

SIA Grant Application

Part One: General Information

Applicant

School District or Eligible Charter School Name: Beaverton SD

Institution ID: 2243

Webpage (where SIA Plan will be posted):

<https://www.beaverton.k12.or.us/get-involved/student-success-act>

Contact Person

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Part Two: Narrative

Plan Summary Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write 3-6 paragraphs and provide the following information:

 A brief description of your school district / eligible charter school (enrollment, demographics, strengths, challenges, etc.).

 The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

Demographics

Beaverton School District is the third largest District in Oregon, enrolling 41,215 students and employing 4,573 employees. The district operates 52 schools, a dozen option programs for secondary students, and authorizes 2 K-8 charter schools, Arco Iris Spanish Immersion and Hope Chinese, both of which are participating in this application. Students of color comprise 54% of enrollment including 24% Latinx students, 3% Black students, and 1% or less Native Hawaiian/Pacific Islander students, and American Indian/Alaskan Native students. English Language Learners are 11.7% of enrollment and 94 different primary languages are spoken in the homes of our students. One in eight students is a student with a disability and one in seven students is identified as Talented and Gifted. Over one-third of students are eligible for free- or reduced-price lunch.

Identified Strengths and Opportunities

Strengths

In 2019, greater percentages of Beaverton students meet or exceed state standards on the Oregon Statewide Assessment System (OSAS) than their peers statewide in all subjects tested at all grades. BSD student groups also earned a higher percentage of Level 3 and 4 scores on the Smarter Balanced assessments than their peers statewide with the exception of migrant students. Cohort graduation rates in Beaverton are also higher than state averages for all student groups, again with the exception of migrant students. Over the past 5 years, the district has narrowed gaps in graduation rates for Black and Latino students at a greater rate than district statewide. District average ACT scores are above the state average in all five subjects (even though the district tests all 11th grade students) and a greater percentage of our graduates enroll in two- or four-year colleges than their peers in Oregon.

In 2018-19, five in six students report their school has a safe, inclusive, and respectful environment, although this has declined slightly from the 2016-17 school year. Black and LGBTQ students report markedly lower rates than other students. At least 80% of all student groups report there is at least one adult at school who cares about them. Students in middle and high school report that there are lots of chances for students in their school to get involved in extracurricular school activities. More than 90% of parents reported in 2018-19 that they feel welcome and accepted at their child's school and that they received good or excellent customer service from the school. More than 90% of staff reported in

2018-19 that they feel welcome and accepted at their place of work and that they feel well-informed about what is going on in the district.

Opportunities

Students from historically underserved groups are not achieving at the same level as other student groups. We must continue to improve curriculum and instructional practices to meet the needs of all learners, as well as to improve the design and delivery of educational supports to meet the needs of students from historically underserved groups. Priority areas for improvement are embedded in the District Strategic Plan Measures (Continuous Improvement Plan): student achievement in English Language Arts, mathematics, and science; college-readiness, career-related learning, and graduation rates for high school students, and regular attendance.

Results from the 2018 Student Wellness Survey indicate that many students in the district face challenges in the social-emotional domain. Fully 1 in 3 students in grade 11 rate their emotional and mental health as only fair or poor. 1 in 4 8th graders and 1 in 3 11th graders reported ceasing at least some of their usual activities for two or more weeks in a row over the course of the past year due to feeling sad or hopeless. These rates rose 4 percentage points from the 2016 survey and are markedly different from 2012 and 2014 as well. Responses by 10% of students in grade 8 and 15% of students in grade 11 indicate they may be experiencing a mental health concern requiring further assessment. Only 3 in 4 students report that there is an adult at school who can help them make decisions.

Use of SIA Funds

Our highest priorities for use of SIA funds in this three-year plan are: 1) reducing class size and increasing reading intervention support in grades K-2 with professional development and materials, 2) allocating more teachers to schools that have large numbers or percentages of students in poverty with accompanying equity training for staff, and 3) increasing physical, mental and behavioral support personnel available to students with professional development for all staff.

Part Three: Community Engagement and Input

Overview

The Beaverton School District (BSD) has a rich history of engaging our broader community, but the Student Success Act/Student Investment Account (SSA/SIA) opportunity pushed us to commit to a deeper level of ongoing and intentional engagement of our diverse and under-served, focal populations. The majority of our students are students of color (53%). They speak more than 100 languages. As a learning organization, we will continue to deepen our understanding of what it will take to ensure all of our students succeed. Ultimately, we must change our teaching and learning approaches so we can realize our district goal: WE empower all students to achieve post high school success.

Throughout the six-month process, BSD engaged multiple stakeholders with special attention to focal populations in the needs assessment, analysis, drafting and reviewing our SIA Plan including: focal student groups and their families*, teachers, support staff, community members and community-based organizations (e.g. Adelante Mujeres, National Association of Mental Illness). BSD also partnered with our teachers' association leadership to encourage outreach, input and feedback. Two members of our School Board participated in the planning team meetings.

From our engagement work, we learned what our diverse community values and wants to see funded in the Beaverton SIA Plan and in their children's education. Three top priorities emerged from our needs assessment engagement work: targeted, equity-based class size, behavioral health & cultural safety, and a well-rounded education.

The following sections provide more detail about how we engaged our community in the development of our SIA Plan.

Self-Assessment of Community Engagement

Our district's engagement work is being redefined through the SIA application process. The work we have engaged in can be extended to other efforts in BSD. We engaged our community differently by partnering across district departments including: Multilingual, Communications & Community Involvement, Teaching & Learning, and Special Education. No single department can do this work. To be most impactful, we need to collaborate across our system.

We learned that we need to do more to fully engage our diverse communities, especially the focal student groups and their families* as defined in the Student Success Act. Several community-based organizations (e.g. Home Plate for Youth, Morrison Child & Family Services, FACT Oregon, Health Share, Beaverton Black Parent Union) that serve our diverse families partnered with us to share their expertise and community perspective. They helped us hone our approach. We are grateful for their willingness to partner with us now and in the future.

We have much to learn from our students and their families. Understanding their lived experience needs to be an essential element of our engagement efforts. Empathy interviews with focal student groups and focus groups at agencies and organizations that serve our youth were powerful and

heartbreaking.

**Focal students and families....of color, experiencing disability, emerging bilinguals, in poverty, homeless, foster care and other historically underserved students.*

Students provided input that was not always easy to hear, but we need to listen and act to move our organization forward to meet their academic and social-emotional needs.

Our teachers and support staff are on the front lines of educating our 41,000 students. Their perspective, expertise and partnership is important and essential if we are to make a difference for our students. Many teachers and support staff shared their experience and perspective in the BSD needs assessment survey. The Beaverton Education Association, our teachers' group, helped our efforts by serving on the SIA planning team. They also surveyed their members and provided us with additional input.

Partnering with the Northwest Regional ESD was very helpful. They helped us analyze the needs assessment data from the online survey to determine the three top priorities for our SIA plan: lower class size, behavioral health & cultural safety and well-rounded education. They also hosted our three convenings of equity community-based organizations, mental health experts, and instructional leaders.

We know we have not become fully proficient at our engagement work, but we have made progress and are open to improvement and strategic partnerships. It will take commitment and effort by all stakeholders in our district to create sustained, ongoing, and meaningful engagement.

Relationships and Partnerships to Cultivate

BSD will continue to develop our relationships with community-based organizations. Many community-based organizations serve Multnomah County school districts, but realize that there is opportunity here in Washington County. We will advocate for more of these organizations to also establish services for students and families in Washington County.

Two parent groups representing some of our diverse communities stepped forward - Beaverton Black Parent Union and Beaverton Parents for Equity - during the engagement process. We want to develop these relationships by listening and learning about their experiences and then ensure programs and services are responsive to the needs of these students.

Resources to Enhance Our Engagement Efforts

As part of our SIA Plan, we have targeted some funding for a staff position to continue to build on

and sustain our engagement efforts moving forward. Engagement work takes time, resources and coordination. The position would be part of the Superintendent's Office, but would collaborate with the Office of Equity and Inclusion, Multilingual, Communications & Community Involvement, Teaching & Learning, and Special Education departments. The Oregon Dept. of Education should continue to help by providing technical assistance and creating a portal that contains engagement best practices and examples of strong applications.

Who Was Engaged

- § Students of color
- § Students with disabilities
- § Students who are emerging bilinguals
- § Students navigating poverty, homelessness, and foster care
- § Families of students of color
- § Families of students with disabilities
- § Families of students who are emerging bilinguals
- § Families of students navigating poverty, homelessness, and foster care
- § Licensed staff (administrators, teachers, counselors, etc.)
- § Classified staff (paraprofessionals, bus drivers, office support, etc.)
- § Community-Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- § School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- § Business community
- § Community leaders

How We Engaged Our Community

- Two online surveys using BSD website tool in Phase 1 Needs Assessment (+ 4,000 total surveys with an estimated 6,000 individuals participating) and the Draft Application phase (340 surveys completed)
- Four Community Forums during Phase 1 Needs Assessment phase and one Community Forum during the Draft Application phase
- Convening of several Community-Based Organizations
- Convening of area Behavioral Health experts
- Convening of BSD and NWRESD Instructional leaders
- Empathy interviews and focus groups with students

- Beaverton Parents for Equity meeting- one meeting
- Beaverton Black Parent Union meeting- one meeting
- Special Education Parent Advisory Group- two meetings
- BSD Mental Health Task Force meetings
- Homeless/Foster students - meeting with Dept. of Human Services leaders; HomePlate for Youth empathy interviews
- Beaverton Student Advisory Committee - 2 meetings
- Multilingual Dept. - three meetings with 9 language/cultural parent groups
- BSD website
- Staff Talk - employee newsletter updates and invitations to participate
- BSD Briefs Newsletters
- Social media posts
- School Board Meetings - update at every meeting since August 2019 to March 2020
- Partnering with staff associations
- Partnering with faith-based organizations- met with leaders and parents at a mosque
- Partnering with business- Beaverton Chamber of Commerce updates

Evidence of Engagement (Top Five Artifacts)

1. Communication & Engagement Plan for Student Success Act/Student Investment Account Funding
2. Multilingual Engagement Needs Assessment Report
3. Beaverton SD SSA Survey Analysis
4. Protocol for Needs Assessment Phase
5. Reports from Three Convenings: Community-Based Organizations; Student Health & Safety experts; Instructional leaders

Why we selected the artifacts. How they show evidence of engaging focal student populations, their families and the community.

The artifacts we chose illustrate the level of sustained engagement and partnership with focal students and families, teachers, support staff and community partners. BSD utilized a combination of two-way and one-way engagement and communication strategies to gather input and perspective.

1) The **Communication & Engagement Plan** provided a roadmap to ensure we gathered input from focal populations and their families and internal and external stakeholders.

2) Multilingual Dept. Engagement Report - Needs Assessment

The Multilingual Department held nine ELL culturally/linguistically sensitive focus groups.* The report illustrates the significant work of engaging our emerging bilingual families and what we learned about their lived experience and how to help their children be successful.

3) **Beaverton SD SSA Needs Assessment Survey Analysis:** The report provided the three top priorities by focal group: equity-based class size, behavioral health & cultural safety, and a well-rounded education.

4) **Protocol for the Needs Assessment Phase:** The simple, but effective protocol asked participants to respond to two questions: What is going well in Beaverton schools? What areas, services and programs could BSD improve? Leaders used it to engage in face-to-face conversations.

5) **Reports from Three Expert Convenings:** The reports capture the input from experts representing community-based organizations, student health & safety, and K-12 instruction. The groups provided us with rich input about how BSD can improve teaching and learning, and the social-emotional environment for our focal students and families.

** ELL families: American Indian/Alaska Native, Latinx, Arabic, Korean, Vietnamese, Russian, Somali, Chinese, and Japanese*

Strategies and Activities for Engaging Focal Student Populations and Their Families **Strategies**

1) We collaborated across BSD departments to engage focal populations, and the community in two-way relationship building and conversations with students and parents. This engagement and relationship building work needs to be owned by multiple departments.

2) We partnered with community-based organizations (CBOs), mental health organizations and instructional leaders in Phase 2 convenings to assist BSD in analyzing student data, needs

assessment results and recommending potential SIA investments.

Activities

In Phase 1, Needs Assessment, District staff facilitated a variety of outreach and engagement opportunities September - November with focal populations and the community to gather feedback.

- Two online surveys for needs assessment and draft plan input, in English/Spanish
- Multilingual Department conducted two sets of conversations with nine culturally/linguistically sensitive focus groups with American Indian/Alaska Native, Latinx, Arabic, Korean, Vietnamese, Russian, Somali, Chinese, and Japanese ELL parents (18 focus groups in total)
- The School Board's Student Advisory Committee comprised of diverse students representing our comprehensive and option high schools, provided perspective and shared their lived experience.
- Empathy interviews with homeless/foster students and a meeting with Dept. of Human Services representatives
- Special Education Parent Advisory group input

In Phase 2, BSD convened a series of three expert panels in Equity/Community-based organizations (25 participants), Student Health & Safety organizations (20 participants), and Instructional leaders (25 participants). The first two convenings were three-hour sessions that asked participants to 1) identify BSD's community strengths; 2) engage in a Problem of Practice/Root Cause Analysis (Fishbone protocol); and 3) to identify potential solutions that would align with SSA categories. The third convening engaged instructional leaders in a four-hour process that included: building background knowledge about the SSA, a review of the Quality Education Commission (QEM) recommendations, review of BSD focal student populations academic data, and recommending strategies for SIA investment.

BSD's draft plan started to emerge from a day-long convening of representatives from the three previous expert panels and district staff. This team took all the data and narrowed the SIA investments to develop the BSD Draft SIA Plan.

The BSD Draft SIA Plan was shared with focal populations through another round of engagement with nine culturally/linguistically sensitive focus groups facilitated by the Multilingual Department with American Indian/Alaska Native, Latinx, Arabic, Korean, Vietnamese, Russian, Somali, Chinese, and Japanese ELL parents.

Roundtable discussions with Beaverton Parents (including students) for Equity and the Beaverton Black Parent Union

One additional community forum was held for stakeholders to provide feedback on the draft SIA Plan.

An online survey seeking input on the draft SIA Plan was also available for students, staff and family.

Strategies and Activities for Engaging Staff

BSD staff are on the front lines of educating our community's children.

Strategies

- 1) We involved our teachers' association, Beaverton Education Association, as a key partner on the BSD Planning Team. They helped ensure staff expertise was honored during the SIA Plan development process.
- 2) We harnessed the significant experience of our administrators, teachers and support staff by seeking their input and engagement throughout the process.

Activities

- Principals received regular updates at their monthly leadership meetings.
- The Superintendent's Internal Advisory Committee engaged in the needs assessment protocol during their fall meeting.
- Principals led meetings of teachers and other support staff participated in the needs assessment protocol during fall staff meetings.
- Staff were invited to give input through the online needs assessment survey and the draft SIA Plan survey.
- Select staff served on the Instructional Expert Panel in Phase 2.
- All staff were invited to the five Community Forums to provide input.
- Staff Talk e-newsletter (1st & 15th of each month) provided staff with regular updates during the process.
- A dedicated webpage for BSD SSA/SIA information and plans was established.

Collecting and Using Input

What we learned or are actively learning. How we applied the input to inform our planning.

During this process, we actively used **BSD Equity Lens** to ask the following questions and learn:

- 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?

We engaged our diverse communities in new ways to draft our SIA application. By utilizing a variety of engagement strategies, two-way and one way, we learned what our focal students and families need to succeed. Most importantly, we heard how much these parents care about their children and how they are doing academically. Our families told us that they want teachers to care about them and to know them first.

By analyzing longitudinal data, we can't deny that our focal populations struggle. It is up to us to alter these students' trajectories by learning about their lived experience, acknowledging our biases, and learning how to meet their needs by engaging in culturally responsive practices. Our families told us they want to see us recruit and retain racially diverse teaching staff. Our plan invests in the recruitment and retention of a diverse workforce.

By collaborating with community-based organizations, we learned that partnering will amplify our efforts to serve our most impacted students and their families. We plan on continuing to build on these relationships and partnerships.

The input we received from our community engagement, particularly from focal populations, was the driver for the investments we are making in the BSD Student Investment Account Plan. The three top priorities identified by focal students and families: 1) lowering class size; 2) behavioral health; 3) a well-rounded education. There were slight percentage differences across the focal populations in how they ranked these three priorities.

The BSD SIA Plan investments are reflective of our community engagement. Here are two examples of how we used community input to draft our SIA Plan:

The community said class size was the number one priority, so targeted, equity-based class size reduction is in our plan. We are investing in equity-based class size reform in core content classes K-12. We will be infusing an equity basis to the District's allocation of classroom teachers. We have also added weightings for each student who is eligible for free and reduced-price lunch.

The second priority identified by the community, student behavioral health, is addressed in our SIA Plan with a significant investment in district-wide system improvements. One example is the complete reform and standardization of the District's multi-tiered system of supports (MTSS) with evidence-based practices. Every school in BSD will have a Student Success Team which will consist of behavioral health, academic and attendance providers. The increased number of staff members will provide quicker and more direct services to students and families earlier including student groups and parenting classes.

We are grateful for the commitment of all stakeholders to partner with us as we prepared our first SIA application.

Part Four: Data Analysis

Data Sources Describe the data sources used and how the data informs equity-based decision-making. (150 words or less)

The district's [Strategic Plan measures](#) (Kindergarten IRLA, OSAS ELA, Math, and Science, ACT ELA, Math, and Science, four-year graduation, career learning, and student attendance) supplemented by the SIA data supplied by ODE serve as measures of student achievement disaggregated by student group. These disaggregated trends provided data on which gaps the district has been closing for focal student groups, where persistent gaps remain, and how focal group students in the district are performing relative to their peers in Oregon. Results of annual surveys of students (disaggregated by race/ethnicity, gender, and membership in the LGBTQ community) and the biennial Student Wellness Survey of secondary students provided data on student connectedness to school as well as health and wellness indicators. This data, in addition to the feedback from focal groups during the community engagement sessions, served as the foundation for the development of our key strategies and activities.

Part Five: SIA Plan

Your SIA plan must be for three years. It names the strategies, activities and actions that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also reflects the choices you've made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. In this section, you'll be required to upload and share how you applied an [equity lens](#) or tool in your engagement, planning and decision-making.

Key Elements of Your SIA Plan: Outcomes, Strategies, Activities and Priorities The SIA Plan itself includes the following elements and the suggested questions are offered as a guide to support your planning:

- **Outcomes** are the changes you're trying to cause.
- **Strategies** inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.
- **Activities** are much more concrete and are oriented to smaller steps or shorter-time frames within the arc of a given strategy or set of strategy. Activities generally have specific resource allocations and might also be called "initiatives," "tactics," "investments" or "work plans."
- **Priorities** identify an order or level of focus for different strategies and activities. Where a district or school might have several desired strategies and activities to advance those strategies, priorities signal what will be focused on amidst time and resource availability.

SIA Integrated Planning Tool ODE has developed an optional [SIA Integrated Planning Tool](#) as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition the narrative information called for in the application.

Budget Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

SIA Plan Template for Part Five The District's SIA application will use this optional template provided by ODE to satisfy the requirements of this section.

Equity Lens or Tool Upload the [equity lens](#) or tool you used to inform and/or clarify your plan.

Beaverton School District Equity Lens

- 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?

Describe how you used the uploaded equity lens or tool. (250 words or less)

Beaverton's focus on equity is intentional across the organization and one of our four pillars for success as a district. At each of the content-based drafting convenings that were used to develop an actionable draft SIA plan, the BSD equity lens was provided and participants were asked to continue to ask the for component questions driving our equity work. By continuously asking the equity lens questions we kept race and equity at the forefront of our collaborative decision-making process. Our application of an equity lens is not a one time event but rather an on-going intentional reflection through the use of the four question protocol.

At the start of each drafting convening (equity, health and wellness, instructional, and overall drafting) teams were supplied with the district's equity lense and asked to review the questions and place race and privilege at the forefront of the conversation. Just such an application of the protocol led to the addition of a final round of focal community engagement after the district had completed drafting of a proposed SIA plan. When asking who was and was not represented in the plan the district planning team felt they could not adequately answer the question, as such additional focused conversations with multilingual families, the Beaverton Black Parent Union, the Beaverton Families for Equity, and others was added in February. This additional engagement led to authentic adjustments and refinement of the plan to better reflect our communities of color and emerging bilinguals.

Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY For a complete preview of the SIA application, we are including this section where we will ask SIA applicants to provide their **DRAFT** Longitudinal Performance Growth Targets and the ODE Worksheet outlined later in [“Developing a Common and Customized Monitoring and Evaluation Framework.”](#)

Regular Attenders

District-Wide

	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	83.1	83.5	84.1	84.8	85.8

Baseline	82.9	82.9	82.9	82.9	82.9
Focal Student Groups					
	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	76.6	77.3	78.3	79.7	81.4
3rd Grade ELA					
District-Wide					
	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	62.7	63.9	65.7	68.1	71.1
Baseline	62.1	62.1	62.1	62.1	62.1
Focal Student Groups					
	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	45.8	47.9	51	55.2	60.5
9th Grade On Track					
District-Wide					
	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	89.4	90.3	91.6	93.4	95.6
Baseline	89	89	89	89	89
Focal Student Groups					
	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	80.6	82.1	84.4	87.5	91.4

Four-year Graduation

District-Wide

	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	85.9	86.5	87.4	88.6	90
Baseline	85.6	85.6	85.6	85.6	85.6

Focal Student Groups

	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	78.4	79.9	81.5	83	84.6

Five-Year Completers

District-Wide

	2020-21	2021-22	2022-23	2023-24	2024-25
Reach	93	93.4	94.1	94.9	96
Baseline	92.8	92.8	92.8	92.8	92.8

Focal Student Groups

	2020-21	2021-22	2022-23	2023-24	2024-25
Gap closing	87.3	88	89.1	90.6	92.5

Part Six: Use of Funds

Allowable Uses Which of the following allowable use categories is your plan designed to fund within? Select any or all.


- ☒ Increasing instructional time
- ☒ Addressing students' health and safety needs
- ☒ Evidence-based strategies for reducing class size and caseloads
- ☒ Expanding availability of and student participation in well-rounded learning experiences

Meeting Students Mental and Behavioral Health Needs Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

- ☐ Increasing instructional time
- ☒ Addressing students' health and safety needs
- ☐ Evidence-based strategies for reducing class size and caseloads
- ☐ Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

 Meet students' mental and health needs; and

 Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Reducing class size and increasing mental and behavioral health support for students were the highest priorities of our community and the majority of our focal groups. The use of SIA funds to meet the mental and behavioral health needs of students and increase the academic achievement/reduce academic disparities of focal groups will be primarily through the following strategies:

1) reducing class size and increasing reading intervention support in grades K-2 in high poverty schools accompanied by professional development and dyslexia materials (\$6.2 million). These evidence-base investments in target class size/caseload reduction in K-2 grades in schools with higher poverty levels (Brookings Institute, 2014; Education NW, 2014, Quality Education Commission, 2018) and target additional specialized staffing to reduce intervention group size for struggling readers, students with disabilities, and emerging bilinguals (Hattie, 2017);

2) allocating more teachers to schools that have large numbers or percentages of students in poverty with accompanying equity training for staff (\$8 million). This strategy aligns with the Quality Education Commissions call for districts to pay more attention to equity. “School districts must pay attention to how they allocate resources to individual schools to make sure the distribution of resources takes into account the varying student needs at different schools (QEC, 2018, P. 11) as well as the need to increase the ability of staff to effectively instruct and support students of color; and

3) increasing physical, mental and behavioral support personnel available to students with professional development for all staff (\$16.5 million). Every school in Beaverton will have a Student Success Team which will consist of attendance, academic, and behavioral health providers. A framework of three tiers of intervention supports will be developed and then implemented districtwide. This specific investment will provide staffing to address the behavioral health and wellness needs of students and families. The Student Success Team will be comprised of existing counselors, student success coaches, grad mentors, nurses, school psychologists and special education staff, but the team will also expand to include an increased number of social workers, counselors, behavioral health paraeducators, nurses, school psychologists, special education teachers, and speech language pathologists. The increased number of staff members will provide quicker and more direct services to students and families earlier including student groups and parenting classes. The increase in team members will lead to more staff to provide interventions to students. The behavioral health team members will be able to provide professional development to staff and families. Specific evidence-based investments include reducing the caseloads of counselors (QEC, 2018) and scaling, implementing, and coaching social/behavioral interventions (Hattie, 2017)

Addressing the Needs and Impact on Focal Student Groups The act supports “targeted universalism.” This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students **and** the focal student groups based on your plan to use funds. (500 words or less)

Based on our planned use of funds, we expect to see increases in the regular attendance rates for all students and for focal population students as we address the behavioral and mental health needs of students through Student Success Teams.

We also expect to see increases in reading proficiency in grades K-3 for all students, with greater gains for English Language Learners, Students with Disabilities, students from families navigating poverty, and for students from historically underserved racial/ethnic groups. Investments in

reducing class size, reducing caseloads for ELL and Special Education resource room teachers, increasing reading intervention support in Title I schools, and professional development and materials supporting effective instruction and use of assessment for students experiencing early reading difficulties will increase success rates for all students and close gaps for our focal student populations.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)

Focal Student Groups Focal student groups are students: of color; with disabilities; who are emerging bilinguals'; or those navigating poverty, experiencing homelessness, or in foster care.

Just over half of our investments support improving the behavioral and mental health of students, primarily through Student Success Teams. One risk associated with an investment of this magnitude is the ability to hire well and fully staff these teams in all 53 of our schools in year one of the plan. We are also fully aware that while improving the behavioral and mental health of students will improve their attendance, there are other barriers to school attendance not addressed by the plan. These barriers include economic instability of families, houselessness, immigration enforcement activities, and public health emergencies.

Part Seven: Documentation and Board Approval

Evidence of Board Approval Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website.

Application link: <https://www.beaverton.k12.or.us/get-involved/student-success-act>

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?



Yes



No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?



Yes



No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?



Yes



No

Collaboration Describe the process you took to collaborate with public charter(s) schools in doing community engagement. (150 words or less)

In order to tailor the use of funds to unique needs of our charter schools, each school engaged

in community engagement activities within their school community.

At Arco Iris, staff members had multiple opportunities to identify targeted school improvement priorities based on the SIA guidelines. Parents were invited to give feedback through daytime and evening meetings. The school provided free childcare and translation services during the meetings to maximize participation and the turnout was higher than any other parent meetings held to date.

At Hope Chinese, a survey was sent to families and community members. The survey received 95 responses total, or 40% of families. Licensed and classified staff were also invited to participate in the survey as well as discussions at two staff meetings.

Agreement(s) If applicable, upload charter school SIA specific agreement(s). Upload multiple if relevant.

Applicant Assurances By checking the boxes below, the school district or charter school assures: *(check each box)*

- ☒ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
- ☒ Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).
- ☒ Disaggregated data by focal student group was examined during the SIA planning process.
- ☒ The recommendations from the Quality Education Commission (QEC) were reviewed and considered.
- ☒ The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]
- ☒ Agreement to provide requested reports and information to the Oregon Department of Education.

Part Five: SIA Three Year Plan

Outcomes are the changes you are trying to cause:

Outcomes are specific, measurable statements that let you know when you have reached your goal. Thorough outcome statements include who will change, what will change, how much it will change, and how the change will be measured.

Outcomes may be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behaviors, practices, or beliefs, changes in systems, etc.

Outcome 1: Increase the percentage of students who are reading at or above grade level in grades K-3 and close gaps between focal group students and non-focal students.

- a) Increase the percentage of Kindergarten students meeting expectations on the IRLA (District Strategic Measure).
- b) Increase the percentage of 3rd grade students meeting expectations on the OSAS ELA assessment and close achievement gaps for focal group students (District Strategic Measure and SIA metric).

Outcome 2: Increase student attendance, mental well-being, and attachment to school.

- a) Increase the percentage of students who are regular attenders (SIA metric).
- b) Increase the percentage of students rating their emotional and mental health as good to excellent on the Student Wellness Survey from the 2017-18 baseline of Grade 6: 87.5% Grade 8: 78.0% Grade 11: 65.6%
- c) Increase the percentage of students in grades 4-12 reporting their school has a safe, inclusive and respectful environment from the 2019 baseline of 84%.
- d) Increase the percentage of students in grades 4-12 reporting there is at least one adult who cares about them at school from the 2019 baseline of 86%.

Outcome 3: Increase the ability of staff to implement culturally relevant instructional practices.

Students: Staff treat students well. . .

- a) Increase the percentage of students agreeing that adults in their school respect people from different backgrounds from the 2020 baseline.
- b) Increase the percentage of staff reporting they are very confident in implementing culturally relevant teaching practices from the 2019 baseline of 64%.

Outcome 4: Increase the capacity of parents and community partners to support the academic achievement and mental and behavioral well-being of students.

SIA Plan Template for Part Five of the Grant Application (Optional)

Priorities:

1. *How are the resource allocations in your budget reflective of the outcomes you are trying to achieve?*

Attendance and 3rd grade ELA are outcomes we need to impact.

Students cannot learn if they are not at school and our regular attender rate has declined steadily over the past five years. One California study found that only 17 percent of students who were chronically absent in both kindergarten and first grade were reading proficiently in third grade, compared to 64 percent of those with good attendance. The effects of poor attendance are particularly pronounced among low-income children, who need more time in the classroom to master reading and are less likely to have access to resources outside of school to help them catch up. Unfortunately, low-income children are four times more likely to be chronically absent¹.

By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school. Students who are chronically absent or receiving Fs in the middle grades are at very high risk of being off-track for graduation in ninth grade, and eventually dropping out of school².

Chronic absenteeism negatively affects a student's academic performance.

3rd grade ELA success tied to high school graduation. A [long-term study by the Annie E. Casey Foundation](#) found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers. In fact, 88 percent of students who failed to earn a high school diploma were struggling readers in third grade.

One in five children suffers from a mental health or learning disorder, and 80% of chronic mental disorders begin in childhood. Children struggling with mental health and learning disorders are at risk for poor outcomes in school and in life. [2016 Children's Mental Health Report](#)

The bulk of our resource allocations reflect our intent to improve attendance and literacy outcomes for all students with particular attention to students from focal populations using evidence-based strategies:

- 1) reducing class size and increasing reading intervention support in grades K-2 with professional development and materials. Evidence-base: Investing in targeted class size/caseload reduction in K-2 grades in schools with higher poverty levels (Brookings Institute, 2014; Education NW, 2014, Quality Education Commission, 2018). Target additional specialized staffing to reduce intervention group size for struggling readers, students with disabilities, and emerging bilinguals (Hattie, 2017) **(approximately 20% of funds)**;

SIA Plan Template for Part Five of the Grant Application (Optional)

2) allocating more teachers to schools that have large numbers or percentages of students in poverty with accompanying racial equity training for staff. This strategy aligns with the Quality Education Commissions call for districts to pay more attention to equity. "School districts must pay attention to how they allocate resources to individual schools to make sure the distribution of resources takes into account the varying student needs at different schools (QEC, 2018, P.

