



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, March 11, 2025 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. Agenda Review	
II. RECOGNITIONS	
A. Rachel Carson/Cedar Park Middle School 6th Grade Small Ensemble	
B. Recognitions	
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IX. BOARD COMMUNICATION	
A. Comments by Individual Board Members	
X. CLOSE MEETING	
A. Closing Comments	
B. Adjourn	



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

BSD School Board Comments

March 11, 2025

Good evening Superintendent Balderas, Board Chair Pérez, members of the board, district leaders, and community members.

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

I want to start tonight by uplifting our classified colleagues. Last week was Classified Employees Appreciation Week, and I want to emphasize that our schools would not run without classified staff. Almost every part of a student's experience is impacted by a classified staff member. I'm so thankful to our OSEA colleagues for their tireless commitment to making our schools safe, clean, accessible, and welcoming. OSEA just started bargaining their full contract with the district, and we stand in solidarity with them as they fight to better all of our working conditions, which are student learning conditions, and to recruit and retain dedicated classified educators.

Speaking of bargaining, BEA is about to return to the table with the district to bargain the contract for BEA guest educators (or substitute educators). I know every administrator, educator, and student can agree that having a robust, well-trained, and enthusiastic pool of guest educators is vital to the success of students in Beaverton. Our first bargaining session is April 2, and we have a team who is ready to come to the table to fight for respect, better processes and time to do our jobs well, and competitive compensation to ensure that great substitutes continue to choose Beaverton schools.

Over the past couple of years, our union has emphasized a need for increased transparency and accountability from the district. I see that the Superintendent's contract is up for renewal with amendments this evening. One of the board's responsibilities is to hold our superintendent accountable, with transparency, for the work that he is doing to meet the goals he has set. When this item is discussed, please take the opportunity to show the community that you too value accountability and transparency by having a robust discussion about the ways the superintendent is working toward those goals (just as our educators in buildings experience). When this contract renewal is done without that robust discussion and evidence to show progress on those goals, it erodes the trust of our community and our staff.

Finally, I want to acknowledge the absolute chaos and uncertainty at the federal level as this presidential administration continues its relentless efforts to dismantle the very

structures that support our communities. Today, we learned that nearly half of the Department of Education's staff will be let go—a devastating and deliberate step toward gutting and ultimately eliminating the department altogether. The newly confirmed U.S. Secretary of Education has even called this the Department's "final mission."

Make no mistake: this is an attack on public education. The consequences will be both immediate and long-term, hitting our most vulnerable students the hardest. But we will not waver. We will continue to educate, to create safe, inclusive, and welcoming spaces, and to be the unwavering stability our students need in an increasingly uncertain world.

As a union, our mission is clear: to protect, promote, and strengthen public education. And we will fight with everything we have to do just that. We call on everyone listening—parents, educators, district officials, community members—to stand with us. Public education is a right, not a privilege, and together, we will defend it.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, February 6, 2025 through 12 p.m. on Tuesday, February 11, 2025. 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
Adam	Oyster-Sands	Staff Member	I am asking the board to conduct a 360 review of [NAME] work as superintendent. The recent bargain with BEA was particularly contentious and trust has been broken between district admin and the staff in our worksites by the message about the bargain that the district released, especially as the district moved us to mediation. It is [NAME] job to rebuild that trust, since his office was the cause of the rift. Before we rubber stamp a new contract, we need to fully evaluate and consider what is best for BSD moving forward. As a teacher in the district, my admin has the right to evaluate me and we should expect no less for our district leaders. You, the school board are [NAME]'s boss and have the right to evaluate his performance.
Rina	Miyamoto	Staff Member	Our superintendent needs to receive a 360 evaluation from the school board. It is the school board's job to hold the superintendent accountable. Personal relationships should not be creating a conflict of interest.
Tayler	Wonh	Staff Member	Our superintendent needs to receive a 360 evaluation from the school board. It is the school board's job to hold the superintendent accountable.

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Ashley	R	Staff Member	As an employee of the district I expect every employee to be treated the same. I undergo a review process by my supervisor and I expect every other employee to as well. The board needs to conduct a 360 review of [NAME]. He is not a king, and the board would be derelict of their duty the community if they fail in establishing that.
Megan	S	Parent/Guardian	Why has our superintendent not had a 360 evaluation when other superintendents have? Our district, families, employees, and students deserve an evaluation.
Danette	Foster	Parent/Guardian	I urge the school board to take the opportunity of renewing the superintendent's contract to review his performance and the effect it has on our children's learning. As both a teacher and a parent of a student in the district, I can personally attest to the lack of transparency and barriers to communication that have taken place since he took this position. It is the board's duty to be the ones reviewing his performance as none of the rest of us can do that job. Please take the time to do your due diligence and do not shirk your responsibility to our community.
Jenny	S	Parent/Guardian	Please perform a 360 evaluation of [NAME] before his contract renewal. Also, please consider the budget shortfall and the 4.5% COLA provided to teachers, and reflect on how a 10% COLA for [NAME] is inappropriate at this time.
Stephen	Sills	Parent/Guardian	The board needs to make it standard practice to evaluate superintendent so on a regular basis, starting with the upcoming contract renewal of the current superintendent. Additionally, the superintendent position is far over paid. Given the current budget issues, if the board is looking to save money, they should start with the superintendent pay.
B.	Holloway	Parent/Guardian	Having a graduate from Sunset, a middle schooler and an elementary student in this district has made me proud for so many years. Unfortunately that pride is beginning to turn to disappoint and deep concern. I wash shocked to hear and see board chair claim it is not the job of the board to evaluate the Superintendent. When in fact, that is the job of the board, in fact it is first on the list published by the school district. I am fully aware that in the past our superintendents have willingly been a part of a 360 evaluation and as a business owner, parent and member of this community I'd like some serious transparency to why this has changed. After a year of bargaining with the amazing certified staff, the claim of looming cuts, and a super who makes well over 450K, our students, staff and community deserve HONESTY. Board leadership, do better. We thank you for volunteering your time, but the job description is clear. Why DO we the public have to hold you so accountable to do your job?

A.	Taylor	Parent/Guardian	I'm saddened to see that our board leadership doesn't seem to be interested in fully completing their job as the elected officials in a school board role. First on the list of responsibilities is "Employing and evaluating the Superintendent." I am a parent of three proud BSD students, as well as a staff member of 18 years. I was honored to support a previous board who openly, equitably and wholeheartedly evaluated our previous superintendent with the 360 model. In fact, the previous superintendent also worked closely with building staff and invited Council to be a part of this process of informing the board, 28 building staff in all roles. What a TRANSPARENT approach. Having been completely shut out by this superintendent despite open commitments and promises of transparency, this process of a true evaluation is more important than ever. It is the boards job, listed on our school district website, public. Leadership, we expect leaders to lead. Our students deserve better.
Chris	Fowler	Parent/Guardian	It's time to stop the sale of neighborhood land owned by the School District paid for by Beaverton residents' tax dollars. It's extremely short-sighted to be selling off neighborhood farm and forest land like the parcel behind Westview HS. The district will still be in a financial hole next year and the year after that - selling out to private developers isn't sustainable. How do you not see this, and all the other reasons that selling off neighborhood school land is wrong? I'm outraged that BSD is planning to sell off the forest at the northwest corner of Highland Park MS. If it's such a liability, give it to Tualatin Hills Parks instead. Keep public lands public and intact. You're playing into the agenda of the extreme rightwing agenda of privatization. All while BSD is doing this with little to no public input. Who gave them the authority to sell off and destroy our natural resources? As the school board you MUST take urgent action now to conserve our public land. TAKE ACTION NOW!
Stephanie	Palmer	Parent/Guardian	As a district parent, educator, and community taxpayer, I would like to know why the school board is refusing to do its job and evaluate the superintendent. According to the district website, one of the roles of the school board is "employing and evaluating the superintendent." This is the very first item listed. The Oregon School Boards Association has several articles about superintendent evaluations and provides a Superintendent Evaluation Workbook. Seems like the OSBA and BSD believe it is the school board's job to evaluate superintendents. Previous superintendents have had evaluations - why should the current one be exempt from this process? Especially as the end of his contract approaches, it seems fiscally irresponsible to not do a evaluation and make sure the superintendent's vision for BSD is in alignment with what our community wants by conducting a full 360 so that parents, educators, and taxpayers can all give feedback. This IS your job and I respectfully ask you to do it.
Meagan	M	Staff Member	When will the board evaluate the superintendent as outlined in the first bullet point under "school board roles" on the district website? Why has the superintendent never received an evaluation since he has been here? Why does the superintendent receive a 10% retention bonus on top of the COLA staff receive that we bargained for? Why is the district pushing a \$30 million deficit narrative when the superintendent is posed to make almost \$500k in annual salary next year? Why are budget cuts always being talked about at the school levels where our students miss out when the superintendent makes this amount of money without an evaluation? Why do we have to work multiple jobs just to make a living in

			the communities we serve? Why did we have to bargain for almost a year and sacrifice priorities to get just a little closer to earning a living wage? I believe BSD is better than this. Put the money where your priorities lie (which should be with the students) and evaluate the superintendent.
Chris	M	Other Community Member	The salary of the superintendent is one of the highest in the state yet so much funding is being cut in the school district, especially for some of the most important departments such as SPED. This discrepancy is disheartening and seeing how much the superintendent is making and how schools are cutting funding is saddening.
Alexandra	S	Staff Member	I am writing as both a BEA school rep and chair of BEA's Racial and Social Justice Committee. This year the district adopted a new literacy curriculum that was much needed. However, one of the 5th grade lessons expected to be taught asked students to consider why an enslaver could be considered "kind". The book was about a famous African American poet named Phyllis Wheatley. Rather than encourage students to analyze her bravery and accomplishments, the curriculum asks them to think about how her enslavers treated her kindly. When the teacher brought this to the attention of T&L they did the correct thing in emailing all 5th grade teachers and directing them not to teach the lesson this year. T&L made the right decision but this situation speaks to how often our district changes curriculum (I have taught over 10 in 11 yrs) without proper implementation and planning. Teachers are constantly asked to change, learn something new, and adapt without the time nor the necessary materials.
Jess	O'Donnell	Parent/Guardian	Dear elected school board members- You are the elected representatives of our community. I am reaching out to urge you to do a 360 degree evaluation of our superintendent. Hiring and evaluating our superintendent is one of your primary roles. Thank you.

ITEM FOR INFORMATION — PROGRAM SPOTLIGHT**BEAVERTON SCHOOL DISTRICT GUIDANCE IN SERVING LGBTQ+ STUDENTS****SUMMARY**

The Beaverton School District is committed to creating a learning environment centered on safety and respect and to serving and supporting all in our school community, including students and families, inclusive of their identity and family makeup. BSD follows the Oregon Department of Education's guidance for supporting LGBTQ+ students in our school community.

BACKGROUND

The Oregon Department of Education first released guidance to schools in 2016 regarding serving gender expansive students. Since that time, ODE has established the LGBTQ2SIA+ Student Success Plan, giving districts information, expectations, and support on how schools can best support students who identify in the LGBTQ+ community. The Beaverton School District follows ODE's guidance. In this session, staff will share the high-leverage practices for serving LGBTQ+ students as well as resources available to staff, students, and community members on the district website.

RECOMMENDATION

Staff will present information on high-level practices for serving LGBTQ+ students and resources for staff, students, and families. No action is needed.

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Beaverton School District Supports for LGBTQ+ Students

**BELONG
BELIEVE
ACHIEVE**



Equity

The Beaverton School District is a community of learners committed to equity and the success of every student. This commitment means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies.



BSD Equity Lens



When making decisions or taking action, we utilize the following questions:

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

LGBTQ+ Youth in Oregon

About 1 in 10 Oregon youth identify as LGBTQ+, based on the Oregon Healthy Teens Survey. This includes those who identify as lesbian, gay, bisexual, transgender, queer, or non-binary.



Oregon Youth Insights

#2

Curriculum, coursework, and afterschool activities are engaging when they are relevant to students' interests and lived experiences.



#1

Supportive educators are crucial for students to feel safe and included.



#3

Access to all-user restrooms is important for students to feel physically safe and included.



Oregon Youth Insights

#4

Students generally know how to report instances of bullying or harassment, but few trust that adults will respond with action if reports are made.

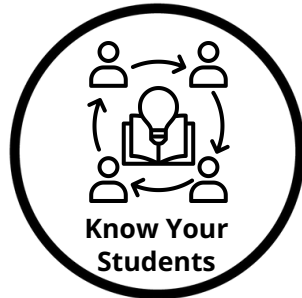
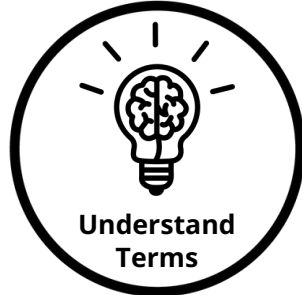
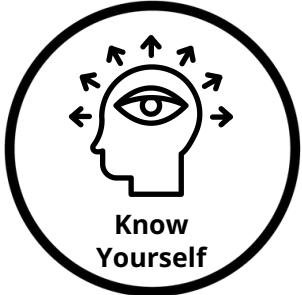


#5

More mental health supports are needed.

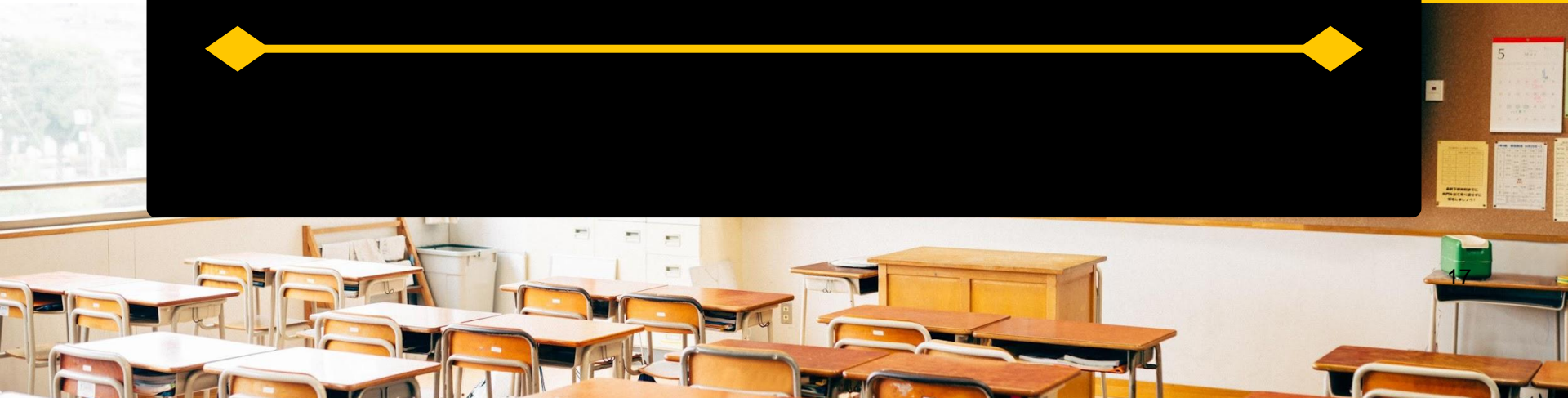


10 High-Leverage Practices





BSD Guidance in Serving LGBTQ+ Students





THANK YOU

ITEM FOR INFORMATION**HUMAN RESOURCES DEPARTMENT REPORT****SUMMARY**

The Human Resources Department will provide its annual department report, including recent accomplishments as well as goal areas focused on current and future efforts.

BACKGROUND

The BSD Human Resources Department serves all district employees throughout their tenure, from recruitment and hire to resignation or retirement. The team serves the needs of all regular employees, licensed and classified substitutes, coaches and contractors working on special projects.

Human Resources manages relationships and problem solving with employee associations, negotiates employee contracts, recruits, hires and supports staff, administers employee leaves and other contractual benefits, and sets and prepares ongoing employee compensation. Human Resources staff also train, mentor and coach staff and leaders. As a part of ongoing efforts at talent acquisition, the HR team engages in strategic partnerships with other agencies and higher education to create pathways for employee growth. Human Resources works collaboratively with operational departments as well as instructional departments and schools to support all areas of employee management and growth.

The Chief Human Resource Officer and executive team will share highlights of current accomplishments in the Human Resources Department as well as the areas of focus for future goals to support the district's strategic plan and leadership goals.

RECOMMENDATION

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

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HUMAN RESOURCES

2024-2025

Annual Department Report

to the School Board

Overview

The Human Resources Department guides employee recruitment, hiring, onboarding, support and training, leaves and benefits administration, employee compensation, supervision and evaluation, staff investigations, contractual compliance and labor relations. The Human Resources Department ensures the district hires, develops and retains outstanding talent to serve the students of the Beaverton School District.

Some of the daily transactional services Human Resources provides include hires processing, setting employee pay at hire and processing monthly employee pay including salary, stipend and hourly compensation. It also includes processing of tuition reimbursement, services related to transcript management and licensure tracking, processing and documentation of employee assessments.

