



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, November 12, 2024 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING	
A. Call to Order	
B. Attendance	
C. Land Acknowledgment	
D. Agenda Review	
II. STUDENT PRESENTATIONS & RECOGNITIONS	3
A. Performance	
B. Transportation Director of the Year	
III. SUPERINTENDENT'S REPORT	
A. Comments by the Superintendent	
IV. PUBLIC COMMENTS	
A. Comments by Employee Groups	4
B. Comments by Community Members	6
V. ITEMS FOR INFORMATION	
A. School Spotlight: American Indian/Alaska Native Education Program	10
B. Department Update: Technology	11
C. Aligning for Student Success: Integrated Programs Annual Report	22
D. Division 22 Compliance Report Update	38
E. Financial Update	48
VI. CONSENT AGENDA	
A. Personnel	60
B. Board Meeting Minutes	
a. School Board Executive Session: October 3, 2024	
b. School Board Executive Session: October 8, 2024	
c. School Board Work Session: October 8, 2024	61
d. School Board Business Meeting: October 8, 2024	63
C. Public Contracts	68
D. Approve Appointment of Equity Committee Members	74
VII. ITEMS FOR ACTION AT THIS MEETING	
A. Superintendent Evaluation Process	76
B. Board Goals	86
C. Board Policy Revisions	87
a. DJC - Bidding Requirements	88
b. DJCA - Personal Services Contracts	92
c. JBAA - Section 504 - Students	93
d. JGAB - Use of Restraint and Seclusion	95
VIII. ITEMS FOR ACTION AT A FUTURE MEETING	
A. OSBA Election	100
B. Bond Program Budget Update	148
C. Board Policy Revisions	164
a. EBBA - Student Health Services	165
b. EBBB - Injury or Illness Reports	167
c. JHCA - Immunization and School Sports Participation	169
IX. BOARD COMMUNICATION	
A. Comments by Individual Board Members and Student Representatives	
X. CLOSE MEETING	
A. Closing Comments	

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

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

BACKGROUND

School Transportation News has named Craig Beaver the [2024 Transportation Director of the Year](#), honoring his exceptional leadership, forward-thinking vision and impact on school transportation. Known as an industry trailblazer, Craig has made significant strides in electric and clean fuel bus implementation, reducing environmental impact and modeling a sustainable path forward for school transportation systems nationwide.

With a hands-on approach, Craig is not only a collaborative leader but also an active participant in day-to-day operations. He serves as a model of leadership that places emphasis on innovation, teamwork and respect for the essential work of transportation staff. Craig sets the standard in school transportation and leads with both vision and heart.

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School Board Comments

November 12, 2024

Good evening Supt. Balderas, Board Vice Chair Rajee 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.

This evening, we are presenting you with a petition that has been signed by more than 2,200 certified educators and over 1,200 community members. The crux of the petition is simple: Beaverton students and educators deserve better, and we are all ready to fight for the schools our students, educators, and community deserve. The thousands of people who signed this petition did so with a commitment to take action alongside the BEA Bargaining Team as we fight for these issues at the table.

First and foremost, we demand **safe, supportive, and inclusive learning environments**. Educators' working conditions are our students' learning conditions. We demand schools that are physically comfortable and conducive to learning, schools that provide structure and support for students who are dysregulated, and schools in which educators have the resources and trust they need to serve all of our students. That includes allowing educators the freedom to use their professional judgment in determining what will best support their students' growth and learning, and to design lessons and adapt our teaching to meet the unique needs of each student. This directly impacts educators' ability to create learning environments where every child feels supported and safe. The District has a responsibility to ensure we have the resources to address student needs swiftly and effectively, and we intend to hold District leadership accountable.

We're also here to demand **professional respect, transparency, accountability, and shared decision-making**. Beaverton educators are highly qualified professionals who work directly with the students from our community every day, and our expertise and experience matter. This means we must have protected member-directed work and planning time for **all** members, including elementary specialists and counselors. Greater transparency, accountability, and shared decision-making are not just "nice to have"—they lead to better outcomes for students, educators, and families alike. We need authentic opportunities to engage in the decisions that impact educators, students, and families every day. It's time to prioritize meaningful collaboration to build the schools that we all believe in.

Third, we demand a **commitment to retention and recruitment**. To attract and keep highly qualified educators in Beaverton, our compensation and benefits must remain competitive. Inflation has eroded our take-home pay, while healthcare costs continue to climb and coverage declines. We know that the health and well-being of educators directly impacts their performance, which in turn affects our students. In addition, we know that our students thrive if educators want to stay and can afford to stay in this District. If we want the best educators in front of our students, we need the District to commit to offering wages and benefits that reflect both the rising costs of living and the value educators bring to this community.

Every single person who signed this petition is ready to stand up for the values that define Beaverton. We're united with our bargaining team in saying that these priorities—safe learning conditions, professional respect, and competitive compensation—are not negotiable. They are essential to fulfilling the promises we make to students and to building a school system that truly reflects our community's needs and aspirations.

Board members, we need you to step up and be part of the solution. Listen to the voices of Beaverton educators, students, and community members who have signed this petition. These are our classrooms, our schools, our community. Together, we're ready to take action. Thank you.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, November 8, 2024 through 12 p.m. on Tuesday, November 12, 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
Morgan	Bean`	Student	My teachers are working without a contract, which is crazy to even comprehend. All of my teachers are incredibly well-educated instructors who deserve the pay and any other requests they have. I have also been suffering as a student because of the lack of contract. My teacher's haven't been able to grade my assignments and I have no idea where I stand grade-wise in all of my classes. The semester is coming to an end, and I have no idea how/where to improve, because even when teachers grade, they are doing it very condensed and give minimal feedback! Please give teachers what they are asking for, so students can improve academically.
Victor	Colon	Student	Teacher and student deserve new and improved work contracts. Teacher shouldn't be working with out a contract. Both students and teachers deserve safer and inclusive learning environments. Schools need more funds for support teachers. This situation must be addressed
Allison	Coburn	Parent/Guardian	Unified Basketball is more than a club; it is a vital sport that fosters inclusion, friendships, and strengthens our school community. Despite its importance, Unified Sports do not receive equitable funding and support compared to NT sports. BSD relies on staff volunteers to provide opportunities for students with disabilities, which is inequitable & discriminatory. I advocate for improved support and resources for Unified Sports across our District including equitable compensation for coaches, increased access to practice facilities and equipment, and a fair share of the BSD athletic budget. These

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			resources are essential for creating a meaningful and sustainable experience for our athletes and partners. I urge BSD to develop a program to support Unified Sports, starting with financial backing to ensure equitable compensation for staff and sustainable opportunities for all students with disabilities. By doing so, we can create an inclusive environment where our kids can thrive. Thanks.
Ana	Carmen Lopez	Parent/Guardian	Board members, we need your leadership now more than ever. With the recent election the new ruling party will most certainly work to dismantle public education, what we've been fighting to build up and improve for decades. Now more than ever is the time to *definitively* put a stop to sinister plans of closing and demolishing schools and selling the properties to real estate developers. This scheme plays right into the hands of people trying to destroy our public education system. My family and neighbors deserve to know that our neighborhood schools are safe from being taken away from us by the same people we elected to defend them. Keep our schools open, standing and publicly owned! We are counting on you to reverse course and direct the BSD administration and long range planning group to reverse course and put a real end to discussions to close, destroy and sell off our schools! We need you now more than ever to defend our schools and protect our communities from being dismantled.
Mamiko	Garvey	Staff Member	<p>This is my second submission this school year on the issue of understaffing. I urge all BSD board members now to really open your ears about unsupported and unsafe environment my team work in. Many SPED staff in other buildings are feeling the same work stress.</p> <p>In my building, subs (both certified and classified) for Independent Skills Center (ISC) program are hard to come by not because of the severity of our students' special needs but because of poor work environment and lack of training. Many don't return and many unknowingly ignite or fuel student dysregulation.</p> <p>SPED administration acknowledges those students with severe behavioral needs in our classrooms but continues to misplace more students to our rosters while providing no additional support to the program. Many students witness violences and even student basic needs such as bathrooming go unmet daily. It is degrading and is risking student dignity.</p> <p>I would love an opportunity to share more in details. Thanks</p>
Angela	Smith-Lund	Parent/Guardian	I'm unsure when the next school board meeting is, hopefully someone with school district will read my comment and take to heart what I have to say. Our kids desperately need civics and government classes at all levels (K-12). I hope that BSD will review the current school curriculum and seriously consider offering comprehensive (an entire semester) yet age appropriate classes teaching our children how government functions at all levels. Our children our ignorant as to how government work, especially at the federal level.

Lauren	Goemaat	Staff Member	In an uncertain future, it is more important than ever that we support our students, teachers, and staff. Beaverton School District needs to demonstrate to teachers that they are valued members of our society by providing them a fair and reasonable contract. Education is the most important thing we can provide to our community, and you need strong teachers to provide a strong education. BSD needs to protect teacher working conditions which in turn become student learning conditions. BSD needs to protect teacher plan time so that we can focus on supporting our student, developing meaningful lessons, and providing valuable feedback. BSD needs to provide a cost of living adjustment that allows teachers to live where they work. New staff, who are lower on the pay scale, need to be able to afford their ever growing rent costs, food costs, healthcare costs. Staff who have reached the top of the pay scale also need to be able to afford rising costs. Please support our contract negotiations.
Lauren	Kelly	Parent/Guardian	I will keep my comments short and to the point: Please do everything in your power to come to a speedy and fair resolution with BEA and avoid a strike. Please take notes from PPS and Albany, this is not in the best interest of any involved parties. Please also do everything in your power to keep our neighborhood schools in the SE open. They provide a vibrant community for not just students but staff and families as well. It cannot be replicated in a 750 capacity school. Closing these schools will change our community forever.
Christine	Meliza	Parent/Guardian	We need more teachers and smaller classes. Our students are not being served. I know students that are highly motivated and actively participate in their learning and also students who are struggling to keep up and getting lost in the mix. BOTH groups are struggling because teachers don't have TIME for them. Thirty students in a classroom is TOO MUCH. In your negotiations, think of the classroom you would want your own children in and help create that experience. Support the front line. The teachers are the experts, listen to THEM. They want smaller classrooms and smaller schools. Stop stalling the smaller schools conversations as a way to keep families from having our voice heard. The district is making choices that are all but pushing our family out of your schools because of the poor decision making that is happening. Humble yourselves and DO BETTER. LISTEN BETTER.
Taylor	Kauffman	Staff Member	As we approach our mediation session I want to implore you to consider what is best for our teachers and students. Please show us that you value us as professionals and our students' quality of education by including teachers in the decision making and meeting the needs of all of our staff and students. Many things in our bargaining agreement are extremely important to us including but beyond our salaries unlike the messaging you continually push to our community. Our plan time is crucial to developing high quality lessons. I would like to call attention to the fact that many teachers work well beyond our contract hours (which is all we are compensated for). Beyond planning our lessons, we also must have time to grade and when our class sizes become extremely large, that increases the time needed to grade their work. It impacts our ability to give meaningful and timely feedback. There are only so many hours in the day, please do not take time away from us, we already have so little.

Andy	Foeller	Parent/Guardian	<p>I'm a father of two young girls in the Beaverton School District. I'm very concerned about the future of public education here in Beaverton and elsewhere. I know that the new incoming administration have plans to attack and defund public education. I spent all week thinking about what we can do to change our course. I keep coming back to this Martin Luther King quote: "Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate; only love can do that." The place where we have vast amount of light and love to give is through educating our children. As caring parents, family, and friends, we already do that, but we need to make sure we start supporting our teachers even more. Their jobs become even more important and harder starting in January. Let's pay them a just and equitable salary that helps retain and hire good teachers.</p>
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ITEM FOR INFORMATION**SCHOOL SPOTLIGHT: AMERICAN INDIAN/ALASKA NATIVE PROGRAM****SUMMARY**

In honor of Native American Heritage Month, the American Indian/Alaska Native team will provide updates on current programming to support our native students and families so they feel a strong sense of belonging and experience academic success.

BACKGROUND

November is National Native American Heritage Month, also known as American Indian and Alaska Native Heritage Month. It is an opportunity to learn about the rich history, culture and contributions of the inhabitants of this land. It is a time to recognize the rich diversity of Indigenous peoples and their significant role in American history.

November is also a time when many of our American Indian/Alaska Native students attend cultural ceremonies and restoration celebrations. These ceremonies and restorations are great ways to incorporate local events and history into our classrooms. Additionally, the fourth Thursday of the month known as Thanksgiving is considered a Day of Mourning for many indigenous peoples.

In Beaverton, wraparound programming is provided to all American Indian/Alaska Native students in order to help preserve the rich cultural heritage practiced by many native students and families as well as to support their K-12 academic journey in the district.

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ITEM FOR INFORMATION**TECHNOLOGY DEPARTMENT****SUMMARY**

The Technology Department will provide information on the state of technology systems functionality, access and experience.

BACKGROUND

The report on the technology department contains updates on technology support for student learning, improvements funded by the 2022 bond, technology systems and infrastructure improvements including cybersecurity, data center and network, enterprise applications, generative artificial intelligence, and user services and support.

RECOMMENDATION

Staff will present information on the technology department. No action is needed.

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Department Report: Information Technology

Objective: Report the state of technology systems functionality and on strategic key measurements of student and staff technology experience.

Data: Data on percentage of staff and students reporting adequate access to technology is provided through the 2023-24 staff and student surveys. Additional data sources for this report include the help desk system, asset management system, server and networking systems log files.

Staff and student reporting access to technology

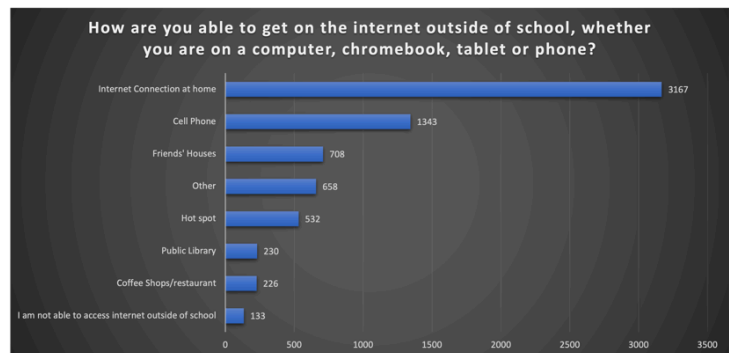
Measurement	2021-22	2022-23	2023-24
% teachers reporting adequate access to technology to support their work	88.0%	84.1%	85.5%
% secondary students reporting their learning experience is supported by digital tools the school offers	91.5%	90.3%	90.8%
% students reporting their school teaches them to be a good digital citizen	83.2%	85.1%	85.9%

2024 BSD Student Survey – Technology Support for Student Learning

Elementary Students

In the 2024 elementary student survey, students in grades 4 and 5 were asked how they access the internet outside of school. Students were able to select more than one response. Compared to 2023 elementary student survey results, the number of students responding to each internet access option declined in most categories.

Categories with the sharpest decline were students reporting access at coffee shops and restaurants with a decline of 50%. Student reports of internet access using a hotspot declined by 34%. The only category with increased responses from last year was the category other, increasing by 126

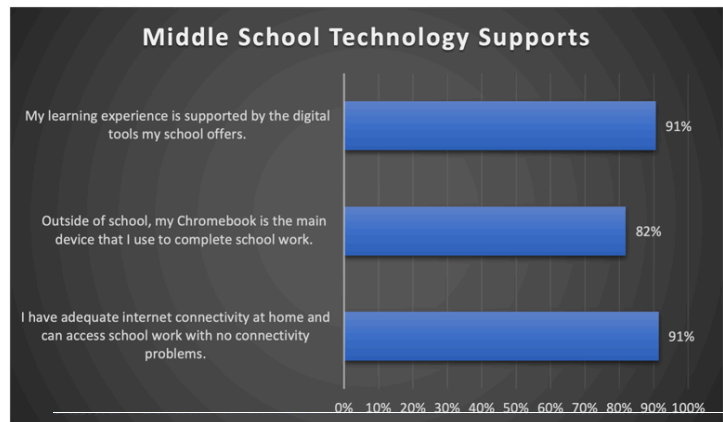


responses. At the elementary level, most students do not take devices home and there is no expectation that elementary students use devices outside of the school day.

Middle School Students

Students in middle school were asked if digital tools supported their learning, whether their student device was their main device used for completing schoolwork and if the student had adequate internet connectivity. Student responses were over 90% in reporting their learning experience is supported by digital tools and having adequate home internet connectivity. For the second year in a row, students reporting their district issued

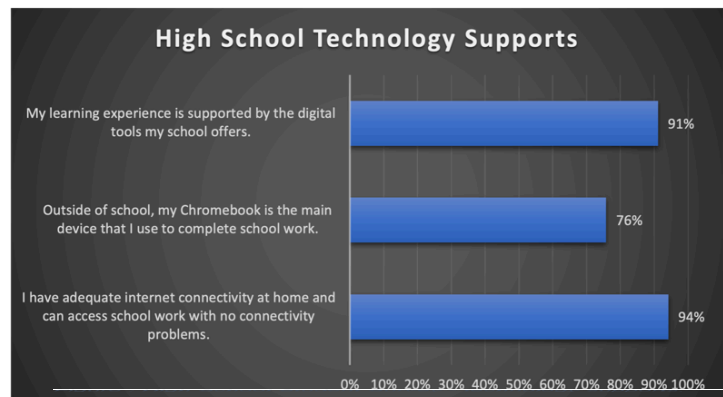
Chromebook as their main device used to complete schoolwork outside of school rose, now at 82% of students.



High School Students

High school students were asked the same questions as middle school students regarding technology supports. High school students reported their learning is supported by digital tools at 91%. High School students reporting having adequate internet connectivity to access schoolwork at home was 94%, rising by 2 percent over last year. Although slightly lower than the 82% of students at the middle school level, over 3 out of 4 high school students reported their district

issued Chromebook is the primary device used to complete schoolwork outside of the school day. Chromebooks used by students are funded through the 2022 bond. High levels of student use illustrate the need for devices so students can continue their learning outside of the school day.



Successes:

- Student and staff survey responses indicate continued high satisfaction for technologies supporting student learning and staff work.
- Student device refresh is complete for elementary and middle school students.
- IT projects funded through the 2022 bond remain delivered on time and on budget.

Issues:

- Beaverton School District is continuing to experience an increase in the number of cyber security attacks. With the advent of Generative AI tools, the attacks are much more sophisticated and targeted than in previous years.

Action Plan:

- Work to increase technology supports for students and staff continues through bond and general fund investments and is summarized in this report. While not inclusive of all projects within IT, the projects below demonstrate work aligned to increasing staff and student satisfaction of how technology supports their learning and work.

Technology Systems

Our Strategic Plan, teaching and learning mission and our business functions demand robust and reliable technology systems and support structures. Access to network resources and the internet are critical to our learning mission and business operations. Applications for student learning and business functions are used both inside and outside of school or work hours and must be accessible from any location. The mission of the Information Technology department is to create and sustain an environment that is always available, highly secure and continuously improving to meet the needs of students, staff and our community.

Infrastructure Improvements

Cyber Security

Securing Beaverton School District networks, systems and data is a primary and critical focus area for the IT department. Due to extensive amounts of personal and financial data maintained by school systems, and coupled with resource challenges, school systems across the nation are a frequent target for ransomware and other cyber-attacks.

According to a recent report from Check Point Research, the education and research industry has consistently been a prime target for cyber criminals. The education and research sector was the number one most attacked industry globally, seeing a 53% increase compared to last year.¹ Attacks include ransomware, account compromise, malware, unauthorized access, and data breach attempts to download student, staff and organizational data. In addition to protecting data stored in our district data centers, the IT department must work with vendors to secure and protect data stored in cloud systems.

¹ Check Point Team. (2024, July 16). Check Point Research reports highest increase of global cyber attacks seen in last two years – a 30% increase in Q2 2024 global cyber attacks. Check Point Blog. <https://blog.checkpoint.com/research/check-point-research-reports-highest-increase-of-global-cyber-attacks-seen-in-last-two-years-a-30-increase-in-q2-2024-global-cyber-attacks/>

To assess the effectiveness of our IT cyber security processes and systems, a third-party security assessment is conducted every other year. The assessment is aligned to standards defined by the National Institute of Standards and Technology (NIST) and assesses multiple facets of the district's cybersecurity preparedness.