11) **(approximately 25% of funds)**, and

3) increasing physical, mental and behavioral support personnel available to students with professional development for all staff. Every school in Beaverton will have a Student Success Team which will consist of attendance, academic, and behavioral health providers. A framework of three tiers of intervention supports will be developed and then implemented districtwide. This specific investment will address the staffing needs to address the behavioral health and wellness needs of students and families. Investments include reducing the caseloads of counselors (QEC, 2018) and scaling, implementing, and coaching social/behavioral interventions (Hattie, 2017) **(approximately 50% of funds)**.

2. *Where do you expect to put most of your focus, resources and energy in the first year?*

- 1) Expanding mental and behavioral supports to students and their families.
- 2) Improving the reading outcomes for students in grades K-3 by targeted, evidence-based class size reduction in grades K-2, increasing intervention support, improving instruction and materials.
- 3) Reducing class size by allocating additional teachers for schools with large numbers of students from families navigating poverty, increasing the racial competence of staff and hiring and retaining staff of color.

3. *Using High/Medium/Low or A/B/C, please provide a narrative description of your priorities over the next three years.*

Our highest priorities are: 1) reducing class size and increasing reading intervention support in grades K-2 with professional development and materials, 2) allocating more teachers to schools that have large numbers or percentages of students in poverty with accompanying equity training for staff, and 3) increasing physical, mental and behavioral support personnel available to students with professional development for all staff.

Medium priorities include expanding after school instructional time at comprehensive middle schools, engaging caregivers as partners in supporting the mental health of their children, and engaging diverse community partners in authentic on-going engagement.

Reducing class size, increasing mental and behavioral health support, and access to electives/enrichment opportunities were the highest priorities of our community and each of our focal groups.

4. *In what ways might your priorities shift within your plan based on resource availability (including human resources or skilled consultant supports you are planning for)?*

SIA Plan Template for Part Five of the Grant Application (Optional)

Our priority outcomes and strategies will not shift in our plan. At the same time, just over half of our investments support improving the behavioral and mental health of students, primarily through implementing Student Success Teams at each school. We fully recognize a potential risk associated with an investment of this magnitude is our ability to hire well and fully staff these teams in all 53 of our schools in year one of the plan. This is particularly true for the large increase in social workers the district is seeking. In the absence of full staffing of social workers in year one, we have a contingency plan for providing behavioral and mental health supports to all students via other staff such as Student Success Coaches and Counselors and adding behavioral support paraprofessionals in elementary schools. Similarly, if there are schools where we unable to carry-out targeted, evidenced-based class size reduction, we are prepared to increase adult assistance through the use of paraeducators.

The activities identified are the priority activities for the District in meeting the goals of the Student Success Act; however, it is possible that we will not be able to implement all of the activities above within the first year of the plan, with the most likely barrier being access to a quality, diverse workforce to put in place for many of the specialty positions being created. Based on guidance from the Oregon Department of Education we have identified a number of additional activities that could be implemented if we are unable to complete our planned activities. These “Tier 2” activities still fit within the requirements of the Student Investment Account, including the allowable expenditures and responsive to community needs. Several activities below were moved from our identified activities in response to budget restrictions or community feedback around other areas of investment. Other Tier 2 activities arose through other outreach means both internally and externally. Tier 2 activities in the table below are not in priority order.

Following approval of the District’s SIA application, a process for prioritization of Tier 2 activities and the method for deciding to pull forward a Tier 2 activity will be developed. That process will weigh available resources, cost of the activity, time needed for impact, and the likelihood of future implementation of the original strategy.

Tier 2 Activity	Budget
Temporary Teacher Class Size Bank	\$4,000,000
Equity Based Community Contracts	\$75,000
Full Time Student Success Coach at Each Elementary School	\$2,400,000
Middle School Pre-CTE Curriculum Purchase (9 schools)	\$900,000
Additional Culturally Responsive Teaching/Library Materials	\$500,000

SIA Plan Template for Part Five of the Grant Application (Optional)

Behavioral Support Paraeducator at Every Elementary	\$1,589,670
Multilingual Department Secondary TOSA	\$142,129
Biblioburro - Spanish Language Library Bus	\$140,000
Extended Contract for Dual Language Translation	\$60,000
Professional Development: CRT/RP/SEL and Assessment	\$250,000
CRT/RP Instructional Coaches	\$2,300,000
K-2 Intervention Teachers - Expand to 1.0 at every Elementary	\$1,325,000
Safety & Security: Paging/Notifications	\$500,000
Safety & Security: Classroom Walls	\$2,000,000
Health: Re-Pipe 3 Schools	\$1,500,000
Safety & Security: Cameras @ All	\$3,000,000
Safety & Security: Fencing	\$1,250,000
Safety & Security: Capitol Center	\$2,000,000
<i>Tier 2 Total</i>	<i>\$23,931,799</i>

ALL OF THE STRATEGIES AND ACTIVITIES BELOW ARE FOR THREE YEARS UNLESS NOTED

Strategy #1:

Targeted instructional supports for individual students. Class Size reduction, Interventions, etc.

Which outcome(s) will Strategy #1 address, and how?

(If we _____, then _____ and _____)

#1: Increase the percentage of students who are reading at or above grade level in grades K-3.

#2: Increase the ability of staff to implement culturally relevant instructional practices.

#3:

Specific Activities that will support Strategy #1

(See budget for specific cost information)

Activity 1.1: Targeted, evidence-based class size reduction at K-2

SIA Plan Template for Part Five of the Grant Application (Optional)

- Person Responsible: Hansmann
- Measures of Evidence: School staffing allocation model for allocating teachers to schools reflects ratios lowered by 3 students in grades K-2 compared with grades 3-5. Teachers hired.

Activity 1.2: Equity based class size reduction for core classes in grades K-12.

- Person Responsible: Hansmann
- Measures of Evidence: School staffing allocation model for allocating teachers to schools reflects an increased weight of 0.25 for each student eligible for free- or reduced-price lunch at the elementary level and 0.5 at the secondary level. Teachers hired.

Activity 1.3: PK-2 Intervention Supports, add 7.5 intervention positions with an emphasis on reading in each of 15 Title I elementary school.

- Person Responsible: Hansmann
- Measures of Evidence: School staffing allocation model for allocating intervention teachers to schools reflects an additional 0.5 intervention teacher FTE for each Title I elementary school. Teachers hired.

Activity 1.4: Hire 5 ELD teachers to reduce ELD teacher caseloads

- Person Responsible: Maurizio
- Measures of Evidence: ELD staffing allocations incorporate 5 additional ELD teachers to reduce caseloads. Teachers hired.

Activity 1.5: Arco Iris: Hire additional Instructional Assistants to support grades K-2. Each kindergarten class will have a full time, bilingual IA. First grade will share 2 IA's among three classrooms, and second grade will share 1 IA between 2 classrooms. (3 FTE)

- Person Responsible: Herron
- Measures of Evidence: Instructional assistant staffing in grades K-2 reflect the described allocation. Instructional assistants hired.

Activity 1.6: Hope Chinese: Increase FTE for ESL and RTI instructors from 1.0 to 2.0

- Person Responsible: Rickman
- Measures of Evidence: ESL and RTI staffing allocations increased to 1.0 for each position. Teachers hired.

Strategy #2:

Support teachers to enhance practice through professional development, coaching, and materials, etc.

SIA Plan Template for Part Five of the Grant Application (Optional)

Which outcome(s) will Strategy #2 address, and how?

(If we _____, then _____ and _____)

#1: Increase the percentage of students who are reading at or above grade level in grades K-3.

#2: Increase student attendance, mental well-being, and attachment to school.

#3: Increase the ability of staff to implement culturally relevant instructional practices.

Specific Activities that will support Strategy #2

(See budget for specific cost information)

Activity 2.1: Equity TOSA and K-12 equity training: Implementation of training protocol with the Center for Educational Equity (CFEE) to begin a 10-year program to provide anti-racist training to every employee in the Beaverton School District. Create the position of Equity TOSA within the Office of Equity & Inclusion that will work to support implementation of the district-wide CFEE training as well as provide additional on-demand and systems supported equity training throughout the district.

- Person Responsible: McCreery
- Measures of Evidence: Equity TOSA hired. Contract with Oregon Center for Educational Equity (OCEE) for [CFEE training](#). 52 staff attend training in June, July, October, February, and June. Number of participants at Take It Up in-district trainings

Activity 2.2: Create the position of Administrator for Equity Talent Acquisition in the Human Resources Department that will be focused on creating and implementing systems improvements that build towards a workforce that is more representative of Beaverton's student population. Funds for financial incentives to break down barriers that may exist for diverse candidates.

- Person Responsible: Rodriguez
- Measures of Evidence: Administrator hired. Number of new staff of color who are recruited and the percentage of staff retained.

Activity 2.3: Professional development for all staff around behavioral and mental health supports for students. A professional development framework for all BSD staff will be developed and will include training in Trauma-Informed Practices, Adverse Childhood Experiences (ACES), Educator Wellness, Special Education 101, Models of Intervention, De-escalation Supports, Restorative Practices, Culturally Responsive Teaching, Youth Mental Health First Aid, Applied Suicide Intervention Skills Training (ASIST), and Motivational Interviewing. Curricular materials will be purchased for all schools to address three tiers of behavior intervention support. These materials will be used by the members of the behavioral teams and classroom teachers.

SIA Plan Template for Part Five of the Grant Application (Optional)

- Person Responsible: Hudson
- Measures of Evidence: Classroom materials purchased. Professional development sessions scheduled in TeacherSource. Teacher attendance at professional development sessions.

Activity 2.4: Professional development and materials in instructional practices for focal populations in reading for K-3 classroom teachers, intervention teachers, ELD teachers and special education teachers. Professional development topics include:

- *How to Increase visuals and audio support during mini-lesson.*
- *Creating sound walls.*
- *Revisiting sight word practices*
- *How we “coach” dyslexic readers. Search visual (phonics first), then “check” using other cues.*
- *Phonics and Phonological Awareness Programs/Strategies*
- *Assessment Literacy Practices - How assessments inform your instruction.*
- *Understanding and using the IRLA*
- *Support for how to confer with readers*
- *Differentiated training in the Units of Study for Reading and Writing*
- Person Responsible: Bell
- Measures of Evidence: Materials purchased and deployed in K-3 classrooms. Professional development sessions scheduled in TeacherSource. Teacher attendance at professional development sessions.

Activity 2.5: Create Culturally responsive libraries for all K through 8 classrooms. Students need to read and hear stories that reflect their own experiences as well as the experiences of others. These are often referred to as mirrors and windows. A mirror is a story that reflects your own culture and helps you build your identity. A window is a story that offers you a view into someone else’s experiences. We need to continue to invest in literature that support student learning and the understanding of the world and people around them.

- Person Responsible: Bell
- Measures of Evidence: Materials purchased and deployed in K-8 classrooms.
- This activity if for one year only

Activity 2.6: Arco Iris: Utilize Student Success Coach to manage a schoolwide response to intervention system to support teachers in the implementation of effective instructional strategies for all students. (.5 FTE)

- Person Responsible: Herron
- Measures of Evidence: Student Success Coach hired. Student Success Coach work with teachers on implementing RTI.

Activity 2.7: Hope Chinese: Purchase additional reading curriculum materials: Chinese Leveled Reader, English Classroom library leveled book sets, English Word Work curriculum

- Person Responsible: Rickman

SIA Plan Template for Part Five of the Grant Application (Optional)

- Measures of Evidence: Materials purchased and deployed in classrooms.

Strategy #3:

Increase the availability of whole student behavioral and mental health supports.

Which outcome(s) will Strategy #3 address, and how?

(If we _____, then _____ and _____)

#1: Increase student attendance, mental well-being, and attachment to school.

#2:

#3:

Specific Activities that will support Strategy #3

(See budget for specific cost information)

Activity 3.1: Implement Student Success Teams at every school. Every school in Beaverton will have a Student Success Team which will consist of attendance, academic, and behavioral health providers. A framework of three tiers of intervention supports will be developed and then implemented districtwide. This specific investment will address the staffing needs to address the behavioral health and wellness needs of students and families. The Behavioral Health Team Members will be comprised of existing counselors, student success coaches, grad mentors, nurses, school psychologists and special education staff, but the team will also expand to include an increased number of social workers, counselors, behavioral health paraeducators, nurses, school psychologists, special education teachers, and speech language pathologists. The increased number of staff members will provide quicker and more direct services to students and families earlier including student groups and parenting classes. The increase in team members will lead to more staff to provide interventions to students. The behavioral health team members will be able to provide professional development to staff and families. The overall additional staff will include: 4 Counselors, 3 Drug and Alcohol Counselors, 3.5 nurses, 23 paraeducators, 51 social workers, 12.5 Special Education Resource Room Teachers, 1 Autism Spectrum Disorder Consultant and 3 Speech Language Pathologists.

- Person Responsible: Hudson
- Measures of Evidence: Additional Staff hired. Interventions provided to students and families

Activity 3.2: Add 8 elementary facilitators and secondary community liaisons to meet the translation/interpretation needs of emerging bilingual students and their families served by Student Success Teams. Behavioral paraeducator support.

SIA Plan Template for Part Five of the Grant Application (Optional)

- Person Responsible: Maurizio
- Measures of Evidence: Additional Staff hired. Services provided to families engaging with Student Success Teams

Activity 3.3: Creation of a bank of behavioral paraeducator staffing that can be deployed to schools for a limited duration to support students in transition to possible special education identification and IEP finalization (2.4 FTE).

- Person Responsible: Hudson
- Measures of Evidence: Additional Staff hired. Number of students provided with and duration of behavioral support by paraeducators.

Activity 3.4: Arco Iris: Hire Student Success Coach to manage schoolwide behavior supports for students and to train teachers to effectively manage classroom behaviors. (.5 FTE)

- Person Responsible: Herron
- Measures of Evidence: Student Success Coach hired. Staff training conducted.

Activity 3.5: Hope Chinese: Hire Student Success Coach to manage schoolwide behavior supports for students and to train teachers to effectively manage classroom behaviors. (.8 FTE)

- Person Responsible: Rickman
- Measures of Evidence: Student Success Coach hired. Staff training conducted.

Activity 3.6: Hope Chinese: Contract for Professional Development from Safe & Civil Schools to train teachers in Behavioral Interventions

- Person Responsible: Rickman
- Measures of Evidence: Safe & Civil Schools contract and professional training sessions for teachers held.
- This activity if for one year only

Strategy #4:

Expand opportunities for students to engage in culturally specific activities that support instruction outside the school day and expand availability of well-rounded learning experiences.

Which outcome(s) will Strategy #4 address, and how?
(If we _____, then _____ and _____)

#1: Increase student attendance, mental well-being, and attachment to school.

#2:

SIA Plan Template for Part Five of the Grant Application (Optional)

#3:

Specific Activities that will support Strategy #4

(See budget for specific cost information)

Activity 4.1: Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports

- Person Responsible: Struckmeier and Middle School Principals
- Measures of Evidence: Middle school extended day sessions implemented at all 8 middle schools. Number of participating students at each site.

Activity 4.2: Arco Iris: Add elective options in the arts and/or technology for grades 6-8 (.2 FTE). Increase art and music instruction for grade K-5 using an artist-in-resident or consultant model.

- Person Responsible: Herron
- Measures of Evidence: Staff hired. Master schedule reflects additional elective opportunities for students in grades 6-8 compared to the prior year. Master schedule in grades K-5 reflects additional art and music instruction.

Activity 4.3: Hope Chinese: Provide scholarships or affordable access for students to attend enrichment courses, summer camp, milestone trips, or tutoring support for those that qualify.

- Person Responsible: Rickman
- Measures of Evidence: List of opportunities afforded to students and number of participants for each.

Activity 4.4: Hope Chinese: Hire or contract out for a music teacher .5 position

- Person Responsible: Rickman
- Measures of Evidence: Staff hired or contracted. Master schedule reflects additional art and music instruction for students.

Strategy #5:

Increase Parent & Community Engagement

Which outcome(s) will Strategy #5 address, and how?

(If we _____, then _____ and _____)

#1: Increase the capacity of parents and community partners to support the academic achievement and mental and behavioral well-being of students.

#2:

SIA Plan Template for Part Five of the Grant Application (Optional)

#3:

Specific Activities that will support Strategy #5

(See budget for specific cost information)

Activity 5.1: NAMI (National Alliance on Mental Illness) Parent Education.

Development/Implement a parent education program around behavioral health that consists of: Defining mental illness – signs and symptoms, Science, Research

- Person Responsible: Hudson
- Measures of Evidence: Parent education session schedule and participants at each session.

Activity 5.2: Community Organizer/Engagement Specialist and discretionary budget for on-going Authentic Community Engagement, targeted for focal populations and work with community partners. Creation of a Community Organizer/Engagement Specialist position within the Office of the Superintendent to support strategic level engagement with community partners and agencies that predominantly represent Beaverton's communities of color and other historically underserved populations. The position will primarily be an externally facing position that will serve to support the district's SIA engagement work with focal populations through partnering with community-based organizations that have an existing presence, supporting the work of community-based organizations that have the capacity to expand and reach Beaverton families, and/or support capacity building among nascent or informal organizations in Beaverton.

- Person Responsible: Williams
- Measures of Evidence: Equity Community Liaison position description and hiring. Relationships established with community organizations.

Evaluation of Effectiveness of Activities:

We will form an SIA Advisory Committee comprised of stakeholders to monitor activity implementation, expenditures, and budgets, and review evidence of impact of activities on a quarterly basis. As successes and challenges are revealed through these quarterly reports, adjustments and improvements of the plan, including the identification of Tier 2 activities for implementation if needed, will be developed. The Superintendent and School Board will receive quarterly updates and progress reports in public Board meetings.

Integrated Planning Tool

This tool is designed to help align strategies and desired outcomes to concrete activities and their associated expenditures.

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

The strategies entered in this tab will autopopulate to the Activities & Expenditures tab.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan?

Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Student Investment Account

Activities and Expenditures

This tab pulls the articulated strategy into the top of the page. Below are a series of entries for planned activities and a dropdown box to connect the activity to the most tightly linked strategy.

The date ranges help track the anticipated number of years the activity will span and provides space to project both first year costs as well as three-year projected costs. These amounts are totaled and set in line with the strategies above.

Object codes can be populated manually.

The priority field includes a drop down box to designate the activity as a high, medium or low priority.

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Increase the percentage of students who are reading at or above grade level in grades K-3.	X	X			
Outcome	Increase student attendance, mental well-being, and attachment to school.		X	X	X	
Outcome	Increase the ability of staff to implement culturally relevant instructional practices.	X	X			
Outcome	Increase the capacity of parents and community partners to support the academic achievement and mental and behavioral well-being of students.					X
Outcome						

Strategy #1	Targeted instructional supports for individual students. Class Size reduction, Interventions, etc.
Strategy #2	Support teachers to enhance practice through professional development, coaching, and materials, etc.
Strategy #3	Increase the availability of whole student behavioral and mental health supports.
Strategy #4	Expand opportunities for students to engage in culturally specific activities that support instruction outside the school day and expand availability of well-rounded learning experiences.
Strategy #5	Parent & Community Engagement

		YEAR 1 BUDGETED COST				PROJECTED 3-YEAR COST		Total Budget	
Strategy 1	Targeted instructional supports for individual students. Class Size reduction, Interventions, etc.	\$ 12,925,689.00				\$ 38,777,067.00		\$ 32,259,812.78	
Strategy 2	Support teachers to enhance practice through professional development, coaching, and materials, etc.	\$ 1,911,982.78				\$ 5,635,948.34			
Strategy 3	Increase the availability of whole student behavioral and mental health supports.	\$ 16,508,278.00				\$ 49,524,834.00			
Strategy 4	Expand opportunities for students to engage in culturally specific activities that support instruction outside the school day and expand availability of well-rounded learning experiences.	\$ 661,105.00				\$ 2,083,315.00			
Strategy 5	Parent & Community Engagement	\$ 252,758.00				\$ 758,274.00			
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Class size reduction at K-2	S1	X	X	X	\$ 4,292,568.00	\$ 12,877,704.00	111 \$2,690,420 2xx \$1,602,148	HIGH
2	Equity based class size support for core classes in grades K-12	S1	x	x	x	\$ 6,823,637.00	\$ 20,470,911.00	111 \$4,286,637 2xx \$2,537,000	HIGH
3	Equity TOSA and K-12 equity training	S2	x	x	x	\$ 507,129.00	\$ 1,521,387.00	111 \$87,905 112 \$192,999 2xx \$132,625 31x \$93,600	HIGH
4	Student Success Teams at every school	S3	x	x	x	\$ 15,637,446.00	\$ 46,912,338.00	111 \$9,123,603 112 \$466,266 2xx \$6,047,577	HIGH
5	Professional development for all staff around behavioral and mental health supports for students	S2	x	x	x	\$ 250,000.00	\$ 750,000.00	12x \$179,714 2xx \$70,286	HIGH
6	PK-2 Intervention Supports, add 7.5 intervention positions with an emphasis on reading in each Title I elementary school.	S1	x	x	x	\$ 946,890.00	\$ 2,840,670.00	111 \$593,475 2xx \$353,415	HIGH
7	Behavioral Paraeducator Support	S3	x	x	x	\$ 150,000.00	\$ 450,000.00	112 \$76,953 2xx \$73,047	MID
8	Culturally responsive libraries for all K through 8 classrooms. Continue to invest in literature that support student learning and the understanding of the world and people around them.	S2	x			\$ 383,260.78	\$ 1,149,782.34	4xx \$383,261	MID
9	Professional development and materials in instructional practices for focal populations in reading for K-2 classroom teachers, ELD teachers and special education teachers.	S2	x	x	x	\$ 430,000.00	\$ 1,190,000.00	13x \$281,544 2xx \$98,456 4xx \$50,000	HIGH
10	Hire 5 ELD teachers to reduce class size	S1	x	x	x	\$ 658,610.00	\$ 1,975,830.00	111 \$417,860 2xx \$240,750	HIGH
11	Add 8 elementary facilitators and secondary community liaisons to meet the translation/interpretation needs of emerging bilingual students and their families served by Student Success Teams	S3	x	x	x	\$ 600,952.00	\$ 1,802,856.00	112 \$348,543 2xx \$252,409	HIGH
12	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports	S4	x	x	x	\$ 570,000.00	\$ 1,810,000.00	13x \$148,181 2xx \$51,819 33x \$320,000 4xx \$50,000	MID
13	NAMI Parent Education	S5	x	x	x	\$ 110,900.00	\$ 332,700.00	31x \$110,900	MID
14	Equity Community Liaison and discretionary budget for on-going Authentic Community Engagement, targeted for focal populations and work with community partners	S5	x	x	x	\$ 141,858.00	\$ 425,574.00	112 \$79,818 2xx \$47,040 33x \$400,000 4xx \$15,000	MID
15	Equity Talent Acquisition Administrator and discretionary funds to support the recruitment and retention of diverse staff	S2	x	x	x	\$ 267,735.00	\$ 803,205.00	113 \$138,719 2xx \$79,016 4xx \$50,000	MID
16	Arco Iris: Hire Student Success Coach to manage schoolwide behavior supports for students and to train teachers to effectively manage classroom behaviors. (.5 FTE)	S3	X	X	X	\$ 49,880.00	\$ 149,640.00	11x \$32,500 2xx \$17,380	HIGH
17	Arco Iris: Utilize Student Success Coach to manage a schoolwide response to intervention system to support teachers in the implementation of effective instructional strategies for all students. (.5 FTE)	S2	X	X	X	\$ 49,880.00	\$ 149,640.00	11x \$32,500 2xx \$17,380	HIGH
18	Arco Iris: Hire additional Instructional Assistants to support grades K-2. Each kindergarten class will have a full time, bilingual IA. First grade will share 2 IA's among three classrooms, and second grade will share 1 IA between 2 classrooms. (3 FTE)	S1	X	X	X	\$ 129,984.00	\$ 389,952.00	112 \$75,391 2xx \$54,593	HIGH
19	Arco Iris: Add elective options in the arts and/or technology for grades 6-8 (.2 FTE). Increase art and music instruction for grade K-5 using an artist-in-resident or consultant model.	S4	X	X	X	\$ 55,905.00	\$ 167,715.00	11x \$10,000 2xx \$2,800 31x \$43,105	MID
20	Hope Chinese: Hire student success coach 0.8 FTE	S3	X	X	X	\$ 60,000.00	\$ 180,000.00	11x \$44,000 2xx \$16,000	HIGH
21	Hope Chinese: Contract for Professional Development from Safe & Civil Schools to train teachers in Behavioral Interventions	S3	X			\$ 10,000.00	\$ 30,000.00	31x \$10,000	MID
22	Hope Chinese: Increase FTE for ESL and RTI instructors from 1.0 to 2.0	S1	X	X	X	\$ 74,000.00	\$ 222,000.00	11x \$54,000 2xx \$20,000	MID
23	Hope Chinese: Purchase additional reading curriculum materials: Chinese Leveled Reader, English Classroom library leveled book sets, English Word Work curriculum	S2	X	X	X	\$ 23,978.00	\$ 71,934.00	4XX \$23,978	HIGH
24	Hope Chinese: Provide scholarships or affordable access for students to attend enrichment courses, summer camp, milestone trips, or tutoring support for those that qualify.	S4	X	X	X	\$ 4,000.00	\$ 12,000.00	640 \$4,000	LOW
25	Hope Chinese: Hire or contract out for a music teacher .5 position	S4	X	X	X	\$ 31,200.00	\$ 93,600.00	11x \$25,000 2xx \$6,200	HIGH
Total						\$ 32,259,812.78	\$ 96,779,438.34		

Select your institution from the drop down list to the right	Beaverton SD 48J
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Estimated Allocation \$	32,759,812.78
Maximum Administrative Costs \$	500,000.00

Please provide contact information for the person completing this budget	
Name	Mike Schofield
Phone	503-356-4500
Email	michael_schofield@beaverton.k12.or.us

Additional Resources	
SIA Engagement Toolkit SIA Comprehensive Guidance SIA Webpage	

The "INFO" tab provides brief descriptions of the activities described in the "allowable use" categories.



The "Expenditures" tab is an activities-based budget tool to list and categorize budgeted activities.



The "Summary" tab provides a summary of categorized expenditures.



UPDATED February 10, 2020

Below are brief descriptions of some of the allowed activities pertaining to the categories listed in the Student Investment Account.

OCG *Ongoing Community Engagement*

Activities aimed to continue engaging focal student groups, communities and staff for input and feedback on planned activities and priorities.

IIT *Increased Instructional Time*

More hours and/or days.

Summer programs; before or after school programs.

Technological investments that minimize class time used for assessments administered to students.

H&S *Improving Student Health & Safety*

Social and emotional learning, trauma-informed practices; student mental and behavioral health.

RCS *Reducing Class Size*

Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;

Increasing the use of instructional assistants.

WRE *Well-Rounded Education*

Developmentally appropriate and culturally responsive early literacy practices and programs in pre-K through third grade.

Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers.

Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated college credit programs, including dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.

Access to licensed educators with a library media endorsement.

ADMIN *Administrative Indirect Costs*

Activity #	FTE	Allowable Use Category	Object Code		\$ Amount
				1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	
				Total Expenditures:	\$ 32,759,812.78
				Allowable Administrative Costs:	\$ 500,000.00
				Unbudgeted Funds:	\$0.00

				Proposed Activity	
1	34	RCS	111	Class size reduction at grades K-2	\$2,690,420.00
1	0.0	RCS	2xx	Class size reduction at grades K-2	\$1,602,148.00
2	53.6	RCS	111	Equity based class size support for core classes in grades K-12	\$4,286,637.00
2	0	RCS	2xx	Equity Based class size support for core classes in grades K-12	\$2,537,000.00
3	106.5	H&S	111	Student Success Teams at every school	\$9,123,603.00
3	14,625	H&S	112	Student Success Teams at every school	\$466,266.00
3	0	H&S	2xx	Student Success Teams at every school	\$6,047,577.00
4	0	H&S	12x	Professional development for all staff around behavioral and mental health supports for students	\$179,714.00
4	0	H&S	2xx	Professional development for all staff around behavioral and mental health supports for students	\$70,286.00
5	7.5	RCS	111	PK-2 Intervention Supports, increase intervention positions with an emphasis on Pre-K -2 reading in all Title I elementary schools.	\$593,475.00
5	0	RCS	2xx	PK-2 Intervention Supports, increase intervention positions with an emphasis on Pre-K -2 reading in all Title I elementary schools.	\$353,415.00
6	0	WRE	4xx	Culturally Responsive Teaching Materials/Classroom Libraries K-8	\$383,260.78
7	2,414	H&S	112	Behavioral Paraeducator Support	\$76,953.00
7	0	H&S	2xx	Behavioral Paraeducator Support	\$73,047.00
8	0	WRE	13x	Professional development in instructional practices for focal populations in reading for K-2 classroom teachers, ELD teachers and special education teachers.	\$281,544.00
8	0	WRE	2xx	Professional development in instructional practices for focal populations in reading for K-2 classroom teachers, ELD teachers and special education teachers.	\$98,456.00
8	0	WRE	4xx	Dyslexia materials	\$50,000.00
9	0	IIT	33x	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports. Student transportation	\$320,000.00
9	0	IIT	4xx	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports. Supplies	\$50,000.00
9	0	IIT	13x	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports. Extended pay	\$148,181.00
9	0	IIT	2xx	Extended Day Opportunities for Middle School - targeted support for homework clubs, culturally specific activities and supports. Extended pay	\$51,819.00
10	0	H&S	31x	NAMI Parent Education	\$110,900.00
11	1	OCG	112	On-going Authentic Community Engagement, targeted for focal populations and work with community partners	\$79,818.00
11	0	OCG	2xx	On-going Authentic Community Engagement, targeted for focal populations and work with community partners	\$47,040.00
11	0	OCG	31x	On-going Authentic Community Engagement, targeted for focal populations and work with community partners	\$15,000.00
12	1	H&S	111	K-12 Equity Training and Equity Teacher on Special Assignment	\$87,905.00
12	0	H&S	12x	K-12 Equity Training and Equity Teacher on Special Assignment	\$192,999.00
12	0	H&S	2xx	K-12 Equity Training and Equity Teacher on Special Assignment	\$132,625.00
12	0	H&S	31x	K-12 Equity Training and Equity Teacher on Special Assignment	\$93,600.00
13	7.5	H&S	112	Multilingual Department Facilitators/Community Liaisons	\$348,543.00

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	12	\$ 17,520,765.00
112	Classified Salaries	5	\$ 1,101,564.00
113	Administrative Salaries	1	\$ 138,719.00
12x	Substitute Salaries	2	\$ 372,713.00
13x	Additional Salaries	2	\$ 429,725.00
2xx	Benefits	13	\$ 11,585,588.00
31x	Instructional, Professional and Technical Services	4	\$ 229,500.00
33x	Transportation	1	\$ 320,000.00
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	5	\$ 557,238.78
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	1	\$ 4,000.00
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	1	\$ 500,000.00
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 32,759,812.78
Total FTE 240.8

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	1	\$ 500,000.00
(Ongoing Community Engagement	3	\$ 141,858.00
Increased Instructional Time	5	\$ 574,000.00
Improving Student Health & Safety	21	\$ 17,693,922.00
Reducing Class Size	10	\$ 12,925,689.00
Well Rounded Education	7	\$ 924,343.78

TOTAL \$ 32,759,812.78

Communication & Engagement Plan

Student Success Act/Student Investment Account Funding

August 2019 – February 2020

Key Messages

- ❑ The Oregon Legislature passed and the Governor signed the \$2 billion Student Success Act (HB 3427) in Spring 2019. This is an historic and much needed investment in K-12 schools. Beaverton could be able to access an estimated \$34 million per year through a state application process.
- ❑ School districts will be required to apply for funds. Districts must demonstrate engagement of the community in a needs assessment process prior to the application for funds. The needs assessment includes the District's existing Continuous Improvement Plan (CIP) and an expanded public engagement process with multiple and diverse stakeholders.
- ❑ Districts are allowed four broad uses for the grant proposals: 1) increasing instructional time, 2) addressing student health and safety needs, 3) increasing adults/decreasing class size and 4) expanding well-rounded learning opportunities.
- ❑ Programs must also meet students' behavioral and mental health needs and increase academic achievement as well as reduce disparities among student groups.
- ❑ Phases I & 2 community engagement will seek input on what is working and what improvements are needed.