Strategic services include guidance to leaders related to staff supervision, legal compliance, staff conduct concerns, leadership development and employee performance support. The HR leadership team also engages in ongoing work to maintain productive labor relations with the Beaverton Education Association and the Oregon School Employees Association.

HR provides high-quality customer service to each client and stakeholder. Interactions with Human Resources may involve stressful or emotional contexts, such as job offers, interview results, compensation issues, staff need for paid leave, or communication and support for corrective action. The Human Resources team seeks to preserve the dignity and respect of each individual as we engage in problem solving and service requests for employees. The work to serve others with grace and integrity takes place continually, as our staff interface with employees, job candidates, supervisors, the community and patrons.

Achievements

Labor Relations

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In February of 2024, the district began negotiations with the Beaverton Education Association to bargain a successor contract for licensed staff. The then current collective bargaining agreement was set to expire in June of 2024. The teams engaged in good faith negotiations throughout the spring, and continued into the fall of 2024. In October of 2024, the district team called for mediation to help the teams regain momentum after a lengthy period of slow progress. In January of 2025, in the fourth mediation session, the district and BEA teams reached a tentative agreement which was subsequently ratified by the union and approved by the school board on February 11, 2025. Human Resources oversaw the negotiation, and HR teams are now working closely with colleagues in the Business Office and IT to implement the conditions of the new agreement, including changes to pay and benefits. Licensed employees will receive retroactive payment for adjustments to salary in the March and/or April paychecks. Beaverton's administrator and confidential staff groups will receive cost-of-living adjustments to salary and changes in the insurance cap for benefits mirroring the agreement with BEA going forward. The HR team is providing professional development and expert guidance to all leaders to become familiar with the new and adjusted agreements in play. The term of negotiation was lengthy, but the outcome was a fair and solid agreement. Despite a challenging political context and financial pressures impacting both teams, reaching agreement without unilateral implementation or labor action to strike was a hard won success for both parties, and it served to protect the continuity of instruction for Beaverton students.

Recruitment and Hiring

Human Resources implemented a new application system in October of 2023. Moving into the current year, additional components of the streamlined system have been developed and gone live. The latest module implemented is the onboarding module allowing for paperless exchange of required documents and typical paperwork needed to process a hire after an offer has been accepted. ApplyBSD is a key tool in supporting BSD's efforts to be competitive in a tight labor market, reducing the time from job posting to hire for candidates.

In recent years, our district has hired all year round as we navigate changes in labor market patterns. HR holds job fairs to increase candidate pools and facilitate hiring at key intervals. In the fall of 2024, HR held a classified hiring fair that resulted in 325 candidates applying for around 50 positions. In the spring of 2025 the district's HR team will lead BSD's engagement at the state Oregon Professional Educators' Fair in Salem, and will also collaborate with other local districts to hold a regional job fair. Each fall HR hires substitutes for the school year. This year's efforts resulted in a full slate of licensed substitutes, and key gains in adding to our classified substitute group. The pattern of chronic substitute shortages seen in recent years has diminished greatly, allowing for greater stability in our classrooms on days when our employees are absent or out on leave. We continue to experience challenges, particularly finding qualified long-term substitutes for particular areas of licensure. But the widespread shortages we had seen since the pandemic have reduced to more manageable coverage.

This year the Human Resources team will engage licensed priority hiring for highly sought-after candidates for areas of need in our district. The 2025 hiring plan calls for early recruitment for

bilingual staff to support the district's expansion of dual language programming. The plan also includes early outreach for special education teachers to meet the yearly demand to maintain high-quality educators in special education classrooms. As we approach the annual Oregon Professional Educators Fair, the team will continue to seek out talent in priority areas such as science, math and other competitive subject areas. Early hiring strategies combined with skillful administration of district staffing ensure best fit placements for all our staff to meet the needs of students.

Employee Engagement and Learning

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

Beaverton values its workforce and supports staff in a variety of ways. Human Resources provides communication and opportunities for growth and learning for a group of approximately 900 licensed substitute teachers. Support may include opportunities for collaborative chats, as well as a calendar of professional development opportunities, and a new substitute intern partnership with higher education. The Human Resources team administers the district's new teacher mentor program for teachers in their first or second year. The program pairs new educators with a full-release mentor trained to develop the teacher's problem-solving and professional growth while in the early stages of their career. This powerful support has been in place in Beaverton for more than ten years and remains one of our most compelling recruitment tools for attracting high-quality staff to our district. In addition to our regular new teacher mentor support, Beaverton offers additional robust mentoring and guidance to intern teachers still completing their licensure program to become fully certified. We invest in our staff by offering outreach to our classified staff who wish to explore pathways to teaching. Beaverton engages in partnerships with universities to support classified employees interested in pursuing a teaching degree. Participants complete coursework and practicum requirements to become licensed teachers while still employed in the district as classified staff. HR supports our leaders by providing guidance, training and coaching in staff supervision, leadership development and onboarding for new leaders. Human Resources support for bilingual proficiency testing, work keys assessments and other opportunities for achievement and compensation is essential support as well. Finally, HR invests in our new administrators by offering two years of onboarding sessions designed to integrate them to the work, support leadership development, provide expert guidance and foster networking and collegial support. High-quality staff engagement and training helps ensure high rates of retention in our workforce.

Systems and Support

- ApplyBSD - Recruit and Onboarding
- Document Management
- Enterprise Resource Management process initiated

- District Staffing and Job Expo
- Classified Position Review

Human Resources has made strides in improving operational systems with more efforts underway. The new application system ApplyBSD streamlines recruitment, hiring and, with the module implemented this year, onboarding for new hires. Another system improvement recently achieved is the digitization of archives and files through an electronic document management system. HR worked with IT to implement a systematic approach to converting paper files into electronic files in order to reduce paper and make archival systems more efficient.

Human Resources is working in collaboration with IT and the Business Office to replace our Enterprise Resource Planning system, the backbone of the district's information system for finance and budget systems, employee records, personnel services and pay. The multi-year process is underway. Multidisciplinary teams are working on implementation of a new system that will span the whole district, streamlining operational processes.

HR makes continual improvement to our district-wide staffing effort. Each spring HR supports schools and departments to allocate specific employees to proper assignments based on course forecasting, enrollment and budgetary allocations. In the spring of 2023 the HR team implemented a Job Expo opportunity for current licensed employees. This internal process afforded our current educators with choice in exploring other job assignments and was well received by both principals and licensed staff. In the spring of 2024 the district refined the process and made improvements that resulted in better outcomes. As we engage in the Job Expo for the spring of 2025, the team will incorporate adjustments resulting from the recent contract negotiation with BEA.

A systems support in place for classified staff is the position review process. Each year, managers can submit requests for classified positions to be reviewed for pay adjustments based on job responsibilities. This contractual process allows for management to stay in touch with the needs of the organization, and ensures that employee positions are calibrated and reviewed for pay to keep the system well regulated.

Goals and Key Projects

Strategic plan metrics

Negotiating a fair and sustainable employee contract with OSEA

ERP Implementation

- Implement efficient and effective systems to streamline and support district operations.
- Identify and eliminate systemic barriers to equitable access and outcomes.

Key goals and the focus moving forward for Human Resources include efforts to support strategic plan outcomes, bargaining a fair and sustainable contract with our classified employee association, and continuing the implementation of the district-wide ERP.

Beaverton School District's strategic promise to our community is that we will continue to attract, support and retain a high-quality workforce to meet the needs of our diverse community of learners. Some metrics supporting effective systems and structures for student success include the streamlining of operations, and the identification and elimination of systemic barriers to equitable access and outcomes. Each of these goal areas requires strategy and an action plan. Our efforts to attract, support and retain a high-quality workforce include the efforts described above. HR's work in eliminating barriers to access encompasses our work to leverage efficiencies via the new application system, as well as our work collaborating with partner agencies and higher education to better support avenues for growth and opportunity for promising candidates.

The district has begun negotiations with the Oregon School Employees Association to bargain a successor contract. The current collective bargaining agreement is set to expire in June of 2025. Our aim is to support a fair and respectful process at the table with OSEA to achieve mutual agreement on updated terms and conditions in the collective bargaining agreement. This work takes tremendous engagement and focus. Our employees matter. The agreements that underpin our employment relationships are a priority.

The Human Resources Department has collaborated closely with peer departments to implement an updated Enterprise Resources Planning system. The extensive application supports the information, pay and position records, and all personnel data for employees across the system. Teams from IT, Business Office and Human Resources are working to bring onboard the financial services functions for the new system in October of 2025. The Human Resources functions will go live in July of 2026. The months until these key dates are filled with collaborative work to hit key targets in project management and change management to ensure a successful full implementation. The work to modernize and streamline a new ERP supports the goal of implementing efficient and effective systems to streamline operations.

HUMAN RESOURCES

Department Report

School Board

March 11, 2025



HUMAN Resources

RECRUITMENT

ONBOARDING

HIRING

STAFF TRAINING

EMPLOYEE
COMPENSATION

EMPLOYEE LEAVES

EMPLOYEE BENEFITS

LABOR NEGOTIATIONS

LABOR RELATIONS

SUPERVISION AND
EVALUATION

LEADERSHIP DEVELOPMENT

CONTRACTS

DISTRICT STAFFING

SUBSTITUTE
MANAGEMENT

CONTRACTUAL
COMPLIANCE

LEGAL COMPLIANCE

EMPLOYEE RECORDS

Spotlight



Teacher Mentor Program

- Voluntary
- Student-centered
- Teacher-driven
- Confidential
- Non-evaluative
- Collaborative

Spotlight

Teacher Mentor Program

“Having trust in my mentor to watch me in authentic teaching moments followed by hashing out ideas to better serve my students supported me in a powerful way.”
~ BSD Educator

“I really appreciated having someone in my corner to build up my ideas that would transfer easily into the following lessons. It was true collaboration and always encouraging!”
~BSD Educator

“Knowing that I had someone in my corner to listen to me share my frustrations and successes was reassuring because I know I was not going to be... evaluated, rather...validated and then guided to make a plan for next steps.” ~ BSD Educator

Mentor Program Field Visits

in numbers

90 teachers from **37** schools participated in the Field Visit Experience starting in late fall and throughout the winter.



of schools supported

- 20** Elementary
- 8** Middle
- 6** High
- 3** Option

% of BSD schools supported

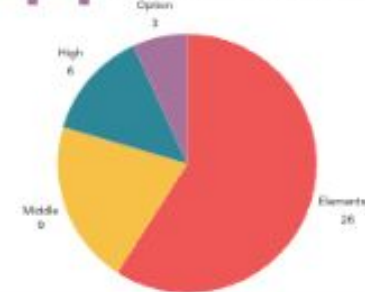


120



experienced teachers opened their classroom door to novice teachers.

44 schools visited

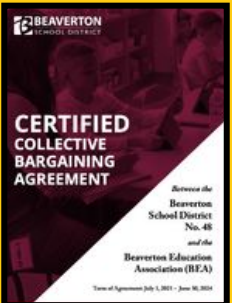


Percentage of BSD schools visited

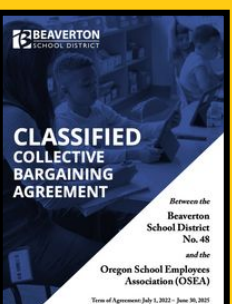


Spotlight

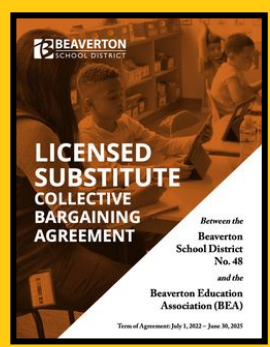
CONTRACT NEGOTIATIONS



BEA
Contract Bargain



OSEA
Contract Bargain

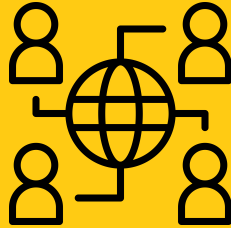


Substitute
Contract Bargain

COLLABORATIVE PROBLEM-SOLVING



Joint Trainings



Collaborative Work
Goups



Labor Management
Communication

Spotlight



STAFFING



EXPO



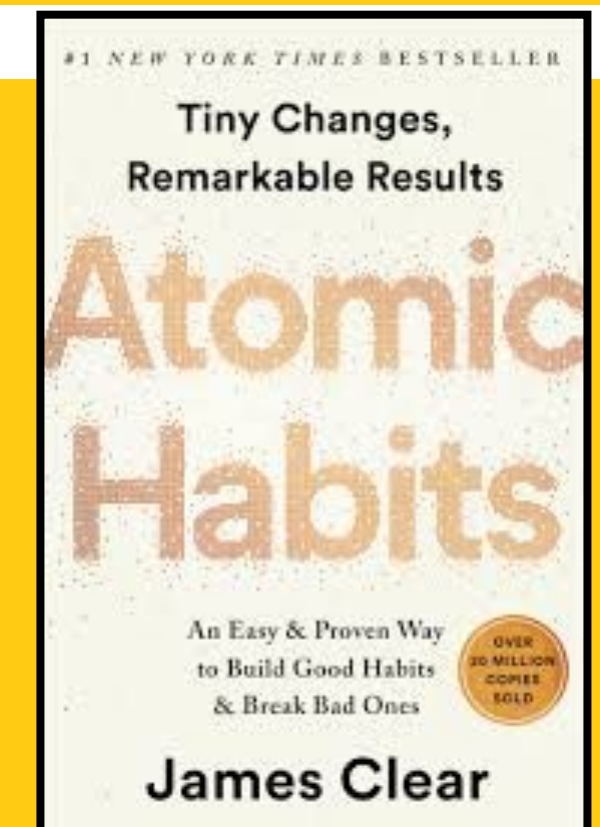
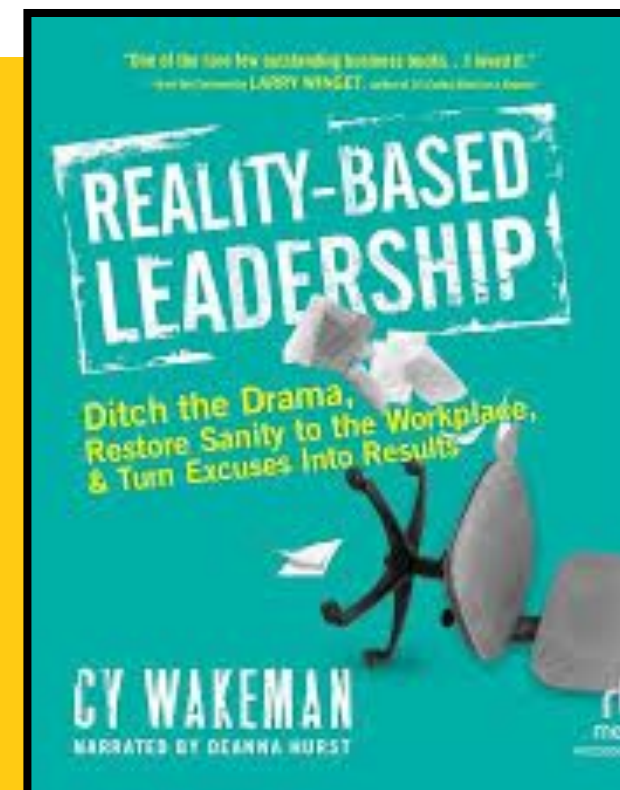
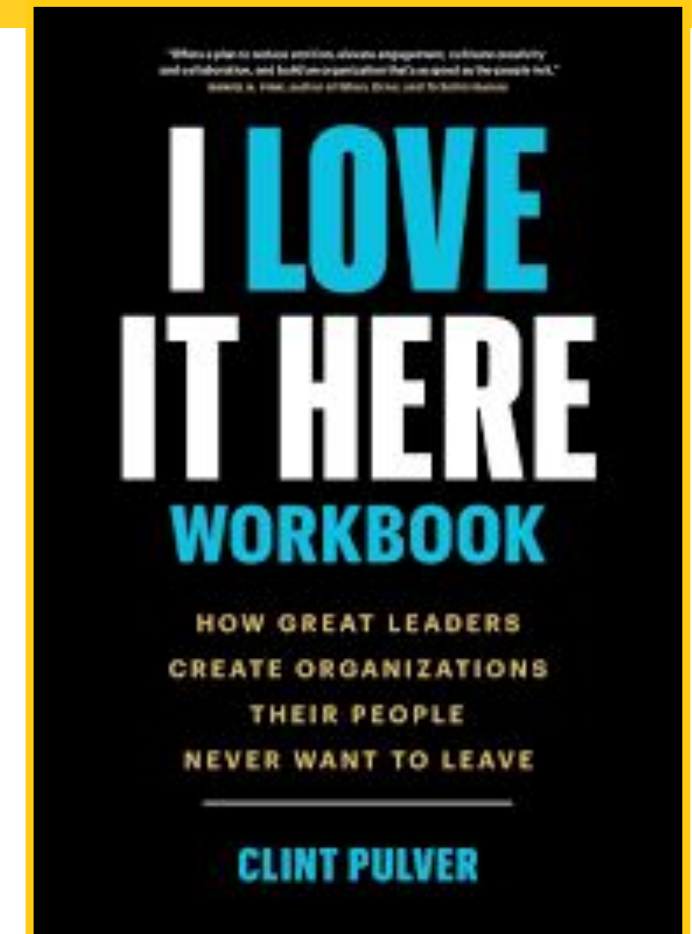
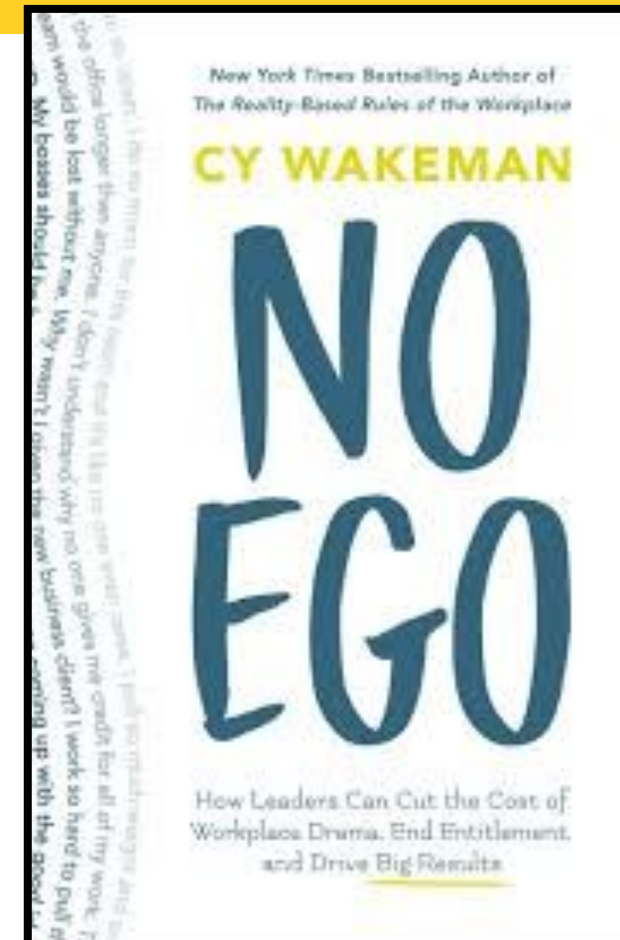
EMPLOYEE RECOGNITION **Spotlight**

WHATEVER
IT
TAKES

Spotlight

THE SINGLE BIGGEST
WAY TO IMPACT AN
ORGANIZATION IS TO
FOCUS ON LEADERSHIP
DEVELOPMENT

JOHN C. MAXWELL



THANK YOU!



