachers to teach.
Jason	Trusley	Parent/Guardian	This school board did incredible damage to our kids during the pandemic. Not solving this situation and allowing a strike to happen will prove that the board is far more concerned with its own influence and power than on serving the community. It has let down students so significantly that most students won't recover from from the pandemic. You owe it to students to solve this before the teachers strike.
A.	Taylor	Staff Member	I find myself at a complete loss. Almost 20 years in this district, three kids (one graduate) and I don't know where our district has gone. I walk into my amazing building daily with the most hard working colleagues and we are DEFEATED. Where has our voice gone? The tone the shift of this district from it's upper leadership is demeaning at best. Out of touch, doesn't do it justice. We are in the ocean without rafts and for what? Test scores that aren't rising, the same kids impacted the most? OUR STUDENTS DESERVE, safe classrooms. ALL students deserve learning environments for success, whether that's a typical classroom or self contained magic. Best practice says students excel with agency and inquiry, and so do teachers. Our agency has been stripped, our voices shut out, and the cost? OUR KIDS!

			ENOUGH. We need your accountability of all aspects of BSD, we need leaders who are IN the classrooms for more than photos and vides. Come, join us, experience the intensity of our classrooms.
Jason	G.	Parent/Guardian	The district has been sending out misinformation to the public recently, both about climate control and class sizes. The district told the news that all buildings have adequate climate control, but at my daughter's back-to-school night at William Walker, the gym was too hot to hold presentations. The district stated that high school classes average just under 29 students for core classes, yet Sunset's core classes are almost all in the high 30s and low 40s, while electives are in the 40s and 50s. While the district might be making technically true statements (like averaging teachers who do not teach classes), they are very misleading. I teach my kids to be honest, and I am uncomfortable sending them to schools where district leaders regularly send out misinformation. Instead, they need to admit to the problems in the district and work to solve them. I hope that district leaders will be more honest in the future, and the district will become a place I am proud to send my children.
Andy	Thompson	Parent/Guardian	I am writing to you today to express my extreme disappointment at the district's decision to seek mediation over negotiations with the teacher union. Before the district called for mediation the public was allowed to observe bargaining sessions and hear what was being negotiated. Now that mediation has been called, the public is no longer able to observe and it makes me wonder if the district is trying to hide something. In the district announcement about mediation it makes the teachers out to be money hungry and care about nothing but getting paid more. When I look at the unions bargaining priorities I see that the care about far more than money. My son just started kindergarten this year and has already had to do a room clear because of another student's behavior. I want my child to have a safe learning environment along with all the other students. The district should spend less time making websites to bad mouth teachers and more time at the negotiating table.
Frances	Fox	Parent/Guardian	Growing up, both my parents were public school teachers and I am the product of public education. I have seen firsthand the burnout, stress, long hours, weekends dedicated to marking, the hours of meetings, brainstorming and discussions that go into every facet of their job. Available all hours of the day and night. As the shapers of each generation they should be venerated, respected and adequately compensated. Yet here we are in a broken system that has non-teachers as principals and politicians with zero ed. quals making decisions for schools. Teachers are burning out. Teachers have their hands bound by red tape and restrictive assessments that pigeonhole students. We have KG teachers who aren't supposed to use words like 'play' in their curriculum and 5 y.o's at school full time. If we do not correct this trajectory, public education and our nation will suffer. Set the precedence that teachers matter. We are nothing without them and their salary should reflect that.
Julia	Mbacke	Parent/Guardian	There have been several promises in bond measures that have been approved for filtered water bottle filling stations at each of the BSD schools. When will these water bottle filling systems be installed? Why haven't they been installed yet?

Christine	Meliza	Parent/Guardian	Though the district is trying to put on a show that it is "listening and learning from (the) community," the community is not being fooled. Sending an email claiming we will engage together to have "deep discussions about our values and how those values are reflected in our school buildings" but then REFUSING to discuss the CURRENT ISSUE ON THE TABLE regarding the closure of several small schools, is absolutely asinine. The community's VALUES are in SMALL COMMUNITY BASED schools. Let's talk now. Stop the obvious delay tactic. We know how we feel and what we need. We need small schools where our children can be known, where studies show our children thrive. The community needs for you to show integrity and listen now. You have lost my trust, and as such have lost my vote. You've also lost my support to pass any Beaverton School District Bond measure, because you have lied about how you will use my money. I'll encourage my community to vote no against BSD bond measure in the future.
Lisa	Thompson	Parent/Guardian	As a BSD parent, I am concerned about the mis-alignment of the district's stated values and its actions. Your update on contract negotiations states your commitment to keeping students at the forefront of every decision. Your call to move negotiations to mediation, the tone of your messaging to the BSD community and the website that demonize license staff (the exact roles you note as being vital) requests does not reflect that value. I urge you to listen to the demands of these professionals for how to best serve students. These professionals have spent years earning their credentials and staying up to date through professional development. They refine and hone their expertise everyday. I am not dismissing the budget shortfall. However, your role is to also advocate to local and state leaders for the needs of students and licensed staff. Like staff do everyday, I hope you will also practice collaboration and innovation to find a resolution that equips staff to best serve BSD students.
Michael	Williams	Other Community Member	BSD, I'm offended that you think so little of my intelligence and so little of your teachers that you thought that email would work. You don't have my support - the professionals who actually work with our children do. As an alum, voter, and tax payer, I expect you to get back to the bargaining table and make some progress. Be transparent during the bargaining process and allow teachers and community members in the room.
Allison	B	Parent/Guardian	I am disappointed that district leadership did not come to an agreement with Beaverton Education Association's contract requests and that it has now gone to mediation (which is not transparent to the public, like the initial bargaining discussions were). The asks for safe, supportive and inclusive learning environments are vital to our students' learning conditions. Transparency, accountability and shared decision making will lead to better outcomes for our students and educators; the educators in our district know our students and what they need better than anyone does and they should be involved in decisions that impact our students. A commitment to retention and recruitment is critical to ensure our students receive the highest quality education possible. These are not unreasonable requests. Please help to ensure district leadership does everything in their power to meet the needs of our educators and students.

Erin	H	Parent/Guardian	As a Beaverton citizen, I am deeply concerned and frustrated by the way BSD is handling long term planning and usage of the bond funds to rebuild Raleigh Hills and shutting down other smaller schools. All data shows us that smaller, community schools are better for student learning, community building and safety. In a world where gun violence is prevalent in schools, shouldn't we be optimizing for smaller community schools? Furthermore, this is a blatant misuse of the Bond funds. Rest assured, myself and a majority of the community members will NOT be supporting any further bonds under this administration. It's a shame and disgrace that you claim to do what's best for the children and community. Clearly that isn't the case. Lastly- Whitford middle school is struggling with bullying, drugs and violence- maybe you should first focus on these real issues?
Meaghan	M	Staff Member	Investing in our staff means investing in our students' futures. Student learning conditions are teacher working conditions. For a district that claims to care about students they should prioritize teacher working conditions and give the union the fair contract they deserve. BSD claims the only way to provide a fair contract for the professionals the union represents is by cutting staff positions, specifically cutting programs and positions that provide for our most vulnerable populations of students. However, district admin who do not work directly with students are making several hundred thousand dollar salaries shows where this district's priorities and values lie. Public records show that many district admin have had salary increases over the last couple years. Threatening staff cuts when schools are already understaffed does not promote the inclusivity the district values. It's time BSD puts it money where its mouth is, settle a fair contract and advocate for more state funds.
Rosanne	Freer	Parent/Guardian	As a parent, and a staff member of the district, I was so disappointed that ParentSquare was used as a communication method by the district to share a very biased view on the bargaining. As a parent, these are not the type of messages I am wanting to receive from leaders of our district. And as an educator, I feel falsely represented to my friends and other parents in the district. I really hope the board will take this matter seriously and help the district understand what is and is not proper use of ParentSquare.
Ginger	Jay	Staff Member	When I joined the ranks of BSD as a teacher almost 10 years ago, I was so happy and so PROUD. Everyone knew our reputation for being progressive- inclusive and POSITIVE. Teachers seemed to be respected and cared for- People in high level positions LISTENED to the needs and concerns of those doing the HARD WORK in the classrooms. Not now. Behaviors are out of control. Buildings are falling apart and a great number of them DO NOT have working air conditioning- including mine. Programs are adopted and removed (like PLAY centered kindergarten for example) without ANY teacher input. The last few years have been so hard and SO disheartening. But the email sent out to families last week broke my heart. Throwing TEACHERS under the bus and making us look greedy and uncompromising. How could you? Do you have ANY idea what is going on in OUR classrooms? Please rethink your position on the contract negotiations and get make our district on ewe can all be proud of!

Chris	M	Other Community Member	The wage disparity between the highest administrative staff in the Beaverton school district and the district's teachers and staff is shameful. Teachers and other school staff are trying to receive a cost of living wage adjustment and the district does not seem to want to help ease the lives of the district workers at the cost of their own pockets. It is extremely disheartening when special education, mental health, and the arts staff are the people who are first put on the chopping block for cutting funding. The students are already experiencing an increase in anxiety, depression, and other issues and cutting some of the most important staff members is the district's response? Abhorrent. The union is trying to help not only the teachers and staff but also the students by providing more supportive staff. What's the alternative? Less support staff and less support for the students. I hope the district can reprioritize who they are serving in the community and not themselves.
Aimee	G	Staff Member	I have worked in this district for a few years now. In all of those years, our district has prided ourselves in working towards equity and inclusion of all students. However, year after year the demand on the staff at the schools has gotten higher and higher and the compensation and support for the work we do is does not match our efforts. To blame your staff's union for holding back on negotiations is appalling and honestly does not surprise me after I've seen all the broken promises over the years. You cannot claim to be a district of equity when you are not willing to also be equitable to your staff. My students deserve the very best, and I will fight for them.
Jen	Hunt	Parent/Guardian	Being a district leadership that works hard to develop the "WE" sense around Beaverton schools, I was surprised at the October 3 district communication regarding the ongoing bargaining sessions. For a district that has, in the past, believed that the administration serves the teachers as the teachers serve the community, it was a surprising bad-faith move to put out one point of view without giving an equal pulpit from which the union could respond publicly. Your goal, your only duty, is to create an environment where our teachers can teach and students can learn. I am grateful for state mediation, but I encourage you to be more careful about how publicly you criticize the union. It's not a good look for a district that emphasizes "WE."
Sam	Golden	Student	Late start and BSD is the worst thing you've ever done. high school students have jobs, sports and other things that need an extra hour kids just need to learn how to go to bed an hour earlier as now students are just staying up an hour later I've talked to other students at Westview and they think this is a bad idea. Not to mention District transportation is having a rougher time this year to get everything done. Maybe we can have a vote and see what people think about later start time middle school should be getting out the latest as most kids want an extra hour of sleep then in their lives how is it okay that Elementary is going to be boarding buses in the dark. now with Elementary getting out earlier we have to pay more daycare students can't babysit kids anymore as kids get home earlier. we students have stuff going on after school that needs an extra hour so maybe we should see what the student body wants we have lives so maybe think about going back to last year's HS schedule.

Meghan	Buck	Parent/Guardian	<p>BSD I'm offended that you think so little of my intelligence and so little of your teachers that you thought that shockingly slanderous email would work. You do NOT have my support - the professionals who actually work with my children do. As a voter and tax payer I expect you to get back to the bargaining table, stop spending so much time on creating elaborate websites and graphs, and make some progress at the bargaining table. Show you meant it when highlighted the need for transparency and keep mediation open to the public. Focus less on the public image you clearly prioritize and work on supporting the students and educators you are hired to support.</p>
Taylor	Kauffman	Staff Member	<p>I want to remind our district leaders that our success comes from high quality teachers. It comes from the individuals who teach our youth each day. Students remember the teachers that made an impact in their lives by showing they cared for them and sparking an interest for them. They don't remember how many high level administrators and executives their school district had. We need to attract and retain quality educators with better working conditions in our schools. The way the district disrespected its teachers recently is appalling. The district says they want high quality education for our students yet they continue to oppose rather than prioritize the needs of students. We know relationships with our students are key and yet we have no support in managing class sizes to be able to better serve our students. We often personally supply our classroom supplies because the funding is tied up in the administration. We are unsupported and unappreciated. Please Be transparent in mediation</p>
Greg	Stiles	Parent/Guardian	<p>I am disheartened by the email sent out by the Superintendent about the financials of the negotiations with the teachers when he is clearly being paid hundreds of thousands and has had substantial raises the last two years, to say the teachers are difficult and undeserving makes my blood boil.</p>
Kirstan	G	Parent/Guardian	<p>I support our Teachers! As a BSD parent of over 10 years, I have volunteered in our classrooms, on PTO boards and voted yes for every district bond request. We have always supported our schools, and I am now asking that the district support our Teachers.</p> <p>Our schools are some of the best in the state... because of our Teachers. Every child deserves the best public education possible and it is our Teachers that deliver on that promise - creating engagement, belonging and academic success for our kids. Teachers are under unrealistic burden to be everything everywhere all at once for our kids and they are only asking to be supported in the work environment to feel safe and fairly compensated. I implore the district to follow its own guiding principles and dedication to WE - remembering our teachers are part of our WE. Why not rally together and push the State to better fund our schools and meet educators needs? Fight WITH our teachers FOR our students- Together.</p>

Kristine	Napper	Staff Member	I'm deeply offended by BSD trying to make teachers look greedy in messaging to our community. Many of the negotiation issues aren't even about money. I've spent the last several years watching my students suffer due to bad district policies that were made despite teacher opposition. BSD is now trying to take away even more voice and power from teachers in the new contract, and that alone is enough reason for me to fight. My students deserve their teachers' professional expertise, not teachers who mindlessly follow orders from out-of-touch administrators. On the compensation issues, my paycheck isn't keeping up with inflation. I'm doing more work than I've ever done, for less pay that I used to make. It's wrong for the district to ask this, and it isn't greedy for me to say so.
Paige	Parkinson	Parent/Guardian	I want a safe, supportive and inclusive learning environment for my students. Our educators deserve professional respect. We deserve transparency from BSD.
Jen	Janke	Staff Member	I am aware of the personal stories of so many of my colleagues. I know of teachers who have been diagnosed with PTSD due to abuse from dysregulated students. I know of a teacher who required surgery due to an injury from a student, and whose care was not paid for by the district. I received a message from a colleague recently that said, "I haven't forgotten about planning our meet up for a happy hour. I'll get back to you as soon as I can stop crying." Another teacher was videoed by students as they called her disgusting names. She reached out to building security and received no help. All of these teachers have received medical care of some kind due to the nature of their workplaces. None of this is paid for by the district. These are not exaggerations, rather verifiable facts, and not isolated incidents. I am curious to know how the school district squares the message they sent to families stating that teachers are being unreasonable with our financial request in light of these facts.
Catherine	Leupp	Parent/Guardian	I am a concerned parent in the community with 3 students in BSD schools, 2 of whom have special needs. After reading the message that BSD sent via Parent Square on October 3rd, I was alarmed. The post presented a biased and one-sided opinion, portraying the teachers and BEA as unreasonable. BSD provided misleading data in their description of the negotiations. For example, as an example of working conditions, BSD claimed the average class size for 3rd-5th grade is 24 students. We all know that without a firm class size limit, class size can vary greatly school to school and year to year. My son's 3rd grade class had 32 students, which was detrimental for the vulnerable students in the class. In addition, the use of ParentSquare, the communication app that is sanctioned for teacher-parent communication, to promote the opinions of the school district was completely inappropriate. I support our teachers and their reasonable requests. We need class size limits and better pay for teachers.
Ashley	Gannett	Parent/Guardian	Your recent post throwing out teachers under the bus has just proven what I already knew. You are for the district and not for our kids and teachers. Our teachers and students endure everyday more than any of you would tolerate or could handle, and this is supposed to be a safe learning environment. To say that is where I send my child everyday is a stretch. Our district has failed our community in so many ways it is time to set the standard way higher and give our teachers and students what they need to

			thrive. People are continuing to pull their students from your district, that should be eye opening enough in itself. If you are for our schools, teachers and students that show it with actions not words. DO BETTER BSD and listen to the parents and teachers. That is why you have a job!
Katherine	Wu	Parent/Guardian	Board Members, please put a decisive end to the scheme of closing and decommissioning schools. You must figure out a way to keep all of our long-standing schools open. Further, they must also remain in the hands of the public in perpetuity, never to be sold to private developers. Doing all of this is a major betrayal to our community and future generations. Act now, the future is in your hands. Please make sure district administration is fully overseen and are acting in the public interest, not trying to literally dismantle our schools to save some money. It is up to you to reverse course and put a stop to this terrible plan. Closing, decommissioning and selling off public school campuses would cause far more damage to Beaverton S.D. families and the community than the supposed savings are worth. Don't waste all the money and time put into improving these schools over the years only to come through and destroy it shortly afterward (Merle Davies!). Please, don't close our schools!
Jessica	Clark	Parent/Guardian	I am a Beaverton teacher, today I am standing up as a Beaverton parent. Parents want to know that their children are safe when they go to school. The district has put up fences and spent unbelievable amount of money on new software To make sure that all adults coming into the school are safe. However, they refuse to spend funds to support the students who need support when they are feeling dysregulated. My son has had six room clears this year- six times they have had to leave the classroom because of violence, six times They had to miss out on learning, six days where students felt unsafe . I have been notified zero times by the administration at the building. The district can help to solve this problem by making sure that schools, teachers, and students have the support that they need when students are becoming dysregulated. For 10 years, I have been slapped, hit kicked and bit But when my son says mommy, it's scary to watch the teachers and kids get hurt." It's too much.
Katrina	Flasch	Staff Member	I have been a middle school teacher in BSD for nearly a decade. I am passionate about teaching and all I want is to do a good job. Over the last four years BSD has made decisions that have eroded my ability to teach well. When I first started in this district I had 90 students and 80 minutes of plan time everyday. With that plan time I was able to collaborate with colleagues, communicate to families, create diverse and engaging curriculum, provide meaningful feedback on assessments, grade and return assessments in a timely manner, and so much more. Every year I have more and more students and less and less time for planning. I cannot get to know my students. I cannot tailor my lessons to their needs, I don't have time to write feedback on assessments, or create new and exciting curriculum. I am a worse teacher now than I was 4 years ago. My students don't get the same level of support, attention, or quality of education. Teachers need to be included in decision making.

Nikki	Suydam	Staff Member	I have been a middle school teacher in BSD for more than 20 years, and I have never felt so exhausted, disheartened, and devalued as I do this year. As with previous years, Central Office has added to our workload, this year by creating the labor-intensive WIN class, by inundating our classes with mainstreamed special needs students—with little/no support—and by cutting our classroom and school budgets so that we must spend more out-of-pocket in order to do our jobs. Now the district—in a display that would have earned one of our students an R in the Digital Citizenship Behavior Learning Target—has demonstrated its utter contempt for us by using the district communication platform to send fallacious information about us to the community. Claiming to value teachers while simultaneously spreading falsehoods demonstrates lack of respect for teachers, not just as professionals, but as fellow human beings. The moral bankruptcy from district leadership is appalling.
Alex	J	Parent/Guardian	It's unacceptable that BSD continues to neglect the needs of our educators, who are struggling to provide a quality education despite a complete lack of support. These teachers show up for our children, yet the board fails to show up for them. Underfunded classrooms, unreasonable workloads, and inadequate pay have created an environment where our educators are constantly stretched to their limits. The board's refusal to address these issues directly harms not only our teachers but also our students, who depend on them to succeed. Our educators remain committed, but without the necessary resources and respect from the district, how long can they continue to endure this mistreatment? This neglect is shameful, and it is our children who ultimately pay the price. The board's failure to act is a failure to prioritize the well-being and future of our community. It's time BSD steps up now and supports the people who are at the heart of our schools or we need a new board and superintendent.
Perry	Cohen	Staff Member	Please release the statistics connected to the forbes employment satisfaction survey that district admin keeps citing as a negotiating chip. According to the methodology forbes used, the survey results may not even reflect the opinion of a current employee. Why is the district attempting to use propaganda to persuade teachers that they are alone in their concerns? Why does the district feel that alienating dissatisfied educators is the way to address failures in leadership? Does the district think so low of their educators and community that they believe we are susceptible to propaganda? Or do the district leaders not realize they are engaging in such propaganda? Why would we have any faith in our leadership when they actively attempt to gaslight their employees?
Kyle	S	Staff Member	I am curious why the district has moved to mediation while claiming that the union is holding up negotiations, especially given that the district has refused to come prepared to numerous bargaining sessions with their own proposals or counterproposals (causing extensive delays) and refused to provide adequate amounts of food or accommodate dietary needs when they're providing meals (causing extensive delays). These struggles have gone on for months, and yet the district chose to push messaging to the entire BSD community setting the blame at the feet of the union for 'revers[ing] progress'. I am curious what systems of accountability the district has in place to take responsibility for its numerous failures throughout the bargaining process. I'm also curious on how they intend on

			making things right after choosing to sabotage negotiations for 150 days and then tell our community that the union isn't bargaining in 'good faith'. Where is the district's good faith? We haven't seen it yet.
Katrina	Stein	Parent/Guardian	<p>As the daughter of a public elementary school teacher, I have always held teachers in high regard. I watched my mother pay hundreds of dollars out of her own pocket to provide necessary supply to her classroom, as well as share rooms with other teachers because the school didn't have enough classrooms to accommodate all students. Luckily she had a 20:1 ratio for most of her teaching career and I saw the immense benefit of this for ensuring all students had proper attention to be successful academically.</p> <p>I support Beaverton teachers in their ask for cost of living adjustments and lowering of class sizes to ensure the academic excellence of our school district remains strong in the face of rising costs and inflation.</p>
Luke	Martin	Staff Member	I am an excellent teacher who works above and beyond for my students. I feel like I am drowning in meetings and pointless busy work. I am usually a positive person, but this year I am struggling and looking for work in other districts. In the past I have been able to offer an afternoon culinary club for students (last year about 160 signed up), but this year that is impossible due to the amount of work I am having to take home at night and on the weekends. This is not okay.
Genevieve	S-J	Staff Member	While I was attending and observing a bargaining session during school hours (I am a part-time employee), several principals were also attending. I overheard them say that they wished they were at their schools supporting staff and students, particularly as several staff members were out sick. I would like to know what the message wording was to site administrators to make them feel required to be there, who exactly sent the message or messages out, and how the central office administrators can justify that time spent observing negotiations is so important that principals feel that they cannot be on site supporting our overextended school staff and students.
Nancy	Gilmour	Staff Member	I have been a para for 8 years in an EGC in a different district, and this is my 12th year as a special education teacher in BSD in the Social Communication Center at the elementary level. It is a privilege to work with this population of people, and has helped me grow as a professional. I have dedicated myself to the education of my colleagues about our students, expanded inclusiveness in my school, built professional and dedicated teams and taught increasingly challenging students. I have also been kicked, bit, punched in the face, had my glasses broken by a student, head butt, and dealt with increasing stress and anxiety for the situations I find myself in. Imagine my shock, disappointment and sadness when I read the recent email sent out by the district vilifying and blaming teachers for the district's lack of bargaining in good faith, to the PARENTS OF OUR STUDENTS! I have never felt less supported in this difficult job I come to daily. I implore the school board to do better.

Adele	Copp	Parent/Guardian	<p>Beaverton has always been a strong community, which was proven during Covid. If we have learned anything from that experience we need to work together. It seems like that experience has been quickly forgotten and the teachers and parents are being alienated from the bigger conversation especially with sending that email out last week. It was a complete shock to see the district use its platform to paint the teachers in a bad light. I have chosen to live in Beaverton because of the diversity, the care for community and the schools for my boys. I want my boys to learn to be good community members, which a lot of that is learned through school. The teachers are on the front lines caring, protecting and loving these kids and growing future community members. Please help retain these amazing teachers, gain new teachers and them to teach our children in a safe environment. Give them the tools they are asking for to be successful as they are the ones setting the ground work.</p>
Brooke	Bruneau	Staff Member	<p>This is only my 4th year working for BSD. Prior to that I worked in private schools, public schools in other countries, and for public and private corporations. I've never felt so unsupported and thrown under the bus from leadership in my 45 years of working as I did after reading October 3rd's ParentSquare message regarding state mediation. I've never been in an emotionally abusive relationship, but after reading that message I imagine that's what it likely feels like. It was unbelievably skewed against teachers and staff and therefore manipulative. It's disheartening hearing colleagues who've worked for BSD for decades say how difficult teaching has become due to lack of resources and support as well as large class sizes filled with students with disruptive behavior.</p>

ITEM FOR INFORMATION**ENROLLMENT REPORT: 2024 SCHOOL YEAR****SUMMARY**

Each school year on the final school day of September, Oregon school districts tabulate the enrollment totals for each grade level and school. These figures represent the district's official enrollment for the year. The attached memo and tables present the Beaverton School District's enrollment for the 2024–25 school year.

RECOMMENDATION

Staff will present the 2024 enrollment summary for the board to review and discuss. No action is needed.

Belong. Believe. Achieve.

**SY 2024-25
Enrollment Summary**
 On September 30, 2024

Enrollment Summary

School / Program	Previous Year Enrollment (SY 2023-24)	Current Year Enrollment (SY 2024-25)	Actual Change #	Actual Change %
Elementary	15,712	15,597	(115)	-0.73%
Middle School	8,440	8,405	(35)	-0.41%
High School	11,863	11,795	(68)	-0.57%
K-12 General Education*	36,015	35,797	(218)	-0.61%

Early College (EC)	255	265	10	3.92%
Alternative Programs (AP)	61	98	37	60.66%
Special Education Outside Placement (SP)	71	76	5	7.04%
Self Contained Special Education (SPED)	877	933	56	6.39%
Charter Schools	797	801	4	0.50%

District Grand Total*	38,076	37,970	(106)	-0.28%
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Projection Summary (see Projection Summary Page for Details)

School / Program	2024-25 Projected	Current Year Enrollment (SY 2024-25)	Projection Error #	Projection Error %
Elementary	15,493	15,597	104	0.67%
Middle School	8,315	8,405	90	1.08%
High School	11,732	11,795	63	0.54%
K-12 General Education*	35,540	35,797	257	0.72%

Early College (EC)	260	265	5	1.92%
Alternative Programs (AP)	65	98	33	50.77%
Special Education Outside Placement (SP)	84	76	(8)	-9.52%
Self Contained Special Education (SPED)	918	933	15	1.63%
Charter Schools	836	801	(35)	-4.19%

District Grand Total	37,703	37,970	267	0.71%
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Notes: *Totals **include** students enrolled in FLEX Online School. Detailed breakouts can be found on the following pages.

General Education programs include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (e.g. ACMA, CS, ISB, BASE and FLEX Online).