Your voice matters! We welcome your perspective and opinion.

Timeline

June - August 2019 Planning and Organizing

Planning Team: Ginny Hansmann, David Williams, Maureen Wheeler, Jon Bridges and Jim Scherzinger

- Internal team meetings to plan inclusive engagement, communications and message development, protocol development and materials
- Survey development - online, available in English and 8 languages with assistance from Multilingual Dept. (MLD); sent via School Messenger by language groups to families; link to broader Beaverton community networks in Sept.
- All District e-publications will include Student Success Conversations information and an invitation to the community to participate throughout Aug. – Oct.; targeted outreach to underserved populations with assistance from MLD staff
- District will conduct focus groups and four larger group facilitated Conversations
- Schools will engage diverse stakeholders in face-to-face conversations and e-communications using existing opportunities and additional gatherings with diverse groups

August 2019

Internal Stakeholders & Actions

School Board: Work Session overview and Conversation protocol - Mon., Aug. 12

Cabinet: progress updates at weekly meetings

Staff: Welcome Back e-Message from Supt. - include Student Success Funding Opportunity and invitation for input; social media posts (CCI team)

- Leadership Summit- Supt. comments (all administrators, principals, supervisors) - Wed., Aug. 7
- Supt. Leadership Meeting (all administrators, principals, supervisors) - Thurs., Aug. 8
- Support Staff Inservice Meeting - Fri. Aug. 16
- Staff Talk e-newsletter - Thurs., Aug. 19 (CCI team)
- New Administrator, Supervisor, Manager Onboarding Meeting - Thurs., Aug. 22

August 2019 *(continued)*

- Principals engage staff during Inservice Week - Aug. 26, 27, or 30 (30 mins.)
- Counselors Inservice - Aug. 28; SPED and MLD staff Inservice - Aug. 29

External Stakeholders & Actions

Parents/guardians: School Messenger invitation from Superintendent to all families to participate in Student Success Conversations

- School leaders engage parents at a variety of Sept. back to school, curriculum, other parent engagement activities (protocol provided)
- BSD Briefs invitation to Conversations in Sept. & Oct. (CCI team)
- social media posts (CCI team)

Community Partners: send information and survey link to City NACs, County CPOs and THPRD networks

Media: press release to all PDX media outlets; reach out to Valley Times for story coverage; post to Oregonian blog

September 2019

Internal Stakeholders & Actions

School Board: Update on activities at regular SB meeting- Mon., Sept. 23 (team)

Cabinet: Progress updates at weekly meetings

Staff: Staff Talk e-newsletter Sept. 1 & 15

- Leadership meetings with BEA, OSEA and ABSA - Supt., HR & T & L leaders- seek in person input
- BEA, OSEA, ABSA newsletter article
- Supt. Internal Advisory Co. Meeting - Thurs., Sept. 12
- Beaverton Minority Educator Committee (BMEC) – Sept. 23
- CO Depts. engage staff using protocol - dates TBD by depts.
- HELP Center- meet with Homeless Liaison and staff for outreach plan

External Stakeholders & Actions

Parents/guardians: Student Success Community Conversation- English/Spanish, Sept. 24 & 26, facilitated protocol

- MLD engage parent advisory groups in facilitated Conversation protocol
- Title I schools parent engagement activities
- All schools will engage parents/guardians

Volunteer Leaders: Update and invitation to School Volunteer Coordinators and Parent Group Leaders training meetings - Vol. Coords., Sept. 10; PTO Leaders, Sept. 16

Students: Board Student Advisory Committee (BSAC); send survey electronically to secondary students; principals use school student advisory to engage students in protocol and survey

Community: Student Success Community Conversation- English/Spanish, Sept. 24 & 26, facilitated protocol

- Community presentations by Supt. Grotting and other Cabinet leaders includes Student Success Act funding information and opportunity for input in person or online
- Send survey and invitation to in-person Conversations to community partners (CCI team)
- Chamber Board of Directors meeting- Supt. or designee seek in person input (or in Oct.)
- Chamber Coffee Connection announcement to take survey (Johanna)
- Outreach/update to Beaverton area legislators (David); invite to Conversations
- Bond Accountability Committee (BAC) (Carl/Josh) - Wed., Sept. 25, 6:00 p.m.
- Beaverton Faith Partners Network - (Christina) Sept, or early Oct.
- MLD Outreach to families: Culturally & Linguistically Diverse Families
 - Title VI American Indian/Alaska Native Program, Sept. 11, 6- 7:30 p.m.
 - Korean, Sept. 17, 6-7:30 p.m.

September 2019 *(continued)*

- Vietnamese, Sept. 17, 6-7:30 p.m.
- Spanish, Sept. 18, 6-7:30 p.m.
- MLD Outreach to families (continued)- Culturally & Linguistically Diverse Families
 - Arabic, Sept. 24, 6-7:30 p.m.
 - Russian, Sept. 18, 6-7:30 p.m.
 - Somali, Sept. 24, 6-7:30 p.m.
 - Chinese, Sept. 25, 6-7:30 p.m.
 - Japanese, Sept. 25, 6-7:30 p.m.
- City of Beaverton Welcoming Week Activities- Sept. 13 – Sept. 22
 - Beaverton International Celebration- Sept. 14, 12-4 p.m. at Conestoga Aquatic Center
 - Spanish Storytime- Beaverton City Library, Sept. 14, 10:15 -11 a.m.
 - The Immigrant Story Live- Beaverton City Library, Sept. 18, 7-9 p.m.
 - Arabic Poetry Potluck- Garden Home Rec. Center, Sept. 20, 5- 8:30 p.m.
 - Oregonians from all over- Eden Presbyterian Church, Sept. 21, 12- 3 p.m.
 - Korean Storytime- Beaverton City Library, Sept. 21, 3-3:45 p.m.
 - A night with Somalis- Beaverton City Library, Sept. 21, 5-8:30 p.m.
 - Peace Pole Picnic & Salsa in the Park- Beaverton City Park, Sept. 22, 2-7 p.m.
- Outreach to Foster Families (CCI Dept.)
- Early Learning Hub outreach (CCI Dept.)

Community Partners: send information to City-NACs, County-CPOs, BEF and THPRD comms/social media

Media: follow up outreach to feature Conversations

October 2019- NOTE: activities must be completed by third week of Oct. to compile data and meet Nov. 1 deadline and submit the CIP/Needs Assessment to Oregon Dept. of Education.

Internal Stakeholders & Actions

School Board: Update on progress at regular SB meeting – Mon., Oct. 28

Cabinet: Progress updates at weekly meetings

Staff: Staff Talk Oct. 1 & 15 - invitation to in-person conversation or complete online survey

- Leadership meetings with BEA, OSEA and ABSA - Supt., HR and T & L leaders- seek input
- BEA, OSEA, ABSA newsletter article
- Supt. Internal Advisory Meeting - Thurs., Oct. 3
- CO Depts. engage staff using protocol - dates TBD by depts.

External Stakeholders & Actions

Parents/guardians: Multilingual Dept. outreach and conversations with families, language groups

- Student Success Community Conversation- English/Spanish, Oct. 7 and Oct. 21, (Budget Listening & Learning Session), facilitated protocol
- BSD Briefs e-newsletter – reminder to take survey and participate in conversations
- School leaders use regular parent group engagement activities to seek input
- Budget Listening & Learning

Students: Cabinet do small focus groups at middle and high schools, dates TBD by Cabinet members

- Principals engage students in focus groups (use existing student advisory grps.)
- Reminder to secondary students to complete short electronic survey by Oct. 15

Community: Student Success Community Conversation- English/Spanish, Oct. 7 & 21, facilitated protocol

- Chamber Board of Directors meeting- Supt. or designee seek in person input
- Outreach/update to Beaverton area legislators (David); invite to Conversations

October 2019

Parents - Special Education Parent Advisory Council – (Danielle) Wed., Oct. 9, 4:15 p.m.

Community - Budget Listening & Learning Session – Mon., Oct. 21, 6:30 - 8:30 p.m.

Community Partners: Community Partnership Team Meeting activity using the protocol - Thurs., Oct. 24

Media: follow up outreach to cover Conversations

November 2019

Nov. 1, 2019 deadline to complete Needs Assessment and turn into ODE

- Provide feedback loop - summary of input to all stakeholders in Nov./Dec. 2019, website
- Evaluate actions in Phase I and adjust for Phase II
- Needs Assessment analysis underway

PHASE II: Grant Application Development: November 2019 – February 2020

Internal Stakeholders & Actions

School Board: Update on progress at regular SB meeting – Mon., Nov. 18, 2019

Cabinet: Progress updates at weekly meetings

Staff: Staff Talk Nov. 1 & 15 –

- Leadership meetings with BEA, OSEA and ABSA - Supt., HR and T & L leaders- update
- Supt. Internal Advisory Meeting – Wed., Nov. 13

External Stakeholders & Actions

Parents/guardians: BSD Briefs e-newsletter - thanks for giving input

Community: - Chamber Board of Directors meeting- Supt. or designee seek in person update

- Update to Beaverton area legislators (David Williams)

December 2019

Needs Assessment Analysis underway

January 2020

Internal Stakeholders & Actions

School Board: Update on progress at regular SB meeting – Mon., January 21, 2019

Cabinet: Progress updates at weekly meetings

Staff: Staff Talk e-newsletter

- Leadership meetings with BEA, OSEA and ABSA - Supt., HR and T & L leaders- update
- Supt. Internal Advisory Meeting – Thurs., Jan. 9, 2020

External Stakeholders & Actions

Parents/guardians: post SSA Needs Assessment Analysis Report, Jan. 14

Community: post SSA Needs Assessment Analysis Report, Jan. 14

- Chamber Board of Directors meeting- Supt. or designee seek in person update
- Update to Beaverton area legislators (David Williams)

Three Expert Convenings: - Equity/Community-Based Organizations- Wed., Jan. 8, 2020
- Student Health & Safety- Thurs., Jan. 9, 2020
- Instructional Leaders- Tues., Jan. 14, 2020

February 2020

Internal Stakeholders & Actions

Planning Team writes Draft SIA Plan

School Board: Update on progress at regular SB meeting- Thurs., Feb. 3

Planning Team meets with **principals** to answer questions about Draft SIA Plan- Thurs., Feb. 13, Fri., Feb. 14

Planning Team meets with **Cabinet** seeking input to make adjustments to Draft SIA Plan, Feb. 24-28

BSD Staff Talk: send Draft SIA Plan and survey link seeking feedback, Feb. 2020

External Stakeholders & Actions

Multilingual Dept. hold nine focus groups and shares Draft SIA Plan, seeks input, Mon., Feb. 10

Special Education Parent Advisory Co. Meeting- share draft plan, seek input, Wed., Feb. 12

Planning Team meet with **Beaverton Black Parent Union** to share draft plan, Thurs., Feb. 6

Planning Team meet with **Beaverton Parents for Equity** to share draft plan, Thurs., Feb. 13

Student Success Act/SIA Community Forum- gather input on Draft SIA Plan, Tues., Feb. 18

Beaverton Student Advisory Co. Meeting- share draft plan, seek input, Wed. Feb. 19

Parents/Guardians: BSD Briefs e-newsletter -post Draft SIA Plan survey requesting feedback- close Feb. 21

Phase III: Board Approval and Submission of Grants

March 2020

School Board: Planning Team seeks Board Approval at School Board Meeting, Mar. 9, 2020

All Stakeholders: Share final BSD SIA Plan - March 2020

Multilingual Department
Student Success Act Community Meetings Summary
October 8, 2019

Introduction

The Multilingual Department (MLD) was tasked with organizing community meetings with our diverse families in order to gather input to inform the Student Success Act needs assessment process. The MLD developed two activities for reaching our families of diverse backgrounds. The first activity consisted of a formal presentation conducted in the native languages of the communities we serve. The presentation provided families with a background of the Student Success Act and there was space for families to share what is going well in the district as well as what needs to improve. The MLD provided childcare and transportation for families that needed it. The second activity involved MLD staff attending community events during Beaverton's Welcome Week in order to gather feedback from families with students in the district. For a detailed description of the activities, click on this [link](#).

Outreach Efforts

The MLD used various strategies for reaching our families of diverse backgrounds. In order to accomplish the first activity outlined above, the MLD developed a robust plan for advertising our evening events. This plan is outlined below:

- MLD staff in collaboration with our district graphic designer, created flyers advertising our evening events.
- We mailed the flyers both in English and in the family language.
- We sent a robo call the night before the meeting as a reminder.
- We included in the flyer a phone number (bilingual facilitators' direct number and Lidia Krivoy as well for Spanish) in case families had questions about the meeting, comments and transportation issues. We also included in the flyer that we will offer appetizers since the meeting was taking place during dinner time; families were very appreciative for the snacks.
- We received several clarifying calls; parents wanted to know what the meeting was about. The contact number was helpful for families as they felt they had a personal connection to someone that spoke their language.
- As a result of the robo call reminder, a group of Russian and Chinese speaking parents posted the information on their social media network.
- The flyer was also posted on the MLD newsletter.
- We shared the main flyer with the city library and THPRD; they posted it at their locations.
- Lidia Krivoy took flyers to THPRD Welcoming Walk event at Greenway Park on 9/14 and to the Children's Museum Building Bridges event on 9/22; unfortunately, there was not a great venue to share the flyers but she did talk to two families from our district regarding the Student Success Act and encouraged them to enter their feedback online.
- On 9/20/19, Lidia Krivoy shared a brief presentation with Aloha-Huber Park Spanish-speaking parents and gathered their feedback.

Diverse Communities

The MLD is proud to share that the communities we reached out to were communities reflective of our student demographics. The following table shows how many people attended each of the sessions:

Community	Number of Attendees	Number of Children in Childcare
American Indian/Alaska Native	4 (plus 3 high school students)	
Korean	17	15 Vietnamese and Korean speaking children
Vietnamese	2	
Latinx	53	52 Spanish and Russian speaking children (without counting the several secondary students that attended and stayed with the adults)
Russian	15	
Arabic	12	18 Arabic and Somali speaking students
Somali	15	
Chinese	22	30 Japanese and Chinese speaking children
Japanese	23	
TOTAL	159 Adults	105 Children

Gathering Feedback

The feedback process took on several different formats as we wanted to be sensitive to the specific needs of the community. For example, our American Indian/Alaska Native parent group feedback process involved oral feedback that was then simultaneously transferred to written form on a chart paper. Our Arabic families shared their ideas out loud while our bilingual facilitator took notes on a notepad. They also wrote out some feedback in their native language. There was a combination of written and oral feedback but MLD staff was sure to capture all thoughts and ideas from every person that attended the meetings. The typed up and translated feedback from each of the groups can be found in this [link](#) organized by language/culture. Our facilitators were asked to summarize the feedback to the one or two top priorities for their communities which can be found below. All facilitators stated that the GoogleDoc link above will provide a more thorough description of what our families of diverse backgrounds would like to see realized in the BSD Student Success Act application.

Ako Luther, Japanese Facilitator - "Parents said not all families received the flyer. Also, those who received said the flyer arrived late. They would like the notification of the meeting well in advance. They liked the meeting conducted in Japanese. Healthy lunch menu and longer lunch break."

Marina Ordina, Russian Facilitator - "Overall, the Russian speaking parents really like the meeting. Especially they enjoyed to have you (our Administrator) available to talk to them. This is very valuable to the Russian speaking community, they appreciated that their voices were heard. The format of the meeting was good. **I would like to suggest to invite administrators from the district office. they need to hear what our parents have to say.** The priority for Russian speaking parents seems to be: **The school based clubs, after school or during school hours. I would say enrichment classes extracurricular activities of any kind (Language, Math, Sports, Chess, Art, Music).**"

Soon Choi, Korean Facilitator - "The families that attended the SSA meeting appreciated that the content was delivered in their native language. However, some families said they did not receive the flyer on time (Korean meeting was held in the first week), and some parents could not understand the SchoolMessenger message clearly. I would send out the message with more detailed information next time. Quite a few parents think BSD should hire more bilingual staff. Some parents mentioned cafeteria food being an issue. They want their kids to be served with better quality and/or healthier cafeteria meals."

Sam Nguyen, Vietnamese Facilitator - "If I can do this again, probably I would like to have more time to invite the Vietnamese community to attend. The day after the event, I got quite a lot phone calls to inquire what was this meeting about, they told me the letter come on Monday, some on Tuesday (Vietnamese SSA was on Tuesday). Also the phone message was cut off that they could not understand. Since I have only one parent came but I find their opinion is very interesting, they would like the district to provide more education for parents such as workshop or seminar... to teach them how to deal with their children in a completely new environment, new culture so they in turn can help the student doing better in school."

Suleyman Noor, Somali Facilitator - “Parents liked the idea of asking their input to be part of process and recommended to meet often. The materials presented were very valuable. Parents asked such a meeting should be emphasized, so that they know which meeting to prioritize, because most of the time happen that parents receive too many of other events flyers, so they don’t want to miss the meetings that are very important like this one. Planning and scheduling a meeting process, parents recommended to propose tentative dates to meet. The top priorities for our Somali parents are: Homework help, One-on-One Help in the Classroom, and after school programs. Many parents voiced that they are **NOT able** to help their children with school assignments because of limited knowledge of English, low levels of schooling, and because they are busy desperately trying to earn a living. Also, add Somali language in the district as a recognized language for academic credit. Parents may be able to help their children if the material relates Somali languages.”

Noelia Ruiz, Spanish Facilitator - “Advertise the meeting more and through different mediums (School Messenger, flyers, etc.). Allocate more time for parents to share and write down comments. Have chromebooks available for those who would like to enter their feedback online. The process to change for next time is to have one administrator available at each meeting, if running two meetings at the same time. The collective priority from our Spanish-speaking families is small class sizes and dual language programs.”

Jianqin Zhan, Chinese Facilitator - “For the Student Success Act Parent Night, the Chinese families who attended the meeting like the format we did, especially the presentation were delivered by Chinese. They suggested that our administrators from the central office should be invited to the meeting. Most parents think our district should add Chinese as a world language option to high school.”

Amna Abaas, Arabic Facilitator - “The process went very well. Families attended felt valued and happy they were involved in this process. The attendance was not what I anticipated. I wish we had more time to contact them. And reach out to all students at schools to let them know about this event and ask them to invite their parents. The auto dialer reminder call was very short and brief. It was not clear since some got the reminder call but not the flyer in the mail so they were confused what is this all about. Some got the flyer in the mail but not the call. Mail was late and some families got it a day before the event, this is not enough time to coordinate your kids schedule for after school activity and show up for the discussion. One general feedback I received from parents that stood out: Like what’s provided by Corvallis School District - Arabic classes for native Arabic speakers either during/or after school to help them maintain their Bilingualism and wants our Districts support in this.”

General Key Concerns from Diverse Families about the Process

The MLD scheduled the evening meetings so that two language groups were happening at the same time. The administrator was sure to bounce back and forth between the two meetings to gather key feedback on the process. The following general feedback was either observed by the administrator, shared openly, one-on-one, and in writing by families relative to the process:

- It took families a while to open up and share what needed to improve in our district. There was trust building that needed to take place before families felt comfortable sharing their true feelings. This may have to do with families not having more opportunities throughout the year to engage in these types of conversations.
- Some families felt disconnected from the district. There were many decisions that were made, particularly around budget and boundaries (these were the ones that were mentioned) that impacted families where feedback was not solicited prior to decisions being made. The fact that BSD was asking for feedback this time was “strange” to some of the groups.
- ALL groups requested that their feedback be documented SEPARATELY from the general English-speaking population. They felt that if this bill was designed to benefit the diverse families, their feedback should be held to a higher standard, called out, mentioned at board meetings, and shared with all families of color.
- Some parents feel there needs to be another feedback session after all of the comments are compiled. They want input on how the priorities are decided on by the district rather than bringing them back in the spring when the plan is already done and monies are attached to the various activities. They do not trust (yet) that the people writing the application would consider their voices.
- Some groups also asked about how the district was going to use data to inform the prioritization process. How will the district know which ideas are worth the investment and what research/data will the district be using? They asked to see this data and the process for selecting the priorities.

Reflection

- The next time we engage our diverse families, the MLD strongly recommends these meetings be organized in collaboration with the Student Success Act Team and included with the other Community Conversations outreach so families see the connection to the “district.” This will help with **trust** building. Cabinet could then sign up to attend several meetings, even if the meetings are not in their first language.
- The MLD would like to continue meeting with these groups throughout the year to build on the **trust** we developed in the short amount of time with the families, particularly around this topic.
- The MLD recommends the feedback from each community be highlighted during the writing process of the application and possibly shared with board members and the community. Again, this will help with **trust** building.
- Overall, this outreach gave us a general idea of what our families of diverse backgrounds need and want for their children. It was an empowering experience for all involved, especially for parents that felt safe enough to stand up and to share their thoughts. We had families that did not realize how many other families there were that spoke their language in the district so it was nice to see some of them exchanging contact information. Trust building is definitely something we can work on with our families of diverse backgrounds.

MLD Student Success Act Feedback

American Indian/Alaska Native Title VI - Wednesday, September 11, 2019

What is going well in Beaverton Schools?

- Access to tutorials in schools
- Keep Economics club (budget)
- Keep CTE programs; extend to middle schools
- Add more art and cultural classes to teach them who they are
- Access to tutors
- Health class that is more culturally inclusive; teaches about what we go through: diabetes
- Improve school lunch program; food should be healthier
- Have more segregated talking circles; mental health; check-ins with boys and girls; is this what you're going through?
- Why does HS2 not have access to health?
- Why were ISC kids not able to access health?
- ISC has technology devices but no funding for learning apps, only games (effective use of technology?)
- PE classes for students; active movement
- Are there apps for students to learn their tribal language?
- Meditation, stress, anxiety classes for students
- Education on nutrition/healthy lifestyles
- Bring home economics classes back
 - Teach basic living skills to students
- Invest in helping students do research on college application process
- Expand CTE programs, vocational programs
 - Autobody
 - Woodworking
 - Home economics
 - Cooking
 - Sewing
- Different ethnic groups are able to take in sugar more easily than other cultural groups.
 - Invest in research into the cultural inclusivity of the USDA food guidelines. If the sugar guidelines are set for districts, are these guidelines culturally sensitive? Do they break it down by culture?

What can we do to improve?

- Have more paraeducators helping students in school
- Teachers explaining more clearly their lessons and breaking down the information
- Better math curriculum
 - Need to break math down better for students and support families in understanding the curriculum so we don't isolate parents from their kids as they won't be able to help their kids
- Improve communication between SPED teacher/parent to give more info to parents on

how student is doing rather than once per year at IEP meeting

- Support SPED teachers when they are taking breaks so they are not overworked
- Common Core created a generational gap because it created a distance between families and kids
 - CCCS is not culturally sensitive
- Curriculum need to reflect or be more inclusive of the non-dominant narrative
- We want the truth to be told. We don't want other people telling our story
- AI/AN families still fear kids will be picked on/bullied because of who they are; safe and inclusive environments
- Have tribal languages available in schools or resources in libraries that teach about tribal languages
- Cultural
 - Language books from different native tribes
- Have language access available at the school library so children can acknowledge their native language
- Health Class
 - Separate gender so they can/could/may feel comfortable understanding what is being taught
- Proudly acknowledge diversity/cultural background throughout the school year
- College prep for juniors and seniors
 - College info
 - Financial aid
 - Scholarship aid
 - ACT/SAT prep
 - Renting calculators
- Bring up Native/U.S. history
 - No cultural shaming
- Students with disabilities
 - Importance on keeping the same IEP calendar
 - Why? Students to gain trust; comfortable in their school environment knowing BSD is doing their best assisting students in need
- Teachers should get a pay raise and everybody that works at BSD (BSD student)

What is going well in Beaverton schools?

- Safety education
- Many physical movement opportunities (i.e. running)
- Teacher/Student ratio in elementary has been improved, from 30 to 22
- Reading is emphasized in elementary schools
- Music, PE, Tech classes are well maintained even though there is not enough funding
- Providing Chromebook to use
- School bus system
- Bilingual Facilitator's support
- Translation services are available (There are districts where does not have translation services.)
- ELD teachers understand other cultures very well and are kind
- District has ESL Program
- Utilizing Chromebooks for each person
- Bilingual staff (Korean) is available at any time when I need help
- Differentiated academic level i.e. Summa Program
(Opportunity is provided for the students who are eligible.)
- Emergency response system. District and schools notify the parents during emergency situation very well
- As soon as I registered my child, ELD test was given to my child by a Korean speaking staff
- School bus system
- Interpretation services
- School Bus
- ELD class
- In Cear Mill, my child was placed in a class with a student who already experienced transition, and it was very helpful for my child to adjust in a new environment.
- This kind of meeting, where we are able to express our concerns in our native languages
- It is convenient to have a Korean speaking staff
- Teachers who do not discriminate
- Each school has ESL program
- School bus
- This type of meeting. Everything was explained in Korean to hear the parents' opinion.
- All middle and high school students have their own Chromebook during the school year.
- Every school has ESL classes.
- There are different language Bilingual staff (including Korean) in the district.
- Translation/interpretation services

- Online enrollment
 - Evaluation for ESL before school starts
 - Focus on safety in schools
 - Communication with families (email, phone calls)
 - Reading instruction
-

질문 1: 저희 교육구에서 잘 하고 있는 것은 무엇인가요? (# 언급된 횟수)

- 안전교육 (#2)
- 아이들 체력 증진 (running)
- 교사/학생 비율
- 초등학교에서 읽기 교육 (#2)
- 인구 증가를 반영해 새 학교 신설
- 음악, 체육, 테크놀로지 학습
- 크롬북 공급과 이용 (#3)
- 스쿨버스 운용 (#4)
- 이중언어 직원의 지원 (#4)
- 통역서비스 (#3)
- ELD 교사들의 다문화에 대한 이해
- ELD 프로그램 (#6)
- ESL 평가
- Summa 프로그램 등 능력별 학습
- 긴급 사항 알림 (#2)
- 같은 문화를 이해하는 학생을 배려한 학급 배치
- 한국어로 된 미팅 (#2)
- 차별없는 교사
- 온라인 등록

What can we do to improve?

- Broader English Learning opportunity
Even though my child was not eligible for ESL program, I feel that my child needs more language support as I am not a native speaker. I wish there could be more support for my non-native speaking child in reading and math.
- I wish the school cafeteria food quality and variety could be improved.
- Classroom size-There are too many children in one class (27-30 per class)

- Lunch time is too short and my child comes home without finishing lunch.
- Have teachers who teach special classes need better qualification (i.e. Spanish and music).
- I wish art literacy would be taught by teachers instead of parent volunteers.
- Healthier hot lunch menu
- Same/similar curriculum across the classroom in the same grade
- Not enough explanation or information about extracurricular activities (i.e. orchestra) or test dates (math/reading test)
- Longer lunch time
- Writing tutor program for students who are not eligible for ESL
- Is there any way for my child to not shy/ashamed about her/his Korean name in elementary school?
- Class size-There are over 40 students in one class in Cedar Park
- There is too big discrepancy in academic skills in class-teacher can't teach effectively
- Bonny Slope-No Spanish or science instruction
- Cafeteria lunch food quality is very poor-It is almost junk food.
- Lunch line is very long na kids can not finish lunch during lunch time.
- Need writing tutors
- Cafeteria facility and food quality needs to be improved.
- More English instruction/program after school for students who do not have enough English skills
- There is no after school program
- ELD summer school is too short.
- I can not help with my child's homework. The classroom teacher only checks if the homework is done or not, the quality of homework needs to be addressed.
- A part time helper who helps with homework at the library.
- Interpreter for Korean is only one person in the district. She knows my family very well but during my child's PTC, an outside agency interpreter came. I wish more district Korean interpreters are hired.
- Too large class sizes
- I wish Korean is adopted as a foreign language.
- I wish the district hires more bilingual (Korean) staff.
- I wish more enrichment classes like music and art are taught by licensed teachers instead of volunteers.
- More frequent 'College Nights' explaining about college entrance process
- Rely on electronic devices too much
- Not enough information about each subject curriculum
- I think the math curriculum AGS 1,2,3 is not very efficient. As a parent, I don't have any clue what my child is learning,
- Passing time in high school is too short. Students do not have time to go to the restroom. If you go to the restroom during the class, the student misses some parts of instruction.
- My child is very small, and his hard copy textbooks and Chromebook together are very heavy.
- Main entrance security in high schools

- South Korea is not included in Passport Club(geography learning activity) in elementary schools.
- Communication with ESL program-more specific academic goals, frequent communication with parents
- Not enough after school program. I wish there could be more after school class options
- Cafeteria lunch quality- need more variety in the food
- Korean speaking staff-So we can ask questions and share concerns about interpretation or report cards.
- Hire more Art and PE teachers
- More after school program options
- ESL class for parents
- Hire more Korean speaking bilingual staff
- Healthier cafeteria food, more ethnic foods
- More written translation services
- After school ESL class for students
- After school activities
- Hire more Korean speaking staff
- Multicultural activities-My child should experience/learn more of other cultures
- Longer ESL hours
- After school ESL program
- More district staff who can speak Korean
- I wish ESL provided after school so my child does not miss any mainstream class instruction
- School bus zone to within 1 mile instead of 1.5 miles in middle school
- US public education system and college entrance process explanation in different languages
- Too large class sizes
- Too many kids in one class in kindergarten
- Reduce class size--I wish my child has more chance to engage with the teacher.
- Korean as a foreign language (In Oregon, there is no school that provides Korean as a foreign language. Washington state has a few schools.)
- Credit base Korean language class
- Various after school class options (i.e. Music, Foreign Languages, Science Projects, Field trips)
- Longer PTC time
- No frozen food in cafeteria lunch, quality food
- More than 20 minutes for lunch time
- Counselor in each school
- College entrance information event in Korean--more detailed information and more frequently
- Longer ESL class time (30 minutes instruction is too short) & ESL class for parents
- More Korean books in the library
- I do not know what my child is learning because there is no textbooks
- Professional level art teachers
- Homework club

- Writing instruction for non-ESL students
-

질문 2: 어떤 영역/프로그램/서비스에 개선이 필요한가요? (# 언급된 횟수)

- ELD 프로그램을 종료하거나 ELD 프로그램에 해당되지 않는 학생들을 위한 영어 교육 시스템 확대 (#3)
- 영어 능력 부족 학생을 위한 방과 후 ESL 프로그램 (#3)
- 학교 급식의 종류와 질 개선 (#6)
- 학급 인원수 (#6)
- 지나치게 짧은 점심 시간 (#4)
- 특별활동 교사 유치 (스페니쉬, 음악) (#2)
- Art Literacy 가 자원봉사자가 아닌 정규 교사에 의해 운영되기 희망
- 학급별 진도 맞추기
- 각종 정보에 대한 설명 불충분 (방과후 프로그램, 시험, 독서 그룹 등)
- 자신의 문화를 자랑스러워 할 수 있는 환경 조성 (#2)
- 노후된 학교 시설 보수 (#2)
- 다양한 방과 후 프로그램 예를 들면 음악, 외국어, 과학실험, 체험학습 (#6)
- ESL 여름 학교
- 방과 후 숙제를 도와 줄 수 있는 프로그램
- 한국어 이중언어 직원 증원 (#7)
- 제2 외국어로 한국어 채택, 정규 학점으로 인정 (#3)
- 미술, 음악, 체육 교육 (#2)
- 지나치게 많은 테크놀로지(크롬북) 사용
- 교과 과정에 대한 정보 전달
- 수학 교육 (AGS 1,2,3) 비효율적이라 생각
- 짧은 수업 이동 시간
- 무거운 가방을 해소시킬 수 있는 방안
- 학교 입구 안전 강화
- 초등학교 Passport Club에 한국이 포함 안 되어 있음
- 능력별로 세분화된 ELD 프로그램 (#2)
- ELD 프로그램에 관해 학부모에게 정보 전달
- 학부모를 위한 ESL 프로그램

- 도서관에 이중언어 서적
- 번역 서비스
- 다문화 이해 프로그램
- ELD 수업 연장
- 방과 후 ESL 프로그램
- 스쿨버스 이용 대상 지역 확대
- 모국어로 대학 입시 프로그램 설명회
- 학부모 면담 시간 연장
- 매 학교 마다 상담교사

What is going well in Beaverton schools?