**Human Resources
Department**

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

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

BACKGROUND

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

- Current Projects Status Update
- Look Ahead at Summer Projects

RECOMMENDATION

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

Belong. Believe. Achieve.

Bond Program Update

3/11/25 School Board Meeting

Agenda

- Current Projects Status Update
- Look Ahead - Summer Projects

Projects Under Construction

- Beaverton High School
- Raleigh Hills Replacement
- Stoller Gym & Classrooms



Beaverton High School Replacement

The project is going very well and remains on schedule and on budget. In February, the project reached a significant milestone, we completed the structural steel top out.



Beaverton High School Replacement



Some interesting project statistics:

- There have been 149,946 craft-hours to date, this is 18,750 work days.
- There have been 33,000 apprentice hours on site, 22% of the project.
- 4,186,800 pounds of structural steel have been installed, a total of 7,573 pieces.
- 8,600 cubic yards of concrete have been placed.
- 2,123 Daily Hazard Analysis forms completed.
- 14.5 miles of underground electrical conduit.

Raleigh Hills Replacement

Work at Raleigh Hills is progressing well. The project remains on schedule. The main work has been the ongoing structural steel erection and concrete slab installation. Work has also begun on mechanical and electrical rough-ins. Soon we will begin work on the new signalized intersection that will be the main site entrance.



Stoller Middle School Gym/Classroom Addition

The gym and classroom addition at Stoller is going well. It will be complete just before summer so that staff have time to move into the building.



Upcoming Summer Projects

New Projects:

- Oak Hills Classroom Addition
- Cooper Mountain Office Relocation
- Meadow Park Seismic
- Aloha HS HVAC
- West TV HVAC
- Aloha HS Athletics
- Various Modernization
- SRHS & MS Stage Improvements
- Dishwasher Improvements
- Allen Transportation - 2026
- Beaver Acres Cafeteria - 2026
- And many others

Questions?

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 February 2025:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2024-25 classroom teacher staffing by school as of February 21, 2025
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer - grouped by fund

NOTES:

- Slight increase in overall revenue. No change to expenditures. Changes to forecast for expenditures due to recent collective bargaining approval will be reflected once those changes have been processed
- State economic and revenue forecast was released on February 26, 2025 with minor changes for discussion at the meeting

RECOMMENDATION

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

Belong. Believe. Achieve.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For February 2025
(\$ 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	243.1	-	243.1	329.6
Property Taxes	173.0	173.0	166.2	-	166.2	175.3
Common School Fund	5.2	5.2	2.8	-	2.8	5.6
County School Fund	1.0	1.0	0.7	-	0.7	1.0
Local Option Levy	43.0	43.0	39.8	-	39.8	42.0
Investment Earnings	8.0	8.0	-	-	-	10.7
NWRESD Appointment	13.3	13.3	5.0	-	5.0	11.5
Other	10.9	10.9	3.5	-	3.5	9.0
Total	\$ 740.8	\$ 740.8	\$ 625.5	\$ -	\$ 625.5	\$ 749.1
EXPENDITURES:						
Salaries	\$ 330.0	\$ 330.0	\$ 186.4	\$ -	\$ 186.4	\$ 332.0
Benefits	198.7	198.7	110.8	-	110.8	198.3
Purchased services	40.6	40.6	23.0	5.4	28.4	39.6
Supplies & materials	18.7	18.7	9.2	1.7	10.9	16.7
Capital outlay	0.9	0.9	0.1	0.1	0.2	0.9
Other	2.7	2.7	2.1	-	2.1	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	\$ 337.7	\$ 7.2	\$ 344.9	\$ 739.4

Projected Surplus / (Deficit) from Operations	\$ (11.6)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 152.8
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2025 *	20.4%

*Projected ending fund balance breakdown:		Projected EFB
General Operating Fund	\$ 152.3	20.3%
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	\$ 198.4	\$ 2.5	\$ 200.9	\$ 364.1
Support Services	225.1	225.1	131.8	4.7	136.5	224.4
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	7.5	7.5	7.5	-	7.5	7.5
Contingencies	143.0	143.0	-	-	-	143.0
Total	\$ 740.8	\$ 740.8	\$ 337.7	\$ 7.2	\$ 344.9	\$ 739.4

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For February 2025

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	\$ 9,352,313	\$ 3,250,476	\$ 444,918	\$ 3,695,394	26.74%	\$ 5,656,919
Categorical	12,520,485	10,497,344	1,541,895	2,617,828	4,159,723	33.22%	6,337,621
Scholarship Fund	555,000	500,998	60,700	17,000	77,700	14.00%	423,298
Grant Fund	137,085,010	56,734,353	65,577,811	18,179,629	83,757,440	61.10%	(27,023,087)
Sustainability Fund	31,600,000	28,839,688	-	-	-	0.00%	28,839,688
Nutrition Services Fund	20,526,581	15,896,241	10,071,980	2,842,925	12,914,905	62.92%	2,981,336
Debt Service Fund	114,938,154	106,903,607	14,356,029	-	14,356,029	12.49%	92,547,578
Capital Projects Fund	719,690,000	267,522,171	124,246,123	250,781,639	375,027,762	52.11%	(107,505,591)
Insurance Reserve Fund	15,805,797	13,403,104	4,530,630	1,680,185	6,210,815	39.29%	7,192,289
Workers' Compensation Fund	6,345,109	4,973,238	1,637,331	65,181	1,702,512	26.83%	3,270,726
Total	\$ 1,072,885,136	\$ 514,623,057	\$ 225,272,975	\$ 276,629,305	\$ 501,902,280		\$ 12,720,777

2024-25 Classroom Teacher Staffing By School

As of 2/21/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	2/21/25 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	918	910	(8)	29.0	8.0	3.0	40.0	28.0	8.0	3.0	39.0
Barnes	433	439	6	13.0	4.0	2.0	19.0	14.0	4.0	2.0	20.0
Beaver Acres	790	764	(26)	24.0	7.0	3.0	34.0	24.0	7.0	3.0	34.0
Bethany	414	409	(5)	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Bonny Slope	578	606	28	17.0	4.0	2.0	23.0	17.0	6.0	2.0	25.0
Cedar Mill	317	348	31	9.0	3.0	1.0	13.0	9.0	5.0	2.0	16.0
Chehalem	387	402	15	12.0	3.0	2.0	17.0	12.0	4.0	2.0	18.0
Cooper Mountain	368	376	8	11.0	3.0	1.0	15.0	11.0	3.0	1.0	15.0
Elmonica	391	440	49	11.0	3.0	2.0	16.0	12.0	4.0	3.0	19.0
Errol Hassell	317	329	12	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Findley	557	555	(2)	16.0	4.0	2.0	22.0	16.0	4.0	2.0	22.0
Fir Grove	320	334	14	8.0	3.0	2.0	13.0	9.0	4.0	3.0	16.0
FLEX (K-5)	69	77	8	3.0	-	-	3.0	3.0			3.0
Greenway	265	281	16	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Hazeldale	440	497	57	13.0	3.0	3.0	19.0	14.0	3.0	3.0	20.0
Hiteon	482	482	-	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	580	590	10	17.0	4.0	2.0	23.0	17.0	5.0	2.0	24.0
Kinnaman	483	468	(15)	13.0	5.0	3.0	21.0	13.0	5.0	3.0	21.0
McKay	244	250	6	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
McKinley	691	654	(37)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
Montclair	268	284	16	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	445	442	(3)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Oak Hills	471	487	16	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Raleigh Hills	260	258	(2)	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
Raleigh Park	295	302	7	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Ridgewood	358	335	(23)	10.0	3.0	2.0	15.0	10.0	4.0	2.0	16.0
Rock Creek	405	397	(8)	12.0	3.0	1.0	16.0	12.0	4.0	1.0	17.0
Sato	877	847	(30)	23.0	7.0	4.0	34.0	22.0	7.0	6.0	35.0
Scholls Heights	616	611	(5)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	24.0
Sexton Mountain	420	432	12	11.0	4.0	1.0	16.0	12.0	5.0	1.0	18.0
Springville	727	752	25	21.0	6.0	2.0	29.0	21.0	7.0	2.0	30.0
Terra Linda	269	273	4	8.0	2.0	2.0	12.0	8.0	2.0	2.0	12.0
Vose	697	677	(20)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
West TV	286	303	17	8.0	3.0	1.0	12.0	8.0	4.0	1.0	13.0
William Walker	527	506	(21)	17.0	5.0	2.0	24.0	16.0	5.0	2.0	23.0
Elementary School Total	15,965	16,117	152	469.0	134.0	66.0	669.0	469.0	147.0	71.0	687.0
Average Elementary School Staffing Ratio				34.0	26.5	23.9		34.4	26.2	23.5	

2024-25 Classroom Teacher Staffing By School

As of 2/21/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	2/21/25 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	646	626	(20)	22.4	5.8	0.6	28.8	22.2	5.8	0.6	28.6
Conestoga	817	815	(2)	29.0	7.4	0.8	37.2	28.8	7.4	0.8	37.0
Five Oaks	746	795	49	27.6	6.8	0.8	35.2	27.0	6.8	0.8	34.6
Highland Park	621	596	(25)	21.4	5.4	0.6	27.4	21.3	5.4	0.6	27.3
Meadow Park	683	652	(31)	26.6	6.6	0.6	33.8	25.8	6.6	0.6	33.0
Mountain View	758	761	3	28.8	7.2	0.8	36.8	26.7	7.2	0.8	34.7
Stoller	1,077	1,071	(6)	35.0	9.0	1.0	45.0	34.0	9.0	1.0	44.0
Tumwater	977	976	(1)	31.2	7.8	0.8	39.8	30.5	6.8	0.8	38.1
Whitford	760	751	(9)	27.8	7.0	0.8	35.6	27.0	7.0	0.8	34.8
Middle School Total	7,085	7,043	(42)	249.8	63.0	6.8	319.6	243.2	62.0	6.8	312.0
Average Middle School Staffing Ratio				28.4	22.7	22.2		29.0	23.1	22.6	
Aloha	1,594	1,563	(31)	61.2	13.8	2.2	77.2	58.3	13.8	2.2	74.3
Beaverton	1,320	1,353	33	52.0	11.0	1.4	64.4	52.5	11.0	1.4	64.9
Mountainside	1,696	1,681	(15)	54.6	12.8	1.6	69.0	54.9	12.8	1.6	69.3
Southridge	1,410	1,369	(41)	49.6	11.6	1.6	62.8	49.8	11.6	1.6	63.0
Sunset	1,753	1,760	7	55.2	12.8	1.8	69.8	56.6	12.8	1.8	71.2
Westview	2,419	2,313	(106)	80.4	18.8	2.4	101.6	79.6	18.8	2.4	100.8
High School Total	10,192	10,039	(153)	353.0	80.8	11.0	444.8	351.7	80.8	11.0	443.5
Average High School Staffing Ratio				28.9	23.5	22.9		28.5	23.2	22.6	
Arts & Communication Magnet Academy (6-12)	666	671	5	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	838	(25)	31.2	7.4	1.0	39.6	30.9	7.4	1.0	39.3
Community School (9-12)	150	146	(4)	7.0	1.4	-	8.4	5.9	1.4		7.3
FLEX Online School (6-12)	600	437	(163)	18.6	2.0	1.2	21.8	18.3	2.0	1.2	21.5
International School of Beaverton (6-12)	862	862	-	30.6	7.0	0.8	38.4	31.6	7.0	0.8	39.4
Options Schools Total	3,141	2,954	(187)	111.2	23.4	3.8	138.4	109.6	23.4	3.8	136.8
Average Options Staffing Ratio				28.2	23.3	22.7		27.0	22.2	21.6	
Address Extreme Class Size K-12	-	-	-	19.4	-	-	19.4	-	-	-	-
District Total	36,383	36,153	(230)	1,202.4	301.2	87.6	1,591.2	1,173.5	313.2	92.6	1,579.3

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
February 26, 2025

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Commercial Paper Disc. -At Cost	82,500,000.00	80,956,311.53	80,584,823.47	13.82	126	4.462
Federal Agency Disc. -At Cost	185,200,000.00	182,222,267.67	181,222,170.73	31.08	116	4.249
Treasury Coupon Securities	86,000,000.00	85,379,280.00	83,849,257.50	14.38	200	5.326
Treasury Discounts -At Cost	194,700,000.00	192,078,587.33	190,746,630.91	32.71	93	4.227
LGIP	46,705,640.57	46,705,640.57	46,705,640.57	8.01	1	5.300
Investments	595,105,640.57	587,342,087.10	583,108,523.18	100.00%	113	4.510

Total Earnings	February 26 Month Ending
Current Year	2,535,883.82
Average Daily Balance	586,739,477.73
Effective Rate of Return	6.07%

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
February 26, 2025

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315LFQ6	11517	Federal Agricultural Mtg Corp	05/15/2025	16,500,000.00	16,217,025.00	16,301,010.00		2.78
			Subtotal	16,500,000.00	16,217,025.00	16,301,010.00	35.00	2.78
Federal Home Loan Bank								
313385KD7	11501	Federal Home Loan Bank	08/08/2025	12,000,000.00	11,633,636.67	11,741,400.00		1.99
313385FJ0	11502	Federal Home Loan Bank	05/09/2025	20,000,000.00	19,609,422.22	19,772,800.00		3.36
313385KD7	11503	Federal Home Loan Bank	08/08/2025	20,000,000.00	19,415,000.00	19,569,000.00		3.33
313385DH6	11510	Federal Home Loan Bank	03/21/2025	10,000,000.00	9,872,800.00	9,942,800.00		1.69
313385GY6	11511	Federal Home Loan Bank	06/16/2025	35,000,000.00	34,217,866.67	34,449,800.00		5.86
313385FQ4	11514	Federal Home Loan Bank	05/15/2025	30,000,000.00	29,470,125.00	29,638,200.00		5.05
313385DH6	11524	Federal Home Loan Bank	03/21/2025	5,000,000.00	4,963,337.50	4,971,400.00		0.85
313385FP6	11526	Federal Home Loan Bank	05/14/2025	8,000,000.00	7,891,580.00	7,904,480.00		1.35
313385RV0	11536	Federal Home Loan Bank	01/15/2026	20,000,000.00	19,258,836.11	19,274,605.55		3.30
313385FJ0	11539	Federal Home Loan Bank	05/09/2025	1,700,000.00	1,685,686.00	1,685,884.81		0.28
313385DA1	11540	Federal Home Loan Bank	03/14/2025	7,000,000.00	6,986,855.56	6,987,677.09		1.19
			Subtotal	168,700,000.00	165,005,145.73	165,938,047.45	35.00	28.30
			Total	185,200,000.00	181,222,170.73	182,239,057.45	100.00	31.08
Corporate Indebtedness								
Credit Agricole CIB NY								
22533TQB5	11495	Credit Agricole CIB NY	03/11/2025	10,000,000.00	9,816,333.33	9,952,875.00		1.68
22533TS80	11504	Credit Agricole CIB NY	05/08/2025	8,000,000.00	7,848,444.44	7,904,940.00		1.34
22533TWC6	11521	Credit Agricole CIB NY	09/12/2025	8,000,000.00	7,751,986.67	7,779,484.40		1.32
			Subtotal	26,000,000.00	25,416,764.44	25,637,299.40	5.00	4.36
DCAT LLC								
24023GRE9	11541	DCAT LLC	04/14/2025	3,500,000.00	3,480,122.92	3,480,545.84		0.59
			Subtotal	3,500,000.00	3,480,122.92	3,480,545.84	5.00	0.60
MUFG Bank								
62479LRG2	11506	MUFG Bank LTD/NY	04/16/2025	5,000,000.00	4,920,250.00	4,954,166.65		0.84
62479LUJ2	11527	MUFG Bank LTD/NY	07/18/2025	15,000,000.00	14,673,916.67	14,690,599.95		2.51
62479LSF3	11531	MUFG Bank LTD/NY	05/15/2025	1,500,000.00	1,481,325.00	1,480,890.00		0.25
62479LUJ2	11532	MUFG Bank LTD/NY	07/18/2025	3,500,000.00	3,430,770.00	3,427,806.66		0.58
			Subtotal	25,000,000.00	24,506,261.67	24,553,463.26	5.00	4.20