IT department staff are planning for the upcoming assessment and once complete, the results will inform planning to improve our cyber security defenses.

A key defense in our cybersecurity portfolio is addressing user education and training. Staff regularly receive phishing simulations from our security awareness platform along with micro training sessions both when a phishing email is reported and when a staff member clicks a phishing email from the platform. IT tracks engagement with the platform, staff skill level at identifying phishing emails and speed of reporting. While there has been improvement in staff reporting of phishing emails through this training, a goal for the IT department this year is to increase staff awareness and use of this valuable training platform.

Data Center and Network Infrastructure

The Beaverton School District has redundancy at the data center level, with two locations serving district network, telecommunications and system access needs, with the ability of either location to assume full IT control of the district and continue operations in the event of an outage.

The Beaverton School District operates in a hybrid cloud environment. This means some applications are utilized directly from the internet and others are housed in our district data centers. Applications for learning and business functions are used around the clock and must always be available.

This year, the systems administration team is replacing the virtual infrastructure operating system due to licensing changes from the current vendor. When complete, the district will realize licensing savings costs while retaining the functionality needed for application access and system security.

Enterprise Applications

Enterprise Resource Planning (ERP)

For the past 27 years, the district has used the PowerSchool BusinessPlus HR/Finance application for business processes including human resource management, payroll, accounting and purchasing. The existing application has been substantially customized to district processes, creating delays in updating and patching the system due to the amount of time needed for staff testing of upgrades.

The request for proposal (RFP) was successfully completed in June 2024 with BusinessPlus from PowerSchool selected. Contract negotiations completed in

September 2024 and the project kickoff was held in early November. The team is now in the initiation phase of the project and will soon move to the design phase.

PowerSchool is an ERP solely designed for K-12 school districts and demonstrated the closest alignment to standard school district business practices and needs. While PowerSchool is our current vendor, this will be a new implementation of the ERP. The Business Office, HR and IT will examine current business practices and move to standard processes. This will reduce manual processes, create efficiencies for department staff, and provide improved customer service for users of the system. This implementation will transition from an application hosted in district data centers to a vendor hosted solution which will streamline upgrades and security patching.

The implementation of a new ERP system is complex. In addition to running the business operations, all employees use the system to access employee financial and a variety of other information. A project plan is in development to allow for change in business practices, migrate data and systems, and train staff on new processes. We anticipate a phased approach, with the business functions going live in fall 2025 and the human resources functions transitioning for the start of the 2025-26 fiscal year.

Transition to Synergy Special Education (SE)

IT department staff work closely with Teaching and Learning colleagues to ensure the Synergy student information system continues to meet needs of teachers and support the teaching and learning mission of the Beaverton School District.

For many years, Beaverton School District staff have used the ORSPED application developed and maintained by the Northwest Regional ESD (NWRESD). The ORSPED application provides documentation and support to students receiving special education services. In summer of 2024, NWRESD announced the discontinuation of ORSPED. Staff from the Special Education and IT departments are collaborating on the transition to Synergy SE. Synergy SE is a part of the core Synergy platform so there are no additional licensing costs in making the transition.

Synergy SE will be live in fall 2025 for the 2025-26 school year. Staff training will happen prior to the start of school to ensure staff are knowledgeable in the new system.

An advantage of Synergy SE is that all special education documentation will be in Synergy. Maintaining all student information in one system will be much more efficient for special education and general education staff to work together in supporting students receiving special education services.

Student Data Privacy

The Beaverton School District, like all school systems across the country, holds a vast amount of student, staff and family data. This data is necessary for instruction, administration of the school district and for state and federal reporting requirements. With the addition of digital instructional resources, student data might also be held by

third party applications and vendors. The increased use of digital resources can make it more difficult for parents to know what information on their student is held by the district and if additional personally identifiable information is also contained in third party vendor systems.

Since 2018, the Beaverton School District has been a member of the national [Student Data Privacy Consortium](#) (SDPC). The SDPC is a national consortium of school districts that share information and best practices for providing parents with student data privacy information. The consortium allows districts to work together with vendors through a national student data privacy agreement to ensure vendors are adhering to best practices for safeguarding student data.

The IT Department maintains a [public web portal](#) on our district website listing Beaverton School District digital applications and the data fields they create

Logo ↑↓	Software Name ↑↓	Agreement Status ↑↓	Agreement Type ↑↓	Agreement Dates ↑↓	Grade Level ↑↓	Content Area ↑↓	Data ↑↓
	EduClimber	Active	Vendor Specific (OR-NDPA-V1) with Exhibit E	Approved: 03/12/2024 Expires: 03/12/2027	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	English Language Arts, Math	

and store. Staff, students, parents and community members can access the portal to view applications used in the district, vendor information and the data collected and stored by vendors. The page contains this information for 811 applications used by students and staff in the district and as additional applications are identified, they are added to the web portal.

To strengthen data privacy practices in Oregon, Beaverton School District IT staff are launching a workgroup open to all school districts in Oregon. This community will meet virtually to share information and collectively, will align our efforts to improve practices in the school district, across the state and our work with vendors.

2022 Bond Projects

In May of 2022, Beaverton voters approved the 2022 bond. The 2022 bond contains \$44M of investments for student devices, networking upgrades and infrastructure support. Information Technology staff are working on the following projects as part of the third-year implementation of the 2022 bond.

Elementary and Middle School Student Device Replacement

The majority of monies allocated from bond funds are used to replace student devices. Devices for elementary and middle school students were replaced at the start of the 2024 school year. Middle school students and students in grades 3-5 received new Chromebooks with 15,760 devices purchased for their use. Students in kindergarten through second grade received iPads with 7,896 devices purchased. The previously used student devices are now being collected and securely erased. Some devices will

be repurposed for lighter use while most of the devices will be sold to a recycling company. Any funds received for the devices are only used to purchase or support student devices.

Dark Fiber Improvements

Dark fiber is a strategy of leasing fiber optic network cables and maintaining the electronics on the points where those network connections enter buildings to connect school and ancillary sites. The advantage of a dark fiber network is that monthly connection costs remain constant during the long-term lease agreement and the district has the ability to scale up network speeds by upgrading the electronics on the connections without incurring additional monthly costs from the provider.

In 2017 as part of the 2014 bond, High and Options school sites were connected to the district via dark fiber connections. In 2022, construction began on phase two of our dark fiber project with the project adding all elementary and middle schools in the northern half of the district. Phase 2 completed in October 2024. The third and final phase of the project began in 2023. This phase will add schools and sites in the southern half of the district and will be complete by May 2025.

When phase 3 is complete, all district sites will be on a long-term, leased fiber optic network which is a lower cost solution for district connectivity over the next 10 years. In addition to the ability to scale to meet future network needs, ownership of the network will allow IT staff to best secure and optimize the network. This network design is also highly resilient, with multiple network routes available to maintain school connectivity in the case of a fiber cut in our network.

User Services and Support

Much of the work done in IT is work not immediately visible to our students, staff and community. When done well, efficiencies and time saved for staff can seem almost invisible to users. The impacts most visible to students, staff and our community are those that involve direct service and support.

Classroom Technology Standards

Information Technology and Facilities have completed the classroom standardization project. In the past, schools were funding classroom technology from school budgets and the result was a variation in classroom technology equipment and age of technology available to students and teachers. There are many benefits to standardizing classroom technology including:

- Ensuring all students have access to the same learning environment and opportunities, regardless of the school they attend.
- Providing a consistent experience for teachers and substitute teachers when they move to other classrooms.
- Simplifying staff training and support on standard classroom technology.
- Cost savings with bulk purchasing.

The District classroom technology standard consists of a display mounted on a cart or on the classroom wall, an Apple TV so content can be projected to the display from either a laptop or iPad, and an Apple iPad with an Apple Pencil which can be used as a mobile classroom device for the teacher, a document camera, or can be given to a student to show their work projected to the classroom display.



In the 2023-24 school year, 2,100 classrooms were upgraded to the classroom standard. The installation was done by IT staff members which in addition to saving costs on installation, allowed IT staff members to visit and support schools.



Teachers have transitioned to the classroom technology standard and receive support from school technology support staff (TSS) and IT staff as needed. The IT department maintains a small inventory of additional classroom technology devices to be able to quickly replace broken or damaged equipment.

School Office Staff Computer Replacement

Beginning in 2012, a computer replacement program was launched for certified staff members. Every four years, certified staff receive a new laptop as their primary computing device. Other staff computer purchases were funded through school or department budgets and as a result, there was a wide variation in the age and adequacy of computing devices used by classified staff and school administrators. In 2023, IT began a computer replacement cycle for some classified positions to ensure computing devices are adequate for staff work. School office assistants, registrars, athletic trainers, college and career specialists and accounting assistants were provided a standard computing device with those devices on a four-year rotation cycle.

In 2024, this project is expanding to additional administrator and classified positions including campus supervisors, library media assistants, principals and assistant principals.



The standard staff computer is either an Apple or Dell laptop, an external monitor with an integrated web camera, a keyboard, mouse, and an adapter to connect the laptop to a monitor or other peripherals.

The advantages of a staff computer replacement cycle include being able to project fixed costs for computer replacement into the future, efficiencies in support and staff training and improved user experience for staff as in many cases, staff members were using very old equipment.

New and Unified Help Desk System

For many years, there have been multiple help desk applications staff were required to use to submit help requests. The maintenance department maintained a work order system and another system was used for the IT helpdesk. The IT helpdesk application was extended to other departments to simplify the help request process.

In an effort to provide the easiest solution for staff seeking help, the maintenance and IT department collaborated in seeking a solution that would best support the ease of requesting help and the features needed by maintenance, IT and other departments to manage those requests through the support process and track district inventory and assets.

Incident IQ was selected as the solution. The maintenance department moved to the new system in fall 2024 and work is underway to transition all department users of the existing IT help desk solution to Incident IQ.

As with the ERP project, staff are undertaking a comprehensive review of our help desk processes to ensure the best user experience for staff and the most efficient workflows to route and respond to user help requests. This project will be completed in the 2024-25 school year and when complete, staff will have one resource to visit for any request for help.

Generative Artificial Intelligence (AI)

Since the launch of ChatGPT in November 2022, school systems across the United States have been exploring the impact of generative artificial intelligence (AI) on student learning and business operations.

The use of AI applications in the Beaverton School District has the potential to support student learning. AI tools, like other resources on the internet, offer students the opportunity to seek help in their learning, brainstorm ideas for demonstrating their understanding and provide ways for students to stay engaged in their learning.

For staff, AI tools can automate routine and repetitive tasks. The use of this technology can afford teachers more time to focus on instruction and relationships with students, as

outlined in the **Artificial Intelligence and the Future of Teaching and Learning** report released by the U.S. Department of Education. Examples include automating the delivery of additional learning resources for an assignment or project and automating recordkeeping.

As AI tools become more integrated into applications used by students and staff, it's important to understand the limitations of these tools. While AI tools are growing in sophistication, the information that they provide isn't always accurate, so students and staff need to exercise critical thinking skills to evaluate work produced by AI. In addition to accuracy, concerns over data privacy, copyright, and bias must be addressed.

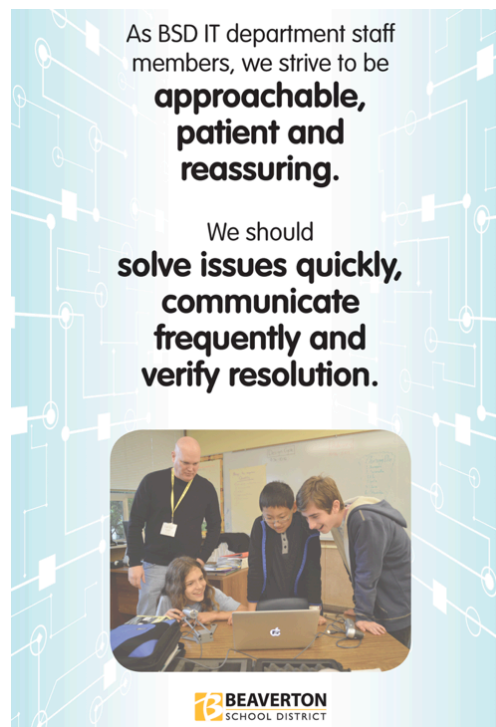
In collaboration with Teaching and Learning, IT is developing a generative AI task force. The Gen AI task force will explore and develop guidelines for the responsible use of Generative AI applications in the Beaverton School District. Our focus will be on ensuring that AI technologies are used to enhance teaching and learning outcomes for students and improving operational efficiencies for staff. The task force will provide recommendations for policy, training, and resource development to support safe and effective AI adoption.

The Task Force will work through winter 2024 and spring 2025 and will have guidelines created by the end of the 2024-25 school year.

Customer Service

A strength of the IT department is that in addition to high levels of technology skills and knowledge, IT department staff understand and embrace the importance of their work supporting the teaching and learning of our students. As a result, the IT department staff continues to maintain excellent levels of service aligned to the IT Department Customer Service Standard.

At the end of every IT help desk ticket submitted, there is a chance for staff to provide feedback on how quickly IT resolved issues, the level of approachability and professionalism displayed, and our communication throughout troubleshooting the issue. Survey results on each question from July 1, 2023 through June 30, 2024 are above 90% ranking staff as excellent in each area.



ITEM FOR INFORMATION**ALIGNING FOR STUDENT SUCCESS: INTEGRATED PROGRAMS ANNUAL REPORT****SUMMARY**

Integrated Programs, including the Student Investment Account, provides funds to help increase academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet students' behavioral needs.

BACKGROUND

In 2022, the Oregon Department of Education (ODE) implemented a new initiative referred to as Aligning for Student Success: Integrated Guidance for Six ODE Initiatives, requiring Oregon school districts and charter schools to undergo a comprehensive needs assessment and application process combining six programs to continue receiving funds from key grants. The intent of the Integrated Guidance initiative is to align the grant application processes and strategies in order to provide better outcomes for students through braided funding of six grants and programs. The six grants and programs that are a part of the initiative include:

- High School Success (HSS)
- Student Investment Account (SIA)
- Continuous Improvement Planning (CIP)
- Career and Technical Education (CTE/Perkins)
- Every Day Matters (EDM)
- Early Indicator and Intervention Systems (EIS)

The district's Integrated Guidance plan for 2023-25 was developed with extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise, aiming to reflect the needs of the district's historically underserved populations, including students of color, emerging bilingual students, and students with disabilities. The school board approved the plan and the district submitted our application for funding to the Oregon Department of Education in March 2023, and it was subsequently approved by ODE.

Each year Integrated Programs grant recipients are required to:

- Respond to two required annual report questions
- Post the annual report on their website
- Present the annual report to the board in an open meeting with the opportunity for public comment

RECOMMENDATION

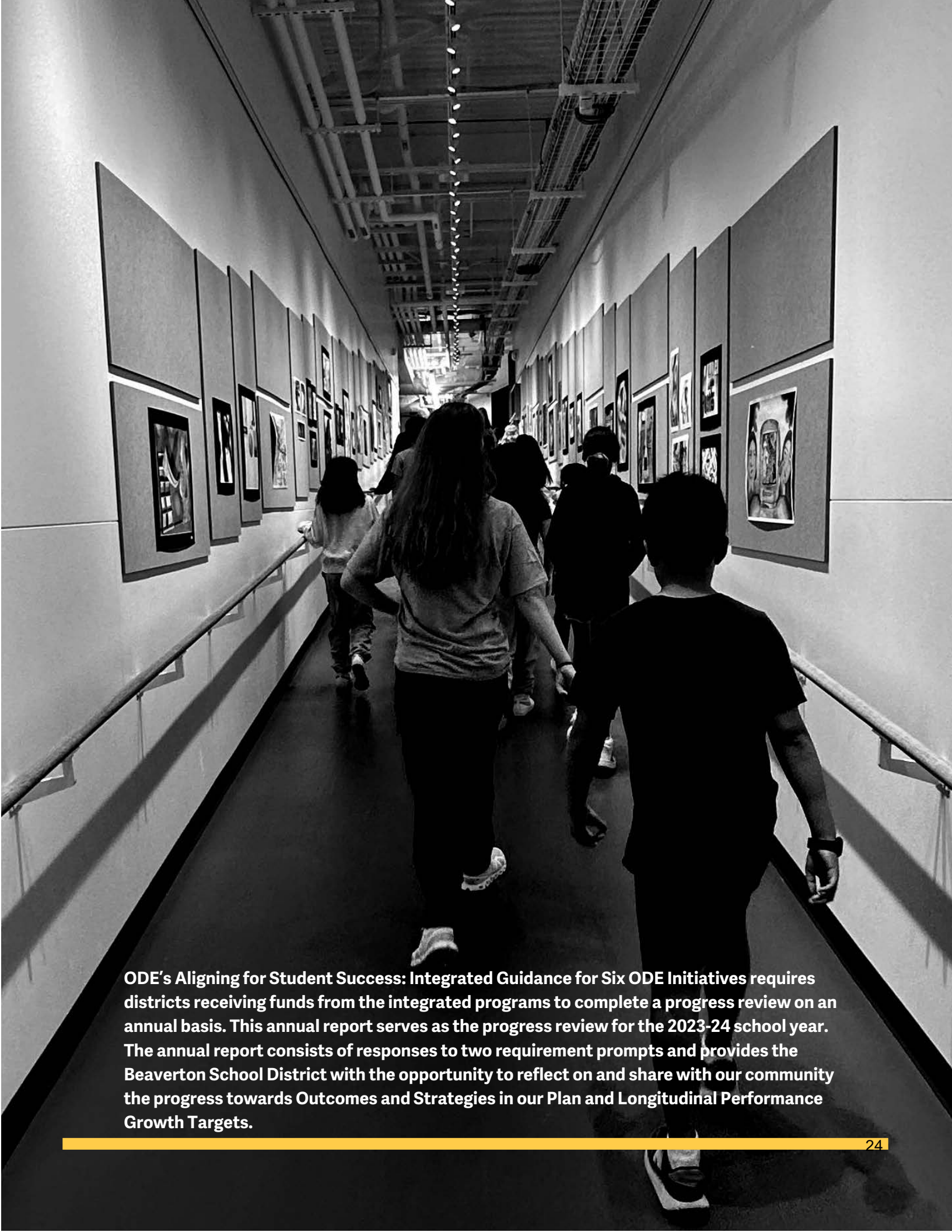
Staff will present information on the Integrated Programs annual report. No action is needed.

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Aligning for Student Success: Integrated Programs

Annual Report 2023-24



ODE's Aligning for Student Success: Integrated Guidance for Six ODE Initiatives requires districts receiving funds from the integrated programs to complete a progress review on an annual basis. This annual report serves as the progress review for the 2023-24 school year. The annual report consists of responses to two requirement prompts and provides the Beaverton School District with the opportunity to reflect on and share with our community the progress towards Outcomes and Strategies in our Plan and Longitudinal Performance Growth Targets.

Question 1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation."

A key outcome of our plan is to fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students. This is also a key strategy in BSD's Strategic Plan. In 2023-24, educators worked collaboratively to refine one of the essential components of a MTSS system: a comprehensive assessment system. A workgroup engaged in an inventory of all assessments used in the district, as well as reviewed and analyzed tools that could be used as universal screeners. The workgroup recommended Academic and Behavioral Health universal screeners for implementation in Fall 2024. To support the implementation, administrators and teacher leaders were provided professional development on developing a mindset for MTSS and data-based decision making.

Another key outcome of our plan is that students in every focal and demographic group will report an increased sense of belonging at school. Every school included a goal for this outcome on their 2023-24 School Improvement Plan. We continued implementation of efforts to address the behavioral health and wellness needs of students. Each school's Behavioral Health & Wellness (BHW) teams met at least monthly to analyze student outcome data regularly to identify needs and improve practice. They also discussed concerns regarding the needs and steps to success for individual students. Additionally, the 2023-24 school year was year three of the district's implementation of Curriculum Learning Enhancements scope and sequence that is inclusive of social emotional learning, suicide prevention, mental health awareness, sexual abuse awareness, and digital citizenship.

Question 2

"Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation."