Pre-Kindergarten students are not included in figures above.
 SY 2023-24 Pre-K total: 409

Version date:
 10/02/2024

* 2024 grand total does not include 4 students in EE / EH status in 9/30/2024 ESM

SY 2024-25 Enrollment by School and Grade

On September 30, 2024

Elementary School	Grade Level						1st - 5th Grade	K - 5th Grade (Total)	Share of K-5
	Kinder	1st	2nd	3rd	4th	5th			
<i>Aloha-Huber Park (K-5)</i>	125	135	121	137	120	123	636	761	4.9%
<i>Barnes</i>	76	80	69	83	58	86	376	452	2.9%
<i>Beaver Acres</i>	111	104	118	124	145	142	633	744	4.8%
<i>Bethany</i>	63	75	74	59	70	73	351	414	2.7%
<i>Bonny Slope</i>	81	89	130	126	80	97	522	603	3.9%
<i>Cedar Mill</i>	56	47	60	68	61	58	294	350	2.2%
<i>Chehalem</i>	62	59	66	64	65	68	322	384	2.5%
<i>Cooper Mountain</i>	50	54	62	63	54	77	310	360	2.3%
<i>Elmonica</i>	68	90	67	73	74	66	370	438	2.8%
<i>Errol Hassell</i>	48	54	44	63	61	56	278	326	2.1%
<i>Findley</i>	68	88	109	97	97	92	483	551	3.5%
<i>Fir Grove</i>	52	43	57	57	68	61	286	338	2.2%
<i>Greenway</i>	47	42	38	53	40	53	226	273	1.8%
<i>Hazeldale</i>	76	79	78	64	66	90	377	453	2.9%
<i>Hiteon</i>	65	72	79	80	86	91	408	473	3.0%
<i>Jacob Wismer</i>	100	81	92	86	111	107	477	577	3.7%
<i>Kinnaman</i>	61	68	74	83	67	85	377	438	2.8%
<i>McKay</i>	35	32	27	43	42	46	190	225	1.4%
<i>McKinley</i>	104	112	97	126	110	97	542	646	4.1%
<i>Montclair</i>	41	40	52	50	40	59	241	282	1.8%
<i>Nancy Ryles</i>	72	79	67	78	65	86	375	447	2.9%
<i>Oak Hills</i>	70	76	81	81	86	77	401	471	3.0%
<i>Raleigh Hills (K-5)</i>	45	41	42	45	36	50	214	259	1.7%
<i>Raleigh Park</i>	51	48	38	59	51	42	238	289	1.9%
<i>Ridgewood</i>	34	48	53	71	50	58	280	314	2.0%
<i>Rock Creek</i>	46	65	61	69	74	59	328	374	2.4%
<i>Sato</i>	116	147	147	144	145	163	746	862	5.5%
<i>Scholls Heights</i>	76	104	93	100	112	111	520	596	3.8%
<i>Sexton Mountain</i>	50	62	61	71	85	64	343	393	2.5%
<i>Springville (K-5)</i>	107	118	115	132	125	145	635	742	4.8%
<i>Terra Linda</i>	29	42	39	43	35	58	217	246	1.6%
<i>Vose</i>	83	102	116	113	110	129	570	653	4.2%
<i>West TV</i>	51	42	42	69	48	52	253	304	1.9%
<i>William Walker</i>	79	76	84	87	87	79	413	492	3.2%
Elementary Total (Physical Loc)	2,298	2,494	2,553	2,761	2,624	2,800	13,232	15,530	99.6%
FLEX Online (K-5)	6	7	10	19	10	15	61	67	0.4%
Elementary Total (incl. FLEX)	2,304	2,501	2,563	2,780	2,634	2,815	13,293	15,597	100.0%

Italics = Title 1

SY 2024-25 Enrollment by School and Grade

On September 30, 2024

Middle School	Grade Level			6th - 8th Total	Share of 6-8
	6th	7th	8th		
K-8 Schools*					
Aloha-Huber Park (6-8th graders)	48	43	51	142	1.7%
Raleigh Hills (6-8th graders)				-	0.0%
Springville (6-8th graders)				-	0.0%
K-8 Schools Subtotal	48	43	51	142	1.7%
Comprehensive Middle Schools**					
Cedar Park	162	145	136	443	5.3%
Cedar Park - Rachel Carson	62	60	60	182	2.2%
Conestoga	245	286	260	791	9.4%
Five Oaks	258	270	249	777	9.2%
Highland Park	169	223	182	574	6.8%
Meadow Park	193	196	194	583	6.9%
Meadow Park - SUMMA	27	24	24	75	0.9%
Mountain View	233	281	260	774	9.2%
Stoller	259	290	239	788	9.4%
Stoller - SUMMA	77	84	91	252	3.0%
Tumwater	276	254	257	787	9.4%
Tumwater - SUMMA	68	66	60	194	2.3%
Whitford	209	210	208	627	7.5%
Whitford - SUMMA	46	32	43	121	1.4%
Rachel Carson	62	60	60	182	2.2%
SUMMA Subtotal	218	206	218	642	7.6%
Comprehensive Subtotal	2,004	2,155	1,985	6,144	73.1%
Options Middle Schools					
ACMA Middle	110	117	112	339	4.0%
BASE Middle	134	134	134	402	4.8%
ISB Middle	155	149	157	461	5.5%
Options Subtotal	399	400	403	1,202	14.3%
Middle School Total (Physical Loc)	2,731	2,864	2,717	8,312	98.9%
FLEX Online (6-8th)	14	25	54	93	1.1%
Middle School Total (incl. FLEX)	2,745	2,889	2,771	8,405	100.0%

SY 2024-25 Enrollment by School and Grade

On September 30, 2024

High School	Grade Level				9th - 12th Total	Share of 9-12
	9th	10th	11th	12th		
Comprehensive High Schools						
Aloha	400	443	344	389	1,576	13.4%
Beaverton	313	392	323	353	1,381	11.7%
Mountainside	424	420	452	400	1,696	14.4%
Southridge	349	332	360	362	1,403	11.9%
Sunset	442	439	439	441	1,761	14.9%
Westview	630	605	578	559	2,372	20.1%
Comprehensive Subtotal	2,558	2,631	2,496	2,504	10,189	86.4%
Options High Schools						
ACMA High School	108	88	78	78	352	3.0%
Community School (Merlo)	16	32	52	50	150	1.3%
BASE High School (Cap. Center)	133	120	95	102	450	3.8%
ISB High School	121	106	99	86	412	3.5%
Options Subtotal	378	346	324	316	1,364	11.6%
High School Total (Physical Loc)	2,936	2,977	2,820	2,820	11,553	97.9%
FLEX Online (9-12th)	31	74	69	68	242	2.1%
High School Total (Incl. FLEX)	2,967	3,051	2,889	2,888	11,795	100.0%

Early College			128	137	265
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FLEX Online	Grade Level						1st - 5th Grade	K - 5th Grade
	Kinder	1st	2nd	3rd	4th	5th		
	6	7	10	19	10	15	61	67
	Grade Level							6th-8th Grade
	6th	7th	8th					93
	14	25	54					
	Grade Level							9th - 12th Total
	9th	10th	11th	12th				242
	31	74	69	68				
FLEX Online Total								402

Charter Schools	Grade Level						1st - 5th Grade	K - 5th Grade (Total)
	Kinder	1st	2nd	3rd	4th	5th		
Arco Iris	80	78	69	62	68	61	338	418
Hope Chinese	52	52	54	52	50	51	259	311
	Grade Level							6th-8th Grade
	6th	7th	8th					0
Arco Iris								
Hope Chinese	37	23	12					72
Charter School Total								801

Version date: 10/02/2024

SY 2024-25 Enrollment Change by School and Program

On September 30, 2024

Denotes year of boundary change

Region	Elementary School	Last Year			Current Year	
		2022-23	2023-24	2024-25	# Change	% Change
SW	<i>Aloha Huber (K-5)</i>	725	763	761	(2)	-0.3%
CW	<i>Barnes</i>	478	435	452	17	3.9%
CW	<i>Beaver Acres</i>	727	729	744	15	2.1%
NW	<i>Bethany</i>	429	418	414	(4)	-1.0%
NE	<i>Bonny Slope</i>	683	632	603	(29)	-4.6%
NE	<i>Cedar Mill</i>	356	329	350	21	6.4%
SW	<i>Chehalem</i>	372	378	384	6	1.6%
S	<i>Cooper Mountain</i>	392	382	360	(22)	-5.8%
CW	<i>Elmonica</i>	418	407	438	31	7.6%
SW	<i>Errol Hassell</i>	355	337	326	(11)	-3.3%
NE	<i>Findley</i>	527	559	551	(8)	-1.4%
SE	<i>Fir Grove</i>	362	343	338	(5)	-1.5%
SE	<i>Greenway</i>	273	267	273	6	2.2%
SW	<i>Hazeldale</i>	412	414	453	39	9.4%
SE	<i>Hiteon</i>	477	463	473	10	2.2%
NW	<i>Jacob Wismer</i>	592	566	577	11	1.9%
SW	<i>Kinnaman</i>	460	455	438	(17)	-3.7%
SE	<i>McKay</i>	249	233	225	(8)	-3.4%
CW	<i>McKinley</i>	628	636	646	10	1.6%
SE	<i>Montclair</i>	283	282	282	-	0.0%
S	<i>Nancy Ryles</i>	507	464	447	(17)	-3.7%
NW	<i>Oak Hills</i>	485	486	471	(15)	-3.1%
SE	<i>Raleigh Hills</i>	280	271	259	(12)	-4.4%
CE	<i>Raleigh Park</i>	299	291	289	(2)	-0.7%
CE	<i>Ridgewood</i>	371	358	314	(44)	-12.3%
NW	<i>Rock Creek</i>	431	398	374	(24)	-6.0%
NW	<i>Sato</i>	762	848	862	14	1.7%
S	<i>Scholls Heights</i>	619	614	596	(18)	-2.9%
S	<i>Sexton Mountain</i>	440	412	393	(19)	-4.6%
NW	<i>Springville</i>	727	728	742	14	1.9%
NE	<i>Terra Linda</i>	258	265	246	(19)	-7.2%
SE	<i>Vose</i>	694	696	653	(43)	-6.2%
NE	<i>West TV</i>	305	294	304	10	3.4%
CE	<i>William Walker</i>	503	479	492	13	2.7%
Elementary Total (Physical Loc)		15,879	15,632	15,530	(102)	-0.65%
FLEX Online (K-5)		128	80	67	(13)	-16.3%
Elementary Total (Incl. FLEX)		16,007	15,712	15,597	(115)	-0.72%

Italics = Title 1

Note: for 2024-25 and 2025-26 Raleigh Hills is co-located with

Regional Groups	Last Year			Current Year		
	2022-23	2023-24	2024-25	# Change	% Change	
NW	SPR, SATO, JW, RC, BTH, OH	3,426	3,444	3,440	(4)	-0.1%
NE	BS, TL, CM, WTV, FIND	2,129	2,079	2,054	(25)	-1.2%
CW	MCKN, ELM, BA, BAR	2,251	2,207	2,280	73	3.3%
CE	WW, RDG, RPK	1,173	1,128	1,095	(33)	-2.9%
SW	AHP, CHE, EH, KIN, HAZ	2,324	2,347	2,362	15	0.6%
S	COOP, SXM, NR, SCHO	1,958	1,872	1,796	(76)	-4.1%
SE	FG, VOS, GRE, HIT, MKAY, RH, MON	2,618	2,555	2,503	(52)	-2.0%
Elementary Total (Physical Loc)		15,879	15,632	15,530	(102)	-0.65%
FLEX Online		128	80	67	(13)	-16.3%
Elementary Total (Incl. FLEX)		16,007	15,712	15,597	(115)	-0.73%

Title Status	Last Year			Current Year		
	2022-23	2023-24	2024-25	# Change	% Change	
<i>Title I Schools</i>	6,880	6,797	6,845	48	0.7%	
Non-Title I Schools	8,999	8,835	8,685	(150)	-1.7%	
FLEX Online	128	80	67	(13)	-16.3%	
Elementary Total (Incl. FLEX)		16,007	15,712	15,597	(115)	-0.73%

**Raleigh Park ES added as Title 1 School in SY 2020-21*

Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Raleigh Hills, Raleigh Park, Vose, William Walker

SY 2024-25 Enrollment Change by School and Program

On September 30, 2024

Middle School	Last Year		Current Year
	2022-23	2023-24	2024-25
K-8 Schools			
Aloha Huber (6-8)	167	145	142
Raleigh Hills (6-8)	27		
Springville (6-8)	40		
<i>K-8 Schools Subtotal</i>	234	145	142

Last Year to Current	
# Change	% Change
(3)	-2.1%
(3)	-2.1%

All MS Boundaries changed in 2021-22

Comprehensive Middle Schools	Last Year		Current Year
	2022-23	2023-24	2024-25
Cedar Park	454	438	443
Rachel Carson	179	184	182
Conestoga	769	804	791
Five Oaks	749	749	777
Rachel Carson			
Highland Park	635	626	574
Meadow Park	596	586	583
Meadow Park - SUMMA	85	83	75
Mountain View	867	804	774
Stoller	636	762	788
Stoller - SUMMA	266	252	252
Tumwater	760	752	787
Tumwater - SUMMA	219	210	194
Whitford	678	651	627
Whitford - SUMMA	111	98	121
<i>Rachel Carson</i>	179	184	182
<i>SUMMA Subtotal</i>	681	643	642
<i>Comprehensive Subtotal</i>	6,144	6,172	6,144

Last Year to Current	
# Change	% Change
5	1.1%
(2)	-1.1%
(13)	-1.6%
28	3.7%
(52)	-8.3%
(3)	-0.5%
(8)	-9.6%
(30)	-3.7%
26	3.4%
-	0.0%
35	4.7%
(16)	-7.6%
(24)	-3.7%
23	23.5%
(2)	-1.1%
(1)	-0.2%
(28)	-0.5%

Options Middle Schools	Last Year		Current Year
	2022-23	2023-24	2024-25
ACMA Middle	323	328	339
BASE Middle	382	398	402
ISB Middle	455	447	461
<i>Options Subtotal</i>	1,160	1,173	1,202

Last Year to Current	
# Change	% Change
11	3.4%
4	1.0%
14	3.1%
29	2.5%

Middle School Total (All Physical Loc)	8,398	8,317	8,312
FLEX Online (6-8th)	161	123	93
Middle School Total (Incl. FLEX)	8,559	8,440	8,405

(5)	-0.1%
(30)	-24.4%
(35)	-0.4%

SY 2024-25 Enrollment Change by School and Program

On September 30, 2024

High School	Last Year		Current Year
	2022-23	2023-24	2024-25
Comprehensive High Schools			
Aloha	1,609	1,563	1,576
Beaverton	1,430	1,427	1,381
Mountainside	1,715	1,679	1,696
Southridge	1,460	1,420	1,403
Sunset	1,903	1,811	1,761
Westview	2,353	2,349	2,372
Comprehensive Subtotal	10,470	10,249	10,189

Last Year to Current	
# Change	% Change
13	0.8%
(46)	-3.2%
17	1.0%
(17)	-1.2%
(50)	-2.8%
23	1.0%
(60)	-0.6%

Options High Schools	Last Year		Current Year
	2022-23	2023-24	2024-25
ACMA High School	370	340	352
Community School (Merlo)	130	121	150
BASE High School	441	453	450
ISB High School	432	423	412
Options Subtotal	1,373	1,337	1,364

Last Year to Current	
# Change	% Change
12	3.5%
29	24.0%
(3)	-0.7%
(11)	-2.6%
27	2.0%

High School Total (All Physical Loc)	11,843	11,586	11,553
FLEX Online (9-12th)	267	277	242
High School Total (Incl. FLEX)	12,110	11,863	11,795

(33)	-0.3%
(35)	-12.6%
(68)	-0.6%

All MS Boundaries changed in 2021-22

Locations with Multiple Schools / Options Programs	Last Year		Current Year
	2022-23	2023-24	2024-25
K-8 Schools			
Aloha-Huber Park K-8	892	908	903
Raleigh Hills K-8 (6-8 ended 2022)	307		
Springville K-8 (6-8 ended 2022)	767		
Middle Schools			
Cedar Park + RC (2021 begins at CP)	633	622	625
Five Oaks + RC (2020 last year RC at FO)	749	749	777
Highland Park + SUMMA (ended 2019)	635	626	574
Meadow Park + SUMMA	681	669	658
Stoller + SUMMA	902	1,014	1,040
Tumwater + SUMMA (begins 2021)	979	962	981
Whitford + SUMMA	789	749	748
Middle & High Options Schools			
ACMA Middle + High	693	668	691
Community School (Merlo)	130	121	150
BASE Middle + High (Capital Center)	823	851	852
ISB Middle + High	887	870	873
SST (Capital Center)			
Options & Mult. Programs (Phys. Loc)	9,867	8,809	8,872

Last Year to Current	
# Change	% Change
(5)	-0.6%
3	0.5%
28	3.7%
(52)	-8.3%
(11)	-1.6%
26	2.6%
19	2.0%
(1)	-0.1%
23	3.4%
29	24.0%
1	0.1%
3	0.3%
63	0.7%

Grand Total	Last Year		Current Year
	2022-23	2023-24	2024-25
K-5th	16,007	15,712	15,597
6-8th	8,559	8,440	8,405
9-12th	12,110	11,863	11,795
K-12	36,676	36,015	35,797

Last Year to Current	
# Change	% Change
(115)	-0.7%
(35)	-0.4%
(68)	-0.6%
(218)	-0.6%

Version date: 10/02/2024

SY 2024-25 Self-Contained Specialized Education

On September 30, 2024

Elementary School	Grade						K - 5th Grade (Total)	Classrooms
	Kinder	1st	2nd	3rd	4th	5th		
Beaver Acres								
ISC	7	6	5	5	5	5	33	3.0
Chehalem								
EGC	-	2	-	3	5	4	14	2.0
Cooper Mountain								
SCC	-	5	3	8	4	3	23	2.0
Errol Hassell								
ELC	-	1	-	1	4	2	8	1.0
Hazeldale								
ISC	5	7	4	4	3	2	25	2.0
Hiteon								
EGC	-	1	4	3	3	4	15	2.0
Jacob Wismer								
EGC	1	1	4	1	2	6	15	2.0
Kinnaman								
ISC	9	5	8	4	4	3	33	3.0
McKay								
ALC	-	1	1	4	6	5	17	2.0
McKinley								
SRC	3	4	1	6	3	4	21	2.0
Oak Hills								
ALC	-	1	2	3	2	6	14	2.0
Raleigh Park								
SRC	4	5	2	2	5	3	21	2.0
Ridgewood								
SCC	-	1	6	6	5	7	25	2.0
Rock Creek								
ISC	5	8	1	6	2	2	24	2.0
Sexton Mountain								
SRC	8	5	4	6	6	9	38	3.0
Terra Linda								
SRC	4	4	4	5	4	1	22	2.0
Vose								
EGC	1	1	1	4	1	4	12	2.0
William Walker								
ISC	6	5	10	2	4	3	30	3.0
Elementary SCSP Total	53	63	60	73	68	73	390	39

Schools without SCSP Programs

Aloha Huber (K-5)	-	Nancy Ryles	-
Barnes	-	Rock Creek	-
Bethany	-	Sato	-
Bonny Slope	-	Scholls Heights	-
Cedar Mill	-	Springville (K-5)	-
Elmonica	-	Raleigh Hills (K-8)	-
Findley	-	West TV	-
Fir Grove	-		
Greenway	-		
Jacob Wismer	-		
Montclair	-		

SY 2024-25 Self-Contained Specialized Education

On September 30, 2024

Middle School	Grade			6th - 8th Total	Classrooms
	6th	7th	8th		
Comprehensive Middle Schools					
Cedar Park					
EGC	4	6	2	12	1.0
SRC	1	2	4	7	1.0
Cedar Park SCSP Total	5	8	6	19	2.0
Conestoga					
ALC	1	1	7	9	1.0
SCC	5	5	3	13	1.0
Conestoga SCSP Total	6	6	10	22	2.0
Five Oaks					
ALC	5	4	5	14	1.0
EGC	3	2	3	8	1.0
ISC	1	5	3	9	1.0
Five Oaks SCSP Total	9	11	11	31	3.0
Highland Park					
EGC	1	4	4	9	1.0
SCC	4	3	10	17	1.0
Highland Park SCSP Total	5	7	14	26	2.0
Meadow Park					
EGC	-	3	2	5	1.0
ISC	4	2	3	9	1.0
Meadow Park SCSP Total	4	5	5	14	2.0
Mountain View					
EGC	2	4	4	10	1.0
SRC	1	3	7	11	1.0
Mountain View SCSP Total	3	7	11	21	2.0
Stoller					
ALC	3	3	6	12	1.0
SCC	5	3	8	16	1.0
Stoller SCSP Total	8	6	14	28	2.0
Tumwater					
ISC	3	3	2	8	1.0
SLC	6	3	2	11	1.0
Tumwater SCSP Total	9	6	4	19	2.0
Whitford					
ISC	6	-	4	10	1.0
SRC	-	6	5	11	1.0
Whitford SCSP Total	6	6	9	21	2.0
Middle School SCSP Total					
	55	62	84	201	19.0

SY 2024-25 Self-Contained Specialized Education

On September 30, 2024

High School	Grade				9th - 12th Total	Classrooms
	9th	10th	11th	12th		
Comprehensive High Schools						
Aloha						
ALC	1	4	3	3	11	1.0
EGC	3	1	2	3	9	1.0
SCC	3	1	4	4	12	1.0
SRC	4	1	6	3	14	1.0
Aloha SCSP Total	11	7	15	13	46	4.0
Beaverton						
ALC	4	3	3	1	11	1.0
ISC	1	3	3	1	8	1.0
SRC	2	3	4	3	12	1.0
Beaverton SCSP Total	7	9	10	5	31	3.0
Mountainside						
ALC	-	1	1	5	7	1.0
ISC	3	1	1	3	8	1.0
SRC	4	6	1	1	12	1.0
Mountainside SCSP Total	7	8	3	9	27	3.0
Southridge						
ALC	2	-	5	3	10	1.0
EGC	3	3	2	2	10	1.0
ISC	2	4	1	-	7	1.0
Southridge SCSP Total	7	7	8	5	27	3.0
Sunset						
ALC	1	2	3	5	11	1.0
EGC	1	1	3	2	7	1.0
SCC	2	3	2	4	11	1.0
SRC	3	3	2	4	12	1.0
Sunset SCSP Total	7	9	10	15	41	4.0
Westview						
ALC	2	3	1	5	11	1.0
EGC	2	-	3	3	8	1.0
ISC	2	4	3	3	12	1.0
SCC	2	2	1	5	10	1.0
Westview SCSP Total	8	9	8	16	41	4.0
High School SCSP Total*	47	49	54	63	213	21.0

	6th	7th	8th	9th	10th	11th	12th	Total	Classrooms
Capital Center Programs									
ACE	-	2	-	-	1	2	5	10	1.0
Community Transition	-	-	-	-	-	-	119	119	6.0
Community-ISC	-	-	-	-	-	-	-	-	2.0
PTP	-	-	-	-	-	-	-	-	-
Capital Center Programs Total	-	2	-	-	1	2	124	129	9.00

SY 2024-25 Self-Contained Specialized Education

On September 30, 2024

District Totals		Share
Elementary Total	390	37%
Middle School Total	201	22%
High School Total	213	29%
Capital Center Prog.Total	129	12%
District SCSP Total	933	100%

SPED Outside Placement	Students
Arata Creek	-
Cascade Academy	20
Cas/Pac Intensive	3
Columbia Academy K-8	1
Groner	3
Heron Creek	-
Levi Anderson	9
Lifeworks	-
Oregon School for the Deaf	8
Pacific Academy	25
Serendipity	5
Tucker Maxon	-
WA State School for the Blind	1
Wheatley	1
Total	76

Version date: 10/02/2024

SY 2024-25 Projected vs. Actual Enrollment

On September 30, 2024

Elementary School	Projected	Actual
<i>Aloha Huber (K-5)</i>	770	761
<i>Barnes</i>	433	452
<i>Beaver Acres</i>	758	744
<i>Bethany</i>	414	414
<i>Bonny Slope</i>	578	603
<i>Cedar Mill</i>	317	350
<i>Chehalem</i>	379	384
<i>Cooper Mountain</i>	352	360
<i>Elmonica</i>	391	438
<i>Errol Hassell</i>	317	326
<i>Findley</i>	557	551
<i>Fir Grove</i>	320	338
<i>Greenway</i>	259	273
<i>Hazeldale</i>	419	453
<i>Hiteon</i>	474	473
<i>Jacob Wismer</i>	571	577
<i>Kinnaman</i>	450	438
<i>McKay</i>	230	225
<i>McKinley</i>	673	646
<i>Montclair</i>	268	282
<i>Nancy Ryles</i>	445	447
<i>Oak Hills</i>	461	471
<i>Raleigh Hills (K-5)</i>	260	259
<i>Raleigh Park</i>	278	289
<i>Ridgewood</i>	340	314
<i>Rock Creek</i>	382	374
<i>Sato</i>	877	862
<i>Scholls Heights</i>	616	596
<i>Sexton Mountain</i>	392	393
<i>Springville (K-5)</i>	727	742
<i>Terra Linda</i>	251	246
<i>Vose</i>	686	653
<i>West TV</i>	286	304
<i>William Walker</i>	493	492
Elementary Total (Physical Loc)	15,424	15,530
FLEX Online (K-5)	69	67
Elementary Total (Incl. FLEX)	15,493	15,597

Italics = Title 1

Actual - Projected	
# Difference	% Difference
(9)	-1.2%
19	4.4%
(14)	-1.8%
-	0.0%
25	4.3%
33	10.4%
5	1.3%
8	2.3%
47	12.0%
9	2.8%
(6)	-1.1%
18	5.6%
14	5.4%
34	8.1%
(1)	-0.2%
6	1.1%
(12)	-2.7%
(5)	-2.2%
(27)	-4.0%
14	5.2%
2	0.4%
10	2.2%
(1)	-0.4%
11	4.0%
(26)	-7.6%
(8)	-2.1%
(15)	-1.7%
(20)	-3.2%
1	0.3%
15	2.1%
(5)	-2.0%
(33)	-4.8%
18	6.3%
(1)	-0.2%
106	0.69%
(2)	-2.9%
104	0.67%

SY 2024-25 Projected vs. Actual Enrollment

On September 30, 2024

Regional Groups	Projected	Actual
SPR, SATO, JW, RC, BTH, OH	3,432	3,440
BS, TL, CM, WTV, FIND	1,989	2,054
MCKN, ELM, BA, BAR	2,255	2,280
WW, RDG, RPK	1,111	1,095
AHP, CHE, EH, KIN, HAZ	2,335	2,362
COOP, SXM, NR, SCHO	1,805	1,796
FG, VOS, GRE, HIT, MKAY, RH, MON	2,497	2,503
Elementary Total (Physical Loc)	15,424	15,530
FLEX Online	69	67
Elementary Total (Incl. FLEX)	15,493	15,597

Actual - Projected	
# Difference	% Difference
8	0.2%
65	3.3%
25	1.1%
(16)	-1.4%
27	1.2%
(9)	-0.5%
6	0.2%
106	0.69%
(2)	-2.9%
104	0.67%

Title Status	Projected	Actual
Title I Schools	6,799	6,845
Non-Title I Schools	8,625	8,685
FLEX Online	69	67
Elementary Total (Incl. FLEX)	15,493	15,597

Actual - Projected	
# Difference	% Difference
46	0.7%
60	0.7%
(2)	-2.9%
104	0.67%

**Raleigh Park ES added as Title 1 School in SY 2020-21*

Acres, Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Raleigh Hills, Raleigh Park, Vose, William Walker

SY 2024-25 Projected vs. Actual Enrollment

On September 30, 2024

Middle School	Projected	Actual
K-8 Schools		
Aloha Huber (6-8)	148	142
K-8 Schools Subtotal	148	142

Actual - Projected	
# Difference	% Difference
(6)	-4.1%
(6)	-4.1%

All MS Boundaries change in 2021-22

Comprehensive Middle Schools	Projected	Actual
Cedar Park	439	443
Rachel Carson	188	182
Conestoga	791	791
Five Oaks	714	777
Highland Park	594	574
Meadow Park	591	583
Meadow Park - SUMMA	72	75
Mountain View	736	774
Stoller	801	788
Stoller - SUMMA	254	252
Tumwater	755	787
Tumwater - SUMMA	200	194
Whitford	622	627
Whitford - SUMMA	114	121
Rachel Carson	188	182
SUMMA Subtotal	640	642
Comprehensive Subtotal	6,043	6,144