**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								
Natixis NY								
63873JVF4	11500	Natixis NY	08/15/2025	8,000,000.00	7,733,391.11	7,807,484.40		1.32
63873JXG0	11528	Natixis NY	10/16/2025	15,000,000.00	14,528,400.00	14,523,774.90		2.49
			Subtotal	23,000,000.00	22,261,791.11	22,331,259.30	5.00	3.82
Toyota Cap Corp								
89233GRG3	11505	Toyota Cap Corp	04/16/2025	5,000,000.00	4,919,883.33	4,954,166.65		0.84
			Subtotal	5,000,000.00	4,919,883.33	4,954,166.65	5.00	0.84
			Total	82,500,000.00	80,584,823.47	80,956,734.45	35.00	13.82
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		32,915,567.34	32,915,567.34	32,915,567.34		5.64
LGIP 5173	FUND 300	LGIP		221,956.06	221,956.06	221,956.06		0.03
LGIP 4972	FUND 417	LGIP		3,814,087.24	3,814,087.24	3,814,087.24		0.65
LGIP 6440	FUND 418	LGIP		9,754,029.93	9,754,029.93	9,754,029.93		1.67
			Subtotal	46,705,640.57	46,705,640.57	46,705,640.57	100.00	8.01
			Total	46,705,640.57	46,705,640.57	46,705,640.57	100.00	8.01
US Treasuries								
US Treasuries								
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	19,679,400.00		3.15
91282CEH0	11366	U.S. Treasury	04/15/2025	5,000,000.00	4,813,950.00	4,983,350.00		0.82
912828XB1	11472	U.S. Treasury	05/15/2025	5,000,000.00	4,901,100.00	4,969,400.00		0.84
912828XB1	11492	U.S. Treasury	05/15/2025	1,000,000.00	988,320.00	993,880.00		0.16
91282CGA3	11523	U.S. Treasury	12/15/2025	15,000,000.00	14,951,400.00	14,969,700.00		2.56
91282CFK2	11534	U.S. Treasury	09/15/2025	5,000,000.00	4,981,450.00	4,981,450.00		0.85
91282CFP1	11535	U.S. Treasury	10/15/2025	20,000,000.00	20,016,600.00	20,016,600.00		3.43
912828M56	11537	U.S. Treasury	11/15/2025	15,000,000.00	14,785,500.00	14,785,500.00		2.53
912797LB1	11463	U.S. Treasury	05/15/2025	2,200,000.00	2,104,956.33	2,174,194.00		0.36
912797LB1	11480	U.S. Treasury	05/15/2025	8,000,000.00	7,743,111.11	7,906,160.00		1.32
912797KJ5	11483	U.S. Treasury	03/20/2025	2,000,000.00	1,951,040.00	1,989,440.00		0.33
912797MM6	11494	U.S. Treasury	03/06/2025	2,500,000.00	2,454,495.14	2,490,875.00		0.42
912797MT1	11496	U.S. Treasury	03/13/2025	15,000,000.00	14,760,045.83	14,932,800.00		2.53
912797KS5	11507	U.S. Treasury	04/17/2025	20,000,000.00	19,688,927.78	19,830,400.00		3.37
912797LB1	11508	U.S. Treasury	05/15/2025	25,000,000.00	24,532,652.78	24,706,750.00		4.20
912797NP8	11512	U.S. Treasury	06/05/2025	15,000,000.00	14,682,495.83	14,788,050.00		2.51
912797MH7	11513	U.S. Treasury	09/04/2025	5,000,000.00	4,845,488.89	4,879,150.00		0.83
912797LB1	11515	U.S. Treasury	05/15/2025	14,000,000.00	13,753,335.56	13,835,780.00		2.35
912797LW5	11516	U.S. Treasury	07/10/2025	35,000,000.00	34,167,311.11	34,367,200.00		5.86
912797NZ6	11519	U.S. Treasury	04/15/2025	3,000,000.00	2,960,805.00	2,975,280.00		0.50
912797KJ5	11520	U.S. Treasury	03/20/2025	5,000,000.00	4,948,938.89	4,973,600.00		0.84
912821JS5	11522	U.S. Treasury	09/15/2025	12,000,000.00	11,648,160.00	11,695,080.00		1.99

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

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
912797KS5	11525	U.S. Treasury	04/17/2025	17,000,000.00	16,824,050.00	16,855,840.00		2.88
912821JS5	11529	U.S. Treasury	09/15/2025	10,000,000.00	9,748,400.00	9,745,900.00		1.67
912797PF8	11530	U.S. Treasury	07/24/2025	3,000,000.00	2,941,408.33	2,941,080.00		0.50
912797LB1	11538	U.S. Treasury	05/15/2025	1,000,000.00	991,008.33	991,123.61		0.17
			Subtotal	280,700,000.00	274,595,888.41	277,457,982.61	100.00	47.09
			Total	280,700,000.00	274,595,888.41	277,457,982.61	100.00	47.09
Grand Total				595,105,640.57	583,108,523.18	587,359,415.08		

Beaverton School District
Summary by Issuer
February 26, 2025
Grouped by Fund

Issuer	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	25	387,915,567.34	380,477,944.56	65.24	4.765	135
Fund: 300 Debt Service						
Subtotal	9	74,421,956.06	73,076,495.72	12.53	4.257	76
Fund: 417 Capital ProjectsTaxable						
Subtotal	5	14,014,087.24	13,842,388.24	2.37	4.574	57
Fund: 418 Bond Issue Fund						
Subtotal	14	118,754,029.93	115,711,694.66	19.85	4.058	69
Total and Average	53	595,105,640.57	583,108,523.18	100.00	4.556	113

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, renewals, leaves of absence, and resignation/retirement of teachers and administrators.

RECOMMENDATION

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

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MEETING MINUTES – BOARD RETREAT JANUARY 28, 2025

Board Members Present:

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

Board Members Absent:

Ugonna Enyinnaya

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Steve Langford
Dr. Shelly Reggiani
Shellie Bailey-Shah
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Chief Information Officer
Executive Administrator for Equity & Inclusion
Public Communications Officer
Board Secretary & Executive Assistant

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

I. OPEN MEETING

Board Chair Dr. Karen Pérez called the meeting to order at 2:02 p.m. She noted that five board members were present at 2:02, with Ugonna Enyinnaya excused. Sunita Garg arrived at 2:05 p.m.

II. LITERACY INSTRUCTION

Teaching & Learning staff presented information on the district's current work in curriculum, instruction and assessment of literacy in grades K–12, in continuation of an information presentation begun in the board work session on January 14. The presentation concluded by stressing the importance of and the district's dedication to strengthening core literacy instruction while also providing targeted support for students who need additional help.

III. BOARD DEVELOPMENT

Facilitator Erica Lopez led a series of activities to enhance the effectiveness and capacity of the school board to fulfill its responsibilities. Training was focused on understanding most common detours, reviewing and making changes to address gaps in process, planning relationship building strategies and preparing for potential new board members.

The board recessed for a break from 3:47 to 3:57 p.m.

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IV. STRATEGIC PLAN METRICS DASHBOARD

Chief Information Officer Steve Langford provided an update on the launch of the strategic plan metrics dashboard, which is now live on the district's public website. The dashboard offers visualizations of key data including graduation rates, state assessment results and graduation rates, with the ability to filter by factors such as race and ethnicity, gender, special education and English language learning. The dashboard will continue to evolve with more features and data updates.

V. EQUITY & INCLUSION

Dr. Shelly Reggiani, leading the Office of Equity & Inclusion, shared the work focused on improving the experiences of students, staff, and families in the Beaverton School District. The district aims to create an environment where all students feel accepted, supported and able to be their authentic selves. Key topics discussed include equity-centered decision making, culturally relevant practices, professional development, community engagement and systems of care.

III. CLOSE MEETING

Chair Pérez adjourned the retreat at 5:57 p.m.

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MEETING MINUTES – BOARD WORK SESSION FEBRUARY 11, 2025**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Casey Waletich
Kerry Delf
Steve Langford
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Dr. Shelly Reggiani
Lori Krumm
Rachel Jury
Shirley Valladares
Justin Waltrip
Anya Kwasnik
Carrie Scott
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Public Communications Officer
General Counsel
Executive Administrator for Equity & Inclusion
Executive Administrator for Student Services
Special Education Assistant Administrator
Special Education Assistant Administrator
Special Education Assistant Administrator
School Psychologist
Learning Specialist
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 Karen Pérez called the work session to order at 6:03 p.m. She noted that all seven board members were present.

II. SUPERINTENDENT'S MID-YEAR REPORT

The superintendent presented a mid-year update focused on work underway and progress attained to meet established goals aligned with the district's strategic plan. Key areas of progress include the successful implementation of universal screeners across the district, adoption and implementation of new K–5 language arts curriculum based on the science of reading and ongoing work toward curriculum adoption for grades 6–12, expansion of dual language learning programs including the addition of a new

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Mandarin Chinese immersion program, continued expansion of preschool programs, growth in career technical education opportunities, growing diversity of the district's workforce, progressing work to replace the district's enterprise resource planning (ERP) system, community engagement to identify vision and values to inform long-range facilities planning, on-time/on-budget progress on bond-funded construction projects to replace Raleigh Hills Elementary and Beaverton High School and improve other school facilities, and more.

III. SPECIAL EDUCATION REFERRAL & EVALUATION PROCESS

Staff presented an overview of the special education referral process and timelines. The process is established to ensure equitable identification of students who may have a disability and require specially designed instruction. It is a systematic approach involving multiple stages, including pre-referral intervention, in which general education teams implement evidence-based interventions using a multi-tiered system of supports (MTSS) and monitor progress to determine effectiveness; referral, if data shows limited progress after targeted interventions; evaluation, which includes observations, standardized assessments, and input from educators and families; and eligibility determination, in which the team determines whether the student qualifies for special education services based on evaluation data.

IV. CLOSE MEETING

Chair Pérez adjourned the work session at 7:03 p.m.

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING FEBRUARY 11, 2025**Board Members Present:**

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

Board Members Absent:**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
Steve Langford
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Dr. Shelly Reggiani
Dr. Perla Rodriguez
Dr. Toshiko Maurizio
Craig Beaver
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Public Communications Officer
General Counsel
Executive Administrator for Equity & Inclusion
Executive Administrator for PreK-8 Schools
Administrator for Multilingual Programs
Administrator for Transportation
Board Secretary & Executive Assistant

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

I. OPEN MEETING

Chair Karen Pérez called the meeting to order at 7:08 p.m. She noted that all seven board members and all four student representatives were present.

Tammy Carpenter proposed a motion to amend the agenda to add an item discussing the district's response to concerns regarding changes in federal immigration enforcement. Ugonna Enyinnaya seconded the motion. The motion passed unanimously, 7:0, and the item was added to the Items for Information section of the agenda.

The agenda was approved with the addition of this item.

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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. Southridge Vocal Performance

Students Isabella Green and Ian Maxwell Frye from Southridge High gave solo vocal performances.

B. Washington County Chamber of Commerce Distinguished Youth Award

Monica Bao, a senior at the Beaverton Academy of Science and Engineering (BASE), was recognized by the board for having been awarded the Distinguished Youth Award by the Washington County Chamber of Commerce. Monica is active in FIRST Tech Challenge (FTC) Robotics and has been a gold medalist for the President's Volunteer Service Award for two consecutive years.

III. SUPERINTENDENT'S REPORT

Dr. Balderas discussed recent federal executive orders and the potential impact on public education, emphasizing that while executive orders don't change laws or direct policies for school districts, they could lead to legal challenges or funding impacts. Dr. Balderas reaffirmed Beaverton School District's commitment to supporting LGBTQ+ students, staff and families and reasserted that the district will continue to follow Oregon law, state guidance, and the district's policies, emphasizing inclusivity and safety in schools.

The superintendent also mentioned ongoing staff training on district policies and protocols related to federal immigration enforcement, collaboration with community organizations to support families, and regular meetings with the Oregon Department of Education and Governor's office. Lastly, he acknowledged the successful ratification of a three-year contract with the Beaverton Education Association, to be considered for approval by the board that evening, and the upcoming contract negotiations with the Oregon School Employees Association.

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 3 speakers. The board also received 7 written comments.

V. ITEMS FOR INFORMATION

A. School Spotlight: Dual Language Expansion

Staff highlighted the district's dual language expansion, with Phase 3 set to begin in the 2025-2026 school year. This phase does not add a new dual language school or a new language. Rather, it expands access within existing dual language programs so more students are able to participate in these programs if they choose to, increasing the number of Spanish-language classrooms at Aloha-Huber Park K-8, making Aloha-Huber Park a hub school that will also serve students from the Erroll Hassel and Chehalem Elementary attendance areas starting with grades K-3, making Hazeldale Elementary a hub school that will also serve students from the Kinnaman attendance area, making Jacob Wismer Elementary a hub serving students from Sato and Springville in its Mandarin Chinese language program, starting a K-5 Spanish dual language program with a kindergarten cohort at McKinley Elementary where a Spanish pre-K program began this year, and adding classrooms at the next grade level up at dual language schools that have not yet expanded to all grades K-5.

B. Superintendent's Mid-Year Report

Dr. Balderas provided a brief recap of a mid-year update shared during the work session preceding the regular meeting, which focused on work underway and progress attained to meet established goals

aligned with the district's strategic plan. Overall, Dr. Balderas emphasized the continued focus on supporting students and staff through these various initiatives.

The board recessed for a brief break from 8:23 to 8:28 p.m.

C. Department Report: Transportation

Administrator for Transportation Craig Beaver presented an annual report on the Transportation Department, which is responsible for the daily transportation of approximately 25,000 students to and from school as well as for curricular, extracurricular and athletic trips. The department manages 320 school buses that collectively travel over 3 million miles each year.

D. Financial Update

Associate Superintendent Michael Schofield presented the monthly financial report, 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.

E. Agenda Addition: Supports for Immigrant & Refugee Students & Families

Executive Administrator for Equity & Inclusion Dr. Shelly Reggiani reiterated that the district has long-standing policies and procedures designed to support all students, including and especially those from immigrant and refugee backgrounds, with an emphasis on equity and inclusivity. These policies are designed to ensure that students' outcomes are not determined by factors like immigration status. This commitment is anchored in the district's values, and the district aims to create a safe, welcoming environment for all students. One major focus is ensuring that students are not discouraged from attending school due to fears surrounding immigration enforcement. Dr. Reggiani shared that over the past several weeks training has been provided to many staff about these policies and procedures, including guidance for interacting with law enforcement, ensuring the district follows legal protocols and protecting students' rights. Information also has been communicated widely to all staff multiple times through newsletters and emails, as well as to families, the public and the board. Dr. Reggiani further shared the district's website with resources for those who may need additional information or support.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Executive Session, January 14, 2025
- ii. School Board Work Session, January 14, 2025
- iii. School Board Business Meeting, January 14, 2025

C. Public Contracts

D. Interdistrict Transfers

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 Agreement with Beaverton Education Association

The district and BEA, the union representing teachers and licensed specialists, have negotiated a successor contract to the 2021–2024 collective bargaining agreement. The district and BEA engaged in negotiations from February 15, 2024, until January 29, 2025, when agreement was reached by the parties. Key features of the agreement include raising pay by 14.75% over three years for all licensed staff with cost-of-living adjustments of 5% in 2024–25 retroactive to July 1, 4.75% in 2025–26, and 5% in 2026–27, in addition to the step increases eligible employees receive each year; covering insurance by

\$75 more per month for the remainder of 2024–25, \$130 in 2025–26, and \$100 in 2026–27, raising the district’s contribution for licensed employees’ health insurance premiums to \$2,131 per month; and language changes to specific provisions in more than 20 articles and appendices. The BEA bargaining unit membership voted February 3–6, and 94% approved ratifying the agreement.