Increasing the percentage of 3rd graders demonstrating ELA Proficiency is one of our Longitudinal Performance Growth Targets. There has been progress towards this goal through professional development in the science of reading. In 2023-24, eighty teachers and school administrators participated in two cohorts of Lexia LETRS (Language Essentials for Teachers of Reading and Spelling) training. The strategy is to support all students at the elementary level by increasing understanding of the science of reading and research-based best practices in teaching reading. A challenge to implementation was the lack of an existing literacy adoption based on the science of reading. In May 2024, the Board approved the adoption of Instructional Materials for K-5 Language Arts / English Language Proficiency that is based on the Science of Reading. In May and June 2024, professional development was provided to K-5 teachers to prepare for implementation of these materials in Fall 2024.

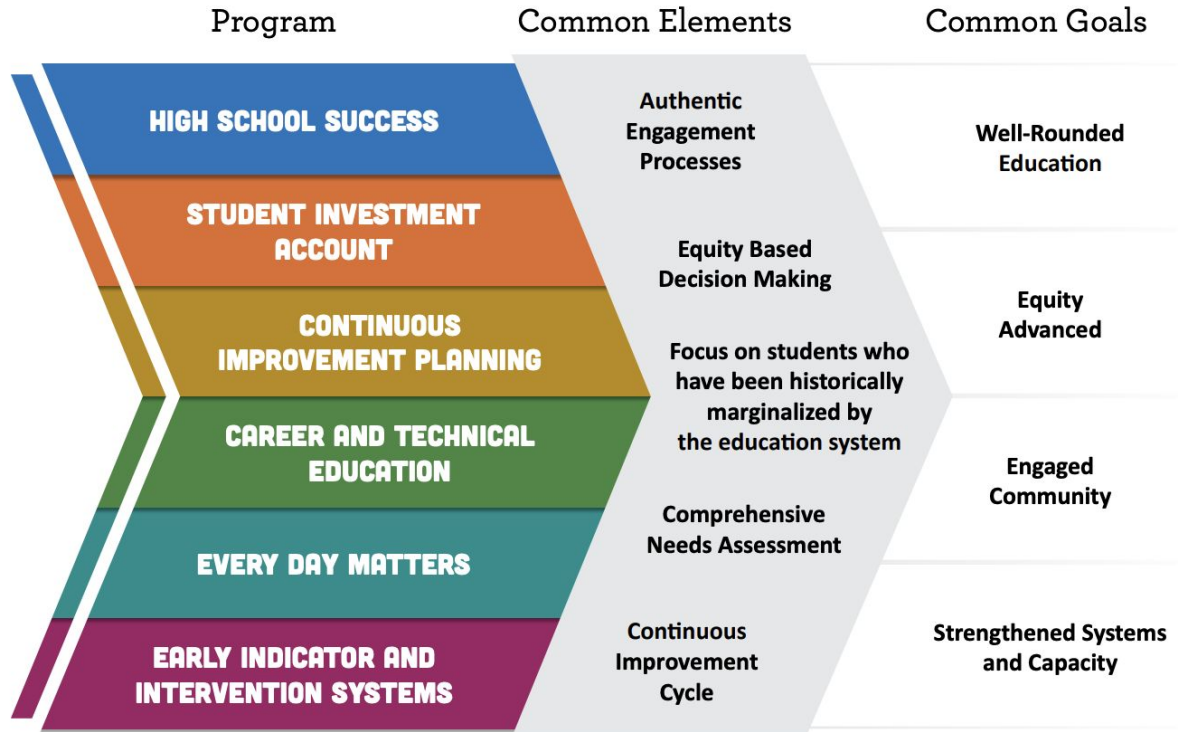
Aligning for Student Success: Integrated Programs Annual Report

School Board Meeting
November 12, 2024

Agenda

- Background and context
- Share information and reflections about progress towards Intended Outcomes

Six Programs and Their Common Goals



Summary of Program Purposes

- **High School Success (HSS)** is focused on improvement of graduation rates as well as career and college readiness.
- **Student Investment Account (SIA)** is focused on reducing academic disparities while increasing academic achievement and meeting the mental and behavioral health needs of students.
- **Continuous Improvement Planning (CIP)** is focused on continuous improvement of educational opportunities.

Summary of Program Purposes

- **Career and Technical Education (CTE/Perkins)** is focused on development of academic knowledge, in addition to technical and employability skills, for secondary students.
- **Every Day Matters (EDM)** is focused on addressing chronic absenteeism through increased attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement.
- **Early Indicator and Intervention Systems (EIS)** is focused on creating and supporting cohesive systems of data collection and analysis, interventions, and supports.

Intended Outcomes

- Increased graduation rates for all student demographic groups
- Students in every focal and demographic group report an increased sense of belonging at school.
- Fully implemented K-12 Multi-Tiered System of Support (MTSS), meeting the academic and behavioral needs of all students

Intended Outcomes

- All students are provided with rigorous, standards-based and relevant learning experiences, focused on increasing accelerated learning opportunities for students in every focal and demographic group.
- Increased number of students are prepared for postsecondary success through participation in CTE Program of Study, with specific focus on students who are underserved/underrepresented in CTE programs within the district.

Implementation Progress

Multi-Tiered System of Support

- Audit of assessment tools
- Recommendation for fall 2024 implementation of academic and behavioral health universal screeners

Students' Sense of Belonging

- School improvement plans
- Behavioral health & wellness (BHW) teams

Third Grade Reading Proficiency

- LETRS training for 80 educators

Implementation Challenges / Barriers

Third Grade Reading Proficiency

- Prior to the May 2024 K-5 Language Arts/English Language Proficiency curriculum adoption, there was a lack of literacy materials based on the science of reading.
- Professional development on the newly adopted instructional materials began in May 2024 for implementation in Fall 2024.

Aligning for Student Success: Integrated Programs Annual Report 2023-24

Questions & Comments

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

Staff will provide an update to the board, revising the Division 22 report presented at the October 8, 2024 board meeting.

BACKGROUND

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. For the 2023-24 school year, staff conducted an internal audit and presented the annual compliance report to the board on October 8.

It has since been determined that the report included an error in reporting compliance on physical education minutes for middle grade students. One school serving middle grade students did not meet the required minutes for all students. At the Arts & Communication Magnet Academy, PE courses that met the required minimum minutes were offered to some but not all middle grade students in the 2023-24 school year. This is a continuation of past practice at the school. The schedule implemented at ACMA in the current school year, 2024-25, also does not meet the compliance requirement.

A plan of correction is being developed with ODE. The revised Division 22 report reflects that change. The status description for this section of the Division 22 Report has been revised to “implementing corrective action.” Due to staffing and scheduling implications, a corrective action cannot be put in place this current year. The corrective action will be implemented in fall 2025.

RECOMMENDATION

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

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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	Implementing corrective action	Some middle school students at ACMA currently not meeting required minutes	PE courses will be added to ACMA schedule for all middle school students beginning Fall 2025
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	Adoption of materials scheduled through 2027
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
581-022-2505 Alternative Education Programs	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
581-022-2515 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

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 for October 2024:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- Grant report as of 9/30/24
- 2024-25 classroom teacher staffing by school as of October 28, 2024
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund

NOTES:

- Oregon Revenue Forecast November 20, 2024
- Governor's 2025-2027 Budget (usually the first week of December)

RECOMMENDATION

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

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Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For October 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	\$ 164.4
State School Fund:						
State School Fund	326.0	326.0	136.6	-	136.6	326.0
Property Taxes	173.0	173.0	0.3	-	0.3	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	0.1	-	0.1	43.0
Investment Earnings	8.0	8.0	-	-	-	8.0
NWRESD Appointment	13.3	13.3	-	-	-	13.3
Other	10.9	10.9	1.2	-	1.2	10.9
Total	\$ 740.8	\$ 740.8	\$ 302.6	\$ -	\$ 302.6	\$ 744.8
EXPENDITURES:						
Salaries	\$ 330.0	\$ 330.0	\$ 77.3	\$ -	\$ 77.3	\$ 335.0
Benefits	198.7	198.7	45.8	-	45.8	200.3
Purchased services	40.6	40.6	11.3	8.2	19.5	40.6
Supplies & materials	18.7	18.7	5.9	3.2	9.1	18.7
Capital outlay	0.9	0.9	-	0.1	0.1	0.9
Other	2.7	2.7	1.8	0.1	1.9	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	\$ 148.2	\$ 11.6	\$ 159.8	\$ 747.4

Projected Surplus / (Deficit) from Operations	\$ (23.9)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 140.5
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	\$ 140.0	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	\$ 82.3	\$ 4.0	\$ 86.3	\$ 368.1
Support Services	225.1	225.1	58.5	7.6	66.1	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	\$ 148.2	\$ 11.6	\$ 159.8	\$ 747.4

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For October 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	\$ 7,573,164	\$ 1,305,035	\$ 487,556	\$ 1,792,591	12.97%	\$ 5,780,573
Categorical	12,520,485	7,714,942	1,258,384	832,711	2,091,095	16.70%	5,623,847
Scholarship Fund	555,000	480,396	52,250	23,250	75,500	13.60%	404,896
Grant Fund	137,085,010	-	36,005,619	25,260,035	61,265,654	44.69%	(61,265,654)
Sustainability Fund	31,600,000	26,441,051	-	-	-	0.00%	26,441,051
Nutrition Services Fund	20,526,581	7,003,843	3,874,501	4,870,329	8,744,830	42.60%	(1,740,987)
Debt Service Fund	114,938,154	17,202,361	-	-	-	0.00%	17,202,361
Capital Projects Fund	719,690,000	262,489,070	63,272,316	283,637,400	346,909,716	48.20%	(84,420,646)
Insurance Reserve Fund	15,805,797	12,020,222	3,655,895	4,262,419	7,918,314	50.10%	4,101,908
Workers' Compensation Fund	6,345,109	3,966,093	798,716	87,998	886,714	13.97%	3,079,379
Total	\$ 1,072,885,136	\$ 344,891,142	\$ 110,222,716	\$ 319,461,698	\$ 429,684,414		\$ (84,793,272)

Beaverton School District

Grant Report as of 9/30/24

	2024-25 Award Amount	2024-25 Budget	Actual Expenditures through 9/30/24
Federal			
21st Century Community Learning	-	\$ 604,943	\$ 31,441
ARP - HCY I	-	9,846	9,846
ARP - HCY II	-	23,256	15,833
ARP - Washington County Behavior Health & Wellness	-	48,541	8,209
EPA Clean School Bus	-	19,721,420	4,656,641
ESSER III	-	7,668,097	5,385,787
ESSER III Title VI Native Education	-	24,269	24,269
Fresh Fruits & Vegetables	122,060	133,110	-
IDEA	34,521	3,776,053	1,129,507
ESSER III Jumpstart Kindergarten	-	626,066	527,393
McKinney Vento	51,249	48,191	8,480
ODOT Safe Routes to School	-	10,337	10,193
Oregon Department of Human Services Child Care Development*	287,568	-	4,231
Perkins	372,914	516,201	9,603
Metro Safe Routes to School	-	105,079	2,536
Title IA	7,794,975	10,150,981	1,859,719
Title IC Migrant	607,901	131,942	100,120
Title IC Preschool	35,971	47,314	1,217
Title IC Summer School	-	88,761	45,982
Title IIA	1,098,986	1,377,297	156,049
Title III English Language Acquisition	726,794	551,003	337,933
Title III Immigrant	-	98,834	25,173
Title IVA	627,644	679,752	295,858
Title VI Indian Education	41,950	41,950	4,929
	\$ 11,802,533	\$ 46,483,243	\$ 14,650,948
State			
Student Investment Account 2023-24	-	\$ 1,440,016	\$ 1,414,124
Student Investment Account 2024-25	36,875,458	1,517,650	5,657,741
State Summer School grant	-	760,330	760,330
High School Success 2023-24	-	1,513,249	240,091
High School Success 2024-25	9,981,095	9,981,095	1,252,600
Career Pathways	-	60,720	5,042
Breakfast After the Bell	-	7,917	-
DEQ Oregon Zero Emmissions Fueling Infrastructure	-	943,958	151,958
Early Indicator and Intervention System	110,748	110,748	20,747
Early Literacy Success	2,964,008	4,039,579	957,646
Latinx Student Success Grant	-	115,245	109,555
Farm to Child Nutrition	150,000	248,039	57,463
HB 3294 Menstrual Dignity Act	-	168,449	-
Interim/Formative Assessment	-	61,433	59,121
Safe School Culture grant	-	281,637	16,426
Vision Screening Program	-	31,108	-
OSCIM	-	8,000,000	-
Outdoor School	-	2,670,707	1,246
Preschool Promise	110,748	642,090	79,483
	\$ 50,192,058	\$ 32,593,970	\$ 10,783,573

Beaverton School District

Grant Report as of 9/30/24

	2024-25 Award Amount	2024-25 Budget	Actual Expenditures through 9/30/24
Local			
City of Beaverton Safe Routes to School	-	\$ 3,213	\$ 3,254
Washington County Early Learning & Youth Development	185,000	185,000	41,912
	<u>\$ 185,000</u>	<u>\$ 188,213</u>	<u>\$ 45,166</u>
Private			
Beaverton Education Foundation Grants	\$ 74,728	\$ 180,668	\$ 27,962
Children's Institute	-	62,979	1,437
SHS Oregon Child & Family Center	44,658	44,658	887
Meyer Memorial Trust Native Learning Garden	-	16,160	-
PGE Electric Buses	-	1,338,904	130,306
Tualatin Soil and Water Conservation District Fir Grove Garden	-	4,998	3,643
Worksystems	20,000	20,000	-
	<u>\$ 139,386</u>	<u>\$ 1,668,367</u>	<u>\$ 164,235</u>
Grand Total	<u>\$ 62,318,977</u>	<u>\$ 80,933,793</u>	<u>\$ 25,643,921</u>

* Award amounts include estimates for the current year if grant agreement has not yet been received.

Note: Current year budget may be higher than current year award due to carryover allowances in certain grants.

2024-25 Classroom Teacher Staffing By School

As of 10/28/24

School	Budgeted Enrollment	10/28/24 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	918	905	(13)	29.0	8.0	3.0	40.0	28.0	8.0	3.0	39.0
Barnes	433	445	12	13.0	4.0	2.0	19.0	14.0	4.0	2.0	20.0
Beaver Acres	790	763	(27)	24.0	7.0	3.0	34.0	24.0	7.0	3.0	34.0
Bethany	414	418	4	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Bonny Slope	578	601	23	17.0	4.0	2.0	23.0	17.0	6.0	2.0	25.0
Cedar Mill	317	349	32	9.0	3.0	1.0	13.0	9.0	5.0	2.0	16.0
Chehalem	387	400	13	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	429	38	11.0	3.0	2.0	16.0	12.0	4.0	3.0	19.0
Errol Hassell	317	338	21	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	339	19	8.0	3.0	2.0	13.0	9.0	4.0	3.0	16.0
FLEX (K-5)	69	74	5	3.0	-	-	3.0	3.0			3.0
Greenway	265	277	12	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Hazeldale	440	477	37	13.0	3.0	3.0	19.0	14.0	3.0	3.0	20.0
Hiteon	482	483	1	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	580	593	13	17.0	4.0	2.0	23.0	17.0	5.0	2.0	24.0
Kinnaman	483	467	(16)	13.0	5.0	3.0	21.0	13.0	5.0	3.0	21.0
McKay	244	244	-	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
McKinley	691	683	(8)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
Montclair	268	283	15	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	445	450	5	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Oak Hills	471	484	13	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Raleigh Hills	260	260	-	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
Raleigh Park	295	307	12	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Ridgewood	358	338	(20)	10.0	3.0	2.0	15.0	10.0	4.0	2.0	16.0
Rock Creek	405	399	(6)	12.0	3.0	1.0	16.0	11.5	4.0	1.0	16.5
Sato	877	867	(10)	23.0	7.0	4.0	34.0	22.0	7.0	6.0	35.0
Scholls Heights	616	600	(16)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	24.0
Sexton Mountain	420	430	10	11.0	4.0	1.0	16.0	12.0	5.0	1.0	18.0
Springville	727	740	13	21.0	6.0	2.0	29.0	21.0	7.0	2.0	30.0
Terra Linda	269	270	1	8.0	2.0	2.0	12.0	8.0	2.0	2.0	12.0
Vose	697	672	(25)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
West TV	286	304	18	8.0	3.0	1.0	12.0	8.0	4.0	1.0	13.0
William Walker	527	519	(8)	17.0	5.0	2.0	24.0	16.0	5.0	2.0	23.0
Elementary School Total	15,965	16,142	177	469.0	134.0	66.0	669.0	468.5	147.0	71.0	686.5
Average Elementary School Staffing Ratio				34.0	26.5	23.9		34.5	26.2	23.5	

2024-25 Classroom Teacher Staffing By School

As of 10/28/24

School	Budgeted Enrollment	10/28/24 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	646	633	(13)	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	796	50	27.6	6.8	0.8	35.2	27.0	6.8	0.8	34.6
Highland Park	621	597	(24)	21.4	5.4	0.6	27.4	21.3	5.4	0.6	27.3
Meadow Park	683	661	(22)	26.6	6.6	0.6	33.8	25.8	6.6	0.6	33.0
Mountain View	758	781	23	28.8	7.2	0.8	36.8	26.7	7.2	0.8	34.7
Stoller	1,077	1,067	(10)	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	30.4	7.8	0.8	39.0
Whitford	760	747	(13)	27.8	7.0	0.8	35.6	27.0	7.0	0.8	34.8
Middle School Total	7,085	7,076	(9)	249.8	63.0	6.8	319.6	243.4	63.0	6.8	313.2
Average Middle School Staffing Ratio				28.4	22.7	22.2		29.1	23.1	22.6	
Aloha	1,594	1,603	9	61.2	13.8	2.2	77.2	58.1	13.8	2.2	74.1
Beaverton	1,320	1,380	60	52.0	11.0	1.4	64.4	52.3	11.0	1.4	64.7
Mountainside	1,696	1,701	5	54.6	12.8	1.6	69.0	54.5	12.8	1.6	68.9
Southridge	1,410	1,407	(3)	49.6	11.6	1.6	62.8	47.9	11.6	1.6	61.1
Sunset	1,753	1,783	30	55.2	12.8	1.8	69.8	56.6	12.8	1.8	71.2
Westview	2,419	2,378	(41)	80.4	18.8	2.4	101.6	79.6	18.8	2.4	100.8
High School Total	10,192	10,252	60	353.0	80.8	11.0	444.8	349.0	80.8	11.0	440.8
Average High School Staffing Ratio				28.9	23.5	22.9		29.4	23.9	23.3	
Arts & Communication Magnet Academy (6-12)	666	687	21	23.8	5.6	0.8	30.2	22.9	5.6	0.8	29.3
Beaverton Academy of Science and Engineering (6-12)	863	849	(14)	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	358	(242)	18.6	2.0	1.2	21.8	18.0	2.0	1.2	21.2
International School of Beaverton (6-12)	862	875	13	30.6	7.0	0.8	38.4	31.6	7.0	0.8	39.4
Options Schools Total	3,141	2,919	(222)	111.2	23.4	3.8	138.4	109.5	23.4	3.8	136.7
Average Options Staffing Ratio				28.2	23.3	22.7		26.7	22.0	21.4	
Address Extreme Class Size K-12	-	-	-	19.4	-	-	19.4	-	-	-	-
District Total	36,383	36,389	6	1,202.4	301.2	87.6	1,591.2	1,170.3	314.2	92.6	1,577.1

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

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

Beaverton School District
Portfolio Management
Portfolio Summary
October 31, 2024

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Corporate Notes	15,000,000.00	14,947,750.00	14,703,550.00	3.67	184	3.703
Commercial Paper Disc. -At Cost	52,000,000.00	51,612,069.28	51,028,218.06	12.73	55	5.084
Federal Agency Coupon Securities	2,515,000.00	2,514,446.70	2,508,335.25	0.63	17	4.493
Federal Agency Disc. -At Cost	30,000,000.00	29,860,950.00	29,626,055.56	7.39	34	4.778
Treasury Coupon Securities	116,000,000.00	114,691,100.00	110,443,182.50	27.55	121	6.408
Treasury Discounts -At Cost	142,700,000.00	141,226,944.94	140,054,394.70	34.94	82	4.669
LGIP	52,459,196.95	52,459,196.95	52,459,196.95	13.09	1	5.300
Investments	410,674,196.95	407,312,457.87	400,822,933.02	100.00%	79	5.255

Total Earnings	October 31	Month Ending
Current Year		1,857,031.92
Average Daily Balance		400,911,541.39
Effective Rate of Return		5.45%