Actual - Projected	
# Difference	% Difference
4	0.9%
(6)	-3.2%
-	0.0%
63	8.8%
(20)	-3.4%
(8)	-1.4%
3	4.2%
38	5.2%
(13)	-1.6%
(2)	-0.8%
32	4.2%
(6)	-3.0%
5	0.8%
7	6.1%
(6)	-3.2%
2	0.3%
101	1.7%

Options Middle Schools	Projected	Actual
ACMA Middle	332	339
BASE Middle (Prev. HS2 Middle)	397	402
ISB Middle	453	461
Options Subtotal	1,182	1,202

Actual - Projected	
# Change	% Change
7	2.1%
5	1.3%
8	1.8%
20	1.7%

Middle School Total (All Physical Loc)	8,201	8,312
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111	1.4%
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FLEX Online (6-8th)	114	93
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(21)	-18.4%
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Middle School Total (Incl. FLEX)	8,315	8,405
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90	1.1%
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SY 2024-25 Projected vs. Actual Enrollment

On September 30, 2024

High School	Projected	Actual
Comprehensive High Schools		
Aloha	1,570	1,576
Beaverton	1,316	1,381
Mountainside (all grades in 2019)	1,674	1,696
Southridge	1,419	1,403
Sunset	1,731	1,761
Westview	2,398	2,372
Comprehensive Subtotal	10,108	10,189

Actual - Projected	
# Difference	% Difference
6	0.4%
65	4.9%
22	1.3%
(16)	-1.1%
30	1.7%
(26)	-1.1%
81	0.8%

Options High Schools	Projected	Actual
ACMA High School	351	352
Community School (Merlo)	115	150
BASE High School	476	450
ISB High School	421	412
Options Subtotal	1,363	1,364

Actual - Projected	
# Difference	% Difference
1	0.3%
35	30.4%
(26)	-5.5%
(9)	-2.1%
1	0.1%

High School Total (All Physical Loc)	11,471	11,553
FLEX Online (9-12th)	261	242
High School Total (Incl. FLEX)	11,732	11,795

82	0.7%
(19)	-7.3%
63	0.5%

Denotes boundary change

Locations with Multiple Schools / Options Programs	Projected	Actual
K-8 Schools		
Aloha-Huber Park K-8	918	903
Middle Schools		
Cedar Park + RC	627	625
Meadow Park + SUMMA	663	658
Stoller + SUMMA	1,055	1,040
Tumwater + SUMMA	955	981
Whitford + SUMMA	736	748
Middle & High Options Schools		
ACMA Middle + High	683	691
Community School (Merlo)	115	150
BASE Middle + High (Capital Center)	873	852
ISB Middle + High	874	873
Options & Mult. Programs (Phys. Loc)	7,499	7,521

Actual - Projected	
# Difference	% Difference
(15)	-1.6%
(2)	-0.3%
(5)	-0.8%
(15)	-1.4%
26	2.7%
12	1.6%
8	1.2%
35	30.4%
(21)	-2.4%
(1)	-0.1%
22	0.29%

SY 2024-25 Summary of Projection Accuracy

Projected & Actual Enrollment Summary

School / Program	Previous Year		Projected Change		Actual Change		Projection Error		
	2023-24 Actual	2024-25 Projected	Projected Change	Projected Change %	2024-25 Actual	Actual Change	Actual Change %	Projection Error #	Projection Error %
Elementary	15,712	15,493	(219)	-1.39%	15,597	(115)	-0.73%	104	0.67%
Middle School	8,440	8,315	(125)	-1.48%	8,405	(35)	-0.41%	90	1.08%
High School	11,863	11,732	(131)	-1.10%	11,795	(68)	-0.57%	63	0.54%
K-12 General Education	36,015	35,540	(475)	-1.32%	35,797	(218)	-0.61%	257	0.72%
Early College (EC)	255	260	5	1.96%	265	10	3.92%	5	1.92%
Alternative Programs (AP)	61	65	4	6.56%	98	37	60.66%	33	50.77%
Special Education Outside Placement (SP)	71	84	13	18.31%	76	5	7.04%	(8)	-9.52%
Self Contained Special Education (SPED)	877	918	41	4.68%	933	56	6.39%	15	1.63%
Charter Schools	797	836	39	4.89%	801	4	0.50%	(35)	-4.19%
District Grand Total*	38,076	37,703	(373)	-0.98%	37,970	(106)	-0.28%	267	0.71%

K-12 General Education Grade-Level Projection & Actuals

General Education (Incl. Options)	2023-24 Actual	Projected Change		Actual Change		Projection Error			
		2024-25 Projected	Projected Change	Projected Change %	2024-25 Actual	Actual Change	Actual Change %	Projection Error #	Projection Error %
Kindergarten	2,397	2,332	(65)	-2.71%	2,304	(93)	-3.88%	(28)	-1.20%
1st Grade	2,532	2,509	(23)	-0.91%	2,501	(31)	-1.22%	(8)	-0.32%
2nd Grade	2,704	2,554	(150)	-5.55%	2,563	(141)	-5.21%	9	0.35%
3rd Grade	2,607	2,692	85	3.26%	2,780	173	6.64%	88	3.27%
4th Grade	2,787	2,621	(166)	-5.96%	2,634	(153)	-5.49%	13	0.50%
5th Grade	2,685	2,785	100	3.72%	2,815	130	4.84%	30	1.08%
6th Grade	2,836	2,727	(109)	-3.84%	2,745	(91)	-3.21%	18	0.66%
7th Grade	2,731	2,850	119	4.36%	2,889	158	5.79%	39	1.37%
8th Grade	2,873	2,738	(135)	-4.70%	2,771	(102)	-3.55%	33	1.21%
9th Grade	3,034	2,981	(53)	-1.75%	2,967	(67)	-2.21%	(14)	-0.47%
10th Grade	3,023	3,019	(4)	-0.13%	3,051	28	0.93%	32	1.06%
11th Grade	2,930	2,870	(60)	-2.05%	2,889	(41)	-1.40%	19	0.66%
12th Grade	2,876	2,862	(14)	-0.49%	2,888	12	0.42%	26	0.91%
K-12 General Ed	36,015	35,540	(475)	-1.32%	35,797	(218)	-0.61%	257	0.72%

Notes:

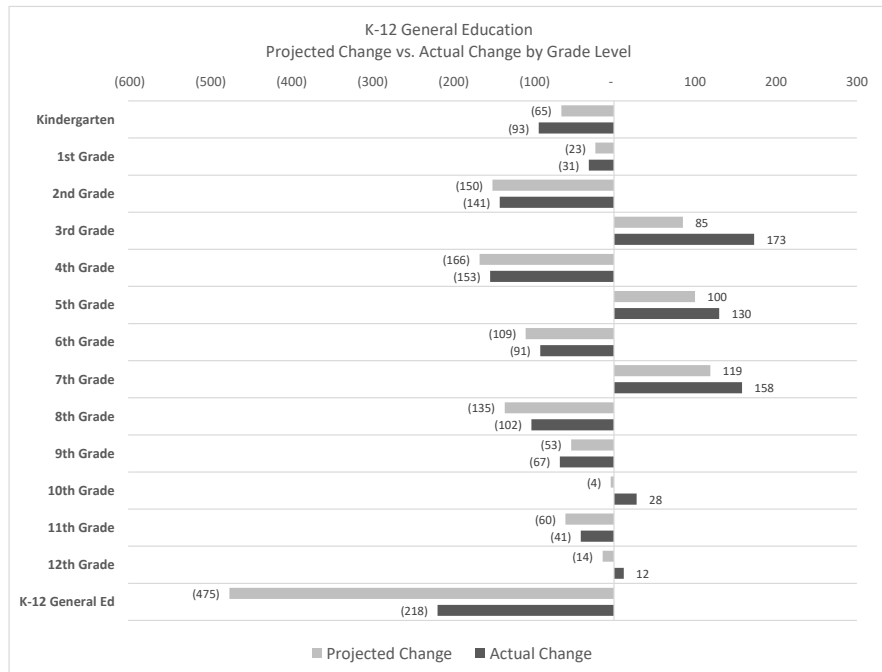
Totals include students enrolled in FLEX Online School.

Enrollment count is based on the Enrollment Summary Matrix (ESM), taken on the last school day of September.

General Education programs include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (e.g. ACMA, RC, CS, ISB, BASE and FLEX Online).

Pre-Kindergarten students are not included.

* 2024 grand total does not include 4 students in EE / EH status in 9/30/2024 ESM



Version date: 10/02/2024

2024 School Year Enrollment Report

School Board Business Meeting
October 8, 2024

Enrollment Total & Change from Last Year

Projected & Actual Enrollment Summary

School / Program	Previous Year	Projected Change			Actual Change			Projection Error	
	2023-24 Actual	2024-25 Projected	Projected Change	Projected Change %	2024-25 Actual	Actual Change	Actual Change %	Projection Error #	Projection Error %
Elementary	15,712	15,493	(219)	-1.39%	15,597	(115)	-0.73%	104	0.67%
Middle School	8,440	8,315	(125)	-1.48%	8,405	(35)	-0.41%	90	1.08%
High School	11,863	11,732	(131)	-1.10%	11,795	(68)	-0.57%	63	0.54%
K-12 General Education	36,015	35,540	(475)	-1.32%	35,797	(218)	-0.61%	257	0.72%
Early College (EC)	255	260	5	1.96%	265	10	3.92%	5	1.92%
Alternative Programs (AP)	61	65	4	6.56%	98	37	60.66%	33	50.77%
Special Education Outside Placement (SP)	71	84	13	18.31%	76	5	7.04%	(8)	-9.52%
Self Contained Special Education (SPED)	877	918	41	4.68%	933	56	6.39%	15	1.63%
Charter Schools	797	836	39	4.89%	801	4	0.50%	(35)	-4.19%
District Grand Total*	38,076	37,703	(373)	-0.98%	37,970	(106)	-0.28%	267	0.71%

44

K-12 General Education Cohorts (2014 to 2024)

K-12 General Education enrollment has continued to decline since 2019.

Enrollment has declined from the 2019 peak by -3,286 (-8.4%)

General Education Enrollment

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kinder	2,765	2,965	2,751	2,876	2,774	2,909	2,415	2,569	2,437	2,397	2,304
1st	3,011	3,019	3,020	2,781	2,949	2,846	2,782	2,638	2,659	2,532	2,501
2nd	3,064	3,096	3,045	2,986	2,839	2,975	2,705	2,787	2,625	2,704	2,563
3rd	3,033	3,079	3,079	2,994	2,987	2,845	2,815	2,680	2,782	2,607	2,780
4th	3,042	3,062	3,098	3,089	3,023	3,001	2,703	2,808	2,709	2,787	2,634
5th	3,004	3,124	3,080	3,076	3,100	3,051	2,897	2,721	2,795	2,685	2,815
6th	3,109	3,066	3,150	3,134	3,095	3,137	2,981	2,930	2,744	2,836	2,745
7th	3,005	3,136	3,121	3,142	3,142	3,090	3,030	2,977	2,859	2,731	2,889
8th	2,953	2,998	3,085	3,078	3,142	3,120	3,008	3,015	2,956	2,873	2,771
9th	2,959	3,013	3,041	3,161	3,166	3,222	3,199	3,112	3,060	3,034	2,967
10th	2,877	2,960	2,994	3,009	3,148	3,168	3,155	3,134	3,110	3,023	3,051
11th	2,708	2,724	2,810	2,793	2,820	2,946	2,944	2,980	2,964	2,930	2,889
12th	2,635	2,647	2,684	2,734	2,706	2,777	2,868	2,997	2,976	2,876	2,888
Total	38,165	38,889	38,958	38,853	38,891	39,087	37,502	37,348	36,676	36,015	35,797
<i>Change</i>	289	724	69	(105)	38	196	(1,585)	(154)	(672)	(661)	(218)
<i>% Change</i>	0.76%	1.90%	0.18%	-0.27%	0.10%	0.50%	-4.06%	-0.41%	-1.80%	-1.80%	-0.61%
<i>Average Cohort Size</i>	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<i>Avg K-5th Class Size</i>	2,987	3,058	3,012	2,967	2,945	2,938	2,720	2,701	2,668	2,619	2,600
<i>Avg 6-8 Class Size</i>	3,022	3,067	3,119	3,118	3,126	3,116	3,006	2,974	2,853	2,813	2,802
<i>Avg 9-12 Class Size</i>	2,795	2,836	2,882	2,924	2,960	3,028	3,042	3,056	3,028	2,966	2,949
<i>All Cohorts</i>	2,936	2,991	2,997	2,989	2,992	3,007	2,885	2,873	2,821	2,770	2,754

All Grades

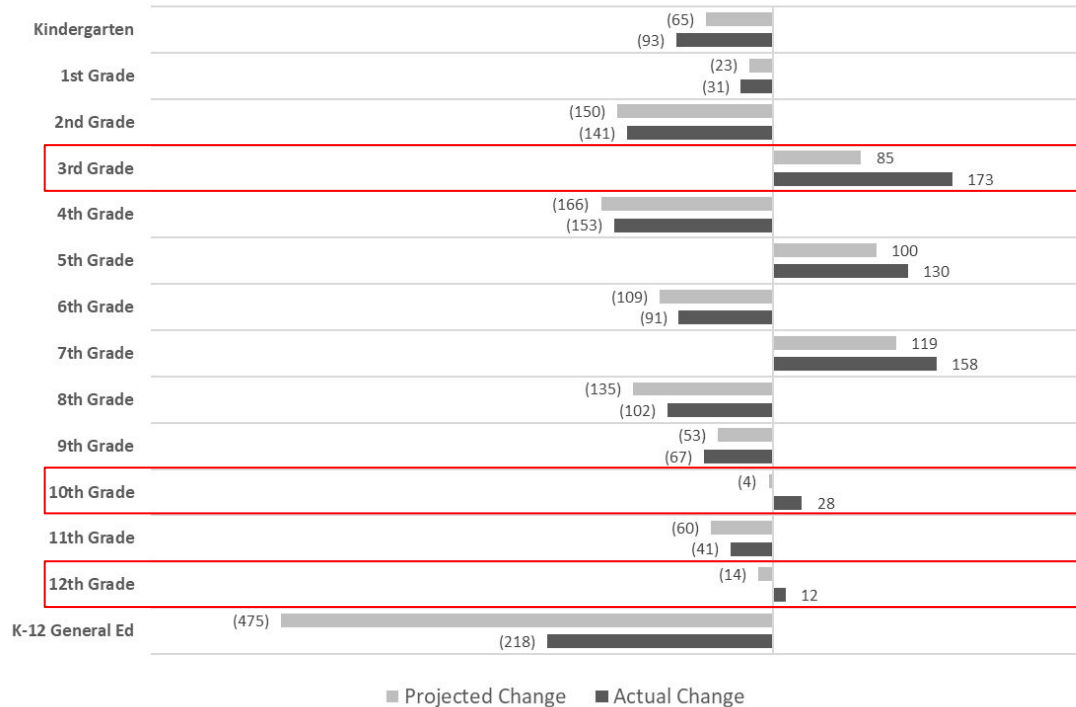
45

Projected vs. Actual Change by Grade Level (K-12 Gen Ed)

When the bars are on the same side of the axis, it means the *direction* of projected change at each grade level was correct.

The projection was in the correct direction for all grades except 10th (projected decline of -4, actual increase of +28) and 12th (projected decline of -14, actual increase of +12)

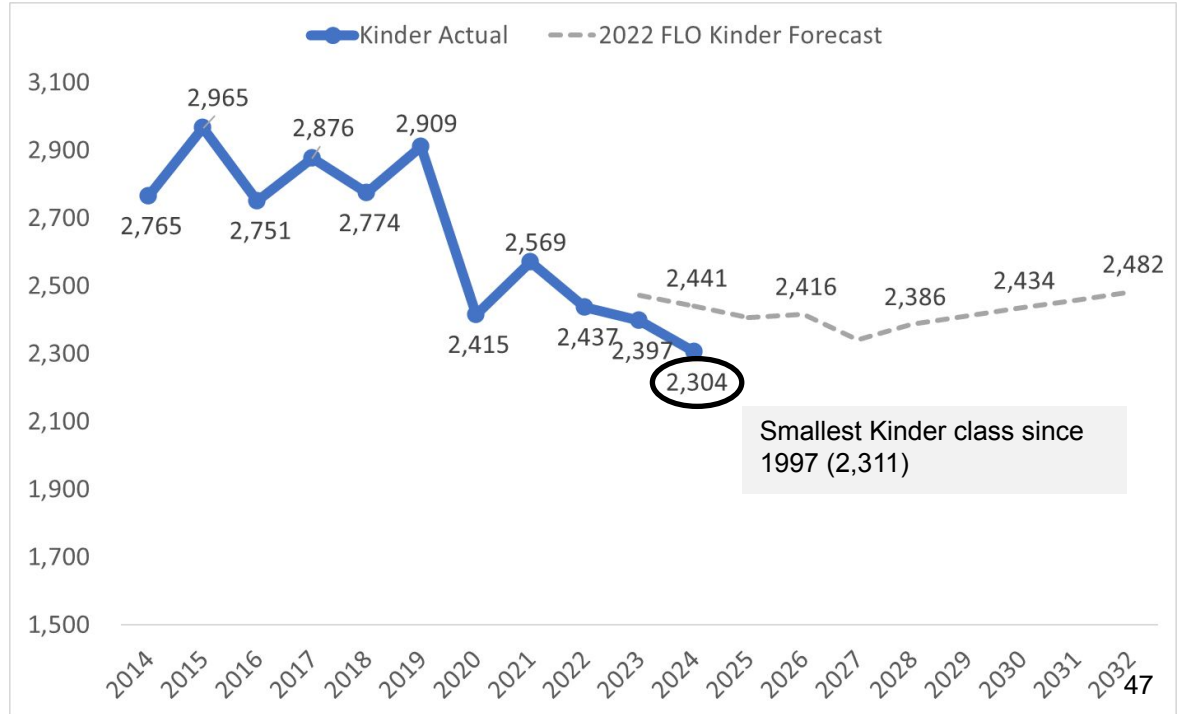
The largest projection error was at 3rd grade: projected increase of 85 vs. actual increase of 173 (+88)



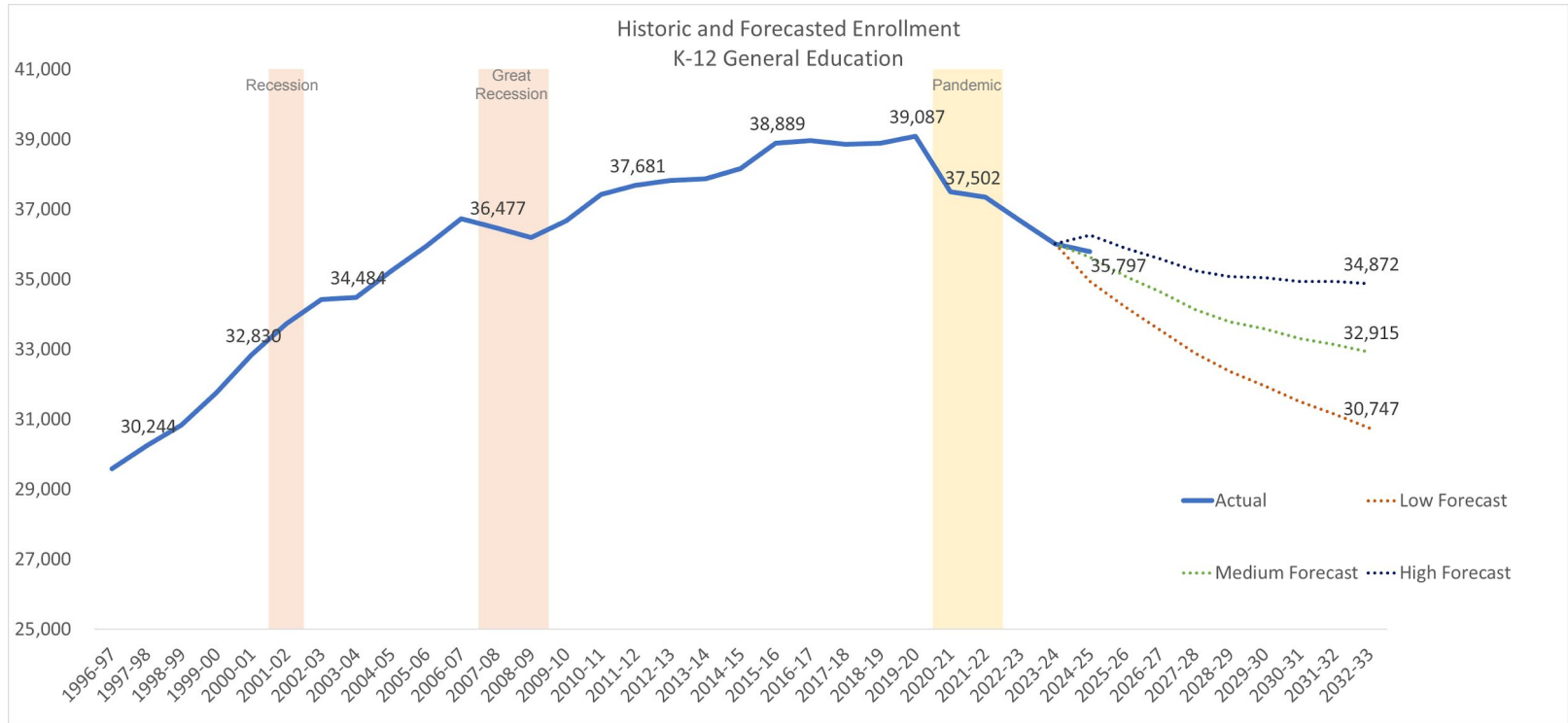
Incoming Kindergarten Classes Continue to Decline In Size

In 2022, FLO Analytics prepared a 10-year enrollment forecast, including a forecast of kindergarten classes.

For the first two years of the forecast, 2023 and 2024, kindergarten class sizes have fallen below the forecast.



K-12 General Education Actual Enrollment & Medium Forecast to 2032



Funding & Financial Implications

- The number of students and their demographics determine funding for the State School Fund and Student Investment Account.
- For districts experiencing declining enrollment, the State School Fund uses the immediate prior year enrollment and demographic information for funding.
- September 30th enrollment is usually our high water mark for school year enrollment.
- Schools are staffed using our equity-based Staffing Allocation Methodology.

Thank you!

Questions?

MEMORANDUM

TO: Casey Waletich, Associate Superintendent, Operations and Support Services
 Steven A. Sparks, Executive Administrator for Long Range Planning

FROM: Robert McCracken, Demographics & Facility Planning Specialist

DATE: October 2, 2024

SUBJECT: Enrollment Summary for the 2024-2025 School Year

This memorandum summarizes enrollment for the 2024-2025 school year, as measured on Monday, September 30, 2024.

Total enrollment in the Beaverton School District declined from the prior school year by a total of 106 students (-0.28%). Table 1 shows change by school level and program for the district. For the K-12 general education population, which comprises the bulk of enrollment, each school level experienced a decline, with the largest drop at the elementary school level.¹ Other programs, including the Early College, Alternative Programs and Outside Special Education Placements saw net increases in enrollment.

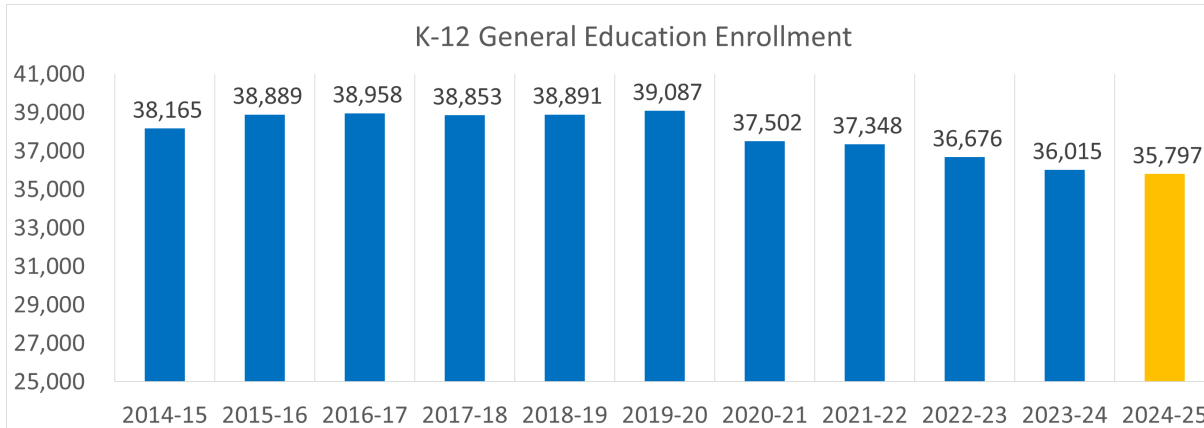
Table 1: Enrollment Change 2023 to 2024 School Year

School / Program	Previous Year Enrollment (SY 2023-24)	Current Year Enrollment (SY 2024-25)	Actual Change #	Actual Change %
Elementary	15,712	15,597	(115)	-0.73%
Middle School	8,440	8,405	(35)	-0.41%
High School	11,863	11,795	(68)	-0.57%
K-12 General Education*	36,015	35,797	(218)	-0.61%
Early College (EC)	255	265	10	3.92%
Alternative Programs (AP)	61	98	37	60.66%
Special Education Outside Placement (SP)	71	76	5	7.04%
Self Contained Special Education (SPED)	877	933	56	6.39%
Charter Schools	797	801	4	0.50%
District Grand Total*	38,076	37,970	(106)	-0.28%

¹ Notes: General Education totals include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (ACMA, CS, ISB, BASE and FLEX Online). Pre-Kindergarten students are not included in figures above. The 51 district Pre-Kindergarten total for 2024 is 409 students.

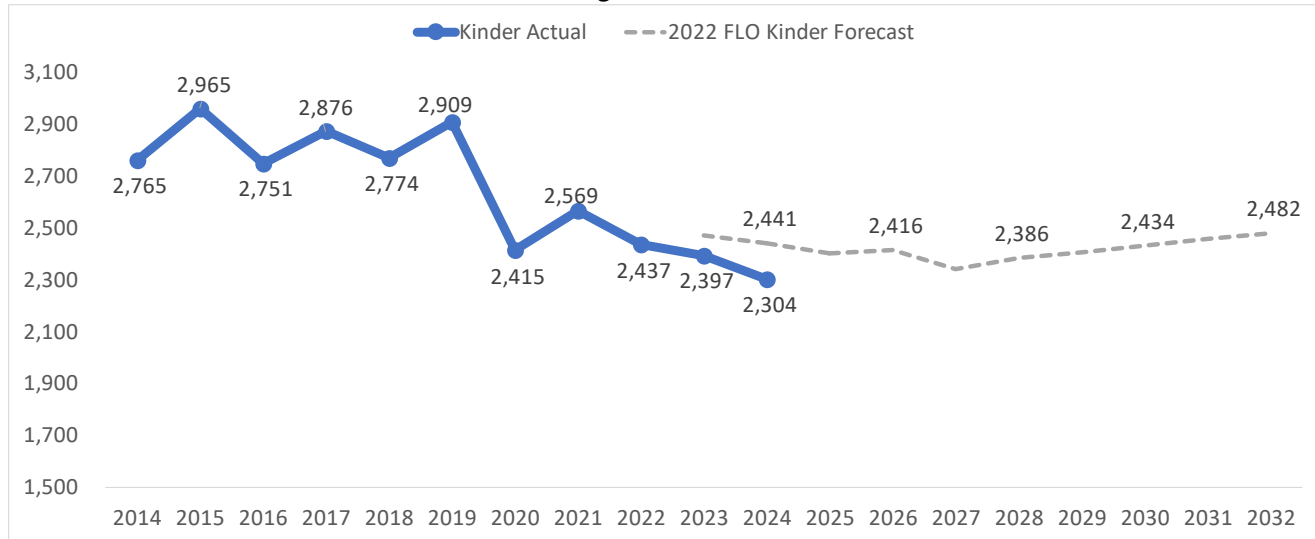
Chart 1 shows historic K-12 general education enrollment from 2013 to 2024. The district's peak enrollment year was 2019 (39,087) and has declined each year since. Since the 2019 peak, K-12 general education enrollment has fallen by 3,290 students (-8.4%).