Susan Greenberg moved to approve the terms of the collective bargaining agreement with BEA. Justice Rajee seconded. The motion passed unanimously 7:0. The new agreement will be in effect through June 30, 2027.

B. NWRES D Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year. Northwest Regional ESD’s local service plan is the framework for how the ESD serves its 20 partner school districts in Washington, Columbia, Tillamook and Clatsop counties, including Beaverton. The NWRES D local service plan for 2025-26 has been approved by the NWRES D board and must be approved by March 1 by the boards of at least two-thirds of the ESD’s component districts, representing at least 50% of the total number of students enrolled in the service area.

Susan Greenberg moved to approve the Northwest Regional Education Service District’s Local Service Plan and agreements for services as recommended. Justice Rajee seconded. The motion passed unanimously 7:0.

C. Budget Committee Member Selection

Michael Schofield explained the process for the school board to select applicants to fill budget committee positions. The board members in each of the three vacant zones recommended appointing the following applicants to the vacant seats with terms ending June 30, 2027:

- Zone 3: Dr. Jasmine Sears
- Zone 5: Rekha Sridhar
- Zone 6: Amy Webb

Susan Greenberg moved to approve appointing the three budget committee members as recommended. Justice Rajee seconded. The motion passed unanimously 7:0.

D. Board Policy Revisions

- a. EFA - Local Wellness Program
- b. JHCCF - Pediculosis
- c. JHCD/JHCDA & JHCD-AR - Medications

General Counsel Camellia Osterink and Chief of Staff Kerry Delf had presented proposed policy updates in the previous meeting and were available for questions.

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

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Board Policy Revisions

- a. GBNAA/JHFF - Suspected Sexual Conduct with Students Reporting Requirements
- b. GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

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.

B. Transportation Supplemental Plan

Administrator for Transportation Craig Beaver shared proposed changes to the district's transportation supplemental plan for consideration. Oregon law establishes the criteria for reimbursement of approved transportation costs by the state at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute. The statute also includes provisions for reimbursing transportation costs for students living within these zones if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district transportation supplemental plans. The board will vote on approval of the transportation supplemental plan at the next board business meeting.

IX. BOARD COMMUNICATION

Student representatives commented about upcoming Early College deadlines, the resolution of the teacher contract, addressing community concerns about immigration, and gratitude for the information and resources provided by the district.

Board members expressed they were grateful to Beaverton staff for their professional and competent communication surrounding sensitive topics like immigration. Board members also commented on topics including Black History Month, the importance of learning from and supporting marginalized communities, immigration, educational policies and advocacy efforts.

X. CLOSE MEETING

Chair Karen Pérez adjourned the meeting at 10:36 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	
Early Work Authorization (EWA) for the Aloha High School HVAC Upgrades Project	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0020	P. & C. Construction Co.	\$2,536,978	03/2025	09/2026	Authorization to Award Early Work Authorization
Guaranteed Maximum Price (GMP) Amendment for the District Administrative Office HVAC Upgrades Project	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	P. & C. Construction Co.	\$3,501,915	03/2025	10/2025	Authorization to Award GMP Amendment
Architecture/Engineer (A/E) Services for Seismic Upgrades at Cedar Park Middle School	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 21-0025	BRIC Architecture, Inc.	\$919,655	03/2025	09/2027	Authorization to Award Contract
Aloha High School Public Address (PA) System Replacement	Aaron Boyle, Administrator for Facilities Development	Evergreen Public Schools Cooperative Contract #2021-152	GB Manchester Inc.	\$362,746	03/2025	09/2026	Authorization to Award Contract
Elmonica Elementary School (ES) Main Office Renovation and Restroom Addition	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) 24-0020	Robinson Construction Co.	\$339,777	03/2025	08/2025	Authorization to Award Contract
USDA Foods Processing - Peanuts	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) 24-0017	Smucker Foodservice, Inc.	\$290,000	07/2025	06/2026	Authorization to Award Contract
USDA Foods Processing - Chicken	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) 24-0003	Tyson Prepared Foods, Inc.	\$655,000	07/2025	06/2026	Authorization to Award Contract
USDA Foods Processing - Cheese	Charity Ralls, Nutrition Services Administrator	Sole Source Pursuant to ORS 279B.075, OAR 125-247-0275	Batish Home Bake LLC	\$385,000	07/2025	06/2026	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Early Work Authorization (EWA) for the Aloha High School HVAC Upgrades Project

Contract Scope: Early Work Authorization to begin work during spring break

- **Contract Timeline:** 03/2025 – 09/2026
- **Contract Amount:** \$2,536,978
- **Contractor/Vendor:** P. & C. Construction Co.
- **Funding Source:** 2022 Bond – Deferred Maintenance
- **Solicitation Method:** Request for Proposals (RFP) 22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha High School HVAC Upgrades

- **Project Scope:** Upgrade of the Aloha High School HVAC system, including replacing the existing boilers and all appurtenant fixtures, refurbishing all air handlers that can be refurbished, replacing air handlers that cannot be refurbished, converting pneumatic controls to digital controls, and balancing the HVAC system throughout the school.
- **Project Budget:** \$21,805,000
- **Project Timeline:** 06/2024 – 10/2026

BACKGROUND: The 2022 bond measure included funds for deferred maintenance at our schools. At Aloha High School, the existing HVAC system is past its lifespan, portions are failing, and maintenance is having difficulty keeping the system functioning. The board previously approved a CM/GC preconstruction contract with P. & C. Construction. Under this contract, the district will negotiate a guaranteed maximum price (GMP) amendment, which, if found acceptable by district administration, will be presented to the board for approval at a future meeting. This EWA releases P. & C. Construction Co. to begin a limited amount of this work during the 2025 spring break – in advance of the GMP amendment’s execution. This early work is needed to maintain the project schedule considering the shortened 2025 summer break.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the early work authorization described herein with P. & C. Construction Co., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment for the District Administrative Office HVAC Upgrades Project

- **Contract Scope:** Replace existing rooftop units (RTUs), variable air volume systems (VAVs), and controls
- **Contract Timeline:** 03/2025 – 10/2025
- **Contract Amount:** \$3,501,915
- **Contractor/Vendor:** P. & C. Construction Co.
- **Funding Source:** Construction Excise Tax
- **Solicitation Method:** Request for Proposal RFP #22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: District Administrative Office HVAC Upgrades Project

- **Project Scope:** Upgrade rooftop units and re-zone terminal units
- **Project Budget:** \$4,225,000
- **Project Timeline:** 06/2024 – 10/2025

BACKGROUND: The DAO is in need of an HVAC upgrade because the current system has reached end of life. Construction services will include replacing existing rooftop units, replacing interior VAVs and fan boxes, and replacing existing controls throughout the building. The initial contract was for a CM/GC to provide pre-construction renovating services which included Investigative work, constructability reviews, coordination with building tenants, and identifying equipment that needs to be ordered early. Also, the following two Early Work Amendments (EWAs) were approved in order to control cost escalation and adhere to the project schedule. EWA-1 includes procurement of new RTU's, down payment, and pre-balance work. EWA-2 includes procurement of first and second floor equipment including VAVs and fan power boxes. If approved, district staff will execute a GMP amendment to the contract for the CM/GC to provide all material, services, labor and other items necessary to construct and deliver the project.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the GMP amendment described herein with P. & C. Construction Co., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Architecture/Engineer (A/E) Services for Seismic Upgrades at Cedar Park Middle School

Contract Scope: A/E services to design seismic upgrades, roofing work, and replacement of end-of-life plumbing, mechanical and electrical equipment at Cedar Park Middle School

- **Contract Timeline:** 03/2025 – 09/2027
- **Contract Amount:** \$919,655
- **Contractor/Vendor:** BRIC Architecture, Inc.
- **Funding Source:** 2022 Bond; Cedar Park Seismic
- **Solicitation Method:** Request for Proposal (RFP) 21-0025
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Cedar Park Seismic Upgrades

- **Project Scope:** Seismic upgrades, roofing work, and replacement of end-of-life plumbing, mechanical and electrical equipment at Cedar Park Middle School
- **Project Budget:** \$6,600,000
- **Project Timeline:** 03/2025 – 09/2027

BACKGROUND: The 2022 bond included funds for seismic renovations. This contract provides A/E services to design seismic upgrades, structural reinforcements, and other work at Cedar Park Middle School.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Pre-Construction Services for West Tualatin View Elementary School Modular Roof

- **Contract Scope:** Provide CM/GC services for modular roof at West TV Elementary School
- **Contract Timeline:** 03/2025 – 08/2025
- **Contract Amount:** \$13,250 (Pre-Construction Services)
- **Contractor/Vendor:** Buildskape LLC
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: West TV ES Modular Roof

- **Project Scope:** Modular roof replacement
- **Project Budget:** \$645,000
- **Project Timeline:** 12/2024 – 08/2025

BACKGROUND: This project is to replace the modular building roof at West TV. This initial contract is for a CM/GC to provide pre-construction services. These services include constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a guaranteed maximum price (GMP) proposal. The estimated construction cost for the project is \$480,000. If the negotiated GMP amount exceeds this estimate by more than 10%, then the GMP amendment will be brought before the board for approval.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Aloha High School Public Address (PA) System Replacement

● **Contract Scope:** Trade services contract for demolition of the existing PA system, design, supply, and install of a new Rauland PA system, install of new cabling, commissioning of the system, and training of staff on how to operate the new PA system.

- **Contract Timeline:** 03/2025 – 09/2026
- **Contract Amount:** \$362,746
- **Contractor/Vendor:** GB Manchester Inc.
- **Funding Source:** 2022 Bond – Deferred Maintenance
- **Solicitation Method:** Evergreen Public Schools Cooperative Contract #2021-152
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha High School Public Address (PA) System Replacement

● **Project Scope:** Replace the failing PA system at Aloha High School. Demolish the existing PA system, replace all components, speakers, cabling and all appurtenant items per electrical code to complete a new operating PA system so that it can be maintained by our electrical department and operated by both the school and the Information Technology Department.

- **Project Budget:** \$443,000
- **Project Timeline:** 03/2025 – 10/2026

BACKGROUND: The 2022 bond measure included funds for deferred maintenance at our schools. At Aloha High School, the PA system is past its lifespan and portions are failing and obsolete. Maintenance is having difficulty keeping the existing system functioning. It is in need of a replacement.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Elmonica Elementary School (ES) Main Office Renovation and Restroom Addition

- **Contract Scope:** General contracting services to renovate the existing main office and construct a new single-use restroom at Elmonica ES
- **Contract Timeline:** 03/2025 – 08/2025
- **Contract Amount:** \$339,777
- **Contractor/Vendor:** Robinson Construction Co.
- **Funding Source:** 2022 Bond; Elmonica ES Modernization
- **Solicitation Method:** Invitation to Bid (ITB) 24-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Elmonica ES Modernization

- **Project Scope:** Main office renovation and restroom addition
- **Project Budget:** \$511,331
- **Project Timeline:** 09/2024 – 08/2025

BACKGROUND: The 2022 bond measure includes funds for improvements to modernize school facilities. At Elmonica ES, modernization improvements include renovating the main office and the addition of a new, single-use ADA restroom. These improvements will provide a larger reception area to welcome visitors and better exterior visibility for main office staff. The new restroom will provide access at a central location in the building.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** USDA Foods Processing – Peanuts

- **Contract Scope:** Contractor to provide Beaverton School District Nutrition Services with further processed peanut products
- **Contract Timeline:** 7/2025 – 06/2026
- **Contract Amount:** \$290,000
- **Contractor/Vendor:** Smucker Foodservice, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid (ITB) 24-0017
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: N/A

- **Project Scope:** N/A
- **Project Budget:** N/A
- **Project Timeline:** N/A

BACKGROUND: The district requires an approved USDA foods processor for processing peanuts into finished products that meet the requirements of the various USDA meal programs (National School Lunch Program, Summer Food Service Program, etc.) that the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Processing – Chicken

- **Contract Scope:** Contractor to provide Beaverton School District Nutrition Services with further processed chicken products
- **Contract Timeline:** 7/2025 – 06/2026
- **Contract Amount:** \$655,000
- **Contractor/Vendor:** Tyson Prepared Foods, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid (ITB) 24-0003
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: N/A

- **Project Scope:** N/A
- **Project Budget:** N/A
- **Project Timeline:** N/A

BACKGROUND: The district requires an approved USDA foods processor for processing chicken into finished products that meet the requirements of the various USDA meal programs (National School Lunch Program, Summer Food Service Program, etc.) that the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** USDA Foods Processing – Cheese

- **Contract Scope:** Contractor to provide Beaverton School District Nutrition Services with further processed cheese products, specifically pizza
- **Contract Timeline:** 7/2025 – 06/2026
- **Contract Amount:** \$385,000
- **Contractor/Vendor:** Batish Home Bake LLC
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Sole Source Pursuant to ORS 279B.075, OAR 125-247-0275
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: N/A

- **Project Scope:** N/A
- **Project Budget:** N/A
- **Project Timeline:** N/A

BACKGROUND: The district requires an approved USDA foods processor for processing cheese into finished products that meet the requirements of the various USDA meal programs (National School Lunch Program, Summer Food Service Program, etc.) that the district sponsors.

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

CONSENT AGENDA

CONSTRUCTION EXCISE TAX INCREASE

SUMMARY

Oregon school districts may impose construction excise taxes to fund capital improvements to school facilities. The tax rate limits that are set by the state are indexed to inflation and increase each year. The board is recommended to approve a corresponding annual rate change.

BACKGROUND

Chapter 829, Oregon Laws 2007 (Senate Bill 1036), authorizes school districts, as defined in ORS 330.005, to impose construction excise taxes to fund capital improvements to school facilities.

Passed in 2007, SB 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code.

SB 1036 set tax rate limits of \$1.00 per square foot for residential use and \$0.50 for nonresidential use, along with a \$25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, the Oregon Department of Revenue (DOR) is responsible for updating tax rate limits and notifying affected districts. To notify affected districts DOR has partnered with the Department of Education which receives updated limit calculations from DOR and notifies the affected districts.

An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4% of tax revenue. Department of Consumer and Business Services is allowed to establish an administration fee of .25% of tax revenue. School districts with construction tax revenue are required to develop long-term facility plans. Construction taxes may be used for repayment of capital improvement debt.

The DOR has updated tax rate limits for 2025-26 as follows:

	<u>2024-25</u>	<u>2025-26</u>
Residential	\$1.63	\$1.67
Non-Residential	\$0.82	\$0.84
*Non-Residential Max	\$40,800	\$41,800
*(not to exceed per building permit or per structure, whichever is less)		

Belong. Believe. Achieve.

Beaverton School District's jurisdiction includes properties located within the cities of Beaverton, Tigard, Hillsboro and Portland, as well as properties within unincorporated portions of Washington and Multnomah counties.

RECOMMENDATION

It is recommended that the school board approve increasing the construction excise tax and amending the intergovernmental agreements with Washington County, City of Beaverton, City of Tigard, City of Hillsboro and City of Portland to impose and collect the increased tax rates.

Beaverton School District School Board Chair

Date

CONSENT AGENDA

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Beaverton School District School Board Chair

3/11/25
Date

ITEM FOR ACTION**TRANSPORTATION SUPPLEMENTAL PLAN 2025-2026****SUMMARY**

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the state at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively).

The statute includes provisions for reimbursing transportation costs for students living within these zones (non-transportation zones) if it is required for "health or safety reasons." To qualify for reimbursement, routes servicing non-transportation zones must be approved annually by the local school district as a Transportation Supplemental Plan.

BACKGROUND

The primary reason for providing transportation within non-transportation zones is lack of sufficient infrastructure for a safe walkway (sidewalks, walkways, road crossings, etc.) A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School, and the THPRD Planning Department evaluate planned & completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses.

The statute also includes a provision for reimbursement of Active Transportation Costs related to crossing guards and staff time required for the coordination of active transportation for students living less than 3.0 miles from school, a result of the passage of HB 3014 in 2023. Crossing guards are required when a safe walk path for students residing within the non-transportation zone exists but necessitates crossing a street which exceeds the minimum speed and vehicles-per-hour limits established for the associated grade levels. The district currently has crossing guards serving numerous schools and will include eligible active transportation costs in the annual transportation reimbursement application.

RECOMMENDATION

It is recommended that the board approve the Transportation Supplemental Plan as presented.

SUGGESTED MOTION

I move to approve the Transportation Supplemental Plan as presented.

