BEAVERTON
SCHOOL DISTRICT

Needs Assessment Summary

The district's Needs Assessment included community engagement (students, families, staff and the larger Beaverton community) and a review of disaggregated student data. The goal of the Needs Assessment was to explore trends related to student learning through the lenses of; equity, engaged community, provision of a well-rounded education, and strengthening systems and capacity.

The district's Integrated Guidance team used a variety of tools including graduation and dropout rates, Smarter Balanced Assessment (SBAC) data regarding students' mastery of state standards in English Language Arts, Mathematics, Science, English Language Proficiency Assessment (ELPA) data regarding students' English language proficiency, the Oregon Accelerated Learning and CTE dashboards, chronic absenteeism data, and data from the Oregon Student Health Survey along with the district's own annual student survey, in tandem with community engagement feedback gathered through a comprehensive Strategic Planning process. Additionally input was also sought through Superintendent Coffee Chats and Listening Sessions, student interviews, surveys (student, parent, district staff, and community partner), Multilingual Parent events, and the online BSDengage platform.

Feedback from engagement events was paired with student data to identify themes that were then summarized into outcomes, strategies, and activities. The Needs Assessment process helped to identify areas of progress since the initial implementation of the Student Investment Account (SIA). In particular, district graduation rates for 2021-2022 in both the four-year and five-year cohorts remain well above state averages with 9th graders who entered high school in 2017-2018 graduating within four years at 89.1 % and within five years at 90.4%, in comparison to the statewide averages of 81.3% for four years and 83.8% for five years. Further, while the four-year cohort graduation rate for 2021-2022 rose by less than a percentage point from the 2020-2021 all-time high; when compared to the 2018-19 (pre-pandemic) school year, all student groups with the exception of Multiracial students have had higher on-time graduation rates. Overall, data suggests a closing of the achievement gap across focal groups. Additionally, while only one-third of Oregon students took an accelerated course such as AP, Dual Credit, or IB between 2017-2021 46% of all BSD students took at least one or more courses.

Opportunities for growth. The district's dropout rate for 2021-2022 was 1.7%, evidence that not all district students are experiencing success. Furthermore, while 78% of students

Beaverton School District DRAFT February 19, 2023

participated in at least one Career Technical Education (CTE) course this is below the state average of 79% and well below the averages of our surrounding districts. Also there continues to be disparities among student groups, particularly in regards to gender, race/ethnicity, and IEP status in the district's CTE courses. Additionally, in 2021-2022 only 53.4% of third grade students participating in the SBAC assessment scored as meeting or exceeding the state benchmark for English Language Arts, down from 62.6% in 2017-2018 and for students from economically disadvantaged households, English Language Learners, Migrant Education, or experiencing a disability, the rate was even lower. Data that helps to inform equity-based decision making and resource allocation within the district.

Plan Summary

Investments within the plan are designed to support each and every student within the Beaverton School District. As a part of the plan, the following areas were identified as high-priority needs:

1. Graduation rates
2. Students having a sense of belonging within their school
3. Academic and Behavioral support needs
4. Increased accelerated learning opportunities
5. Enhance and expand school to career pathways

We expect to see the following outcomes:
1. Increased graduation rates for all student demographic groups.
2. Students in every focal and demographic group will report an increased sense of belonging at school.
3. Full implementation of a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students.
4. All students provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated learning opportunities for students in every focal and demographic group.
5. An increase in the number of students prepared for postsecondary success through participation in CTE courses with specific focus upon students who are underserved/underrepresented in CTE programs within the district.

Processes that will be used to monitor the plan:
1. Review State and district graduation data
2. Review OSAS English Language Arts & Mathematics data
3. Review Regular Attendance Report
4. Review Oregon Accelerated Learning Dashboard
5. Review Oregon CTE Participation Explorer Dashboard

Beaverton School District DRAFT February 19, 2023

Strategies to support outcomes and address needs:

1. Reduce class sizes to close the opportunity and achievement gap
2. Continue 9th Grade Success Teams at all High Schools
3. Mentoring and support of High School students who are not on-track for graduation within four-years.
4. Offer Credit Recovery options though high schools as well as online opportunities.
5. Implement culturally responsive pedagogy and curriculum for equitable learning outcomes for all students.
6. Create school communities focused upon equity and inclusive practices.
7. Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion.
8. Create opportunities for families to connect and engage.
9. Expand the number of staff of diverse racial, ethnic, and linguistic backgrounds through recruitment, hiring, and mentoring.
10. Design and implement a K-12 Multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional.
11. Provide equitable access to academic support and interventions.
12. Provide equitable access to behavioral, health, and wellness supports.
13. Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses.
14. Expand Dual Language programs to increase access to students districtwide.
15. Enhance and expand Career Technical Education programs to align with industry-identified standards that will lead to high skill, high wage, and in-demand occupations.
16. Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD.
17. Provide training and support to HS Counselors on marketing CTE programs and recruiting students into CTE courses and Pathways.
18. Actively reduce barriers of entry for CTE programs by eliminating CTE student course fees and providing financial support for programs to purchase supplies and materials necessary for students to engage in hands-on learning activities.

Equity Advanced

1. What strengths do you see in your district or school in terms of equity and access?

While equity has been one of our four core pillars for many years, in recent years it has become the foundation of our actions in service to our students, families and community. Our systemic mindset and resulting actions have shifted from equity being a pillar on par with the other

three–Excellence, Collaboration and Innovation–to Equity being the foundation on which all of our actions are based. This can be seen in our enhancement and expansion of early learning and pre-K programs and in our constant review of purpose, accessibility and engagement in our Options Programs, Dual Credit, AP and IB secondary programs, all of which are done as a means of ensuring access, opportunity and advancement for all students. We are also in the midst of many equity-focused endeavors including:

- The development and implementation of a district-wide professional learning and collaboration series of expected engagements.
- Mentoring partnerships for current and new staff who identify as BIPOC as part of our retention and recruitment efforts.