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

Beaverton School District, Prepared By Business Office

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315LAR9	11475	Federal Agricultural Mtg Corp	01/16/2025	10,000,000.00	9,794,666.67	9,902,100.00		2.44
			Subtotal	10,000,000.00	9,794,666.67	9,902,100.00	35.00	2.44
Federal Farm Credit Bank								
3133ENZ94	11420	Federal Farm Credit Bank	11/18/2024	2,515,000.00	2,508,335.25	2,514,446.70		0.62
			Subtotal	2,515,000.00	2,508,335.25	2,514,446.70	35.00	0.63
Federal Home Loan Bank								
313384T25	11473	Federal Home Loan Bank	12/13/2024	5,000,000.00	4,908,388.89	4,972,050.00		1.22
313384N47	11489	Federal Home Loan Bank	11/05/2024	15,000,000.00	14,923,000.00	14,986,800.00		3.72
			Subtotal	20,000,000.00	19,831,388.89	19,958,850.00	35.00	4.95
			Total	32,515,000.00	32,134,390.81	32,375,396.70	100.00	8.02
Corporate Indebtedness								
Apple Corp								
037833DF4	11357	Apple Corp	01/13/2025	5,000,000.00	4,836,100.00	4,978,500.00		1.20
			Subtotal	5,000,000.00	4,836,100.00	4,978,500.00	5.00	1.21
Bank of America								
06055JEK1	11452	Bank of America	11/06/2025	5,000,000.00	5,000,000.00	4,997,050.00		1.24
			Subtotal	5,000,000.00	5,000,000.00	4,997,050.00	5.00	1.25
Credit Agricole CIB NY								
22533TL61	11460	Credit Agricole CIB NY	11/06/2024	8,000,000.00	7,848,380.00	7,991,608.88		1.95
22533TQB5	11495	Credit Agricole CIB NY	03/11/2025	10,000,000.00	9,816,333.33	9,829,316.60		2.44
			Subtotal	18,000,000.00	17,664,713.33	17,820,925.48	5.00	4.41
Microsoft Corp								
594918BB9	11388	Microsoft Corp	02/12/2025	5,000,000.00	4,867,450.00	4,972,200.00		1.21
			Subtotal	5,000,000.00	4,867,450.00	4,972,200.00	5.00	1.21
MUFG Bank								
62479LN76	11466	MUFG Bank LTD/NY	01/07/2025	4,000,000.00	3,901,805.56	3,963,600.00		0.97
62479LLV5	11471	MUFG Bank LTD/NY	11/29/2024	10,000,000.00	9,824,213.89	9,959,441.60		2.45
62479LLF0	11477	MUFG Bank LTD/NY	11/15/2024	2,000,000.00	1,974,495.56	1,995,542.22		0.49
62479LNP6	11481	MUFG Bank LTD/NY	01/23/2025	5,000,000.00	4,896,458.33	4,944,100.00		1.22
			Subtotal	21,000,000.00	20,596,973.34	20,862,683.82	5.00	5.14
Natixis NY								

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Corporate Indebtedness								
63873JND8	11467	Natixis NY	01/13/2025	7,000,000.00	6,820,156.39	6,930,840.00		1.70
63873JL16	11484	Natixis NY	11/01/2024	6,000,000.00	5,946,375.00	5,997,619.98		1.48
			Subtotal	13,000,000.00	12,766,531.39	12,928,459.98	5.00	3.19
			Total	67,000,000.00	65,731,768.06	66,559,819.28	35.00	16.40
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		29,691,870.02	29,691,870.02	29,691,870.02		7.40
LGIP 5173	FUND 300	LGIP		199,298.20	199,298.20	199,298.20		0.05
LGIP 4972	FUND 417	LGIP		5,274,493.97	5,274,493.97	5,274,493.97		1.31
LGIP 6440	FUND 418	LGIP		17,293,534.76	17,293,534.76	17,293,534.76		4.31
			Subtotal	52,459,196.95	52,459,196.95	52,459,196.95	100.00	13.09
			Total	52,459,196.95	52,459,196.95	52,459,196.95	100.00	13.09
US Treasuries								
US Treasuries								
91282CDS7	11277	U.S. Treasury	01/15/2025	55,000,000.00	52,490,625.00	54,600,700.00		13.09
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	19,456,000.00		4.59
91282CEH0	11366	U.S. Treasury	04/15/2025	5,000,000.00	4,813,950.00	4,959,900.00		1.20
912828J27	11390	U.S. Treasury	02/15/2025	15,000,000.00	14,462,550.00	14,885,250.00		3.60
91282CDZ1	11391	U.S. Treasury	02/15/2025	15,000,000.00	14,375,700.00	14,863,950.00		3.58
912828XB1	11472	U.S. Treasury	05/15/2025	5,000,000.00	4,901,100.00	4,937,750.00		1.22
912828XB1	11492	U.S. Treasury	05/15/2025	1,000,000.00	988,320.00	987,550.00		0.24
912797LC9	11456	U.S. Treasury	11/07/2024	11,000,000.00	10,731,105.73	10,988,560.00		2.67
912797LF2	11459	U.S. Treasury	12/05/2024	12,000,000.00	11,731,080.00	11,944,200.00		2.92
912797LB1	11463	U.S. Treasury	05/15/2025	2,200,000.00	2,104,956.33	2,149,048.00		0.52
912797LY1	11468	U.S. Treasury	01/16/2025	11,000,000.00	10,723,612.78	10,892,970.00		2.67
912797MC8	11470	U.S. Treasury	11/19/2024	4,000,000.00	3,937,346.67	3,990,394.44		0.98
912797LX3	11476	U.S. Treasury	01/09/2025	2,000,000.00	1,962,433.33	1,982,240.00		0.49
912797LB1	11480	U.S. Treasury	05/15/2025	8,000,000.00	7,743,111.11	7,814,720.00		1.93
912797KA4	11482	U.S. Treasury	02/20/2025	2,000,000.00	1,954,728.89	1,972,120.00		0.48
912797KJ5	11483	U.S. Treasury	03/20/2025	2,000,000.00	1,951,040.00	1,965,520.00		0.48
912797LP0	11487	U.S. Treasury	12/12/2024	10,000,000.00	9,876,822.22	9,947,500.00		2.46
912797MK0	11488	U.S. Treasury	02/13/2025	17,000,000.00	16,666,233.33	16,776,960.00		4.15
912797MX2	11490	U.S. Treasury	01/14/2025	15,000,000.00	14,797,875.00	14,857,500.00		3.69
912797MJ3	11493	U.S. Treasury	02/06/2025	20,000,000.00	19,689,666.67	19,754,200.00		4.91
912797MM6	11494	U.S. Treasury	03/06/2025	2,500,000.00	2,454,495.14	2,461,125.00		0.61
912797MT1	11496	U.S. Treasury	03/13/2025	15,000,000.00	14,760,045.83	14,760,045.83		3.68
912797MC8	11497	U.S. Treasury	11/19/2024	6,000,000.00	5,985,591.67	5,985,591.67		1.49
912797LP0	11498	U.S. Treasury	12/12/2024	3,000,000.00	2,984,250.00	2,984,625.00		0.74
			Subtotal	258,700,000.00	250,497,577.20	255,918,044.94	100.00	62.50

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Total				258,700,000.00	250,497,577.20	255,918,044.94	100.00	62.50
Grand Total				410,674,196.95	400,822,933.02	407,312.457.87		

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

Issuer	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	18	212,691,870.02	208,831,756.31	52.10	6.436	72
Fund: 300 Debt Service						
Subtotal	3	3,399,298.20	3,292,574.53	0.82	4.246	183
Fund: 417 Capital Projects Taxable						
Subtotal	6	16,274,493.97	16,101,441.75	4.02	4.932	48
Fund: 418 Bond Issue Fund						
Subtotal	16	178,308,534.76	172,597,160.43	43.05	3.960	88
Total and Average	43	410,674,196.95	400,822,933.02	100.00	5.291	79

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

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

RECOMMENDATION

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

Belong. Believe. Achieve.

MEETING MINUTES – BOARD WORK SESSION OCTOBER 8, 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

Student Representatives:

Tasiyah Ahmed
Saahas Koganti
Safa Zainab Syeda
Eric Vargas

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
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
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 work session to order at 6:22 p.m. She noted that all seven board members were present with Ugonna Enyinnaya joining virtually.

II. STUDENT REPRESENTATIVES

Chief of Staff Kerry Delf reminded the board how student representatives were chosen and also that the student representatives will have a non-voting presence during the board's regular business meeting. The four student representatives introduced themselves and explained the reason they wanted to be a part of the school board.

Tasiyah Ahmed, a student from Sunset High School, said she believes bringing diverse voices from all parts of the country will strengthen schools.

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Saahas Koganti, a student at WestView High School, wants to turn intangible youth focus into tangible impact and represent his fellow students.

Safa Zainab Syeda, a student in Early College High School, hopes she can serve as an advocate for students who feel as if they aren't confident enough to speak up and as a communication link between students and the board.

Eric Vargas, a student at BASE, wants to give his small option school a larger voice.

The board also introduced themselves and explained the reason they wanted to be part of the school board.

The oath of office was administered to all four student representatives.

III. CLOSE MEETING

Chair Pérez adjourned the work session at 6:43 p.m.

draft

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING OCTOBER 8, 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

Student Representatives:

Tasiyah Ahmed
Saahas Koganti
Safa Zainab Syeda
Eric Vargas

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
Curtis Semana
Jill O’Neill
Veronica Galvan
Craig Beaver
Diane Fitzpatrick
Leah Biado-Luis
Robert McCracken
Kristie Hauss
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 Human Resources
Executive Administrator for Teaching & Learning and Option Schools
Administrator for Curriculum, Instruction & Assessment
Administrator for Transportation
Principal, Beaverton Academy of Science & Engineering
Safe Routes to School Coordinator
Demographics and Facility Planning Specialist
Research and Evaluation Specialist
Board Secretary and 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 7:00 p.m. She noted that all seven board members were present, with Ugonna Enyinnaya joining virtually.

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

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Use the following links to access board meeting information:

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

II. RECOGNITIONS

A. The Hiteon Elementary Choir led by Andrew Baird performed two songs.

B. Forbes Oregon's Best Employers

The board recognized that the Beaverton School District has been selected by Forbes Magazine for its [America's Best-in-State Employers 2024](#) list, based on Forbes' large-scale survey of employee satisfaction. 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.

III. SUPERINTENDENT'S REPORT

Superintendent Balderas noted that the national election will take place prior to the next board meeting and encouraged voting. School funding is affected by both national and local governments and Dr. Balderas reiterated that advocating for financial resources can make a difference for students. Dr. Balderas explained that Beaverton School District leadership will be holding meetings with local legislators to share the school district's needs, interests and positions. Lastly, Dr. Balderas spoke about 120 additional positions created during the last year and 69 positions created this year and stressed the importance of funding to continue staffing for student behavioral health and wellness.

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 10 speakers. The board also received 79 written comments.

V. ITEMS FOR INFORMATION

A. *School Spotlight: BASE: AVID Demonstration Site*

Principal Diane Fitzpatrick and her team explained the mission of the AVID (Advancement Via Individual Determination) program as closing the opportunity gap by preparing all students for college and career readiness and success in a global society.

AVID is a schoolwide approach to curriculum and rigor that works to improve the instruction, systems, leadership and culture on campus to prepare all students for college and career readiness. Each secondary school in the district has an AVID Site Team and an AVID Coordinator that work to implement and refine instructional practices and support access and opportunity for all students. In addition, schools offer an AVID elective class, a targeted approach meant to close opportunity gaps by supporting students who may identify as first generation college goers, be from an underrepresented group on college campuses, qualify as economically underserved, and/or have special circumstances. Students apply and interview for the AVID elective class which takes place during the school day as one of their year-long elective options.

B. *Enrollment Report*

Beaverton School District's enrollment for the 2024-25 year was presented by Demographics & Facilities Specialist Robert McCracken. Enrollment in the Beaverton School District declined from the prior school year by a total of 106 students (-0.28%), although this was less than the decline that had been projected. Each school level experienced a decline, with the largest drop at the elementary school level. Other programs, including Early College, Alternative Programs and Outside Special Education Placements saw net increases in enrollment.

C. Safe Routes to School Program Report

Safe Routes to School Coordinator Leah Biado-Luis and Transportation Administrator Craig Beaver presented a report on the district's Safe Routes to School (SRTS) program. Safe Routes to School 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 the district's program, encapsulating the essential components of a comprehensive and integrated approach of 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

D. Division 22 Compliance Report

Staff provided a report on the district's compliance with required Division 22 standards for the 2023–24 school year. 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. Districts are required to report compliance on the previous school year to the community in a school district board meeting and post the report on the district website in the fall of the following school year. Details regarding the compliance status of each item, as well as the corrective action plan, are included in the Report to the Community.

E. Financial Update

Associate Superintendent Michael Schofield presented the monthly financial reporting, including general fund activity and forecast, a summary of revenues, expenditures and encumbrance, a report on classroom teacher staffing by school, and information on investment activity.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Executive Session, September 17, 2024
- ii. School Board Work Session, September 17, 2024
- iii. School Board Business Meeting, September 17, 2024

C. Public Contracts

D. Board Calendar Revisions

E. Budget Calendar Revision

F. Review Policy DFA Investment of Funds

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

VII. ITEMS FOR ACTION

A. Approve Collective Bargaining Agreement

The district and OSEA, the union representing classified employees, have been in negotiations on 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 11, 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 receive
- 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.

Susan Greenberg moved to approve the agreement with OSEA as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

B. Affordable Housing Property Tax Exemption

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. 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; it will be developed by Hacienda CDC for 67 units of affordable housing.

Susan Greenberg moved to approve the resolution for the Affordable Housing Property Tax Exemption as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

C. Board Policy Revisions

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

Chief of Staff Kerry Delf and General Counsel Camellia Osterink presented school board policies ACB and DBEA and the recommended updates from the Oregon School Boards Association. These updates reflect changes in state statutes and/or regulations and best practices.

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

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Superintendent Evaluation Process

The board formally evaluates the superintendent's job performance each year. The superintendent's performance goals and process for evaluation are established in advance. This evaluation provides the opportunity for the board to assess the superintendent's progress toward district priorities.

The evaluation for the 2024-25 school year aligns 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

The board discussed details of the specific goal targets for the superintendent's evaluation. The evaluation process and goals will come before the board for approval in its next meeting.

B. Board Policy Revisions

- a. DJC - Bidding Requirements*
- b. DJCA - Personal Services Contracts*
- c. JBAA - Section 504 - Students*
- d. JGAB - Use of Restraint and Seclusion*

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

The board heard from student representatives who spoke on a variety of topics including gratitude for allowing student representatives to create change, cell phone and other personal devices policy, artificial intelligence, scholarships, creating early college clubs and classroom sizes.

Board member comments included the joy that student performances bring, excitement about student representatives, the Beaverton Education Foundation's "Answer the Call" campaign, bullying in schools, what is best for students, care for the communities impacted by hurricanes, continuing BEA contract negotiations through a mediator, and expressing thanks for the bargaining teams for their work.

X. CLOSE MEETING

The meeting adjourned at 10:40 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	
Architectural/Engineer (A/E) Services for Allen Transportation Replacement	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0025	Opsis Architecture LLP	\$1,376,066	02/2025	02/2027	Authorization to Award Contract
Architectural/Engineer (A/E) Services for Beaver Acres Elementary School Cafeteria	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0025	Mahlum Architects, Inc.	\$1,189,771	11/2024	09/2027	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Services and Anticipated Guaranteed Maximum Price (GMP) Amendment for Beaver Acres Elementary School Cafeteria	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0020	Kirby Nagelhout Construction Co.	Pre-Construction: \$95,000 Est. GMP Amendment: \$8,800,000	11/2024	09/2027	Authorization to Award Contract
Beaverton High School Stadium Turf Replacement	Aaron Boyle, Administrator for Facilities Development	Intermountain Education Service District (IMESD) Association of Educational Purchasing Agencies (AEPA) Cooperative Contract #024-A	FieldTurf USA, Inc.	\$513,447	11/2024	08/2025	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architectural/Engineer (A/E) Services for Allen Transportation Replacement

- **Contract Scope:** A/E services to replace the Allen transportation maintenance facility.
- **Contract Timeline:** 02/2025 – 02/2027
- **Contract Amount:** \$1,376,066
- **Contractor/Vendor:** Opsis Architecture LLP
- **Funding Source:** 2022 Bond; Allen Transportation Replacement
- **Solicitation Method:** Request for Proposal (RFP) #21-0025
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Allen Transportation Replacement

- **Project Scope:** Demolition and construction to replace the existing Allen transportation maintenance facility
- **Project Budget:** \$11,000,000
- **Project Timeline:** 11/2023 – 03/2027

BACKGROUND: The 2022 bond measure approved by voters includes funds to replace the existing Allen transportation maintenance facility. The existing facility was constructed in 1967. It is seismically vulnerable, with narrow, short and low bays that are inefficient and less safe. The building systems are obsolete, and the fixed maintenance equipment is irreparable. This contract provides comprehensive architecture and engineering services for the facility replacement, to include meeting district design standards, establishing project goals and aligning budget and scheduling requirements.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architectural/Engineer (A/E) Services for Beaver Acres Elementary School Cafeteria

- **Contract Scope:** A/E services for new cafeteria and food service addition at Beaver Acres ES
- **Contract Timeline:** 11/2024 – 09/2027
- **Contract Amount:** \$1,189,771
- **Contractor/Vendor:** Mahlum Architects, Inc.
- **Funding Source:** 2022 Bond; Beaver Acres ES Cafeteria
- **Solicitation Method:** Request for Proposal (RFP) #21-0025
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Beaver Acres ES Cafeteria

- **Project Scope:** New cafeteria and food service addition, remodeled cafeteria space for classrooms and offices
- **Project Budget:** \$2,500,000 (current), \$12,500,000 (if bond contingency use is approved)
- **Project Timeline:** 11/2024 – 09/2027

BACKGROUND: The 2022 bond measure approved by voters includes funds for nutrition services. The existing Beaver Acres Elementary School food service area is undersized and does not meet the needs of the current student population. Based on a conceptual study completed by Mahlum in January 2022, a new cafeteria and food service addition is needed. Pending school board approval to increase funding to the project, we are proposing this addition, which will be attached to the existing school in the southwest corner near the playground. The program of the re-purposing of the existing cafeteria/kitchen space includes a music classroom, pre-K classroom and counseling offices. The site redevelopment may include an enhanced bus pickup and playground improvements. This contract provides comprehensive architectural and engineering services to include meeting district design standards, establishing project goals, and aligning budget and scheduling requirements.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Mahlum Architects, Inc., subject to approval of the bond contingency use item and to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Services and anticipated Guaranteed Maximum Price (GMP) Amendment for Beaver Acres Elementary School Cafeteria

- **Contract Scope:** CM/GC services for new cafeteria and food service addition at Beaver Acres ES
- **Contract Timeline:** 11/2024 – 09/2027
- **Contract Amount:** Pre-Construction Services \$95,900, Estimated Guaranteed Maximum Price (GMP) Amendment Contract Amount \$8,800,000
- **Contractor/Vendor:** Kirby Nagelhout Construction Co.
- **Funding Source:** 2022 Bond; Beaver Acres ES Cafeteria
- **Solicitation Method:** Request for Proposal (RFP) #21-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Beaver Acres ES Cafeteria

- **Project Scope:** New cafeteria and food service addition, remodeled cafeteria space for classrooms and offices
- **Project Budget:** \$2,500,000 (current), \$12,500,000 (if bond contingency use is approved)
- **Project Timeline:** 11/2024 – 09/2027

BACKGROUND: The 2022 bond measure approved by voters includes funds for nutrition services. The existing Beaver Acres Elementary School food service area is undersized and does not meet the needs of the current student population. Based on a conceptual study completed in January 2022, a new cafeteria and food service addition is needed. Pending school board approval to increase funding to the project, we are proposing this addition, which will be attached to the existing school in the southwest corner near the playground. The program of the re-purposing of the existing cafeteria/ kitchen space includes a music classroom, pre-K classroom and counseling offices. The site redevelopment may include an enhanced bus pickup and playground improvements.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Beaverton High School (BHS) Stadium Turf Replacement

- **Contract Scope:** Procure and install new stadium field turf at Beaverton High School
- **Contract Timeline:** 11/2024 – 8/2025
- **Contract Amount:** \$513,447
- **Contractor/Vendor:** FieldTurf USA, Inc.
- **Funding Source:** 2022 Bond: Beaverton HS Stadium Turf
- **Solicitation Method:** Intermountain Education Service District (IMESD) Association of Educational Purchasing Agencies (AEPA) Cooperative Contract # 024-A
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Beaverton HS Stadium Turf

- **Project Scope:** Procure and install new stadium turf at Beaverton High School
- **Project Budget:** \$1,000,000
- **Project Timeline:** 09/2024– 03/2026

BACKGROUND: The 2022 bond measure approved by voters included funds for deferred maintenance of existing stadium fields. It has been determined that the Beaverton High School Stadium turf is past its recommended use and needs to be replaced.