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Transportation Department

2025/2026: Transportation Supplemental Plan

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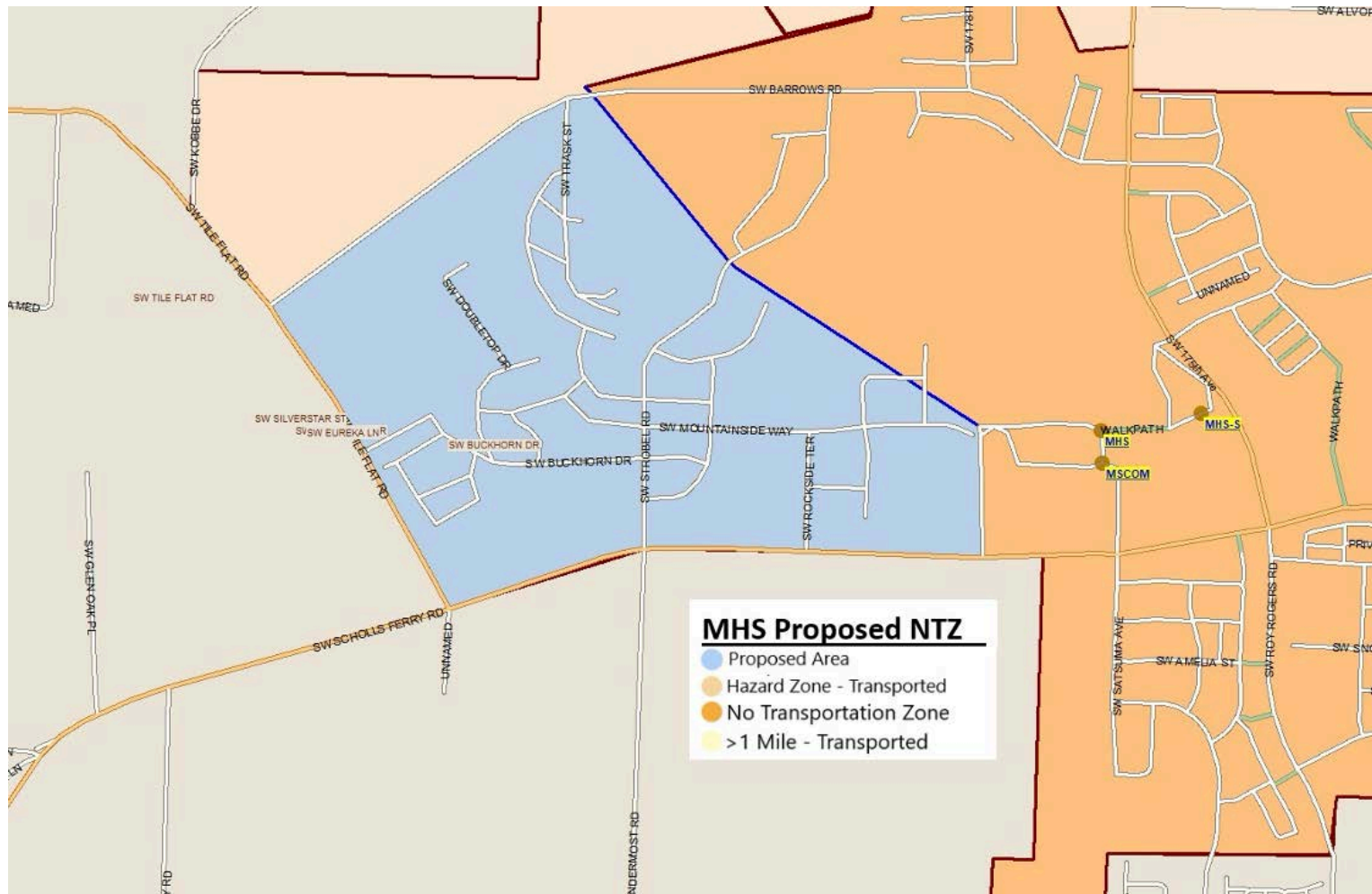
Belong. Believe. Achieve.

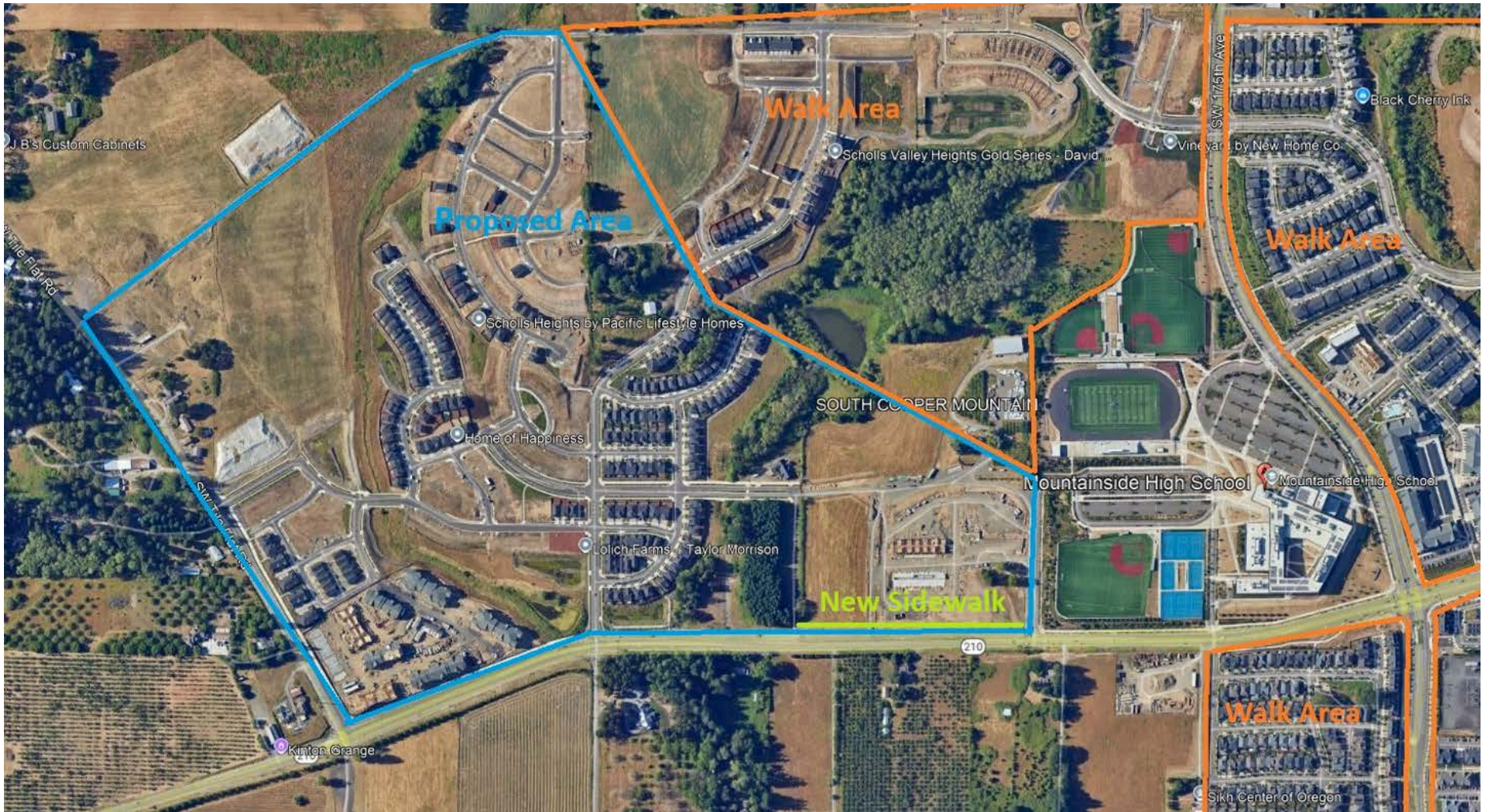
Summary

Schools	Area Name and link	Area Description	Students	Stops	Buses	Specific Hazard	What Changed	Action
<u>Westview HS</u>	<i>WHS PROP NTZ 2025</i>	The Courtyard at Springville Apartments. NW Springville Road between NW Concoria and NW 173rd (South side)	11	1	0.15	Lack of sidewalks	Sidewalks added Feb 2025 as part of Springville Road Project Phase 4.	Remove Transportation
<u>Mountainside HS</u>	<i>MHS Prop NTZ 2025</i>	Neighborhood west of the school, north of Scholls Ferry, South of SW Barrows	21		0.3	Lack of sidewalks	Sidewalks added on the North Side of SW Scholls Ferry between SW Strobel and SW Mountainside Way in 2024.	Remove Transportation
<u>Hazeldale</u>	Hazeldale Prop NTZ 2025	SW Miller Hill Road, from SW Georgene Ct south to border of new development	0	0	0	Lack of Sidewalks on SW Miller Hill Road between SW Georgene Ct and SW Wagner Lane	New Development. Sidewalks added as part of county "half street improvements" prior to residents moving in.	Remove Transportation.

Mountainside HS

The proposed area (west of the school, along SW Scholls Ferry Road between SW Mountainside Way to SW Tile Flat Road) has multiple new residential developments. Washington County typically requires developers to complete infrastructure improvements as part of the permitting process. Residential development near SW Strobel and SW Tile Flat Rd installed sidewalks in prior years. These developments currently receive supplemental transportation service because of a lack of sidewalks between SW Rockridge Terrace and SW Mountainside Way. This year, sidewalks between SW Rockridge and SW Mountainside were completed, creating a contiguous pedestrian path between these new residential developments and the school.







SW Scholls Ferry near SW Rockside Terrace, looking east.

New Sidewalk

Safety Office
Dec 02, 2024 3:54PM



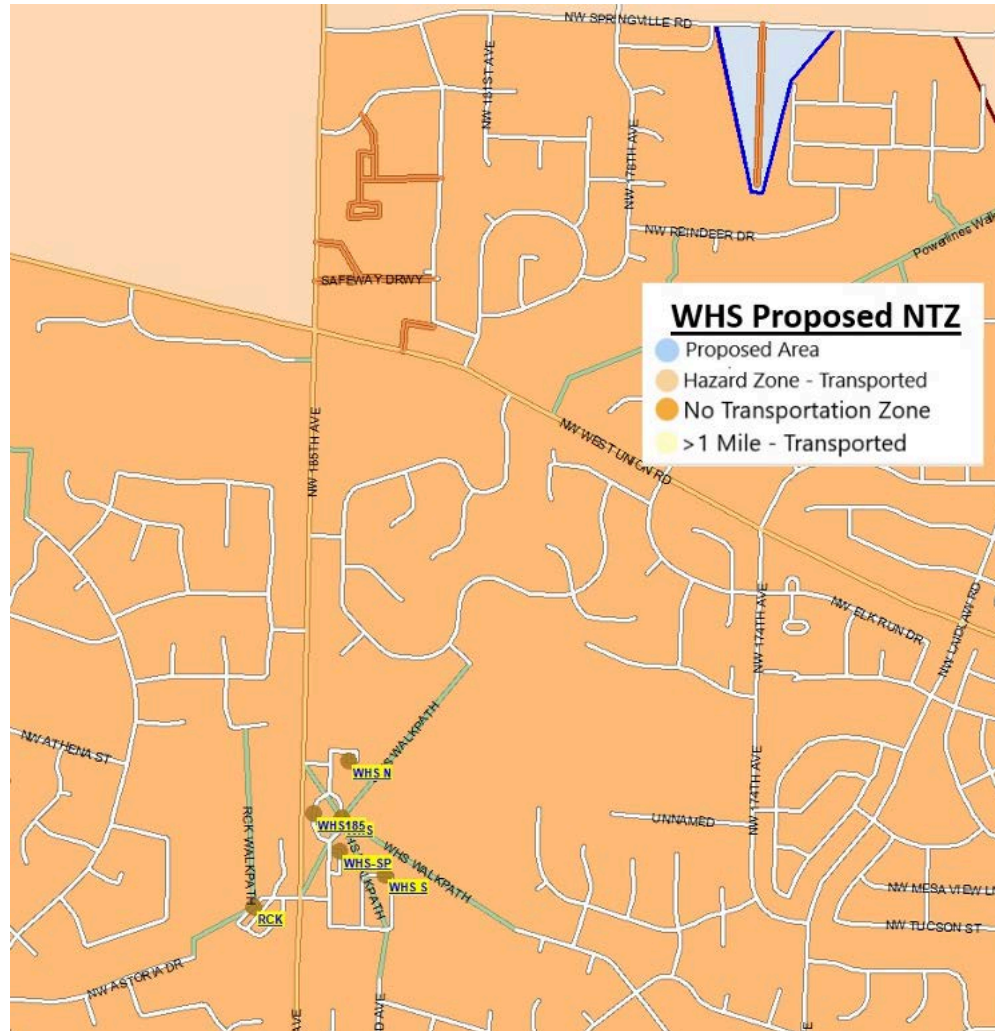
SW Scholls Ferry @ SW
Rockside, looking west.

New Sidewalk

Safety Office
Dec 02, 2024 3:54PM

Westview High School

The proposed area currently receives supplemental transportation service due to the lack of sidewalks on NW Springville Road between and NW Concordia and the Courtyard Apartments. In the Fall of 2024, Washington County made improvements to NW Springville Road (Springville Road Phase 4 (Joss Avenue to PCC Rock Creek) | Washington County, OR) that included sidewalks for this segment.





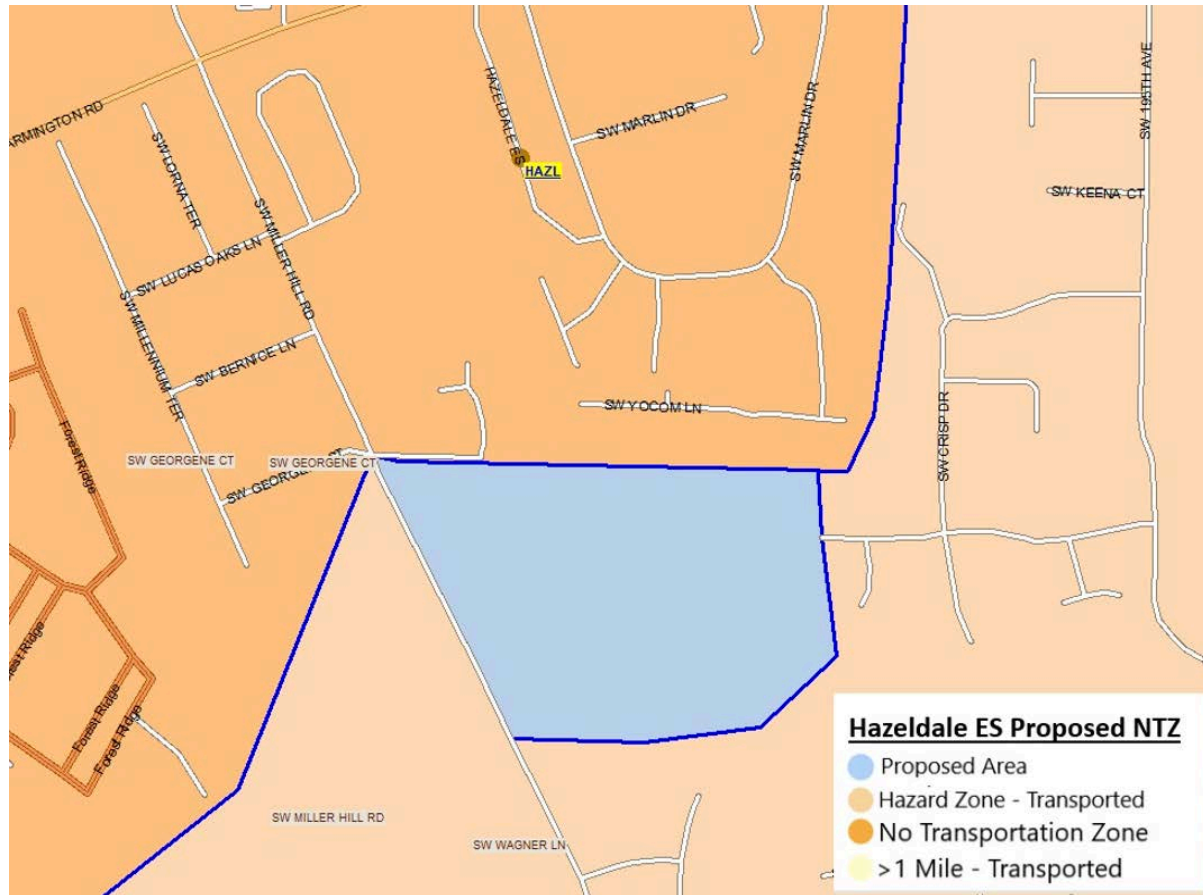
NW Springville & NW Concordia Ct.