2. What needs were identified in your district or school in terms of equity and access?

District data continues to show disproportionate impacts on students of color, specifically students who identify as Black and African American, Latino/a/e/x, Native Hawaiian and Pacific Islander, and Native American and Alaska Native. Such impacts are visible in data related to graduation, discipline, special education identification, and enrollment in Options, Dual Credit, AP, and IB programs. One specific area of need on which we're currently focusing is the implementation of an accessible reporting mechanism for bias incidents in accordance with the Oregon Department of Education's Every Student Belongs measure (HB 2697). In order to ensure that students have a means of reporting incidents of bias, we are working systemwide to ensure a reporting and response protocol that will help us better document and track data related to bias incidents that may be a factor in the equity gaps named above.

3. Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

Equity Lens Questions:
- 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?

4. Describe how you used this tool in your planning.

The Beaverton School District uses the Equity Lens questions in consideration of actions and decisions that will directly and indirectly impact students' learning and experiences within district schools. Continually striving to use the questions develops an equity-mindedness amongst district staff, offers important reminders and opportunities to practice inclusion of diverse and underrepresented voices, and guidance in analyzing the impacts of decisions in terms of their potential benefits and burdens on specific students, families, community members and staff as well as their potential to close or widen existing equity gaps in access,

opportunity, advancement and/or representation. Finally, the questions help ensure that the district actions are in keeping with the intent of the [BSD Educational Equity Policy (JBB)](#).

5. Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Reduced class sizes will allow for increased learning opportunities and more focused attention within classrooms at all grade levels. Additionally, full implementation of a Multi-Tiered Systems of Support (MTSS) dually focused upon academics and behavior/mental health will help to create a more robust system of interventions which will not only lead to improved academic achievement for focal students, but will increase academic achievement and success for all students within the district, as will access to Academic Coaches, Student Success Coaches, Student Support Specialists, and Graduation Mentors. Further, by investing in 9th Grade Success Teams at every High School within the district, along with increased options for credit recovery both at comprehensive High Schools as well as the district's FLEX Credit Recovery program, it is anticipated that a greater number of students will find academic success and graduate within four years. Additionally with significant investments in CTE programs of study and college and career readiness, it is believed that the investments will serve students in securing high wage high demand careers and/or access to higher education opportunities post high school graduation.

6. What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

There are many potential barriers and risks to meeting the needs of the district's focal students in order to meet the Longitudinal Performance Growth Targets. One potential risk is not being able to effectively recruit, hire, and maintain highly qualified staff members in the positions identified as part of this plan. It is hoped that by having an HR Equity Talent Acquisition Administrator that these barriers will be reduced. Another potential barrier is the fact that the Beaverton School District is continuing to experience a decline in enrollment which creates a budget shortfall, creating reduced funding at the general fund level which will ultimately impact all district students and potentially have impact upon the success of the district's Longitudinal Performance Growth Targets.

7. What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Students experiencing homelessness in the Beaverton School District have access to all the activities that housed students have. In an effort to ensure students experiencing homelessness have equal access to opportunities, the Beaverton School District has leveraged both general fund and grant funds to pay for registration fees for extra curricular activities, test fees, and

other needs of the student to be able to participate fully in education and enhancement opportunities. In order to protect the status of students experiencing homelessness, the district has developed a database to track the students, but access to this information is limited to individuals in the school on a need to know basis and is only shared though the district homeless liaisons.

CTE Focus

8. What strengths do you see in your CTE Programs of Study in terms of equity and access?

Participant data indicates Career Technical Education (CTE) is becoming increasingly diverse and is reaching more focal students than ever before. The number of CTE students who fall into the following categories—English Language Learner (ELL) or former ELL, economically disadvantaged, ever received an IEP, and identify as non-white—has steadily increased from 2015 through 2020. Unfortunately, in the 2020–2021 academic year, all four of these categories plateaued as a result of COVID and the shift that occurred to Comprehensive Distance Learning . However, the district strives to regain an upward trend in enrollment of focal students now that learning has returned to in-person instruction.

Thirty-three programs of study are offered throughout the district, providing students with a wide array of CTE courses. Of those thirty-three programs, CTE provides five half-day programs that are open to all students in the district with transportation provided. Thirty-two of these programs offer one or more work-based learning experiences. By strengthening student connections with business leaders, the intention is to transform the educational experience and better bridge the school to work partnership.

District CTE programs excel in integrating software and equipment from industry. Teachers participate in conferences and advisory board meetings, which together serve to direct program development and ensure that CTE programs are up-to-date and fulfill job market expectations.

To find out how programs can be made more equitable and accessible for CTE students, CTE regularly solicits feedback from CTE students, instructors, counselors, administrators, and industry partners.

9. What needs were identified in your CTE Programs of Study in terms of equity and access?

Although CTE is seeing an increase in diversity among participants, demographics of most CTE programs are not in alignment with school demographics, often with an underrepresentation of students who are on an IEP, identify as non-white, or are economically disadvantaged. There is an identified need to offer professional and curriculum development opportunities that focus on supporting each focal group. Additionally, there is a need to raise awareness of CTE programs in all middle and high schools.

Conflicts with schedules were identified as the main barrier to CTE admission in focus groups with counselors. The types of credits required for freshmen and sophomores restrict the number of students who can sign up for CTE courses. It is essential to reassess the prerequisite courses for freshman and sophomore years.

There is an opportunity to add more programs of study at each school to increase accessibility of CTE programs. Half-day programs can be challenging to enroll in due to scheduling difficulties and transportation issues, according to focus groups.