- School bus
 - Letters to home in Vietnamese
 - Multilingual Department and Vietnamese counselor
-

Những điều gì khu học chánh Beaverton đang làm rất tốt?

- Xe buýt đưa đón học sinh
- Giấy tờ gửi về nhà bằng tiếng Việt
- Văn phòng đa ngôn ngữ và cố vấn người Việt

What can we do to improve?

- More after class activities
 - Smaller class size, for example less than 20 students per class
 - Having workshop for parents about adapting to the new culture so they can apply to their own child's teaching
-

Những điều gì cần phải làm tốt hơn?

- Thêm nhiều hoạt động sau giờ học
- Giảm tỷ số học sinh trong lớp, ví dụ như: nên ít hơn 20 học sinh cho mỗi lớp
- Có thêm nhiều lớp học kiến thức cho phụ huynh cách hội nhập với văn hoá mới để họ có thể áp dụng/dạy dỗ lại cho chính con em mình

What is going well in Beaverton schools?

- I am satisfied with the importance and emphasis they give in the development of readings/lessons
- I cannot give much opinion because I have been here for three years and I feel dissatisfied with a very "light" education in writing and math.
- There have been many problems of violence within my children's classroom without teachers being able to do much due to issues of "laws" of protection towards children.
- The teachers are good but the number of students is excessive and more houses are still being built.
- I must recognize the district's effort to include a diverse community
- It's great having meetings like this where our voice can be heard
- Thank you for making us more open to technology and its good use
- The communication
- Safety
- Decrease the number of students in the classroom
- Education and staff is good
- Public transportation is very good
- Teachers have good rapport with children who need them
- AVID Program
- Diversity, Disabled, Bilingual, Foster care services
- Continue improvement plan
- General functioning
- That we have completed a full week of classes
- Evaluation of current mathematics to levels
- Security
- Let more parents who can go to school to talk to students as they are not allowed anymore
- Fix the bathroom toilets that make a lot of noise; many children do not often go to the bathroom because of this
- The activities
- The activities
- The safety
- I like the bilingual program
- I would like to improve the menu
- Add more sports because there are schools that don't have any
- Train the teachers and others to help out more at all of the schools
- Wednesday is now full day
- What is studied during the week
- The bilingual program
- Bus safety
- Food

- There are very good teachers and at Aloha Huber Park
- We have the honor of having Mrs. Carmen who helps us a lot in the office
- Communication between school and parents
- The transportation
- Have activities after school like dance, or other activities that benefit students
- Improvement of obesity epidemic
- Improve the hygienic conditions; some children home with lice and infect others
- The effort teachers are making in having more communication with us, such as Parent View, SeeSaw, and DreamBox applications
- Communication between parents and teachers through technology is effective
- New ideas incorporated into the system to have more contact with and share information between teachers and parents.
 - This helps us to keep up with and support our children with assignments and projects
- Meetings like these
- The effort that teachers are making so that children are learning each day
- More communication from teachers and parents
- Better understanding of teachers towards students
- More organization in the classrooms
- Less children per classroom; more aides
- More funds for sports/after-school programs
- Transportation
- Nutrition that is more fresh
- Transport
- Extracurricular support
- Communication by the school
- I like my children's school because they receive the necessary teaching and are assigned homework
- I also like the school because the personnel that receive us are very kind
- Extracurricular support
- Transportation is fine
- Class support
- Transportation
- Nutrition
- Extra support classes for students who need to improve
- The AVID Program
- In the case of my daughter's school, I consider that the bilingual program working
- Motivation
- Reduction of children in classrooms
- The AVID Program
- School lunch
- Transportation
- Sexton Mountain, the school my children attend, has a good level of education
- Communication between teachers and parents
- School transportation is very good
- The hygiene and cleanliness is very good

- Attention and transfer in didactic programs with advanced classes
- Extra school support and attention in sports and advanced students
- Opportunities to take advanced classes at the high school level
- Communication between parents and office
- The child is accommodated in an appropriate academic place where it does not harm their growth
- I think that it is improving programs more like in Barnes that Kindergarden give classes 80% in Spanish and 20% in English
- That in the Five Oaks school, they have improved the building of the school.
- That this year many clubs are going to be implemented
- Safety and support with students personally with my children
- At McKinley, the school safety and security is functioning the way a school should
- In other schools in the district, more attention should be paid to safety, security and sociology for the mental health of our youngsters
- We would like to see an improvement in the nutrition
- A bus route was removed that was available last year
- There used to be Spanish classes at Elmonica, and this year they are not available

What can we do to improve?

- Decrease the number of students in the classroom and increase the number of teachers
- Funds for musical instruments
- Have Spanish classes from kindergarten as part of the curriculum (in the school that my children have been for three years, there was a Spanish teacher. The next year the principal eliminated this position)
- Provide better and constant psychological support or counseling or social services. both students and parents know that there is a counselor service in schools, but the presence of children with problems is more frequent and the presence of the psychologist is scarce because s/he has to go to other schools
- Spanish psychologists in schools
- Drug use prevention programs (NIDA has these programs) from primary
- Improvement in academic programs (math) are very focused on reading but had left behind emphasis on mathematics (scientific-mathematical thinking)
- Regulate supports for children whose families both parents work and do not speak English
- Being in such a multicultural country and district, I would like that children were more exposed to historical knowledge of other cultures; maybe make a program or a class that was of world history from an early age (in primary/elementary)
- Have a permanent nurse
- Do not mix children with poor control or what they call "functional autism" with a "normal" group since these children do not allow the rest of the children to advance their learning and allow teachers to comply with the Common Core curriculum.
- Evaluation in the performance of directors (principals)
- Improve access to optional schools since I have noticed only a few with relationships they can get into
- Include everyone in PTO without making separate groups for cultures as this creates an environment of non-inclusion and not everyone is on the same page

- Be sure that those who are supervising students are actually doing so, rather than using working hours as personal time
- Increase aides in the classrooms or add teachers so that the classes become smaller
- Do not assign class lists randomly to reduce the amount of time the teacher has to spend at the beginning of class reteaching previous skills, and can focus on the specific class' needs
- In special education, more needs to be done so that services are provided at an earlier age and training for teachers and staff, in general, and the ability to administer medications rectally, for example
- Professional ethics by all staff
- Nutrition that is healthier at breakfast or lunch and not only with cheese or pizza; plus vegetables; variety of foods
- More after school activities
- More opportunities to volunteer
- In bilingual schools, teachers must speak and write Spanish well
- Aides on the school bus
- District support for parents who want or have initiatives; to have more resources
- Bilingual teachers with at least 90% proficiency for better language instruction
- Social development programs
- When sending a flyer, please add the city and zip code because the GPS gave me two different addresses
- Begin a program where children have personalized tutoring in the areas of math, English, and reading
- Having more sports programs that students like to find them to know what they need to talk more about
- More funds for sports
- More bilingual teachers
- Train children about bullying
- More teachers
- After school activities
- Medical services
- Security
- Teacher background and psychological check
- Healthier and varied food in the cafeteria
- More options for children with allergies
- Pay more attention to bullying
- Train, re-train bus drivers regularly
- Arts or dance clubs
- Would like more information on
 - How instructional time is used
 - Health and security
 - What students are learning
- Socially inclusive education
- Although I like this evaluation process, I am a little worried about how they will work

with the groups

- Another concern is the cutting of teachers
- More trained bilingual teachers
- Promote financial aid for sports for high school students
- Social programs after school
- The health class should be supervised, especially when speaking of sexuality in young people
- Add more tutoring programs in the school so that the students who need help can get it in reading, writing, and math. In the school that my child goes there is not much help for her and I am no longer able to assist her
- More programs
- More extra help
- Classes for students who need more homework help
- Listen more to children when they complain/have concerns
- After school programs
 - Cooking
 - Drama
 - Music
- After school programs
 - Cooking
 - Drama
 - Music
- Find more teachers and more personnel for all school positions
- A schedule that is 30 minutes earlier
- Have more control over children because not everyone can defend themselves against others who misbehave
- We need more security
- Personnel to have more control
- Keep the bathrooms a little cleaner
- The bullying
- It's important to have bilingual teachers
- More teachers to be with children in each class so that teachers can help children to learn more
- That there is no difference in the free/immigrant services compared to regular services
 - Food
 - Buses
- Additional safety measures
- Useful school supplies
- Have an after school program that might include
 - Gymnastics
 - Swimming
- More counselors so that they can pay more attention to bullying problems
- Fewer students in the classrooms
- Have more grades at school
- More personnel

- Better communication
- More bilingual teachers
- Have better security in schools
- More teachers so that there are fewer students per classroom
- improve student transport home
- Support music programs, etc.
- Tutors to help students in their subjects
- Improve food
- Bilingual programs
- I would like to suggest that you find more teachers
- Send food that is more healthy and safe
- Homework assistance when students don't understand
- English classes for parents
- After school activities
 - Sports
 - Crafts
 - DanceLessons
- Healthy and nutritious meals
- Prepared Nurses
- School Safety
- Dance Club (Primary) and Ballet Folklorico
- Fewer students in each classroom
- Invest more in children's food
- Have after school programs for students slow in learning
- Have help for parents regarding language
 - English classes
- Self-improvement classes
- Physical and mental health activities for primary students because they are motivated by it
- Dance and music classes; my daughter does not attend because it is expensive to attend but she would participate
- Of course, safety is very important for our children; bullying is a problem nationwide
- To have more teachers and assistants to make the number of students smaller
- More attention to children who have problems with bullying as much as those who are bullied
- More security in all schools
- Nutrition
- Social and mental support for students
- More funds for after school
- More support for music and musical instruments
- Classes for parents of pre-K students
 - English
 - GED
 - Computers
- Assistants for teachers
- More attention for children with problems

- More security in schools
- Healthier food
- Fewer students per classroom
- Maybe more teachers or assistants
- More attention to children who have mental health problems
- Attention to problematic children
- More/better bullying prevention programs
- More security in schools (police presence)
- Healthier food
- After school activities
- More funding for sports
- More funding for musical instruments
- Nurses on site/in schools
- More information about drugs in schools
- More bilingual teachers
- More teachers/less children per class
 - More teachers/assistants per classroom so that children have more support to learn
- Improve the school menu
- Cleanliness in schools and restrooms
- More communication with parents by text or email regarding conferences, classes, etc.
- More support/attention for children who are bullies as well as who are victims
- More security/police
- Better food
- Social support, mental support, teacher training
- Less children in classes
- Programs for parents in English, GED, computers, etc...
- Educate parents about children with special needs
- Extra support classes
- Improve more with bullying
- More sports
- More security
- More bilingual teachers
- More help to have smaller classes
- Bullying
- More help for children with special needs
- More funds for sports
- More musical instruments
- Bilingual programs
- Nurses at school
- Change the menu in schools
- Deep cleaning in the bathrooms
- Work more on paper and less on electronic devices
- More bilingual teachers
- I would like to see an increase in transportation in some areas for our children,

especially in the winter and at the crossroads, some students walk between 25-30 minutes

- More security for our children due to all the attacks that have been happening
- I would also like to suggest a good security camera on the buses because I had a bad experience where a driver was very, very desperate when the children got off; my daughter was traumatized
- Improve the bullying policy
- The help (classroom assistance) should be consistent among teachers in the same classroom
- Funds for sports and music
- Mandatory cleaning in the bathrooms
- Do not allow electronic smoking (vaping)
- Nurses in schools
- School nutrition
- More bilingual teachers
- Keep using security so students don't drop out of high school
- Take students' suggestions for changes
- Funds for sports
- Funds for musical instruments
- Compulsorily clean bathrooms
- More classrooms, smaller groups, to provide more attention
- Implement a safer program for the protection of our children within the class
- Bullying
- Do not allow smoking
- Discover students' ideas for changes
- Invest more culturally, like in instruments
- Bilingual programs for diverse adult needs
- Improve the menu
- Having more economic funds for sports but especially soccer; sports deserve funding and it is better to have our children occupied.
- Have more bilingual teachers, secretaries and other personnel
- Have English classes for parents
- Group programs (less children)
- Conferences for parents (to increase interest from parents)
- Computer system
- Invest more in advanced and less advanced children (have programs for each student according to their needs)
- Create programs or clubs where students can learn more about culture, health or reducing anxiety and depression
- Decrease the number of students in classrooms urgently
- Design programs for children (since children learn differently visually, manually, etc.)
- English courses (orientations) for parents
- More funds to sports especially soccer
- More funds for instruments since schools don't have them
- Increase security
- Urgently need nurses in each school each day, since every day there are sick/injured

students

- More teachers who speak Spanish
- Psychologists who speak Spanish to keep in touch with their children
- Motivation for students
- Courses for children after school in reducing stress and depression; this is a very important topic today
- More material in Spanish to learn the language appropriately since the investment is a lot (books, research, films, etc.)
- Investment in instruments such as the accordion
- More help and investment to students from Foster Homes. They are, at times, not only alone but also without love, they deserve, at least, a good education.
- Staff training for children with special needs
- Give classes for parents in English
- Give classes to children about computers
- Decrease students in classrooms
- Increase bilingual teachers
- Motivation for children
- More sports funds
- Increase safety in schools
- Psychologists who speak Spanish
- After school courses
- More funds for instruments in schools
- More funds for children from foster homes
- Provide Spanish immersion in all schools
- Reduce the number of students per teacher. At the moment, the number of students is very high (25+ per teacher)
- More classes in English
- Make a change in food (beans, tortillas, tamales)
- Classes for parents in English and technology
- Money for internet in class so children can participate
- More security for students after school
- More bilingual teachers
- Bilingual program
- Music
- There must be a department or staff that serves and directs "new" or "Latino" parents in schools
- There must be academic programs in Spanish that become/transition into bilingual education
- Greater and better methodology by instructors for the learning process
- Class size must be smaller per room
- That there is a bilingual program for parents (English)
- Personalized attention that is not limited to web platforms and other technological means
- Train instructors in first aid along with the nursing staff
- ESOL teachers must be bilingual
- Social inclusion program (training parents, teachers, and educational community in

general) on students with disabilities

- With the bilingual and equal program for all
- Nutrition
- Safety
- Great support with parents of special students
- Improvement in bilingual programs
- Smaller class sizes
- More investment in advanced programs and as parents we must get involved
- Create more K-12 bilingual schools
- Smaller classes K-12
- Bilingual and bicultural teachers
- Existence of programs in drama, choir, band, are that involve the culture of the children or that the teachers are native (bicultural)
- Involve parents in school discussions that apply and affect their children's apprehension
- Reduce the groups of children in the classes
- Equality for all
- K-12 bilingual schools for all children
- Support academics all equally
- Offer standard classes for everything without being raffled
- Offer opportunities for sports programs
- Offer after school programs
- Music
- Help children emotional
- Help children with different needs
- I would like the children's groups to be smaller than there would be more teachers to help the children more
- That there be more bilingual schools
- That there was a nurse to care for the children
- Improve the menu
- I would personally like it if they could have put parents to help with communication and English classes.
- More control in the school
- More activities for children who attend
- More toilets for the students
- Tutoring for girls and reinforcing math and reading
- In some areas we need transportation that the district won't authorize, the truth is that if we need it
- Have therapy at the school
- Have more training for bus drivers
- Please have more bilingual schools
- English and computing classes for the parents
- Improve bus service; reduce miles
- Sports improvement
- More bilingual personnel to be able to communicate better with parents
- After school activity programs
- Computer programs and English
- They should have educational programs for parents and support them as well.
- Health program
- Set healthier school food menu

- Assess students for mental health concerns
- Have more educational staff
- More teachers
- The district should have social workers to visit the homes of children with conduct problems
- In the instructional time, I think it would be a good idea if classrooms didn't have so many children so ours would have more opportunity to meet each of their students
- Health and safety so far it seems to be working but it would be a good idea to implement more security options
- Students must be able to carry their backpacks
- Regarding health, I think there is a lot to do for those with problems with autism, bipolarity, etc.
- Missing more specialists in schools who know how to help these children to have a more normal life.
- Have therapies at school and have other children participate so that they understand children with these problems
- It would definitely be great if in the school where my children attend (McKinley) have more curricular support and interpersonal development activities after school
- Other schools offer classes in singing, dancing, etc., but there is not in the school of my children.
- Regarding food, I think they should also have better options for children, with good foods for their development: fruits, vegetables, proteins, and dairy products
- Also, improved options for children who do not have food restrictions
- The security in the schools
- Be sure that the teachers are certificated
- More help for special needs students
- The menu in the school needs to change
- Do not overfill the buses so much that students are standing
- Reserve seats for students with disabilities
- Extra teacher's assistants in classes with many students
- Return bilingual specials or add SCC in bilingual school
- Train parents to be more sensitive and to support families of students with special needs
- More care and attention to nutrition
- More bilingual programs
- More physical activities
- More time and attention spent on school security

What is going well in Beaverton schools?

- Strong academics
- Children can take classes according to their levels
- Outdoor school
- Amazing ESL classes
- Communication via email system
- Teachers support ESL kids
- Academic level in English and Math is strong
- Technical support and Technology equipment
- ESL classes, communication and relationship between teachers and students
- Expositions and interesting projects
- English learners adjust to the school culture really well with great emotional support from the teachers
- ELL Program
- Nice and kind teachers
- A lot of time for playing outside (Elementary schools)
- Communication with teachers
- Outdoor schools in middle schools
- Time spent in school (schedules and variety of activities)
- Good communication with parents. The system seems to be in place
- Well organized transportation to school and back (school buses)
- I like that the teachers use smart phone Apps for communication with the families
- Communication with families
- Transportation
- Relationship between students and teachers
- Provided learning materials
- Very comfortable, cosy and home-like school environment. I have a feeling that I am always welcomed there.
- As a parent of a child with autism, I am very happy and satisfied with the inclusive education in the district. Individual approach to children, great teachers in Special education classes.
- There is a wonderful Language Center (MLD) in our district, the staff of the Center helps children and parents to adjust to new schools.
- Great communication with teachers.
- Help and support from the Russian speaking assistant.
- Safe schools
- Summer school
- Great communication through ParentVue
- We are satisfied with everything, there are more extra curricular activities lately.
- Safety of the students
- Friendly school personnel.
- Providing of interpreters

Что проходит успешно в школах города Бивертон?

- Хорошая академическая подготовка
- Дети имеют возможность заниматься в классах соответствующих их уровню знаний
- Выездные на природу школы
- Прекрасные уроки ESL
- Общение с родителями по Электронной почте
- Учителя поддерживают и помогают детям ELL
- Высокий уровень подготовки по английскому и математике
- Техническое оснащение и поддержка
- Уроки по ESL, общение между учителями и учениками
- Интересные проекты и выставки EXPO
- Эмоциональная адаптация детей, изучающих английский язык
- Программа ELL
- Доброе отношение учителей
- Много времени на свежем воздухе (начальные школы)
- Коммуникация с учителями
- Выездная школа в Средней школе (Middle)
- Расписание занятий и организация времени в школе
- Налажена система коммуникации с родителями, ощущение порядка в системе
- Хорошо организована перевозка детей на школьном автобусе
- Мне нравится приложение для смартфонов для коммуникации с учителем
- Связь с семьями
- Предоставление транспорта
- Общение учителя и учеников
- Обеспечение учебными материалами
- В школе уютно и по-домашнему и чувствуешь, что тебя там ждут
- Как родитель ребенка с аутизмом, я очень довольна инклюзивным образованием в школьном округе. Мне нравится индивидуальный подход к детям, прекрасные педагоги в классах для детей с аутизмом.
- В округе имеется прекрасный языковой центр, его сотрудники помогают детям и родителям адаптироваться к школе
- Хорошая коммуникация с учителями на ParentVue
- Помощь и поддержка со стороны русскоговорящего помощника
- Безопасность в школах
- Летняя школа
- Общение через ParentVue
- Всё устраивает. За последние годы увеличилось количество дополнительных мероприятий.
- Безопасность учащихся
- Дружелюбное отношение работников школы к ученикам.
- Предоставление переводчиков

What can we do to improve?

- College orientation for high school students: Counselors couldn't correctly advise on the process of applying for FAFSA for students, who are naturalized citizens. We had to navigate around this process ourselves.
- More rigorous Math curriculum in Elementary schools
- More bilingual teachers
- More Foreign languages, including Russian.
- After school athletic classes and clubs at the Elementary and Middle school levels (volleyball, basketball, tennis, etc.)
- More homework with teacher's follow up
- More adult supervision and control in class and outside of classrooms
- More programs and clubs for raising well rounded children.
- We would like to have a club for the Russian speaking students and parents to socialize.
- Smaller class sizes
- We want all the teachers to use Canvas for homework and other assignments.
- ESL classes for parents
- More Technology classes.
- Russian clubs, clubs to learn different languages
- Additional Foreign language
- More bilingual teachers
- Smaller class sizes
- Healthy lunches, more Nutritious food
- More opportunities for opening different clubs (music, sports, math, science).
- "Interschool Academic skills Olympics" (similar to Battle of the Books)
- Summer camps, outdoor camping, visiting museums, historic places as well as other cities.
- Preschool in every Elementary school
- It is important to open up preschool classes in every high school, where the older students can teach little ones. They teach in any language, including Russian.
- Additional clubs for children (Art, Sports, chess etc.)
- Decrease the number of students in class
- Teach Russian as a foreign language.
- Have more classroom with Natural (Day) light.
- More hours to teach core subjects (math, language)
- Learning foreign (second) language has to be mandatory.
- Improve quality of food, more nutritious food, without pizza and chips. More organic food.
- After school sports clubs
- Decrease class size
- Additional afterschool clubs (Math, Music, Art etc.)
- Teaching Russian language to Russian speaking children.
- Teach English as a second language to adults (if possible, educating children is still a priority)
- More programs to support TAG students

- Hot lunches in all school cafeterias
- Add Russian language as option language
- Variety of after school programs (free) Chess club, drawing classes, math, any team sports
- Offering an after school child care until 6:00 p.m. - free of charge
- More healthy and balanced food, more variety, hot lunch
- Add Preschool as an option
- Any foreign language - as a must in elementary school
- Homework in every class (we do not have homework in 2nd grade)
- More Field trips
- More clubs, based on the students' choices (Chess, dance, sports)
- Teach more Foreign languages (Spanish, Japanese, Chinese etc.)
- More instructional time in Math, English, Art, Science)
- Healthy food
- More choices for IB, AP and College level classes.
- Field trips to different factories, plants, banks, post offices and other places.
- Add more variety of classes Chemistry in Middle school
- Art, Music in Elementary
- Russian language as a choice in **ISB**
- Add more PE time
- Organize Math skills competition in every school
- Add Options schools at Elementary level (LANGUAGE learning schools)
- Personal Finance Classes
- Balanced healthy lunches with more choices
- Decreasing class size
- Dance and Music classes
- More Art classes
- Personal Finance classes in High school
- Russian Language classes (at least as a choice in ISB school)
- More Healthy HOT food lunches (like Chipotle)
- Self management trainings for High school students. More help and support from Counselors during the college searching / applying time.
- Mental health classes and help to high school students going through stressful time.

In Russian

What can we do to improve?

Что необходимо улучшить в школьном округе Бивертон (пожелания русскоговорящего сообщества)

- Изучение в школах русского языка как иностранного. Преподавание русского языка русскоговорящим детям. **(X12)**
- Кружки по интересам, бесплатные дополнительные занятия (Математика, иностранные языки, рисование, музыка, шахматы), спортивные секции (теннис, волейбол, баскетбол), и прочие внеклассные общеразвивающие

- программы и занятия после уроков или во время учебного дня (**X12**)
- Правильное сбалансированное питание, больше разнообразных здоровых продуктов. Больше включать органические продукты (**X8**)
 - Обязательное изучение иностранных языков (Китайский, Японский, Русский) начиная в младших классах (**X8**).
 - Сократить количество учащихся в классах (**X5**)
 - Открыть дошкольные классы во всех начальных школах (**X4**)
 - Уроки английского языка для родителей /взрослых (**X3**)
 - В старших классах ввести предмет по обучению финансовой грамоте и финансовому планированию (**X3**)
 - Во время планирования и подачи заявления FAFSA (заявление на финансовую помощь) оказывать дополнительную помощь 12-ти классникам, из семей иммигрантов (**X3**)
 - Направлять и обучать старшеклассников во время процесса поисков колледжа. Оказание моральной, эмоциональной и психологической поддержки выпускникам со стороны консультантов (кураторов) (**X3**)
 - Больше двуязычных учителей (**X3**)
 - Проведение школьных и межшкольных олимпиад, конкурсов по математике и языку и т.п. (**X3**)
 - Больше экскурсий и поездок на фабрики, заводы, банки, почтовые отделения и прочие учреждения. Посещение музеев, исторических мест (**X3**)
 - Организация Летних школ и лагерей с выездом на природу. Посещение музеев, исторических мест и других городов (**X2**).
 - Увеличить количество домашних заданий по всем предметам в начальных классах (**X2**)
 - Клуб для русскоговорящих родителей и учащихся для общения (**X2**)
 - В каждой старшей школе нужно открыть класс для дошкольников, где старшеклассники будут обучать дошкольников на разных языках, включая русский (**X2**)
 - Хотелось, чтобы все учителя выкладывали домашние и классные задания в Canvas (**X2**)
 - Больше дневного света в классах (**X2**).
 - Больше уроков по технологии, компьютерные классы.
 - Организовать программы по выбору на уровне начальной школы (по изучению ЯЗЫКОВ)
 - Нужна более сложная программа по математике в начальных классах
 - Добавить количество часов для обучения основным предметам (математика, язык, естественные науки)
 - Больше программ для поддержки талантливых и одарённых детей TAG
 - Разнообразие дисциплин уровня колледжа, IB и AP.
 - Изучение химии в средних классах (Middle)
 - Больше уроков физкультуры
 - Больше уроков по Художественному образованию

What is going well in Beaverton schools?

- This meeting for Hispanic/Spanish speaking parents
- The bilingual program
- The dual immersion schools
- We need the district to be completely bilingual K-12
- The security
- School security is improving
- The teachers dedicate much of their time to their students
- The food in the cafeteria can be combined to create a better meal
- Great organization of personnel
- Very efficient secretaries in school
- Personnel exceeds expectations
- Everything is very good
- The parent meetings to determine what is needed in our children's schools

What can we do to improve?

- Better playgrounds/recreation areas
- Better food
- A nurse in each school
- Better security
- More personnel to assist with college application
- More sports
- More access to programs for sports and equipment
- More teachers or less students per class
- Replace the steel and wood that is on the current playgrounds with the material that is being used in newer parks
- A nurse at each school
- Better nutrition for school lunches
- Better playgrounds by removing the wood chips and adding rubber instead
- After school activities (like sports, dance, music, etc.) because students love these classes in other places/schools
- Make the food better; not so many starches
- Better security in the schools
- More teachers so the class sizes are smaller
- Nurses for each school
- More personnel in the classroom to assist with students and those who need special assistance
- Sports programs
- Dance programs
- Homework assistance after school
- Smaller class sizes
- Meetings to share information with teachers and other parents

- Opportunities for parents to be more involved at their children's schools
- Teachers with more capacity for tolerance with students
- More counselors in the schools
- After school activities
- Homework
- Sports
- Various activities that students can get involved in
- More activities after class
- More security for the classroom
- More teachers and less students per class
- More access to sports
- More help by teacher's assistants during classes like math, specials, science, etc.

What is going well in Beaverton schools?

- Students new to USA schools likes to go to school
- Good size classes
- Wonderful and inclusive teachers to my kids
- Everything in school is going according to schedule, Any special teaching plans they do it carefully and I appreciate their efforts
- School is excellent
- Great that we received a lot of attention and care. School are understanding that we came from a bilingual culture. We loved the support
- My kids got mixed very well with other kids here in the USA

ما الذي يجري وبشكل جيد في مدارس منطقة بيفرتون التعليمية ؟

- الطلاب جدد في أمريكا ويحبون مدارسهم وهذا إنجاز عظيم
- حجم الصفوف مناسب
- المعلمين رائعين وتم احتواء أطفالهم
- كل شيء يجري بنسق جيد وخطة مدروسة وأنا ممتن لما تقومون به من مجهودات
- المدرسة ممتازة
- عظيم أننا حضينا على الكثير من الرعاية والاهتمام. المدرسة لديها تفهم من أننا أتينا من ثقافة ثنائية اللغة. الوضع تمام وحضينا على الكثير من الحرص والاهتمام مع مراعاة اختلاف اللغة. لقد أحببنا الدعم
- اختلط أطفالنا جيداً مع الأطفال الآخرين هنا في الولايات المتحدة الأمريكية

What can we do to improve?