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

CONSENT AGENDA — ITEM FOR ACTION**APPROVE APPOINTMENT OF EQUITY ADVISORY COMMITTEE MEMBERS****SUMMARY**

Beaverton School District's equity advisory committee has positions to fill in the 2024-2025 school year. Students, families, staff and community members were invited to apply in October. Twelve applicants are recommended to the board for approval of their appointment to the committee.

BACKGROUND

Each school district in Oregon is required to establish an educational equity advisory committee in accordance with ORS 329.711 and OAR 581-022-2307, following the Oregon Legislature's approval of Senate Bill 732 in 2021. The duties of the committee include informing and advising the superintendent and school board about the educational equity impacts of policy decisions, the experiences of underserved student groups, situations that arise in schools that impact underrepresented students, and the larger districtwide climate.

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

The superintendent is responsible for coordinating the member nomination process and recommending a slate of finalists to the board for appointment. The school board is responsible for appointing members from those proposed by the superintendent and ensuring that membership is primarily representative of underserved student groups. The selection process was developed in 2022 considering the requirements of SB 732 and OAR 581-022-2307, and is coordinated by the Office of Equity & Inclusion.

In October 2024, district staff, students, families and community members were invited to apply to be considered for appointment to the equity advisory committee. A total of 36 applications were received. A selection committee conducted a blind review and assessment of the applications, applying a rubric.

From the 36 applicants, 12 were selected to be recommended for appointment to the equity advisory committee, joining the 7 returning committee members. Pending board approval of the recommended appointees, the combined membership will be a diverse body primarily representative of underserved student groups, and will include 6 students, 5 parents or family members of current students, 3 community members (1 of whom also serves on the budget committee) and 5 staff members (2 classified, 3 licensed). Applicants not appointed to the committee will be contacted with information about other opportunities to support equitable outcomes for Beaverton's students, staff and community.

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RECOMMENDATION

The superintendent recommends the board approve the proposed appointees to serve on the equity advisory committee:

Students

Siyana Afazal
Malak Abduljawad
Rheegan Wright
TSION Ermias
Suri Avila-Gutierrez

Parents / Family

Gabriel Higuera
Tessa M. Casper
Tosin Abiodun

Staff

Joy Kim
Dr. Giselle Rincón
Amy Ramos
Aly Distor

ITEM FOR ACTION**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. The board and superintendent discussed the goals and process for evaluating the superintendent's performance in the board meeting on October 8.

RECOMMENDATION

It is recommended that the board approve the process for evaluating the superintendent's performance.

SUGGESTED MOTION

I move to approve the superintendent evaluation process as submitted.

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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

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 including reading and math, 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**.
- **Provide High-Quality Curriculum (*Foundational Block 1.C*)**
Support implementation of the elementary (K–5) language arts and English language proficiency curriculum adopted in spring 2024, including professional development for elementary educators. Following the district’s one-year curriculum adoption process with stakeholder input, **recommend secondary (6–12) LA/ELP curriculum to the board for adoption**. Prepare for the **next curriculum adoption processes including math and science**.
- **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:

DRAFT

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**2024–25 BOARD GOALS****SUMMARY**

The board annually develops and approves goals for its work. In September, the board discussed and decided on three goals, to be articulated and approved in a future meeting.

BACKGROUND

In the board work session on September 17, board members discussed potential goals for the board’s work for the 2024–25 school year, reached consensus on three goals, and assigned board members to undertake initial discussion and work toward these goals. The three goals were around student representatives, board evaluation and legislative advocacy.

Board members discussed which of the goals they would like to work on, and the assigned teams were Susan Greenberg, Melissa Potter and Tammy Carpenter on legislative advocacy; Justice Rajee and Sunita Garg on student representative onboarding and support; and Karen Pérez and Ugonna Enyinnaya on the board evaluation process.

The board asked the facilitator to work with staff to draft language stating the goals the board had developed, for the board to consider for approval in a later board meeting. The draft goals are as follows:

- **Student Representatives:** The board will establish student representatives to the school board and ensure they are provided onboarding and support.
- **Legislative Advocacy:** For the 2025 Legislative Session, the board will adopt a slate of legislative priorities to use as talking points with elected officials and community members. The board will connect with legislators and advocate for state-level actions that are favorable to Oregon K-12 education, the Beaverton School District, and our students.
- **Board Evaluation:** The board will establish a process and conduct a self-evaluation of the board for the 2024–25 school year.

RECOMMENDATION

It is recommended that the board review the articulated goals for 2024-2025 and vote on approval.

SUGGESTED MOTION

I move to approve the board goals for the 2024–2025 school year as submitted.

ALTERNATE MOTION

I move to approve the board goals for the 2024–2025 school year as revised.

Belong. Believe. Achieve.

ITEM FOR ACTION**APPROVE 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

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

- 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

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

Belong. Believe. Achieve.

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.

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

ITEM FOR ACTION AT A FUTURE MEETING**OREGON SCHOOL BOARDS ASSOCIATION ELECTION****SUMMARY**

At the next business meeting, the board will vote in the Oregon School Boards Association 2024 election on OSBA board positions 15 and 20 and three resolutions — to raise districts' membership dues, create an LGBTQ2SIA+ caucus, and adopt amendments to the OSBA bylaws.

BACKGROUND

Beaverton School District is a member of the Oregon School Boards Association, a statewide association that supports K–12 public school boards, education service district boards, community college boards and the state board of education.

OSBA is governed by a member-elected board with 23 representatives elected from geographic regions across the state and representatives of established caucuses (currently two, the caucus of board members of color and the rural school boards caucus). OSBA also has a legislative policy committee, consisting of the OSBA board and additional elected regional representatives. Candidates for election must be nominated by official action of a member board within the region. Member boards in each region then vote to elect candidates to their region's board positions.

Member boards vote on candidates and resolutions during OSBA's annual election period in the fall. Voting is open from November 7 to December 15, 2024. Candidates are voted on by member boards in their region, and each board has one vote. Resolutions are voted on statewide, with a weighted voting system based on student population, so as a large district Beaverton has multiple votes. Boards vote as a body, not as individuals; a majority vote determines how the board's votes will be cast with OSBA.

The board is asked to vote on board positions 15 and 20, each with a single candidate.

- OSBA Board Position 15 – Kristy Kottkey, Forest Grove School Board
- OSBA Board Position 20 – Nancy Thomas, Hillsboro School Board

The board also is asked to vote on three resolutions:

- Resolution 1 – Amend the OSBA Dues Schedule
- Resolution 2 – Create the Oregon School Board Members PRIDE Caucus
- Resolution 3 – Amend the OSBA Bylaws

Resolution 1 would increase OSBA membership dues for districts starting in 2025–26. OSBA notes that the dues schedule has not increased since 1998-99. The OSBA board of directors recommends establishing a membership dues floor at \$1,500 and a maximum dues rate of \$25,000 per fiscal year, phased in over 5 years. Membership dues are based on district size. Beaverton's dues would increase by 32% to the maximum of \$25,000 over two years. For most other districts, dues would approximately double over five years. Thereafter, starting in 2030–31, dues would increase annually by a percentage in alignment with the Consumer Price Index.

Belong. Believe. Achieve.

Resolution 2 would create the Oregon School Board Members PRIDE Caucus and designate a PRIDE Caucus representative as a voting member of the OSBA board of directors and legislative policy committee.

Resolution 3 would amend the OSBA bylaws, including to:

- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus
- Allow caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate past president is a director from a caucus
- Require OSBA caucuses to submit an annual year-end fiscal report
- Clarify that OSBA board must comply with Oregon government ethics laws with respect to conflicts of interest
- Edit grammar, punctuation, and language for readability

The full text of the resolutions and information about the candidates is included in the agenda packet.

RECOMMENDATION

This is presented for initial consideration and discussion. At the next meeting in December the board will vote as a body on each position and resolution, and staff will record the board's votes with OSBA.



Dedicated to improving student success and education equity through
advocacy, leadership and service
to Oregon public school boards.

Election - OSBA 2024 - Washington (15, 20)

2024 OSBA Election

*** 1. Board of Directors Position 15 (Vote for one)**

- Kristy Kottkey
- Abstain
- No action taken

*** 2. Board of Directors Position 20 (Vote for one)**

- Nancy Thomas
- Abstain
- No action taken

*** 3. Resolution 1 - Amends the OSBA dues schedule**

- Yes - adopt
- No - do not adopt

- Abstain
- No action taken

*** 4. Resolution 2 - Creates the Oregon School Board Members PRIDE Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

*** 5. Resolution 3 - Adopts the proposed amendments to the OSBA Bylaws**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

*** 6. Type the name of the district, ESD, or community college board that officially made this vote.**

*** 7. Type the meeting date when the board officially made this vote.**

*** 8. Type your name and title.**

To retain a record of your vote, you **MUST** print this page before clicking the Done button.

Done

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OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Kristy Kottkey

Date: 8/23/2024

Address: 2728 Harvest Ct.

City/Zip: Forest Grove, OR 97116

Business phone: _____

Residence phone: 503-810-4877

Cell phone: 503-810-4877

E-mail: kkottkey@osba.org

District/ESD/CC: 15 Washington County

Term expires: 2027 Years on board: 1.5

Region: Washington

Position #: 15

Insert your high-resolution digital photo (head shot):
1) Open this PDF in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Kristy Kottkey

08/23/2024

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

The mission of OSBA is to align policy, build relationships, and create advocacy pathways to make sure that all students in Oregon schools are served equitably and funded adequately to ensure a high quality education for all. Ultimately, the OSBA can and should help school board function at maximum effectiveness to be able to deliver services to all students and families.

2. What do you want to accomplish by serving on the OSBA board of directors?

I would love to build connections and relationships between board members so we can better align our policies and ideas across the state. I would also like to improve communication between the OSBA board and individual school boards to help with alignment in message to the broader community - in particular to those in our state who do not currently have children in schools. It is vital that everyone understands and commits to supporting public education for the greater good.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I have recently served on city council, am currently chair of the FGSD School board, but most importantly I was a teacher and team leader for years. I helped teams of teachers create and implement curriculum that served our most at-risk population of students. I hold a current teaching license, was back teaching in the classroom this past spring, and my husband is a middle school science teacher. I have a more direct experience with what is happening in today's classrooms and can communicate that need at legislative levels effectively.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

OSBA board of directors 2023-24

Other education board positions held/dates:

FGSD School Board 2023-24

Occupation (Include at least the past five years):

Employers:

Semi-retired teacher

Dates:

Schools attended (Include official name of school, where and when):

High school: Mt. Vernon High School

College: Diploma

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

MAT Education from Pacific University

Activities, other state and local community services:

Former City Councilor, Community Policing Advisory Committee, Forestry Committee, ODC Oregon Disability Commission

Hobbies/special interests:

Running, Gardening, Cheering for the Washington Huskies and Green Bay Packers

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Meeting Minutes of September 10, 2024

CALL TO ORDER Board Chair Kristy Kottkey called the meeting to order at 5:32 p.m. and welcomed everyone; she then led the pledge of allegiance. The following were in attendance:

Board of Directors

Kristy Kottkey, Chair
Kate Grandusky, Vice-Chair
Brad Bafaro
Mark Everett
Valyrie Ingram
Paola Garcia Andrade, Student Representative

Staff

Suzanne West, Superintendent
John O'Neill, Assistant Superintendent
Kim Shearer, Director of Student Services
Ilean Clute, Director of Finance
Enrique Pinon, Technology Manager
David Warner, Director of Communications
Arturo Lomeli, Director of Teaching and Learning
Bethany Magnuson, Executive Assistant

PRELIMINARIES

Introductions

Chair Kottkey announced a change in process from previous board meetings in regards to introductions.

Approval of the Agenda

Director Ingram moved to approve the agenda as presented, Director Grandusky seconded and the agenda was approved.

Superintendent Comments | Calendar Notes

Superintendent West made comments about an excellent first week of school. Explained there were expected bumps in places, such as high school lunches. CHAMPS and PAX are taking off with over 38 staff that have already contacted our TOSAs for 1:1 coaching. Athletics and other activities are off to a strong start with Forest Grove High School winning their first game of the season. Calendar updates included Congresswoman Bonamici's visit to Neil Armstrong Middle School. Congresswoman Bonamici spoke with leadership and students about her role and answered questions. Bond Oversight Meeting on September 11, 2024 and Open House at the Elementary School were also noted calendar items.

Forest Grove Education Association

Diana Smith & Hillary Barraza presented on the topic of FGEA Contract 6.5 regarding class size. Superintendent or designee must meet with the Association President by October 15th. Explained the process when someone comes to them with concerns.

Unscheduled Public Appearance

The following person provided unscheduled public comment regarding dress code in person: Diana Smith.

CONSENT

The board engaged in a discussion regarding Consent Agenda: Personnel. Request to bring in GCPC/GDPC-AR Re-employment of PERS Retired Staff policy to work session.

2024-111 MOTION: Director Ingram moved to approve the consent agenda while pulling the retirement of Barry Berdahl and Greg Evers and the temporary hire of Barry Berdahl and Greg Evers as presented, Director Bafaro seconded, unanimously carried with a vote of 5-0.

Item 1: Board Minutes of the August 27, 2024 meeting.

Item 2: Personnel

Item 3: Accounts Payable ending August 31, 2024

PRESENTATIONS

Oath of Office for Student Representative

Chair Kottkey administered the oath of office to Paola Garcia Andrade, student representative to the school board for the 2024-2025 school year.

Student Representative Garcia Andrade introduced herself and her leadership team.

Superintendent Evaluation Process

Superintendent West shared a presentation regarding the current evaluation process of the superintendent and request for next steps. Requesting to co-create 3-5 high leveraged goals.

Following discussion, each director agreed to move the Superintendent Evaluation Process to a working session.

ACTION

2025-2026 Budget Development Calendar

The board had the opportunity to review the 2025-2026 Budget Development calendar at the August 27, 2024 meeting. There was one revision, which was to change the meetings in February and April day of the week from Monday to Tuesday. That change is reflected in the attached proposed public budget process calendar. A number of key events are outlined in the calendar.

2024-112 MOTION: Director Grandusky moved to approve the proposed 2025-2026 Budget Development Calendar as presented, Director Bafaro seconded, unanimously carried with a vote of 5-0.

2024-113 MOTION: Director Ingram moved to declare the Budget Committee vacancies. Director Everett seconded, unanimously carried with a vote of 5-0.

2024-114 MOTION: Director Bafaro moved to approve the timeline and process for the 2025-2026 budget. Director Ingram seconded, unanimously carried with a vote of 5-0.

2024-115 MOTION: Director Ingram moved to appoint Director Ingram and Director Grandusky to complete candidate interviews, Director Bafaro seconded, unanimously carried with a vote of 5-0.

Oregon School Boards Association Board of Directors Nomination

Serving on the Oregon School Boards Association Board provides an opportunity to develop leadership skills and impact issues at the state and federal levels. School board members interested in running for a position on the OSBA Board of Directors need to be nominated by a member board within their region. Nominations require official board action.

Director Kottkey is interested in running for open position 15. Included in the packet is the candidate questionnaire that she has filled out.

2024-116 MOTION: Director Grandusky moved to nominate Chair Kristy Kottkey for the Oregon School Boards Association Board of Director position #15, Director Ingram seconded, unanimously carried with a vote of 4-0.

FUTURE ACTION ITEMS

Future Board Items | Board Discussion

Chair Kottkey offered the opportunity for discussion. No items discussed at this time.

ADJOURNMENT

There being no further business the meeting adjourned at 6:32 p.m.

Bethany Magnuson, Executive Assistant

Kristy Kottkey, Board Chair

Date: _____

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Nancy E Thomas

Date: 23 Sept 2024

Address: 3766 SE Mckenzie Ave

City/Zip: Hillsboro, OR 97123

Business phone: 971 813.3189

Residence phone: 503.270.7596

Cell phone: 503.270.7596

E-mail: thomasn@hsd.k12.or.us

District/ESD/CC: Hillsboro School District

Term expires: 2025 Years on board: 4

Region: Washington County



Position #: 20

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Nancy E Thomas
Name

September 23, 2024
Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

OSBA provides multiple supports to local school boards and their directors including but not limited to Board of Director training, attorneys specializing in education, legislative lobbying efforts for matters that impact all school districts, contracted services, eg, insurance. These resources and others are INVALUABLE to all districts and especially our smaller and rural school districts.

2. What do you want to accomplish by serving on the OSBA board of directors?

I want to see continued progress as OSBA reviews itself, revamps itself and makes the turn toward a brighter and sustainable future for itself and our state school boards. I'd like to be a part of the OSBA change and the OSBA future. Looking forward to seeing a redraft of the strategic plan as well as stabilization and accountability of our finances. Hillsboro has taught me about partnership, collaboration and accountability and I bring these values to OSBA participation.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

There are two skills that I bring to the OSBA. One is the ability to say what needs to be said and know when to say it, and the other is authentic servant leadership. I prioritize the organization and its mission and direct my activities to support that mission. I respect the opinions of all and value the right to express them. As an elected official on behalf of our school districts and school boards, its imperative that I listen as intently as I speak and share my own thoughts.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

First, we need to stabilize our budget for now and protect the endowment that supports the organization. That includes a successful increase in dues for all members. Second, we must re-brand ourselves under our new leadership and provide transparency and accountability to our members as well as maximize our value add to them and their districts.

5. What do you see as the two most challenging issues faced by your region?

First, our most challenging issues is the completion of all collective bargaining agreements of which Hillsboro is last. We must conclude and without further negative impact on students and teacher lay offs. Second, we must navigate a deficit created by lack of CSL level funding. We now face hard decisions that will impact collect bargaining as well as services delivered to our students and community.

6. What is your plan for communicating with boards in your region?

I communicate either in writing or via report out to our board of directors after every OSBA event. The OSBA board itself has provided a wealth of opportunity to share and collaborate with districts in my region. I would like to do some type of newsletter to all boards in our region collaborated by regional members of the OSBA board.

Please continue to the next section.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

OSBA Board of Directors, 23' - '24; Hillsboro School District Board Member

Other education board positions held/dates:

HSD Board Strategic Planning Liaison '21 - '23; HSD Board Vice Chair '21 - '23

Occupation (Include at least the past five years):

Employers:

Oregon Department of Human Services

Dates:

2017 - 2020 Sr Internal Auditor

Jun 2020 - Current; Chief Operations Officer, District 2 - Multnomah County

Schools attended (Include official name of school, where and when):

High school: Parkway North High School, St. Louis, MO; graduated 1984

College: Drake University, Des Moines, IA - graduated 1988; Salmon P Chase College of Law - graduated 1996; George Washington U

Degrees earned: Bachelors - International Relations (Drake); Juris Doctorate (Salmon P Chase College of Law - Northern KY Univ); Master's

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

- + Dragon boat Paddling
- + Teach / Present on Leadership, Emotional Intelligence

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Looking forward to continuing service to this noble organization.