A recurring theme in the feedback was the requirement for equipment that is interactive, practical, and applicable to industry. Five female students who are enrolled in Aloha Construction said that the courses' hands-on approach complemented their learning styles. When a student from Agriculture stated, "I have ADHD so this class is incredibly useful to me because it is hands-on and I can move around as I learn," they reiterated this assertion.

10. What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

CTE courses are listed in the online academic planning guides of every high school. Language translations of the guides are available. Additionally, the CTE team has developed interactive planning guides with videos for each of its programs and a link that allows users to let a counselor know which program they are interested in. As course selection approaches, schools plan promotional initiatives and host CTE tours and events for students. Administrators, counselors, AVID specialists, and special education instructors are all invited to CTE meetings to learn more about the CTE programs that are offered to students.

The district's community involvement team and CTE work together to promote CTE programs on Facebook, which has a following of approximately 19,000 people. 16 social media posts highlighting CTE were published by the district on the district's Facebook page. A total of 79,055 impressions, 1,382 reactions, and 660 clicks were recorded for the postings. This social media presence helps to recruit from a wider base of students. Additionally, the district's CTE team partners with the Family Migrant Education program for CTE Family Night. Staff members translate all information as they showcase the types of CTE programs available. Families choose the CTE programs they're interested in, and BSD helps the student enroll in those programs.

11. How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

The district introduced a course fee replacement program for all CTE programs. The program eliminates all student course fees that were historically required for participation, allowing every student in the district access to CTE courses regardless of economic status.

Beaverton School District DRAFT February 19, 2023

Additionally, CTE half-day programs previously required a written application, creating a barrier to entry for some students. The requirement for applications has been removed, allowing students to course select for half-day programs through their school's standard forecasting form resulting in an increase in the number and diversity of students entering the district's lottery program.

Other efforts to ensure equal access include;
1. Conducting focus groups and distributing surveys to all focal groups. Decisions are made at the district and school levels based on the information received in order to support the initiative to offer CTE opportunities to all students
2. Working with CTE department heads and administrators several times a year to assess the development of CTE at each high school. Examining enrollment data for student focal groups is a regular part of meetings. Buildings regularly collaborate and look for ways to improve with the objective of growing enrollment within each focal group.
3. Remodeling or expansion of some CTE classrooms to offer a more adaptable learning environment for a range of students. Examples include expanding indoor learning spaces, adding outdoor learning spaces, and installing windows between classrooms to improve visibility and collaboration.

Well-Rounded Education

12. Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

At elementary, in addition to the core academic curriculum offerings for language arts, mathematics, science, social science, all students receive social emotional learning, and have health, library, music, physical education, technology, and art literacy. Additionally, students have the option to attend dual language programs offered throughout the district.

The district's middle schools provide core academic curriculum offerings along with an array of electives including Advisory, AVID, band, choir, future lab/technology, Outdoor School, visual arts, and world languages. Students may also opt into a dual language program or several specialized options through the Options Lottery including; Arts and Communication Magnet Academy (ACMA), Beaverton Academy of Science and Engineering (BASE), International School of Beaverton (ISB), Rachel Carson School of Environmental Science, SUMMA for students qualifying for TAG, and the IB Middle Years Programme (MYP) at three of the district's middle schools.

High school offerings include the core academic curriculum along with electives such as AVID, performing arts - band, music theory, theater, visual arts, World Languages, AP, IB, Dual Credit courses, and over thirty career technical education offerings. The district also offers specialized options which students can apply to through the Options Lottery including; Arts and Communication Magnet Academy (ACMA), Beaverton Academy of Science and Engineering (BASE), Early College High School, Community School at the Merlo Station Campus, International School of Beaverton (ISB), Terra Nova Science and Sustainability High School.

All students (K-12) have access to the district's FLEX Online School for students/families that prefer an online learning option.

13. Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

The following arts are offered as separate "stand alone" classes in the district:
 Music K-12
- General Music K-5
- Band and Choir 6-12
- Orchestra 6-12 (ACMA only)
- Guitar, Piano, Theory, Instrumental Studio, Music Production 9-12 (Varies by HS)

Theatre 6-12
Visual Arts 6-12
Art Lit. K-8
Media Arts 6-12
Dance 6-12 (ACMA Only)

14. How do you ensure students have access to strong library programs?

The district has three licensed District Librarians that oversee and direct the Library Media Assistant positions at each of the district schools. The District Librarians curate and manage library collections and support the Library Media Assistants to work with classes of students to explore library collections and digital resources as well as checking out books.

District resources are provided to each school on a per pupil basis to support ordering new books and resources to keep libraries up to date and books in the hands of students.

15. How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Elementary schedules are created at the district level and shared with schools to ensure all students have adequate time to eat, as well as for movement and play. Students have 20 minutes for lunch and 20 minutes for free play at recess. Students also participate in an average

of 90 minutes per week of Physical Education coupled with 10-15 minutes daily of Brain (movement) Breaks for a combined total of 150 minutes per week.

Schedules at the secondary level (middle school and high school) are similar for lunch time, but middle school students receive 180 minutes of Physical Education per week in addition to Brain (movement) Breaks. At the high school level only students who have not yet met the credit requirement for Physical Education are enrolled in a Physical Education class, although many after school sports and activities are available for students to participate in.

District students also participate in Marathon Kids through our partnership with Nike.

16. Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

The Beaverton School District offers a range of STEAM courses above and beyond the core curriculum areas as a way to not only engage students and connect them with areas of interest, but to introduce them to potential career pathways. All students at the elementary level have science, visual and performing arts, and math within their regular school day. Additionally, the district has a comprehensive art literacy program at all elementary schools. At the middle school level students not only have science, visual and performing arts, and math but also have access to our Future Lab courses which is a cross-disciplinary STEAM program. District high schools offer even more opportunities in addition to a wide array of options and CTE programs that focus on the sciences, technology, engineering, and the arts. Further, the district's Curriculum, Instruction, and Assessment team has been working to incorporate the inquiry process into a variety of content areas including social sciences across K-12. This has been a specific focus of the most recent instructional materials adoptions in social science over the past couple of years.

17. Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Each fall, elementary teachers are presented with a scope and sequence of learning and instruction for their grade level. The scope and sequence outlines the appropriate units for instruction. Within that scope and sequence are the necessary materials and resources needed by teachers to teach the state and national standards. Elementary teachers in Beaverton also have access to a district-created instructional website that provides access to instructional materials and slide decks that support best practices for each content area and provide teachers with the adopted resources and standards/learning targets.

Secondary teachers work with content area Teachers on Special Assignment (TOSAs) to ensure they have access to district adopted resources aligned to state and national standards. A district course committee works to ensure alignment of classes within our middle school and high school experiences. This ensures that students have access to all of the state and national standards to help them achieve post-high school success.

18. Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Beaverton School District school administrators are tasked with evaluation and supervision of classroom instruction. Staff are observed both formally and informally and go through an annual professional goal setting process, based upon the CEL 5D+ Teacher Evaluation Rubric to support this work and ensure a focus upon intentional and engaging instructional practices that challenge each and every student. The 5D+ framework is a research-based tool that provides a shared language for instruction that grounds teaching and learning in classroom environment and culture, student engagement, curriculum and pedagogy, and assessment for student learning and purpose, and thereby development of high-quality instructional practices.

19. How will you support, coordinate, and integrate early childhood education programs?

The district currently has 22 PreK classrooms in 11 schools, and 2 Preschool Promise classrooms at a twelfth site. The district is working with community partners at the Children's Institute to align early learning practices from PreK through second grade. The goal is to create learning spaces and experiences that ensure children feel safe as well as see themselves as curious and authentic learners. The district plans to add 10 additional PreK classrooms over the course of the next 5 years.

In addition, the district's early learning educators receive support from a district early learning team. Each spring and fall, early learning educators are invited to participate in a two-day Early Learning Conference. At this conference teachers have the opportunity to learn from colleagues in the field, as well as community early learning partners. Teachers also receive individualized coaching support from the early learning team. This team consists of early learning coaches that focus on the needs of K-2 classroom teachers and an early learning coach that focuses on the needs of the district's Pre-K and Preschool Promise classrooms.

Additionally, In PreK, both teachers and paraeducators receive training weekly from various community partners including; Northwest Regional Education Service District, Matt Glover (author), Teaching Preschool Partners and the Children's Institute.

20. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

All students in secondary schools receive education in Behavioral Health and Wellness, as part of our Social Emotional Learning which includes lessons on effective transitions and building support networks, through Advisory. The student transition from middle school to high school is further supported by having Behavioral Health & Wellness teams at middle schools share information with the high school team, summer school programs, and Link Crew teams. Transitions to postsecondary education are a key component of the counseling curriculum and high school students engage in exploratory learning that allows them to determine areas of interest and build a plan for postsecondary learning. All Beaverton secondary schools employ AVID as a strategy to support student college and career readiness and ensure that regardless of the paths students select, they are prepared to thrive.

21. How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

All schools have intervention/pre-referral processes in place in order to implement additional support for students who are not making adequate progress. Teams implement interventions, collect data and repeat this process in order to determine whether students are able to make progress with more individualized support. If students are not making adequate progress even after being provided with interventions, they are referred to the building's Special Education team in order to determine whether there is a potential child find issue and whether an evaluation should be proposed. If the team proposes an evaluation and are given consent by the parent(s)/guardian(s), then the team follows the process of determining eligibility for Special Education, and creates an IEP for those students eligible under IDEA.

The Beaverton School District has hired a program specialist that specializes in analyzing student data for Career Technical Education (CTE) programs and retention rates among focal group students and is in the beginning stages of exploring targeted professional development and marketing strategies to recruit and retain students from every focal group.

When identifying academic and technical needs of students, CTE engages students in focus group discussions. CTE has conducted focus groups with counselors, AVID teachers, nontraditional CTE students, CTE teachers, and administration. The questions asked in the focus groups aim to determine how CTE is supporting students as well as opportunities for CTE to provide additional support in helping students succeed.

22. What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Teachers differentiate instruction for students who show mastery of learning objectives. Differentiated instruction focuses on content, process, product, or learning environment. Modifications are guided by student readiness, interests, and learning profile. Strategies

Beaverton School District DRAFT February 19, 2023

include, but are not limited to the following: higher-level questioning, extensions, cluster/flexible grouping, independent study, curriculum compacting, independent projects, open-ended assignments, and single-subject acceleration.

CTE Focus

23. How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

The following career experiences are provided in at least one CTE course: career awareness, career exploration, and advanced exploration (work-based learning). The district is concentrating on expanding the opportunities for work-based learning (WBL), going from one type of WBL in a program to various types of WBL offered across multiple classes. This ensures that all students enrolled in intermediate and advanced level classes have greater access to professional experiences.

At every high school, the Beaverton School District assigns one counselor and one administrator to support students in CTE programs. Counselors collaborate with the administrator to coordinate forecasting. Every school has a distinct approach to forecasting, including CTE activities, advisory lessons, and/or visits. Middle school counselors and administrators collaborate with the district CTE team to arrange "flydowns" to allow CTE programs to showcase their program to potential students.

The teacher and, frequently, the college of articulation provide academic assistance to students enrolled in CTE courses that offer dual credit. CTE teachers support students through the process of enrollment. Often, this is a student's first experience earning dual credit.

The CTE team served on the Middle School Education Plan and Profile Cadre, specifically focused on developing the career education curriculum for Beaverton students. The cadre included various principals, counselors, Teachers on Special Assignment (TOSAs), and administrators. With this collaboration, middle school students were able to participate in career exploration opportunities and receive career guidance and academic counseling before enrolling in high school courses.