Chart 1: Beaverton School District K-12 General Education Enrollment



In addition to the drop in enrollment associated with the 2020 COVID-19 pandemic, smaller kindergarten class sizes are driving enrollment decline. Chart 2 shows general education kindergarten class size 2014 to 2024. The district's largest kindergarten class size was in 2015 (2,965) and classes have ranged between 2,751 and 2,909 until 2020. The 2020 kindergarten class was significantly smaller, followed by a slight uptick in 2021. But even since the end of the pandemic, each kindergarten class has been smaller than the last. This is attributable to the gradual decline in annual births in Beaverton School District and Washington County as a whole.

Chart 2: Beaverton School District Births and Kindergarten Cohorts



In 2022, FLO Analytics prepared a 10-year enrollment forecast, including a forecast of kindergarten classes. For the first two years of the forecast, 2023 and 2024, kindergarten actual class sizes have fallen below the forecast.

Table 2 shows the impact of smaller kindergarten classes on general education total enrollment over time. The table shows enrollment by grade and by year since 2014. Cells are color coded by class size (red are larger, blue are smaller); one can see how large cohorts progress down and to the right over time as they matriculate.

The bottom portion of the table shows average class size by school level. In 2019, for example, the average class size in 2019 was 3,007 and in 2024, it is 2,754. Average class sizes are likely to continue to decline as large cohorts are replaced by smaller cohorts over time.

Table 2: Historic K-12 General Education Enrollment by Grade Level 2014-2024

General Education Enrollment											
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kinder	2,765	2,965	2,751	2,876	2,774	2,909	2,415	2,569	2,437	2,397	2,304
1st	3,011	3,019	3,020	2,781	2,949	2,846	2,782	2,638	2,659	2,532	2,501
2nd	3,064	3,096	3,045	2,986	2,839	2,975	2,705	2,787	2,625	2,704	2,563
3rd	3,033	3,079	3,079	2,994	2,987	2,845	2,815	2,680	2,782	2,607	2,780
4th	3,042	3,062	3,098	3,089	3,023	3,001	2,703	2,808	2,709	2,787	2,634
5th	3,004	3,124	3,080	3,076	3,100	3,051	2,897	2,721	2,795	2,685	2,815
6th	3,109	3,066	3,150	3,134	3,095	3,137	2,981	2,930	2,744	2,836	2,745
7th	3,005	3,136	3,121	3,142	3,142	3,090	3,030	2,977	2,859	2,731	2,889
8th	2,953	2,998	3,085	3,078	3,142	3,120	3,008	3,015	2,956	2,873	2,771
9th	2,959	3,013	3,041	3,161	3,166	3,222	3,199	3,112	3,060	3,034	2,967
10th	2,877	2,960	2,994	3,009	3,148	3,168	3,155	3,134	3,110	3,023	3,051
11th	2,708	2,724	2,810	2,793	2,820	2,946	2,944	2,980	2,964	2,930	2,889
12th	2,635	2,647	2,684	2,734	2,706	2,777	2,868	2,997	2,976	2,876	2,888
Total	38,165	38,889	38,958	38,853	38,891	39,087	37,502	37,348	36,676	36,015	35,797
<i>Change</i>	289	724	69	(105)	38	196	(1,585)	(154)	(672)	(661)	(218)
<i>% Change</i>	0.76%	1.90%	0.18%	-0.27%	0.10%	0.50%	-4.06%	-0.41%	-1.80%	-1.80%	-0.61%
Average Cohort Size											
<i>Avg K-5th Class Size</i>	2,987	3,058	3,012	2,967	2,945	2,938	2,720	2,701	2,668	2,619	2,600
<i>Avg 6-8 Class Size</i>	3,022	3,067	3,119	3,118	3,126	3,116	3,006	2,974	2,853	2,813	2,802
<i>Avg 9-12 Class Size</i>	2,795	2,836	2,882	2,924	2,960	3,028	3,042	3,056	3,028	2,966	2,949
<i>All Cohorts</i>	2,936	2,991	2,997	2,989	2,992	3,007	2,885	2,873	2,821	2,770	2,754

Additional detail by grade and school level is available in the enrollment summary (attached).

ITEM FOR INFORMATION**SAFE ROUTES TO SCHOOL PROGRAM****SUMMARY**

The Beaverton SRTS program promotes safe travel to school through education, walking and biking initiatives, and infrastructure advocacy. By encouraging students to use school buses or walk/bike to school, the program aims to reduce the carbon footprint and improve students' well-being.

BACKGROUND

Safe Routes to School (SRTS) is a nationwide initiative that encourages students and families to walk, bike, or use buses for school commutes, thereby reducing single-car trips. The foundation of our program, encapsulating the essential components of our comprehensive and integrated approach, are the 6 E's: Education, Encouragement, Equity, Engagement, Engineering and Evaluation.

The Beaverton School District's Safe Routes to School program's goals are to:

- Reduce the number of cars commuting to and from school
- Enhance student safety, health and wellness
- Improve the environmental health of our communities and the planet

RECOMMENDATION

Staff will present information on the Safe Routes to School program. No action is needed.

Belong. Believe. Achieve.

Beaverton Safe Routes to School 2024–25 Program Report

History and Background

Safe Routes to School (SRTS) is a nationwide initiative that encourages students and families to walk, bike or use buses for school commutes, thereby reducing single-car trips. The 6 E’s form the foundation of our program, which encapsulate the essential components of our comprehensive and integrated approach: Education, Encouragement, Equity, Engagement, Engineering, and Evaluation. Our goals are to:

- Reduce the number of cars commuting to and from school
- Enhance student safety, health, and wellness
- Improve the environmental health of our communities and the planet

The Beaverton SRTS program promotes safe travel to school through education, walking and biking initiatives, and infrastructure advocacy. By encouraging students to use school buses or walk/bike, the program aims to reduce the carbon footprint and improve students’ well-being. Currently, 30–40% of students travel via a single-car trip, contributing to carbon emissions and creating traffic hazards for those walking or biking.

Students who walk or bike to school achieve on average two-thirds of the recommended 60 minutes of daily physical activity and perform 20% better academically. Active transportation enhances mood, mental health, and focus. The Beaverton School District faces congestion from about 12,000 cars daily, contributing to 23,500 pounds of carbon emissions and pollution from idling vehicles, impacting student health. Encouraging walking and biking can reduce traffic, create a safer environment, and strengthen community ties.

The SRTS program produces an annual report highlighting our program activities and data collection. For more on our accomplishments for the 2023-2024 school year, please visit: [Safe Routes to School Annual Report 2023-2024](#).

Primary Focus Areas

Pedestrian and Bicycle Education

In 2019, Beaverton SRTS introduced pedestrian and bicycle safety education for all elementary students. Our innovative “Scooter Town” program, integrated into physical education classes on a three-year rotation, allows students to practice roadway safety in a mini town set up in their gym. We shared this popular program across the state and East Gresham and Eugene have added Scooter Town to their SRTS programs. Additionally, we provide on-bike education during after-school bicycle rodeos, with at least four free events each year. These events offer bike mechanics, helmets and fittings, and safety and skills courses.

Belong. Believe. Achieve.

Walking/Biking Programs

To support busy families, we organize walking and biking school buses throughout the district. These initiatives involve groups of students walking or biking together under the supervision of adult volunteers. Last year, twelve schools participated in this program. Currently, we are collaborating with counselors and social workers to develop Walking School Bus routes specifically for chronically absent students. This effort aims to provide reliable transportation for those who lack access to traditional school buses.

Encouragement

Each year, we organize a range of encouragement events, including the popular International Walk + Roll to School Day in October. During this event, thousands of students celebrate walking, biking and busing to school. These activities not only promote alternative travel methods but also inspire families to continue these practices after experiencing their fun and convenience.

Infrastructure Advocacy

Our program convenes a monthly multi-agency coordination team, including members from city and county transportation, enforcement agencies, THPRD, and various BSD departments such as Risk Management, Facilities, Transportation, and Public Safety. This team addresses parking lot procedures, travel safety concerns, and projects like sidewalks and school crossings to enhance safety on school routes. Additionally, the SRTS team actively participates in city and county committees to ensure student safety is a top priority in project decision-making.

Funding

Before 2022, funding for the Beaverton Safe Routes to School program came from grants and operated with just 1.5 full-time equivalent staff, serving a limited number of schools. Over the past five years, the program expanded to include all 54 schools in the Beaverton School District, tripling participation rates and necessitating increased staffing. Craig Beaver has been a steadfast advocate for SRTS and student safety, establishing a full-time coordinator position within the transportation department to ensure the program's continuity. This investment underscores the district's commitment to student safety, regardless of their mode of travel. The program continues to receive grant funding from ODOT, Metro and the City of Beaverton, supporting three part-time assistants and essential materials.

Future Plans

Our mission is to establish a sustainable program that integrates Scooter Town into the PE curriculum, providing students with essential pedestrian safety skills taught by knowledgeable staff. Additionally, we plan to introduce on-bike education during school hours, featuring a rotating fleet of bicycles across schools and a learn-to-ride program for our youngest students. We are confident that Walking School Bus programs can significantly reduce single-car trips to school. We envision a route at every elementary school, ensuring equal access to resources, safety and transportation options for all students.



Beaverton School District **SAFE ROUTES TO SCHOOL** **2023-2024 ANNUAL REPORT**





COORDINATOR'S STATEMENT

Our students are leading the way towards a more sustainable future. The 2023/2024 school year has witnessed a growing interest in active modes of transportation to school, from Walking School Buses to Bike Buses. Notably, our district-wide May Bike Week has seen a remarkable increase in participation, from 187 to 1,095 participants in just two years.

Kinnaman Elementary hosts one of 15 walking school bus routes, focusing on neighborhoods with high rates of absenteeism. Meanwhile, Sexton Mountain Elementary stands out as the first school in the district to have both a weekly Walking School Bus and a weekly Bike Bus, with an average of 50 students commuting together.

Our program is dedicated to ensuring safe travel for all students. This year, we introduced "Scooter Town" to ensure students learn the skills needed to safely navigate their neighborhoods.

Pedestrian safety has become an engaging learning experience, and we have extended these lessons to reach our preschool and special education students. We maintain our commitment to providing specific assistance to our Title 1 schools and offering free helmets to students in need.

The success of our program depends on dedicated partners and volunteers who back these initiatives and guarantee that infrastructure projects around schools are completed to enable safe travel to school. Your support is greatly appreciated.

Leah Biado

LEAH BIADO



Safe Routes to School Coordinator
Beaverton School District

ABOUT OUR ORGANIZATION



The Beaverton School District (BSD) Safe Routes to School (SRTS) program continues to excel, thanks to the generous support from Metro, the Oregon Department of Transportation, and the City of Beaverton. In the 2023–24 school year, we proudly introduced our new interactive Pedestrian Safety curriculum, Scooter Town. This cutting-edge curriculum engages students with hands-on activities, teaching them vital safety skills for their daily commutes.

Our dedication to expanding our impact remains strong. This year, we reached out to more families, championed necessary infrastructure improvements, and provided focused, hands-on

support to our Title 1 schools. The positive results of our program are reflected in comprehensive data, evaluations, and personal testimonials throughout this report.

We are delighted to witness a growing trend within BSD, as more families recognize the numerous advantages of walking and rolling to school. As you explore this annual report, you will discover the achievements of BSD's Safe Routes to School program, the obstacles we have faced, and our forward-looking plans to further encourage healthy, safe, and active transportation in our school community and beyond.

MEET THE TEAM

THE FACES OF BEAVERTON SRTS



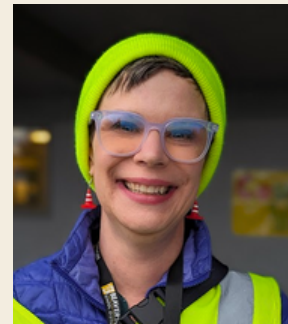
Leah Biado
Coordinator



Linda Feldhan
Assistant Coordinator



Kimberly Schultz
Assistant Coordinator



Julia Sanders
Assistant Coordinator

OUR WORK THIS YEAR



STEP BY STEP TOWARDS A SAFER TOMORROW

As we reflect on the past year, Beaverton Safe Routes to School has continued its mission to enhance safety and promote active transportation for our community's students. Through strategic partnerships with The City of Beaverton and Washington County, we've achieved significant milestones in improving pedestrian infrastructure near schools, advocating for safer routes, and engaging the community in active transportation initiatives.



Our collaborative efforts have led to the implementation of Lead Pedestrian Intervals at key crosswalks, ensuring safer crossings for our children. We also launched successful events like the Summer Kick-Off Bike Rodeo and the Family Treasure Hunt Geocaching Event, fostering a sense of community and encouraging healthy, active lifestyles. These initiatives have not only increased safety but also strengthened community bonds.

Join us as we celebrate our achievements, recognize the dedication of our volunteers and partners, and reaffirm our commitment to building safer environments where every child can thrive. Together, we are making strides towards a safer, more connected Beaverton.

ENGAGEMENT



All Beaverton Safe Routes to School initiatives begin by listening to students, families, teachers, and school leaders. We strive to form mutually beneficial relationships with existing community organizations and build intentional, ongoing engagement opportunities into the program structure.



WALKING SCHOOL BUSES GAIN MOMENTUM

This year, our Walking School Bus Program has expanded significantly, now featuring 14 regular routes and serving 319 students. A key success was the implementation of a new mapping strategy that optimized routes based on student addresses, ensuring convenience and accessibility. Notably, at Kinnaman and Fir Grove, we mapped walking school bus routes with assigned stops for every student in the walk zone. This growth demonstrates our commitment to providing reliable, safe, and fun active commuting options for all students, setting the stage for further enhancements in the coming years.



BEAVERTON BIKE BUS MOVEMENT TAKES OFF

The Beaverton Bike Bus Movement grew this year, expanding from two to four bike buses during Bike To School Week at Sexton Mountain, Hiteon, Cooper Mountain, and Rock Creek Elementary Schools. Bike buses, which are groups of students biking to school together under adult supervision, offer a safe, fun, and active way to commute. The Sexton Bike Bus, with 50 participants, benefited from the added safety provided by Beaverton's Bicycle Patrol Unit. This successful initiative has led to the establishment of a regular weekly bike bus at Sexton Mountain, highlighting the growing popularity and positive impact of our bike bus program.





HELPING PARENTS TAKE A STEP TOWARDS SAFETY

Our parent education campaign to deter mid-block crossings was launched at Sato and Findley Elementary Schools and emphasized pedestrian safety with a creative approach. Featuring a cute kitty crossing guard and spray-chalked paw prints leading to crosswalks, the campaign reminded parents to use crosswalks instead of crossing mid-block when picking up their children. The message was well received and effectively promoted safe walking behaviors. We plan to extend this initiative to other schools at the beginning of the 2024-25 school year, aiming to encourage safer parent behavior through the use of positive messaging.



COMPREHENSIVE SRTS MESSAGING TOOLKIT FOR SCHOOLS

This year, we introduced a comprehensive Safe Routes to School Messaging Toolkit for school secretaries and PTO groups, designed to streamline the communication of safe routes messaging. The toolkit, which includes an event calendar, planning guide, and 35 articles in English and Spanish with corresponding graphics, equips secretaries with everything needed for year-round messaging. The advance provision of these resources has been positively received, allowing school leaders to plan and promote events more efficiently. This initiative has significantly simplified the integration of safe routes messaging into school communications, enhancing our overall outreach and impact.



REGIONAL TRAVEL OPTIONS GRANTS FOR WALKING & ROLLING

This year, our efforts in securing Metro's Regional Travel Options Micro-Grants have expanded, benefiting eight schools: The Community Transition Program, Nancy Ryles Elementary, Rock Creek Elementary, Oak Hills Elementary, McKinley Elementary, Vose Elementary, Hiteon Elementary, and Cooper Mountain Elementary. These grants have been utilized for various initiatives, such as rewarding Walking School Bus volunteers with gift cards and giving students collectible prizes for walking. By leveraging these grants, we have significantly strengthened our ability to encourage active transportation and foster a culture of walking and biking to school, doubling the impact compared to last year.

EQUITY



We work to ensure that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others.



BRIDGING THE GAP WITH BIKE RODEOS

Our Bike Rodeos serve as a cornerstone in supporting Title 1 schools to cultivate a biking culture within their communities. This year, we organized Bike Rodeos at four Title 1 schools and collaborated with THPRD on a Summer Kick-Off Rodeo, serving any child in need. Each event offered free bike mechanics, distributed helmets, provided refreshments, hosted a skills course, and featured maps, information, games, and prizes. During our spring Bike Rodeos, our volunteers and staff not only provided bike repairs, free helmets, and free helmet fittings, their efforts also brought families together to celebrate biking. These events were a great opportunity for us to immerse ourselves in the community and forge new connections with parent partners, with 689 participating across all events.



OVERCOMING CHRONIC ABSENTEEISM

Feedback from school administrators has indicated that our daily Walking School Bus programs are proving to be an effective strategy for reducing chronic absenteeism in their schools. Improved attendance significantly enhances student success, as regular attendance is crucial for academic achievement. Next year, we aim to conduct a research project to study the correlation between daily Walking School Bus programs and attendance rates among chronically absent students. This study will provide valuable data, opening doors to new funding streams and partnerships, and offering schools compelling reasons to adopt daily walking programs.



EMPOWERING TITLE 1 SCHOOLS WITH ENHANCED RESOURCES

At BSD Safe Routes to School, we emphasize supporting Title 1 schools by embracing an inclusive strategy for our events. Understanding the challenges these schools face, such as limited volunteer resources, we actively assist in organizing, promoting, and facilitating walking and rolling events at four of Beaverton's Title 1 elementary schools each year. Our deepened engagement with these communities has inspired a shift towards more active transportation habits.

A key success this year is our work with McKinley Elementary School. We collaborated with the school administration and PTO, attended community events to gather feedback, and recruited parent volunteers. McKinley established a monthly Walking School Bus this year with plans to increase to a weekly program next school year. As a result, McKinley saw an almost 4% increase in their walk rate to school. This might seem small, but that means around 25 more students are walking to school and conversely 25 less cars are traveling through the parking lot.



GETTING HELMETS TO STUDENTS WHO NEED THEM MOST

Our dedication to promoting safety through helmet distribution remains unwavering. In partnership with Trauma Nurses Talk Tough, we have continued our work providing free helmets to the children who need them most, ensuring they have the necessary gear for safe biking. This year, we distributed 193 helmets at community events located in diverse, low-income neighborhoods. Alongside distribution, we also provided helmet fittings to ensure proper usage and maximum protection. We take pride in equipping students with both the knowledge and equipment needed for road safety, significantly raising awareness about helmet use and potentially saving lives in the process.



EQUITY-CENTERED PROFESSIONAL DEVELOPMENT

Our staff continuously engages in equity-focused professional development to better serve our diverse student population. This year, we participated in several webinars, including "Plotting our Partnerships: Community Engagement," "Adaptive PE Practices," and "ODOT SRTS Accessibility and Disability Training." Additionally, we attended the OATS conference, where equity-focused speakers discussed creating inclusive environments, addressing biases, and supporting BIPOC and LGBTQ+ students. These learning opportunities equip us to promote equity and inclusivity through all our initiatives.

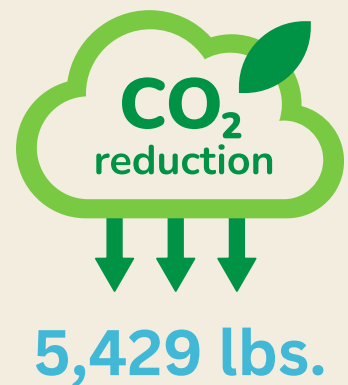


ACTIVE COMMUTING BOOM AT GREENWAY ELEMENTARY

Our collaboration with Greenway Elementary, a diverse Title 1 school, has yielded impressive results. In preparation for accommodating all Raleigh Hills Elementary students next year due to construction on their building, we focused on increasing walking and rolling participation to reduce future car line congestion. By hosting a bike rodeo and providing extra support for Walk + Roll events, Greenway Elementary raised their walk and bike rates by 11%, equating to 25 more students. Additionally, the drive rate decreased by 9%, meaning 20 fewer cars, saving 5,429 lbs of carbon emissions over the 23/24 school year.



Looking ahead, we plan to establish park and walk locations for staff and students attending Greenway, as well as a regular walking school bus route, to further enhance student safety and reduce traffic congestion.



ENGINEERING

Safe Routes to School collaborates with other agencies to create physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.



SAFE ROUTES TO SCHOOL COORDINATION TEAM

The Beaverton Safe Routes to School Coordination Team has made significant strides this year. By leveraging the expertise of representatives from the Beaverton School District, the City of Beaverton, Washington County, and the Tualatin Hills Parks and Recreation District, we have successfully addressed numerous infrastructure challenges impacting our students' commutes.

Our monthly meetings continue to foster collaboration and streamline efforts across various organizations, maintaining our commitment to student transportation needs. An upcoming focus is launching an inter-agency public safety campaign to address unsafe crossings, the primary issue identified in this year's parent survey.



NEW LEAD PEDESTRIAN INTERVALS

Through our collaboration with Washington County and the City of Beaverton, they successfully added Lead Pedestrian Intervals (LPis) at crosswalks near three schools. LPis provide pedestrians with a head start of a few seconds before vehicles receive a green light, significantly improving pedestrian safety. Research shows that LPis can reduce pedestrian-vehicle crashes by up to 60%, making crosswalks much safer for our students. This initiative is a key part of our ongoing efforts to⁶⁶ enhance infrastructure and ensure safer routes to school.



RAPID FLASHING BEACONS FOR SCHOLLS HEIGHTS ELEMENTARY

In partnership with the City of Beaverton, they have installed new Rapid Flashing Beacons (RFBs) at the intersection of Barrows Road and SW Loon Drive, near Scholls Heights Elementary. RFBs, known to reduce traffic accidents by up to 47%, are crucial in ensuring pedestrian safety. This improvement connects the new Heights at Cooper Mountain housing development to the school neighborhood, providing more students with safe walking and biking routes. This initiative underscores our joint commitment to improving accessibility to active transportation options for all Beaverton students.



A SAFER CROSSING COMING FOR CONESTOGA STUDENTS

Following a student-involved traffic incident on January 9th at the crosswalk in front of Conestoga Middle School, we are collaborating with City of Beaverton engineers to enhance safety measures. The crosswalk has been repainted to enhance visibility, a TriMet bus sign has been relocated, and high-visibility crosswalks will be installed before the upcoming school year. Safe Routes to School is committed to promptly addressing traffic safety concerns and prioritizing student safety in partnership with our coordination team. Work on this project will continue over the summer to ensure that it is fully operational by the start of the school year.



CEDAR MILL ELEMENTARY WELCOMES A NEW SIDEWALK

In line with our 2018 action plan for Cedar Mill Elementary School, Washington County installed complete ADA accessible sidewalks on both sides of NW Cornell Blvd. in front of the school. This initiative aims to address student challenges crossing the driveway to the school parking lot and to create a safer route to the school entrance for Cedar Mill students. We strive to ensure a secure environment for all members of our school community as they travel to and from school buildings.

ENCOURAGEMENT

Safe Routes to School generates enthusiasm and increased walking and bicycling for students through events, activities, and programs.



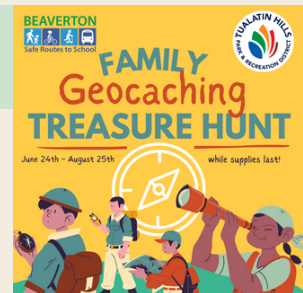
EVENT PLANNING WEBSITES ENHANCE ENGAGEMENT

This year, BSD Safe Routes to School introduced event planning websites to enhance support for school events. These platforms provided comprehensive tools such as event schedules, promotional materials, safety guidelines, and volunteer sign-up forms. Downloadable lessons and resources were also included for teachers to connect classroom learning with their school's event. By centralizing resources and simplifying planning processes, these websites facilitated effective event organization and promoted community engagement, reinforcing our commitment to creating a district culture that celebrates active transportation.



GEOCACHING SUMMER TREASURE HUNT

Following its successful debut, the Family Geocaching Treasure Hunt is back for another exciting summer at The Jenkins Estate. Last year's event was a hit, attracting participants of all ages who enjoyed using the Geocaching app to uncover hidden treasures amidst the park's natural beauty. With 163 finds and enthusiastic feedback from families, this initiative not only promotes outdoor exploration but also enhances navigation and map-reading skills in children. With upgraded caches and a revamped promotional strategy for this year, we aim to build on last year's success and attract even more participants to this enriching community activity.





INTERNATIONAL WALK & ROLL TO SCHOOL DAY

Celebrating a significant 24% increase in participation from 2019 to 2023, International Walk & Roll to School Day engaged 19,495 students across our district in active transportation initiatives. Featuring 19 Walking School Buses, this event underscores our commitment to promoting healthier, eco-friendly travel options for students. Notably, Montclair Elementary School saw a 25% increase in active commuting on the event day compared to their usual rates, demonstrating the event's impact of reducing traffic congestion and fostering a culture of physical activity within our school community.



RUBY BRIDGES WALK TO SCHOOL DAY

Ruby Bridges Walk to School Day, observed on 11/14, united 21 schools in honoring the legacy of Ruby Bridges and advancing themes of equality and inclusion. With 16 walking school buses organized in Ruby's honor, students engaged in meaningful discussions and activities centered around social justice and empathy. Partnering with Scholastic Books Inc., we distributed Ruby Bridges' inspiring book, "I Am Ruby Bridges," to participating schools, enriching students' understanding of civil rights history and promoting empathy and understanding among our diverse student body.



SAFE ROUTES ART CONTEST

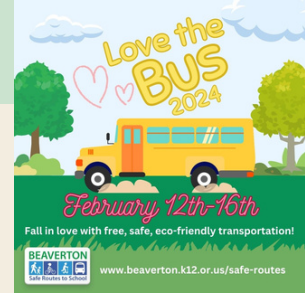
Our annual Walk & Roll Art Contest, themed "See And Be Seen," showcased the artistic talents of 424 students from 35 schools. Supported by the Beaverton Bicycle Advisory Committee, this contest encouraged students to creatively express the importance of safe commuting practices through art. Recognizing two grand prize winners and one winner from each grade level, the contest not only celebrated artistic achievement but also reinforced the importance of being visible while walking at night, prompting students to reflect on their own safety choices.





LOVE THE BUS WEEK

Love The Bus Week celebrated the invaluable contributions of school bus drivers and highlighted the environmental benefits of school bussing. With a 2% increase in ridership following pandemic-related declines, this initiative emphasizes the importance of sustainable transportation choices and builds positive relationships between students and bus drivers. Through heartfelt cards and special prizes, students expressed their gratitude for safe and reliable transportation, reinforcing the role of school bussing in reducing traffic congestion and carbon emissions within our community.



WINTER WALK & ROLL TO SCHOOL DAY

Despite the winter weather, Winter Walk & Roll To School Day saw enthusiastic participation from 21 schools and 15 Walking School Bus groups. This event, designed to promote resilience and safety in all weather conditions, encouraged students to embrace active commuting habits year-round. Prize bags distributed to participants included items to enhance visibility and safety during darker winter mornings, reinforcing our commitment to promoting safe and healthy transportation options for students.