NANCY E THOMAS, J.D.

nan.thomasinPDX@gmail.com * 503.270.7596

EDUCATION

Bachelor of Arts, Drake University

Jurisprudence Doctorate, Salmon P. Chase College of Law, Northern Kentucky University

Master's Certification, Commercial Contract Management, George Washington University

Lean Six Sigma, Green Belt, GE Aviation

STATE OF OREGON WORK HISTORY

OREGON DEPARTMENT OF HUMAN SERVICES (ODHS)

6/2020 - To date	Chief Operations Officer, District 2-Multnomah County <ul style="list-style-type: none">▪ First Priorities include Contracts, Facilities, Safety & Budget▪ Second Priorities include Personnel & Training▪ 1000+/- Employees▪ \$350M+/- average biennium budget for 2 programs▪ 8 branches throughout Multnomah County▪ Child Welfare & Self Sufficiency Programs▪ Leadership & Supervision of the following hybrid teams:<ul style="list-style-type: none">• District Administration & Facilities Team (1+8)<ul style="list-style-type: none">○ Business Expert & Integrity Manager○ (2) Facility Coordinators○ (1) District Office Manager○ (2) District Personnel Team○ (1) District Auditor• Contracts / Budget Team (1+6)<ul style="list-style-type: none">○ Contracts Manager○ (3) Contract Administrators○ (1) Invoice Specialist○ (2) Contract Support Specialists• Safety Specialists Team (3)<ul style="list-style-type: none">○ (2) Safety Specialists○ (1) Safety Specialist Vacancy• Continuous Quality Improvement Team (4)<ul style="list-style-type: none">○ MO○ KB○ JMK○ SN
9/2019 - 6/2020	Sr. Internal Auditor, Shared Services, ODHS Internal Audit Dept
1/2019 - 9/2019	Child Welfare Contract Optimization Consultant, Child Welfare
5/2017 - 1/2019	Sr. Internal Auditor, Shared Services, ODHS Internal Audit Dept

PRIOR WORK HISTORY

2/2017 - 5/2017 VIGOR INDUSTRIES, LEGAL CONSULTANT, Legal Department

11/2015 - 6/2016 QORVO, INC., CONTRACTS MANAGER, Legal Department

11/2008—11/2015 GE AVIATION LEGAL DEPARTMENT

COMMERCIAL ENGINE OPERATIONS LEGAL DEPARTMENT,

LEGAL SALES CONTRACT ANALYST (2012-2015)

Produced risk analysis and contract management for \$100M+ airframe contract. Oversaw legal

response for internal risk approval process for internal stakeholders. Implemented legal assistance in volatile claims settlement negotiations with strong rapport with large customers. Appointed to provide contract support to (7) site global business unit worth \$200M+.

UNISON DIVISION, LEGAL FOCAL (2010 - 2012)

GE AVIATION CONTRACT MANAGER, (2008 - 2010)

Authored and negotiated sales contracts and amendments for engine sales \$1M—\$800M+.

Established legal analysis for Sales in Executive approval matrix procedure. Formalized and drafted protocols for legal support and risk analysis to PM of 150+ engine services program. Negotiated \$850M services contract for large airline customer.

- 2004—2008 HARRIS CORPORATION BROADCAST COMMUNICATIONS DIVISION, LEGAL DEPARTMENT, CONTRACTS MANAGER
- 1999—2004 HAMILTON COUNTY FAMILY & CHILDREN FIRST COUNCIL, CONTRACTS MANAGER
- 1996—1999 HEALTHCARE LEGAL DEPARTMENTS
CHOICECARE, INC., ANCILLARY CONTRACTS SPECIALIST, (1996 - 1998)
MEDICA, INC., BUSINESS DEVELOPMENT SPECIALIST, (1998 -1999)

POST UNDERGRAD & GRADUATE WORK HISTORY

- 1993—1996 SALMON P. CHASE COLLEGE OF LAW, FULL TIME LAW STUDENT
- * Harmon, Davis & Associates, LAW CLERK
 - Personal Injury trial preparation and research
 - Federal criminal investigations and defense preparation
 - Criminal trial preparation
 - * Hamilton County Court of Common Pleas, LEGAL EXTERN, 6 months
 - Drafted initial opinions for judge
 - Conducted legal research for judge opinions
 - Assisted judge clerk in his absence
 - 6th Circuit Court of Appeals, LAW CLERK ASSOCIATE, 6 months
 - Authored Court of Appeals Guide to use and practice
 - Drafted initial court opinions for judge magistrate
- 1992—1993 HARRIS, BELLA & BURGIN, ASSOCIATES, WORKER'S COMPENSATION PARALEGAL
- * Legal research and evidence preparation and organization
 - * Litigation & Worker's Comp Board Hearing preparation for attorney
- 1990—1992 AEON CORPORATION, INTERNATIONAL HUMANITIES SPECIALIST
- * Lived and worked in Osaka, Japan
 - * Taught English to businessmen and relocating families
 - * Translated business documents and correspondence
 - * Achieved 4th grade level Kanji certification

PROFESSIONAL LEADERSHIP & PUBLIC SPEAKING

OREGON DEPARTMENT OF HUMAN SERVICES

- WELD Guest Speaker on Emotional Intelligence for Women Leaders Spring 2023
- In COO Role...
 - Executive Sponsor of District Employee Resource Groups
 - Member of African-American Managers Council
 - Multiple Mentor-Mentee relationships annually
- Speaker (Emotional Intelligence) at OR State Diversity Conference, 2020
- ODHS Leadership Academy, Annual curriculum speaker on Emotional Intelligence 2018 - 2019

GE AVIATION -

- Co-Chaired GE AVIATION Legal Operations ("ALO") Diversity Council;

- Orchestrated Global Diversity & Inclusion Programs at 5 global sites for Diversity Day Celebration featuring New York Times Bestselling author Dr. Mahzarin Banaji, author of Blind Spot
- Facilitated Diversity Summit for Women Engineer students being recruited to GE Aviation;
- Chaired GE Sings (internal competition for winner participation in Cincinnati Sings competition);
- Appointed to Steering Committee for GE People With Disabilities Network guiding efforts to organize and achieve 'affinity' status and corporate recognition;
- Participating member of AAF, Hispanic Forums and Women's & Veteran's Networks;
- Taught Junior Achievement to at-risk urban high school students providing personal finance awareness and career exposure
- GE Aviation SWEL (Summer Work Experience in Law), MENTOR
- GE Aviation AAF Coop & Leadership Program, MENTOR
- GE Aviation People With Disabilities Network, STEERING COMMITTEE

NON-PROFIT ADVOCACY –

- Parents For Public Schools of Greater Cincinnati; Advancing board leadership roles to President, advocating strong public schools for all students and empowering parents to engagement;
- Girls On The Run of Ohio, Inc.; Advocating for girl power, self-confidence and success in life
- Greater Cincinnati Stroke Association; "HERO AWARD" recipient advocating stroke awareness

PURPOSE DRIVEN ADVOCACY

2021 - CURRENT	Publicly Elected to Hillsboro School District ("HSD") Board of Directors 7/2023 – current Board Member 8/21 – 7/23 – Board Vice Chair
2014—2015	Parents for Public Schools of Greater Cincinnati, Inc., BOARD PRESIDENT, leading 8 member Board and agency budget of \$350K CLASS IS IN SESSION, Radio Co-host; Live Call-in talk show on education, WDBZ—AM1230
2014—2015	North Avondale Montessori School, Local School Decision Making Committee (LSDMC) Chair (12 member committee)
2013—2015	The Vineyard Cincinnati, PRAYER TEAM VOLUNTEER
2012—2014	Parents for Public Schools of Greater Cincinnati, Inc., BOARD SECRETARY North Avondale Montessori School, LSDMC PARENT REPRESENTATIVE North Avondale Montessori School, Field Day Chair, leading 125+ volunteers WCET TV, Town Hall on Education, PARENT REPRESENTATIVE participant GE Aviation Junior Achievement, VOLUNTEER teaching 9-12 urban high school
2010 - 2011	GE Aviation SWEL (Summer Work Experience in Law), MENTOR GE Aviation AAF Coop & Leadership Program, MENTOR GE Aviation People With Disabilities Network, STEERING COMMITTEE
2002—2007	Girls On The Run of Ohio, Inc., BOARD MEMBER

PUBLICATIONS -

MAGAZINE—

National Contract Management Magazine, *"The Value Proposition for Diversity vs. the 'Do Nothing' Cost & Impact", August 2015 edition*

BOOKS—

Thriving In Denial: The MS Manifesto

A Shot In the Ass!

The Other 90%: Success In & After Law School When You're Not At the Top of the Class



Resolution to Amend the OSBA Dues Schedule

WHEREAS, the Oregon School Boards Association (OSBA) dues revenue as a percentage of OSBA's total revenues is declining. OSBA's dues revenue as a percentage of OSBA's operating costs to support the services OSBA provides to members is also declining;

WHEREAS, the percentage of dues revenue as a proportion of total association revenue has fallen 19.1 percent since the 1996-97 fiscal year to 6.4 percent of total association revenue. If dues do not increase, this percentage of total association revenue will continue to decline;

WHEREAS, the OSBA dues schedule has not increased since the 1998-99 fiscal year;

WHEREAS, OSBA retained The Coraggio Group to do an in-depth analysis of the value of the programs and services OSBA offers to its members and develop a 3-5 year sustainable business plan with member engagement;

WHEREAS, based on the survey data obtained by The Coraggio Group, OSBA members overwhelmingly agree that they receive great service for what they currently pay. Current annual member dues are as low as \$250. Given the costs associated with providing no cost or highly subsidized services available to members, \$250 is very low in comparison.

WHEREAS, The Coraggio Group in collaboration with OSBA staff, has recommended a phased increase in the dues schedule. This approach aims to provide financial stability for the organization and align the dues with other state associations, thereby enabling the association to continue offering its high-quality programs and services.

WHEREAS, the proposed dues increase, which was reviewed by the OSBA Finance Committee, and approved by the OSBA Board of Directors on June 15, 2024, supports the recommendation to amend the OSBA Dues Schedule.

THEREFORE, BE IT RESOLVED in recognition of the current financial situation of Oregon districts and the need for an OSBA dues adjustment, the OSBA Board of Directors recommends that the dues schedule be amended in a manner so that OSBA member school districts and education service districts (ESDs) paying more than \$1,500 annually will experience a dues increase of 15% annually for five consecutive years beginning in the 2025-2026 fiscal year. Beginning in the 2030-31 fiscal year, the dues will increase annually as a percentage in alignment with the Consumer Price Index;

THEREFORE, BE IT FURTHER RESOLVED, the OSBA Board of Directors recommends a membership dues floor be established at \$1,500 and a maximum dues rate of \$25,000 per fiscal year. For OSBA member school districts, ESDs, and community colleges who are below this floor, dues will increase \$250 per year until the floor is reached. For school districts and ESDs that reach the floor before the 2030-31 fiscal year, dues will increase by 15% per year until the 2030-31 fiscal year. Beginning in the 2030-31 fiscal year, dues for all school districts, ESDs, and community colleges will increase annually as a percentage in alignment with the Consumer Price Index.

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA Board of Directors' adopted elections calendar.

Submitted by: OSBA Board of Directors

DISTRICT	24-25 DUES	25-26 DUES	26-27 DUES	27-28 DUES	28-29 DUES	29-30 DUES	30-31 DUES**
District Member 01 (under 100)*	\$ 250.25	\$ 500.25	\$ 750.25	\$ 1,000.25	\$ 1,250.25	\$ 1,500.00	\$ 1,560.00
District Member 02 (100-249)*	\$ 541.25	\$ 791.25	\$ 1,041.25	\$ 1,291.25	\$ 1,541.25	\$ 1,772.44	\$ 1,843.34
District Member 03 (250-499)*	\$ 778.00	\$ 1,028.00	\$ 1,278.00	\$ 1,528.00	\$ 1,757.20	\$ 2,020.78	\$ 2,101.61
District Member 04 (500-999)	\$ 1,420.50	\$ 1,633.58	\$ 1,878.61	\$ 2,160.40	\$ 2,484.46	\$ 2,857.13	\$ 2,971.42
District Member 05 (1000-1999)	\$ 2,503.00	\$ 2,878.45	\$ 3,310.22	\$ 3,806.75	\$ 4,377.76	\$ 5,034.43	\$ 5,235.80
District Member 06 (2000-2499)	\$ 3,450.00	\$ 3,967.50	\$ 4,562.63	\$ 5,247.02	\$ 6,034.07	\$ 6,939.18	\$ 7,216.75
District Member 07 (2500-3999)	\$ 5,952.75	\$ 6,845.66	\$ 7,872.51	\$ 9,053.39	\$ 10,411.40	\$ 11,973.11	\$ 12,452.03
District Member 08 (4000-4999)	\$ 7,035.00	\$ 8,090.25	\$ 9,303.79	\$ 10,699.36	\$ 12,304.26	\$ 14,149.90	\$ 14,715.89
District Member 09 (5000-9999)	\$ 8,658.25	\$ 9,956.99	\$ 11,450.54	\$ 13,168.12	\$ 15,143.33	\$ 17,414.83	\$ 18,111.43
District Member 10 (10000-25000)	\$ 10,823.00	\$ 12,446.45	\$ 14,313.42	\$ 16,460.43	\$ 18,929.49	\$ 21,768.92	\$ 22,639.68
District Member 11 (over 25000)***	\$ 18,940.00	\$ 21,781.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 26,000.00
						\$	-
ESD Membership Dues 01 (under 1000)*	\$ 473.75	\$ 723.75	\$ 973.75	\$ 1,223.75	\$ 1,473.75	\$ 1,694.81	\$ 1,762.61
ESD Membership Dues 02 (1000-2500)*	\$ 710.50	\$ 960.50	\$ 1,210.50	\$ 1,460.50	\$ 1,679.58	\$ 1,931.51	\$ 2,008.77
ESD Membership Dues 03 (2500-5000)*	\$ 947.00	\$ 1,197.00	\$ 1,447.00	\$ 1,664.05	\$ 1,913.66	\$ 2,200.71	\$ 2,288.73
ESD Membership Dues 04 (5000-7500)*	\$ 1,082.50	\$ 1,332.50	\$ 1,582.50	\$ 1,819.88	\$ 2,092.86	\$ 2,406.78	\$ 2,503.06
ESD Membership Dues 05 (7500-10000)	\$ 1,556.00	\$ 1,789.40	\$ 2,057.81	\$ 2,366.48	\$ 2,721.45	\$ 3,129.67	\$ 3,254.86
ESD Membership Dues 06 (10000-15000)	\$ 2,029.50	\$ 2,333.93	\$ 2,684.01	\$ 3,086.62	\$ 3,549.61	\$ 4,082.05	\$ 4,245.33
ESD Membership Dues 07 (15000-25000)	\$ 2,367.75	\$ 2,722.91	\$ 3,131.35	\$ 3,601.05	\$ 4,141.21	\$ 4,762.39	\$ 4,952.89
ESD Membership Dues 08 (25000-50000)	\$ 3,111.75	\$ 3,578.51	\$ 4,115.29	\$ 4,732.58	\$ 5,442.47	\$ 6,258.84	\$ 6,509.19
ESD Membership Dues 09 (above 50000)	\$ 4,667.50	\$ 5,367.63	\$ 6,172.77	\$ 7,098.68	\$ 8,163.49	\$ 9,388.01	\$ 9,763.53
State Board of Education	\$ 67.75	\$ 77.91	\$ 89.60	\$ 103.04	\$ 118.50	\$ 136.27	\$ 141.72
Community College Association****	\$ 4,601.00	\$ 8,851.00	\$ 13,101.00	\$ 17,351.00	\$ 21,601.00	\$ 25,500.00	\$ 26,520.00

*Add \$250 annually until floor is reached, then increase 15% through year 5

**Reflects an estimated CPI increase of 4%

*** \$25,000 cap prior to CPI

****Reflects an increase of \$250 per year, per community college (17) annually until the community colleges reach the \$1,500 floor amount per college. (\$25,500)



Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit public benefit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has been operating as an OSBA board appointed advisory committee since September 22, 2023; has a record of regular meetings; has draft bylaws; has identified goals that align with the mission, vision and goals of OSBA; has draft action plans; and a draft budget;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee is ready to elect officers and their Leadership Assembly;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has articulated its mission as follows: "To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.";

WHEREAS, OSBA's Board of Directors recognizes the importance of the Oregon LGBTQIA2S+ School Board Members Advisory Committee's mission and goals; and

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating an Oregon School Board Members PRIDE Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the draft bylaws and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

Submitted by: OSBA Board of Directors

BYLAWS

OREGON SCHOOL BOARD MEMBERS PRIDE CAUCUS
OF THE OREGON SCHOOL BOARDS ASSOCIATION

DRAFT

Contents

ARTICLE 1. 3

CHARTER. 3

ARTICLE 2. 3

NAME, MISSION AND GOALS. 3

ARTICLE 3. 4

MEMBERSHIP. 4

ARTICLE 4. 4

BUDGET. 4

ARTICLE 5. 4

MEETINGS. 4

ARTICLE 6. 5

CAUCUS LEADERSHIP COUNCIL. 5

ARTICLE 7. 6

EXECUTIVE COMMITTEE. 6

ARTICLE 8. 7

COMMITTEES. 7

ARTICLE 9. 7

SEAT ON THE OSBA'S BOARD OF DIRECTORS. 7

GENERAL PROVISIONS. 7

ARTICLE 1

CHARTER

The Oregon School Boards Association (the “OSBA”) exists solely to perform essential governmental functions and all its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA’s mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of students, school staff and school board members who identify as part of the LGBTQIA2S+ communities.

To this end, The OSBA Board of Directors has formally recognized the Oregon School Board Members PRIDE Caucus (the “Caucus”) to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors.

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA’s efforts on behalf of all local governing boards.

ARTICLE 2

NAME, MISSION AND GOALS

2.1 Name. This organization shall be known as the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) of the Oregon School Boards Association (OSBA).

2.2 Mission. To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

2.3 Goals.

2.3.1 The implementation of ODE’s “Oregon LGBTQ2SIA+ Student Success Plan.”

2.3.2 Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.

2.3.3 Building and increasing capacity of LGBTQIA2S+ school board members and support a pipeline for LGBTQIA2S+ people to run for school board seats.

2.3.4 Serving as a resource.

2.3.5 Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.

2.3.6 Equipping and advancing LGBTQIA2S+ board members to serve in the general OSBA leadership.

2.3.7 Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.

ARTICLE 3

MEMBERSHIP

3.1 Qualification. All members must support the purposes and goals of the Caucus as set forth in Article 2.

3.2 Members. The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association and identify as a member of the LGBTQIA2S+ communities. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person, via telephone, or via virtual meeting platform (e.g., Zoom) to vote. Voting by proxy shall not be permitted.

3.3 Attendees. The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

3.4 Membership List. The Membership list shall be maintained by the Secretary.

ARTICLE 4

BUDGET

4.1 Budget. The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

ARTICLE 5

MEETINGS

5.1 Annual Meetings. An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

5.2 Regular and Special Meetings.

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location within Oregon, by virtual meeting platform, or a combination of the two, as designated by the President or the Executive Committee.

5.3 Notice.

5.3.1 Notice of every annual meeting of members, stating the time and place thereof, will be provided with an agenda no less than 15 days prior to such meeting.

5.3.2 Notice of every regular or special meeting of members, stating the time and place thereof, shall be provided with an agenda no less than 10 days prior to such meeting.

5.4 Quorum. Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 Organization. The President may determine in their sole discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 Records. The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA.

5.7 OSBA Staff Liaison. The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

5.8 Compliance with Open Meetings Laws. The Caucus shall comply with the open meetings law requirements of ORS chapter 192 at every convening of its membership in which a quorum is required in order to make a decision or to deliberate toward a decision on any matter.

ARTICLE 6

CAUCUS LEADERSHIP COUNCIL

6.1 Composition. The Leadership Council of the Caucus shall include the President(s), Vice President, Secretary, Treasurer, Regional Directors and two Members of the Caucus.

6.2 Term. Leadership Council members shall serve a two-year term. The President may only serve one consecutive term. The Vice President, Secretary, Treasurer, Regional Members, and Members-at Large may serve any number of consecutive terms. Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

6.3 Nomination and Election

6.3.1 Nomination. Leadership Council members may be nominated by either the nominating committee or a caucus member at the annual meeting.

6.3.2 Election. The members shall elect the Leadership Council by majority vote at the annual meeting in even numbered years.

6.4 Designations

6.4.1 President. The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex-officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus. Two persons may share the position of President, or one person may serve as President and another as Vice President.

6.4.2 Vice President. In the absence of the President, the Vice President shall have and perform all the powers and duties of the President.

6.4.3 Immediate Past President. The Immediate Past President shall advise and counsel with other officers. The Immediate Past President chairs the officer succession planning process. The past president serves for two calendar years.

6.4.4 Secretary. The Secretary shall keep the minutes and records, maintain a roster of the current membership, and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time to time may be assigned by the Executive Committee.