24. How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

From 2015, there has been a steady increase in CTE participant enrollment of students who are English Language Learners (ELL) or former ELL, on free or reduced lunch, students eligible for support through Individualized Education Programs (IEPs) and non-white students. 2020-2021 proved to be a more challenging year with all four of these categories staying relatively stagnant

from the year prior. It is apparent that CTE programs are becoming more diverse, which will direct efforts to explore strategies for recruiting and retaining a diverse student population.

Students and families learn about CTE programs through academic planning guides, social media, word of mouth, forecasting events, and family nights. Two non-traditional students who were enrolled in Aloha Construction said in a focus group that they heard about the program during the building visits.

CTE redesigned the CTE section of the BSD website to create clearer information about the programs available to students. The website integrated more visuals and communicated entry points for students to better understand how to enter CTE programs. CTE is also focusing on creating more awareness of it' programs in the hallways of each school. BSD CTE will collaborate with the creative team to design engaging advertisements.

Meanwhile, middle school students receive exposure to CTE programs by enrolling in a Future Lab course, an introductory pre-CTE course designed using the Paxton Patterson Curriculum. This class focuses on a hands-on approach allowing students to understand, experience, and enjoy CTE careers. All district eighth-graders have the option to take the course.

25. How are you providing equitable work-based learning experiences for students?

32 out of 33 programs actively incorporate work-based learning (WBL). Eight programs offer two types of WBL and three programs offer four types of WBL. WBL requirements were implemented in the district during the 2020-2021 school year, with the state's initial target of having 31% of senior concentrators complete WBL by the end of 2023. In 2021, BSD successfully completed WBL for 42.82% of senior concentrators, exceeding the three-year goal in the first year of reporting out on WBL.

To ensure equitable WBL experiences, BSD hired two additional TOSAs. The TOSAs support staff members in the development of WBL experiences. This may include designing the WBL experience or connecting the staff member with industry partners. The role of the TOSA is to also evaluate current WBL experiences to ensure they meet ODE requirements. BSD would like to see various types of WBL experiences occur throughout intermediate and advanced courses offered in a program. This will allow greater access to WBL experiences.

A priority is to ensure WBL experiences occur during the school day, reducing the barrier of time for students. In addition, some WBL experiences can be offered both in-person or virtually. This allows greater access to WBL with key industry partners, allowing students to collaborate with industry professionals regardless of the student's physical location.

CTE staff members attend various training sessions and one-on-one meetings with the BSD CTE team to better understand WBL and see how WBL can be integrated into a CTE classroom.

26. Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

Each program of study includes a combination of introductory, intermediate, and advanced CTE courses. As a student progresses in the program, they are given more opportunities to explore and interact with the CTE career in more depth.

Ten CTE programs offer Career and Technical Organizations (CTSO). There are twenty-one industry recognized credentials offered throughout various CTE programs within the district. WBL experiences are required and become more challenging and independent as the student progresses through the program of study. All three experiences provide students with rigorous learning opportunities that prepare them for postsecondary success.

CTE teachers take part in several forms of professional development, which enables them to discover new ways to improve the educational experience. Every conference requires CTE teachers to design a new lesson plan that reflects the knowledge gained from the professional development experience.

CTE programs collaborate with PCC and other colleges to offer students the opportunity to earn dual credits. Currently, 20 of the district's CTE teachers have agreements in place with PCC to provide dual-credit courses. ELL students, students ever on FRLP, students on an IEP, students who identify as Black, Hispanic, or a student of color are underrepresented in CTE dual credit enrollment with a stagnant trend from 2015 and a sharp decline in 2020-2021. Students who identify as multiracial or Asian are overrepresented in dual credit enrollment and are steadily increasing in both of these demographic categories.

27. What activities will you offer to students that will lead to self-sufficiency in identified careers?

Roughly one-third of CTE programs embed Career and Technical Organizations into their curriculum. A CTSO is created to give students leadership experience and help them prepare for careers in the field by offering them opportunities to apply what they have learned to real-world situations as well as interact with industry professionals. They are presented with engaging opportunities to learn more about the career field they are interested in.

CTE programs offer a total of twenty-one industry recognized credentials. These credentials are designed to provide students with an opportunity to demonstrate mastery of competent skills needed in each career field. The industry recognized credentials align with labor market

demand, allowing CTE students to enter into the workforce with the knowledge and skills required in specific industries.

Work-based learning experiences, specifically in advanced CTE courses, allow students to immerse themselves in a career setting in order to learn through work and learn at work. High-level WBL experiences focus on students independently learning from the industry in a controlled environment, giving students the skills to become self-sufficient beyond the classroom. With thirty-two programs implementing WBL, the goal is to increase the variety of experiences to give students the opportunity to interact, practice, and build on labor market skills.

Advisory boards also guide the development and progression of CTE programs by informing teachers about in-demand hard and soft skills needed within each industry. CTE teachers use this feedback to inform teaching practices, classroom design, and purchase equipment that will prepare students for the workforce.

28. How will you prepare CTE participants for non-traditional fields?

The Beaverton School District is continuing to improve non-traditional enrollment, the only performance indicator the district scored below the 90% level. BSD is currently holding focus groups with non-traditional students, meeting with counselors, and creating a marketing initiative to address the goal of increasing diversity among student enrollment in CTE classes. CTE teachers will participate in a professional development specifically focused on supporting students in non-traditional fields.

CTE courses strive to include engaging and experiential learning opportunities in every program of study. With hands-on activities, the integration of industry partners throughout the pathway, and the additions of industry level equipment and software, non-traditional and traditional students gain the knowledge and skills necessary for postsecondary success.