- More prizes each term with some criteria for the prize to motivate the kids at school to work harder: Like you have prize for the best teachers ,best principal,best schools ,best family support ,best student...etc
- Early release on Friday for Muslim Friday prayers. Friday prayer is very important to us muslims.Coming from Muslim countries when Fridays are off like Sunday is off and christians can go to Sunday Mass. Muslim needs to go to Friday Prayers.
- Since winter break is more for christians and they can practice their religion we would like days off when Muslims have big celebrations throughout the year and we want our kids to be part of it without missing any school days/instructions.
- Make music classes optional.
- Halal meals in school menus
- Give Arabic classes for Arabic speaking students
- More communications about what my son is studying at school- more info about the curriculum being taught at my son's grade.
- Take a day off for Arabic holidays
- Add Arabic classes during school or after school
- An Arabic speaking person in PTO meetings
- More after school activities/programs for kids

- Less number of students in classrooms
- More clarifications about the food ingredients in the school menus
- More English support for non English speakers who needs it after school and other than what is being taught at school level
- Offer Arabic classes in Option schools and world language selections
- I propose that Arabic be taught in the Beaverton Schools. I submit that studying Arabic is important, not only for students from Arabic-speaking families, but because learning Arabic could provide better job opportunities for all students
- Funding could be provided by a Qatar grant (Qatar Foundation International) This is from the May 12, 2015 article, "Seven Reasons Why Now is the Time to Learn Arabic" by Cameron Bean, published by *American Councils for International Education*:

Given that less than 1 percent of US college students study Arabic, just 32,000 out of 21 million total students, Arabic language skills will separate you from the crowd, no matter your professional field.

In the last 15 years, US government agencies have expressed a much greater need for Arabic speakers to address the complex political, military, and economic questions surrounding US engagement in the Middle East and North Africa.

The government is not the only employer seeking Arabic skills, however. The same trend can be seen in the private and nonprofit sectors as businesses seek to better understand developing markets and organizations work across borders to develop institutions, improve economies, and educate young people. Yet the demand for Arabic-speaking professionals in the US exceeds the supply.

Whether conducting research, negotiating an international agreement, or coordinating with an overseas partner, speaking the language of your counterpart gives you an invaluable advantage.

Funding of course is always an issue. However, some schools are able to get grants, including from the Qatar Foundation International. Qatar is somewhat controversial, but apparently two schools in Portland have benefited from the foundation.

This is from an August 25, 2017 *Wall Street Journal* article "U.S. Schools Receive Aid From Qatar" written by Tawnell D. Hobbs.

In Portland, Oregon, the public-school system was given about \$375,000 over five years, starting in 2010, and this year received a \$75,000 grant, helping to pay for Arabic programs at two schools. The [Qatar Foundation International] also funded a trip for some students and staff to travel to Doha.

"It's one of the most supportive partnerships that I've ever experienced in 20 years of public education," said Peyton Chapman, principal of Lincoln High School, one of the participating schools.

- Have seesaw in all school to communicate with parents
- Arabic immersion schools.

- CAFE program in Greenway and McKay needs to be in all schools with buses so kids will be getting all the help needed in homework and reading
- More communications on Twitter or Facebook with Arabic speaking families. Create a group and keep adding parents
- Hire a community outreach person to coordinate with the community
- After school English support classes for all schools needs it especially for kids were born out of the state
- Music and dancing should be exclusively to girls or families wants to have it in their schedule
- Friday breaks for kids 12:00 noon- 2:00 pm to join their families in Friday prayers
- Schools BBQ should be respecting all families don't eat pork or hotdogs. The school board needs to understand the schools demographics
- School food menu should represent all ethnicities, more Arabic food to be familiar to our kids at school if they don't have the language to know what food is being served.
- Try to get schools which needs the money the most to have better buildings to our kids. Kids shouldn't be breathing mold and they should not be in a school which the roof will be leaking.
- More sports after schools
- More programs like robotics/ technology
- Advanced classes before or after school
- Soccer teams from the same school to build a better community and friendships that lasts forever.
- More Arts /crafts projects
- More stuff at school so kids will love to go to school. School not for studying and boring routines.
- Better food menus with a bigger portions for 4th grade and up. Sometimes the kids were hungry from one serving of food.
- Food ingredient should be a good fit for all religions
Example: One time a parent volunteered in school and saw that yes the hotdog was turkey meat but the casing of the hotdog was from the pig intestines and that's like cheating for Muslims since they don't eat pork but when you tell them that the hotdog is Turkey meat they will eat it not knowing that the casing is from pig.
- District should partner with THPRD for classes and sports for all schools. Not all families can afford to pay for all of their kids especially if they don't qualify for scholarships because of their income.
- More Bilingual Arabic teachers
- Corvallis school districts recognized the need and they have an Arabic class

in 2 different schools twice a week for 3.5 hours/day. In Garfield Elementary School and Adams elementary school

- Better communications with report cards and PTC
- Diverse staff specifically teachers and administrators
- Diverse books in the library
- Halal/ kosher food to accommodate religious dietary restrictions
- Diverse curriculum
- Curriculum that does not paint stereotypes about communities of color and Muslims
- Interfaith opportunities so non-Muslim students learn about Muslims in a positive way(for example , 9/11 curriculum is standard topic for High school students and for some kids, it's the only reflection of Muslims they have or know- this is an inaccurate depiction of Muslims)
- Culturally relevant teaching practices
- The opinion of a parent in Face Book. He/She said: Conscious bias training for teachers (in the BSD, black boys are 4x more likely to be suspended than their white peers)
- Counselors at school should have discussions session on how to include all new kids coming to school and make school inclusive to all kids:
 - The sessions should teach the kids how to behave in school
 - How to treat people
 - How to include any one new and wants to be always alone because they don't have friends
 - Some new kids don't want to go to school because of Bullying and because they have an accent

ما هي المجالات /أو الخدمات /أو البرامج التي يمكننا تحسينها؟

- فكرة وضع جوائز تعليمية كل ترم/ فصل (مع وضع معايير للجائزة): أفضل مدرسة، أفضل معلم/ة، أفضل مدير/ة، أفضل عائلة مهتمة بأطفالها، أفضل طالب/ة... الخ.
- يوم الجمعة يوم الخروج المبكر لصلاة الجمعة. يوم الجمعة يوم مهم للمسلمين كما يوم الأحد مهم للمسيحيين للذهاب للكنيسة للقداس. في أكثر الدول العربية يوم الجمعة يوم عطلة للذهاب إلى صلاة الجمعة
- عطلة الكريسماس في شهر 12 للمسيحيين ويمكنهم ممارسة دينهم، فالمسلمون أيضاً لديهم بعض المناسبات ويودون الحصول على العطلة كي يتمكن أولادهم من الحضور والمشاركة في المناسبات الدينية بدون الغياب من المدرسة.
- جعل صف الموسيقى- صف اختياري
- وجبات حلال في قائمة الطعام في المدارس
- دروس باللغة العربية بالمدرسة للناطقين باللغة العربية
- التواصل أكثر عما يدرسه ابني في المدرسة والمزيد من المعلومات عن المنهج وعما يتم تدريسه في الصف
- يوم عطلة للمناسبات العربية
- إضافة دروس اللغة العربية أثناء أو بعد المدرسة

- تحديد شخص يتحدث باللغة العربية في إجتماعات المدارس وأولياء الأمور
- المزيد من البرامج والأنشطة للأطفال/الطلاب بعد ساعات المدرسة
- عدد اقل من الطلاب في الصفوف الدراسية
- المزيد من التوضيحات حول المكونات الغذائية في قوائم الطعام في المدرسة
- المزيد من الدعم باللغة الإنجليزية لغير الناطقين باللغة الإنجليزية الذين يحتاجون إليها بعد المدرسة وغير ما يتم تدريسه على مستوى المدرسة
- توفير دروس باللغة العربية في المدارس الاختيارية وفي اختيار اللغات العالمية
- أقترح أن يتم تدريس اللغة العربية في مدارس بيفرتون. أعلم أن دراسة اللغة العربية مهمة ، ليس فقط للطلاب من العائلات الناطقة بالعربية ، ولكن لأن تعلم اللغة العربية يمكن أن يوفر فرص عمل أفضل لجميع الطلاب
- يمكن تقديم التمويل بمنحة قطر (مؤسسة قطر الدولية)
- استخدام برنامج - سيبا - في جميع المدارس للتواصل مع أولياء الأمور
- التدريس باللغة العربية والإنجليزية جنباً إلى جنب
- برنامج - كافي - في مدرسة جرين واي و مدرسة ماكبي - يجب أن يكون البرنامج في جميع المدارس مع توفير الباص حتى يحصل الأطفال على كل المساعدة اللازمة في الواجبات المنزلية والقراءة
- مزيد من التواصل على تويتر والفيس بوك مع العائلات الناطقة بالعربية .إنشاء مجموعة وإضافة أولياء الأمور باستمرار
- توظيف شخص للتوعية المجتمعية وللتواصل وللتنسيق مع المجتمع
- دروس بعد المدرسة باللغة الإنجليزية لجميع المدارس المحتاجة إليها وخاصة بالنسبة للأطفال الذين ولدوا خارج الولايات المتحدة الأمريكية
- يجب أن تكون الموسيقى ودروس الرقص حصرياً للفتيات أو العائلات التي ترغب في إدخالها في جدولها
- استراحة الجمعة للأطفال من الساعة 12:00 ظهراً وحتى الساعة 2 ظهراً للانضمام إلى عائلاتهم في صلاة الجمعة
- يجب أن تحترم المدارس حفلات الشواء جميع العائلات التي لا تأكل لحم الخنزير أو الهوت دوغ.
- يحتاج مجلس المدرسة إلى فهم التركيبة السكانية للمدارس.
- يجب أن تمثل قائمة الطعام المدرسي جميع الأعراق، المزيد من الطعام العربي ليكون مألوفاً لأطفالنا في المدرسة إذا لم يكن لديهم اللغة لمعرفة ما يتم تقديمه من طعام.
- محاولة الحصول على المال للمدارس التي تحتاج إليه أكثر من غيرها ممن لديها مبانٍ أفضل لأطفالنا. يجب ألا يتنفس الأطفال عفن المباني القديمة ولا يجب أن يكونوا في مدارس السقف يتسرب منه الماء.
- المزيد من الألعاب الرياضية بعد المدرسة
- المزيد من البرامج مثل الروبوتات/ التكنولوجيا
- فصول متقدمة المستوى إما قبل أو بعد المدرسة
- فريق كرة القدم يفضل من أن يكون من نفس المدرسة لبناء مجتمع أفضل و صداقات تستمر إلى الأبد.
- المزيد من مشاريع الفنون/ الحرف المهنية
- المزيد من الأشياء المحفزة في المدرسة حتى يحب الأطفال الذهاب إلى المدرسة. ولا تكون المدرسة فقط للدراسة و الروتين الممل.
- قوائم الطعام بالمدرسة مع كمية أكبر من الطعام لطلاب الصف الرابع الابتدائي وما فوق. في بعض الأحيان يكون الأطفال جائعين من وجبة واحدة من الطعام فقط.
- يجب أن تكون المكونات الغذائية مناسبة لجميع الأديان. مثال: في إحدى المرات تطوع أحد أولياء الأمور في المدرسة ورأى أنه نعم، الهوت دوغ من لحم الديك الرومي لكن غلاف الهوت دوغ كان من أمعاء الخنزير وهذا يشبه الغش للمسلمين لأنهم لا يأكلون لحم الخنزير ولكن عندما تخبرهم أن الهوت دوغ هو من لحم الديك الرومي سوف يأكلونه دون العلم من أن الغلاف من الخنزير.

- يجب أن تشترك المنطقة التعليمية مع اتحاد الحدائق والمراكز الترفيهية لتوفير الدروس والرياضة لجميع المدارس. لا يمكن لجميع العائلات دفع تكاليف جميع أطفالهم خاصة إذا كانوا غير مؤهلين للحصول على منح المالية والمساعدات بسبب دخلهم.
- أدركت منطقة كورفاليس التعليمية الحاجة لصف اللغة العربية ولديهم صف اللغة العربية في مدرستين مختلفتين مرتين في الأسبوع لمدة 3.5 ساعة في اليوم في غارفيلد الابتدائية ومدرسة آدمز الابتدائية
- المزيد من طاقم العمل ثنائي اللغة/ اللغة العربية
- التواصل بصورة أفضل مع بطاقات التقارير و اجتماعات أولياء الأمور
- الموظفين المتنوعين وعلى وجه التحديد المعلمين والإداريين
- كتب متنوعة في المكتبة
- الطعام الحلال لاستيعاب القيود الغذائية الدينية
- المنهج المتنوع
- منهج دراسي لا يرسم الصور النمطية عن المجتمعات ذات اللون أو ضد المسلمين
- فرص للتعرف بين الأديان حتى يتعرف الطلاب غير المسلمون على المسلمين بطريقة إيجابية (على سبيل المثال ، منهج تفجيرات 11/9 هو موضوع قياسي لطلاب المدارس الثانوية وبالنسبة لبعض الأطفال ، إنه الانعكاس الوحيد للمسلمين لديهم أو يعرفون عنه - وهذا تصوير غير دقيق وغير صحيح عن المسلمين)
- التدريس بممارسات ذات صلة ثقافياً
- رأي أحد أولياء الأمور في الفيس بوك كتب/ كتبت: التدريب على التحيز الواعي للمعلمين (في المنطقة التعليمية من المرجح أن يتم فصل الطالب مؤقتاً من الأولاد من ذوي البشرة السوداء بأربعة أضعاف من أقرانهم من ذوي البشرة البيضاء)
- يجب أن يعقد المستشارون/ الكونسلر في المدرسة جلسة نقاش حول كيفية احتضان وشمل جميع الأطفال الجدد القادمين إلى المدرسة وجعل المدرسة شاملة لجميع الأطفال.
- يجب أن تعلم الجلسات الأطفال كيفية التصرف في المدرسة
- كيفية التعامل مع الآخرين
- كيفية احتضان وشمل أي طالب جديد ويريد أن يكون وحيداً دائماً لأنه ليس لديه أصدقاء
- بعض الأطفال الجدد لا يريدون الذهاب إلى المدرسة بسبب البلطجة/ التمرر وبسبب اللهجة//اللكنة

September 24, 2019 - Somali

What is going well in Beaverton schools?

- My kids go to McKinley, and I like the reading program.
- My kids go to Five Oaks and the teachers normally communicate with me about the progress
- Reading
- I like the way the teachers support my kids
- We used to have after school program but not anymore
- Reading, writing and safety
- Reading and writing
- Summer school programs
- They communicate well with me and with my children. Teachers understand the importance of religion and culture
- Good communication and respect of faith

Maxaa si wanaagsan uga socda dugsiyada Beaverton?

- Ilmaheyga waxey aaddaan McKinley, waxaana jeclahay barnamijka aqrinta.
- Ilmaheyga waxey aaddaan Five Oaks macalimiintuna inta badan wey ii soo sheegaan horumarka waxbarasho ee ilmaheyga
- Aqrinta
- Waan jeclahay qaabka macalimiinta u caawiyaan ilmaheyga
- Waxaan heysan jirnay barnamijka iskuulka kadib laakin hada ma hayno
- Aqrinta, qoraalka iyo amaanka
- Aqrinta iyo qoraalka
- Barnamijka iskuulka ee xagaaga
- Si fiican iila soo xariiraan aniga iyo ilmaheygaba. Macalimiintu waa fahamsanyihiin muhiinta diinta iyo dhaqanka
- Xiriir fiican iyo ixiraamka diinta

What can we do to improve?

- We would like to get more after school programs because we are not able to help our kids/students with assignments. Also, we would like Somali language to be added in the district recognized languages. We would like after school programs that relate to sports and culturally specific.

- I like district to have Somali immersion schools.
- Would like to see after school programs that can help students with homework
- Basketball programs
- We would like to get tutoring during the school hours and after.
- Connect the student with the soccer leagues
- Homework help and after school programs
- School secretaries need to respect people of color
- We would like to add 1on 1 when helping students
- Extra teachers or adult personnel in the classroom
- Increase adults that supporting activities.
- In the cafeteria, add staff that can understand the culture to avoid kids eat food that is not appropriate to their culture.
- Sports, after school programs like soccer, swimming, running
- Teach Somali culture, and add many teachers
- More staff on the cafeteria area that can understands Somali culture/Muslim culture
- Tutors
- Try to solve problems within children and implement restrictive justice practices.
- Provide solutions rather than calling parents regarding behavioral issue. Often it is cultural misunderstanding.
- Talk to students about the availability of prayer room
- Make the classroom size less than 20.
- Increase communication between parents and teachers.
- Better engagement with the parents
- Offer adult literacy and Computer literacy services in Somali
- Conduct culturally responsive training.
- Don't feed pork to our children
- Teach children about their culture
- Sports activities
- Sport activity
- Math help
- Add Somali language in district recognized language as academic credit
- After school programs including sports
- More staff on cafeteria area particularly people who know the Somali culture.
- Increase Somali teachers
- Add Somali language in district recognized language as academic credit
- We need more Somali speaking teachers. This will support both parents and students.

Maxaan hagaajin karnaa? **Somali**

- Waxaan jeclaan lahayn inaan helno barnaamijyo dheeraad ah iskuulka

kadib maxaa yeelay awood uma lihin inaan ka caawinno carruurteenna / ardayda leyliyada loo diro. Sidoo kale, waxaan jeclaan lahayn in luqadda Soomaaliga lagu daro luqadaha degmada aqoonsan tahay. Waxaan jecel nahay barnaamijyada iskuulka kadib ee la xiriira isboortiga oo dhaqanka munaasib ku ah.

- Waxaan jeclaan lahaa in degmadu leedahay Iskuul Af-Somaliga u gaara
- Waxaan jeclaan lahaa inaan arko barnaamijyo iskuulka ka dib ee ilmaha ka caawiyo leylida/shaqo-guri
- Barnaamijyada Basketball-ka
- Waxaan rabi laheyn (tutoring- macalin si gooni) ah u baro ardeyda xiliga waxbarida iyo kadibba.
- Ha lagu qoro ardeyda kooxaha kubada cagta
- Kaalmada leyliga iyo Barnaamijta iskuulka ka dib
- Xogheynta Iskuulada waa iney ixtiraamaan dadka midabka(annaga oo kale)
- Waxaan jeclaan laheyn in lagu daro kaalmada hal-halka(1on 1 gooni) marka la caawinayo ardayda
- Macalimiin dheeraad ah ama shaqaale fasalka gudahiisa
- Shaqaale dheeraad ah oo caawiyo hawlaha.
- Maqaayada, ku dar shaqaale fahmi karo dhaqanka si aanay ilmaha u cunin cunto aan dhaqankooda munaasib ku aheyn.
- Ciyaaraha, barnaamijta iskuulka ka dib sida kubada cagta, dabaasha, orodadka
- Bar dhaqanka soomalida , macalimiin soomali ah keen
- Shaqaale dheeraad ah oo jooga qeyb maqaayada oo garanayo dhaqanka soomalaalida iyo kan muslimla
- Tuuttaro (Tutors)
- Isku daya inaad mushaakilka isla xalisaan ilmaha oo aad hirgelisaan nidaam cadaalada oo xadeysan.
- Xal keena halkii aad waalidka ka waci laheydeen arimaha la xiriira aqlaaqda/dabeecada. Inta badan waxyaalaha waa isfaham la'aan dhaqanka ah.
- U sheeg ardayda inuu jiro qol lagu tukado
- Ardayda fasalada dhigato ka yareeya 20.
- Kordhi xiriirka waalidka iyo macalimiinta.
- Hala hagaajiyo xiriirka waalidiinta
- Dadka waaweyn halagu baro Af-Soomaali aqoonta kombuyuutarka
- Hala baro shaqaalaha tababarka la-macaamilka dhaqanka.

- Ilmaha Doofaar yaan la siin
- Ilmaha dhaqankooda hala baro
- Howlaha ciyaaraha
- Howlaha ciyaaraha
- Kaalmada Xisaabta
- Ku dar luqada Soomaliga luqadaha degmadu u aqoonsan tahay in dhibco tacliin lagu helo
- Barnaamijyada iskuulka ka dib (galabtii) oo ciyaaraha ku jiraan
- Shaqaale dheeraad ah oo jooga qeyb maqaayada oo garanayo dhaqanka soomalaalida.
- Soo kordhi macalimiin Soomaali ah
- Ku dar luqada Soomaliga luqadaha degmadu u aqoonsan tahay in dhico tacliin lagu helo
- Waxaan rabnaa macalimiin Af -Soomaali ku hadlo. Tani waxey kaalmo u tahay waalidka iyo macalimiinta.

What is going well in Beaverton schools?

- Summa program is a very good program.
- Option School is doing very well.
- School lunch options are good, and the price is reasonable.
- Beaverton School District is good in general. Many teachers are very responsible, parents are very supportive.
- Provides students with a safe environment
- Healthy food
- A lot of activities
- Good curriculum
- English teacher emailed me what my son English Level was last year

What is going well in Beaverton schools?----In Chinese

- Summa program 是一个很好的计划。
- Option School 是一个很好的选项计划。
- 学校午餐的选择又多又好，价钱也合理。
- 总体来说，Beaverton 学区不错。许多教师比较负责，家长也很支持学校和学生。
- 能够给学生提供一个安全的学习环境。
- 健康的食物
- 很多活动
- 良好的课程
- 去年我儿子的ELD老师给我发邮件，告诉我孩子的英语水平成绩。

What can we do to improve?

- Reduce student /teacher ratio
- Add Chinese food to lunch menu
- Provide Chinese as a second language
- Improve the lunch quality for high school
- Add more teachers for STEM
- Instruction time at school is still less, please consider adding more instruction time
- Suggest that BSD newsletter and all the school messages and notices (including phone calls and emails) can be sent out in Chinese

- Add Chinese as a world language in high school
- Improve the quality of Parent Teacher Conference
- Improve the teaching quality of substitute teachers
- Add more counselors in high schools
- Suggest that high schools offer Parent Teacher conference
- Hope add more ELD teachers to help the students who just came to USA
- Hope schools can offer Chinese food at lunch
- Hope Schools offer Chinese as a second language
- Add Chinese as world language at all high schools. High schools at PPS, Lake Oswego all have very strong Chinese program, like AP Chinese. In BSD, students cannot find a testing site for AP Chinese.
- Add instruction time
- Decrease class size.
- Add AP Chinese and IB Chinese into high school curriculum
- Although BSD has the same teaching standard (like: Common Core), the teaching materials with different teachers in different schools are different. The requirement and homework assignment and totally different. I really hope that student has a textbook for each subject so that students can preview and review the teaching materials. It also benefits for parents to know the progress of students.
- Option schools in BSD have limited space for students who want to go to the option schools. (especially for 6th graders).
- Improve the teaching ability for Summa Program.
- Add more Summa program site in BSD.
- We, as parents would like to have the contact information for gifted student program and Summa program.
- Increase the amount of lunch for secondary students.
- There are too many students in secondary classroom. It is better to add teachers starting from middle school.
- Decrease the class size
- Hope to offer Chinese in schools, especially offer AP Chinese in high school.
- Add more ELD teacher to school.
- Increase instruction time.
- Hope adding more school counselors in high school to help students arrange their high school courses starting at 9th grade.
- Suggest that BSD offer parent-teacher conference for high school, strengthen the relationship between parents and school counselors.
- Hope all elementary schools have pre-k program
- Strengthen security at schools
- Add Chinese as a world language option for Comprehensive high schools.
- Add more instruction time at school.
- Need more special education teachers.
- Portable classrooms should be changed to permanent classrooms.
- Since Middle school starts class at 9:15 am, BSD should add more clubs and activities before/after school. For example: math club, science club, art club, dance club etc.
- Decreasing class size. The class size in most schools are too big, Take Stoller

Middle school as an example, the classrooms are packed and crowded.

- Add Chinese as a world language in school, especially in high school. As the growth of Chinese economy, more and more people (non-Chinese) are very interested in learning Chinese. By adding Chinese as a world language, the students have more choice for career readiness and success after high school.
- Improve the quality of the substitute teachers. They should teach instead of “baby-sitting”. They should be able to substitute the subjects they have the knowledge and experience.
- Improve the quality of the substitute teachers. They should teach instead of “baby-sitting”. They should be able to substitute the subjects they have the knowledge and experience.
- Be transparent to stakeholders of BSD’s spending.
- Need more security at the entrance of schools to keep the schools safe, especially the secondary schools.
- Need more security at the entrance of schools to keep the schools safe, especially the secondary schools.
- Add high school in Hope Chinese Charter School.
- Add transportation in Hope Chinese Charter School
- Extend school time
- Extend lunch time
- Extend lunch time
- Preschool is needed to put in public school
- Preschool is needed to put in public school
- Extend lunch time from 25 minutes to 35 minutes.
- Add Parent-Teacher conference to high school
- Add Parent-Teacher conference to high school
- Add Parent-Teacher conference to high school
- Add more high school counselors
- Add Chinese food to lunch menu, offer hot water to students at lunch.
- Add Chinese as a world language at school. Offer AP Chinese in high school.
- Add more instruction time for students
- Add more teachers, decrease the class size.
- Hope high school add more counselors or course consultants to help students plan their courses well enough and help students find extracurricular activities they are interested in to prepare the college readiness.
- Improve sports facilities at school, especially at Sexton Mtn. elementary school.
- Please add Chinese classes
- Please add teaching time
- Chinese classes during school hours
- Security (to prevent mass shootings, etc.)
- Reduce class size
- Healthy food at school cafe
- Mental health
- Fees for using school facilities are way too high, not only in absolute money, but also compared to other school districts

- Mandarin should be offered for many reasons

For Chinese, as a minority, they want to teach their kids their own language as a way to preserve their cultural heritage

Right now, they have to spend a good amount of time on learning Mandarin after school. By doing that, the time left for those kids to do extracurricular activities are much less

- Strongly suggest having parents in the process of compiling feedback from day one. So far, so many decisions have been made in the black box, only by the district administrators. Those decisions are out of touch from the community. The district needs to open up, no more closed-door politics
- Provide Chinese language immersion program
- AP Chinese classes
- Currently, the only Chinese education service is hosted at Hope Chinese School from kindergarten to the 8th grade. It's not feasible for students who want to receive Chinese education in the south Beaverton area
- Increase parent contact from schools with teachers and counselors
- We hope to add Chinese to the world languages for high school. There's a large population learning Chinese among all communities, not only within the Chinese community. But once they get to high school, they don't have the option to continue. And they don't have time to continue out of school either, due to busy schedule or high school students
- Reduce class size
- Improve substitute teachers' quality (rather than just being a babysitter)
- Increase number of counselors in high school

What can we do to improve? ----In Chinese

- 缩小学生/教师的比率 X2
- 希望学校校餐能够增加中餐，比如米饭配菜。给学生提供热水。X2
- 提供中文作为第二语言的选项 X8
- 提高高中午餐的质量
- 增加更多的STEM老师
- 目前教学时间还比较少，请考虑增加教学时间。X7
- 建议 BSD 新闻简报和学校发给家长的所有信息和通知(包括电话和电子邮件)能以中文发给家长。
- 在高中增加中文作为世界语学习的选项。
- 提高家长/教师会议的质量
- 在高中增加辅导员的数量, 帮助学生设计安排高中的课程 X4
- 建议在高中召开家长会 X5
- 希望增加更多的 ELD 老师以帮助刚到美国学习的学生。X2

- 高中应该在外语课程中增加中文项目。在PPS, Lake Oswego 的高中都有很强的中文项目，比如AP 中文。在BSD, 学生无法找到AP 中文的考点。
- 缩小班级人数 X6
- 在高中课程中增加 AP 中文和 IB 中文课程 X4
- 尽管 BSD 有统一的教学标准 (比如: Common Core), 但各学校，各老师的教学材料各不相同，对课后作业的布置和要求也有很大的差别。希望各学科有统一的书本教材，这样不仅有利于学生复习，也有利于家长掌握学生的学校进度。
- 初中6+年级的学生对Option School的需求量很大，但学校的录取数字非常有限，希望Option School扩大招生。（Option School总体教学质量和学生学业比普通学校要高一些）
- 增加Summa Program的教学点和招生人数。希望将各校的资优生计划和Summa Program的联系人书面发给家长，方便家长联系。（家长有需求，但各校对此重视程度不同，家长和学校联系困难。）
- 增加6年级以上学生校餐的份量
- 6年级以上的班级人数太多，应增加教师，最好从初中开始，可根据学生进度分班。
- 提高教师质量
- 加强学校顾问和家长之间的联系 X2
- 希望所有小学都有pre-k 计划 X3
- 加强学生在校的安全保障
- 需要更多的特殊教育的教师
- 活动教室应换成永久性教室
- 由于初中上课的时间是早上9:15， BSD 应该在课前和放学后增加更多的活动和俱乐部。如：数学俱乐部，科学俱乐部，舞蹈俱乐部等等。
- 大部分学校的课堂人数太多。例如 Stoller初中的教室人数就太多，太挤。
- 在学校将中文加入世界语学习的选项，尤其是在高中。随着中国经济的快速增长，越来越多的人 (非华人) 对学习中文感兴趣。增加中文课，也将使学生高中毕业后的职业准备和成功有更多的选择。
- 提高代课教师的教学质量。代课教师应该教书而不是“看孩子”。他们应该具备教授所替代课程的教学知识和教学经验。 X3
- BSD的财政支出应对社区相关人士披露，实施透明政策。
- 在学校入口处增加安全实施以保障学校的安全，尤其是初中和高中。 X2
- 在Hope Chinese Charter School增加高中部分
- 在 Hope Chinese Charter School增加校车服务
- 延长午餐时间 X3

- 增加教师人数
- 希望高中增加更多的辅导员或课程顾问，以帮助学生充分地计划好高中课程，并帮助学生寻找他们感兴趣的课外活动，为申请大学做好准备。
- 在学校增加体育设施，尤其是Sexton Mtn. 小学。
- 增加教学时间
- 加强学校安全 (以防止大规模枪击等等)
- 提供健康的校餐
- 加强学生精神健康教育
- 使用学校设施的费用实在太高，不仅仅只是钱的问题，而且与别的学区相比较。
- 在学校开设中文课，原因如下：

对少数族裔的中国人来说，他们想教授孩子自己的语言，以保护他们的文化遗产。目前，学生只能在放学后花大量的时间学习中文，这样，学生参加其他课外活动的时间就相对少了很多。

- 提供中文沉浸式 (Chinese immersion) 计划
- 目前，只有希望中文学校 (Hope Chinese School) 提供幼稚园至8年级的中文教育服务。对想要在南 Beaverton 区接受中文教育的学生来说，是不可行的。
- 我们希望将汉语添加到高中世界语的选项中。在所有社区中（不仅仅是华人社区），有大量的学生在学习汉语，但是，一旦他们上了高中，就没有选择继续学习的机会，而且由于高中繁忙的日程安排，也使他们无法参加学校以外的中文学习。
- 强烈建议从第一天收集反馈意见开始就让家长参与其中。到目前为止，许多决定都是由学区的领导/决策者在“黑匣子”里做出的。这些决定与社区需要脱节。学区应该对外开放，不要再闭门造车。

September 25, 2019 - Japanese

What is going well in Beaverton schools?