6.4.5 Treasurer. The Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial

report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

6.4.6 Regional Caucus Directors. There shall be one Regional Director for each congressional district apportioned to Oregon for election at the Oregon general election held in the year of the Caucus' annual meeting. (For reference, there shall be six Regional Directors starting in 2025.) The Regional Directors shall live in the region which they represent. The Regional Directors shall report issues from their region to the Caucus and shall perform other duties assigned by the Executive Committee. The regions shall be based on Oregon's congressional districts.

Future positions:

6.4.7 At-Large Members. There shall be two At-Large Directors.

6.5 Resignation. A Leadership Council member may resign by filing a written resignation with the President or Secretary of the Caucus or the President of OSBA.

6.6 Vacancies. Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the officers at the next regular or special meeting.

6.7 Removal. Any member of the Caucus who misses more than two meetings out of any four consecutive meetings, unless they are excused by the board for a valid reason, may have their office vacated by action of the board.

ARTICLE 7

EXECUTIVE COMMITTEE

7.1 Composition. There shall be an Executive Committee made up of the President(s), Vice President, Immediate Past President, Secretary, and Treasurer.

7.2 Responsibilities. The Executive Committee shall have the following responsibilities and powers:

- (a) To respond to any inquiry or question from OSBA.
- (b) To act on behalf of the Caucus when deemed necessary by the President.
- (c) To review plans and programs to be presented to the Caucus at its meetings.
- (d) To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.

(e) The Executive Committee shall act as the Nominating Committee and nominate a candidate for each office of the Caucus. A nominating committee report will be included in the notice of the annual meeting of the membership.

7.3 Ratification. Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

7.4 Administration. The Executive Committee may use the guidance of Robert's Rules of Order for all procedures. The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

ARTICLE 8

COMMITTEES

The President or Executive Committee may establish committees of two or more members to serve at the discretion of the President or the Executive Committee. These committees may consist of such persons and perform such duties as the President designates from time to time. The committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Executive Committee.

ARTICLE 9

SEAT ON THE OSBA'S BOARD OF DIRECTORS

The Caucus shall appoint one officer from the Leadership Council to serve as liaison to the OSBA Board of Directors and to be a member of the OSBA Board of Directors. The appointee must be an elected or appointed member of any public board of education in Oregon and an active member in good standing with the Association.

ARTICLE 10

GENERAL PROVISIONS

10.1 Amendment of Bylaws

10.1.1 Bylaws may be altered, amended, or replaced by the members of Caucus as approved by voting members at the annual meeting by a majority vote.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert's Rules of Order when they do not conflict with the Charter.

10.2 Seat on OSBA'S Legislative Policy Committee (LPC)

10.2.1 The Caucus shall appoint one caucus member to serve as liaison to the OSBA Legislative Policy committee and to be a member of the LPC. The appointee must be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association.

The foregoing charter was adopted by the active membership of OSBM PRIDE on August 10, 2024.



Resolution to Amend the OSBA 2023 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, the OSBA board of directors reviewed the OSBA bylaws and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached draft OSBA bylaws crosswalk document; and

WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate past president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
- Edits to grammar, punctuation, and language for readability.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws crosswalk document and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors' adopted elections calendar.

Submitted by: OSBA Board of Directors



BYLAWS

As Amended by the Membership: December 2023

Proposed Edits: September 14, 2024

SECTION 1 PURPOSE

The Oregon School Boards Association (the “Association” or “OSBA”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

- A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- B. To gather and disseminate information pertinent to the successful operation of public schools.
- C. To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education, and community colleges classified as a political subdivision.
- D. To work for adequate and dependable financial support for the public schools of this state.
- E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- G. To study and interpret educational programs and to relate them to the needs of pupils.
- H. To promote public understanding of the role of school boards and school board members in the improvement of education.
- I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- J. To endeavor to implement the policies, beliefs, and resolutions of the Association members and board of directors.
- K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

- 2.1.1 ~~Local~~ School District as defined under ORS Chapter 332;
- 2.1.2 Education Service District as defined under ORS Chapter 334;
- 2.1.3 Community College District as defined under ORS Chapter 341;
- 2.1.4 State Board of Education as defined under ORS Chapter 326; and

2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors except as set forth in Section 3.8;

2.3.2 Election and removal of the Legislative Policy Committee (“LPC”) members except as set forth in Section 4.1.3(g);

2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;

(b) Modification to the region descriptions set forth in Section 2.6.1; and ~~the~~

(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.

(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.

(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

(d) K-12 Local Districts with an ADMr of 39,000.1 or more shall have five votes.

2.5 Process of Approval of Member Resolutions.

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30~~th~~. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 ~~The board of directors may call a special meeting of the members under Section 2.9, as necessary.~~

2.6 Regional Election of Directors and LPC Members.

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the counties of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.
- (k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
- (l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
- (m) Washington Region includes all of the members located in the county of Washington.
- (n) Multnomah Region includes all of the members located in the county of Multnomah.

2.6.2 Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.23 Regional elections shall be determined ~~taken~~ by a majority of votes cast by members within of the members within the region.

- 2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2. ~~115.~~
- 2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, and any other officer or person whom the president may designate, shall report on the state of the Association, ~~the its~~ activities, and its financial condition ~~of the Association.~~
- 2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail, to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.
- 2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in any annual or special meeting of the membership, or conduct the meetings through, the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present ~~in person~~ at the meeting.
- 2.11 Place of Meetings.** Meetings of the members shall be held at any place, in ~~or out of~~ Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.
- 2.12 Action by Written Ballot.** Any action required of the members will be taken by written ballot, and the Association will deliver a written ballot to every member entitled to vote on the matter. Once delivered, a written ballot may not be revoked.
- 2.13 Quorum.** A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.
- 2. ~~13.114~~ Approval:** With the exception of approving amendments to the Association's bylaws, which is as outlined in Section 7.1 ~~of these bylaws~~, and with the exception of regional elections outlined in 2.6.3, approval by written ballot is effective ~~when~~ at the end of the voting period when:
- (a) The number of votes cast by ballot equals or exceeds a quorum of the members; and
 - (b) The number of approvals equals or exceeds a majority of the number of returned ballots.

SECTION 3 DIRECTORS

- 3.1 Powers.** Except as provided under Section 2. ~~23,~~ all corporate powers shall be exercised by or under the authority of ~~and the affairs of, are managed under the direction of~~ the board of

directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 Qualifications. Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 Number. The board of directors shall consist of not fewer than three nor more than 25 persons. The number of directors may be fixed or changed periodically, within the minimum⁷ and maximum² by the members.

3.4 Term. Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 Composition. The board of directors will be comprised of up to ~~23~~²² regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated director as defined in the bylaws of the Oregon Rural School Boards Members Caucus, ~~and one designated director as defined in the bylaws of the -Oregon school board members PRIDE caucus and ex-officio nonvoting members advisors as delineated in Section 3.5.4.~~

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;

(b) Marion Region shall elect two directors;

(c) Washington Region shall elect three directors; and

(d) Multnomah Region shall elect three directors.

(e) ~~Provided, however, that i~~ If the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election.

(a) The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.

(b) Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. ~~The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.~~ To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.

(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes ~~cast by the~~of the members within the region shall be elected.

~~(a)~~(d) In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 ~~Designated-Caucus~~ Representatives. In accordance with their bylaws, caucuses of OSBA shall appoint a representative of the Caucus to serve as a director of the Association. The representative must be an elected or appointed member of any public board of education in Oregon ~~who that~~ is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

If the president or immediate past president of the board of directors is a representative director from a caucus, then the caucus shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio, nonvoting, advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) ~~Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.~~
- (c) ~~The immediate past president of the Oregon Association of School Executives;~~
- (d) The ~~immediate past president~~ Executive Director of the Confederation Coalition of School Administrators;
- (e) The ~~board section president~~ Chair-Elect of the Oregon Association of Education Service Districts;
- (f) The board ~~section~~ president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person ~~as that~~ the board of directors may appoint.

Ex-officio advisors do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session, or they are invited to attend by the board of directors.

Ex officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.

3.6 Vacancies. In the event that any director position, other than the president or immediate past president serving as a second director for a region as set out in Section 3.5.1(e), is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year.

If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.

All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.

If there is a vacancy in an OSBA caucus-designated director position, then the caucus shall, as set forth in Section 3.5.3, appoint a new caucus representative to serve the remaining term.

3.7 Resignation. A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

3.8 Removal. A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 Regular Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. ~~If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting.~~ All other meetings are special meetings.

3.10 Special Meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.

3.11 Place of Meetings. The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.

3.12 Telephonic/Video Meetings. The board of directors may conduct meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.

3.1013 Notice of Meetings. All ~~members~~ directors shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall ~~also~~ comply with all procedures and include any information as required by ORS Chapter 192.

3.1114 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

3.1215 Quorum. A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins.

3.1316 Voting. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

3.1417 Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

3.1518 Compensation. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

3.1619 Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify ~~its members and the~~ directors of the current Conflict of Interest policy. ~~Each director shall annually complete and return a Conflict of Interest statement.~~

SECTION 4 COMMITTEES AND CAUCUSES

4.1 **Standing Committees.** The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chairman ~~and as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws~~, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee ~~may act, pursuant to its delegation delegated of~~ authority to ~~such committee by the board of directors, act~~ in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board ~~of directors by mail, email, on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported or~~ at the next regular board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the Association secretary/treasurer and vice president, one ~~Association board director trustee~~ from the PACE board, one district business official, and one at-large board member.

~~Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term. The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term, with no term limits. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms, with no term limits, and staggered start dates starting in January.~~

The finance committee shall operate within the corporation's investment guidelines and the Finance Committee ~~e~~Operating gGuidelines.

4.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee ("LPC").

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4 and 2.5. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, ~~and the~~ regional representatives elected under the procedures defined in Section 4.1.3(c) and (d), ~~and~~ one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and one designated~~

voting member as defined in the bylaws of the Oregon Rural School Boards Members Caucus, and one designated voting member as defined in the bylaws of the Oregon school board members PRIDE caucus. All committee members must be elected or appointed directors of a member as defined in Section 2.1. The vice president of the board of directors shall chair the LPC.

~~(b)~~(c) Qualifications. LPC representatives must serve on the board of a member of the Association throughout the duration of their term.

~~(c)~~(d) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may To nominate a candidate to the LPC, and shall do so one or more of the members in the region must timely submit to the board of directors by a formal resolution or motion of the member and timely submission of the nomination form(s) to the office of the Association and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The Nominations and election of the LPC representatives will be closed by a date identified in shall be in accordance with the elections calendar adopted by the board.

~~(d)~~(e) Election. Each LPC member shall be elected by majority of member boards of a region. Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC representative candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1 ~~(de)~~. Such elections shall be held using the procedures described in Section 3.5.2.

(f) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

~~(e)~~(g) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

~~4.1.4 PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~PACE trustees taking office on or after January 1, 2023, may serve three consecutive three year terms and, if eligible, may return after a one year hiatus.~~

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings,

notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, ~~however,~~ that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 Caucuses. Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. ~~Caucuses shall:~~

4.4.1 ~~Caucuses shall~~ clearly articulate the vision, mission, and goals of the Caucus.

4.4.2 ~~Caucuses shall~~ adopt bylaws for operating, programming, and governing within the context of the Association bylaws described herein.

4.4.3 ~~Caucuses shall~~ comply with Association policies and guidelines.

4.4.4 Caucuses shall be added or eliminated to this provision through the bylaw's amendment process described in Section 8.1~~these bylaws~~.

4.4.5 Caucuses shall submit an end of fiscal year report to the Board of Directors that includes the following:

4.4.5.1 The caucus is meeting regularly;

4.4.5.2 An accounting of the prior year's budget allocation;

4.4.5.3 Identified officers and current bylaws;

4.4.5.4 A summary of the Caucus current goals, the prior year's Caucus activities that support those goals, and how the Caucus goals align with the mission, vision, and goals of OSBA.

The end of fiscal year report will be submitted at the first regularly scheduled board of directors meeting following the end of the fiscal year.

4.4.56 The Oregon School Board Members of Color Caucus was established by a vote of the membership in 2018.

4.4.57 ~~With the adoption of this section, t~~The Oregon Rural School Boards Members Caucus ~~is~~
was established by a vote of the membership in 2023.

4.4.8 The Oregon school board members PRIDE caucus was established by a vote of the membership in 2024.

4.5 **Administration.** Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association’s principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 **Eligibility.** Effective January 1, 2026, to hold an officer position on the Board of Directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.

5.12 **Appointment.** The board of directors shall elect officers by majority vote ~~at least 10 days~~ prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.23 **Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.34 ~~Compensation and~~ **Term of Office.** Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director ~~completed~~completes ~~athe~~ term ~~for~~of another officer who was unable to complete ~~atheir~~ term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.

5.5 Compensation

~~Directors and members of committees~~Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. ~~Directors~~Officers shall not otherwise be compensated for service in their capacity as ~~directors~~officers.

5.46 **Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.57 Officers. The officers of the Association are as follows:

- 5.57.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint ~~any committees~~ positions not otherwise designated in these bylaws or OSBA adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.
- 5.57.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.
- 5.57.3 Vice president: In the absence of the president-elect, the vice president shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.
- 5.57.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping ~~in a suitable minute book~~ accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; ~~and~~ shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are ~~read~~ approved by the board of directors; and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.
- 5.57.5 Immediate past president: The immediate past president shall advise and counsel ~~with~~ other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.
- ~~5.57.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary treasurer. Such assistant may exercise the powers of the secretary treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.~~

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 OSBA PROPERTY AND CASUALTY FOR EDUCATION TRUST

~~PACE Trustees.The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE") as provided in As per the PACE Restated Trust Agreement. the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, that such trustees will be appointed to no more than may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.~~

SECTION ~~7~~8 GENERAL PROVISIONS

~~7~~8.1 Amendment of Bylaws.

~~7~~8.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors.

~~7~~8.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

~~7~~8.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

~~7~~8.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

~~7~~8.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

~~7~~8.1.6 Whenever an amendment or new bylaw is adopted, it shall be ~~copied in the minute book~~saved in electronic format in accordance with OSBA's record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

~~7~~8.2 **Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

- 78.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.
- 78.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies, or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.
- 78.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation, or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.
- 78.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.
- 78.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.
- 78.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July and end on the last day of June in each year.
- 78.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 15, 2023. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

ITEM FOR ACTION AT A FUTURE MEETING**OREGON SCHOOL BOARDS ASSOCIATION ELECTION****SUMMARY**

At the next business meeting, the board will vote in the Oregon School Boards Association 2024 election on OSBA board positions 15 and 20 and three resolutions — to raise districts' membership dues, create an LGBTQ2SIA+ caucus, and adopt amendments to the OSBA bylaws.

BACKGROUND

Beaverton School District is a member of the Oregon School Boards Association, a statewide association that supports K–12 public school boards, education service district boards, community college boards and the state board of education.

OSBA is governed by a member-elected board with 23 representatives elected from geographic regions across the state and representatives of established caucuses (currently two, the caucus of board members of color and the rural school boards caucus). OSBA also has a legislative policy committee, consisting of the OSBA board and additional elected regional representatives. Candidates for election must be nominated by official action of a member board within the region. Member boards in each region then vote to elect candidates to their region's board positions.

Member boards vote on candidates and resolutions during OSBA's annual election period in the fall. Voting is open from November 7 to December 15, 2024. Candidates are voted on by member boards in their region, and each board has one vote. Resolutions are voted on statewide, with a weighted voting system based on student population, so as a large district Beaverton has multiple votes. Boards vote as a body, not as individuals; a majority vote determines how the board's votes will be cast with OSBA.

The board is asked to vote on board positions 15 and 20, each with a single candidate.

- OSBA Board Position 15 – Kristy Kottkey, Forest Grove School Board
- OSBA Board Position 20 – Nancy Thomas, Hillsboro School Board

The board also is asked to vote on three resolutions:

- Resolution 1 – Amend the OSBA Dues Schedule
- Resolution 2 – Create the Oregon School Board Members PRIDE Caucus
- Resolution 3 – Amend the OSBA Bylaws

Resolution 1 would increase OSBA membership dues for districts starting in 2025–26. OSBA notes that the dues schedule has not increased since 1998-99. The OSBA board of directors recommends establishing a membership dues floor at \$1,500 and a maximum dues rate of \$25,000 per fiscal year, phased in over 5 years. Membership dues are based on district size. Beaverton's dues would increase by 32% to the maximum of \$25,000 over two years. For most other districts, dues would approximately double over five years. Thereafter, starting in 2030–31, dues would increase annually by a percentage in alignment with the Consumer Price Index.

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Resolution 2 would create the Oregon School Board Members PRIDE Caucus and designate a PRIDE Caucus representative as a voting member of the OSBA board of directors and legislative policy committee.

Resolution 3 would amend the OSBA bylaws, including to:

- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus
- Allow caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate past president is a director from a caucus
- Require OSBA caucuses to submit an annual year-end fiscal report
- Clarify that OSBA board must comply with Oregon government ethics laws with respect to conflicts of interest
- Edit grammar, punctuation, and language for readability

The full text of the resolutions and information about the candidates is included in the agenda packet.

RECOMMENDATION

This is presented for initial consideration and discussion. At the next meeting in December the board will vote as a body on each position and resolution, and staff will record the board's votes with OSBA.

ITEM FOR ACTION AT A FUTURE MEETING**2022 BOND BUDGET UPDATE****SUMMARY**

We are approaching the halfway mark of the 2022 Bond, and most of the major projects have been committed on budget. The bond program currently includes a \$73.9M contingency that is meant to ensure the voter commitments are met. In order to achieve these commitments, we have a number of projects that will need budget adjustments to be completed properly. This is the purpose of the program contingency. Budget adjustments to existing bond project areas are proposed that will not impact the ability to complete the other projects.

BACKGROUND

The bond program initially included \$43M in program contingency. This is in addition to project contingency within each individual project. Our cost control plan requires that the board approve any use of program contingency over \$1M or any new projects. Over the past two years, the contingency has significantly increased thanks to bond premium, interest earnings, various energy reimbursements, and project savings. During this time, we have also made significant progress towards delivering projects on budget. This means that some of the contingency funds can be allocated with little risk to the rest of the bond program.

Recommended budget adjustments:

- Allen Transportation \$2.9 M
- Aloha HS Athletics \$7.0 M
- Westview HS Athletics \$2.0 M
- Outdoor Learning \$2.0 M
- Security Upgrades \$11 M
- Nutrition Services Upgrades \$10 M
- Total \$34.9 M

The following pages provide additional information to support this recommendation:

- Background information on recommendations for budget adjustments
- Financial/risk analysis of ongoing and future projects

RECOMMENDATION

Budget adjustments to existing bond project areas are recommended for approval. This is presented for initial consideration and will come before the board for approval at its next meeting on December 10.

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BACKGROUND INFORMATION ON RECOMMENDATIONS FOR BUDGET ADJUSTMENTS

Allen Transportation

- Background: The bond commitment at Allen is to replace the existing bus maintenance facility. The initial scope did not include site improvements.
- Major cost impacts: There are a number of cost impacts that were not adequately included in the initial cost estimate. First and foremost, we will be triggering a requirement to detain and treat all of the stormwater onsite; this currently does not exist. After some testing, we believe that there are hazardous materials onsite that will need to be abated properly. Also, the city has indicated that we will need to construct some improvements to the sidewalk along the frontage with Allen.
- Recommended adjustment: We recommend increasing the budget by \$2.9M. Without this increase, we could not reconstruct the building in a way that meets the needs of the transportation department.

Aloha Softball/Baseball Turf

- Background: This project is one of the physical education and athletics projects and the bond commitment is to replace the varsity softball and baseball grass fields with artificial turf fields. The goal is to have similar programming available at all high schools. Aloha HS has less field area available than all the other high schools. It does not have any JV fields, and it does not have a secondary soccer field. It also does not have lighting at the softball and baseball fields.
- Major cost impacts: The major cost impact is related to the increased requirement of storm water detention and treatment onsite. There is additional cost associated with the multipurpose field overlay adjacent to the baseball field. This field will help the school have the flexibility to deliver similar programming to other schools. There is also an additional cost to add lighting and new backstop netting.
- Recommended adjustment: We recommend increasing the budget by \$7M. Without this, we cannot complete the project to meet the needs of the school.