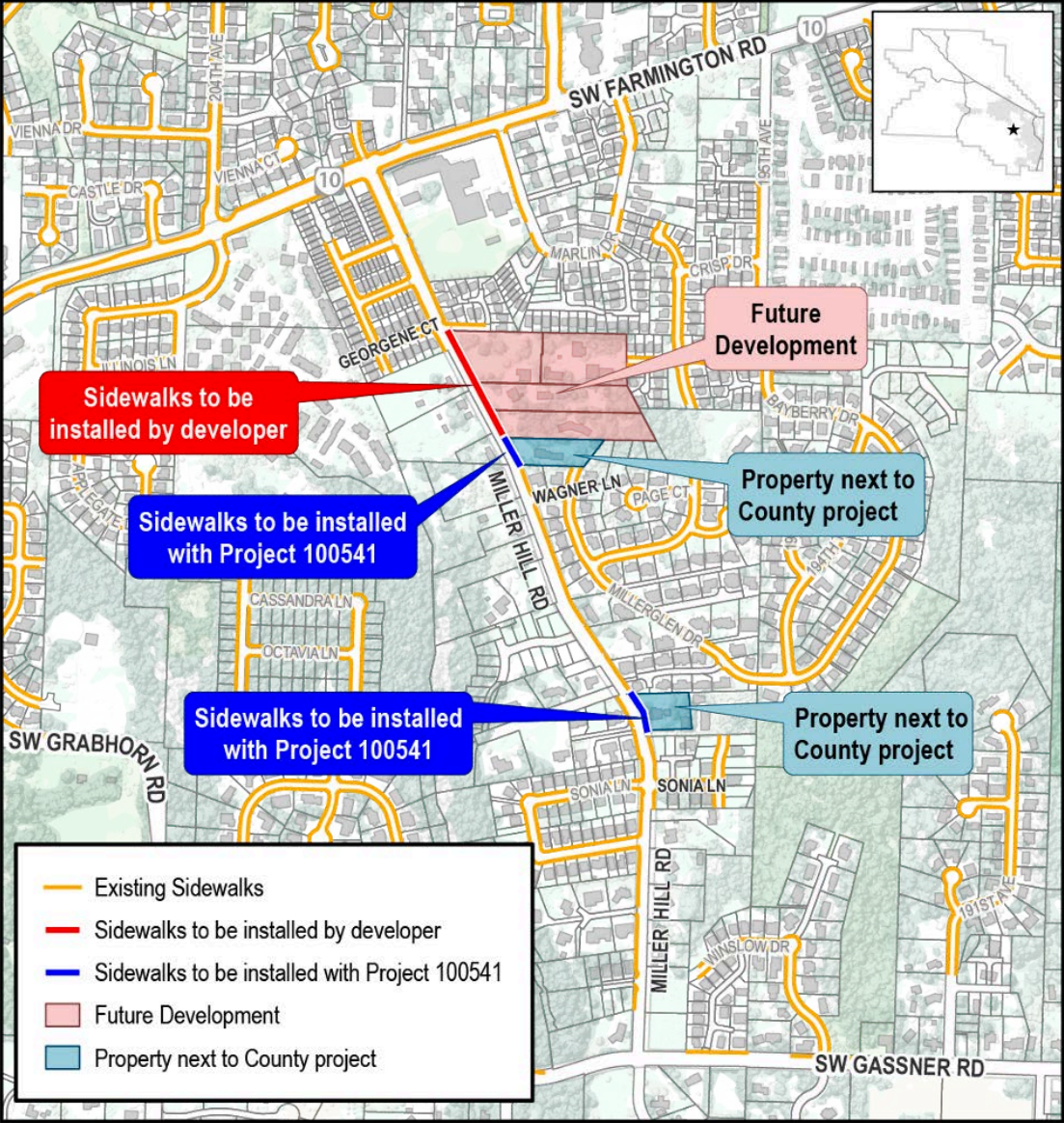


Hazeldale Elementary School

This area is a new residential development approximately 0.2 miles south of Hazeldale Elementary School along SW Miller Hill Road. This stretch of SW Miller Hill Road did not have sidewalks. As part of the development process, sidewalks will be added along SW Miller Hill road for this development connecting to the existing sidewalks between SW Farmington and SW Georgene Ct. The county has released a sidewalk connectivity map for the area here: [Miller Hill Road Pedestrian Improvement | Washington County, OR](#). This year's supplemental plan only affects the new development, however additional sidewalks are scheduled to be added connecting this stretch of SW Miller Hill to neighboring areas in Fall 2025, and will be revisited in the 2026-2027 supplemental plan.



Miller Hill Road - Sidewalk Inventory



ITEM FOR ACTION**APPROVAL OF CONTRACT AMENDMENT****SUMMARY**

The board will vote on approval of an amendment to the employment contract between the Beaverton School Board and Superintendent Gustavo Balderas.

RECOMMENDATION

It is recommended that the board approve the amendment to the superintendent's employment contract as presented.

SUGGESTED MOTION

I move to approve the contract amendment as presented.

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EMPLOYMENT CONTRACT EXTENSION AND AMENDMENT

This contract extension and amendment shall modify the Employment Contract entered into by and between the Beaverton School District (District) and Gustavo Balderas (Balderas) originally in effect from July 1, 2022 through June 30, 2025. The District and Balderas hereby agree to the following modifications to the terms and conditions of Balderas' employment as Superintendent of the District as set forth below:

- A. Section 1 – TERM of the original agreement shall be replaced with the following:
 - 1. **Term.** The District employs the Superintendent for a period of three (3) years, beginning July 1, 2025 and ending June 30, 2028. This shall be a three-year continuing contract. The contract shall be automatically extended by an additional year on July 1. At any time prior to July 1, the Board can take action to non-extend the contract and two years would remain.

- B. Section 7 – GOALS of the original agreement shall be replaced with the following:
 - 7. **Goals.** On or before October 1 of each year, the parties shall meet to establish goals and objectives for the District and Superintendent for that school year. Such goals and objectives shall be reduced to writing and be among the criteria by which the Superintendent is evaluated.

- C. Section 8 – EVALUATION of the original agreement shall be replaced with the following:
 - 8. **Evaluation.** The Board shall meet in Executive Session by May 31 each year to evaluate and assess in writing the performance of the Superintendent. The evaluation shall be made in reference to the Superintendent's position description and the goals and objectives established by the Board for the Superintendent. Evaluations shall be conducted for the purposes of improving the District leadership, maintaining open and effective communication between the Board and the Superintendent, enhancing relations between the Board and the Superintendent, and determining whether extension of the employment contract will occur. The Superintendent shall be entitled to meet with the Board to review the evaluation and to provide any information that they deem pertinent.

- D. Section 11 – FRINGE BENEFITS of the existing contract shall be modified as follows:
 - 1. Sub-section I shall be deleted.
 - 2. Sub-section K shall be deleted.

3. The following shall be added as a new sub-section I:

Safety and Security. In the event the life and safety of the Superintendent or his family is threatened or otherwise appears in danger because of his position as Superintendent or performance of his official duties as Superintendent, the District shall pay any reasonable costs related to the protection of the Superintendent and his family including, but not limited to, home and personal securities, accommodations, and reasonable incidental costs due to not being able to reside in his home. The District shall pay costs associated with this sub-section as mutually agreed between the Board and Superintendent.

- E. Section 13 – TERMINATION OF EMPLOYMENT CONTRACT of the original agreement shall be modified as follows:

1. Sub-section A – *Termination for Cause* shall be replaced with the following:

A. *Termination for Cause.* In the event the District intends to act to terminate this Agreement for cause, as defined below, prior to its expiration date and without the Superintendent's written concurrence, the Superintendent shall be entitled to a due process hearing before the Board prior to the occurrence of any purported act of termination. Due process shall include at least a written notice of the reasons why the District is considering termination of this Agreement, the right to appear before the Board in closed executive session or in public, at the option of the Superintendent, the right to be represented at the hearing by a representative of the Superintendent's choice, and the right to a written decision describing the results of the hearing. For purposes of this section, cause shall be defined as gross neglect of duty or gross unfitness, as those terms are defined by the Oregon Teacher Standards and Practices Commission, mental or physical incapacity, conviction of a felony, failure by the Superintendent to perform the duties of this contract, or any grounds which a permanent teacher could be dismissed as defined in ORS 342.865(1). Terminating the Superintendent for adhering to Local, State, or Federal Law, ODE guidelines or District policies will not be considered sufficient cause for termination. The District shall give the Superintendent no less than ten (10) days written notice in advance of termination. The District may, while termination for cause is under consideration by the Board, relieve the Superintendent of their duties under the contract. If the Superintendent is terminated for cause, the District shall pay the Superintendent his salary through the date of termination. This provision does not constitute a waiver of any rights the District or the Superintendent may have to enforce this Agreement in the courts under contract or other applicable law.

- 2. All other provisions of Section 13 shall remain unchanged.

- F. Section 14 – RENEWAL OF EMPLOYMENT CONTRACT of the original agreement shall be deleted, with that section left blank to avoid the renumbering of the sections that follow.

- G. All provisions of the original July 1, 2022 through June 30, 2025 employment contract between the parties not specifically modified pursuant to this Contract Extension and Amendment shall remain unchanged.

Beaverton School District No. 48, Beaverton, Oregon

By: _____ Date: _____
Board Chair

I, Gustavo Balderas, do hereby consent to the above-described action on my Employment Contract and agree to the amendment as set forth above.

By: _____ Date: _____
Superintendent of Schools

EMPLOYMENT CONTRACT EXTENSION AND AMENDMENT

This contract extension and amendment shall modify the Employment Contract entered into by and between the Beaverton School District (District) and Gustavo Balderas (Balderas) originally in effect from July 1, 2022 through June 30, 2025. The District and Balderas hereby agree to the following modifications to the terms and conditions of Balderas' employment as Superintendent of the District as set forth below:

- A. Section 1 – TERM of the original agreement shall be replaced with the following:
 - 1. **Term.** The District employs the Superintendent for a period of three (3) years, beginning July 1, 2025 and ending June 30, 2028. This shall be a three-year continuing contract. The contract shall be automatically extended by an additional year on July 1. At any time prior to July 1, the Board can take action to non-extend the contract and two years would remain.

- B. Section 7 – GOALS of the original agreement shall be replaced with the following:
 - 7. **Goals.** On or before October 1 of each year, the parties shall meet to establish goals and objectives for the District and Superintendent for that school year. Such goals and objectives shall be reduced to writing and be among the criteria by which the Superintendent is evaluated.

- C. Section 8 – EVALUATION of the original agreement shall be replaced with the following:
 - 8. **Evaluation.** The Board shall meet in Executive Session by May 31 each year to evaluate and assess in writing the performance of the Superintendent. The evaluation shall be made in reference to the Superintendent's position description and the goals and objectives established by the Board for the Superintendent. Evaluations shall be conducted for the purposes of improving the District leadership, maintaining open and effective communication between the Board and the Superintendent, enhancing relations between the Board and the Superintendent, and determining whether extension of the employment contract will occur. The Superintendent shall be entitled to meet with the Board to review the evaluation and to provide any information that they deem pertinent.

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3. The following shall be added as a new sub-section I:

Safety and Security. In the event the life and safety of the Superintendent or his family is threatened or otherwise appears in danger because of his position as Superintendent or performance of his official duties as Superintendent, the District shall pay any reasonable costs related to the protection of the Superintendent and his family including, but not limited to, home and personal securities, accommodations, and reasonable incidental costs due to not being able to reside in his home. The District shall pay costs associated with this sub-section as mutually agreed between the Board and Superintendent.

- E. Section 13 – TERMINATION OF EMPLOYMENT CONTRACT of the original agreement shall be modified as follows:

1. Sub-section A – *Termination for Cause* shall be replaced with the following:


A. *Termination for Cause.* In the event the District intends to act to terminate this Agreement for cause, as defined below, prior to its expiration date and without the Superintendent's written concurrence, the Superintendent shall be entitled to a due process hearing before the Board prior to the occurrence of any purported act of termination. Due process shall include at least a written notice of the reasons why the District is considering termination of this Agreement, the right to appear before the Board in closed executive session or in public, at the option of the Superintendent, the right to be represented at the hearing by a representative of the Superintendent's choice, and the right to a written decision describing the results of the hearing. For purposes of this section, cause shall be defined as gross neglect of duty or gross unfitness, as those terms are defined by the Oregon Teacher Standards and Practices Commission, mental or physical incapacity, conviction of a felony, failure by the Superintendent to perform the duties of this contract, or any grounds which a permanent teacher could be dismissed as defined in ORS 342.865(1). Terminating the Superintendent for adhering to Local, State, or Federal Law, ODE guidelines or District policies will not be considered sufficient cause for termination. The District shall give the Superintendent no less than ten (10) days written notice in advance of termination. The District may, while termination for cause is under consideration by the Board, relieve the Superintendent of their duties under the contract. If the Superintendent is terminated for cause, the District shall pay the Superintendent his salary through the date of termination. This provision does not constitute a waiver of any rights the District or the Superintendent may have to enforce this Agreement in the courts under contract or other applicable law.

- 2. All other provisions of Section 13 shall remain unchanged.


- F. Section 14 – RENEWAL OF EMPLOYMENT CONTRACT of the original agreement shall be deleted, with that section left blank to avoid the renumbering of the sections that follow.

- G. All provisions of the original July 1, 2022 through June 30, 2025 employment contract between the parties not specifically modified pursuant to this Contract Extension and Amendment shall remain unchanged.

Beaverton School District No. 48, Beaverton, Oregon

By:  Date: 3/11/25
Board Chair

I, Gustavo Balderas, do hereby consent to the above-described action on my Employment Contract and agree to the amendment as set forth above.

By:  Date: 3/11/2025
Superintendent of Schools

ITEM FOR ACTION**APPROVE REVISIONS TO BOARD POLICIES GBNAA/JHFF, GBNAB/JHFE****SUMMARY**

Revisions are recommended to update school board policies GBNAA/JHFF and GBNAB/JHFE. The 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. Most of the proposed changes are necessary to align district policy to changes in the law.

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**GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements - REVISED**

Language in this policy has been changed to reflect a change in state law establishing a longer period under which sexual conduct with former students is prohibited.

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements - REVISED

The policy language has been changed to reflect changes in state law requiring child abuse reports to DHS be made via a newly established centralized child abuse reporting system.

RECOMMENDATION

The proposed revisions to these policies are presented for approval:

- Revisions to board policy GBNAA/JHFF
- Revisions to board policy GBNAB/JHFE

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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Suspected Sexual Conduct with Students and Reporting Requirements*

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within [one calendar year](#) ~~90 days~~ prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Chief Human Resources Officer who shall report the suspected sexual conduct to the Board chair.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee may be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

[The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:](#)

- [1. A description of conduct that may constitute sexual conduct;](#)
- [2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and](#)
- [3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378\(2\).](#)

[All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.](#)

[Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district email using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.](#)

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370](#) - 339.400

[ORS 419B.005](#) - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 2136 (2021).

Senate Bill 51 (2021).

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse¹ shall ~~orally report or cause an oral report~~ immediately [make a report to by telephone or otherwise to the local office of](#) the Oregon Department of Human Services (DHS) ~~or its designee~~ [through the centralized child abuse reporting system^{\[2\]}](#) or to ~~the a~~ law enforcement agency within the county where the person making the report is located at the time of the contact ~~pursuant to Oregon Revised Statute (ORS) 419B.010~~. Any district employee who has reasonable cause to believe that any person³ with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner [as described above](#) ~~to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010~~.

~~If known, t~~The report shall ~~must~~ contain [if known](#), the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the Oregon Department of Human Services (DHS) or its designee~~ [through its centralized child abuse reporting system](#) or ~~to a the local~~ law enforcement agency ~~pursuant to ORS 419B.015~~, and to ~~the a~~ designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE \(7233\)](#).

³ "Person" could include adult, student or other child.

⁴ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁶ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Chief Human Resources Officer who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for ~~local~~ [making a report to](#) law enforcement ~~or and~~ the [centralized child abuse reporting system of](#) ~~local~~ DHS ~~office or its designee~~, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of the abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district email, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 to -339.400](#)

[ORS 418.257 to -418.259](#)

[ORS 419B.005 to -419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Cross Reference(s):

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

KN - Relations with Law Enforcement and the Department of Human Services (DHS)

ITEM FOR ACTION AT A FUTURE MEETING**INTEGRATED GUIDANCE 2025-2027 APPLICATION****SUMMARY**

The board will receive an update on the district's implementation of the Integrated Guidance initiative, as well as an overview of the proposed plan in preparation for making an application to ODE. Board approval is required prior to application so that the district will continue to receive funding from the integrated grants for the 2025-26 and 2026-27 school years.

BACKGROUND

Over the past decade, Oregon school funding has evolved, with schools receiving an increased portion of their funding through a series of grants rather than through traditional increases to the State School Fund. The majority of these grants and programs have been passed by the state legislature and authorized by Oregon voters through the initiative process and come with restrictive uses. The Oregon Department of Education (ODE) combined nine of these programs to focus on four common goals: Well-Rounded Education, Equity Advanced, Engaged Community, and Strengthened Systems and Capacity. This combined grant application process is commonly referred to as "Aligning for Student Success: Integrated Guidance." The intent of the Integrated Guidance initiative is to align the grant application process and strategies in order to provide better outcomes for students through braided funding of the following grants and programs:

- Continuous Improvement Planning
- Every Day Matters
- Career Connected Learning
- High School Success
- Student Investment Account
- Early Indicator and Intervention Systems
- Early Literacy Success School District Grants
- Career and Technical Education
- Federal School Improvement for Comprehensive/Targeted Supports

In the March 11 meeting, the board will receive an update on the district's implementation of the Integrated Guidance initiative, as well as an overview of the proposed plan in preparation for making an application to ODE for the 2025-2027 school years.

RECOMMENDATION

This is presented for initial consideration and will come before the board for approval at its next meeting on April 8, 2025.