CTE programs meet twice a year with advisory boards to identify relevant hard and soft skills needed by applicants entering the field. CTE teachers use this information to guide curriculum development. The advisory board also disseminates information about the tools and technology they use in the field. This information directs grant expenditures.

Work-based learning, industry-recognized credentials, and CTSO experiences are all integrated into the CTE curriculum. With the help of industry partners, TOSAs and CTE teachers analyze IRCs once a year with the aim of expanding IRC possibilities when it is determined that more IRCs will help students as they prepare for the workforce.

CTE teachers meet once a year with PCC to collaborate and align curriculum. CTE teachers and TOSAs identify opportunities for articulation in order to prepare students for non-traditional fields.

29. Describe any new CTE Programs of Study to be developed.
CTE collaborates with high schools to analyze opportunities for new CTE programs. During the 2022-2023 school year, two schools expressed interest in having a high-wage and high-demand CTE program that offers students the opportunity for direct entry into the workforce post graduation. In addition, the schools desire a program that will attract a diverse set of students. CTE is currently exploring programs of study that match this need, relying on labor market data and focus groups to guide decision making.

Based on the information provided by the Regional Coordinator at PCC, there is an expected increase in job opportunities in both the electrical and plumbing career fields. Both career fields offer direct entry into the paid apprenticeship programs post graduation. Therefore, the district is currently collaborating with local industry partners to determine what types of courses, equipment, certifications, and curriculum is needed in order to support students in becoming competitive candidates for apprenticeship programs.

Engaged Community

30. If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

In the last three years, the district has made great strides in increasing meaningful engagement with our parents/guardians and community members, primarily through the use of technology. In fall 2022, the district started using a communications platform called ParentSquare with all parents/guardians in the district. In addition to communicating information about community meetings and surveys, the tool allows for 2-way communication between parents and teacher/administrators in a parent's preferred language. Over 98 percent of our parents use ParentSquare.

The district also made an investment in a new online engagement platform called Engage BSD where students, parents/guardians, staff and community members can weigh in on current projects like the bond and strategic plan. It utilizes discussion forums, polls, surveys and idea generation tools.

A key barrier to engagement is language. Historically the district has been challenged to reach non-English speaking parents and community members who may be less likely to use online platforms. To reach these stakeholders, the district's Multilingual Department has assembled

Beaverton School District DRAFT February 19, 2023

representative groups, facilitated by interpreters, to build trust with these constituents. There has also been a need to encourage schools to do more in-person outreach, such as Family Nights, for non-English speaking families. Finally, as a district there is a need to continue to find creative and engaging ways to connect with all families. One such example is the recent addition of audio translation to engage the district's Dari/Farsi/Pashto community in a more culturally inclusive way.

31. What relationships and/or partnerships will you cultivate to improve future engagement?

Prior to the pandemic, each of the district's schools had community partnership teams. These teams were comprised of staff plus the schools' parent-teacher organizations, faith-based organizations, service groups and local businesses. However, because of the day-to-day demands of managing schools during the pandemic, some administrators let these relationships lapse.

This school year, there has been renewed efforts and emphasis on community partnership teams. Every school principal is expected and will be held accountable for nurturing these partnerships with support from a district-level Community Resource Coordinator. When community members are more involved in our schools, research suggests that they are more invested and more likely to engage with the district.

In addition, as part of the strategic planning process related to this application for the Integrated Guidance grants, there have been concerted efforts to include local government officials, civic leaders, nonprofit leaders and business owners in the actual work of developing a roadmap for the district. By envisioning the future with community partners, it is believed that community partners will be more inclined to continue their participation and support of the district's mission.

32. What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

As mentioned above, the district has made a sizable investment in the engagement platform, Engage BSD. This is not a one-time expense but a yearly subscription that will need to be accounted for in the district's budget.

33. How do you ensure community members and partners experience a safe and welcoming educational environment?

The Beaverton School district strives to ensure community members and partners experience a safe and welcoming environment on each of our campuses. In fact, one of the core tenets of the vision that emerged from the community engagement and Strategic Planning work as part of the Integrated Guidance initiative was the development of a Vision of Excellence which begins

Beaverton School District DRAFT February 19, 2023

by stating, "In Beaverton School District we envision every student saying: I belong and I matter. I believe in myself and my community believes in me." This focus upon creating a safe and welcoming educational environment where everyone belongs goes well beyond students to also include; families, community members, faculty and staff. The district is dedicated to implementing strategies to develop and support the needs of our community and recognize the importance of every community member. To ensure all members of the community experience a safe and welcoming environment the district adheres to strict safety measures at all campuses, uses signage and displays in multiple languages and formats that highlight the assets of our diverse student and community population, and encourage community involvement through a variety of different ways.

Additionally, each year the district recognizes the tremendous efforts and generosity of volunteers and community partners through the district's WE Awards. A community celebration is held to honor, celebrate and share the impact that the annual awardees have upon the lives of students, in hopes of inspiring others to join in and offer their support in collaboration with the district.

34. If you sponsor a public charter school, describe their participation in the planning and development of your plan.

The Beaverton School District has two public charter schools located within the district's boundaries; Arco Iris Spanish Immersion School and Hope Chinese Charter School. Both schools are public charter schools eligible to apply independently. A charter school that is eligible to apply independently is not required to do so and could still choose to join within the application of their sponsored district, if that sponsoring district is inviting all charters they sponsor to join the application. Both schools were invited to join the district's application as well as partner on community engagement and needs assessment processes, but elected to apply independently.