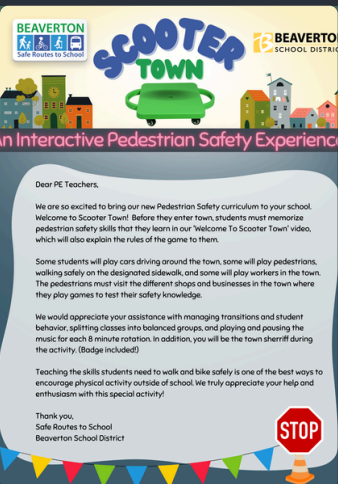
BIKE TO SCHOOL WEEK

Bike To School Week celebrated a remarkable increase in cycling participation, growing from 187 participants in 2022 to 1,095 participants in 2024. This represents a substantial 63.92% rise over two years, highlighting a significant cultural shift towards cycling as a preferred mode of school transportation. Sexton Mountain Elementary School's Bike Bus exemplifies this success, with 50 bike riders participating in their inaugural ride. The event was supported by the Beaverton Bike Patrol Unit of the Beaverton Police, who assisted with traffic management. This initiative was so successful that it became a weekly event, achieving our ultimate goal of establishing regular Bike Buses. This underscores the positive impact of community support and engagement in promoting active lifestyles among students.



EDUCATION

Safe Routes to School provides students and the community with the skills to walk and bicycle safely, educating them about benefits of walking and bicycling, and teaching them about the broad range of transportation choices.



DESIGNING AN INTERACTIVE PEDESTRIAN SAFETY CURRICULUM

Our Safe Routes to School team has developed a dynamic, standards-based curriculum to teach pedestrian and bike safety to elementary students in Beaverton. Recognizing the limited time we have with each student, we created "Scooter Town," an engaging mini-city complete with a school, library, post office, and more. In this interactive environment, students take on roles as pedestrians, drivers, and business workers, using maps to navigate and practice safety skills. This hands-on experience helps children internalize safety concepts in a fun and realistic setting, ensuring they can confidently apply these skills in their everyday lives.



CHILD-CENTERED PEDESTRIAN SAFETY VIDEOS

We produced two child-centered videos featuring young actors from Highland Park Middle School and Hiteon Elementary to teach essential walking and biking safety skills. These relatable videos cover topics such as making eye contact with drivers, crossing streets safely, watching for reversing cars, helmet safety, and parking lot awareness. The use of peer actors and clear visuals makes the safety messages easy for children to understand and retain, helping to instill lifelong safe practices in our⁷¹ students.



ANIMATED SCOOTER TOWN VIDEO

To enhance the excitement of Scooter Town, we created an animated video featuring a character named Scoot. This engaging video explains the rules and objectives of Scooter Town in a fun and captivating way. Students from Kindergarten through fifth grade have shown high levels of interest and focus when watching the video, making it easier for them to understand the procedures and roles. By using this video, we ensure consistent delivery of instructions, allowing our educators to focus on addressing student needs and facilitating a smooth, enjoyable learning experience.



Save Lives with Pedestrian & Bike Safety
by Safe Routes To School Beaverton School District
Help protect and empower our students with a memorable pedestrian safety experience for all 34 elementary schools in the district.

\$2.1k raised Ended Dec 27, 2023

BEAVERTON EDUCATION FOUNDATION GRANT

Thanks to a generous \$2099 grant from the Beaverton Education Foundation, funded by the PTAs of Findley Elementary, Oak Hills Elementary, and Bonny Slope Elementary, we were able to purchase durable materials for our Scooter Town curriculum. This grant enabled us to create three mobile sets of Scooter Town that can be used for multiple years, along with additional materials for preschool and special education classrooms. These resources provide Beaverton students with an engaging and memorable learning experience, equipping them with the skills to navigate their neighborhoods safely and confidently.



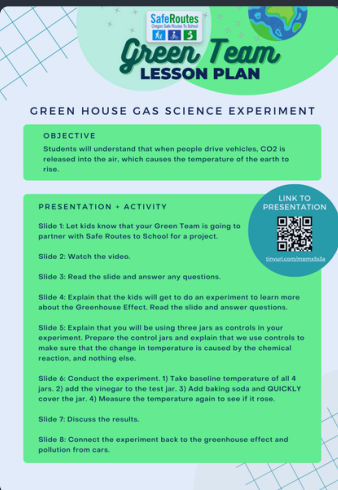
SCOOTER TOWN BROUGHT TO 5,580 STUDENTS

Our innovative pedestrian safety curriculum, Scooter Town, has been successfully introduced to 11 elementary schools: Springville, Terra Linda, Raleigh Park, Nancy Ryles, Cooper Mountain, Montclair, Rock Creek, Bethany, McKinley, and West Tualatin Valley. These schools collectively serve approximately 5,580 students. Over the course of three years, this engaging program will be taught to every Beaverton elementary student. The response has been overwhelmingly positive, with high levels of student engagement and enthusiastic feedback from staff. PE teachers have particularly appreciated the physically active nature of the lesson, expressing a desire to make Scooter Town an annual event. This interactive program has provided countless opportunities for students to practice and apply their safety skills in a fun and effective way.



PILOTING A NEW SPECIAL EDUCATION & PRESCHOOL LESSON

We developed a new pedestrian and bike safety curriculum specifically designed for preschool and special education students. This program introduces basic safety concepts in a way that is accessible and engaging for young and vulnerable pedestrians. The curriculum aims to provide these students with foundational safety skills, helping them navigate their neighborhoods safely. By tailoring our approach to meet the needs of these students, we are taking an important step in ensuring that all Beaverton students have the knowledge and confidence to stay safe.



BUILDING OUR GREEN TEAM LESSON LIBRARY

Building on last year's efforts, we expanded our Green Team Lesson Library, aiming to foster sustainable partnerships with Green Team advisors and parents. These environmental champions share our goal of reducing carbon emissions and support our walking and biking programs. This year, we've added thought-provoking lessons on child environmental hero Greta Thunberg and the benefits of electric school buses. By providing these standards-based lessons, we not only educate students but also inspire action and cultivate a community of passionate environmental advocates and volunteers.



LEADING THE PACK ON SAFE ROUTES EDUCATION

Our Safe Routes to School team's innovative educational programs have gained recognition from national and statewide organizations. Scooter Town is being adopted by other regions, including Lane County, which plans to implement it this fall. Our team recently led a webinar for the Oregon Department of Transportation, showcasing our Green Team lessons and sharing valuable resources. Additionally, our support for the Community Transition Program, which teaches career education to special education adults, will be highlighted at the 2024 Safe Routes to School National Conference in Fort Collins, Colorado. We are proud to share our successes and contribute to the broader Safe Routes community.

EVALUATION

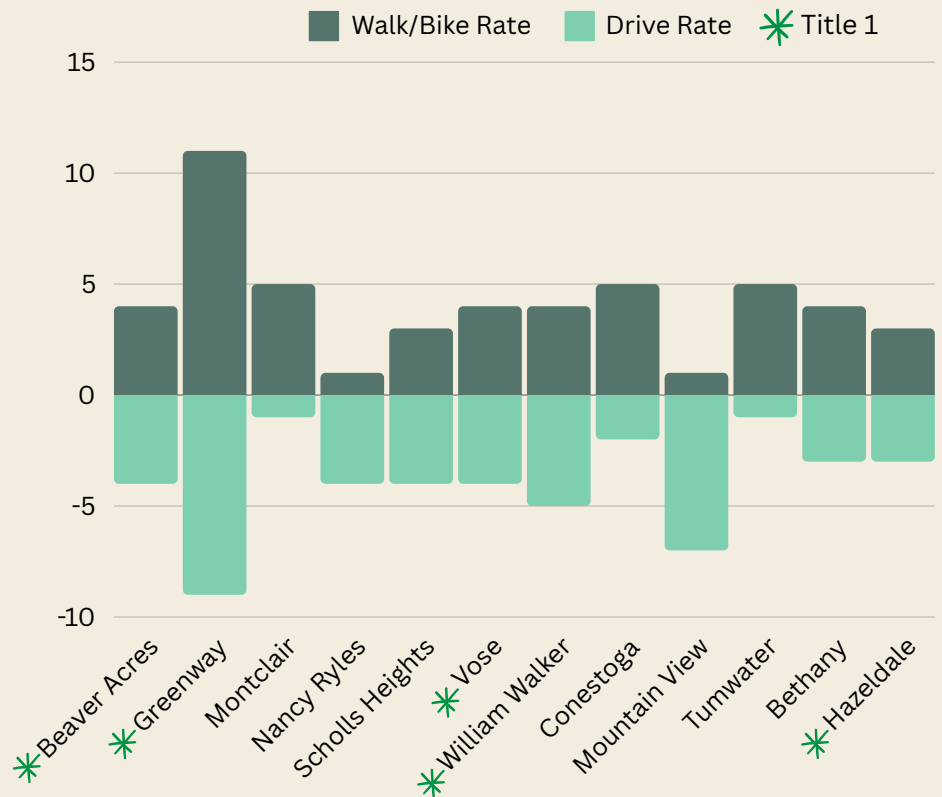


We are always assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.



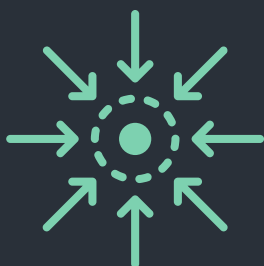
This graph highlights the schools that made the most significant improvements during the 2023-24 school year. Title 1 schools are starred on the graph to emphasize their achievements. These schools have demonstrated remarkable progress in promoting active transportation and reducing drive rates. Their success is a testament to the effectiveness of targeted initiatives and the dedication of their communities to creating safer, more sustainable school environments.

SUCCESSFUL SCHOOLS 2023-2024



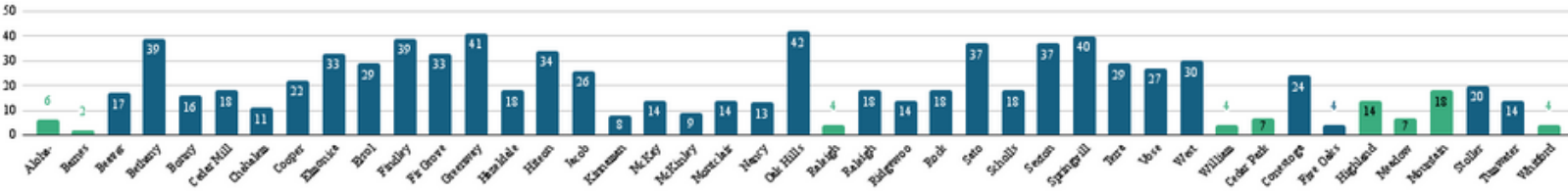
TITLE 1 FOCUS SCHOOLS FOR 2024-2025

We also use this data to help determine which schools are in need of extra support for the following school year. Title 1 schools are always prioritized because these communities typically have more working parents and fewer volunteers and resources. By focusing our efforts on these schools, we aim to provide the necessary support to promote active transportation and improve overall safety and participation rates.



WALK/BIKE RATES BY SCHOOL 2024

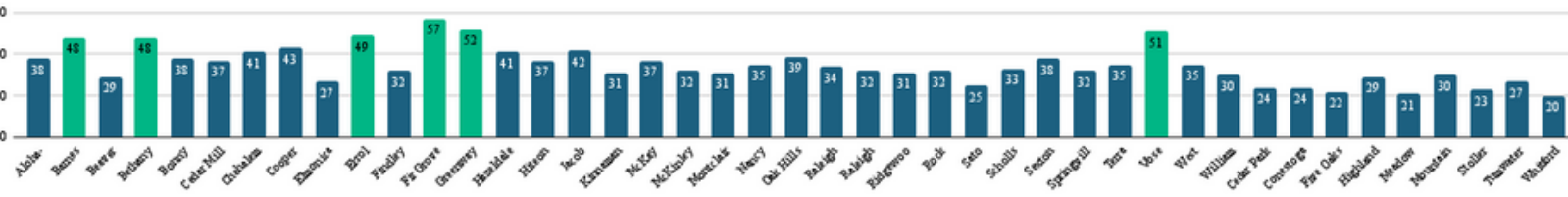
Walk/Bike Rate 2024



This graph illustrates the walk/bike rates for schools in 2024, with the schools displaying the lowest rates highlighted in green. Notably, our Title 1 schools generally have lower active commuting rates. In contrast, schools with well-planned multi-modal infrastructure show higher walk/bike rates, highlighting the impact of effective infrastructure on encouraging active transportation.

DRIVE RATES BY SCHOOL 2024

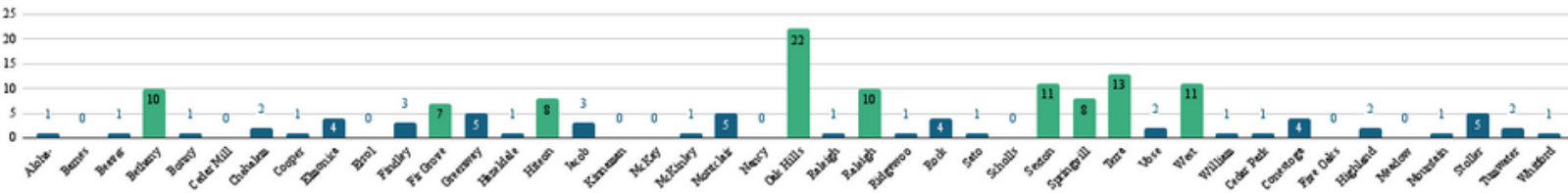
Drive Rate 2024



The graph illustrates the drive rates for schools in 2024, highlighting the highest rates in green. To provide additional support through initiatives like Walking School Buses and Park + Walk locations, we aim to strengthen community relationships with these schools. This will help us grasp and address the specific obstacles they encounter concerning active transportation.

BIKE RATES BY SCHOOL 2024

Bike Rate 2024

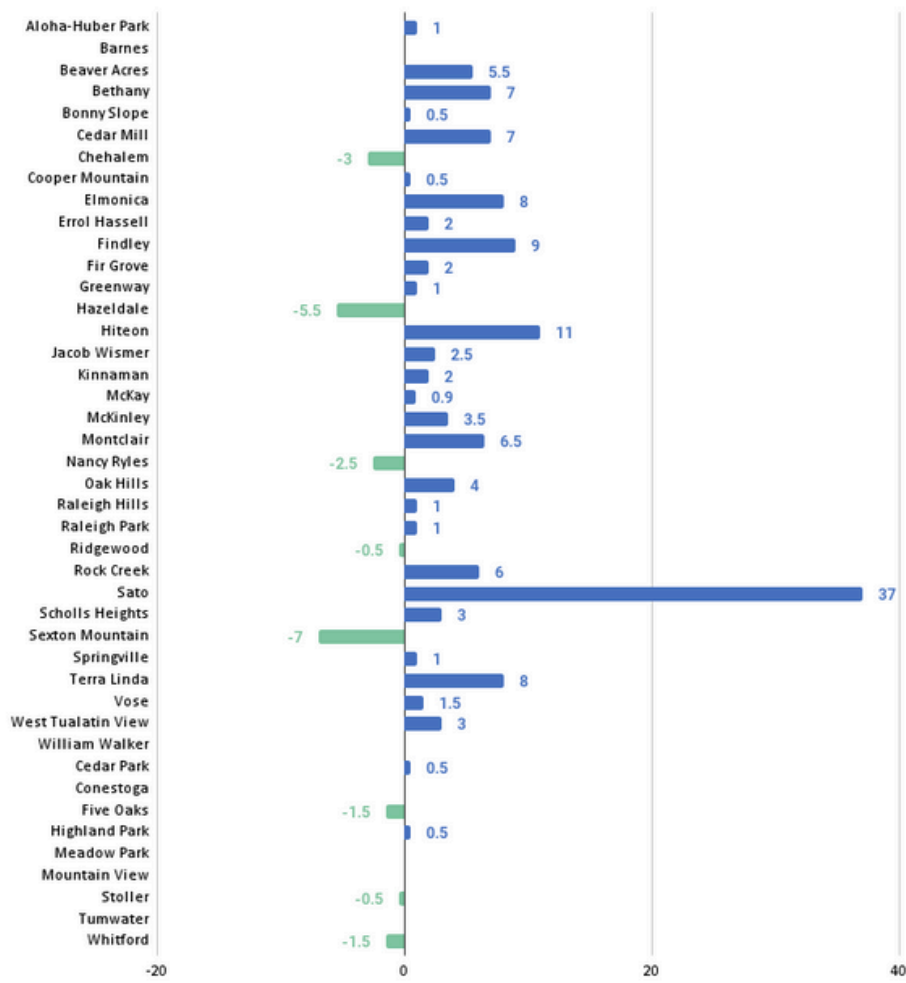


This graph shows the bike rates for schools in 2024, with the highest rates highlighted in green. These schools are excellent candidates for regular bike bus programs, similar to the successful bike bus launched this year at Sexton Mountain. Due to their overwhelming popularity at our pilot schools, we hope to expand our bike bus program to more schools in the district.

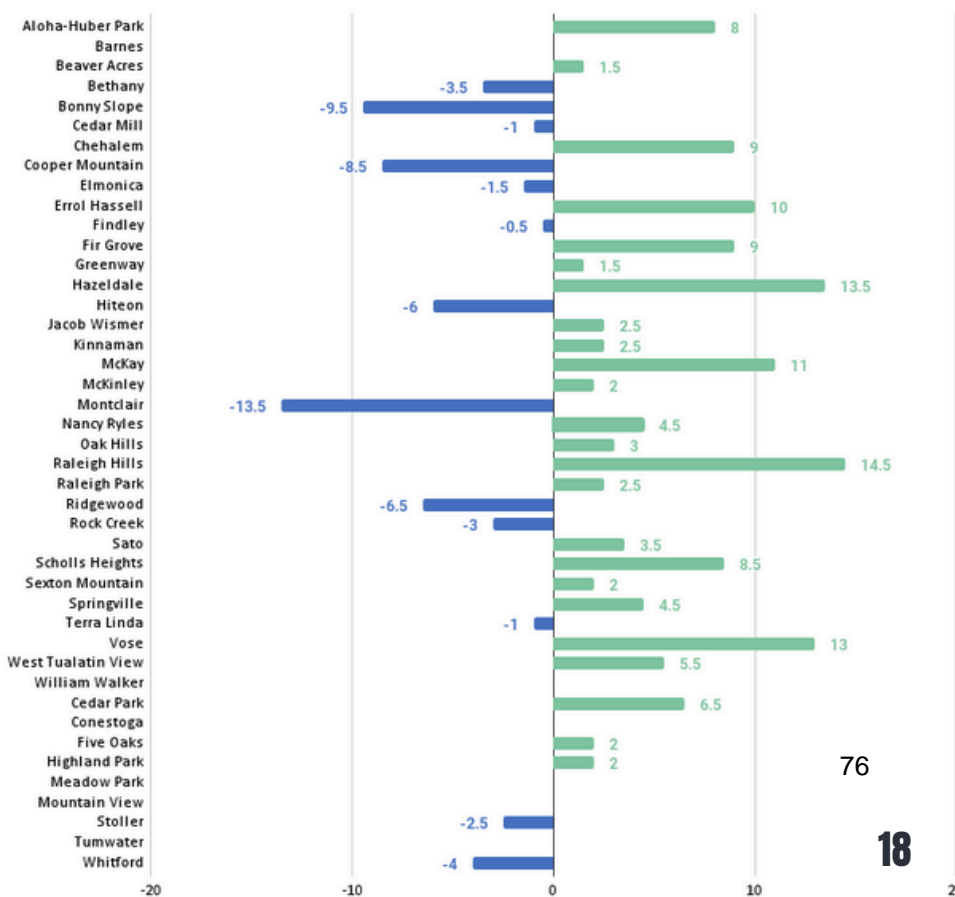
WALK/BIKE RATE DIFFERENCE BY SCHOOL 2019-2024



The graphs illustrate the differences in walking/biking and driving rates for each school between 2019 and 2024. To boost walking/biking rates and reduce driving rates, it is essential to actively engage with each community to grasp the distinct requirements of every school. By involving the school community, we can tailor our efforts and implement successful tactics to encourage and facilitate walking, biking, and using buses for school commutes.

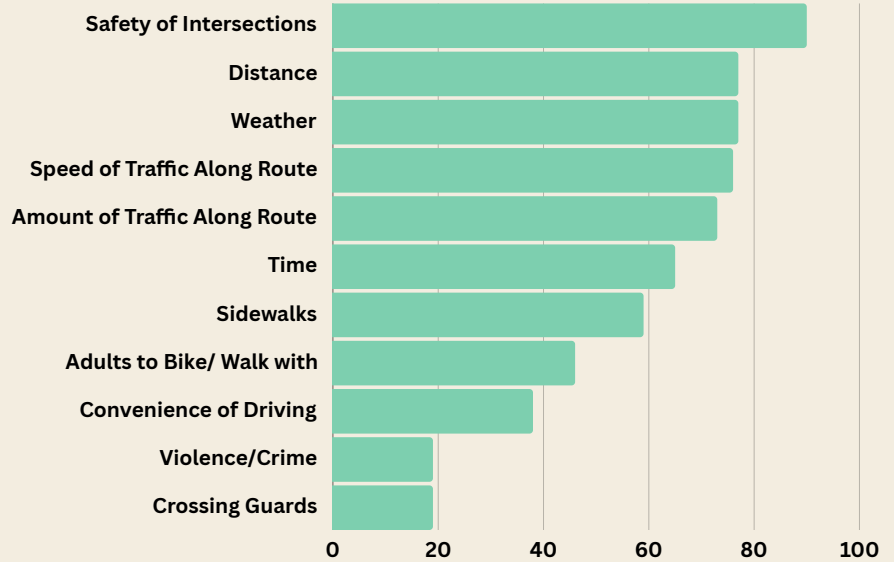


DRIVE RATE DIFFERENCE BY SCHOOL 2019-2024



PARENT SURVEY RESULTS

This graph shows the parent concerns mentioned in our parent survey, categorized by type. One notable shift this year is that 'Safety of Intersections' has risen to the top of the list. This finding aligns with anecdotal feedback from parents and crossing guards. In response, next year we plan to mount an interagency public safety campaign with the City of Beaverton and Washington County to address the issue of drivers not stopping for children in crosswalks. Additionally, we will continue to advocate for Lead Pedestrian Intervals (LPIs) at crosswalks of concern to improve safety.



"I'm glad we are able to use an alternative to driving to school, to reduce the traffic and crowding in the parking lot."

PARENT COMMENTS

"We absolutely love our bus driver! Mr. Bob is amazing, empathetic and whip sharp! He was able to course correct a pretty chaotic bus filled to the brim this year and did so with kindness and compassion. Always making the kids laugh and feel safe! We appreciate him and the transportation department immensely."

"I see many parents walking their kids to school. They watch out for me and my kids. We are a community."

"We have a dangerous intersection where cars don't look for pedestrians. This is the largest barrier to letting the kids walk to school by themselves."

"Our family likes walking to school but we don't feel like there is a safe option for our kids to walk. "

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PARENT COMMENTS (CONTINUED)



"Lots of parents drive to school, it is causing a large problem for the kids who walk, bike, or scooter to school. Some people will ignore stop signs and other street signs. Some will speed in the neighborhood where the children cross the street regularly."

"A community leader is needed to lead the kids biking to school in the morning as a big group during bike to school week or a routine weekly event. Big group biking is more fun, encouraging and safe for the kids."



"We love walking to school but also appreciate that a bus stop is available on our street. We are very happy with our options."

"Walking or biking to school would be preferable, but there are no sidewalks."

"We are very grateful for our bus...Thank you BSD for providing our bus!"

"Too many other parents are in such a hurry once they drop their own kids off, there's no regard for the safety of other children trying to make it safely to school."



"We love walking our kid to school as it gives some time to talk, look at plants, experience the weather, etc. We realize we are lucky and fortunate to be able to do this."

"Walking to school is one of our greatest joys and part of what makes (our school) so successful. As parents who walk and drop off, we connect to the community daily. This allows us to be highly engaged and understand how to contribute as volunteers and supporters, and also get to know and look out for our highest needs students."

"We really appreciate the crossing guards at our street."

"Would just love some better walk lanes designated where there are no sidewalks."

"My kids and so many of their school friends live near our school. It really ties our community together. I'm glad we have several socioeconomic levels of housing in our boundaries so we can mix and be united across class lines."



"We love being able to walk... It is the center of our community. We meet our neighbors on our way to and from school."

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REFLECTIONS ON THE 2023-2024 SCHOOL YEAR

Beaverton Safe Routes to School had a successful 2023–2024 school year with programs like Scooter Town and the Green Team Lesson Library. They introduced the Safe Routes to School Messaging Toolkit for better communication. Events like Ruby Bridges Walk to School Day and the Walk & Roll Art Contest saw increased participation, reflecting community commitment to active transportation. The Bike Bus at Sexton Mountain Elementary was successful in engaging students and promoting active commuting. Despite achievements, drive rates remain a concern, especially with an earlier elementary start time next year. Continued efforts are needed to promote safe transportation practices and prioritize pedestrian safety.



GOALS FOR THE 2024-2025 SCHOOL YEAR

Looking ahead to the 2024–2025 school year, Beaverton Safe Routes to School aims to build on our current successes and address ongoing challenges. We plan to expand our bike bus program to more schools, enhance our walking school bus routes, and launch new park and walk initiatives. Our focus will also include providing additional support to Title 1 schools to promote equitable access to safe transportation.


A key goal for the upcoming year is to conduct research examining the correlation between attendance improvement and daily walking school bus participation. By demonstrating that daily walking school buses can serve as a preventative measure against chronic absenteeism, we hope to open new funding streams and partnerships with other organizations.

Additionally, we are in the beginning stages of developing a Beaverton Transportation Justice Coalition in collaboration with BIPOC community groups. This coalition aims to culminate in organizing a 'Beaverton BIPOC Bike & Walk' event. We also plan to conduct an inter-agency public safety campaign to address the primary concern shared by parents in our survey: making our crosswalks and intersections safer for families. By continually assessing and improving our approaches, we strive to create safer, healthier, and more sustainable transportation options for all students in the Beaverton School District.



CONTACT US!

 @BeavertonSafeRoutes

 Leah_Biado-Luis@beaverton.k12.or.us

 beaverton.k12.or.us/safe-routes

 1270 NW 167th Place Beaverton, OR 97006

ITEM FOR INFORMATION**DIVISION 22 STANDARDS – REPORT ON COMPLIANCE WITH PUBLIC SCHOOL STANDARDS****SUMMARY**

Division 22 standards are the requirements set by the Oregon Legislature and the State Board of Education that school districts must meet in order to be recognized as a standard school district. Each year, districts report on their compliance with Division 22 standards by presenting a report to the local school board by November 1. For the 2023-24 school year, staff have conducted an internal audit and have determined that the district was in compliance with 56 of 57 Division 22 requirements and was implementing and on schedule to meet an approved corrective action plan for the final requirement.

BACKGROUND

Chapter 581, Division 22 of the Oregon Administrative Rules contains the educational standards that either the Oregon State Legislature or the State Board of Education has determined must be met to be recognized as a standard school district. Compliance with Division 22 Oregon Administrative Rules ensures every student in Oregon public schools is provided with a level of service that meets the standards set by the state, as well as promotes educational equity across all Oregon students. This annual practice provides an opportunity for school districts to demonstrate compliance with standards, reflect on areas in need of attention and alignment, and plan for continuous improvement.

Districts are required to report on compliance for the previous school year to the community in a public school board meeting and post the report on the district website by November 1. Districts must then submit assurances to the Oregon Department of Education by November 15. For each rule, the district either certifies that the district is in compliance, or states that the district is out of compliance, and proposes corrective action.

Details regarding the compliance status of each item, as well as the corrective action plan, are included in the report to the community.

RECOMMENDATION

Staff will present information on the district's compliance with Division 22 standards. No action is needed.

Belong. Believe. Achieve.