Westview Softball/Baseball Turf

- Background: This project is one of the physical education and athletics projects and the bond commitment is to replace the varsity softball and baseball grass fields with artificial turf fields.
- Major cost impacts: The major cost impact is related to improving the storm water detention and treatment onsite.
- Recommended adjustment: We recommend increasing the budget by \$2M. Without this, we cannot complete the project.

Outdoor Learning: Capital Center Field

- Background: The Outdoor Learning group of projects in the bond is meant to add outdoor play and recreation areas. During bond planning, we looked at available programming areas primarily at comprehensive schools. In looking at areas of the district where outdoor learning space is limited, the needs of Capital Center programs have become apparent. It is unique amongst our schools as it does not currently have any outdoor recreation area available.
- Major cost impact: The cost will be to add a 1/8-mile track and field at the south side of the property.
- Recommended adjustment: We recommend increasing the budget by \$2M. Without this, we would not be able to construct this field and track and the Capital Center would continue to have no outdoor recreation area.

Security Upgrades

- Background: The bond program included \$10M for security upgrades. This was a known need, but we had not yet done any detailed analysis or design. We now have a new design standard for all school security systems.
- Major cost impacts: The original budget did not fully capture the current design standards. It also did not include improvements to the intrusion alarm system, distributed antenna systems or radios.
- Recommended adjustment: We recommend increasing the budget by \$10M. Without this increase, we would not be able to complete the security upgrades to our standards at all schools.

Nutrition Services

- Background: The original nutrition services project list included a renovation of the kitchen at Beaver Acres for ~\$2.5M. Upon further review, it was determined that this would not be the best solution for the students for a couple of reasons. Firstly, the existing kitchen footprint is very small and there is no place to expand it. There are also significant grade changes and other challenges that would make this difficult. Secondly, the school really needs a new cafeteria to increase capacity. The current cafeteria is too small to serve the number of kids necessary; it was designed for a school of about 200 students, and the current enrollment is closer to 800. This requires the school to hold several lunch periods each day. The current cafeteria is also located very far away from the playground. Students lose time going back and forth, and disrupt classrooms in doing so, several times a day.
- Major cost impacts: The cost is to add a new kitchen/cafeteria to the back of the school, and to convert the old kitchen/cafeteria into needed classrooms and offices.
- Recommended adjustment: We recommend increasing the budget by \$10M. Without this increase, we would find a way to improve the existing kitchen, but would not be able to address the cafeteria capacity issue.

FINANCIAL/RISK ANALYSIS OF ONGOING AND FUTURE PROJECTS

Project Name	Current Budget	Financial Risk Analysis	Recommended Adjustments	Adjusted Budget
Beaverton High School	\$253,630,000	As the largest bond project, the BHS rebuild represented the largest risk. However, the project is now under contract with a guaranteed maximum price (GMP). In addition, a significant amount of demolition and site stabilization has occurred, so we are past many of the major risks. We feel confident that the existing project contingencies will be adequate to fulfill the voter commitment.	\$0	\$253,630,000
Raleigh Hills Elementary	\$67,821,753	As the second largest project, Raleigh Hills also represented a significant budget risk. However, as with BHS, we now have a GMP, and we have completed demolition. As such, we are past many of the major budget risk points.	\$0	\$67,821,753
Allen Transportation	\$11,000,000	The Allen Transportation Facility is scheduled to start construction in 2026. After completing programming and schematic design estimates, we believe a budget increase will be necessary to execute the project.	+\$2,900,000	\$13,900,000
Barnes Cafeteria & Gym	\$7,500,000	We have yet to begin any design work for this project. It would be prudent to retain some program contingency to be able to complete this project.	TBD	\$7,500,000
Southridge HS SB/BB Turf	\$5,200,000	This project will be complete this fall and no longer represents a program budget risk. The budget was previously increased to deal with cost escalation.	\$0	\$5,200,000
Aloha HS SB/BB Turf	\$2,000,000	Similar to the budget increase that previously took place at SRHS, estimated costs for this work have increased since the initial budget estimate. Additionally, we have added some scope to the project to help create equity between schools (see above for more info).	+\$7,000,000	\$9,000,000
Westview HS SB/BB Turf	\$2,000,000	This project has the same issue as SRHS and AHS, although the overall scope will be less.	+\$2,000,000	\$4,000,000
Beaverton HS SB/BB Turf	\$2,500,000	There are some efficiencies related to the school rebuild, and this is currently tracking on budget.	\$0	\$2,500,000

Sato Classroom Addition	\$2,864,804	This project is complete, and already returned savings to the program contingency.	\$0	\$2,864,804
Oak Hills Classroom Addition	\$2,500,000	We have just completed pricing of the preliminary drawings for the project, and expect it to be close to the budget. Any needed adjustments should be small enough to not require board approval.	\$0	\$2,500,000
Stoller MS Gym & Classroom	\$12,211,054	This project is under construction with a GMP and no longer represents a budget risk.	\$0	\$12,211,054
Aloha HS Office Relocation	\$6,985,000	This project is complete, and will return a small amount of savings to the program contingency.	\$0	\$6,985,000
WHS Office Relocation	\$3,365,670	This project is under construction with a GMP and no longer represents a significant budget risk.	\$0	\$3,365,670
Cooper Mountain Office Relocation	\$1,500,000	There is some risk here as we have not yet received bids, but the project is relatively small and therefore the program risk is also small. We do not expect any budget changes to require board approval.	\$0	\$1,500,000
Athletic Facilities	\$7,315,005	The athletic building at Westview is under construction right now and is tracking well. The \$2M for the AHS building should be adequate. We have yet to begin design for Southridge, so there is some risk, but it will be limited.	\$0	\$7,315,005
Outdoor Learning	\$4,000,000	All of the projects currently included in this project are in good shape. However, it was recently identified that we need to include an outdoor learning area at the Capital Center. There are ~1000 students on site (+400 FLEX), and there is no secure outdoor activity space. This was an oversight when planning out the projects.	+\$2,000,000	\$6,000,000
Seismic Upgrades	\$60,161,827	This is the most significant area of risk for the bond. We have been unsuccessful in obtaining additional state grant funding, as there is too much demand and our schools are in relatively good shape compared to other school districts. At this time we do not need to allocate more funding, but this may become necessary.	TBD	\$60,161,827
Modernization	\$21,805,732	These projects are being managed to their existing budgets and represent very little risk to the overall program.	\$0	\$21,805,732

Deferred Maintenance	\$99,904,401	Deferred maintenance is a significant need. Right now we are managing dozens of projects, and we are treating the overall budget as fixed. If there are additional savings later in the bond, this is where we should allocate them.	\$0	\$99,904,401
Security Upgrades	\$10,000,000	The original security scope for the bond was not fully defined. We now have updated standards and are moving forward at all schools. The implementation of the current standard will require a budget increase.	+\$11,000,000	\$21,000,000
Nutrition Services Upgrades	\$5,000,000	As part of the NS budget for the bond, we planned a kitchen remodel at Beaver Acres ES. The current kitchen does not meet the needs of the school. Additionally, the cafeteria is not large enough to support the student population. Upon further evaluation, it became clear that a new location onsite would be needed. We have worked to design a kitchen/cafeteria addition that will provide many other operational improvements. The old kitchen/cafeteria can be repurposed to support other programming needs.	+\$10,000,000	\$15,000,000
Critical Equipment	\$7,000,000	This is a fixed budget, and is in good shape.	\$0	\$7,000,000
Management & Overhead	\$49,370,000	We are on track with this budget.	\$0	\$49,370,000
Bus Replacements	\$10,000,000	This is a fixed budget, and is in good shape.	\$0	\$10,000,000
Technology	\$44,000,000	This is a fixed budget, and is in good shape.	\$0	\$44,000,000
SPED Upgrades	\$1,850,000	This is a fixed budget, and is in good shape.	\$0	\$1,850,000
Kinder Upgrades	\$1,000,000	This is a fixed budget, and is in good shape.	\$0	\$1,000,000
Contingency	\$73,875,803	This adjustment would leave approximately \$39M in program contingency available to complete projects. The starting contingency balance for the bond was \$43M, so we feel very comfortable with this. It is likely that we will continue to accrue interest earnings over the course of the bond, additionally we may receive another bond premium during the second bond sale.	-\$34,900,000	\$38,975,803

Bond Program Financial Update

School Board Meeting
November 12, 2024

Presenters: Casey Waletich, Aaron Boyle

Bond Program Financial Update



After a very busy summer, we have made enough progress in the 2022 bond to have a clearer picture of where things stand financially. Most projects are in great shape, and a few will require budget adjustments that will be detailed.

In this update, we will look at:

- Overview & current status of contingency
- List of projects reviewed
- Outstanding risks
- Recommended adjustments & look ahead

What is a contingency budget?

- Additional budget allocated to deal with unforeseen costs.

What are the types of contingency?

- Project contingency: This is within the project budget, and is meant to deal with most project issues that fall outside of the scope of the contract. Could also be added scope. We target 10% for this typically.
- Contractor contingency: This is available within CM/GC contracts for the contractor to address scope gaps and coordination issues. Can also be used to address unforeseen conditions if agreeable to all.
- Design/estimating contingency: Typically added to project cost estimates to deal with design development.
- Program contingency: This is the subject of today's presentation. This is meant to deal with issues above and beyond the project level contingency. For the whole bond program, this number started at \$43M, it is now \$74M.

Overview of Program Contingency

The 2022 bond program was approved for total funding at \$723M. This funding was approved for the projects listed in the ballot measure and shown in the monthly financial report.

The original budget included \$43M in Program Contingency. This contingency is in addition to any project level contingencies. It is meant to cover high level challenges that exceed the project budgets.

	<u>Original Budget</u>
Total Funding	\$723,000,000
Uncommitted \$\$\$ (less contingency)	\$680,000,000
Program Contingency	\$43,000,000
Contingency % of Uncommitted	6.32%

Originally, the Program Contingency was 6.32% of the uncommitted bond funding (not including the contingency itself). Uncommitted means not yet contracted or spent.

Current Status of Program Contingency

Now that we are well into the work of the 2022 bond, there have been a few major changes to the overall financial picture.

First, the total funding for the bond program has increased significantly. This has largely come from a sizable bond premium and interest earnings on the revenue.

The first half of bonds (\$320M) were sold after the election in May 2022. This resulted in a premium of \$16.6M. This additional funding went into the program contingency. There will likely be another bond premium when the next sale occurs in early 2025.

Proceeds from the bond sale are placed in state approved short-term investments. These have yielded interest earnings of \$18.4M with an average return of 6.38%. This has also gone into program contingency. This will continue over the course of the bond, although the rate may change depending on market conditions.

Current Status of Program Contingency

Secondly, we have made significant progress towards designing and contracting the projects promised to voters in the bond.

The largest projects of the bond, including Beaverton HS and Raleigh Hills, are under contract and on budget without utilizing Program Contingency.

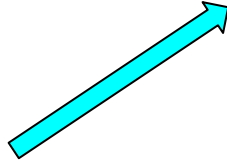
This means that the risk associated with uncommitted projects has decreased at the same time as the program contingency has increased.

The original % of contingency in the bond program was 6.32%, it has now risen to 29.33%. The current contingency exceeds the original contingency by almost \$31M.

	Original Budget	Current Budget
Total Funding	\$723,000,000	\$778,254,796
Uncommitted \$\$\$ (less contingency)	\$680,000,000	\$251,841,952
Program Contingency	\$43,000,000	\$73,875,803
Contingency % of Uncommitted	6.32%	29.33%

With a primary goal of completing all voter commitments, we have been looking ahead at the budgets for the projects included in the bond.

During initial planning for the bond, the main focus was on the largest projects because they carry the greatest risk. Now that those projects are underway, a detailed design and cost analysis of other listed projects has been completed.



Budget Adjustments

- Allen Transportation¹
- Aloha HS Athletics¹
- Westview HS Athletics¹
- Outdoor Learning²
- Security Upgrades²
- Nutrition Services Upgrades²

There are two primary reasons why there is a need for budget adjustments:

1. Jurisdictional Requirements
2. Project Needs Assessment

Jurisdictional Requirements

For each of these projects, there were added jurisdictional requirements that were not present at the time of budgeting. The below projects are required to store and treat additional stormwater onsite than what was previously required. This requirement has added significant work and cost.

Allen Transportation

Our cost estimate was to replace the building. As a result of the replacement, we are triggering various other upgrades to the site.

Aloha HS Athletics

A significant cost increase due to storm water management requirements.

Westview HS Athletics

A significant cost increase due to storm water management requirements.

Project Needs Assessment

A more detailed design and cost analysis of these projects has been completed as we begin work to fulfill the bond commitment.

Outdoor Learning

This group of projects in the bond is meant to add outdoor learning and recreation areas. The Capital Center, which houses BASE, FLEX, CTP and ACE, is the only school building in the district that does not have an outdoor area for students to exercise.

Security Upgrades

The initial budget of \$10M will not adequately fund needed school safety improvements. These include access control, intrusion system upgrades, distributed antenna systems, server replacements, radio replacements and additional cameras.

Nutrition Services Upgrades

The NS project list included a renovation of the kitchen at Beaver Acres. After further review, this is not feasible to address needs, and a more comprehensive solution is needed to support the school.

Recommended Budget Adjustments

- Allen Transportation \$2.9M
- Aloha HS Athletics \$7.0M
- Westview HS Athletics \$2.0M
- Outdoor Learning \$2.0M
- Security Upgrades \$11M
- Nutrition Services Upgrades \$10M
- Total \$34.9M

After the recommended adjustments, the program contingency balance will be very close to where it started, but the uncommitted risk is much less.

	<u>Original Budget</u>	<u>Current Budget</u>	<u>After Adjustment</u>
Total Funding	\$723,000,000	\$778,254,796	\$778,254,796
Uncommitted \$\$\$ (less contingency)	\$680,000,000	\$251,841,952	\$286,741,952
Program Contingency	\$43,000,000	\$73,875,803	\$38,975,803
Contingency % of Uncommitted	6.32%	29.33%	13.59%

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES EBBA, EBBB, JHC, JHCA/JHCB****SUMMARY**

Revisions are recommended to update school board policies EBBA, EBBB and JHCA/JHCB. 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

Oregon law requires districts to develop a written prevention-oriented health services plan for all students. The plan requirements include a variety of topics, including but not limited to communicable disease prevention, health screenings, medication administration and healthcare space. The district also has several board policies on more specific health-related topics.

As a result of changes in state law, OSBA recommends the revision, replacement and/or deletion of several health-related policies. These policy changes will be presented over multiple board meetings. The policies presented for initial consideration in November focus on health services programs and procedures. The policies presented in December next month will be more related to disease prevention.

EBBA – Student Health Services

This is a new policy recommended by OSBA that outlines details for the district health services plan.

EBBB – Injury or Illness Reports

Language is updated in this policy regarding illness and injury reports and record keeping.

JHCA/JHCB – Immunization and School Sports Participation

This update includes updated language on requirements for immunization, school sports participation examinations and concussion protocols, and removes outdated language regarding dental and vision screening.

RECOMMENDATION

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

- Adopt board policy EBBA
- Revisions to board policy EBBB
- Revisions to board policy JHCA/JHCB

Belong. Believe. Achieve.

Student Health Services

School programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services are managed for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individualized education plans, and individual health management plans or special health care needs⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;
7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;
8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnoses impacting a student's access to education, and implement a student's individual health management plan prior to attending school⁶;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

⁶ For definitions for this policy see ORS 336.201.

9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹.

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 332.107](#)

[ORS 336.201](#)

[ORS 336.204](#)

[ORS 336.211 – 336.214](#)

[OAR 581-021-0017](#)

[OAR 581-021-0031](#)

[OAR 581-021-0587](#)

[OAR 581-021-0590](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2515](#)

[Every Student Succeeds Act, 20 U.S.C. § 7928 \(2018\).](#)

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

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

Injury~~/~~or Illness Reports

All injuries~~/~~or illnesses¹, sustained by an the employee while in the actual performance of their~~ir~~ duty ~~of the employee~~, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. Staff members will report self-administered first-aid² treatment to an immediate supervisor. All accidents involving employees, students, visiting public or district property will be reported promptly. A written report will be submitted within 24 hours to the administrator for risk management. Reports will cover property damage as well as personal injury. Accident, injury and illness reports will be promptly investigated and any needed corrective measures will be applied.

In the event of a work-related³ illness or injury to an employee resulting in in-patient overnight hospitalization for medical treatment⁴ other than first aid; loss of an eye, amputation or avulsion,⁵ the administrator for risk management shall inform report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA): A report will be made within 24 hours after notification to the district of the an illness or injury. Fatalities or catastrophes⁶ shall be reported⁷ within eight hours.

~~ALL injuries/ illnesses sustained by the employee while in the actual performance of the duty of the employee will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.~~

~~Monthly records will be maintained. An analysis of the data and trends will be made at least annually.~~

The administrator for risk management will maintain records on injuries, illnesses and accidents involving district property, employees, students or visiting public. These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and monthly and annual analyses of accident data. Such reports will be submitted to the superintendent.

¹ The Oregon Occupational Safety and Health Division provides: "Injury or illness" means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

² For employees, "first aid" means any one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters or similar injuries that do not ordinarily require medical care. Such one-time treatment and subsequent observation is considered first aid even though it is provided by a physician or registered professional personnel. (OAR 437-001-0015(34))

³ An injury or illness is work-related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting injury or illness condition. (OAR 437-001-0700(6))

⁴ Medical treatment is the management or care of includes managing or caring for a patient for the purpose of to combatting disease or disorder. The following are not considered medical treatment: visits to a physician or other licensed doctor or health-care professional solely for observation or counseling; diagnostic procedures such as x-rays and blood tests, including administering prescription medications used solely for diagnostic purposes; and or any procedure that can be labeled first aid according to OAR 437-001-0700(8)(d)(A)(iii).

⁵ Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

⁶ A "Catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015 (11))

⁷ Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0015](#)

[OAR 437-001-0700](#)

[OAR 437-001-0704](#)

[OAR 437-001-0760](#)

[OAR 437-002-0377](#)

[OAR 581-022-2225](#)

Cross Reference(s):

EH - Electronic Data Management

GBE - Staff Health and Safety

~~Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening~~ and School Sports Participation **

Immunization

Proof of immunization must be presented ~~prior to the~~ at the time of time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, ~~or a religious, philosophical beliefs and/or~~ medical or nonmedical exemption, or immunity documentation ~~non-medical exemption~~.²

School Sports Participation ~~Physical Examination~~

~~The board recommends that all students initially enrolling in school have a physical examination.~~

~~All~~ A students participating in athletic programs in grades 7 through 12 ~~are~~ is required to submit to an appropriate School Sports Pre-Participation Examination³ ~~form~~ prior to their initial participation in a related district ~~athletic~~ program. The form⁴ is to be completed and signed by a parent or guardian ~~and physician~~ giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation ~~in extracurricular sports.~~

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a ~~physical~~ sports examination once every two years, thereafter.

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion, will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional².

Vision Screening or Eye Examination

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:

- 1.— A vision screening or eye examination; and
- 2.— Any further examination, treatments or assistance necessary.

The certification is not required if the parent or guardian provides a statement to the district that:

- 1.— The student submitted a certification to a prior education provider; or
- 2.— The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

Dental Screening

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months:

The certification is not required if the parent or guardian provides a statement to the district that:

- 1.— The student submitted a certification to a prior education provider;
- 2.— The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
- 3.— The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
 - a. — The cost of obtaining the dental screening is too high;
 - b. — The student does not have access to an approved screener;
 - c. — The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

- 1.— Student's name;

² "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist

~~2.— Date of screening; and~~

~~3.— Name of entity conducting the dental screening.~~

~~The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.~~

~~If the district is causing the dental screening to be conducted, the district will follow the requirements of law.~~

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

~~[ORS 336.211](#)~~

~~[ORS 336.213](#)~~

~~[ORS 336.214](#)~~

[ORS 336.479](#)

[ORS 336.485-ORS 336.490](#)

[ORS 433.235 to -433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 to -0120](#)

~~[OAR 581-021-0017](#)~~

~~[OAR 581-021-0031](#)~~

[OAR 581-021-0041](#)

~~[OAR 581-022-2220](#)~~

~~*Oregon School Activities Association, OSAA Handbook.*~~

[McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 \(2018\).](#)

[Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g \(2018\); Family Educational Rights and Privacy, 34 C.F.R. Part 99 \(2024\).](#)