35. Who was engaged in any aspect of your planning processes under this guidance? (Check all that apply)

- ☑ Students of color
- ☑ Students with disabilities
- ☑ Students who are emerging bilinguals
- ☑ Students who identify as LGBTQ2SIA+
- ☑ 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 who identify as LGBTQ2SIA+
- ☑ 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.)
- ☑ Tribal members (adults and youth)
- ☑ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☑ Business community
- ☐ Regional Educator Networks (RENs)
- ☑ Local Community College Deans and Instructors; Local university deans and instructors
- ☑ Migrant Education and McKinney-Vento Coordinators
- ☑ Local Workforce Development and / or Chambers of Commerce
- ☑ CTE Regional Coordinators
- ☐ Regional STEM / Early learning Hubs
- ☐ Vocational Rehabilitation and pre-Employment Service Staff
- ☑ Justice Involved Youth
- ☑ Community leaders
- ☑ Other State and local officials

36. How were they engaged?
(Check all that apply)

- ☑ Survey(s) or other engagement applications (i.e., Thought Exchange)
- ☑ In-person forum(s)
- ☑ Focus group(s)
- ☐ Roundtable discussion
- ☑ Community group meeting
- ☑ Collaborative design or strategy session(s)
- ☑ Community-driven planning or initiative(s)
- ☑ Website
- ☐ CTE Consortia meeting
- ☑ Email messages
- ☑ Newsletters
- ☑ Social media
- ☑ School board meeting
- ☑ Partnering with unions
- ☑ Partnering with community-based partners
- ☑ Partnering with faith-based organizations

Beaverton School District DRAFT February 19, 2023

☑ Partnering with business
☑ Other: <u>Superintendent Listening Sessions & Superintendent Coffee Chats</u>

Evidence of Engagement

You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

Artifacts:
1. <u>Parent/Guardian Survey Response Report</u>
2. <u>Student Survey Response Report</u>
3. <u>Staff Survey Response Report</u>
4. <u>Community Survey Response Report</u>
5. <u>Student Focus Group Summary Slide Deck</u>

37. Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

While there were many artifacts that could have been selected to showcase the wide variety of community engagement events that were conducted during the process of completing the district's Needs Assessment and developing a plan for use of the grant funds that are a part of ODE's Aligning for Student Success: Integrated Guidance Initiatives, these five artifacts were selected to highlight the wide variety of stakeholders that the district connected with over the course of the process, as well as some of the various types of engagement methods used to gain input.
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38. Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Students, families, community members and staff were asked to complete surveys that included short answers and Likert Scale responses which were available in English and Spanish. This included students with disabilities, emerging bilinguals, students and families of color, students navigating poverty, houseless and foster care, as well as students and families who identify as LGBTQ2SIA+. The surveys were used to gather input from students, families, staff, and the larger community on a broad scale, given that in a district the size of Beaverton it would not be possible to engage as many voices simply through face to face community forums. Additionally, it was felt that use of surveys allowed community members that may not be comfortable sharing in a face to face format an alternative format of engagement.

Another strategy used to engage focal groups included hosting of family events where families of students who are emerging bilingual students, including those with disabilities, of color,

recent immigrants, and navigating poverty provided input in a focused group setting. Each of these events was hosted by a team of district staff that included native speakers of the language of the families invited to each focus group (eg., Arabic, Spanish, etc.) and was designed to specifically address not only the language needs of the families, but the specific cultural needs as well, as a way to more fully engage focal groups that haven't historically always been heard from.

These engagement examples fall under the category of "Consult", on the Community Engagement spectrum.

39. Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

One example is, following the establishment of the district's Vision of Excellence, Core Values, and theory of action work completed by the larger Strategic Planning group, district administrators, labor organization leadership and teachers were invited to spend an afternoon working in multiple teams of 30 - 35 people to identify research based strategies that would address areas that had been identified as needs. In addition to working with a local church who donated the use of their facilities for the day, along with securing substitutes for the teachers involved, and paying for an outside Strategic Planning consultant and providing extended pay for teachers to work beyond their regular work hours, this was a major undertaking on the part of the district, highlighting the district's commitment to engaging as many voices in the process as possible.

A smaller scale example of strategies used to engage staff included hosting a series of advisory committee meetings with staff from one of the district programs that serves a large number of focal group students who have historically not experienced a high level of school engagement and success, as measured by discipline data and graduation rates. Through the series of meetings the committee that included teachers and administrators from a variety of roles were able to collaboratively identify strategies that were working, as well as areas that needed to be addressed for better success of students.

These engagement examples fall under the category of "Involve," on the Community Engagement spectrum.

40. Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

The Beaverton School District has continued to experience a decline in enrollment since the start of the COVID-19 pandemic and demographic data shows a continued decline in birthrates and enrollment for several years to come. As a result, the district is facing a budget shortfall

that is projected not only for next school year, but for several years to come. Therefore, the information learned through the community and staff engagement process was used to create a prioritized tiered budget.

The district planning team relied heavily on the themes from the community feedback to not only inform planning for current initiatives, but also to prioritize spending once the remaining one time ESSER dollars have been expended.

CTE Focus
41. How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

CTE TOSAs collaborate closely with teachers to determine the types of work-based learning experiences within each program of study. To collaborate on the work-based learning experiences, TOSAs and teachers network with local industry partners after holding a preliminary meeting. Members of the advisory board are regularly called to discuss possible ways to support particular work-based learning experiences.

In addition, the Beaverton School District has a contract with Washington County Chamber, where they previously assisted with the creation of work-based learning experiences and facilitated the recruitment of industry partners to be involved in the experiences.

Lastly, Beaverton School District's CTE program is actively partnering with the district's risk management department to create internship agreements that are signed by involved industry partners. These Memorandums of Understanding (MOUs) creates clear communication between the school district and the community business partners.

Affirmation of Tribal Consultation
42. If you are a district that receives greater than $40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Tribal consultation was not required.

Strengthened Systems and Capacity

43. How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

The Beaverton School District's Human Resource Department recruits staff via professional educator fairs, outreach to specialized professional associations such as the National Association of Bilingual Educators (NABE), investment in grow-your-own pipeline programs and participation in regional networks dedicated to helping diversify the workforce. Efforts to recruit and retain educators and leaders representative of student focal groups include direct outreach to specialized professional associations, outreach to promising candidates, stipends for bilingual proficiency, affinity group support, dedicated affinity mentors, and pipeline programs specifically designed to support diverse staff.