Beaverton School District #48J

Report on Compliance with Public School Standards

2023-24 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Beaverton School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2023-24 school year. For each rule reported as out of compliance, Beaverton School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2025-26 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	Implementing approved corrective action	On schedule to meet Corrective Action Plan updated October 2023	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2307 Educational Equity Advisory Committees	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

DIVISION 22 STANDARDS ASSURANCES

Compliance with Public School Standards for 2023-2024 School Year

School Board Meeting

October 8, 2024

Dr. Heather Cordie, *Deputy Superintendent*

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

Veronica Galvan, *Curriculum, Instruction & Assessment Administrator*

Kristie Hauss, *Accountability Specialist*

What are Division 22 Standards?

- All rules adopted by the State Board of Education go into Chapter 581 of the Oregon Administrative Rules (OARs)
- Chapter 581 contains 26 divisions, focused on different areas of education
- When rules are assigned to Division 22, they become part of Oregon's Standards for Elementary and Secondary Schools
- These are the educational standards that the Oregon State Legislature or the State Board of Education has determined must be met in order to be recognized as a standard school district
- Compliance ensures that every student is provided with a level of service that meets the standards set by the state

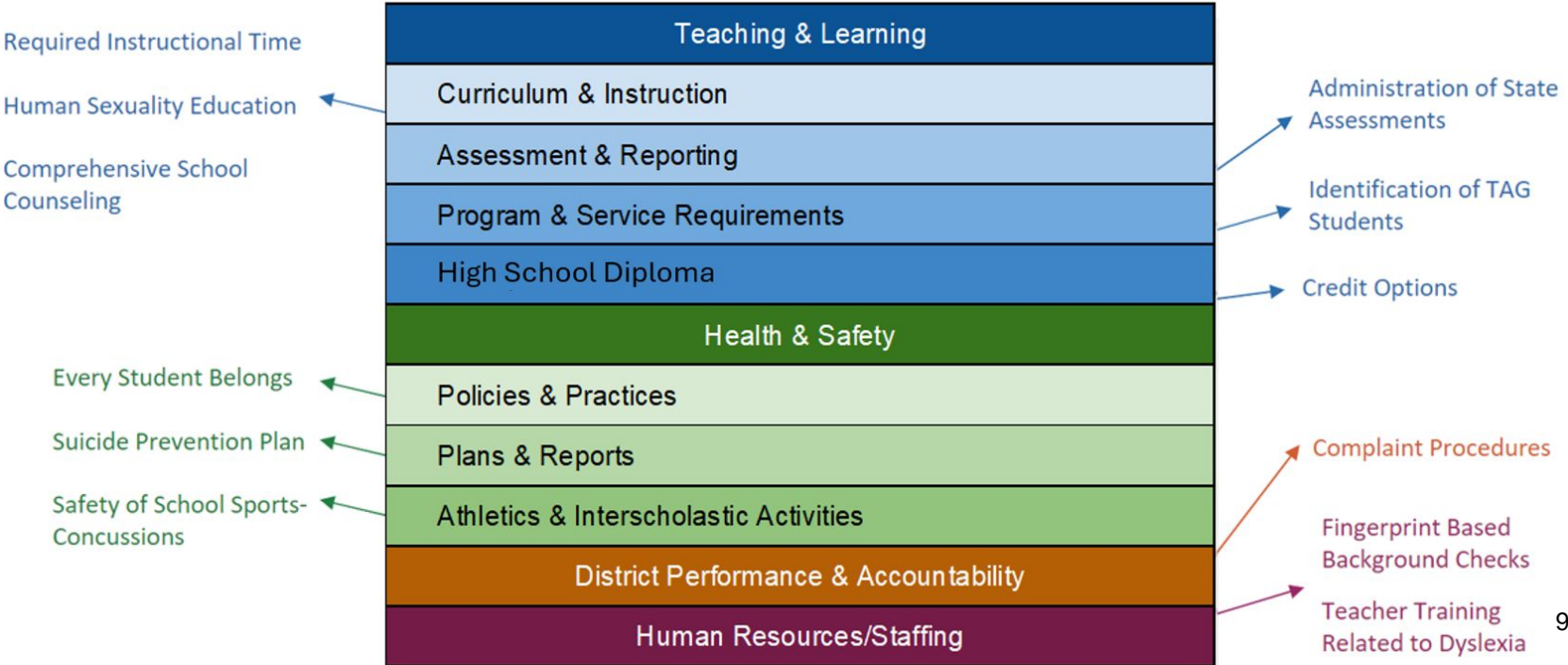
Division 22 Rule Categories

Division 22 standards include over 50 individual rules in four categories:

- Teaching & Learning
- Health & Safety
- District Performance & Accountability
- Human Resources/Staffing

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
High School Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

Division 22 Rule Examples



What are Division 22 Standards Assurances?

- For each rule, districts must review the requirements and determine if the district is in or out of compliance.
 - An explanation and corrective action plan must be provided to ODE if the district is out of compliance.
- Districts are required to report to the school board each October on the status of compliance for the previous school year.

Report on Compliance for 2023-2024 School Year

- [Report on Compliance with Public School Standards](#)
- Beaverton School District is in compliance with 56 of the 57 standards on which school districts are required to report
- Corrective Action Plan for Instructional Materials Adoption
 - Updated Corrective Action Plan was submitted to Oregon Department of Education (ODE) in October 2023
 - The action plan is on schedule for completion in fall 2027

What are the Division 22 Next Steps?

- November 1, 2024: Report on Compliance with Public School Standards is made available on the district website
- November 15, 2024: BSD submits assurances to ODE
- January 2025: ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance
- Ongoing: BSD will continue to review updated requirements to ensure compliance in future school years

What questions do you have?

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 September 30, 2024:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2024-25 classroom teacher staffing by school as of September 30, 2024
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund

NOTES:

- Updated forecast for the general fund includes:
 - Added bargained costs for classified staff (anticipating school board approval later on the agenda)
 - Most recent district administration salary and benefit proposals for BEA contract
 - Staffing Allocation Methodology (SAM) additions
 - Beginning fund balance is still an estimate

RECOMMENDATION

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

Belong. Believe. Achieve.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
As of September 30, 2024
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 160.4	\$ 160.4	\$ 164.4	\$ -	\$ 164.4	\$ 164.5
State School Fund:						
State School Fund	326.0	326.0	109.3	-	109.3	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	0.2	-	0.2	10.9
Total	\$ 740.8	\$ 740.8	\$ 273.9	\$ -	\$ 273.9	\$ 744.9
EXPENDITURES:						
Salaries	\$ 330.0	\$ 330.0	\$ 51.8	\$ -	\$ 51.8	\$ 335.0
Benefits	198.7	198.7	30.2	-	30.2	200.3
Purchased services	40.6	40.6	8.7	7.3	16.0	40.6
Supplies & materials	18.7	18.7	4.8	3.0	7.8	18.7
Capital outlay	0.9	0.9	-	-	-	0.9
Other	2.7	2.7	1.7	-	1.7	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	\$ 103.3	\$ 10.3	\$ 113.6	\$ 747.4

Projected Surplus / (Deficit) from Operations	\$ (23.9)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 140.6
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2025 *	
	18.9%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 140.1	18.8%
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	\$ 54.1	\$ 4.5	\$ 58.6	\$ 368.1
Support Services	225.1	225.1	41.8	5.8	47.6	228.4
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	\$ 103.3	\$ 10.3	\$ 113.6	\$ 747.4

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
As of September 30, 2024

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body Fund	\$ 13,819,000	\$ 6,485,768	\$ 717,192	\$ 436,457	\$ 1,153,649	8.35%	\$ 5,332,119
Categorical	12,520,485	7,661,957	500,453	1,476,683	1,977,136	15.79%	5,684,821
Scholarship Fund	555,000	472,842	47,750	27,750	75,500	13.60%	397,342
Grant Fund	137,085,010	-	23,574,150	29,801,708	53,375,858	38.94%	(53,375,858)
Sustainability Fund	31,600,000	25,864,453	-	-	-	0.00%	25,864,453
Nutrition Services Fund	20,526,581	5,673,527	2,181,108	5,061,536	7,242,644	35.28%	(1,569,117)
Debt Service Fund	114,938,154	15,069,802	-	-	-	0.00%	15,069,802
Capital Projects Fund	719,690,000	259,380,919	49,469,485	291,148,740	340,618,225	47.33%	(81,237,306)
Insurance Reserve Fund	15,805,797	11,855,730	3,171,822	4,551,208	7,723,030	48.86%	4,132,700
Workers' Compensation Fund	6,345,109	3,712,137	557,997	144,514	702,511	11.07%	3,009,626
Total	\$ 1,072,885,136	\$ 336,177,135	\$ 80,219,957	\$ 332,648,596	\$ 412,868,553		\$ (76,691,418)



2024-25 Classroom Teacher Staffing By School
As of 9/30/24

School	Budgeted Enrollment	9/30/24 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	918	903	(15)	29.0	8.0	3.0	40.0	28.0	8.0	3.0	39.0
Barnes	433	452	19	13.0	4.0	2.0	19.0	14.0	4.0	2.0	20.0
Beaver Acres	790	777	(13)	24.0	7.0	3.0	34.0	24.0	7.0	3.0	34.0
Bethany	414	414	-	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Bonny Slope	578	603	25	17.0	4.0	2.0	23.0	17.0	6.0	2.0	25.0
Cedar Mill	317	350	33	9.0	3.0	1.0	13.0	9.0	5.0	2.0	16.0
Chehalem	387	398	11	12.0	3.0	2.0	17.0	12.0	4.0	2.0	18.0
Cooper Mountain	368	383	15	11.0	3.0	1.0	15.0	11.0	3.0	1.0	15.0
Elmonica	391	438	47	11.0	3.0	2.0	16.0	12.0	4.0	3.0	19.0
Errol Hassell	317	334	17	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Findley	557	551	(6)	16.0	4.0	2.0	22.0	16.0	4.0	2.0	22.0
Fir Grove	320	338	18	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	273	8	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Hazeldale	440	478	38	13.0	3.0	3.0	19.0	14.0	3.0	3.0	20.0
Hiteon	482	488	6	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	580	592	12	17.0	4.0	2.0	23.0	17.0	5.0	2.0	24.0
Kinnaman	483	471	(12)	13.0	5.0	3.0	21.0	13.0	5.0	3.0	21.0
McKay	244	242	(2)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
McKinley	691	667	(24)	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	447	2	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Oak Hills	471	485	14	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Raleigh Hills	260	259	(1)	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
Raleigh Park	295	310	15	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Ridgewood	358	339	(19)	10.0	3.0	2.0	15.0	10.0	4.0	2.0	16.0
Rock Creek	405	398	(7)	12.0	3.0	1.0	16.0	11.5	4.0	1.0	16.5
Sato	877	862	(15)	23.0	7.0	4.0	34.0	22.0	7.0	6.0	35.0
Scholls Heights	616	596	(20)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	24.0
Sexton Mountain	420	431	11	11.0	4.0	1.0	16.0	12.0	5.0	1.0	18.0
Springville	727	742	15	21.0	6.0	2.0	29.0	21.0	7.0	2.0	30.0
Terra Linda	269	268	(1)	8.0	2.0	2.0	12.0	8.0	2.0	2.0	12.0
Vose	697	665	(32)	21.0	6.0	3.0	30.0	21.4	6.0	3.0	30.4
West TV	286	304	18	8.0	3.0	1.0	12.0	8.0	4.0	1.0	13.0
William Walker	527	522	(5)	17.0	5.0	2.0	24.0	16.0	5.0	2.0	23.0
Elementary School Total	15,965	16,129	164	469.0	134.0	66.0	669.0	468.9	147.0	71.0	686.9
Average Elementary School Staffing Ratio				34.0	26.5	23.9		34.4	26.2	23.5	



2024-25 Classroom Teacher Staffing By School As of 9/30/24

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	9/30/24 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	646	637	(9)	22.4	5.8	0.6	28.8	22.4	5.8	0.6	28.8
Conestoga	817	813	(4)	29.0	7.4	0.8	37.2	28.8	7.4	0.8	37.0
Five Oaks	746	799	53	27.6	6.8	0.8	35.2	27.0	6.8	0.8	34.6
Highland Park	621	600	(21)	21.4	5.4	0.6	27.4	21.3	5.4	0.6	27.3
Meadow Park	683	663	(20)	26.6	6.6	0.6	33.8	25.8	6.6	0.6	33.0
Mountain View	758	784	26	28.8	7.2	0.8	36.8	26.7	7.2	0.8	34.7
Stoller	1,077	1,068	(9)	35.0	9.0	1.0	45.0	34.0	9.0	1.0	44.0
Tumwater	977	981	4	31.2	7.8	0.8	39.8	30.8	7.8	0.8	39.4
Whitford	760	748	(12)	27.8	7.0	0.8	35.6	27.0	7.0	0.8	34.8
Middle School Total	7,085	7,093	8	249.8	63.0	6.8	319.6	243.8	63.0	6.8	313.6
Average Middle School Staffing Ratio				28.4	22.7	22.2		29.1	23.1	22.6	
Aloha	1,594	1,608	14	61.2	13.8	2.2	77.2	58.6	13.8	2.2	74.6
Beaverton	1,320	1,392	72	52.0	11.0	1.4	64.4	52.5	11.0	1.4	64.9
Mountainside	1,696	1,703	7	54.6	12.8	1.6	69.0	54.5	12.8	1.6	68.9
Southridge	1,410	1,423	13	49.6	11.6	1.6	62.8	48.9	11.6	1.6	62.1
Sunset	1,753	1,790	37	55.2	12.8	1.8	69.8	56.6	12.8	1.8	71.2
Westview	2,419	2,401	(18)	80.4	18.8	2.4	101.6	79.7	18.8	2.4	100.9
High School Total	10,192	10,317	125	353.0	80.8	11.0	444.8	350.8	80.8	11.0	442.6
Average High School Staffing Ratio				28.9	23.5	22.9		29.4	23.9	23.3	
Arts & Communication Magnet Academy (6-12)	666	691	25	23.8	5.6	0.8	30.2	23.2	5.6	0.8	29.6
Beaverton Academy of Science and Engineering (6-12)	863	852	(11)	31.2	7.4	1.0	39.6	31.0	7.4	1.0	39.4
Community School (9-12)	150	150	-	7.0	1.4	-	8.4	5.9	1.4	-	7.3
FLEX Online School (6-12)	600	335	(265)	18.6	2.0	1.2	21.8	18.0	2.0	1.2	21.2
International School of Beaverton (6-12)	862	873	11	30.6	7.0	0.8	38.4	31.6	7.0	0.8	39.4
Options Schools Total	3,141	2,901	(240)	111.2	23.4	3.8	138.4	109.7	23.4	3.8	136.9
Average Options Staffing Ratio				28.2	23.3	22.7		26.4	21.8	21.2	
Address Extreme Class Size K-12	-	-	-	19.4	-	-	19.4	-	-	-	-
District Total	36,383	36,440	57	1,202.4	301.2	87.6	1,591.2	1,173.1	314.2	92.6	1,579.9

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
September 30, 2024

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	15,000,000.00	14,928,650.00	14,703,550.00	3.33	215	3.703
Commercial Paper Disc. -At Cost	56,000,000.00	55,568,085.37	55,023,470.29	12.48	55	5.180
Federal Agency Coupon Securities	11,515,000.00	11,505,350.10	11,349,435.25	2.57	17	4.949
Federal Agency Disc. -At Cost	58,000,000.00	57,715,040.00	56,460,341.39	12.80	35	5.039
Treasury Coupon Securities	126,000,000.00	124,406,090.00	120,050,995.00	27.22	141	6.317
Treasury Discounts -At Cost	131,700,000.00	130,020,745.00	128,878,721.64	29.22	102	4.749
LGIP	54,594,231.40	54,594,231.40	54,594,231.40	12.38	1	5.300
Investments	452,809,231.40	448,738,191.87	441,060,744.97	100.00%	87	5.305

Total Earnings	September 30	Month Ending
Current Year	4,356,410.26	
Average Daily Balance	441,799,561.12	
Effective Rate of Return	12.00%	

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 Market Value
September 30, 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	14,990,400.00		3.34
31315LAR9	11475	Federal Agricultural Mtg Corp	01/16/2025	10,000,000.00	9,794,666.67	9,864,000.00		2.19
		Subtotal		25,000,000.00	24,074,479.17	24,854,400.00	35.00	5.54
Federal Farm Credit Bank								
3133EPV77	11419	Federal Farm Credit Bank	10/01/2024	4,000,000.00	4,000,000.00	3,999,960.00		0.89
3133ENZ94	11420	Federal Farm Credit Bank	11/18/2024	2,515,000.00	2,508,335.25	2,513,340.10		0.56
		Subtotal		6,515,000.00	6,508,335.25	6,513,300.10	35.00	1.45
Federal Home Loan Bank								
313384J42	11386	Federal Home Loan Bank	10/04/2024	10,000,000.00	9,572,550.00	9,989,700.00		2.22
313384T25	11473	Federal Home Loan Bank	12/13/2024	5,000,000.00	4,908,388.89	4,952,000.00		1.10
313384K32	11486	Federal Home Loan Bank	10/11/2024	3,000,000.00	2,981,923.33	2,994,240.00		0.66
313384N47	11489	Federal Home Loan Bank	11/05/2024	15,000,000.00	14,923,000.00	14,924,700.00		3.32
		Subtotal		33,000,000.00	32,385,862.22	32,860,640.00	35.00	7.32
Federal National Mortgage Assn								
3135G0W66	11379	Federal Natl' Mortgage Assoc.	10/15/2024	5,000,000.00	4,841,100.00	4,992,050.00		1.11
		Subtotal		5,000,000.00	4,841,100.00	4,992,050.00	35.00	1.11
		Total		69,515,000.00	67,809,776.64	69,220,390.10	100.00	15.43
Corporate Indebtedness								
Apple Corp								
037833DF4	11357	Apple Corp	01/13/2025	5,000,000.00	4,836,100.00	4,973,700.00		1.10
		Subtotal		5,000,000.00	4,836,100.00	4,973,700.00	5.00	1.11
Bank of America								
06055JEK1	11452	Bank of America	11/06/2025	5,000,000.00	5,000,000.00	4,988,300.00		1.11
		Subtotal		5,000,000.00	5,000,000.00	4,988,300.00	5.00	1.11
Credit Agricole CIB NY								
22533TL61	11460	Credit Agricole CIB NY	11/06/2024	8,000,000.00	7,848,380.00	7,956,448.88		1.77
22533TK88	11485	Credit Agricole CIB NY	10/08/2024	3,000,000.00	2,982,916.67	2,995,179.99		0.66
		Subtotal		11,000,000.00	10,831,296.67	10,951,628.87	5.00	2.44
DCAT LLC								
24023GKA4	11478	DCAT LLC	10/10/2024	3,000,000.00	2,976,200.00	2,994,376.65		0.66
24023GKQ9	11491	DCAT LLC	10/24/2024	2,000,000.00	1,992,735.56	1,992,502.22		0.44
		Subtotal		5,000,000.00	4,968,935.56	4,986,878.87	5.00	1.11

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Corporate Indebtedness								
Microsoft Corp								
594918BB9	11388	Microsoft Corp	02/12/2025	5,000,000.00	4,867,450.00	4,966,650.00		1.10
			Subtotal	5,000,000.00	4,867,450.00	4,966,650.00	5.00	1.11
MUFG Bank								
62479LN76	11466	MUFG Bank LTD/NY	01/07/2025	4,000,000.00	3,901,805.56	3,947,813.32		0.88
62479LLV5	11471	MUFG Bank LTD/NY	11/29/2024	10,000,000.00	9,824,213.89	9,916,622.20		2.21
62479LLF0	11477	MUFG Bank LTD/NY	11/15/2024	2,000,000.00	1,974,495.56	1,986,722.22		0.44
62479LNP6	11481	MUFG Bank LTD/NY	01/23/2025	5,000,000.00	4,896,458.33	4,924,633.30		1.09
			Subtotal	21,000,000.00	20,596,973.34	20,775,791.04	5.00	4.63
Natixis NY								
63873JND8	11467	Natixis NY	01/13/2025	7,000,000.00	6,820,156.39	6,903,353.31		1.53
63873JL16	11484	Natixis NY	11/01/2024	6,000,000.00	5,946,375.00	5,971,320.00		1.33
			Subtotal	13,000,000.00	12,766,531.39	12,874,673.31	5.00	2.87
Toyota Cap Corp								
89233GKN5	11454	Toyota Cap Corp	10/22/2024	6,000,000.00	5,859,733.33	5,979,113.28		1.33
			Subtotal	6,000,000.00	5,859,733.33	5,979,113.28	5.00	1.33
			Total	71,000,000.00	69,727,020.29	70,496,735.37	35.00	15.71
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		32,112,946.76	32,112,946.76	32,112,946.76		7.15
LGIP 5173	FUND 300	LGIP		1,101,654.27	1,101,654.27	1,101,654.27		0.24
LGIP 4972	FUND 417	LGIP		4,874,091.36	4,874,091.36	4,874,091.36		1.08
LGIP 6440	FUND 418	LGIP		16,505,539.01	16,505,539.01	16,505,539.01		3.67
			Subtotal	54,594,231.40	54,594,231.40	54,594,231.40	100.00	12.17
			Total	54,594,231.40	54,594,231.40	54,594,231.40	100.00	12.17
US Treasuries								
US Treasuries								
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	54,436,250.00		12.13
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	19,430,600.00		4.33
91282CEH0	11366	U.S. Treasury	04/15/2025	5,000,000.00	4,813,950.00	4,956,900.00		1.10
91282CDB4	11387	U.S. Treasury	10/15/2024	10,000,000.00	9,607,812.50	9,979,300.00		2.22
912828J27	11390	U.S. Treasury	02/15/2025	15,000,000.00	14,462,550.00	14,855,400.00		3.31
91282CDZ1	11391	U.S. Treasury	02/15/2025	15,000,000.00	14,375,700.00	14,826,600.00		3.30
912828XB1	11472	U.S. Treasury	05/15/2025	5,000,000.00	4,901,100.00	4,934,200.00		1.10
912828XB1	11492	U.S. Treasury	05/15/2025	1,000,000.00	988,320.00	986,840.00		0.22
912821GN9	11403	U.S. Treasury	10/15/2024	8,000,000.00	7,671,520.00	7,981,440.00		1.77
912797KT3	11449	U.S. Treasury	10/10/2024	5,000,000.00	4,882,694.44	4,991,600.00		1.11
912797LC9	11456	U.S. Treasury	11/07/2024	11,000,000.00	10,731,105.73	10,941,810.00		2.43

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %	
US Treasuries									
912797LF2	11459	U.S. Treasury	12/05/2024	12,000,000.00	11,731,080.00	11,896,680.00		2.65	
912797LB1	11463	U.S. Treasury	05/15/2025	2,200,000.00	2,104,956.33	2,144,450.00		0.47	
912797LY1	11468	U.S. Treasury	01/16/2025	11,000,000.00	10,723,612.78	10,849,190.00		2.41	
912797MC8	11470	U.S. Treasury	11/19/2024	4,000,000.00	3,937,346.67	3,972,800.00		0.88	
912797LX3	11476	U.S. Treasury	01/09/2025	2,000,000.00	1,962,433.33	1,974,440.00		0.44	
912797LB1	11480	U.S. Treasury	05/15/2025	8,000,000.00	7,743,111.11	7,798,000.00		1.73	
912797KA4	11482	U.S. Treasury	02/20/2025	2,000,000.00	1,954,728.89	1,964,700.00		0.43	
912797KJ5	11483	U.S. Treasury	03/20/2025	2,000,000.00	1,951,040.00	1,958,560.00		0.43	
912797LP0	11487	U.S. Treasury	12/12/2024	10,000,000.00	9,876,822.22	9,904,900.00		2.20	
912797MK0	11488	U.S. Treasury	02/13/2025	17,000,000.00	16,666,233.33	16,713,550.00		3.72	
912797MX2	11490	U.S. Treasury	01/14/2025	15,000,000.00	14,797,875.00	14,797,800.00		3.29	
912797MJ3	11493	U.S. Treasury	02/06/2025	20,000,000.00	19,689,666.67	19,678,800.00		4.38	
912797MM6	11494	U.S. Treasury	03/06/2025	2,500,000.00	2,454,495.14	2,452,025.00		0.54	
				Subtotal	257,700,000.00	248,929,716.64	254,426,835.00	100.00	56.70
				Total	257,700,000.00	248,929,716.64	254,426,835.00	100.00	56.70
			Grand Total	452,809,231.40	441,060,744.97	448,738,191.87			

Beaverton School District
Summary by Issuer
September 30, 2024
Grouped by Fund

Issuer	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	21	238,112,946.76	232,649,248.89	52.74	6.402	72
Fund: 300 Debt Service						
Subtotal	3	4,301,654.27	4,194,930.60	0.95	4.472	167
Fund: 417 Capital ProjectsTaxable						
Subtotal	7	17,874,091.36	17,685,724.70	4.02	5.009	55
Fund: 418 Bond Issue Fund						
Subtotal	20	192,520,539.01	186,530,840.78	42.31	4.072	107
Total and Average	51	452,809,231.40	441,060,744.97	100.00	5.342	87

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 SEPTEMBER 17, 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 6:25 p.m. She noted that all seven board members were present with Ugonna Enyinnaya joining virtually.

II. BOARD GOALS

Facilitator Erika Lopez reminded the board of the ideas for goals board members shared during the August 27 board retreat and suggested three goals created from those ideas: Student Representative Onboarding/Support Plan, Legislative Advocacy and Board Evaluation Process/Cycle. The board agreed that these three goals will be their focus for 2024-2025. The facilitator will work with staff to bring back suggested wording of the goals.

Board members discussed which of the goals they would like to work on developing, and the assigned teams were Susan Greenberg, Melissa Potter and Tammy Carpenter on legislative advocacy; Justice

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Use the following links to access board meeting information:

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

Rajee and Sunita Garg on the student representative onboarding and support plan; and Karen Pérez and Ugonna Enyinnaya on the board evaluation process and cycle.

III. CLOSE MEETING

Chair Pérez adjourned the work session at 6:55 p.m.

draft

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING SEPTEMBER 17, 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
Shellie Bailey-Shah
Camellia Osterink
Dr. Shelly Reggiani
Jill O’Neill
Dr. Perla Rodriguez
Veronica Galvan
Aaron Boyle
Carolina Cavedon
Josephina Magdalena
Sirenia Gonzalez
Jan Anderson
Jenny Sanchez
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
Public Communications Officer
General Counsel
Executive Administrator for Equity & Inclusion
Executive Administrator for Teaching & Learning and Option Schools
Executive Administrator for PK–8 Schools
Administrator for Curriculum, Instruction and Assessment
Administrator for Facilities Development
Principal, Hazeldale Elementary
Dual Language Kindergarten Teacher, Hazeldale Elementary
Pre-K Teacher, Migrant Education
American Indian/Alaska Native Teacher on Special Assignment
American Indian/Alaska Native Facilitator
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 7:04 p.m. She noted that all seven board members were present, with Ugonna Enyinnaya joining virtually.

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Use the following links to access board meeting information:

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

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

II. RECOGNITIONS

The Sunset High School Acapella Group led by Christopher Rust performed two songs.

III. SUPERINTENDENT'S REPORT

Superintendent Balderas began his report by sharing the success of both the middle school schedule change and the starting bell schedule change with a later start for high school students. He also spoke about the district's planned community conversation this fall to lead to a common district approach on cell phones and other personal digital devices in schools, the stop-gap measures being implemented in middle and high schools this year, and thanks for those involved in the creation and implementation of these measures for focusing on the mental health of students.

Superintendent Balderas thanked OSEA for the collaboration during bargaining and announced that a tentative agreement had been reached for compensation for classified employees.