- Inclusive school community thanks to the principal
- PTO organizes various events
- Fundraising -- Nancy Ryles has dining out program instead of selling products.
- Easy access to student work through SeeSaw
- Friendly principal and school staff
- It is easy for parents to check assignment/homework online (Canvas).
- Compared to other districts, BSD offers better support for ELLs.
- Communication between school and home
- Useful online tools
- Being able to communicate directly with teachers via email.
- Free school bus
- English-speaking students are supportive and kind to ELLs.
- Thankful for the ELD support. ELD teachers are excellent.
- District interpreters are helpful.
- Some teachers speak Japanese.
- Summer program @ Whitford
- Canvas - clear communication
- Online apps (School bus tracker, SeeSaw, Clever)
- Easy access to teachers
- Useful apps
- Students are allowed to use translation tools (Google translate) to communicate with teachers and classmates.
- Excellent ELD instruction
- High quality teachers
- BSD supports multilingualism.
- School bus
- It is helpful to have the district interpreter who is knowledgeable about school system
- Online services
- Chromebook for each student at middle/high school
- Good track of attendance and report to parents
- Differentiated instruction to ELLs depending on their English proficiency

- Buses come on time
- Accommodation for ELLs (amount or level of homework, etc.)
- Option schools
- Students feel less burden when the classroom goal is to finish the assignment in class rather than giving it as homework.
- Choir
- School values the diversity
- Online apps
- Quick email response from teachers
- Ability to solve social problems/conflicts.
- Reliable counselors
- Emphasis on reading
- Support for a diverse classroom
- Volunteer system
-

What can we do to improve?

- Cafeteria food needs to be healthier
- Lunch time should be longer.
- Front office staff sometimes not helpful/friendly.
- More teachers/school staff of color that reflects the diversity of BSD
- More foreign language options other than Spanish and French at high school
- High schools should offer parent-teacher conferences.
- Southridge and Mountainside HS are the only two comprehensive high schools in BSD that do not offer Japanese as a world language. Please offer Japanese as a subject.
- Schools or the district should offer an orientation/information session at the beginning of the school year, especially for families new to BSD who do not speak English. I was surprised school started suddenly without any explanation. Since the registration was done all online, there was not a chance to ask questions. Even if I had questions, I did not know who to go to because the automatic email response says "do not reply."
- Students should not bring sweets to school for lunch.
- Practical skills through home economics (basic sewing, cooking, cleaning, etc.)
- Every school should have after school care
- Lunch time is too short. My child can hardly finish his/her lunch.
- School supplies -- is it necessary to buy them every year?
- More after school options other than day care or homework club
- Lunch time too short
- Cafeteria food safety information should be available to parents
- Transportation Eligibility (there are families who would appreciate the bus services who currently are not eligible for transportation services.)
- Improve hygiene education (washing hands, gargle, etc.)
- Cafeteria menu needs improvement
- Longer lunch break
- Free after school activities

- Swimming instruction
- ELPA should be administered twice a year rather than once
- Hire more ELD teachers at Stoller.
- Too many apps for parents to keep track of
- Some apps were not ready at the beginning of the school year
- ELD instruction time is not enough
- High school students should have more time during passing periods. Currently, it is impossible for them to go to their lockers and the bathroom and still make it on time.
- Middle and high school students should be allowed to stay after school to work on their assignment.
- Please explain what the staff roles are at school. There are many roles that we do not have in Japan, and it is hard for parents to understand who does what. Please explain what counselors, college counselors, student supervisors, vice principals, principals, student coaches, psychologists and any other positions so parents know who to go to.
- Parents are asked to contact the secretary at their childrens' school if we have technology issues, but the secretary is either too busy or cannot help with technology.
- Please do not serve junk food at school cafeterias.
- Please offer more bilingual programs. PPS offers many different languages, but BSD offers only Spanish.
- There are many school activities that parents who are from abroad do not understand.
- Advanced learning program
- High schoolers need more sleep. Can high school classes start later?
- ParentVUE should be more reliable.
- High schools should be smoke-free, drug-free and vaping-free, but it is not enforced.
- Some school buildings are brand new, but please make sure the old school buildings are updated as well. With an old and out-dated building, it is difficult to request more art or sports curriculum.
- Nutritious cafeteria meals are needed
- Put more emphasis on art education. Currently, the art program offered at school is done by parent volunteers. We need licensed art teachers and the art classroom.
- Provide more support for ELLs.
- ELD class is too short. Please spend more time so the students can learn English.
- Hard for parents and students to figure out what homework is through Canvas. For beginner level ELLs, teachers should help them by writing down what the homework is.
- School year is too short.
- Depending on schools, there are differences in quality of after-school programs

- Too many restroom doors are broken (Westview)
- Please make sure school enforce “drug-free” campus (Westview, Mountainside)
- Cafeteria food quality (Westview)
- Lunch time is too short.
- Increase the instruction days. The summer break is too long
- Offer more after school programs
- Cafeteria food should be safe and healthy.
- Decrease the class size
- Please make the homework amount consistent among teachers/schools.
- ELD support system is hard to understand.
- You are what you eat. Please make the cafeteria food healthy for kids.
- Depending on teachers, the homework amount varies. I am afraid that will affect students’ academic achievement depending on who you have as your classroom teacher.
- There are many apps and systems parents need to sign up. They are hard to keep track of. Almost all communications from school is online.
- HS2 students do not have lockers.
- HS2 students do not have ELD classes.
- In California, they have one-year intensive ELD class (school) for all newcomer ELLs. Since all subjects are taught separately from the mainstream students, they learn English quickly. I wish BSD had a similar program.
- There are too many days off for students
- It is hard for parents to know what students are learning at school.
- Schools need to be drug-free and smoke-free.
- If school is closed due to inclement weather, please make up for those days later.
- Stoller’s class size -- currently overcrowded.
- Add more classrooms at Stoller and Jacob Wismer.
- Hire more ELD teachers at Stoller. Last year, there were two ELD teachers, but this school year, only one ELD teacher is teaching more students at all proficiency levels.
- Google-translated communication from the district is hard to understand
- After school ELD classes
- More frequent parent meetings like this in Japaense. It is nice to be able to ask questions directly to district staff and share concerns/ideas with other Japaense parents.
- In Japan, textbooks belong to students and they bring them home every day. Parents can see what the students are learning and at school and what comes next. With almost everything goes online in BSD, it is hard to do the same. The use of Canvas is not consistent among teachers, which makes it more difficult for us parents to know where and what to look for.
- Parent-teacher conferences at high schools
- Technology is important, but it can be distracting for students to have their own

chromebook all the time both at school and home.

- カフェテリアのメニューをもっと健康的なものに、また生徒の多様性を反映したものに改善してほしい (x 1 4)
- ランチの時間が短すぎる (x 8)
- 学校のオフィススタッフがあまり助けてくれない・フレンドリーでないことがある
- 生徒の多様性を反映して、もっと多くのマイノリティの教師がいれば良いと思う

- スペイン語・フランス語以外の外国語教科を増やしてほしい
- ハイスクールでカンファレンス（面談）をしてほしい
- SouthridgeとMountainside以外の普通高校では日本語を履修できる。
SouthridgeとMountainsideでも日本語を履修できるようにしてほしい。
- 年度の初めに、学校区へ新しく来た家族や英語が母国でない家族に対してオリエンテーションなどをしてほしい。なんの説明もなくいきなり学校が始まってしまい驚いた。入学手続きが全てオンラインで、こちらから質問をする機会がなかった。質問があったとしても、自動送信のメールに”do not reply”とあり、誰にどのように質問していいかわからない。（x3）
- キャンディー等の持ち込み禁止（ランチにチョコレートなどを持って来ている家庭がある？）
- 家庭科など、生活するための能力を身につける機会が必要。（x2）
- 学童を全学校に設ける
- 学校によって生徒数に大きく差がある。通学区域の見直しが必要。
- スクールバスに対向車を写すカメラを付け、警察と共同で停止しない車の取り締まりを強化してほしい。
- より充実したアートや音楽のクラスが必要（x3）
- スクールサプライ　ー　毎年買いそろえる必要はあるのか？（x3）
- 1クラスの人数を減らして欲しい。先生が全ての生徒を見ることができているのか疑問に思うことが多々ある。（x2）
- 学校に通う日数を増やしてほしい（x5）
- ディストリクトの中でも学校によって行事やイベントが違う。同じようにして頂きたい。（図書室からの貸し出し量が学校によって違う）
- 学校によってアフタースクールプログラムが違いすぎる。（x2）
- 子供に手洗い・衛生について教育してほしい（x5）
- プレハブの教室が多すぎる（Elmonica）
- 学校にプール・水泳の授業が欲しい（x2）
- スクールバスを利用できる資格を緩和して欲しい。（x2）
- 先生によってCanvasの使い方が違うのが困る。

- 先生・科目によって宿題の量が異なる。統一して欲しい。(x 3)
- StollerのELD生徒が去年より多いのに、先生が一人しかいない。一日も早く通常クラスに入りたい所、指導者が減ったため1クラスの人数が増え、指導の質が下がっていると感じる。(x 2)
- Stollerのクラスサイズを減らして欲しい。
- Jacob Wismerのクラスサイズを減らして欲しい。
- Stoller/Jacob Wismerの校舎増築。
- 他州ではELD生徒のみの通年クラスがあると聞いている。今のやり方とどちらがメリットがあるか知りたい。(x 2)
- アフタースクールの充実(x 6)
- ELPAの年2回の実施
- ELDの先生を増やして欲しい(x 2)
- アプリのアカウントを貰って来ても、アプリがまだ準備不足の状態でログインできない。こちらの不備かと思い黙っていた。
- ELDの充実。ELDをもっとしてもらえるとありがたい。子供達が安心して楽しく英語を学べる環境をお願いしたい。(x 4)
- ELDで何をやっているのかわからない。
- ELDのpull out方式で指導して欲しい。(x 3)
- 学校の行事など聞いてもわからないことが多いので、それについて詳しく説明してあるようなプリントを作成して欲しい。
- アプリの種類が多すぎる。全て統一してアクセスできると助かる。(x 3)
- 学校からの連絡がオンラインに偏りすぎ。
- ハイスクールの生徒の授業間の移動時間が短すぎる。ロッカーやトイレに行き、次の授業に時間通りに移動するのが困難。
- 上級レベルの科目(特に数学と理科)をオファーして欲しい。
- ハイスクールの始業時刻を遅らせて欲しい。高校生はもっと睡眠が必要。必要であれば、スクールバスの台数を増やして対応して欲しい。
- ParentVUEに各教師がしっかり情報を入力して欲しい。
- スモークフリー・ドラッグフリーを実践して欲しい(x 3)

- ミドル・ハイスクールの生徒が、課題や宿題に取り組むために放課後に学校へ残ることを許可して欲しい。
- 日本の学校には存在しない肩書きのスタッフがたくさん学校にいたので、誰が何をするのか事前に親に説明して欲しい。Counselor, College counselor, student supervisors, vice principals, student coaches, pshychologistなど色々あるが、役割がわからない。
- テクノロジーで困った時は学校の秘書に連絡するように親は言われているが、連絡しても秘書が忙しいか、テクノロジーの対処法がわかっていない。
- 新しい学校には予算を取っているように見えるが、古い施設の学校の施設更新する予算も割いて欲しい。(x 2)
- 宿題がわかりにくい。オンラインでの指示・提出なので英語が母国語でない子にはプリントでも欲しい。
- HS 2 では、ロッカーがない。私物の置き場所がなくて困る。
- 日本では教科書はそれぞれの生徒に与えられるが、アメリカでは教科書を家に持ち帰らなかったり、教科書自体がオンラインにあってわかりにくい。子供のサポートをしたくても、親がどうサポートして良いのかわかりづらい。(x 2)
- 悪天候などで授業がなくなった場合、後ほど代替授業を行って欲しい。
- 職員が不足しているのなら、保護者のボランティアを積極的に参加させて欲しい。
- STEMに偏りすぎ
- 家から持ってくるランチをコールドランチ、カフェテリアで購入するランチをホットランチと呼ぶことに抵抗がある。気にしすぎかもしれないが、家から持ってくるランチは”Bento”と呼んでは。コールドランチではない別のネーミングを考えて欲しい。
- 学校からの連絡がグーグル翻訳でわかりにくい。(x 3)
- 放課後のELDクラスがあったらありがたい。
- このような日本語でのミーティングや説明会を増やして欲しい。日本語で直接質問できたり、他の保護者の方と意見交換ができる場が欲しい。(x 2)

- テクノロジーは大切だが、学校でも家でも学校から与えられたchromebookを使うことが多く、生徒によっては学習に集中できないこともある。

December 8, 2019 - Toshiko's Circle with Female Muslim Community

- Curriculum for EL's
- IAs in the classroom
- Counseling support (Muslim) faith-based
- Counseling (don't wait for crisis)
 - Students
 - Staff
 - Psychiatrist
 - Psychologist
 - Staff development
- Mental Health, faith-based counselors in schools
 - Lack of understanding
- Gender-specific after-school activities
- Educate parents of community saying things blindly
- Bullying happening in schools
- Culture Night newsletter (school-level)
- PD for teachers on culture
 - Unconscious Bias training
 - Sensitivity training
- Racism has a big platform; what are we doing about this?
 - Terrorist training
- Halal food
 - Some snacks contain gelatin
- Muslim speaker network
- History teachers PD
 - Who are Muslims (??)
- Teachers of color in BSD are struggling with identity
- Ongoing conversations
- Kids turn by free community and faith-based
 - Increase good; decrease bad
- Muslim Student Association (MSA) can get help
- Friday prayer at sunset
 - Announce this place and time
 - Pass to pray (3rd period??)
- BHS newcomer (no practicing??)
- Ramadan: fasting
 - Principal send out to community
 - Missing Eid
 - Teachers need to know dates
 - Need accommodations for Ramadan
 - Students want to fit in
 - Explain fasting

- Host community member
 - Prayer
 - Head scarf
 - 2 major holidays
 - Materials and them send to teachers
- Mandatory cultural video
- Don't compare Muslim students to each other; they are at different spots
- Head scarves
 - Forced to wear, no??
 - A lot of comments about this
- Valley Catholic addressed hijab at every grade for 10-15 minutes during Social Studies and history
- Elementary students need to see themselves in the classes
 - Representations of themselves in the curriculum\
- Islam in America (Webb), Malcolm X, first slaves--weave in to the curriculum

December 8, 2019 - Student Group with Don

- Muslim student at Beaverton High School didn't eat from the cafeteria because of the lack of Halal food
- Labels on food to tell whether its pork or a different type of meat
- More vegetarian/non-meat options
- Eid day off
- Muslim holidays teachers being more cooperative with homework
- Duties of a Muslim v. duties of school
- Achievement gap
 - More support for students of color
- Finals and test on Muslim holidays
 - Better planning when it comes to religious holidays for finals
- Friday prayers/how to get Muslim population together for prayers
 - Student-led prayers
- Excused absence slips--not knowing when Eid is
- Going to administration/higher authority to help with teachers
- stress/anxiety and communication with teachers
 - Increase number of counselors
 - More diverse counselors
- Lack of advocating regarding mental health
- ISB--lack of support for students with ADHD/mental illness
- Teachers not educated about mental illness
- Teachers not being educated about mental illness
- Teachers not educated about religious holidays
- Better aid with education
 - additional support/help
- History classes being more inclusive

- More teachings about minorities (i.e., Muslim empires)
- Biased topics in history
- Touchy topics in history when talking about the Prophet
- ISB doing a good job including students and being open-minded
- Exclusive bathroom/private bathroom when they perform Wudu
- Separate rooms for Muslims to pray

December 8, 2019 - Big Group

What is going well in Beaverton schools?

- Efforts to reach out to various communities
- Space for prayer at Sunset and Stoller. This is great. Thank you.
- Kids are very good in academics
- This meeting
- My kids graduated from H.S. a lot good was there but there is always place for improvement

What can we do to improve?

- Days off for two main Muslim holidays (2 Eids)
- Friday prayer (a system in place)
- Daily prayers
 - System
 - Room
 - Pass
- Halal food in cafeteria
- PD for teachers about Muslim culture, pork-derived snacks
- Prayer time for Muslim staff and students
- Calendar avoid any events on our holidays
- Headscarves
 - Educate students and teachers about how our students are not forced to wear hijabs
- Muslim clubs after school
- Mental health counselor familiar with Islamic teachings
- Staff developments/awareness
- Faciliate students/organize Muslim student association
- Ramadan time
 - Give students a chance to do something else during lunch
 - PE and track coaches should tolerate and not forcing students to run while fasting
 - Understand that they have different abilities while fasting
- Reach out to MSN Portland for info sessions for both teachers and

students

- (www.portlandmsn.org)
- Friday prayers and daily prayers accomodation without missing class
- Two main Islamic holidays--try to avoid assignments
- Teachers and student awareness about Muslim and Islam
- Muslim student association club
- Faith-based counseling for students and staff
- Develop system for Friday prayer and daily prayer
 - Time
 - Room
 - Process
- Halal food
- Recognizing Ramadan and Eid on school and district calendar
- Staff development about prayer, head scarf and fasting
- Make sure Muslim holidays is discussed in elementary packets
- 7th/9th grade history curriculum
 - Who are American Muslims
 - Presentation by Muslim Speaker Network
- Counseling personnel to go to once a month
- Gym facility for gender-based one a month
- Halal food
- Holidays off
- Sensitivity training for teachers for cultural preferences
- Moral issues
- Muslim student advocate
- At least one Hala food option
- Place for kids to pray
- Faith-based counseling

Beaverton School District Student Success Act Survey Analysis

November 30, 2019
Prepared by Megan Irwin
Brave Ideas Consulting

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I. Overview

Passed in 2019, Oregon's Student Success Act (SSA) marks a historic investment in Oregon's public schools, focused on equity and improving outcomes for populations of students who experience disparities in educational outcomes as a result of historical oppression and marginalization by the public-school system. As part of the SSA, the Oregon Department of Education is dispersing \$500 million dollars to school districts across the state as part of the Student Investment Account (SIA).

SIA funds serve two purposes: 1) Meeting students' mental and behavioral health needs; 2) Increasing achievement and reducing academic disparities for students of color, students with disabilities, emerging bilingual students, and students navigating poverty, homelessness, and foster care. Per the requirements of the law, investments must focus entirely on these focal populations.

Districts may invest SSA funds in the following areas: 1) Behavioral and mental health supports; 2) Providing a well-rounded education; 3) Expanded learning time; 4) Class size reduction, and all investments must focus specifically on improving outcomes for the focal populations.

As part of SSA planning, school districts are required to conduct expanded community engagement to ensure the voices and perspectives of impacted populations are used to guide investments.

Engagement must focus on soliciting input on strategies to:

- Reduce academic disparities
- Meet behavioral and mental health needs
- Provide access to academic courses
- Allow teachers and staff sufficient time to collaborate and develop strategies to help students stay on track to graduate
- Establish and strengthen partnerships

The Beaverton School District (BSD) will receive approximately \$31 million and to decide how to invest these funds, the district conducted a survey and focus groups in order to solicit community input. Additionally, the Beaverton Education Association (BEA) surveyed its members to ensure the inclusion of educator voice in the planning process. The district will use findings to guide a second phase of engagement with community-based organizations and educators with demonstrated expertise achieving positive outcomes with the SSA's focal populations.

This report provides a summary of the Beaverton School District's SSA community survey and provides an analysis of community feedback organized by SSA focal populations.

II. Methodology

Between August and November 2019 BSD solicited community input on how to spend SSA funds via a in person focus groups and an online survey asking community members what the district is doing well, and what needs to improve and received 3,910 responses from students, teachers, parents, classified staff, and other community members.

In order to analyze survey responses qualitative comments were coded into SSA aligned categories and sub-categories as follows:

- **Class size reduction:** Defined as any comment pertaining to increasing the number of teachers in each school, reducing caseloads for special education teachers, and reducing classroom ratios through hiring instructional assistants to support teachers.
- **Support for behavioral and mental health**
 - **Physical safety:** Defined as any comment pertaining to the need to ensure stronger security and guarantee the physical health of students.
 - **Social-emotional safety:** Defined as any comment pertaining to increasing mental health supports for students, increasing support for students with behavior challenges, and increasing support for students experiencing trauma.
 - **Cultural safety:** Defined as any comment pertaining to increasing support for students and staff from targeted populations who experience discrimination due to their racial or cultural identity, and for students and staff who experience discrimination due to sexual orientation or identity.
- **Well-rounded education**
 - **Early childhood education:** Defined as any comment suggesting expansion of preschool opportunities for students in the district.
 - **Electives:** Defined as any comment suggesting expansion of elective offerings including art, music, physical education, career technical classes, and expanded foreign language opportunities.
 - **Expanded core:** Defined as any comment suggesting deeper or more effective instruction in core classes such as math, reading/literacy, science, and social studies.
- **Expanded learning time:** Defined as any comment focused on expanding before or after school programming, lengthening the school day, and lengthening the school year.

Many survey respondents made suggestions for improvement that fall outside of SSA allowable expenditures¹. These responses were also coded and analyzed. Because this report is focused on community feedback as it pertains to the SSA these comments are not included in this report, however,

¹ Examples include but are not limited to: Improving facilities, improving school lunches, improving transportation, more responsible and transparent district budgeting processes, changes in the health curriculum, better instruction for dyslexic students, etc.

a separate analysis will be completed and shared with BSD leadership and board members for use in the district's 2020-2021 budgeting process to allocate other general funds.

After responses were coded, they were separated into categories based on the role of each respondent: parent/guardian, student, teacher, classified staff, community member, district administrator, other, and school administrator. Respondents who did not identify a role were coded as "no response."

Respondents were also asked to identify their race/ethnicity and membership to any of the SSA focal populations. Respondents who did not identify their race/ethnicity were coded as "declined." Responses were analyzed using this demographic information in order to allow district leadership to prioritize further community engagement and, ultimately, investment strategies in accordance with the SSA's legal requirements.

III. Stakeholder Engagement Themes

An analysis of themes that emerged from BSD's survey and community forums is presented below. A visual representation of the data, and an analysis of outreach to SSA focal populations, is provided in the next section of this report.

Overarching community feedback:

Class size reduction: Overall BSD constituents expressed significant concerns about class size and children's behavioral and mental health. For many people, these concerns are linked with respondents frequently noting the need for lower classroom ratios in order to better support both teachers and students coping with mental health challenges.

"I have deep concern about our students of marginalized groups, struggling students, our sped students and our students of poverty as well as our students of trauma (the ever increasing number in this group!) I am deeply concerned about their struggles to meet the needs of grade level targets and assessments and believe we are fooling ourselves to think that even the best teachers can meet all of their needs. Class size is TOO high, and the need is TOO great. One is not mutually exclusive of the other."

"Our class sizes are WAY too big. Kids need small, calm classrooms. They need teachers who can focus on teaching instead of managing behaviors and room clears. We HAVE to reduce class sizes. We have to have more counselors and psychologists IN THE SCHOOLS. We need Student success coaches who manage wellness rooms and lead groups for kids- work with kids- step into classrooms and teach lessons and assist teachers. We need more instructional aides who are trained to work with high needs kids. We need help."

"Given the nature and development of children's brains in this modern American culture, it appears more children need to learn basic social and emotional skills, behavioral expectations, and practice these skills consistently. I think that smaller class sizes would allow teachers the opportunity to meet the needs of their students individually and collectively with less difficulty and more consistency."

"Equity to provide services for our more vulnerable populations - low income, students of color, English learners. Smaller class sizes across all grade levels, particularly in places we have higher levels of vulnerable populations - Title schools. Schools need to have more specialists - counselor, psychologist, social workers and nurses that are available to support our vulnerable populations."

While respondents requested an increase in the number of district teachers to reduce class size, many people also suggested focusing on reducing overall student to teacher ratios through hiring more assistants, particularly in elementary school, to support both instruction and student's behavioral health needs.

"Full time aides in Kindergarten or smaller class sizes (ideally in the teens). Small classes across the grades k-12. Aides in elementary schools to help with kids with high behavioral needs that can't be managed by the classroom teacher alone."

"EVERY Kindergarten class needs to have an IA. Some of the reasons for this are that so many children are entering Kindergarten with major issues that have not been addressed, class sizes are too big for effective instruction, which looks so different from a few years ago, and if the district truly wants to close the achievement gap, then Kinder classes need to be smaller with more help."

Health and well-being

Behavioral health: In addition to reducing class sizes/ratios commenters highlighted the need for more school social workers, counselors, and other mental health professionals on site in schools to support students navigating behavioral health challenges.

"I am feeling really stressed as a teacher this year because we do not have the support for needy students. We have two counselors for just under 1000 students. That is horrible considering the fact that we have three high needs specialized programs at our school plus just the general needs of issues that our students are facing. I feel like I don't have the support for students because the counselors are just helping the most needy students and not able to help those that have needs and are slipping through the cracks."

"Every year it is frustrating to see these students not get the support they desperately need. This is my 29th year of teaching and I am feeling like every year we get less and less support for our needy students and I feel more and more pressure to help the kids but I can only do so much without counselors, more classified staff for specialized programs and more support for our special education teachers."

"I believe BSD would benefit from increased mental health services for our students. As a district we did over 500 suicide screens last year. These students need continued support within buildings to keep them safe. This taxes our already overloaded school counselors whose caseloads are well over the recommended number."

"Any supports for students experiencing homelessness / housing insecurity are vital and include: - Bringing back the Resource Center - Increase the number of homeless liaisons - Increase the number of social workers - PLEASE BE THEIR CAUSE FOR HOPE."

Students who responded to the survey shared concerns about bullying and feeling like they are not always able to access health or support when experiencing mental health challenges, especially for students with targeted identities.

"Teachers say that there is a no-bullying policy, but they do not enforce it unless they actually see it. Kids feel pressured by their peers and do not ask for help when they need it. Minorities do not have many places to go when they feel attacked. Introverted kids are not academically involved as much as they should. LGBTQ people are not recognized, and they are made fun of."

"Bullying, harassment and verbal harassment in general is not improving or being impacted in any way besides getting worse and worse each year. Teachers can teach on topics about bullying, but it is not changing anyone perspective of public school student bodies."

Cultural safety: Respondents, particularly those who identify as people of color, also highlighted the need for strategies focused on racial equity and support for students with targeted identities.

"District wide trainings and professional development for ALL staff (certified and classified) that takes on anti-racist education."

"[We need] diverse staff specifically teachers and administrators, diverse books in the libraries, diverse curriculum, a curriculum that does NOT paint stereotypes about communities of color, culturally relevant teaching practices, conscious bias training for teachers (in the BSD, black boys are 4x more likely to be suspended than their white peers)."

"Better cultural diversity/awareness: As my kids progressed thorough BSD elementary, middle & high schools, I've seen/heard culturally insensitive behavior/remarks from some teachers and front-desk staff at all 3 places. They were likely unintentional but were still so obviously inappropriate to the recipient that it felt astonishing. Why not have a long-term goal of hiring staff with cultural backgrounds that approximately mirror the attending students' cultural backgrounds? Why not hire/promote more principals, vice-principals and other leadership staff from diverse backgrounds? Cultural diversity & awareness doesn't seem to have moved much in the last 15+ years I've interacted with BSD (at least in parent facing roles)."

Well-rounded education: The community also expressed a strong desire for expanded elective options, particularly more foreign language choices for students, more art, music, and P.E. offerings, and many respondents emphasized the importance of distributing these opportunities equitably across the district.

"Please renew your commitment to music and arts in our schools. These areas are vital to the education of our children. These programs need to begin at the elementary level and continue all the way through high school. The arts are just as important as academics for our students. For some students, our schools may be the only place they have exposure to music, art, drama, dance, etc. All students across the district at all ages should have equal opportunity to participate fully in these areas."

"Having consistent approaches across all middle schools (similar middle school experiences for all). Having more bilingual teachers and foreign language programs."

"I hope that the specials could be improved. For instance, in my school, I didn't learn a lot about tech in technology class. I was thinking that we were supposed to learn coding or computer programming as a main subject in tech class instead of using websites."

"I think we need to do more art literacy, because creativity can be very important in future jobs. I also think that school itself should be more enjoyable because this will help students who normally don't pay attention, actually pay attention. It will also help with how dedicated people are to school, and how serious they take it."

"Consistency in music programs at the middle schools. Arts education makes a difference in cognitive ability, as many studies have shown. Students at MS should have opportunity to play an instrument and to sing! There is great inequity in this area."

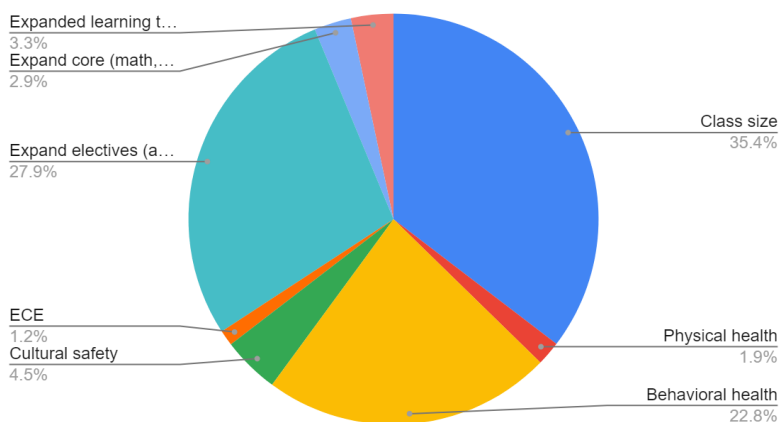
In proportion to the majority of comments, relatively few respondents expressed a need for expanded learning time, however, those that did primarily focused on the need for more before and after school options/supports for students with special needs, and on identifying strategies to prevent summer learning loss.

"Oregon schools need to reduce their summer vacation time - 11 weeks of vacation is excessive! Teachers are then required to refresh / reteach subjects from the previous year as the children have forgotten what they were taught and not much revision / practice is done at home during vacation time. Our teachers do

not have enough time to teach what needs to be taught and the children are therefore not given adequate time to grasp concepts. There is far too much pressure put on both children and teachers to get through the curriculum in too short a space of time."

"Extended school day for Students with Disabilities and Emerging Bilingual so that these students can receive their education supports while not having to sacrifice elective opportunities."

Community Defined SSA Priorities

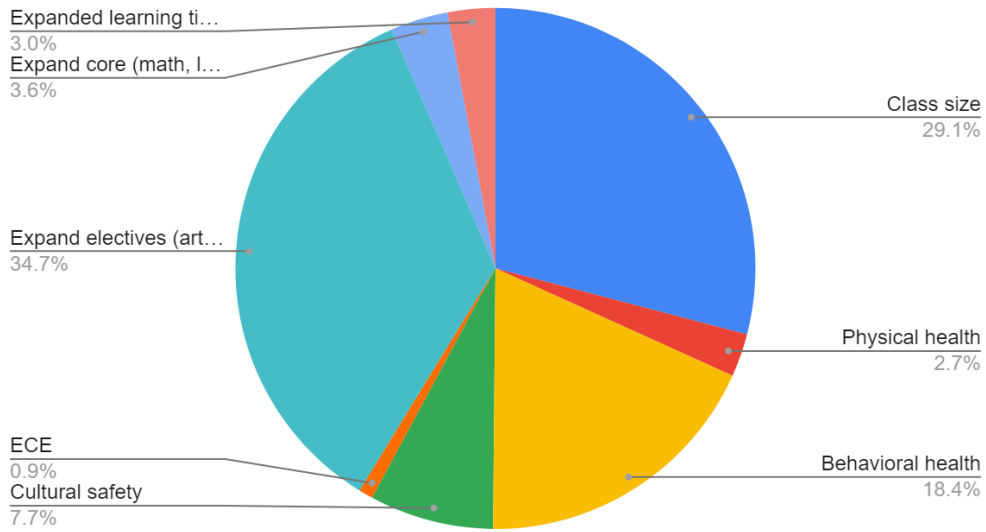


While these comments represent overall community feedback, priorities vary slightly when analyzed by role and SSA focal population. Themes emerging from an analysis of these populations specifically are provided below.

Feedback from SSA focal populations:

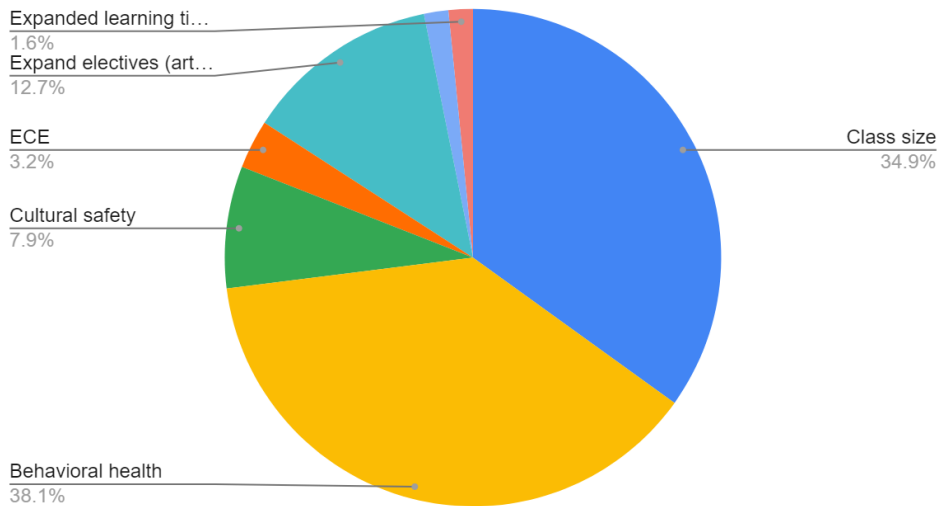
Identify as a student or family of color: Overall, feedback from respondents who identify as people of color mirrored that of the community as a whole, with priority places on class size reduction, expansion of electives, and support for behavioral health. Respondents from this population prioritized electives at a higher rate than the general population. Additionally, while cultural safety is the 4th priority for this group, people of color prioritized it at a higher percentage than the community as a whole.

SSA Priorities - Identify Person or Student of Color



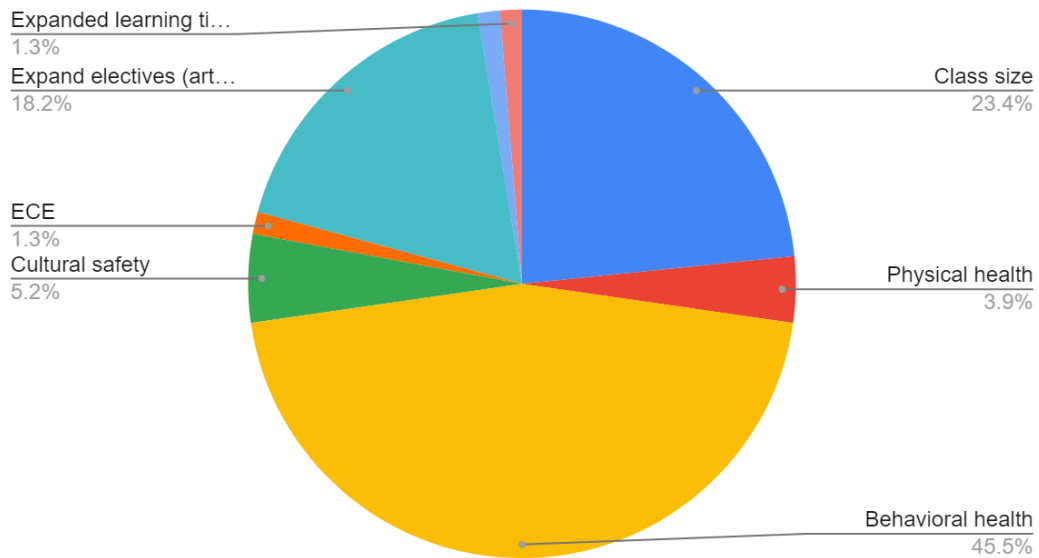
Navigating poverty: Families navigating poverty prioritized behavioral health supports as the most important investment, followed by class size reduction. The group prioritized these two categories higher than all other categories combined.

SSA Priorities - Navigating Poverty



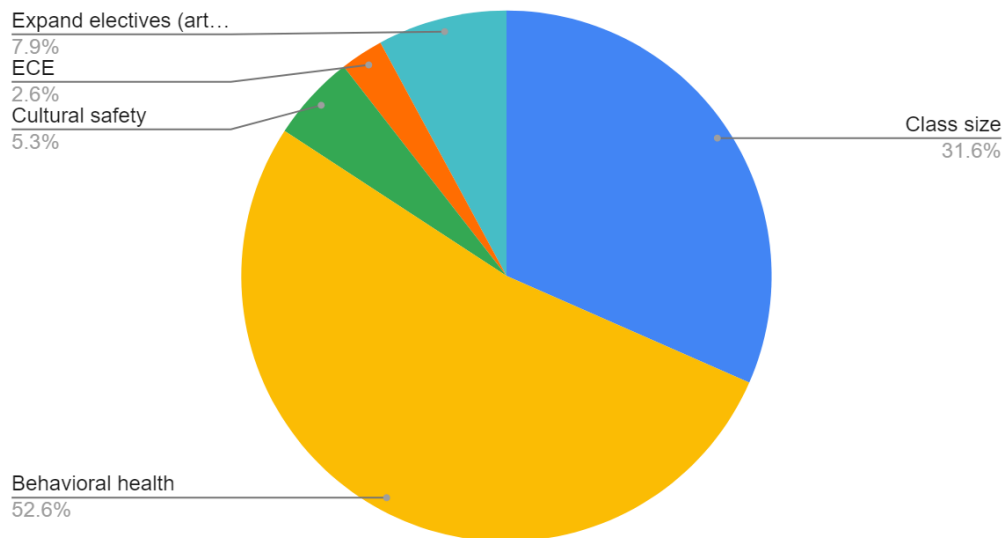
Identify as LGBTQ: This community also prioritized behavioral health supports as the most important investment followed by class size and expanded electives.

SSA Priorities - LGBTQ



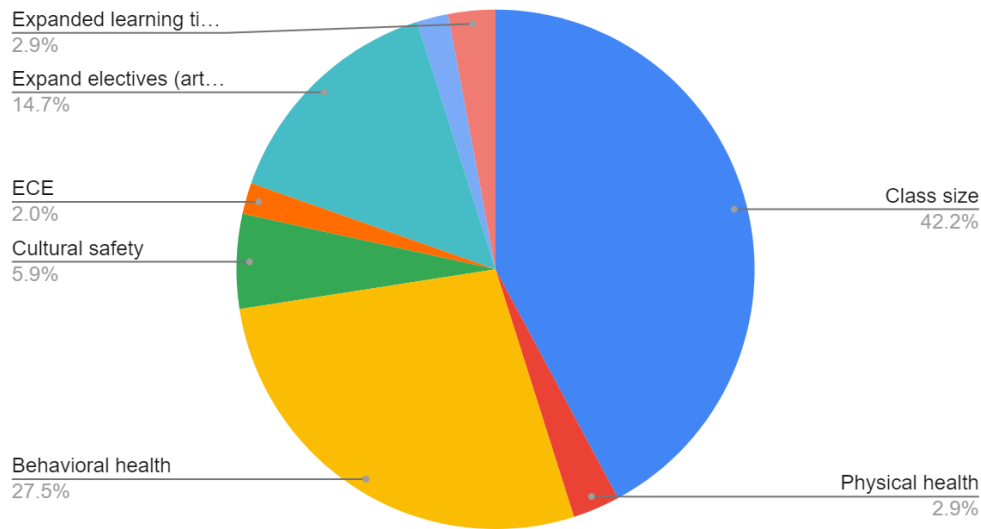
Homeless: Respondents identifying as homeless ranked behavioral health first, and ranked this category higher than any other subpopulation.

SSA Priorities - Homeless



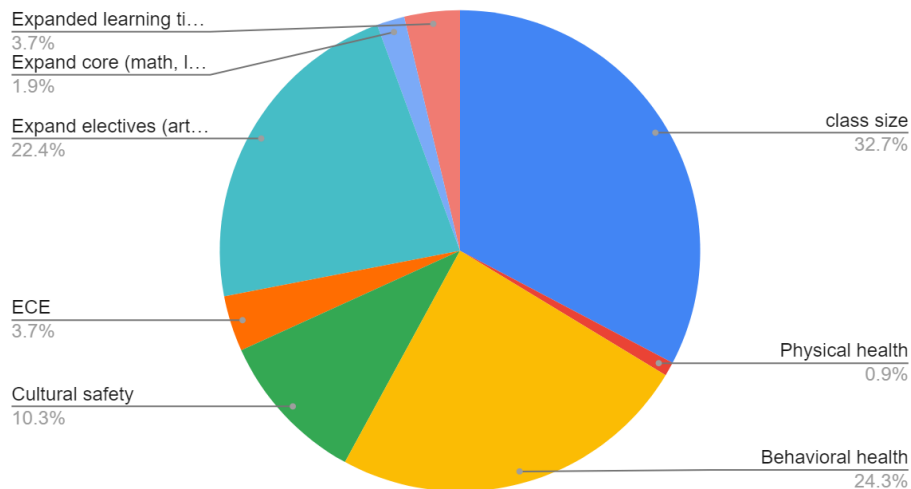
Students with a disability: Like other respondents, this population ranked class size reduction as the highest priority, followed by behavioral health.

SSA Priorities - Students With Disabilities



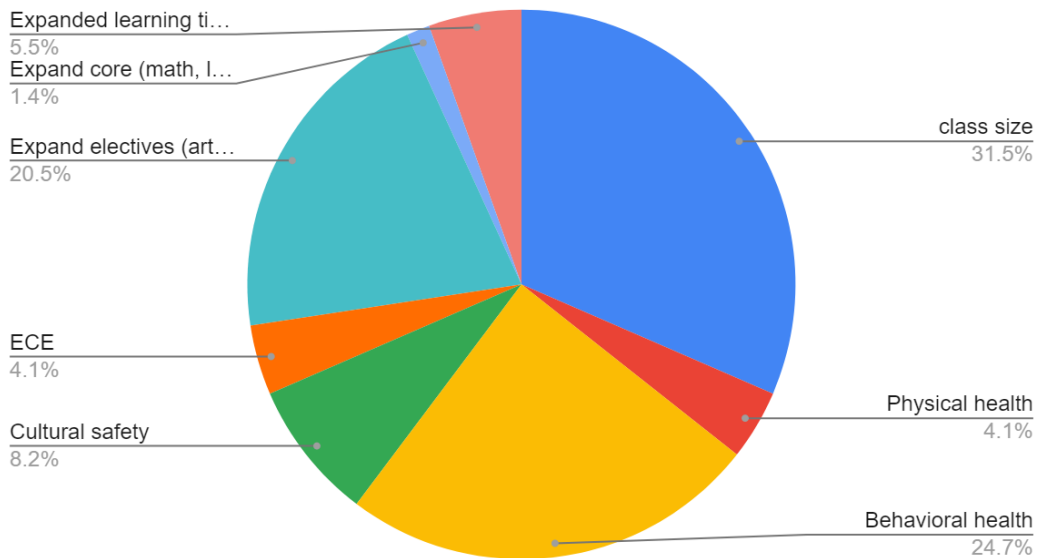
Emerging bilingual students: Responses for this population mirror the community as a whole, with class size and expanded electives as the top two priorities. For this population expanded access to foreign language instruction was particularly important. This population ranked cultural safety and early childhood education higher than any other population.

SSA Priorities - Emerging Bilingual Students



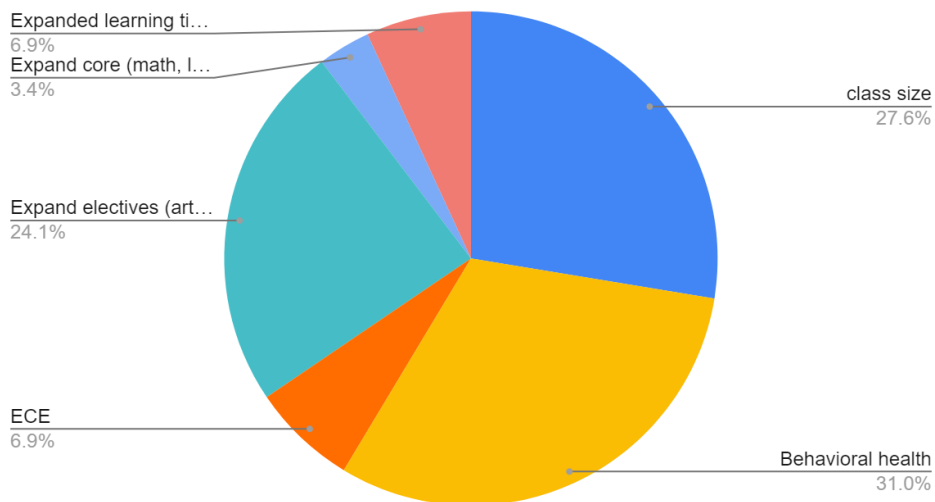
Migrant: Responses from this population also mirror those of the general population with class size, electives, and behavioral health as the highest priorities.

SSA Priorities - Migrant Students



Foster: Foster families ranked behavioral health as their most important priority, followed by class size and electives.

SSA Priorities - Foster Care



Findings from the Multilingual Department:

BSD's Multilingual Department (MLD) conducted a series of focus groups for the district's linguistically diverse families to provide a deep look at their needs and priorities. Findings are presented below. During the community engagement process the MLD conducted linguistically and culturally specific focus groups with families from the American Indian/Alaska Native and Muslim communities, as well as

Korean, Vietnamese, Russian, Japanese, Arabic, Somali, Chinese, Spanish speaking families. The top four priorities for families from these groups were: 1) reducing class size; 2) well rounded education; 3) extended learning time; and 4) behavioral health supports.

These families all viewed their priorities through a culturally responsive lens. For example, while families believe that class sizes are too large, they want to see BSD prioritize hiring teachers and school staff from diverse communities, and prioritize hiring staff uniquely qualified to work with emerging bilingual students and students from diverse cultures.

Similarly, families want to see more electives offered that represent and sustain their cultures including more world language offerings, and culturally responsive art and music classes. Representative comments for each of the respondents top four priorities are detailed below:

Class size/more adults

"The help (classroom assistance) should be consistent among teachers in the same classroom."

"Increase bilingual teachers."

"Add more ELD teachers to help the students who just came to the USA."

"More teachers/school staff of color that reflects the diversity of BSD."

Behavioral health

"AI/AN families still fear kids will be picked on or bullied because of who they are."

"Provide better and constant psychological support or counseling or social services."

"Psychologists who speak Spanish to keep in touch with their children."

"More help and investment to students from foster homes. They are, at times, not only alone, but also without love. They deserve, at least, a good education."

"Have therapy at school."

"Mental health – there is a lack of faith-based counselors and understanding."

"Is there any way for my child not to [feel] shy/ashamed about their Korean name in elementary school?"

Extended learning time

"Create programs or clubs where students can learn about culture, health, or reducing anxiety and depression."

"Courses for children after school in reducing stress and depression – this is a very important topic today."

"After school English support classes for all schools, especially for kids born outside of the states."

Well-rounded education

"Curriculum need to reflect or be more inclusive of the non-dominant narrative"

"Bring up Native/US history – no cultural shaming."

"Have tribal languages available in schools or resources in libraries that teach about tribal languages."

"Have Spanish classes from kindergarten as part of the curriculum."

"Being in such a multicultural country and district, I would like that children were more exposed to historical knowledge of other cultures; maybe make a program or a class that was of world history from an early age."

"Improve bilingual programs."

"Please offer more bilingual programs."

"ELD class is too short. Please spend more time so students can learn English."

"There must be academic programs in Spanish that become/transition into bilingual education."

"Existence of programs in drama, choir, band, that involve the culture of the children or that the teachers are native [bicultural.]"

"Offer standard classes without everything being raffled."

"It would be great if in the school where my children attend they could have more curricular support and interpersonal development activities after school."

IV. Demographic Analysis

The SSA requires engagement efforts focus on receiving feedback from students and families from the law's focal population. A demographic analysis of survey respondents is provided below.

According to the Oregon Department of Education (ODE) the district's student population is as follows:

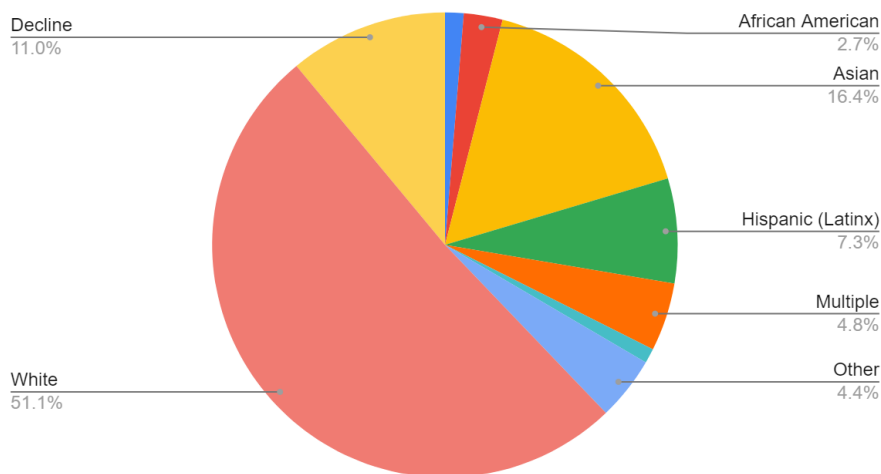
Race/ethnicity	Percent of student population
American Indian/Alaska Native	<1%
Asian	16%
Black/African American	3%
Hispanic/Latinx	25%
Multiracial	8%
Native Hawaiian/Pacific Islander	1%
White	47%

ODE reports that 27% of BSD students were ever English learners, 35% are on free and reduced lunch (a proxy for navigating poverty), and 12% are in special education.

While the District has made a significant effort to reach a large number of families, teachers, and community members, some key populations are underrepresented in survey responses. Of the 2,360 people who responded to the survey, 3% identified as navigating poverty, 4% identified as a student with a disability, and 4% identified as emerging bilinguals indicating a need for more engagement and feedback from these populations.

Similarly, an analysis of the race/ethnicity of survey responses indicate Latinx, African American, and Multiracial families are underrepresented in survey responses and additional, focused, engagement of these populations is necessary prior to finalizing SIA investments.

Demographics - SSA Survey Respondents



V. Considerations and Next Steps

BSD is preparing a second phase of focused community engagement aimed at partnering with educators and community-based organizations that have expertise and experience improving outcomes for students in the SSA focal populations.

These convenings will result in an actionable draft plan that can be socialized with parents, students, educators, and community members from the focal populations for further refinement prior to submitting the District's SIA plan to ODE.

The district will host three meetings focused on instruction, racial equity, and behavioral health.

Instructional expertise convening:

This group will be comprised of classroom teachers, student success coaches, school-based mental health representatives, classified staff, building administrators and district administrators focused on reviewing the results of engagement so far, aligning the current state of student achievement with feedback from the needs assessment and requirements of the SIA to create a draft recommendation for instructional programs.

Equity and community-based partner convening:

This group will be comprised of local culturally specific community-based organizations charged with reviewing the current status of students in the district and to identify "blind spots" and unidentified areas of need based on feedback from the needs assessment and develop draft recommendations grounded in community lived experience and knowledge of the focal populations.

Student health convening:

This group will be comprised of community-based physical, and behavioral health organizations with expertise meeting the needs of students experiencing the impact of trauma and mental health challenges, charged with developing strategies for addressing needs assessment feedback related to student health needs.

Following these convenings the District will host another round of community meetings and focus groups to socialize draft strategies with parents, students, and teachers from the focal populations. As this next phase of work is completed it is critical that the District puts an emphasis on hearing from populations underrepresented in the first phase of community engagement.

Student Success Conversations Protocol Aug. – Oct. 2019

NOTE: Please conduct at least one staff meeting, a parent/guardian meeting, meeting with special populations and any other groups you regularly engage work with. Please use your regularly scheduled gatherings to elicit input.

Protocol leader:

Plan for about 45 minutes to an hour. Send invitations to participants/stakeholder groups in advance- at least 10 days to 2 weeks in advance. Engage multiple, diverse stakeholders. If you need interpretation assistance, reach out to the Multilingual Dept.

Room set up will depend on the size of stakeholder group. Preferable set up is tables for more conducive conversations between participants. Each table should designate a recorder. You might want to **use a set of Chromebooks** for ease in collecting input to send to District. There will be a link to an online survey on our BSD website to assist with collection of data. Alternatively, participants could also each complete the survey.

1. Facilitator opens with welcome and introduction of the team helping

Thank you for joining us today/tonight. We are going to engage in a protocol that will assist our District in knowing what is going well in our schools and what we could improve upon. On our team today/tonight _____.

2. Talking Points Share the following key messages - Why are we here today/tonight?

The Oregon Legislature passed and the Governor signed the \$2 billion Student Success Act (HB 3427) in Spring 2019. This is an historic and much needed investment in K-12 schools. Beaverton could be able to access an estimated \$34 million per year through a state application process. The new law seeks to improve outcomes for students of color, students with disabilities, emerging bilingual students, students navigating poverty, homelessness, and foster care and other who have experienced disparities in our system.

School districts will be required to apply for funds. Districts must engage their diverse communities in a needs assessment process prior to the application for funds. The needs assessment includes the District's existing Continuous Improvement Plan (CIP) and an expanded public engagement process with multiple and diverse stakeholders. This is why we are here tonight.

*Districts will be allowed four broad uses for the grant proposals: **1)** increasing instructional time, **2)** addressing student health and safety needs, **3)** increasing adults/decreasing class size and **4)** expanding well-rounded learning opportunities.*

Proposals must also meet students' behavioral and mental health needs and increase academic achievement as well as reduce disparities among student groups.

This Phase I community engagement will seek input on what is working in our schools and what improvements are needed.

Your voice matters! We welcome your perspective and opinion today/tonight.

Let's get started with the protocol:

- 3. Table Time** – *This protocol consists of two open-ended questions. Every table could have a recorder using a Chromebook or other device if possible to **capture perspective and ideas directly on the online survey.** Participants may also individually complete the online survey. Be flexible and responsive to the needs of the group you are working with. **Table time frame can be adjusted as needed.** The following is a suggested minimum.*

First Question - What is going well in Beaverton Schools?

Table time= 15 mins. Participants will engage in a conversation and capture main ideas. Report out time= up to 5 -10 mins. (ask for high level input and ask people not to repeat what has already been shared by someone else.)

Second Question – What areas/programs/services could we improve?

Table Time: 15 mins. Participants will engage in a conversation and capture main ideas. Report out time= up to 5 mins. (ask for high level input and ask people not to repeat what has already been shared by someone else.)

-
- 4. Talking Points and Next steps:** *The District will gather all survey data and create a summary document to send to the Oregon Dept. of Education by Nov. 1. This online form can be completed by any stakeholders during Sept. and 3rd week of Oct. Feel free to get online to give us input if you have some other ideas you wish to share.*
 - 5.** *A summary document will be available for the community in Nov./Dec. 2019.*

Phase II-Grant Application Development: *We will take the input from stakeholders and develop some proposals and re-engage the community between Nov. 2019 and Jan./Feb. 2020. Look for another invitation to participate.*

Phase III- Board Approval and Submission of Grants: *Feb. and March 2020.*

Thank you giving us your time and perspective. We are grateful for your support and interest in this important opportunity for the Beaverton School District and community.

Equity/Community Based Organizations Convening- January 8, 2020
Our community strengths

Our students: Enthusiastic about learning.

Our diversity: Language diversity; international community; cultural diversity; racial diversity; commitment to racial justice.

Our committed staff: teachers who are passionate about their work; diverse staff.

Our families: Families who want to be involved; families who appreciate partnerships; families who appreciate support (languages, etc.)

We're innovative: Innovators putting in the work with intention.

We're resilient: Our community is resourceful, engaging, and resilient.

Problem of Practice #1: Data show access and academic disparities between white students and students of color

Root Causes

Lack of student access to programs and support:

- No objective standard for accessing courses.
- After school programs are not culturally responsive.
- Not enough guidance counselors or school-based support.
- Lack of academic mentors or coaches.

Need for training and cultural competence

- Lack of cultural competency among all staff.
- Stereotyping of students of students of color.
- Low expectations for students of color.
- Teachers need training in cultural awareness.
- The system isn't shifting to be inclusive - it still wants students to just "fit in" the current structure.

Family engagement and knowledge

- Need to understand and explain educational opportunities well to parents/families.
- Need to support families to increase knowledge about the school system.
- Families don't understand the school system.
- Families with limited English proficiency need more support.
- Need to strengthen avenues for parent advocacy for families of color.

Ensuring adults are not limiting opportunities for students:

- Lack of culturally responsive after school programs.

- The district needs checks and balances to ensure equitable access to opportunities. (example: AP courses.)

Staffing doesn't reflect communities of color or cultural diversity:

- Limited or lack of staff that are diverse.
- Not enough candidates with the right skills (cultural knowledge)
- Few staff members of color.
- District hiring practices not bringing in enough racially, linguistically, and culturally diverse candidates.
- Not enough staff with the skills to communicate important information to students and families (example: multi-lingual counselors.)

Alignment with SSA categories

Macro theme: Partner with culturally specific organizations who are providing these educational services for students and families.

More adults/lower class sizes

We need more teachers ... from communities of color.

- Implement "grow your own" program for aspiring educators.
- Engage families as part of "grow your own" - strategies to bring parents and family members into educational support roles.
- Partner with culturally specific organizations to act as a bridge for students (increases adults in the building, who look like the students and have expertise in their culture.)
- Identify staff who serve as mentors and supporters for students of color... and pay them more.
- Bring industry professionals into the classroom

Health and safety

- Make equity and inclusion training mandatory for all staff who work with children.

Well-rounded education:

- Increase preschool programs for students of color (and make them full day to meet the needs of working families.)
- Implement culturally sustaining practices
 - Opportunities to participate in culture.
 - Support to sustain languages (immersion programs; language education opportunities)
- Ensure equitable access to opportunities
 - School board accountability - do students of color have equitable access to things like AP classes, music, etc.
 - Common middle school experiences - same course availability across middle school.
- Design/implement culturally specific arts and music programs
- Tutoring resources for students.

Expanded learning time:

- Culturally responsive after school supports

Problem of Practice #2: We are not addressing student's behavior and mental health challenges

Root causes**Cultural differences and misunderstandings:**

- Language barriers
- Social/cultural stigma with families and school officials
- [Dominant] cultural approach in the classroom can cause behavior.
- Need more partnerships with culturally specific organizations.
- Cultural practices and norms are misunderstood as negative or disrespectful (example: forced eye contact.)
- More cultural supports needed.
- Seeing behaviors as defiant/disrespectful, rather than forms of communication.

Families are disconnected from schools:

- Families don't understand the systems of discipline at school.
- More communication is needed between teachers and families.
- There is a disconnect between school staff and families.
- Families need help connecting their child's diagnosis and supports (don't know where to go to get help.)

Students are disconnected and stigmatized:

- Students are overwhelmed and under pressure.
- Mental health diagnosis come with a lot of stigma.
- Sensory overload for students.
- Student's don't have a consistent sense of community or consistent relationships with adults at school.
- We do not have systems that promote kindness and connection.
- We do not have systems that support social emotional development or pro-social behaviors between students.
- Schools don't have patience with families and vice versa

We need more trained professionals:

- Teachers label students based on behaviors before trying to understand them.
- Implicit bias
- Teachers don't have training in trauma.
- Not enough staff to support teachers.
- Need more school psychologists and social workers
- Need more adults in schools to support students.

Alignment with SSA categories

More adults/lower class sizes:

- More school psychologists, social workers, and counselors.
- Doesn't just have to be certified staff - we need all adults in buildings to be well trained to support mental health.
- Hire educators from multiple cultures within the school system.

Health and safety:

- Implement restorative justice practices.
- Wrap around support to address social-cultural pressures (immigration - increase racism and pressure on refugee and immigrant populations) that are not diagnosable, but create stress and trauma for families.
- Education around mental health diagnosis for families through a lens of cultural understanding.
- Educating and preparing students at the welcome/newcomer center - need more locations for this model.
- Educate teachers on trauma informed care (TIC) strategies for classroom management.
- Professional development on cultural and implicit bias.

Well-rounded education

- Teaching empathy in class.
- Invite others from communities and intersections of identities to share more about mental health issues and awareness.
- Collaborate with CBOs - build on best practices that already exist and are in use. Expand what works.
- Restorative justice practices.

Expanded learning time

- After school clubs and opportunities for support and connection/student leadership.
- Social emotional week-long camp... the same kind of specific training that kids get on STEM, but for empathy and social emotional learning.

Problem of Practice #3: Data show academic disparities between students experiencing poverty and their peers.

Root Causes

Family history:

- Parents might have less time home with students.
- Undocumented families face barriers.
- Parent's educational achievement/access - parental messages about school experiences.
- Lack of early childhood education
- Parents without US school experiences might not know the expectations of school.
- Schools are not welcoming to families of color.
- Parent's that aren't able to help their children with academic support due to past experiences.

Relational/social

- Majority white staff
- Values of white/middle class teachers vs. students living in poverty.
- Definition of success depends on who you are and your perspective
- Lack of culturally responsive education
- Missing a relationship with staff and teachers.
- Students are embarrassed to share what they are experiencing.
- Stigma of poverty
- Students need to see people who look like them and value their culture.

Trauma

- Institutional racism
- Economic inequality
- Addiction
- The causes of poverty are connected to trauma - losing a job, low education of parents, undocumented status, etc.

Resources (physical)

- Food insecurity
- Limited internet access
- Can't do homework if you don't have a home
- Access to books and a place to read quietly.
- Everything is harder when you're poor.
- Lack of resources

Absenteeism

- "No one will notice if I'm absent."
- School performance is not the student/family priority.
- Hard to catch up once you're behind
- Caring for younger siblings - can't come to school
- Behavior issues in class mean you miss more - lack of mental health care
- Learning gaps - didn't learn things in early grades.
- Missed material because of language barriers.
- Limited transportation.
- Moving from school to school or district to district.
- Instability in home situation.

Alignment with SSA categories**More adults/lower class sizes:**

- Smaller class sizes
 - Create stronger relationships.
 - More days present, higher value on school
 - Graduate feeling better about school.
 - Better jobs
 - Instill value for school in own kids (inter-generational impact)
- Hire more people of color - teachers, admins, social workers, and counselors.
- Hire teachers who value and come from diverse/representative communities.

- Replicate Passages program at every middle and high school -- re-engagement specialists to reach out to students who are disconnected.

Health and safety:

- Implement restorative practices.
- Mentors for students who come from same cultural background.
- Provide time and opportunity for home visits - create space for teachers to connect to families.
- Examine how SROs are used - who does and doesn't feel safer when a police officer is at school.

Well-rounded education:

- Curriculum development - make all subjects culturally responsive. Engage community partners to do this. Pay for teacher time, pay to bring in experts.
- Focused on skill building on effective teaching for diverse students.
- Hire staff/train staff from low income communities and communities of color.
- Facilitator for each building focused on family partnerships.
- Sports and clubs - more opportunities for all ages ... low cost or no cost and open to all not just great players.