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Aligning for Student Success: Integrated Programs

2025-2027 Application

School Board Meeting
March 11, 2025

Agenda

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose of Presentation

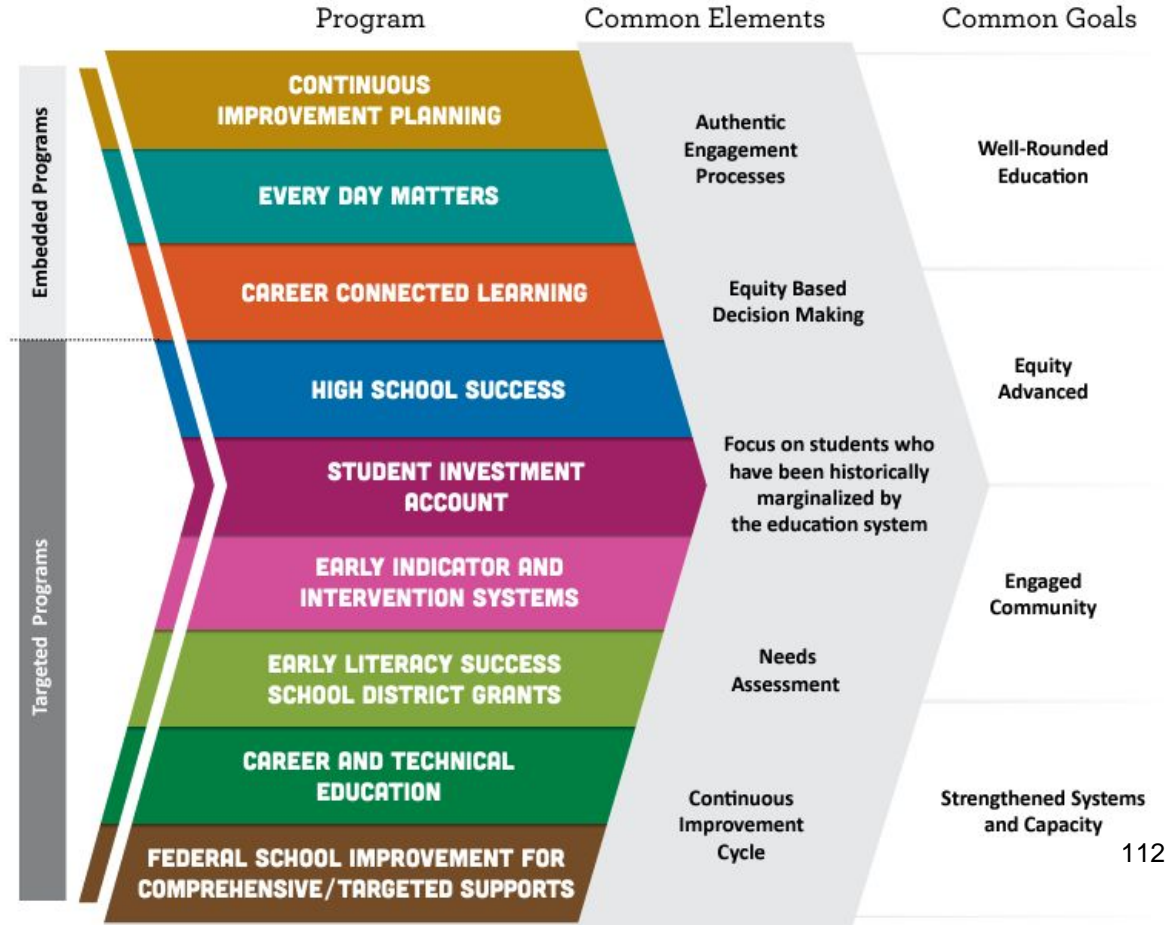
- Share how plan priorities emerged, given the range of inputs
- Explain how the plan was developed
- Receive feedback on the proposed plan
- Seek board approval at the April 8 Board Meeting



Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Aligned Programs & Common Goals



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for Students who have experienced disparities.

- **Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students, and especially students experiencing disparity
- **Every Day Matters (EDM)** - Embedded across the eight other programs, focusing attention on student engagement, school culture, climate/safety, and culturally sustaining pedagogy
- **Career Connected Learning (CCL)** - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations

Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for Students who have experienced disparities.

- **High School Success (HSS)** - Focused on improvement of graduation rates as well as career and college readiness
- **Student Investment Account (SIA)** - Focused on reducing academic disparities while increasing academic achievement and meeting the mental and behavioral health needs of students
- **Early Indicator and Intervention Systems (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students

Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for Students who have experienced disparities.

- **Early Literacy Success School District Grants (ELSSDG)**
 - Increase early literacy for children from birth to third grade
 - Reduce literacy academic disparities for student groups that have historically experienced academic disparities
 - Increase support to parents and guardians around literacy
 - Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered, and family oriented

Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for Students who have experienced disparities.

- **Career and Technical Education - Perkins V (CTE)** - Improve access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers
- **Federal School Improvement** - Address academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools

Meet Our Planning Team Members

- **Stafford Boyd**, Administrator for Curriculum, Instruction & Assessment
- **Tatiana Cevallos**, Administrator for Equity & Inclusion
- **Veronica Galvan**, Administrator for Curriculum, Instruction & Assessment
- **Kristina Hauss**, Research & Evaluation Specialist
- **Toshiko Maurizio**, Administrator for Multilingual Programs
- **Rachel Jury**, Assistant Director for Special Education
- **Jill O'Neill**, Executive Administrator for T&L/Option Schools
- **Susan Ouellette**, Program Specialist
- **Shelly Reggiani**, Executive Administrator for Equity & Inclusion
- **Andrew Robinson**, Assistant Administrator for Multilingual Programs
- **Shirley Valladares**, Assistant Director for Special Education

Planning Processes Requirements

- Use of Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a 4-year plan with clear Outcomes, Strategies, and Activities
- Review & revise existing plan
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from the Statewide Student Success Act Plans
- Review and use Regional CTE Consortia inputs

Our Equity Lens

Our Equity Lens

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



QUESTIONS

As you make decisions to support your work, consider the following:

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

Community Engagement Highlights

- Superintendent Listening Sessions & Coffee Chats
- Surveys: Students, Parents/Guardians, Staff, Community
- Student Advisory Committee to the Superintendent
- Student Interviews
- Multilingual Family Nights
- Family Engagement Groups
- Educational Equity Advisory Committee
- CTE Industry Advisory Board Meetings

Needs Assessment Highlights

Opportunities for growth:

- Student sense of belonging
- Early literacy achievement
- Graduation rate
- Attendance rate
- Awareness of and access to career connected learning opportunities at the middle and high school levels
- CTE participation and persistence

Priorities

These priorities emerged:

- Strengthen K-3 early literacy instruction and achievement, especially for focal student groups
- Continue to improve graduation rates for all students
- Increase CTE and dual credit opportunities
- Support reduced class sizes
- Behavioral health and wellness supports
- Academic Interventions

Proposed Plan - Intended Outcomes

- ❖ Increase academic achievement for K-3 early literacy, focused on achievement for all student focal groups
- ❖ Increase graduation rates for all student demographic groups
- ❖ Students in every focal and demographic group will report an increased sense of belonging at school
- ❖ BSD will fully implement a K-12 multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students

(cont'd.)¹³³

Proposed Plan - Intended Outcomes

(cont'd.)

- ❖ All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal demographic group
- ❖ Increase the number of students prepared for postsecondary success through CTE Program of Study participation, with a specific focus on students who are underserved/underrepresented in district CTE programs

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Increase academic achievement for K-3 early literacy, focused on increasing achievement for all student focal groups**
 - Invest in high-quality instructional materials to support evidence-based literacy practices
 - Provide intensive support through high-dosage tutoring
 - Provide additional learning opportunities through extended learning programs and other interventions
 - Implement and support best practices in literacy instruction

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Increase graduation rates for all student demographic groups.**
 - Continued support of reduced class sizes to close the opportunity and achievement gap using the Staffing Allocation Methodology (SAM)
 - Continue 9th Grade (On-Track) Success Teams at all high schools
 - Mentoring and support of high school students who are not on-track for graduation within four years
 - Provide credit recovery options through high schools, as well as online opportunities
 - Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all students

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Students in every focal and demographic group will report an increased sense of belonging at school**
 - Create school communities focused upon equity and inclusive practices
 - Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion
 - Create opportunities for families to connect and engage
 - Expand the number of staff of diverse racial, ethnic and linguistic backgrounds through recruitment, hiring and mentoring

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Fully implement a K-12 Multi-Tiered System of Support (MTSS) to meet the academic and behavioral needs of all students**
 - Design and implement a K-12 multi-tiered system of support (MTSS) focused upon the whole student, including students' academic, behavioral and social-emotional needs
 - Provide equitable access to academic support and interventions
 - Provide equitable access to behavioral health and wellness supports

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal and demographic group**
 - Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses
 - Expand Dual Language programs to increase access to students districtwide

Proposed Plan

These key strategies will help us achieve our intended outcomes:

- ❖ **Increase the number of students prepared for postsecondary success through CTE Program of Study participation with specific focus upon students who are underserved/underrepresented in district CTE programs**
 - Enhance and expand CTE programs to align with industry-identified standards that will lead to high skill, high wage, and in-demand occupations
 - Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD
 - Provide training and support to HS Counselors and other staff on marketing CTE programs and recruiting students into CTE courses and Pathways

(cont'd.)

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Proposed Plan

These key strategies will help us achieve our intended outcomes:

(cont'd.)

- Actively reduce barriers of entry for CTE programs by eliminating CTE student course fees and providing financial support for programs to purchase supplies and materials necessary for students to engage in hands-on learning activities;
- Implement a career connected learning system with equitable access for all middle and high school students

Proposed Plan

Key investments

Classroom Teachers (ES, MS, HS)
English Language Development Teachers
9th Grade Success Teams
Graduation Mentors
Credit Recovery Teachers
FLEX Online Teachers, Curriculum and Supplies
Family Engagement Funds
Partnership with Lifeworks
Equity and Inclusion Administrator
K-12 Equity Professional Development
HR Equity Talent Acquisition Administrator
Bilingual/Multilingual Facilitators/Liaisons
MTSS Teacher on Special Assignment
High-Dosage Tutoring (ES)
Extended Learning for Early Literacy (ES)
Early Literacy Coaching (ES)

Academic Instructional Coaches (ES, MS)
Student Success Coaches (ES)
School Support Specialists (MS, HS)
Nurses
Substance Use Specialists (MS, HS)
Social Workers
Special Education Staff (Psychologists, Resource Room Teachers and Speech Language Pathologists)
Professional Development for AP/IB Teachers
Dual Credit course offerings
Dual Language Curriculum and instructional materials
CTE Administrator and Coordinator
CTE Teachers and Staff
CTE curriculum, equipment and supplies
College and Career Counselors

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Proposed Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters. In our district, these additional strategies and activities are possible if we move to another tier in the plan:

- Increased Academic Instructional Coach Support (HS)
- Career Connected Learning TOSA and Support Staff (MS, HS)
- Intervention Specialists (ES, MS, HS)
- Increased CTE Teachers (HS)
- Increased Classroom Teachers (ES, MS, HS)
- Increased Professional Development for AP/IB Teachers (HS)

How ODE Defines Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets (LPGTs) with BSD, based on:

- Data available for longitudinal analysis
- Guidance established by the department
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

*Grantees may also set local optional metrics*¹³⁵

What Happens Next?

March / April	Public review & board approval
April 30	Submit to ODE
May / June	ODE Plan and Budget Review
June / July	Co-development of LGPTs/LOM
July / August	ODE sends grant agreement
August / Sept	Board presentation, public review of LGPTs, and board approval

What are your questions?

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES JEA, JECA, JHC****SUMMARY**

Revisions are recommended to update school board policies JEA, JECA and JHC. The 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. Most of the proposed changes are necessary to align district policy to changes in the law.

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**JEA – Compulsory Attendance – REVISED**

This update removes language regarding issuing citations and adds language regarding the ESD’s role in children that are homeschooled.

JECA – Admission of Resident Students – REVISED

Language in this policy has been adjusted to reflect a change in state law and replaces “alternative certificate” with “certificate of attendance.”

JHC – Student Health Services and Requirements – DELETE

This policy is the last of the group of health-related policy updates the board has considered over the past few months, following OSBA’s recommendation of revisions, replacement or deletion as a result of changes in state law. OSBA recommends policy JHC be deleted as the needed content is addressed in other policies, including the new EBBA – Student Health Services which the board adopted in December.

RECOMMENDATION

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

- Revisions to board policy JEA
- Revisions to board policy JECA
- Deletion of existing policy JHC

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Compulsory Attendance**

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school. All children age 5 and who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having **legal** control of a student **who is at least five years of age and who** has enrolled in a public school are required to **send have** the student **to school attend** and maintain the child in regular attendance during the entire school term.

The building principal or designee shall monitor and report any violation of the compulsory attendance law to the superintendent or designee.

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught by a private teacher; the courses of study usually taught in kindergarten through grade 12 in the public schools for a period equivalent to that required of students attending public schools.
5. Children being educated in the home by a parent, [legal guardian](#) or private teacher:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent, [legal guardian](#) or private teacher, the parent, [legal guardian](#) or [private](#) teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. [In addition, when such a student moves to a new ESD, the parent, guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling.](#)

- b. [The ESD is required to acknowledge receipt of notifications of homeschooling in writing within 90 days of the receipt of the notification, and notify the school district at least annually of students who reside in the district and are registered with the ESD.](#)
 - c. [Each child being taught by a parent or private teacher as described above shall be examined by a neutral, qualified individual following grades 3, 5, 8 and 10, and must meet other requirements in accordance with state law.](#)
 - d. [Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule \(OAR\) 581-021-0029;](#)
6. Children whose sixth birthday occurred on or before September 1 ~~of that immediately preceding the beginning of the current~~ school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
 8. Children excluded from attendance as provided by law.
 9. Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
 10. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
 11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 339.010 to -339.095](#)
[ORS 339.139](#)
[ORS 339.990](#)
~~[ORS 807.065](#)~~
~~[ORS 807.066](#)~~
[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0076](#)
[OAR 581-021-0077](#)

Cross Reference(s):

IGBHC - Alternative Education Notification

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children,¹⁴⁰ as determined under rules adopted by the State Board of Education.

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A student is considered to be a resident student if they reside permanently or continuously with a parent or person in a parental relationship within the district attendance area. School-age students between the ages of 5-19, who live within the district attendance area, shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The district may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The district shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or ~~an alternative~~ a certificate of attendance.
 - c. These students may attend school without paying tuition for the remainder of the school year.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The district may, based on district criteria, deny school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapons policy violation. ~~The~~

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

~~district will place students appropriately.~~ The district will uphold the conditions of expulsion for the designated time remaining for the expulsion.

8. The district shall deny for at least one calendar year from the date of the expulsion regular school admission to students who have become residents and who are under expulsion from another school district related to firearms in violation of ~~for~~ a weapons policy ~~violation and/or state law~~. The superintendent may modify the time period as warranted by circumstances.

~~9. The district will not provide alternative programs of instruction to student who are currently under expulsion for a weapons policy violation.~~

~~State law considers a~~ A child is considered to be six years of age and is eligible to enter first grade if their ~~the~~ sixth birthday ~~of the child occurred~~ occurs on or before September 1 of that school year, ~~and is eligible to enter first grade;~~ ~~a~~ A child is considered to be five years of age and is eligible to enter kindergarten if their the fifth birthday ~~of the child occurred~~ occurs on or before September 1 of that school year, ~~and is eligible to enter kindergarten.~~

Students who attend a district school on an interdistrict transfer ~~or interdistrict open enrollment~~ are considered residents of the district.

END OF POLICY

Legal Reference(s):

ORS 109.056

ORS 327.006

ORS 339.115

ORS 339.133

ORS 339.134

ORS 433.267

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act (ESSA) 42 U.S.C. §§ 11431, 11431a) (2015).

Student Health Services and Requirements

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. School programs should be conducted in a manner that protects and enhances student and employee health and is consistent with evidence-based health practices.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse, under the supervision of a registered nurse or school nurse, for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements. The district shall maintain a disease prevention and health promotion oriented health services program, which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health screening for possible vision or hearing problems;
3. Health counseling for students and parents, when appropriate;
4. Health-care and first-aid assistance that is appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Department of Human Services, Health Services, and the county health department;
6. Prescription and/or nonprescription medication administration according to established district procedures;
7. Development of appropriate school health management plans for students who are medically fragile or have special health-care needs;
8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the delivery of health services to students and employees.

In accordance with the requirements of federal law, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

School-based health clinics will provide all health services in accordance with Oregon laws and best medical practices. School-based health providers shall observe the district's Health curriculum and the high school learning targets in Sexual Health and the Prevention and Control of Disease, which are aligned with the Oregon State Standards in Health Education. The district promotes abstinence as the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy. School-based health providers also may provide accurate and balanced information, resources, and services associated with any contraceptive or disease reduction method and explain proper use and effectiveness.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screenings and other health-related services, to the extent it is required by state law. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 336.201](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Every Student Succeeds Act, 20 U.S.C. § 8548 (2012).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

¹The term "invasive physical examination," as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.