Lastly, Dr. Balderas spoke about BSD's school nutrition services and the implementation of free breakfast and lunch for all students this year. He noted that since meals were made free for all students this fall, about 20% of students in Beaverton are now eating school breakfast and more than half of students are eating school lunch. Compared to previous years, this is an increase of thousands of breakfast and lunch meals served each day.

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 comment from one speaker. The board also received 8 written comments.

V. ITEMS FOR INFORMATION

A. School Highlight: Hazeldale Dual Language Program

Executive Administrator Perla Rodriguez, Hazeldale Elementary School Principal Carolina Cavedon and kindergarten teacher Josefina Magdaleno talked about the Spanish-English dual language program Hazeldale Elementary has launched this year, starting with dual language pre-K and kindergarten classrooms and planned to expand to additional grades as students advance. Hazeldale will continue to offer both Spanish dual language and English-language education in all grades. Hazeldale Elementary parent Keren Mota spoke on the privilege she feels that her children can attend a bilingual school in BSD.

B. Program Report: Summer School

Members of the Teaching & Learning team presented information about learning opportunities that were available through multiple summer programs which focused on both academic and enrichment opportunities. BSD summer programs in 2024 served 6,624 students, from incoming kindergarteners through age 21.

C. Bond Program Update

Associate Superintendent Casey Waletich and Facilities Development Administrator Aaron Boyle recapped summer projects, including the construction of new buildings for Beaverton High School and Raleigh Hills Elementary School as well as other major projects at schools across the district including multiple HVAC system upgrades. Mr. Waletich also addressed future projects such as seismic upgrades, modernization projects and various building improvements.

D. Committee Assignments

Chair Pérez explained that as board chair she is responsible for assigning board members to committees and seats on associated bodies, and that this is done annually as well as assigning any ad hoc committees that are formed during the year. Assignments are made taking into account the preferences of board members, and Chair Pérez had polled her fellow board members and none requested a change. Chair Pérez shared the board's committees and board members' assignments, as listed in materials in the board agenda packet on BoardBook. Dr. Pérez also noted that Melissa Potter is continuing to serve on the Oregon School Boards Association's Legislative Policy Committee, with her term going through the end of next year.

E. Financial Update

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

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Work Session, August 13, 2024
- ii. School Board Executive Session, August 13, 2024
- iii. School Board Business Meeting, August 13, 2024
- iv. School Board Retreat, August 27, 2024

C. Public Contracts

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

VII. ITEMS FOR ACTION

A. Budget Committee Selection Process

The district's budget committee has three open positions (Zones 3, 5 and 6) and the board will appoint these representatives following its established process. Susan Greenberg moved to declare the budget committee positions for Zones 3, 5 and 6 vacant and approve the selection process and timelines as outlined. Justice Rajee seconded. The motion passed unanimously 7:0.

C. NWRESD Board Election

The Northwest Regional Education Service District Board of Directors has a vacant position in Zone 4 to complete the final year of a four-year term, from October 9, 2024 through June 30, 2025. Susan Greenberg moved that the Beaverton School Board endorse candidate Michelle Graham to fill the ESD board vacancy for zone 4. Justice Rajee seconded. The motion passed unanimously 7:0.

D. 2025 Legislative Priorities

Chief of Staff Kerry Delf discussed that the board's legislative advocacy committee had developed recommended legislative priorities to inform and guide the district's advocacy to Oregon lawmakers in the 2025 legislative session, with the foremost priority being stable and sufficient funding for K-12 public education. The proposed legislative priorities were revised based on the board's discussion in August to add support for early learning. Susan Greenberg moved to approve the legislative priorities for the 2025 legislative session as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

E. Board Policy Revisions

- a. *EBC Emergency Plan and Preparation*
- b. *EBCA Safety Threats*
- c. *EBCB Emergency Procedure Drills and Instruction*
- d. *GBN/JBA Sexual Harassment*

Ms. Delf and General Counsel Camellia Osterink presented school board policies EBC, EBCA, EBCB and GBN/JBA and the updates that were recommended, largely to align the policies with changes in state statutes and regulations. There was discussion regarding how and to whom notifications are sent when there is a safety threat action (such as a lockdown, secure or evacuation). Susan Greenberg moved to approve the policy revisions as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Affordable Housing Property Tax Exemption

The district for many years has participated in a program coordinated through Washington County and the City of Beaverton to provide an affordable housing tax exemption for qualifying non-profit entities, and recently received a request to participate in a similar program with the City of Hillsboro. Associate Superintendent Mike Schofield presented information about the proposed exemption for review and consideration for approval at a future meeting.

B. Equity Committee Selection Process

Executive Administrator for Equity & Inclusion Dr. Shelly Reggiani spoke to the board about the open positions to fill on the district's equity advisory committee and the planned process and timeline to fill those openings. The superintendent will recommend committee members to be appointed by the board in November.

C. Board Policy Revisions

- a. *ACB - Every Student Belongs*
- b. *DBEA - Budget Committee*

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 touched on diverse subjects including committee meetings, school visits, high school start times, personal experiences with YSOs, the Behavioral CTE Pathway, virtual superintendent's coffee chat, Beaverton Education Foundation fundraising events, reserve funds, OSEA tentative agreement, BEA bargaining, teacher salaries and gratitude for the hard work being done in Beaverton schools.

X. CLOSE MEETING

Dr. Pérez adjourned the meeting at 9:34 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	
Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price Amendment for District-Wide Bottle Fillers	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	Buildskape LLC	\$1,313,824	10/2024	10/2025	Authorization to Award Amendment
Design-Build Services for District-Wide Security Systems Integrator	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #23-0024	Paladin Technologies (USA) Inc.	NTE: \$10,000,000	10/2024	10/2026	Authorization to Award Contract
Produce	Charity Ralls, Administrator for Nutrition Services	Invitation to Bid (ITB) #23-0034	Caruso Produce, Inc.	\$1,146,000	11/2024	06/2025	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price Amendment for District-Wide Bottle Fillers

- **Contract Scope:** Provide CM/GC services for the district-wide installation of bottle fillers which includes but is not limited to the removal and replacement of the existing fountains as necessary, installation of backsplashes, and appurtenant construction for installation. This project will be done in phases. GMP accounts for all phases.
- **Contract Timeline:** 10/2024 – 10/2025
- **Contract Amount:** \$1,313,824
- **Contractor/Vendor:** Buildskape LLC
- **Funding Source:** 2022 Bond – Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Bottle Fillers

- **Project Scope:** Water bottle fillers will be installed in all cafeterias to support compliance with the Healthy, Hunger-Free Kids Act. Additional bottle fillers may be installed in other strategic locations in schools for student access.
- **Project Budget:** \$1,360,000
- **Project Timeline:** 10/2024 – 10/2025

BACKGROUND: The 2022 bond measure approved by voters includes funds for deferred maintenance at our schools. A driving force for this project is the Healthy, Hunger-Free Kids Act that requires that students have access to drinking water during meals. The board previously approved a pre-construction contract with Buildskape, LLC, the CM/GC for this project. Under that agreement, the CM/GC provided a Guaranteed Maximum Price proposal, which was subsequently negotiated with staff.

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

PUBLIC CONTRACT AUTHORIZATION

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

- **Contract Scope:** Design Build security integration for security cameras, security intrusion systems, access control, and other related systems.
- **Contract Timeline:** 10/2024 – 10/2026
- **Contract Amount:** NTE \$8,000,000
- **Contractor/Vendor:** Paladin Technologies (USA) Inc.
- **Funding Source:** 2022 Bond; Security Upgrades & 2014 Bond
- **Solicitation Method:** Request for Proposal (RFP) #23-0024
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Security Upgrades

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

BACKGROUND: On May 28, 2024, the facilities development team sought and received authority to execute contracts associated with this project up to a not-to-exceed (NTE) amount of \$2,000,000. This was expected to be enough budget to get things rolling, and to help get a better understanding of the projected cost district-wide.

This effort has been very successful, and the contracts awarded so far (listed below) are approaching the NTE cap of the prior board authorization. Therefore, we are seeking further authorization to award contracts that utilize the remaining existing project budget within the security upgrades group.

The contracts that have been executed to date within the \$2M NTE authorization are:

- Mountain View MS Security Infrastructure: \$247,787.07
- Mountain View MS Distributed Antenna System: \$118,843.40
- Aloha HS Security Infrastructure: \$399,296.56
- Aloha HS Distributed Antenna System: \$167,272.98
- Westview HS Security Infrastructure: \$400,554.23
- Kinnaman ES Security Infrastructure: \$94,540.54
- Kinnaman ES Distributed Antenna System: \$217,123.71
- Whitford MS Security Infrastructure: \$299,740.34

The remaining budget will not be adequate to complete all schools. We will be bringing forward a comprehensive update this fall.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Produce

- **Contract Scope:** Year-round provision of fresh produce to all fifty-three (53) district kitchens
- **Contract Timeline:** 11/2024 – 6/2025
- **Contract Amount:** \$1,146,000
- **Contractor/Vendor:** Caruso Produce, Inc.
- **Funding Source:** Nutrition Services Fund
- **Solicitation Method:** Invitation to Bid (ITB) #23-0034
- **Recommended By:** Charity Ralls, Administrator for Nutrition Services

ASSOCIATED PROJECT: N/A

BACKGROUND: As a recipient agency of United States Department of Agriculture funds for various meal programs (NSLP, SFSP, CACFP), the district is required to provide fresh produce as part of a reimbursable meal. This contract allows the district to meet this requirement.

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

CONSENT AGENDA – ITEM FOR ACTION**BOARD AND BUDGET CALENDAR REVISIONS****SUMMARY**

The board annually approves a calendar of regular board meetings and a calendar of budget process dates for the coming school year. Since the schedules for the 2024–25 school year were originally approved last spring, a conflict has arisen. A revision to two dates in May and June is recommended.

BACKGROUND

In order to respect and support our diverse student body and community, in accordance with board policy IGACA Recognition of Religious Beliefs and Customs, the district avoids scheduling important events on selected major religious and cultural holidays.

The board and budget calendars setting regular meeting dates for the 2024–25 school year were approved by the board on May 28, 2024. Since that time, dates have been set for high school graduation ceremonies. A major religious holiday, Eid al-Adha, falls during the period graduation ceremonies will be taking place. In order to avoid scheduling a graduation event on a day some students and families will be unable to attend due to religious observances, events were set on other days, including June 10, when a school board meeting was originally scheduled.

To allow board members, district administrators and families to attend both the graduation ceremony and the board meeting, it is recommended that the June board meeting be rescheduled to earlier in the month. This will require also moving up the date of the final budget committee meeting in May, to allow time for the statutorily required public notice between the budget committee’s approval of the budget in May and the public hearing and board adoption in June.

Board Calendar

Current Meeting Date: Tuesday, June 10, 2025

Revised Meeting Date: Monday, June 2, 2025

Budget Calendar

Current Meeting Date: Tuesday, May 27, 2025

Revised Meeting Date: Thursday, May 22, 2025

RECOMMENDATION

It is recommended that the board approve the revised budget and board meeting calendars as submitted.

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BUDGET CALENDAR 2025-26

August 13, 2024 Tuesday	School Board Meeting - 7:00 pm <ul style="list-style-type: none"> ● Budget Committee openings ● Application process discussion 	<i>Administration Office</i>
December 10, 2024 Tuesday	School Board Meeting - 7:00 pm <ul style="list-style-type: none"> ● Appoint Budget Committee members to fill vacancies 	<i>Administration Office</i>
March 11, 2025 Tuesday	Budget 101 - 5:45 pm (before School Board meeting) <ul style="list-style-type: none"> ● Provide up-to-date budget information prior to budget proposal ● Budget Committee to ask questions about process and significant factors influencing the budget 	<i>Administration Office</i>
May 13, 2025 Tuesday	Budget Committee Meeting - 5:45 pm (before School Board meeting) <ul style="list-style-type: none"> ● Superintendent proposes the budget and delivers the budget message ● Elect Budget Committee officers ● Public testimony 	<i>Administration Office</i>
May 22, 2025 Thursday <i>May 27, 2025 Tuesday</i>	Budget Committee Meeting - 5:45 pm <ul style="list-style-type: none"> ● Budget Committee discussion ● Approval of budget and tax levies 	<i>Administration Office</i>
June 2, 2025 Monday <i>June 10, 2025 Tuesday</i>	School Board Meeting - 7:00 pm <ul style="list-style-type: none"> ● Budget public hearing ● Board makes appropriations ● Adopt budget and tax levies 	<i>Administration Office</i>
<u>District Contacts</u> Gustavo Balderas, Superintendent Michael Schofield, Associate Superintendent for Business Services Jessica Jones, Budget Manager Marcie Davis, Executive Assistant to Michael Schofield		

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



Board Business Meetings

Tuesday, August 13, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, September 17, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, October 8, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, November 12, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, December 10, 2024	7:00 p.m.	Regular Business Meeting
Tuesday, January 14, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, February 11, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, March 11, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, April 8, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, May 13, 2025	7:00 p.m.	Regular Business Meeting
<i>Tue., June 10,</i> Monday, June 2, 2025	7:00 p.m.	Regular Business Meeting

Additional Potential Board Sessions

Prior to each business meeting	5:45 p.m.	Board Session TBD
Tuesday, August 27, 2024	12:00 p.m.	Board Retreat
Tuesday, January 28, 2025	2:00 p.m.	Board Retreat
Tuesday, April 22, 2025	5:45 p.m.	Board Session TBD
<i>Tue., May 27,</i> Thursday, May 22, 2025	5:45 p.m.	Budget Committee / Board Session TBD

Additional dates may be scheduled as needed.

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

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

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

Calendar approved May 28, 2024
Revisions approved _____, 2024

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

CONSENT AGENDA**REVIEW SCHOOL BOARD POLICY DFA****SUMMARY**

Board Policy DFA Investment of Funds requires annual review by the administration and school board.

BACKGROUND

Board Policy DFA guides the investment of short-term operating funds and capital project funds. The primary objectives for this investment policy, in priority order, shall be preservation of capital, maintenance of a liquid position and maximum yield. The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the board for review. There are no changes recommended.

RECOMMENDATION

The school board is required to annually review this policy. No changes are recommended and no other action is needed.

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Investment of Funds

1. **Scope and Pooling of Funds**

This policy applies to the investment of short-term operating funds and capital project funds (including bond proceeds and bond reserve funds) held by the district. Investments of employees' retirement funds, deferred compensation plans, and funds held and invested by trustees, escrow agents or fiscal agents are not covered by this policy. This policy does not apply to the district's checking account.

Except where legally required to hold separate funds, the district will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds monthly based on their respective cash balances.

2. **General Objectives**

The primary objectives for this investment policy, in priority order, shall be: preservation of capital; maintenance of a liquid position; and maximum yield.

a. **Safety**

Safety of principal is the foremost objective of the investment program. Investment decisions shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

(1) **Credit Risk:** The district will minimize credit risk, the risk of loss due to the financial failure of the security issuer or backer, by:

- (a) Limiting exposure to poor credits and concentrating the investments in the safest types of securities.
- (b) Diversifying the investment portfolio so that potential losses on individual securities will be minimized.
- (c) Monitoring the investment portfolio holdings for rating changes, changing economic/market conditions, etc.

(2) **Interest Rate Risk:** The district will minimize the price risk, due to changes in general market interest rates, associated with the sale of securities prior to maturity, by:

- (a) Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
- (b) Investing operating funds primarily in shorter-term securities or local government investment pool.

b. **Liquidity**
The investment portfolio shall remain sufficiently liquid to meet all operating, capital and construction requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with anticipated cash needs. In addition, a portion of the portfolio should also be placed in the Oregon Local Government Investment Pool (LGIP), or a similar investment vehicle, to provide immediately available funds.

c. **Yield**
The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of lesser importance compared to the safety and liquidity objectives described above. The portfolio investments are limited to highly rated/low risk securities in anticipation of earning a fair return relative to the risk being assumed.

Securities shall not be sold prior to maturity with the following exceptions:

- (1) A security with declining credit may be sold early to minimize loss of principal.
- (2) A security swap that would improve the quality, yield, or target duration in the portfolio.
- (3) Liquidity needs of the portfolio require that the security be sold.
- (4) To liquidate a security purchased in error that violates state law or this policy.

3. **Standards of Care**

a. **Prudence**
The standard of prudence to be used by investment officials shall be the “prudent person” standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security’s credit risk or market price changes, provided deviations from expectations are reported to the School Board in a timely fashion, and the liquidation and/or sale of securities are carried out in accordance with the terms of this policy.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

b. **Ethics and Conflicts of Interest**
Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees, officers and their families shall not undertake personal investment transactions with the same individual with whom business is conducted on behalf of the district. Officers and employees shall, at all times, comply with the state of Oregon Government Ethics Commission set forth in Oregon Revised Statute (ORS) Chapter 244.

c. **Delegation of Authority**
The chief finance officer (CFO) shall manage the district’s investment program and ensure compliance with the investment policy, designate eligible investment institutions, review periodic investment reports and monitor investment transactions.

The CFO will designate the cash manager under his/her supervision to administer the policy, place investments, maintain accounting records and prepare investment reports.

4. Authorized Financial Dealers and Institutions

A list will be maintained of financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security broker/dealers selected by credit worthiness and other factors considered relevant by the district. These may include primary dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

Regional brokers and dealers must have an office in Pacific Northwest in order to be considered for doing business with the district. The district will limit all security purchases to institutions on the approved lists.

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following, as appropriate:

- d. Audited financial statements;
- e. Proof of National Association of Securities Dealers (NASD) certification;
- f. Proof of state registration;
- g. Completed broker/dealer questionnaire;
- h. Certification of having read and understood the district's investment policy;
- i. References from other Oregon local government clients.

A review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the CFO at least every five years. Additions and deletions to the list may be made at the discretion of the CFO.

5. Internal Controls

The CFO, in cooperation with the Financial Reporting staff and the external auditor, will establish and maintain an adequate internal control structure designed to reasonably protect the investments of the district from loss, theft or misuse. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by the CFO.

The district shall establish a process for an annual independent review by an external auditor to assure adequate internal controls, as well as compliance with policies and procedures. In addition, the internal controls may be tested by an external auditor upon any extraordinary event, such as turnover of key personnel.

6. Accounting Method

The district shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. The accounting principles are those contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

7. Delivery, Safekeeping and Collateral

a. Delivery and Safekeeping

Prior to sending funds to a broker/dealer for an investment purchase, the cash manager will require a trade ticket listing the details of the transaction. Securities may be held by the broker/dealer in the district's name in the broker/dealer's account or they may be held by a third-party safekeeping agent.

The purchase and sale of securities, repurchase agreement and guaranteed investment contract transactions shall be settled on a delivery versus payment basis in accordance with Oregon Revised Statute (ORS) 294.145(4) and (5). It is the intent of the district that all purchased securities shall be perfected in the name of the district.

Sufficient evidence to title shall be consistent with modern investment and commercial practices.

b. Collateral

Cash management tools, defined as bank deposits, time deposits, certificates of deposit and savings accounts, shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreement collateral to be limited in maturity to three years and priced according to percentages prescribed by written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board.

On March 12, 1996, the OSTF Board adopted the following margins:

- (1) U.S. Treasury securities: 102%;
- (2) U.S. Agency discount and coupon securities: 102%;
- (3) Mortgage backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

A signed Master Repurchase Agreement must be in place between the district and the securities dealer, prior to entering into any repurchase agreement with that dealer.

At the minimum, the district will monitor the collateral requirements weekly for guaranteed investment contracts.

8. Authorized Investments

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.052 and 294.810:

- a. U.S. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government;
- b. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions;
- c. Time deposit open accounts, certificates of deposit, bank deposit, and savings accounts;
- d. Bankers acceptances;
- e. Corporate indebtedness;

- f. Repurchase agreements;
- g. Oregon Short-Term Fund (OSTF) (also known as the Local Government Investment Pool – LGIP);
- h. For investment of bond proceeds only and with Board approval: various investment agreements that meet the requirements of ORS 294.052 and the collateral requirements; and restrictions of this policy.

9. **Investment Parameters**

a. **Diversification**

The investments shall be diversified by:

- (1) Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- (2) Investing in securities that have high credit quality;
- (3) Limiting investments in high interest rate risk, such as variable rate securities;
- (4) Investing in securities with varying maturities; and
- (5) Continuously investing a portion of the portfolio in readily available funds such as the Oregon Short-Term Fund (or LGIP).

Maximum Maturities and Percentage of Investments by Type

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the district’s bond sales. All bond fund reserve requirements will be considered to be capital project funds. The district may designate (upon approval by the Board) other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Security	Maximum % of total Portfolio	Maximum Maturity
U.S. Treasury Bills, Notes and Bonds and obligations secured by the U.S. Treasury	100 percent	18 months for operating funds, and 3 years for capital project funds
U.S. Government Agencies and Instrumentalities, including Government Sponsored Enterprises	100 percent	18 months for operating funds, and 3 years for capital project funds
State and Local Government Securities	30 percent	18 months for operating funds, and 3 years for capital project funds
Time Certificates of Deposit	50 percent	18 months
Repurchase Agreements	25 percent	30 days
Banker’s Acceptances	25 percent	6 months

Corporate Indebtedness (commercial paper and bonds)	35 percent	18 months
OSTF - Local Government Investment Pool	Statutory Limit	N/A
Time Deposit Open Accounts, Bank Deposit and Savings Accounts	10 percent	N/A

In addition to the above, the district may invest up to 100 percent of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- (6) There shall be a limit of 35 percent of the portfolio held in securities issued by any single US government agency.
- (7) Time certificates of deposit and banker’s acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10 percent for overall holdings of one institution.

In addition to this policy, ORS 294.035 limits investment in a single corporate entity to no more than 5 percent of total surplus funds.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio, but consideration should be given to this matter when future liquidations are made or when reinvestment occurs. Portfolio percentage limits are in place to ensure diversification in the investment portfolio; a small, temporary imbalance will not significantly impair that strategy.

b. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as the OSTF or overnight repurchase agreements, or held in bank balances to ensure that appropriate liquidity is maintained to meet on-going obligations.

Maturity limitations will depend upon whether the funds being invested are considered short-term or long-term funds. All funds will be considered short-term except those reserved for capital projects. Except for special situations, as directed by the investment officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio – Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10 percent
Under 90 days	25 percent
Under 180 days	50 percent
Under 360 days	90 percent
Under 18 months	100 percent

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. Future investments must not be made to longer maturity dates until the limits will be met, however.

Long-term portfolio – Instruments and diversification for the long-term portfolio shall be as for the short-term portfolio. Long-term portfolio is defined as “maturities over 18 months and maximum of 36 months”. Maturity scheduling shall be timed according to anticipated need. For example, investment of capital project funds shall be timed to meet projected contractor payments.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the most restrictive parameters of this policy and the applicable bond covenants and tax laws.

This investment policy has been submitted for review by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).

c. **Credit Ratings**

The minimum credit rating levels for the permissible investments are set out in ORS 294.035. These credit rating levels apply to the security at the transaction settlement date. If the credit rating of a security is subsequently downgraded below the minimum rating level for a new investment of that security, the CFO shall evaluate the downgrade on a case-by-case basis in order to determine if the security should be held or sold. The CFO will notify the School Board about the credit rating downgrade and whether the decision was made to sell or hold the security.

d. **Securities Lending and Reverse Repurchase Agreements**

The district will not lend securities nor directly participate in a securities lending or reverse repurchase program.

e. **Competitively Priced Securities**

Before any security purchase or sale is initiated, the cash manager shall gather information about current market interest rate levels from various sources, including investment dealers, internet financial websites, financial publications and other sources. Each security purchase shall be made at competitive market interest rate levels. The cash manager shall use their discretion in determining whether to seek competitive bids or offers.

10. Reporting

a. Methods

The cash manager shall prepare an investment report monthly including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the previous month. The report will be submitted to the CFO for review. This management summary will be prepared in a manner that will allow the CFO to ascertain whether investment activities during the reporting period have conformed to the investment policy. In addition, the cash manager will prepare a regular monthly board report. At a minimum, this report will include the following:

- (1) Listing of individual securities held at the end of the reporting period;
- (2) Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s);
- (3) Listing of investments by maturity date, call date, cost and current fair value;
- (4) Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.

b. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The appropriate benchmark will be the monthly yield for the LGIP. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in an interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

c. Marking to Market

The market value of the portfolio shall be calculated at least annually and a statement of the market value of the portfolio shall be issued at fiscal year-end.

11. Policy Adoption and Re-Adoption

The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Board. The Board will approve all revisions to the policy.

END OF POLICY

Legal Reference(s):

[ORS 294.033](#)

[ORS 294.035](#)

[ORS 294.125](#)

[ORS 294.135](#)

[ORS 294.145](#)

[ORS 294.155](#)

ITEM FOR ACTION**APPROVAL OF COLLECTIVE BARGAINING AGREEMENT COMPENSATION REOPENER
WITH THE OREGON SCHOOL EMPLOYEES ASSOCIATION****SUMMARY**

Beaverton School District and the Oregon School Employees Association (OSEA) have completed negotiations and reached a tentative agreement on a one-year compensation agreement.

BACKGROUND

The district and OSEA, the union representing classified employees, have negotiated a compensation reopener, focused solely on wages and insurance benefits, for the third year of the classified contract, 2024-2025.

The district and OSEA engaged in negotiations from May 9 until September 12, when agreement was reached by the parties. Key features of the agreement include:

- Raising pay by 4.75% for all classified staff with a cost of living adjustment retroactive to July 1, separate from and in addition to the step increases eligible employees received this year
- Covering insurance by \$75 more per month, raising the district's contribution for classified employees' health insurance premiums to \$1901 per month (pro-rated for part-time staff), retroactive to July 1
- Increasing salaries for 40 classified position types informed by data from compensation analysis and review of salaries for comparable positions with other districts and employers
- \$1 swing shift differential; staff whose regularly scheduled work hours fall between 6 p.m. and 6 a.m. will receive an extra \$1 per hour worked during that time.

The OSEA bargaining unit membership voted on ratification of the agreement September 23–28, 2024. The agreement was approved by 94% of voting members.

RECOMMENDATION

It is recommended that the board approve the terms of the collective bargaining agreement between the district and the Oregon School Employees Association pertaining to compensation for the 2024-2025 year.

SUGGESTED MOTION

I move to approve the agreement with OSEA as submitted.

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ARTICLE 25: COMPENSATION PROVISIONS

Subject to Board approval and OSEA ratification

All eligible employees will be advanced a step on the salary schedule, effective July 1, 2022 and every year for the life of this contract. ~~The salary schedule for 2022-2023 will be increased by a cost of living adjustment (COLA) of 4% (3.5% + .5% from MOU). A one-time retention bonus of \$1250 will be paid to members in positions that will not receive a market adjustment beyond the COLA. The salary schedule for 2023-2024 will be increased by a cost of living adjustment (COLA) of 4%.~~

The Association and the district ~~will reopen~~ed this Article to bargain COLAs and other compensation provisions for the 2024-2025 school year during the ~~Spring of 2024~~ the preceding school year. The salary schedule for 2024-2025 will be increased by 4.75% for a cost of living adjustment, effective July 1, 2024.

The District ~~agrees to complete~~d a market analysis for those positions not impacted by the 2022-23 market adjustments prior to the financial reopener. Positions agreed upon for salary schedule reclassification will be adjusted effective July 1, 2024.

The cost of living increase and salary schedule reclassifications will be reflected in employee paychecks starting in November. For bargaining unit members employed as of ratification and board approval, who worked between July 1 and November 1, 2024, retroactive adjustments for the cost of living increase and salary schedule reclassifications will be paid by November 30, 2024.

Compensation schedules which apply to specific groups within the bargaining unit are available on the District website and by this reference are incorporated in this Agreement.