Expanded learning time:

- Creating engaging learning spaces at schools outside the school day.
- Offer enrichment opportunities that include families and partner with CBOs

**Beaverton Community Meeting
Student Health & Safety Convening
January 9, 2020**

Our community strengths

We're collaborative. Collaborative persistence. Cross-system collaboration and partnership. Collaborative purposeful communication. Collaborative.

We're innovative and invite change. Innovation. We are finally looking at improving education. Self-starter (resourceful). Supportive. Interest in innovation and desire to do things better for kids and families. Not static pushing for better. Resourceful. Self-starting

We're diverse. Diversity of services and providers. Diversity of the community. Diversity.

Strong community. The people in community organizations are great. Resourceful. Passionate. Cohesive. Kid-Centered

We have strong programs and services and partners.

- ASHA storytellers
- Peer support groups
- School-based social workers
- LifeWorks NW at 6 schools
- Full-scale PCP work in schools
- Working towards equity and being more trauma informed
- Taking the lead on creating preschool in BSD (early learning)
- FACT Oregon
- Corporate partners
- Volume of resources
- We have many programs and resources at our fingertips

Problem of Practice #1: Data show access and academic disparities between white students and students of color

Root Causes

Systemic racism/white dominance/white supremacy

- Lack of multi-languages in schools
- Minimal outreach to communities of color (including who is in the room)
- Different cultural beliefs on whose responsibility it is to ensure a student is in school and doing well
- Not enough teachers or mentors or staff who represent the student body

- Lack of cultural understanding
- Lack of equitable resources in schools
- Tax dollars benefitting historically white schools
- Relying on mainstream culture (white people) to answer the reason why kids of color are not being as successful as white kids. Ask people of color.
- Inclusivity/representation in materials in schools
- Racism
- Lack of racial representation in schools at admin level
- School system developed so many years ago, specifically to support white children
- Lack of culturally specific curriculum in schools

Inequitable Treatment

- Lack of culturally specific curriculum in schools

Structural barriers

- Transportation barriers
- Cost

Unwelcoming and non-inclusive school environment

- Schools can be unwelcoming and intimidating to certain communities of color

Lack of effort in engaging the parents and community

- Not enough culturally specific agencies/resources in problem solving activities such as this one today!

Segregation (socioeconomic) in communities

Public education has not changed and is still using antiquated model

- Sit and get for many hours
- Doesn't value different ways of learning

Problem of Practice #2: We are not addressing student's behavior and mental health challenges.

Inadequate training/teacher prep programs

- Teacher prep programs do not include courses on trauma, impact of stress on brain, mental health supports
- Teacher prep programs do not train students on mental health
- Prep programs not taking holistic approach to learning and education

Lack of resources (money, time, attention)

- Not enough money to address
- Time
- MH Treatment is voluntary
- Not enough district resources
- Overarching problem is underfunding and under-addressing mental health
- Limited resources for students - too many barriers like age, insurance, money, transportation

Families are marginalized, do not have support and access to care and don't have strong relationships with school community

- We are not doing enough to educate families on the impact of trauma, stress, and tech on brain
- Families are needing more mental health support
- Students and families don't have access to mental health resources or care
- Limitations in ability to work with families
- Families of historically underserved students are not given access to mental health resources
- Families that have been alienated by unwelcoming school environments struggle to advocate for their children
- Lack of support for families - skills training, services for families, basic needs for families

Staff skill set does not match the changing family and student needs

- Staff don't always have cultural knowledge or awareness of what is going on in a student's life to best respond and/or provide supports
- We already receive so much PD, but it is not always what is needed most
- Lack of training in trauma-informed practices and restorative practices

Inadequate staff training

- Lack of expertise in staffing
- Admin at Central Office are not trauma informed and not receiving
- PD on trauma, equity, stress on brain, etc.
- Educators in BSD are not receiving PD around trauma, stress, brain development
- Fear/focus on intense externalizing behaviors vs prevention, education, and treatment
- School staff lack skills, understanding and training to address behavior and mental needs

Student basic needs are not being met

- Students don't know how to communicate how they're feeling
- Students need structure in and out of classroom
- Students need to feel more connected, more loved

Current service models and resources don't match evolving needs

- Technology is overused in classrooms
- Mental health needs greater than in the past
- Health takes a back seat to core content
- Systematic stereotypes of mental health
- No common agreement on what to do to address needs
- Haven't found the right support or solution
- Previously developed interventions have not caught up in volume or type

Hyper focus on academics

- Students are being challenged more academically and may not be ready to learn at that speed
- Emphasis on academic achievement means "whole child" approach has been pushed out
- Academic focus
- Behavior and mental health historically perceived as an afterthought to academics

Lack of mental health professionals in schools

- Not enough collaborative relationships with other systems servicing kids
- Counselor, school psych, social worker and nurse caseloads are too large
- Lack of mental health professionals in schools
- Educators who are not MHP things they are qualified to diagnose
- School counselors are assumed to be mental health professionals but very few are

Large class size and caseloads

- Staffing isn't adequate
- Overwhelmed staff so they can't focus on their own mental health, let alone the mental health of students
- Large class sizes and caseloads means it is hard for teachers to know their students
- Class size

Group 2:

Note: This POP was analyzed in two separate fishbones and most root causes were repetitive between groups. Listing the main root causes (bones) from group 2 below:

1. Lack of resources/access to resources by parents, teachers and students
2. District policies prevent outside providers into the school
3. System does not support educators and staff to have knowledge/skills necessary
4. Current practices are reactive and not preventive and promotive
5. Staff mental health impacts student mental health
6. Societal stigmas prevent people from accessing supports
7. Lack of funding
8. Community lacks trauma-informed practices
9. School system has prioritized test scores over other things that could support mental health.
10. Lack of culturally responsive practices.

Alignment with SSA

Expanded learning time: Tutoring; funding book programs in home language; before and after care; open the school at historically closed times (weekends, holidays, etc.)

Health and safety: lower the barrier to access resources, refund the family resources centers, additional school-based health centers, richer partnership with community agencies who address these needs; funds to meet basic student needs at each school (bus pass, clothing, food); trauma-informed practice by all; training for parents and teachers and students

Well-rounded education: Have culturally relevant curriculum; SEL needs to be across age span; anti-stigma education; short exercise breaks throughout day

More adults/lower class size: Teacher education; innovative ideas to make sure each child has at least one adult who knows them and cares - relationships!

Problem of Practice #3: Data show academic disparities between students experiencing poverty and their peers.

Root Causes

Lack of appropriate clothing

- Lack of clothes
- Lack of place to wash clothes at school
- Lack of new, comfortable, in-trend clothing keeps kids home
- Lack of weather-appropriate clothing. Being cold.
- Social stigma (student feels like an outcast, dirty clothes, no coat, no food)

Poor health/access to outcomes in healthcare

- Medical, dental, mental health services
- Students who don't feel well can't concentrate on learning and/or are absent
- Lack of specialized guidance to help students navigate academics and resources/healthcare

Lack of meaningful adult involvement

- Increase of mental health from parents and family
- School sizes may be too big for adults to connect with each kid
- Single-parent families
- Lack of meaningful adult relationships with school staff
- For homeless/displaced students, having parental consent/involvement

Prioritizing basic needs over education

- Lack of places to shower at school
- Lack of transportation to home school (bus pass is not adequate!)
- Food insecurity
- Food availability
- "Less down time" for homework, self-care and rest
- Inadequate nutrition
- Access to transport
- Livability wage and cost of living
- Chronic stress without basic needs being met

Structural/institutional barriers

- Institutional racism (bias in systems e.g., discipline)
- Students get passed on without demonstrating mastery
- Cultural and/or language barriers
- System is not equitable to all students
- Anxiety and fear in home life (e.g., immigration)
- Lack of language rich environment/books/resources
- Older students staying home to watch younger siblings
- High cost of daycare
- Barriers facing students exceed their current skills of navigation

Lack of \$ and resources to support ed

- Cost of extracurricular activities
- Little to no access to secondary ed resources
- Challenges greater than resources

Alignment to SSA

Expanded learning time: Use school as a community “hub”, hire family liaison, have health services available after school hours

Health and safety: Hire more counselors, psychologists, social workers, nurses; staff training in student mental health as well as self care

Well-rounded education: Change instructional minutes to include social emotional teaching; less focus on test scores and more focus on student needs and learning pace; staff training on mental health and coaching.

More adults/lower class size: Hire more teachers/support staff, hire more counselors, psychologists, social workers, nurses; align with national caseload ratios.

Problem of Practice #4: We aren’t fully meeting the academic needs of students with special needs.

Root Causes

Limited professional leadership and knowledge

- Lack of administrative understanding of how to meet the needs of SWD’s
- Leadership role for all students
- Lack of PD on how to instruct and assess students with disabilities

Limitations from system drivers and limited staffing

- Lack of SpEd staff
- High case load
- Requirement for paperwork compliance at the expense of instruction
- Removal of students from the classroom for extended periods of time as behavior response
- System lacks built in incentives (measures only standard and modified diploma)

Existence of inherent bias

- Systemic ableism
- Inherent bias towards SWD’s (learning capability, discipline)

Lack of UDL implementation

- District curriculum adoptions are not inclusive of learner differences
- Myopic focus on disability and day to day business impedes examination of whether we are preparing students for life after school

Lack of meaningful engagement

- Lack of trust and shared vision
- Lack of parental engagement

Existence of othering/lack of ownership

- SWD's are not owned by all staff
- "Those kids" and "my kids" divide "our kids"
- Ease of status quo segregation in self-contained program rooms keeps us from seeking innovation

Inability to be innovative

- Removal of students from core instruction for SDI
- Large class sizes lead to less individualization
- Schedule limits
- Lack of extended day options with transport

Alignment with SSA categories

Expanded learning time: Zero period of late bird people for SWDs to receive SDI, ELD with transportation

Health and safety: Social work, psych, sped, staff nurses

Well-rounded education: Expanded learning option will lead to well-rounded access for SW's and ELLs

More adults/lower class size: Increase in sped staff and core instructors to allow for increase in UDL practices and increase in core teachers with ownership. Add inclusion specialists.

Beaverton School District Student Investment Act (SIA) Instructional Expertise Convening Report/Results

1/14/20 RS2 Education Consultants

Charge:

The Beaverton School District convened a team of 26 staff who would focus on brining “instructional expertise” to the creation of their Student Investment Account (SIA) application. Their purpose was to provide the foundation for a set of recommendations forwarded to the decision makers and drafters of the application. This report is intended to summarize the process they participated in, and summarize their input into recommendations representative of that input.

Team:

The team was comprised of teachers from each level (elementary, middle, high school), classified representatives, principals from each level, licensed and classified union presidents, and a selection of district office administrators. When asked to self-identify their affiliation with the district and demographic information, they indicated the following:

Affiliation - Eleven Teachers, One TOSA, One Classified staff member, Five Administrators, and Eight who provided no response.

Demographic Information – Thirteen White, Two Hispanic/Latinx/Mexican American, One Bilingual, One Physically Disabled, Four LGBTQ+, and Eight who provided no response.

Process:

The four-hour meeting was supported by, and held at the NWRES. Rob Saxton of RS2 Education Consultants acted as the meeting facilitator. David Williams of the Beaverton School District convened the meeting.

Meeting participants sat in table groups of approximately six members per table, and began the meeting by introducing themselves to other participants. It was a lively and engaged group throughout the length of the meeting.

The initial phase of the process provided important context and information about the SSA Student Success Act/SIA prior to any decision making. Six separate and discreet SIA “component” steps were processed. In each step, information was delivered through a Power Point and discussion model, and then participants were asked to synthesize these components in writing to create their own meaning and intent. The component parts included:

1. The requirements, intent or purpose of House Bill 3427 – the SSA/SIA
2. Synthesis of the main components or recommendations of the QEC (Quality Education Commission)
3. Understanding of the BSD (Beaverton School District) CIP (Continual Improvement Plan), its contents, targets, evaluations, and needs assessment.

4. Synthesis of the Community Engagement Process conducted by the District. This included the method, participants, and input from the community.
5. Synthesis of Beaverton Student outcomes and disaggregated data. Creation of the the story these data tell about student learning and discrepant outcomes in the BSD.
6. Understanding of the Oregon State Equity Lens and utilizing it to make decisions for the BSD.

The second phase of the meeting focused on a process designed to drive participants to recommendations about which student populations the District should focus on with their SIA efforts.

Participants reviewed their own “SIA component” thinking, wrote, shared with a partner, and discussed at their table group. They then went through a forced choice process, each ranking and choosing four student sub-groups they would recommend for specific focus.

The third phase of the process moved to the heart of the meeting purpose - recommendations on instructional improvement, program delivery, and systemic change delivered through the SIA.

Participants were asked to read and notate a Research Guide of best practices for delivering instruction to students through the four allowable uses of the SIA funds – Reducing Class Size, Well Rounded Education, Instructional Time, Health and Safety. The basis of the research guide was the work of educational researcher John Hattie. Participants were given context for Hattie’s work and his use of “effect size” for education practices. Each participant then selected one or two high level strategies and wrote about the implementation opportunities, challenges, and resourcing of the strategy.

Finally, participants discussed their strategy with a partner, and then with their table group. A recorder memorialized the best thinking of each table member, and the collective of the group. A presenter then delivered their recommendations to the entire committee. The recommendations were committed to writing and provided to the facilitator for synthesis.

The fourth and final phase of the process focused on driving participants to recommendations about which Longitudinal Data Targets as required by the SIA, the district should concentrate on.

Participants wrote, shared with a partner, and discussed their thinking with their table group. They then went through a forced choice process, each ranking and choosing four Longitudinal Data Targets required by the state. The possible choices are:

1. Regular attender rates
2. 3rd grade reading
3. 9th grade on-track
4. On-time graduation rate
5. Five-year completer rate
6. Other local measures identified by district

Raw Results

Focal Student Populations:

These results are organized from highest to lowest as identified by the process, regarding the students who should receive the focus of SIA effort from the District. A vote of one equates to four (4) points, a vote of 2 to three (3) points, a vote of 3 to two (2) points, and a vote of 1 to one (1) point.

Demographic	Vote of 1	Vote of 2	Vote of 3	Vote of 4	Total Score
Economically Disadvantaged	17	2	1	1	77
ELL and Ever ELL	6	10	4	3	65
Students with Disabilities	0	4	12	5	41
Hispanic/Latino	0	7	4	10	39
All Students	0	0	0	4	4
Male	0	0	0	1	1
Female	0	0	0	1	1
Pacific Islander/Native Hawaiian	0	0	0	0	0
American Indian/Alaskan Native	0	0	0	0	0
White	0	0	0	0	0
Multi-Racial	0	0	0	0	0
Talented and Gifted	0	0	0	0	0

Longitudinal Data Targets:

These results are organized from highest to lowest as identified by the process, regarding the choice for which Longitudinal Data Targets the District should focus on. Again, a vote of one equates to four (4) points, a vote of 2 to three (3) points, a vote of 3 to two (2) points, and a vote of 1 to one (1) point.

Targets	Vote of 1	Vote of 2	Vote of 3	Vote of 4	Total Score
3 rd Grade Reading	11	6	2	0	66
9 th Grade On-Track	4	8	4	3	47
Regular Attenders	3	5	3	5	38
On-Time Graduation Rate	1	0	8	1	24
Kindergarten Readiness	0	1	3	0	9
Expanded Credits in Career Learning	0	0	0	5	5
5-year completer Rate	0	0	0	3	3
Career/College Attendance Rate	0	0	0	2	2

Strategies:

These recommendations are the result of the research protocol, and are listed in their entirety as stated by each participant, the table group, and reported out to the committee.

Group 1

- Reduce Class Size Pre K-12
- Increase FTE to implement evidence based interventions for struggling learners through RTI (1.29 Hattie) plus reduced class size to benefit students of low SES and SDC
- Mental and behavioral needs
- xx. Scale, implement and coach data driven universal social/behavioral interventions
- More Counselors
- Well-rounded learning experiences
- Well-rounded enrichment opportunities
- Quality instruction and mental behavioral health needs
- Culturally relevant and sustaining instructional practices
- Culturally motivation and positive self-concept
- Highly train staff

Group 2

- Lower class size
 - K-2, 6th, 9th, with an equity lens
 - Ongoing, job embedded PD
 - Instructional coaching
 - Intervention teachers
- Increase counselors, school psychologists, social workers, SSC's
- Smaller caseloads in Special Education

Group 3

- Student success coach, regulate behaviors to engage in learning (mental behavioral)
- Target additional staffing for struggling readers, ELL, Students with Disabilities (class size)
- Targeted class-size/ caseload reductions in schools with higher poverty (K-12) (class size).
- Increase culturally sustaining practices through professional learning and instructional coaching (mental/behavioral).
- Smaller class sizes and caseloads to support relationships and academic behavior (class size).
- FTE for interventions, MTSS, RTI (class size).

Group 4

- Reduce class size in higher poverty schools
- Specialized staffing in literacy, ELL, Pre K-2, 9th grade on-track teams

- ELL strategies: prior knowledge summarizing, ELL training on strategies for all general education teachers
- Multi-tiered RTI: tier 1, small class sizes with effective instruction, 1/3 small targeted groups
- Hire and retain teachers of color. Look outside of BSD/PDX, at higher education academic programs. Then support them in being successful, comfortable, and happy. Example – R.E.A.P.
- Add enrichment opportunities that are culturally motivating, relevant, and sustaining (i.e. Girls Build electives)
- Before and after school clubs and programs (i.e. Speech and Debate, MS introduction classes to C.R.L.E. – summer trades exploration... small engine repair)

In an effort to bring additional clarity to these strategies, the written record provided by participant was individually read and compiled. It was important to look for consistency in regard to the recommended strategies by individuals as well as each table group.

The items below capture the entirety of the strategies suggested by individuals, with the frequency of each suggestion recorded to the left of the item. In an effort to honor what was specifically indicated, the record creates small differentiations in similar themes. More detail on the themes is provided later in the report.

- (6) Class size at high poverty schools and across the board.
- (6) On-going, job embedded professional development and instructional coaching for teaching in/with small class sizes
- (5) More specialized staffing (counselors, psychologists, community mental health partners), especially at high poverty school
- (5) Social Emotional Learning scale up of a/the program including Professional Development.
- (4) Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) with a focus on Effective Core Instruction, Core Class Sizes, and Interventions for Academics
- (3) Reading interventions and literacy coaches, especially in high poverty schools
- (3) Invest in 3rd grade reading
- (3) Expand equity Professional Development for all staff (mandatory and ongoing)
- (3) Invest in practices to recruit and retaining racially diverse teaching staff
- (3) Best teachers moved to where needed most (lowest performing schools, underserved populations)
- (3) Add enrichment opportunities that are culturally sustaining, relevant and motivating
- (3) Class size reduction across the board
- (3) Ongoing job embedded PD in Cooperative Learning Techniques
- (2) Ongoing job embedded PD in 9th grade on-track teacher teams
- (2) Ongoing job embedded PD on Culturally Sustaining teaching practices
- (2) Ongoing job embedded PD on AVID strategies
- (2) Ongoing job embedded PD on Direct Instruction
- (2) Add enrichment opportunities
- (2) Well-rounded learning experiences

- (1) Ongoing job embedded PD on more training for general education teachers on ELL strategies
- (1) Ongoing job embedded PD on strategies for emerging Bilinguals
- (1) More courses, more teachers, and more course options
- (1) Provide economically disadvantaged students with opportunities students may not have outside of school
- (1) Summer school for ECD K-10
- (1) Meet students mental and behavioral health needs
- (1) Expand early learning
- (1) Lengthen the day

Synthesis/Recommendations:

In order for a synthesis of this process to be as helpful as possible, a specific and focused set of recommendation should be provided. Both collected results data and meeting context need consideration for best accuracy. The following synthesis is intended to consider the entirety of the input session in the formation of recommendations.

Focal Student Populations –

Even a quick review of the feedback from the participants makes it obvious there are four focal student groups recommended. The Economically Disadvantaged group received the highest number of votes, ELL or Ever ELL the second highest number, Students with Disabilities third, and Hispanic/Latinx fourth. Support for focus on other students was either non-existent or negligible.

The Beaverton School District has a very diverse student population, many of whom speak first languages other than English. Spanish is the second most prominent language spoken (other than English), with the majority of Spanish speaking students identifying as either Hispanic or Latinx. Obviously not all of these Hispanic/Latinx students fit into the ELL/Ever ELL category, but many probably do. In fact, the combination of these two groups may actually have commanded the highest level of total support for focus. The precise distinction however, probably does not need to be made. The four identified groups were clearly delineated by this process.

A deeper review of student outcome data further confirms these four populations as having the most significant achievement disparities in the district. Some rationale for achievement disparities can be made for Students with Disabilities. Many Students with Disabilities face learning challenges that actually make skill attainment and performance on assessments more difficult. However, further investigation reveals that in Beaverton, Students with Disabilities actually experience lower academic growth than other student sub-populations. This is particularly true in K-5 English Language Arts, and again confirms a focus on this population is appropriate.

Longitudinal Data Targets-

The results delivered on the Longitudinal Data Targets speak for themselves. Third Grade Reading received the most support as an outcome target, 9th grade on-track the second most, Regular Attendance the third most, and Four Year Graduation rate fourth most. The compiled feedback and discussion among the table groups made it clear they felt Third Grade reading was critical to long term student success and deserved the highest focus from the district.

After that, the results became a little less clear. We did not appropriately include the outcome targets local districts can consider to include in their SIA outcome targets. This oversight caused several participants to “write in” other choices (i.e. Expanded Credits in Career Learning). Had this been include as a choice, it may have received additional consideration.

If the district chose to focus on Third Grade Reading, and 9th on-track, the input of the committee would certainly be honored. Other choices may also make sense. Any set of targets a district would choose absent a Graduation rate, would likely be a difficult sell politically.

Strategies-

1. Class size has been a point of tension in the Beaverton School District for a number of years. It came up repeatedly over the course of this process and in the input participants provided. They did however; nuance how SIA resources could best be spent to improve outcomes for focal student populations. They specifically recommended reducing class size in the early grades (K-3) at targeted high poverty schools. In fact, this was the number one recommendation. The second highest recommendation was job imbedded professional development to support teachers in making the instructional changes needed to take full advantage of these smaller class sizes. Evidence exists to support both of these strategies, and the District should strongly consider making them part of their SIA application and implementation.
2. Additional specialized staffing (counselors, psychologists, community mental health partners), especially at high poverty schools, was next in line in terms of input. This has the effect of reducing caseloads, and offering additional support across the board, and specifically were focal students populations attend. The scale up of a Social Emotional Learning program, including professional development, was a key compliment to implementation. Meeting student Mental and Behavioral Health Needs is one of two stated purposes of the SIA, and this recommendation would help meet that purpose. Again, this should receive strong consideration in the Beaverton SIA application.
3. Implementation of MTSS and or RTI had the next highest level of support. Participants understood effective implementation requires significant professional development, effective “core” instruction, and academic interventions. In partnership to this work was a significant push for an investment in 3rd grade reading, reading interventions, and literacy coaches, especially in high poverty schools. These seemed to all tie together into a package of well-researched evidence based practices with high effect sizes.
4. Equity based practices received significant feedback through a variety of input. The suggestions were more diffuse, but created a hefty collective recommendation.

- Mandatory and ongoing equity professional development
- Invest in practices to recruit and retaining racially diverse teaching staff
- Best teachers moved to where needed most (lowest performing schools, underserved populations)
- Add enrichment opportunities that are culturally sustaining, relevant and motivating
- Ongoing job embedded PD on Culturally Sustaining teaching practices

Each of these is a significant body of work, but clearly point to recognizing a desire to improve outcomes for all students, and specifically students of color. Students of color attending Beaverton schools do experience a predictable and persistent outcome disparity and should receive additional specific support through SIA funding. The SIA expects that all decisions are reviewed through an equity lens. These recommendations focus specifically on equity, and clearly meet that requirement.

5. The final set of significant recommendations fall into the realm of Professional Development. Each of the previous recommendations (1-4) also require PD, but these recommendations were for more discreet PD. They all called for what committee members described as ongoing and job embedded. They included PD in:

- Cooperative Learning Techniques
- 9th grade on-track teacher teams
- AVID strategies
- Direct Instruction

Each of these techniques or programs have a high or reasonably high evidence base for improving student learning.

The district already has invested in and implemented several of these strategies so it is difficult to know exactly what participants intended by including them. Either a continuation of the current work underway, or an increased investment is the likely intent.

Requirements:

The Beaverton School District SIA application must meet a series of criteria in order to be approved by the state. They include:

- Meet SIA Law and Rule
- Consider the recommendations from the QEC (Quality Education Commission)
- Consider the District CIP (Continual Improvement Plan) and identified needs
- Take into account Input from the Community
- Consider Disaggregated Data
- Make Equity-based Decisions (Equity Lens)
- Utilize Evidence Based models

Each of the recommendations above (1-5) meet these requirements. The district could work to implement them all, but might diminish the overall effect by making any single implementation to diffuse. The first two recommendations (1 and 2) should definitely receive either full or partial implementation. The remaining recommendations are each robust, but likely will require the district to choose among them.

Beaverton School District **EQUITY LENS**



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

EQUITY

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



Partnership

elevates multiple perspectives from historically underserved communities



People

reflect the diversity of our student body



Place

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



Policy

articulates a vision for equity



Practice

eliminates gaps in access, opportunity, and expectation

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?

ASSESSMENT

Complete the Equity Assessment tool using the link or QR code below

Equity Assessment Tool:
bit.do/EquityAssessment



Equity Policy:
bit.do/BSDEquityPolicy



Beaverton School District SIA Agreement with Arco Iris Spanish Immersion Charter School

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Beaverton School District (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Arco Iris Spanish Immersion Charter School (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the “Executed Date”), this Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”) (the “Effective Date”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE (the “Expiration Date”).

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Lori Morgan, Senior Grant Accountant
16550 SW Merlo Road
Beaverton, OR 97003
503.356.4303
Lori_morgan@beaverton.k12.or.us

4.2 Grantee’s Grant Manager is:

Michelle Herron, Executive Director
8205 SW Creekside Pl.
Beaverton, OR 97008
503-372-6052
michelle.herron@arcoirisschool.org

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period").

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% less an indirect rate of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds") may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 **Indirect Rate.** Indirect costs shall not exceed 5 percent (5%) of the total District's Allocation and expenditures or \$500,000, whichever is less. District will retain 4 percent (4%) of the Grantee's allocation for indirect costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 11 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of

disbursement(s) with the same effect as though made on the date of disbursement.

- 7.3 Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.
- 7.4 Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to District that:

- 8.1.1** Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2** The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3** This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035;
- 8.1.5** The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: PERFORMANCE TARGETS

- 9.1** Grantee shall use the same Targets as the District's Targets in each Target for which the Grantee serves students and has accountability data.
- 9.2** Grantee will report to District each year on its progress toward meeting Targets in the Grantee's

annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

SECTION 10: INDEMNIFICATION

- 10.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).
- 10.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 11: DEFAULT

- 11.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 11.1.1 Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.
- 11.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.
- 11.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 12: REMEDIES

- 12.1 **District Remedies.** In the event Grantee is in default under Section 11, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 15, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 13 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 12.2 **Grantee Remedies.** In the event District is in default under Section 11 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 15.3.3, or in the event District terminates this Grant under Sections 15.2.1, 15.2.2, 15.2.3, or 15.2.5, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract. If previous amounts paid to Grantee exceed the amount due to Grantee under this Section 12.2,

Grantee shall promptly pay any excess to District.

SECTION 13: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 14: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 15: TERMINATION

15.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

15.2 **By District.** District may terminate this Grant as follows:

15.2.1 Upon 30 days advance written notice to Grantee;

15.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, limitations or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

15.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

15.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

15.2.5 As otherwise expressly provided in this Grant.

15.3 **By Grantee.** Grantee may terminate this Grant as follows:

15.3.1 Upon 30 days advance written notice to District;

15.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

15.3.3 As otherwise expressly provided in this Grant.

15.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 16: NON APPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 17: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 18: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 18. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 19: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

SECTION 20: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 21: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in

the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 22: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 23: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 24: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant less all exhibit Exhibit A (the "Project").

SECTION 25: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

BEAVERTON SCHOOL DISTRICT

By: _____
School District Representative

Date

Printed Name, Title

ARCO IRIS SPANISH IMMERSION CHARTER SCHOOL

By: Chant Billings 2/20/20
Charter School Representative Date

Christa Billings, Board President
Printed Name, Title

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, and activities.

SECTION II – DISTRICT APPROVAL

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at least twenty (20) days before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

The District will review and approve the Grantee's Project within five (5) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, subparagraph 4 of the Act, District may provide detailed written notice to the Grantee and require Grantee revise Project within ten (10) days.

District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall meet or exceed the longitudinal performance growth targets adopted by the District and approved by ODE and will report annually on the longitudinal performance growth targets in the charter school annual report to the school district board.

SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 120 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Beaverton School District SIA Agreement with Hope Chinese Charter School

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). Beaverton School District (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Hope Chinese Charter School (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (the “Executed Date”), this Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”) (the “Effective Date”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE (the “Expiration Date”).

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Lori Morgan, Senior Grant Accountant
16550 SW Merlo Road
Beaverton, OR 97003
503.356.4303
Lori_morgan@beaverton.k12.or.us

4.2 Grantee’s Grant Manager is:

Michael Bevis, Director of Operations
3500 SW 104th Ave.

SECTION 5: PROJECT ACTIVITIES

- 5.1 Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period").

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

- 6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% less an indirect rate of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds") may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

- 6.1.1 **Indirect Rate.** Indirect costs shall not exceed 5 percent (5%) of the total District's Allocation and expenditures or \$500,000, whichever is less. District will retain 4 percent (4%) of the Grantee's allocation for indirect costs.

- 6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.
- 7.1.2 If District determines that any completed Project activities or documentation are not acceptable and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District.
- 7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 Conditions Precedent to Disbursement. District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.
- 7.2.2 No default as described in Section 11 has occurred.
- 7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of

serves students and has accountability data.

- 9.2 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

SECTION 10: INDEMNIFICATION

- 10.1 Grantee shall defend, save, hold harmless, and indemnify the District and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).
- 10.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 11: DEFAULT

- 11.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 11.1.1 Grantee fails to perform, observe or discharge any of its financial accounting or reporting requirements under this Grant.
- 11.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.
- 11.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 12: REMEDIES

- 12.1 **District Remedies.** In the event Grantee is in default under Section 11, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 15, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) exercise of its right of recovery of overpayments under Section 13 of this Grant or setoff, or both, or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 12.2 **Grantee Remedies.** In the event District is in default under Section 11 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 15.3.3, or in the event District

15.3.1 Upon 30 days advance written notice to District;

15.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

15.3.3 As otherwise expressly provided in this Grant.

15.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 16: NON APPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 17: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 18: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 18. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 19: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local law.

SECTION 20: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

BEAVERTON SCHOOL DISTRICT

By: _____
School District Representative Date

Printed Name, Title

HOPE CHINESE CHARTER SCHOOL

By: JL Shih _____
Charter School Representative Date 2/19/2020

Jennifer Shih, Board Chair
Printed Name, Title

Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.