The district onboards and supports new educators and leaders by dedicating time and resources to extended days of professional learning, and providing new employees with expert mentoring from full-release mentors. Additionally, the district provides ongoing professional learning embedded within eight non-student work days each school year, as well as opportunities for release time for additional learning and tuition reimbursement to encourage continuous learning.

44. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

District leaders work closely with the Human Resources team to ensure staff assignments maximize teacher expertise in supporting and meeting the diverse needs of students, including students of color and those experiencing poverty, learning English or who experience disabilities. Further, the district annually reviews the licensure of each and every staff member to ensure that teachers who are out-of-field are properly supported so that instruction is robust. In recent years, the district has used grant funding, as well as general fund dollars to provide extra support and professional learning for teachers new to the profession and/or those on emergency teaching licenses. Teachers new to a subject area or level may be assigned a teacher mentor to assist them in providing high quality instruction. All instructional leaders are regularly trained and supported in effective staff supervision including support scaffolds to ensure that performance gaps are closed and all teachers consistently provide high quality instruction.

45. How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

In September 2020, the Beaverton School District implemented Behavioral Health and Wellness (BH&W) Teams at all schools within the district. Schools are required to provide quarterly school data to monitor how many students are accessing support through these teams. As an

Beaverton School District DRAFT February 19, 2023

extension of this, In September 2022 the district implemented a scope and sequence at all secondary schools for Curricular Learning Enhancements. These enhancements include targeted lessons on Social Emotional Learning, Suicide Prevention, Sexual Abuse Prevention, Digital Citizenship, and Substance Use Prevention.

The district has eight Restorative Practice (RP) trainers. All BH&W team members are required to attend Restorative Practice training. RP training is offered throughout the school year to administrators and staff beginning in September 2022 and continuing throughout the year. Restorative Practices are now included in each School Success Framework when addressing areas behaviors that may result in disciplinary action. Additionally, the district works in collaboration with county partners (police, sheriff, DHS, Washington County Behavioral Health, juvenile justice department) on robust Student Threat and Sexual Incident Response Protocols, and the district has updated the Student and Family Handbook to take a restorative approach to behavioral and substance use incidents.

46. How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

School leaders identify school and teacher needs using data to inform their annual School Learning Plan. Further, as part of the Aligning for Student Success: Integrated Guidance Initiatives the district has worked to engage as many community members as possible in identifying strengths and needs in its strategic planning process outlining the vision, mission and strategies that must be implemented to ensure all students meet high standards of academic and behavioral success. Professional learning for staff is designed around identified needs at the school level and in concert with the district's strategic plan. The strategic plan is the north star, a key driver of resources that cohere systems designed to produce expected outcomes for students as described in the district's vision for success. Budget allocations and continuous improvement planning all flow from this overarching plan of action so we are doing the work that results in the outcomes identified for all students, particularly those from focal groups.

47. How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Administrators are the instructional leaders within their school site, providing supervision as well as expertise using the University of Washington's research based CEL 5D+ framework for coaching and feedback to their instructional staff on research-based instructional techniques and strategies. To support building administrators with this work the district's Teaching and Learning Department holds monthly Principal/Assistant Principal meetings one day per month where the focus is on professional development and support around instructional leadership.

48. What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

The district has implemented a software tool, Grade Guardian, that integrates with the district's learning management system, to identify students at risk of dropping out or failing courses. Students' performance, and habits as learners, are reviewed regularly across all courses in which they are enrolled. That data is calculated and produces a single Risk Index Score for each student which aids school teams to quickly identify students that need the most immediate support. This "Daily Report Card '' lists all courses, latest submissions, last time the course was accessed and missing assignments for each student – on one dashboard. Each school has a team that monitors Early Warning Systems data and staff referrals to determine the support needs of students. This team develops an action plan with a plan manager to progress monitor the effectiveness of interventions and make adjustments if necessary.

Additionally, interventions related to literacy for students in the early grades continue to be expanded. However, the district is still working to fully implement a Multi-tiered System of Supports that more fully addresses academic interventions across all grades K-12, in addition to behaviors, and to strengthen the data team at each of the district's schools. This is an area that has been addressed as part of this application with the hope to be able to add a Teacher on Special Assignment that helps to lead the work in developing a more robust MTSS system for Academic and Behavior, and to place Academic Coaches at schools across the district.

49. How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

The district employs a variety of strategies to support successful and seamless transitions between grade levels;
Early Childhood Programs to Elementary School
- Hosting of multiple PreK (programs for 4 year olds as well as Head Start for 3 and 4 year olds) at district schools so early childhood students can attend the school that they will attend Kindergarten through Grade 5 at in an effort to create more natural transitions
- Kindergarten Round-up & Parent Orientation Events in the Spring
- Staggered start to the school year with small groups of Kindergarteners coming one day at a time to attend orientation within their classrooms and the larger school setting

Elementary to Middle School
- 6th grade night with families
- Course selection presentations
- Staggered starts at the beginning of the school year with a day just for 6th graders to attend orientation events

Middle School to High School

Beaverton School District DRAFT February 19, 2023

- Incoming 9th Graders Night with families
- Course selection presentations
- Staggered starts at the beginning of the school year with a day just for 9th graders to attend orientation events
- Multiple parent nights about the college process and available financing

Additionally, in order to meet the transition needs of students who experience a disability and are eligible for Section 504, there is a "fly-up" meeting in May where elementary, middle and high school counselors come together to review student accommodation plans in order to ensure a seamless transition from one school to the next. Similar meetings are held between case managers for students eligible under IDEA.