Bilingual Differential:

Employees whose job description does not require bi-lingual proficiency who have proficiency in English as well as a language spoken in the households of at least 5% of the student population in the district shall receive a differential in the amount of \$100.00 per month. Proficiency in a language other than English will be a measured by a District-determined assessment.

Swing/Night Shift Differential:

Effective as of ratification and board approval, employees shall receive a differential in the amount of \$1.00 per hour for regularly scheduled work hours that occur between 6:00 p.m. and 6:00 a.m.

ARTICLE 24: GROUP INSURANCE BENEFITS

Subject to Board approval and OSEA ratification

The Association agrees to participate in a ~~District-wide Insurance Committee (DIC)~~ **District Benefits Committee (DBC)** (all employee groups) to review and decide cost saving measures for the District's group insurance benefits. The parties acknowledge that in order to maintain the advantages of buying insurance for all employees as part of a single insurance group, the coverage and provisions for paying the insurance premiums for medical, dental and vision insurance, as listed below, will be adjusted, up and/or down, on an annual renewal basis, to keep it within the negotiated monthly cap. ~~of \$1751 for 2022-2023, and a monthly cap of \$1826 for 2023-2024, and a reopener for 2024-2025.~~

The monthly cap for 2024-2025 for full-time classified staff will be \$1901 effective November 1, 2024. For bargaining unit members employed as of ratification and board approval, who worked between July 1 and November 1, 2024, reimbursement for the difference between the \$1826 and \$1901 cap, or the prorated amount for part-time employees, will be made for any out-of-pocket costs withdrawn to cover premiums for July 2024 through October 2024. This reimbursement will be paid to affected employees by November 30, 2024.

Excess costs beyond the caps will be borne by the employee or through agreed upon group insurance benefit adjustments. Prior to May 1, the District will inform OSEA of current cost projections and whether it is anticipated that health care costs will exceed agreed upon limits. Adjustments in the group health plan within the District-selected carriers must be agreed upon prior to June 1 with implementation on July 1.

For each eligible full-time classified employee electing to participate, the District shall provide the following coverages:

- A. A choice of a Family Medical Plan.
- B. Life insurance coverage equivalent to the amount of the classified employee's annual salary as of September 1 rounded off to the nearest thousand dollars shall be provided to all classified employees, except bus drivers, in accordance with the master policy.

Life insurance coverage for bus drivers shall be determined as follows:

1. Newly hired bus drivers shall be issued a term life insurance policy in the amount of their contracted hourly rate for six (6) hours per each day of their first year's contract. Commencing September 1st following their date of hire, such insurance coverage shall commence in accordance with the provisions of the master policy.
2. Thereafter, a bus driver's term life insurance shall be based upon his/her salary earned between yearly periods measured from September 1 of the preceding year. Such amount shall be calculated to the nearest \$1,000 of annual salary.

- C. Full Family Dental Plan (District's Dental Plan).
- D. Family Vision Plan.

- E. Long Term Disability (LTD) insurance for all employees who work a minimum of twenty (20) hours per week. The plan shall include a waiting period and provide 60 percent salary (maximum \$2,000) payable to age sixty-five (65) for illness or accident. This LTD benefit shall be integrated with PERS Disability benefits, Social Security Disability benefits, Workers' Compensation benefits, and other group disability insurance benefits. Benefits shall commence on the 91st day of continuous disability.

The coverage described in A, B, C, D, & E above shall be provided by the carrier(s) selected by the District during the term of this agreement, the District will pay the composite rate premiums for such coverage for full time employee up to the dollar cap for that year. District contribution levels for less than full-time employees are specified below. Such coverage shall become effective on the dates specified above, subject to confirmation by the insurance carrier as to dates coverage for individuals go into effect and provided the employee pays the applicable portion of the premium for medical and dental coverage. Coverage for new employees will commence the first of the month following one month of continuous employment after the employee first reports for work or the month thereafter provided he/she complete an application for coverage prior to the time coverage is to go into effect and it is received by Human Resources within thirty (30) days of his/her date of hire.

If an employee submits a written resignation to Human Resources effective for the following school year and does so before August 1st, the District's payment of premiums shall continue through the month of August provided he/she is not receiving health insurance benefits from a new employer during this time. The employee must complete employment for his/her current work calendar in order to receive this benefit through August. The employee may enroll in the plan of his/her own choosing subject to the conversion rights provided by the carrier and the applicable COBRA regulations.

Regular part-time classified employees will receive group insurance benefits enumerated above and received by regular full-time classified employees subject to the following:

Employees who are employed for less than half time are not eligible for District group insurance plans or contributions. For employees who are employed from twenty (20) hours per week to less than thirty (30) hours per week, the District will pay half of the premium up to half of the District cap towards the District's monthly medical and dental premiums. Employees must pay the remainder of the monthly premium in order to participate. If an employee waives District medical insurance and selects a dental plan only, he/she may apply up to half of the District cap to the full cost of the dental plan premium.

The same employee and employer medical insurance contributions available during the work year will be available during the summer for all less than twelve (12) month employees.

The District will provide benefits as required by law to employees with on-the-job injuries or illness through the Workers' Compensation Program.

Any payment to the District for insurance must be made by auto deduction.

Salary Schedule Reclassifications 2024-25

Subject to Board approval and OSEA ratification

Position	Current Salary Class	New Salary Class
Accountant	TECH 4	TECH 5
Athletic Trainer	TECH 5	TECH 7
Athletics Assistant	SUPP 11	SUPP 12
Bilingual Resource Facilitator I	TECH 3	TECH 4
Building Monitor	CUST 2	CUST 2 remove step 1
Campus Supervisor	SUPP 13	SUPP 14
Courier (Food/Mail)	TRAD 3	TRAD 4
Courier (Lead)	TRAD 5	TRAD 7
Courier (Moving)	TRAD 4	TRAD 5
Community Rsc Coord	TECH 2	TECH 3
Construction Proj Mgr	PROF 4	PROF 6
Crossing Guard	SUPP 5	SUPP 7
Custodian I	CUST 4	CUST 5
Custodian II	CUST 5	CUST 6
Early Childhood Care Provider	SUPP 11	SUPP 12
Electrician I	TRAD 9	TRAD 13
Employee Benefits Rep	SUPP 14	SUPP 16
Health Assistant	SUPP 11	SUPP 12
HR Specialist	SUPP 13	SUPP 14
Library Media Asst	SUPP 11	SUPP 13
Network Engr 1	TECH 18	TECH 19
Office Assistant II	SUPP 10	SUPP 11
Office Assistant III	SUPP 12	SUPP 13
Procurement Spec I	TECH 1	TECH 4
Programmer Analyst	TECH 18	TECH 19
Registrar	SUPP 13	SUPP 14
Shipping Clerk I	SUPP 4	SUPP 8
Shipping Clerk II	SUPP 8	SUPP 11
System Administrator I	TECH 18	TECH 19
System Support Spec	TECH 14	TECH 15

Position	Current Salary Class	New Salary Class
Technology Instructional Assistant	SUPP 12	SUPP 13
Technology Support Specialist I	TECH 3	TECH 4
Testing Systems Coord	SUPP 12	SUPP 13
Transportation School Bus Driver Trainer	TECH 3	TECH 4
Transportation Field Asst	SUPP 13	TRN 3
Transportation Liaison	SUPP 14	TECH 4
Transportation Parts Specialist	SUPP 13	TRN 3
Transportation Asst Training Coord	TRN 3	TECH 5
Transportation Field Coord/Safety Trng Coord	TECH 5	TECH 6
Transportation Routing Coord	TECH 5	TECH 6
Transportation School Bus Router	SUPP 14	TECH 4
Transportation School Bus Dispatcher	TRN 2	TRN 3

ITEM FOR ACTION**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

It is recommended that the school board approve the following resolution (24-1008).

BE IT RESOLVED that the Beaverton School District 48J Board of Directors hereby approves the use of exemptions from district assessed property taxes on the value of certain properties that qualify for the affordable housing tax exemption program administered by the City of Hillsboro, as provided in the non-profit corporation low-income housing program authorized under ORS 307.540 – 307.548. Board approval of this exemption will extend through June 30, 2029.

The above resolution statements were approved on this eighth day of October 2024.

X _____
Board Chair

X _____
Recording Secretary

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SUGGESTED MOTION

I move to approve the resolution regarding the affordable housing tax exemption program as submitted.

ITEM FOR ACTION**APPROVE 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

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

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

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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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

ITEM FOR ACTION AT A FUTURE MEETING**SUPERINTENDENT EVALUATION PROCESS****SUMMARY**

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

BACKGROUND

By board policy and contractual agreement, the board will formally evaluate the superintendent's job performance annually. The evaluation provides the opportunity for the board to assess progress on district priorities.

RECOMMENDATION

The superintendent evaluation process will be considered for approval at the next business meeting in November.

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**Beaverton School District
Superintendent Evaluation Process 2024–25
Gustavo Balderas, Superintendent**

By board policy and contractual agreement, the board will formally evaluate the superintendent's job performance once each year.

The time invested in providing meaningful feedback in the assessment of the superintendent's performance, and the progress made in meeting the goals specified by the board for the superintendent, is critical to the success of the district. The evaluation provides the opportunity for the board to assess the district's progress on district priorities. Included is the superintendent's assessment and self-evaluation of progress made toward accomplishing district priorities.

The evaluation for the 2024–25 school year includes the following sections, aligned with the foundational building blocks of the district's strategic plan:

1. Engaging & Effective Teaching & Learning Systems
2. Authentic Engagement with Students, Families & Community
3. Facilities & Programs for World-Class Learning
4. Effective Systems & Structures for Student Success
5. Equity & Excellence for All

Evaluation Process

Board leadership will schedule two executive sessions to conduct the evaluation of the superintendent.

During the first executive session, board members will first meet with the superintendent to share his self-assessment and evidence of achievement. The superintendent then will depart from the executive session, and the board will discuss the evaluation and assessment of the superintendent's job performance. Based upon this discussion the board chair or designee will prepare the final evaluation from the board to share and discuss with the superintendent at a subsequent executive session.

The board will strive for consensus when developing the final evaluation, but in cases where consensus cannot be reached, the majority opinion will be reflected in the final written evaluation. Comments that are not agreed on by a majority of the board will not be included.

In a second executive session, the board will meet with the superintendent to share and discuss the performance evaluation.

Board leadership will develop a summary report on the outcome of the annual evaluation of the superintendent and will present it in a public meeting.

Timeline

Fall 2024

Approve annual goals for the superintendent
Approve the process for the superintendent performance evaluation
Finalize and approve the instrument for the superintendent performance evaluation

January–February 2025

Superintendent provides mid-year report on progress toward goals in public session
Board meets with superintendent in executive session for mid-year performance check-in

April 2025

Review evaluation process, timeline and instrument

April–May 2025

Superintendent meets with board in executive session and provides a self-evaluation
Board meets in executive session to develop the performance evaluation

May 2025

Board meets with superintendent in executive session and conducts the evaluation

May–June 2025

Summary of final evaluation is prepared for public distribution
Evaluation summary is presented during a public board meeting in May or June

DRAFT

AREAS OF RESPONSIBILITY

1. Engaging & Effective Teaching & Learning Systems

Key Foundational Block Actions in 5-Year Plan:

- A. Establish balanced system of formative, interim and summative assessments aligned to standards at all school levels.
- B. Implement comprehensive intervention system for academic, behavioral and social-emotional learning needs.
- C. Ensure high-quality curriculum aligned to state standards.
- D. Expand offerings and equitable access to dual language, Career Technical Education and pre-K programs.
- E. Utilize data to inform and support equitable opportunities, access and inclusion for our diverse student body.

Specific Targets in 2024–25:

- **Develop Multi-Tiered System of Supports (*Foundational Block 1.A,B,E*)**
Continue multi-year process to develop a districtwide MTSS system to provide needed interventions and accelerations to address both the academic and behavioral / social-emotional needs of all students — in short, a systemic approach to how we provide foundational supports for all students, identify which students need extra help in which areas, and intervene with the supports they need. In 2024–25, **complete Phase 2: Implement universal screeners districtwide**. Provide professional development to support **consistent implementation of Tier 1 academic and social emotional learning materials in all schools**.
- **Expand Dual Language Programming (*Foundational Block 1.D,E*)**
Continue work to expand dual language programs throughout the district in a multiyear process, with the long-term end goal that all students have the option to attend a dual language school to acquire bilingual/multilingual skills in elementary through high school. In 2024–25, **implement and support Phase 2 of expansion** (launching the Mandarin Chinese DL program at Jacob Wismer, Spanish DL program at Hazeldale, and Spanish DL pre-kindergarten at McKinley), and prepare for Phase 3 of dual language expansion. Phase 3 includes strengthening and supporting schools with new programs, including with professional development for staff, as the programs advance to the next grade level. Ensure collaboration with the district long range planning team so that expanding DL programs is centered in district planning.
- **Assess Career Technical Education Programming (*Foundational Block 1.D,E*)**
Continue to develop industry partnerships to inform enhancement and expansion of **well-articulated career connected learning programs** in high skill, high demand, high wage occupations. Increase student and family awareness of CTE Programs to close gaps of access and persistence in CTE programs. Develop a multi-year plan for expansion of current CTE pathways.
- **Expand and Support Early Learning Programming (*Foundational Block 1.D,E*)**
Continue to expand pre-kindergarten offerings. In 2024-25, implement pre-kindergarten at Raleigh Park. With this addition all Title I schools will have PK programs except for Raleigh Hills, which will be added when construction is complete. Also in 2024-25, implement a common early learning curriculum selected by pre-kindergarten teachers, Creative Curriculum, and early literacy screener, STAR Preschool.

Comments:

AREAS OF RESPONSIBILITY

2. Authentic Engagement with Students, Families & Community

Key Foundational Block Actions in 5-Year Plan:

- A. Provide timely, accessible and clear communication throughout the district.
- B. Expand authentic, two-way engagement and actively target outreach to all groups.
- C. Engage and partner with families and community groups to support student learning and well-being.
- D. Establish actively engaged student advisory teams in secondary schools and district.

Specific Targets in 2024–25:

- **Establish Student Board Representative Program (*Foundational Block 2.B,D*)**
Establish, coordinate and support program of student representatives to the school board, to increase authentic student voice.
- **Connect With Community (*Foundational Block 2.A,B,C,D*)**
Engage regularly with students, parents, staff and community members through opportunities such as superintendent coffee chats, student advisory committee, superintendent messages, and attendance at district and community events, including intentional engagement with diverse communities. Leverage other opportunities for engagement such as virtual opportunities, parent advisories, staff advisories. Engage community input around district cell phone policy and long-range facilities planning.
- **Liaise With Staff (*Foundational Block 2.A*)**
Maintain internal communications with staff, including superintendent staff email messages, timely sharing of key information, and engaging with staff in regular visits to schools.
- **Engage With Community Partners (*Foundational Block 2.B,C*)**
Work collaboratively with city, county, business, non-profit, service and other community partners to further district initiatives and support students and families. Focus on local Beaverton community assets.
- **Communicate With School Board (*Foundational Block 2.A*)**
Provide timely and relevant information about district processes and programs, emergent issues, and decision-making processes, via weekly memo and other communications. Inform board members regarding high-interest / high-impact issues. Collaborate with the board chair to plan efficient and relevant meeting agendas and present information effectively. Support the board with board development and training to meet the board's needs and interests.

Comments:

AREAS OF RESPONSIBILITY

3. Facilities & Programs for World-Class Learning

Key Foundational Block Actions in 5-Year Plan:

- A. Optimize program offerings and school facilities, considering community voice.
- B. Modernize classrooms to ensure an equal technology experience at all schools.
- C. Target completion of bond construction projects on time and on budget.
- D. Prioritize environmentally responsible materials and practices.

Specific Targets in 2024–25:

- **Engage Community to Inform Long-Range Facilities Planning (Foundational Block 3.A)**
Conduct community outreach in 2024–25, partnering with a local firm to lead outreach work including surveying, focus groups and community events, with discussions about our community's values and how those values are reflected in our school buildings, to inform further consideration toward long-range facilities planning in 2025–26. Engage community members to serve on an expanded Long-Range Planning Committee.
- **Adjust Facility Use Practices to Support Community Access (Foundational Block 3.A, 2.C)**
Review and revise facility use practices to reduce barriers and increase community access to utilize school facilities when school is not in session for programs and events that support and serve BSD students and families.
- **Optimize Technology to Meet Instructional & Operational Needs (Foundational Block 3.B)**
Provide a standardized and centrally funded technology package in the staff computer replacement program for library media assistants, campus supervisors, and building administrators. Technology for these positions will be on a 4-year replacement cycle.
- **Complete Bond Projects On Time & On Budget (Foundational Block 3.A,C,D)**
Continue on-time progress on school improvement projects identified in the bond measure. Provide continued oversight and updates for the construction of Raleigh Hills Elementary and Beaverton High School. Prepare and successfully complete the second bond sale.

Comments:

AREAS OF RESPONSIBILITY

4. Effective Systems & Structures for Student Success

Key Foundational Block Actions in 5-Year Plan:

- A. Attract, support and retain a high-quality and diverse workforce.
- B. Optimize school schedules and systems to support student success.
- C. Implement efficient and effective systems to streamline and support district operations.
- D. Identify and eliminate systemic barriers to equitable access and outcomes.

Specific Targets in 2024–25:

- **Develop Districtwide Approach to Personal Mobile Devices (*Foundational Block 4.B*)**
Engage input from students, parents/guardians and staff via surveys and small school-based focus groups to inform **development of a districtwide policy regarding student use of personal digital devices such as cell phones, wireless headphones and smartwatches**, in order to improve school climates and support students' academic focus and social-emotional well-being during the school day. Develop recommended policy by spring 2025 for implementation in 2025–26.
- **Launch Dashboard Display of Key Strategic Plan Measures (*Foundational Block 4.C, 2.A*)**
Develop and introduce an interactive data dashboard on the district website with disaggregated data to track progress on key indicators of outcomes of efforts and investments aligned with the district's strategic plan.
- **Modernize Finance & Human Resources Software System (*Foundational Block 4.C*)**
Implement the PowerSchool BusinessPlus enterprise resource planning (ERP) software system to replace the district's aging ERP system, used for business office and human resources management of financial and staff data. In 2024–25, **begin the implementation process** following negotiation of the contract and statements of work. Review business processes related to the ERP and align with best practices for K–12 school systems and capabilities of the software. By June 2025, the ERP project will be **on target with the expected go-live of phase 1, business operations, in fall 2025**.
- **Develop Balanced Budget Aligned to Strategic Plan (*Foundational Block 4.C*)**
By law, the district must adopt a balanced budget for the coming year by June 30. Beaverton has an unusually large amount of staff and unusually high percentage of our budget going to pay for staffing. Temporary pandemic relief funds that enabled significant increases in staffing have ended. Enrollment and enrollment-based funding also is declining. In 2024–25, **develop a balanced budget for 2025–26 aligned to the strategic plan** and addressing projected annual deficits and declining reserves.
- **Bargain Fair and Sustainable Contracts (*Foundational Block 4.A,C*)**
Resolve labor negotiations for successor contract with BEA and economic reopener with OSEA with agreements that serve district and student needs, support high-quality staff, and are financially sustainable.

Comments:

AREAS OF RESPONSIBILITY

5. Equity & Excellence for All

- Principle and priority underlying all foundational building blocks and goals

Specific Targets in 2024–25:

- **Train Staff to Support Educational Equity (*Foundational Block 5*)**
Equity and excellence for all is an underpinning foundation that should be woven into all that we do. Implement required professional development for all district staff to provide a baseline understanding and shared vocabulary for reducing bias and supporting educational equity. The learning will be tied to the strategic plan. In 2024–25, **provide required training to licensed staff based on ODE’s Engaging Equity Professional Learning Series**, train some groups of classified staff, and prepare to expand to an onboarding process for newly hired staff and additional training to all classified staff in 2025–26.
- **Attract, Support & Retain a High-Quality Diverse Workforce (*Foundational Block 4.A, 5*)**
 - **Increase Workforce Diversity: Work to attract, hire and retain more diverse staff** to better reflect the assets and serve the needs of our community and student population.
 - **Support Dual Language Expansion: Proactively recruit, hire and support bilingual staff** to support the expansion of dual language programming.
 - **Improve Hiring Process: Reduce barriers for candidates by streamlining hiring and onboarding** to increase efficiency and reduce manual processes impacting hiring timelines.

Comments:

A. Overall effectiveness summary statement:

B. Suggestions for areas of focus for the upcoming year.:

DRAFT

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES DJC, DJCA, JBAA, JGAB****SUMMARY**

Revisions are recommended to update school board policies DJC, DJCA, JBAA and JGAB. 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**DJC – Bidding Requirements**

OSBA recommends deleting the current DJC and replacing it with a new version that reflects changes regarding procurement requirements. The proposed revised policy refers to the Oregon Attorney General’s Model Public Contracting Rules and identifies that these procurement rules apply to the district except as modified by adopted policy, resolution, rule or order.

DJCA – Personal Services Contracts

The recommended revision removes language regarding the board approval threshold for personal services contracts. These contracts are subject to the board approval threshold established in board policy DJ District Purchasing, which is aligned with state procurement law.

JBAA – Section 504 – Students

This update includes non-gendered pronouns, removes language specifying what qualifies a student under Section 504, and notes that the superintendent will develop administrative regulations as needed for the implementation of the policy and to meet the requirements of state and federal law.

JGAB - Use of Restraint and Seclusion

The recommended revisions to this policy update language regarding training programs and the preservation of records relating to restraint and seclusion, following a change in state law.

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 DJC and adoption of new policy DJC
- Revisions to board policy DJCA
- Revisions to board policy JBAA
- Revisions to board policy JGAB

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Bidding Requirements

The board is the Local Contract Review Board (LCRB) for the district. The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules* shall apply to the district except as modified by adopted policy, resolution, rule or order.

Additionally, the superintendent or designee may include as part of the district's procedures and administrative regulations portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

1. **Emergency Procurements.** In situations of emergency¹, the LCRB authorizes the superintendent or designee to authorize an emergency procurement. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.
2. **Sole-Source Procurements.** The LCRB authorizes the superintendent or designee to determine whether goods or services are available from only one source. If such a determination is made, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:
 - a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
 - b. That the goods or services required to exchange software or data with other public or private agencies are available from only one source;
 - c. That the goods or services are for use in a pilot or experimental project; or
 - d. Other findings that support the conclusion that the goods or services are available from only one source.²
3. **Special Procurements.** "Special procurement" means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with this policy and administrative regulation DJC-AR.

¹ "Emergency" means circumstances that:

1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

² If the contract does not exceed \$250,000, using intermediate procurement is likely less burdensome than sole source.

4. Pursuant to OAR 137-047-0300(2)(b), the district may publish the advertisement for offers on the district's electronic procurement system (as selected by district staff) instead of publishing notice in a newspaper of general circulation as required by ORS 279B.055(4)(b).
5. The superintendent is authorized to develop administrative regulations and/or procedures to assist with the implementation of this policy and applicable procurement rules. Purchasing procedures are additionally specified in the district's purchasing manual, which may be updated as needed by the superintendent or designee.

END OF POLICY

Legal Reference(s):

[ORS Chapter 279](#)

[ORS Chapter 279A](#)

[ORS Chapter 279B](#)

[ORS Chapter 279C](#)

[ORS 670.600](#)

[OAR Chapter 125, Divisions 246 - 249](#)

[OAR Chapter 137, Divisions 045 - 049](#)

[OAR 459-005-0020](#)

[OREGON PROCUREMENT MANUAL, Oregon Department of Administrative Services.](#)

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. *All public contracts shall be invited in accordance with applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules except as allowed in the adopted rules or administrative regulations.*

The Board, acting as its own LCRB, adopts the Oregon Attorney General's Model Public Contract Rules, Oregon Administrative Rule (OAR) Chapter 137, Divisions 046 through 049.

The district shall procure construction manager/general contractor services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065

The Board has made the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

Opportunity will be provided to all responsible suppliers to do business with the district. The chief financial officer will develop and maintain lists of potential vendors for various types of materials, equipment and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(5)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. Modifications will be made only following review by the district's legal counsel. New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board recognizes that a public contracting agency that has not established its own rules of procedure as permitted under ORS 279A.065(5) is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.

Procurements estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

The superintendent or designee shall develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

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

[OAR Chapter 125](#), Divisions 246-249

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Cross Reference(s):

DJ - District Purchasing

DJCA - Personal Services Contracts

EH - Electronic Data Management

DELETED

Personal Services Contracts

The district may enter into personal services contracts with qualified professionals as provided by Oregon Revised Statute (ORS) 279A.055.

“Personal services contracts,” as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The district may enter into a personal services contract with a current district employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

~~Contracts for personal services in excess of \$150,000 shall require prior Board approval.~~

The superintendent ~~is authorized to~~ will develop administrative regulations modifying Oregon Administrative Rule (OAR) 137 Division 47 rules necessary to implement this policy, as appropriate.

END OF POLICY

Legal Reference(s):

[ORS Chapters 279](#)

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

[ORS 332.107](#)

[ORS 670.600](#)

[OAR 459-010-0030](#)

Internal Revenue Service, Publication 1779: Independent Contractor or Employee (Rev. 3-2012).

Cross Reference(s):

DJC - Bidding Requirements

Section 504 – Students**

In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the district shall ensure that no otherwise qualified individual with disabilities shall, solely by reason of his/her a disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the district or those provided by the district through contractual or other arrangements. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The superintendent or designee will ensure all ~~Section 504-qualified~~ students who qualify for Section 504 with disabilities are identified annually. ~~A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment¹ that substantially limits one or more major life activities²; has a record of such an impairment; or is regarded as having such an impairment.~~ Students will be evaluated by a team of qualified individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district's responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)

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

[ORS 343.068](#)

[ORS 659.850](#)

[ORS 659.865](#)

[ORS 659A.103](#)

[ORS 659A.109](#)

[OAR 581-015-2030](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0049](#)

[OAR 581-022-2310](#)

¹Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness and conditions which may be episodic or in remission.

²Major life activities, as defined by the Americans with Disabilities Act Amendments Act of 2008, include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012).

Americans with Disabilities Amendments Act of 2008.

~~Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).~~

Use of Restraint or Seclusion**

The district is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The board establishes this policy and its administrative regulation to define the the circumstances that must exist and the requirements that must be met prior to, during and after the use of restraint and/or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body. 163

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:
 - a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
 - b. Assisting a student to complete a task if the student does not resist the physical contact; or
 - c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.
3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.

6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
- b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not been prescribed by a licensed physician or other qualified health care professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.

8. “Prone restraint” means a restraint in which a student is held face down on the floor.

9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall only utilize a training program for ~~the use of~~ restraint or seclusion to train staff and use in the district which has been. ~~As required by state regulation, the selected program shall be one approved by the Oregon Department of Education, and shall include, but not be limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.~~

The district shall preserve, and may not destroy, any records related to an incident of restraint and seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

Annual Review

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of physical restraint or seclusion;
7. The total number of students placed in restraint and/or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of physical restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;

9. The demographic characteristics² of all students upon whom physical restraint and/or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student, the location of the rooms and a description of the dimensions and design of the rooms.

This annual report shall be made available to the board and to the public at the district's main office and on the district's website. At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in board policy KL – Public Complaints and KL-AR – Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the ~~home page of the~~ district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002– 0001 – 581-002-0023. ~~This appeal process is identified in administrative regulation KL-AR(2)– Appeal to the Deputy Superintendent of Public Instruction.~~

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of physical restraint or seclusion by district staff. [A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.](#)

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[ORS 339.294](#)
[ORS 339.297](#)
[ORS 339.300](#)
[ORS 339.303](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

[OAR 581-021-0568](#)

[OAR 581-021-0569](#)

[OAR 581-021-0570](#)

[OAR 581-022-2267](#)

[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment