



## Beaverton School Board Business Meeting

District Office  
 1260 NW Waterhouse Avenue  
 Beaverton, Oregon 97006  
 Monday, June 2, 2025 7:00 PM  
 Video Stream: [www.youtube.com/beavertonschools](http://www.youtube.com/beavertonschools)  
 Meeting Materials: [beavertonsd.org/boardmeetings](http://beavertonsd.org/boardmeetings)

### AGENDA

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| <b>I. OPEN MEETING</b>                             |          |
| A. Call to Order                                   |          |
| B. Attendance                                      |          |
| C. Agenda Review                                   |          |
| <b>II. STUDENT PERFORMANCES &amp; RECOGNITIONS</b> | <b>3</b> |
| A. ACMA Performing Arts                            |          |
| B. Math & Science Teaching Award                   |          |
| C. Dedication to Education Retiree Award           |          |
| D. ABSA Scholarship Awardees                       |          |
| E. BMAC Scholarship Awardee                        |          |
| F. Board Member Appreciation                       |          |
| <b>III. SUPERINTENDENT'S REPORT</b>                |          |
| A. Comments by the Superintendent                  |          |
| <b>IV. PUBLIC COMMENTS</b>                         |          |
| A. Comments by Employee Groups                     |          |
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| a. School Board Business Meeting, May 13, 2025     | 78       |
| b. School Board Executive Session, May 27, 2025    |          |
| c. School Board Executive Session, May 29, 2025    |          |
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| H. Designation of Depositories                     | 99       |
| I. Appointment of Financial Auditor                | 100      |
| J. Appointment of Legal Counsel                    | 101      |
| <b>VII. ITEMS FOR ACTION AT THIS MEETING</b>       |          |
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| B. PPS Boundary Adjustment                         | 108      |
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| a. GCBDD - Sick Leave                              | 114      |
| b. IKF - Graduation Requirements                   | 116      |
| <b>VIII. ITEMS FOR ACTION AT A FUTURE MEETING</b>  |          |
| A. -NONE-  |          |
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| A. Comments & Committee Reports                    |          |
| <b>X. CLOSE MEETING</b>                            |          |
| A. Closing Comments                                |          |



## RECOGNITION OF STUDENTS, STAFF AND COMMUNITY

### SUMMARY

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

### BACKGROUND

#### **Presidential Awards for Excellence in Mathematics and Science Teaching**

Mountainside High School science teacher Matt McCollum has been selected as one of six state finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching. Matt is now eligible for consideration for the 2025 PAEMST Award, the nation's highest honor for U.S. K-12 teachers in science, technology, engineering, mathematics and/or computer science.

#### **Dedication to Education Award & District Retirees**

The board recognizes staff retiring from the district, a total of 108 retirees this year, who are all valued and appreciated for their service. The retiree who has served the longest is Emily Gaston, a school bus driver who is retiring after 40 years of service to BSD students. Emily is recognized as the recipient of the Dedication to Education Award and appreciated for her tremendous commitment and contribution. Learn more about Emily and her tenure in the district: [https://youtu.be/MR\\_bmj8vW8o](https://youtu.be/MR_bmj8vW8o)

#### **2025 Association of Beaverton School Administrators (ABSA) Scholarships**

The Association of Beaverton School Administrators (ABSA) scholarship fund was established to provide financial aid to BSD high school graduates who wish to pursue post-high school education. ABSA members contribute annually to the scholarship fund. Congratulations to the BSD seniors who are the recipients of the 2025 ABSA scholarships, who will each receive a \$2,500 college scholarship: Maggie Cole from Mountainside HS; Gabriella Gonzalez from Beaverton HS; Ibrahim Al-Khazraji from Southridge HS; Giovanni Dillanes from Beaverton HS; and Leila Walker from Mountainside HS.

#### **2025 Beaverton Minority Administrators Community (BMAC) Scholarship**

The "Make a Difference" Scholarship was established by the Beaverton Minority Administrators Community (BMAC) to provide financial aid to a BSD graduating senior who wishes to pursue post-high school education with a focus on teaching as a profession. The scholarship's purpose is to assist with the district's effort to increase the diversity of BSD's teacher workforce so that our teacher demographics reflect those of our students. Congratulations to Gabriella Gonzalez from Beaverton High School, who was selected as the recipient of the 2025 scholarship. Gabriella will attend Seattle University in the fall.

#### **Board Members & Student Representatives**

The board recognizes and appreciates the service of outgoing board members Susan Greenberg, who has served on the board for three terms (12 years), and Ugonna Enyinnaya, who has served one full term (4 years) as a BSD board member. The board also recognizes and appreciates this year's student board representatives: Safa Syeda from Early College High School, Tasiyah Ahmed from Sunset, Eric Vargas from BASE, and Saahas Koganti from Westview.

**Belong. Believe. Achieve.**

**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, May 30, 2025 through 12 p.m. on Monday, June 2, 2025. The following comments followed all the posted guidelines listed on the form and below.

- Comments are limited to 1,000 characters. One comment per person, comments listed oldest first.
- The board will not hear charges or complaints against any district employee. District staff and board members cannot be named specifically in testimony.

| First Name | Last Name | Association with BSD   | Comments  |
|------------|-----------|------------------------|---|
| Sarah      | Blattner  | Staff Member           | <p>I would like to recognize [REDACTED] for her remarkable service to the board and to this community for 12 years. [REDACTED] dedication to our students and teachers alike has been unwavering. [REDACTED] works with her sharp mind and passionate heart, relentlessly advocating for our students' equitable access to education.</p> <p>Voltaire once said, "Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well." [REDACTED] , we are proud to call your excellence our own, and we are so grateful for your service.</p> <p>As a teacher in the Beaverton School District, I am proud to call [REDACTED] both my friend and representative to the school board. I do not doubt that [REDACTED] will continue to make important contributions to this community in the future. Congratulations, [REDACTED] , on your admirable service to the Beaverton School District!</p> |
| Virginia   | Feldman   | Other Community Member | <p>Dear Beaverton School Board,</p> <p>As a pediatrician who has many patients in Beaverton, I am proud to call [REDACTED] a colleague in health care and human rights. She is a very responsible Board member--regularly holding town halls, responding to inquiries, &amp; sharing information with parents. I am a member of a Jewish American family, but do not support Jewish Federations attempt to squash the right to free speech. [REDACTED] knows that Israeli military has now destroyed EVERY public school &amp; university in Gaza. What school board</p>  |

**Belong. Believe. Achieve.**

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|-------|----------------|------------------------|---|
|       |                |                        | member should NOT call this out-to protest genocide. She has a right--even a duty-- to share the information that's in accord with the rulings of international courts and every major human rights group in the world. thank you, Dr. V Feldman, FAAP  |
| Erica | Hartmann       | Other Community Member | Educators have the right to free speech like any other citizen and should not be penalized for voicing opinions outside of the workplace.   |
| Dave  | K              | Other Community Member | It's come to my attention that speaking out against ethnic cleansing and educating students about it is somehow tantamount to anti-Semitism and worthy of "investigation" Silencing [REDACTED] and others speaking truth about apartheid and US complicity in genocide comes at the peril of our civil liberties and dignity as humans. Palestinian lives matter. Saying as much isn't a criminal act. What's criminal is the attempt at silencing it.  |
| Jessi | Presley-Grusin | Other Community Member | [REDACTED] right to free speech as an educator and health care provider, her right to protest genocide, and her right to share information that is in line with the determinations of international courts and every major human rights group in the world, must be respected. Would the board investigate a post about the Armenian genocide? The Cambodian? What about a Jewish person sharing about the Holocaust? These acts of violence are all the same and our right to protest them must be upheld.   |
| Karen | Ashikeh        | Other Community Member | I am a Beaverton Resident with Grandchildren who attended Beaverton School District Schools and would like to hope that the School Board supports compassionate and accurate positions for human health, mental wellness and basic justice for all children, no matter where they live. [REDACTED] as a School Board Member ( as should ALL Members of that Board should) is speaking against genocide as determined by the International Court of Justice. Please join her in condemning the USA's part in and support of genocide and ongoing weapon supplies to Israel. Israel's blockade of adequate food, water, medical supplies and a refusal to allow medical and humanitarian assistance from outside Gaza, costs lives of thousands of Palestinian families and residents of neighboring countries, refugees from Palestien, and citizens of Lebanon and Jordan, as well as the West Bank. JOIN her in speaking out as you have the support of familes in Beaverton for allowing truth to be told, inconvenient or not. |
| Laura | P              | Other Community Member | I am completely discouraged to hear the retaliation against [REDACTED] for her support of Palestine. Fear mongering and intimidating a colleague for advocating for a free Palestine on their personal social media is not only disgusting but borders on evil. Thousands and thousands of Palestinians have been murdered on our dime and it is everyone's responsibility to make their voices heard when shouting from the top of our lungs that this is unacceptable. To condemn a colleague for doing so during their personal time is despicable. I am writing to insist that the fear mongering and intimidation of [REDACTED] be immediately ceased.   |

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| Julia   | Ford   | Other Community Member | <p>In support of [REDACTED] : my name is Julia and I am Jewish. I live in Portland and grew up attending Portland Public Schools. I am 38 years old and terrified of where our world is moving- when criticism of a nation state and right wing government are being labeled as antisemitism- and real diversity, equity and inclusion work is being wholly undermined by a pro Israel lobby willfully ignoring and attempting to obfuscate an ongoing occupation and genocide.</p> <p>Criticism of Israel is a fundamental piece of my Jewish identify- and candidly- those who attempt to speak for all Jews or weaponize the term antisemitism to support what every major international group including human rights watch, amnesty international, save the children, Doctors Without Borders, World Health Organization, the UN and so many more have researched for years and decried as an apartheid government now enacting human rights violations and perpetuating plausible genocide, they are a threat to my Jewish safety.</p>                             |
| Ted     | Dreier | Other Community Member | <p>Dear Beaverton School Board,</p> <p>Please demonstrate your respect for the 1st amendment guarantee of the right of free speech by stopping any investigation of Beaverton School Board member, [REDACTED] for her posting on social media. Only authoritarian states crack down on officials for exercising their right to free speech.</p> <p>Sincerely,<br/> Ted Dreier, PhD<br/> 7037 SW 54th Avenue<br/> Portland, OR 97219</p>   |
| Rachel  | Bailey | Other Community Member | <p>[REDACTED] has the right to free speech (including protesting genocide). Please do not punish her.</p>   |
| Richard | R      | Other Community Member | <p>Dear Beaverton School District,</p> <p>As a Jewish Portlander, I wanted to voice both my strong support for [REDACTED] &amp; my equally strong condemnation of the investigation opened against her.</p> <p>At this point in our country's history, there's a very dangerous precedent being set against free speech, particularly the kind that goes against the political interests of those in power, &amp; when we punish people for speaking truth to power (like [REDACTED]), we cease being a democracy.</p> <p>The Jewish Federation of Portland has made the unfortunate choice of siding with those perpetuating this assault on democratic values. This group does not speak for me. Do we want to live in a world where we can't condemn the slaughter of civilians, or mass starvation as a weapon of war? As of this morning 54,381 Gazans have been killed. Gaza has the world's highest concentration of child amputees, many undergoing surgery without anesthetics due to Israel's blockade.</p> <p>Please end this retaliatory investigation.</p> |

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| Kiley  | Delgado | Parent/Guardian        | We stand with [REDACTED] and her willingness to bravely stand up for all children, not just those in our neighborhood. It is not only within her right as a school board member, a physician, and a community member to speak against genocide, apartheid, and murder, but it's a duty for all people of good moral conscience to speak against what the ICC, the ICJ, and every major humanitarian group has deemed "criminal" treatment of Palestinians at the hands of Israeli government. Every hospital, every school, every community center in Palestine has been reduced to rubble and over 300,000 innocent lives have been stolen, burned, shot, crushed. Imagine, for just a moment those are your children, your students. Imagine Hind Rajab as a blonde, English speaking child, one who walks the halls of Errol Hassell or Kinnaman Elementary. Imagine that child being riddled with over 300 bullets. Now imagine yourself staying quiet, demanding silence. Tell me the difference between these children. |
| Phil   | Viana   | Other Community Member | Hi, I'm a Portland resident, and I support [REDACTED] right to free speech as an educator and health care provider. She is allowed to protest genocide and has the right to share information that is in line with the determinations of international courts and every major human rights group in the world. She should be celebrated and elevated, not censored.   |
| Gerson | Robboy  | Other Community Member | I am a Jewish resident of Portland. I wish to defend [REDACTED] against an investigation based on allegations of anti-Semitism, and to defend her right to free speech. I urge you to drop the investigation.<br><br>Anti-Semitism has been weaponized in an effort to silence criticism of the state of Israel. As a Jew, I wish to state that the Jewish community is divided on questions of Israel/Palestine, and institutions such as the Jewish Federation of Greater Portland do not represent the Jewish community as a whole. I am personally acquainted with many Jews, and several Jewish organization, who are opposed to Israel being a religious-nationalist state; i.e. a Jewish state. This is not anti-Semitic. To me, the efforts to silence dissent are as great a threat to our civil liberties as is anti-Semitism.<br><br>Again, I urge the board to drop the investigation of [REDACTED] and not to attempt to silence free speech.  |
| Dale   | O       | Other Community Member | I support [REDACTED] right to free speech on her personal social media.   |
| Reema  | K       | Other Community Member | Since July 1, 2023, with [REDACTED] at the helm, Beaverton School District, Zone 7 has been thriving. [REDACTED] exemplifies the role of public servant. As part of giving back to community, she is the only elected official on the Beaverton school board to regularly hold town halls, respond to constituent inquiries, and share information with families. A career lifetime spent caring for patients extends to her caring for the rights of all children in Beaverton in and around the world. She is also a champion of unions and workers' rights in our schools.   |

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|         |        |                        | <p>Schools, and by extension, school boards, should be a place where people can speak freely and learn the truth. [REDACTED] speaks the truth. Over 97.4% of the people of Beaverton elected [REDACTED], our true public servant and voice for us all. I request that you recognize [REDACTED] excellent work and that demand that those trying to smear her character cease immediately.</p> <p>Thank you</p>   |
| Rezaur  | Rahman | Other Community Member | <p>It is unfortunate that [REDACTED] is targeted by the beaverton school board for standing up for the truth and voicing her concerns about the genocide that is taking place in Palestine and has been concluded by the international criminal court. Don't allow the powerful few and money flow to block the freedom of speech of the upright person. This will someday comeback to haunt you. Truth will prevail in the long run. The world is now seeing the atrocities committed by Israel.</p>  |
| Milana  | B      | Other Community Member | <p>Hand off [REDACTED] ! Leave her alone and let her exercise her right of free speech.</p>  |
| Allison | B      | Parent/Guardian        | <p>I am concerned about the increase in surveillance cameras included in this year's public safety budget, going from 450 existing cameras up to 1300 cameras. I did not know until recently that any BSD schools had surveillance cameras. I found out because I was on the Fir Grove Elementary campus for a little league baseball game and I saw a sign next to one that said "Smile, you're on camera". In October 2023, the ACLU issued a report titled "Digital Dystopia: The Danger in Buying What the EdTech Surveillance Industry is Selling", in which they detail how harmful surveillance technology is to students - particularly to students who are part of marginalized groups. Surveillance does not actually keep anyone more safe. All it does is give administration more tools for punishment, when we should be spending money on resources to address the underlying causes of behavior issues we claim to be concerned about. We should be focused on prevention, not punishment.</p> |
| Farzana | K      | Other Community Member | <p>As a concerned Beaverton resident, I'm appalled by reports of an investigation into [REDACTED] for her pro-Palestinian views.</p> <p>[REDACTED] has a fundamental constitutional right to free speech, which includes speaking out against genocide in Gaza, right to share facts that are in line with the determination of international courts and every major human rights organizations in the world. Her right to share facts is critical; suppressing it is an affront to the values our district should uphold.</p> <p>We expect our schools to champion and stifle constitutional rights. This investigation threatens to silence voices speaking against immense suffering.</p>   |

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|       |                  |                        | I urge the district to immediately cease this investigation and reaffirm its commitment to protecting free speech for all staff and community members. Silencing legitimate expression on human rights issues undermines our district's integrity and democratic spirit.   |
| Moe   | A                | Parent/Guardian        | Hello,<br>I would like your attention on important notes. [REDACTED] right to free speech, right to pretest genocide, and right to share facts that are in line with the determination of international courts and every major human rights organization in the world.<br>Thank you  |
| Jasen | A                | Other Community Member | Hi<br>I want to write to you and your attention on [REDACTED] right to free speech, right to pretest genocide, and right to share facts that are in line with the determination of international courts and every major human rights organization in the world.<br><br>Thank you   |
| Lev   | Eisenbach-Budner | Other Community Member | Hello Beaverton School Board,<br>My name is Lev Eisenbach-Budner and I am a Jewish Portlander, and I am very concerned by this local infringement on [REDACTED] right to free speech. The Nakba of 1948 is a historical event which destroyed the lives of hundreds of thousands of people in Palestine. Any commemoration of this historical event is simply an exercise of learning and teaching accurate history. And to advocate for the freedom and liberation of the Palestinians- those who are descendants of the survivors of the Nakba- is to advocate on behalf of the rights of human beings- innocent children, men, women, and the elderly. As a Jewish person who's life has been severely affected by violent right wing antisemitism and as a descendant of holocaust survivors, I find it deeply backwards and personally disrespectful when claims of antisemitism are used to prevent people from speaking truth about the injustices that have been and currently are being perpetrated against Palestinians. |
| Jana  | A                | Student                | Hi,<br>In BSD you always say:<br>WE belong WE believe WE achieve<br><br>Students affected by this genocide in Gaza and lost family members overseas should feel that they belong. Or just because they're brown and Muslim so they don't!<br>[REDACTED] has right to free speech, right to pretest genocide, and right to share facts that are in line with the determination of international courts ICC & ICJ and every major human rights organization in the world.<br><br>Thank you   |

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| Zackery | K         | Other Community Member | <p>Hello,<br/>Protect [REDACTED] right to free speech, right to pretest Gaza’s genocide, and the right to share facts that are in line with the determination of international courts and every major human rights organization in the world.</p> <p>Media in the US are corrupt and biased. And the American citizens are mis-informed!</p> <p>Don’t be afraid of being different and in the right side of History!</p> <p>Thank you</p>  |
| Debbie  | Levy      | Parent/Guardian        | [REDACTED] is a liability for our students. She spews hateful rhetoric. This is not something to allow near our children. Children go to school to learn math, English, geography , social skills, etc. they should not be learning a hate filled, divisive person’s political agenda. She does not belong on the school board.  |
| Eli     | Rosenthal | Parent/Guardian        | [REDACTED] should focus on making Beaverton schools stronger in math and science as opposed to forcing her own world politics on others. We want board members who are apolitical when it comes to educating children. No political agendas when deciding on public education.   |
| Noam    | Rosenthal | Student                | I'm against [REDACTED] for her anti semitic views, singling out, and acting with a double standard towards the jewish people is antisemitic and denying them their right to their own homeland is as well. I'm an alumni from the class of 2023 at BHS.  |
| Chantal | Rosenthal | Parent/Guardian        | I went to bhs and so did my two sons. Bhs has a long history with the jewish population of portland/ beaverton. Ari shapiro of npr, shoshana bean of broadway, and donor businessman scott shleifer. A board member like [REDACTED] creates an atmosphere hostile to jewish students. Recently there have been highly promoted events such as “teaching Palestine” for teachers. It was a one sided view of the conflict to be taught in the classroom, she supported this through her support of BEA. If this were any other group people would be up in arms and she would be terminated, but because most american jews are white- they dont get any protections. [REDACTED] also called early on for the board to boycott, divest and sanction israel, this is not the role of the school board they need to focus on math, reading, and science. Keep politics out of the schools and focus on basic education Oregon has been in the bottom of school rankings- we have work to do and its not on Palestine! |
| Sarah   | Kadijah   | Other Community Member | Educators who uphold high moral and ethical standards are a great asset to the community & world at large. The teacher in question [REDACTED] is being retaliated against by her colleagues at PPS for upholding the standards of conduct every educator should emulate. The Palestinian people are currently being exterminated by the two most powerful colonial nations on earth, the United States and Israel. All   |

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|         |         |                        | <p>food and water has been deliberately withheld, &amp; now US armed mercenaries are making over 1,100 dollars a day (not including bonuses) to hand out food boxes for starving families in a narcissistic game of sadomasochistic cruelty are not even worth forty dollars. Israel is guilty of committing genocide and America is a co belligerent to this hideous crime. All this teacher has done was exercise her right to free speech.</p> <p>No country or group is immune from criticism if they are engaging in criminal behavior. Honest, fair and factual criticism of that criminal behavior is not</p>   |
| Laura   | Levi    | Other Community Member | We support the investigation into [REDACTED] antisemitism and hope for her removal from the board.   |
| Shannon | Stovsky | Other Community Member | [REDACTED] is not only a disgrace to humanity she is unsafe to have in a school system. Her constant jew hatred, spreading of blood libel, holocaust inversion calling the MURDER in cold blood of thousands of innocent people on 10/7/23 'resistance' and many other disgusting acts of antisemitism is beyond dangerous. how can you have a school board member that is so hateful and targets one the the smallest minority in the world??? Not only is an investigation in order, maybe a mental health evaluation????  |
| Leslie  | Grelle  | Other Community Member | I was born in the Beaverton school district and was horrified to hear that a board member of the school school was not simply supporting Palestinians but spreading lies about Israel. People that spread lies and hate shouldn't be on school boards.   |
| Tiffany | Mathes  | Parent/Guardian        | <p>As both a parent of a student at West TV Elementary and a high school teacher in the Beaverton School District, I'm asking the Board to allocate a third teacher at the fourth-grade level at West TV for the 25-26 school year. Class sizes at this grade level are too large to provide the individualized, rigorous instruction our students deserve, and our community has to fight every year for what we know is in the best interest of all our kids.</p> <p>This need is directly aligned with the district's Strategic Plan, which emphasizes equitable access to high-quality instruction, closing opportunity gaps, and ensuring every student is challenged, supported, and successful. Adding a third teacher is a clear way to live out that commitment—to translate our values into action. I urge you to invest in smaller class sizes at West TV and help ensure all students receive the focused attention and support necessary to thrive.</p> |
| Niveen  | A       | Other Community Member | I'd like to draw your attention to the rights of [REDACTED] right to free speech, protest genocide and spread awareness and information that aligns with facts confirmed by international court of justice, international criminal court and every internationally recognized human rights organization.   |

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| Susan  | Swartwout | Other Community Member | I support [REDACTED] right to free speech. Her words do not constitute unjust accusation. It's a fact that Gaza has been devastated by Israel. Children and their families are starving in Gaza, relief supplies have been held back, and we should all be against such torture. Speaking against the genocide caused by the Israeli government shouldn't threaten American Jews unless they are actively bearing arms against Gaza.   |
| Mona   | Mayfield  | Parent/Guardian        | [REDACTED], should never face backlash and retaliation for posting on her personal account about her support for Palestinians facing deaths and starvation. This blatant attack on free speech and [REDACTED] first amendment right is unacceptable and degrading. Especially when she is posting facts that have been determined by the ICC and every human rights organization. We should all be protesting against genocide and ethics cleansing.   |
| Mike   | Zwick     | Parent/Guardian        | Hello,<br><br>I live in NW Portland and I am writing as a concerned resident to express my full support for the school board's investigation into [REDACTED]. [REDACTED] has used her public social media to spread unabashed antisemitism for almost two years now. She has spread blood libel, Holocaust inversion, open celebration of Hamas and antisemitic terrorism as "resistance", and continues to align herself with the Democratic Socialists of America, who recently endorsed the antisemitic terrorist attack in Washington DC. An investigation into [REDACTED] and material repercussions upon its conclusion, are the absolute bare minimum needed in a time where Jew hatred has been exponentially rising. I hope this investigation, and more importation, actual consequences for [REDACTED] unabashed bigotry, are seen through.<br><br>Sincerely,<br>Mike |
| Robert | F         | Other Community Member | Hello,<br>I am writing as a concerned resident to express my full support for the school board's investigation into [REDACTED]. [REDACTED] has used her public social media to spread unabashed antisemitism for almost two years now. She has spread blood libel, Holocaust inversion, open celebration of Hamas and antisemitic terrorism as "resistance", and continues to align herself with the Democratic Socialists of America, who recently endorsed the antisemitic terrorist attack in Washington DC. An investigation into [REDACTED] and material repercussions upon its conclusion, are the absolute bare minimum needed in a time where Jew hatred has been exponentially rising. I hope this investigation, and more importation, actual consequences for [REDACTED] unabashed bigotry, are seen through.<br>Sincerely,<br>Robert Fasman, PhD                     |

|          |          |                        |  |
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| Assaf    | Mevorach | Parent/Guardian        | <p>As a parent of a student at Sunset High School, I have never been involved in politics or attended board meetings. Yet today, I feel compelled to speak out. I fear for my safety and, more importantly, for my daughter's. When a board member normalizes rhetoric that undermines her identity and questions her right to exist as a Jew, the consequences are real. This language doesn't remain online—it permeates our schools. My daughter faces daily harassment on social media simply for being Jewish.</p> <p>The recent attack outside the Capital Jewish Museum in Washington, D.C., where two Israeli embassy staffers were murdered by an assailant shouting pro-Palestinian slogans, exemplifies the tragic outcomes when expressions that incite violence go unaddressed.</p> <p>This isn't about foreign policy; it's about the safety and dignity of our students. The board must ensure that advocacy does not come at the expense of any student's sense of belonging. Inclusion must encompass everyone.</p> |
| Patricia | Rice     | Other Community Member | <ul style="list-style-type: none"> <li>- I dont feel safe coming to the meeting</li> <li>- my kids friends do not feel safe in school</li> <li>- there was a shooting with DC that had nothing to do with Israelies. It was an attack on a jewish museum.</li> <li>- BSD wants to welcome all students. You can welcome all students when you are targeting jews</li> <li>- free speech cant be used to target a small community group in your schools district.</li> </ul> <p>It's not ok to have a person in a school board that's strongly believe in a Logan from the river to the sea, supports hate and violent acts against Israel.</p> <p>Our kids and families feels unsafe.</p> <p>Someone that seat on the board can't behave like that.</p>  |
| Linda    | Baker    | Other Community Member | <p>We need to stand for free speech in our schools and our community. I am concerned that this is an unwarranted investigation.</p> <p>Why wouldn't we want a school board member to speak up for children in Gaza or anywhere else in the world? This doesn't not equate to anti-semitism.</p> <p>Let's use our precious funds to support our schools, not for political witch hunts.</p>   |
| Kyle     | Mezrahi  | Other Community Member | <p>Hello,</p> <p>I am writing as a concerned resident to express my full support for the school board's investigation into [REDACTED]. [REDACTED] has used her public social media to spread unabashed antisemitism for almost two years now. She has spread blood libel, Holocaust inversion, open celebration of Hamas and antisemitic terrorism as "resistance", and continues to align herself with the Democratic Socialists of America, who recently endorsed the antisemitic terrorist attack in Washington DC. An investigation into [REDACTED], and material repercussions upon its conclusion, are the absolute bare minimum needed in a time where Jew hatred has been exponentially rising. I hope this investigation, and more importation, actual consequences for [REDACTED] unabashed bigotry, are seen through.</p>   |

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|         |         |                        | Sincerely,<br>Kyle Mezrahi   |
| Talia   | Wang    | Other Community Member | Hello,<br>I am writing as a concerned community member to express my full support for the school board's investigation into [REDACTED]. [REDACTED] has used her public social media to spread unabashed antisemitism for almost two years now. She has spread blood libel, Holocaust inversion, open celebration of Hamas and antisemitic terrorism as "resistance", and continues to align herself with the Democratic Socialists of America, who recently endorsed the antisemitic terrorist attack in Washington DC. An investigation into [REDACTED] and material repercussions upon its conclusion, are the absolute bare minimum needed in a time where Jew hatred has been exponentially rising. I hope this investigation, and more importation, actual consequences for [REDACTED] unabashed bigotry, are seen through.<br>Sincerely,<br>Talia  |
| N       | Z       | Parent/Guardian        | Hi,I writing in support of [REDACTED] right to free speech, her right to protest a genocide happening to the Gazan people and right to share facts that are in line of the determination of international courts and every major human rights organization in the world.<br>Thanks   |
| Seth    | Feldman | Parent/Guardian        | Hello,<br>I am writing as a concerned resident to express my full support for the school board's investigation into [REDACTED]. [REDACTED] has used her public social media to spread unabashed antisemitism for almost two years now. She has spread blood libel, Holocaust inversion, open celebration of Hamas and antisemitic terrorism as "resistance", and continues to align herself with the Democratic Socialists of America, who recently endorsed the antisemitic terrorist attack in Washington DC. An investigation into [REDACTED] , and material repercussions upon its conclusion, are the absolute bare minimum needed in a time where Jew hatred has been exponentially rising. I hope this investigation, and more importation, actual consequences for [REDACTED] unabashed bigotry, are seen through.<br>Sincerely,<br>Seth Feldman |
| Spencer | Ehrman  | Other Community Member | I write in opposition to the Board's investigation of [REDACTED]<br>According to the Oregonian reporting you are responding to a complaint by Bob Horenstein on behalf of the Jewish Federation of Greater Portland and only six others.<br>It's notable that Horenstein does not include anti-Semitism in his complaint. Indeed his complaint speaks to [REDACTED] comments regarding Israel, a foreign state. He says that she makes Jews feel unsafe, especially those who may be Israeli born.   |

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|        |        |                        | <p>As a Jew, to me that sounds ridiculous and should be rejected out of hand. If she were instead criticizing Russia for its territorial ambitions in trying to conquer Ukraine, would Russians in the District “feel unsafe?”</p> <p>I know many Jews, and have met Israelis, who are deeply critical of Israel and its current course of ethnic and territorial domination.</p> <p>Finally let me remind you that in spite of hundreds of student comments stating they feel unsafe with police in their schools, you continued the YSO program.</p>  |
| Liza   | Russ   | Parent/Guardian        | <p>I am a parent of kids in two Beaverton schools and am very offended and hurt by the antisemitic rhetoric coming from [REDACTED] on the school board. Schools are supposed to be non political safe spaces where no child is discriminated against. It's supposed to be a place where kids can learn to think and analyze and not a place for brainwashing with current terrorist propaganda. [REDACTED] is a disgrace to what Beaverton School District stands for. We've been parents, volunteers and even substitute teachers in the District over the last 12 years. We support and admire the work are are asking you to please stand firmly against antisemitism, no child should be discriminated against and it is your responsibility keep the school board free from people that push antisemitism. [REDACTED] does not belong on the board and her actions make it very clear as she represents herself as board member as she spreads terrorist propaganda.</p> |
| Lidia  | Lekakh | Other Community Member | <p>[REDACTED] on the school board is spreading antisemitism. She does not belong on the school board and is a disgrace to everything the Board stands for.</p>  |
| Joseph | Russ   | Parent/Guardian        | <p>It is very disturbing to see what your board member, [REDACTED], is spreading all over social media while representing the school board. Antisemitism has no place on the Board!</p>   |
| Ben    | Lekakh | Other Community Member | <p>Politics has no place on the board! [REDACTED] is spreading antisemitism while representing the school board. She has no place on the board. Hate has no place on the board. Please right this wrong.</p>  |
| Daniel | Hansen | Other Community Member | <p>As a medical doctor myself I'm embarrassed that people spreading hate like [REDACTED] share my profession. I'm even more disgusted that people like that are allowed to represent the school board while spreading such vile hamas propaganda. Hamas is a designated terrorist organization and their propaganda should not be endorsed by the District Board.</p>   |

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| Kathy    | Frnch     | Other Community Member | <p>[REDACTED] has merely said aloud what has been repeatedly documented by films, individual eyewitness accounts, and the findings of journalists and human rights groups. Her statements are anti-genocide. Yes, the evidence indicates that Palestinians have been and continue to be horribly mistreated. They call the violence against themselves the Nakba. The majority of Americans are anti-genocide, regardless of where it is occurring. There are individuals who misleadingly declare being anti-genocide as a threat, that trying to save lives is a threat. My country is as complicit as Israel. Let's say this truth out loud. Until truth is recognized, the genocide will continue.</p> <p>[REDACTED] has a civil and human right to speak aloud, in public, on her social media pages. Persons disagreeing with her perspective have no right to attack and mute her words.</p>  |
| Alex     | Levenzon  | Parent/Guardian        | <p>Dear School Board Members,</p> <p>I do not feel safe attending your meetings, and my children do not feel safe at school. This is deeply troubling.</p> <p>A recent shooting in D.C. targeted a Jewish museum. It had nothing to do with Israel—just hatred toward Jews. This is not an isolated incident; it reflects a growing climate of fear.</p> <p>BSD says it welcomes all students. But you cannot claim inclusivity while allowing Jews to be singled out. Free speech cannot be used to justify targeting a small community within your schools.</p> <p>I urge you to act now to protect Jewish students and families. Safety and respect must be non-negotiable for every student.</p> <p>Sincerely,<br/>Alex Levenzon</p>   |
| Clarissa | B         | Other Community Member | <p>[REDACTED] the antisemite is organizing a rally to bully the school board she sits on into letting her get away with discrimination. Just like the storming of the capital. She inciting violence in our community and has no place in the Board.</p>   |
| Scott    | Carpenter | Other Community Member | <p>I was extremely disappointed that you voted to investigate my wife in response to the outlandish complaints from extremists who assume anyone who supports the right of Palestinians to exist must be antisemitic. Nevermind that our sons went to Jewish pre-school in Chicago, that both of our brothers-in-law are Jewish, that we've been to many seders over the years, have celebrated many Jewish holidays with our children (Tu BiShvat, Sukkot, etc.), have many Jewish friends, and on and on. We shouldn't even have to offer evidence to defend against libelous and slanderous claims of hateful organization that has been harassing [REDACTED] since October 2023. This school board has now given the ideas of these extremists even more oxygen. Since the article was published, [REDACTED] has received an influx of threats of sexual assault, physical assault, and some of the most vile messages, wishing horrid things on her and our children. Shame on you for elevating this hate!</p> |

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| Rod   | Such   | Other Community Member | My comment is directed at the School Board's outrageous, McCarthyite decision to fund a third-party investigation into the political views of [REDACTED]. This decision is aligned with the Trump Administration's authoritarian attempts to suppress our First Amendment freedoms. That it was initiated by the Jewish Federation of Greater Portland is no surprise inasmuch as it is well known that the federation is part of the Israel Lobby that defends the government of Israel regardless of its behavior, whether that includes genocide, apartheid, ethnic cleansing, or the routine suppression of Palestinian democratic rights. By taking this action the board has itself become aligned with authoritarianism and the crimes of genocide and illegal occupation that violate international law. This decision must be rescinded immediately.   |
| Jason | Levin  | Parent/Guardian        | As an Oregon educator, a parent of two Beaverton students, and someone who attended the BEA-endorsed training on Israel and Palestine, I was alarmed by the overt bias and inflammatory content presented. The training repeatedly vilified Israel, misrepresented its right to self-defense, and offered no meaningful historical or geopolitical context. This type of one-sided narrative risks alienating Jewish students and undermines the educational integrity of our district. I urge the Board to reject divisive political content and uphold a curriculum that is balanced, fact-based, and inclusive of all perspectives.  |
| Arie  | Aharon | Parent/Guardian        | I'm a Jewish parent of 3 children in the Beaverton School District and an immigrant from Israel. I teach my children the value of free speech—but when BSD board member [REDACTED] allegedly uses her social media to accuse Israel of genocide and racism, it crosses a line. Even more troubling, she displays her BSD board title publicly, using her official role to lend credibility to these extreme views. She has allegedly influenced teacher training materials to reflect a biased, hostile narrative about Israel. This is a misuse of authority and undermines the district's obligation to remain neutral and inclusive. These actions, if true, create an unsafe climate for Jewish students. My 5-year-old saw a map erasing Israel at a school event. My son, in his first year, was shown anti-Israel content in class. BSD must investigate and act to ensure all students feel safe, respected, and represented. |
| Sam   | Oubari | Other Community Member | Hello:<br><br>I'm writing to you in support of [REDACTED] right to personal free speech. She and all of us still have the right to free speech. If we lose this right, then all of us are in deep trouble.<br><br>If you side with the people who are "troubled" by her personal speech, then what type of a lesson are you teaching our kids?<br><br>Truly,<br>Sam Oubari<br>Vancouver WA  |

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| Osnat | Hen     | Parent/Guardian        | <p>Every student deserves a learning environment free from fear and intimidation. When hate and violent rhetoric are left unchallenged, it puts real people at risk. BSD has a responsibility to ensure that every child—regardless of their identity—feels protected and supported each day they walk into school. The recent attack outside the Capital Jewish Museum in Washington, D.C.—where two Israeli embassy staff members were murdered by someone shouting pro-Palestinian slogans—shows the tragic consequences of unchecked hate and violent rhetoric.</p> <p>BSD has a fundamental responsibility to create and maintain a school environment where every student feels safe, respected, and valued. This includes actively addressing threats, harassment, and harmful rhetoric, and ensuring that no student is made to feel isolated or at risk because of their identity. BSD reps must follow their code of conduct, showing respect and promoting safety so all students and families feel valued and protected.</p> |
| Sandy | Aharon  | Parent/Guardian        | <p>I am raising a formal concern about Board Member [REDACTED], who, since October 7, 2023, has repeatedly posted inflammatory, offensive, and antisemitic content on social media. Her recent post accuses Israel of “77 years of genocide,” using language that promotes dangerous antisemitic narratives and contributes to a hostile environment for Jewish students, staff, and families. This behavior goes far beyond political discourse and violates the values of respect, inclusion, and non-discrimination expected of board members. I respectfully request the district investigate this matter and take appropriate action to ensure all students and families feel safe and supported, regardless of their background or beliefs.</p>  |
| James | Lee     | Parent/Guardian        | <p>As I read the news of the terror attack in Boulder today throwing Molotov Cocktails at peaceful activists matching to bring awareness to a group of stolen civilians I can clearly see that "Free Palestine" is a radical violent movement that does nothing but breed hate and encourage violence. Are Americans not entitled to free speech if they were born Jewish? Are kids not safe in Beaverton schools because they celebrate Chanukah? Having [REDACTED] on your board undermines our basic human rights and our rights as American citizens. [REDACTED] identifies herself as a politician on her X profile and a board member. She can't be both.</p>  |
| Lisa  | Gilbert | Other Community Member | <p>I'm very upset your board member [REDACTED] wears a keffiyeh representing the Board.</p> <p>The keffiyeh is not a neutral cultural symbol—it's a weaponized icon of terror. Most recently it was pulled out of the pocket of accused murderer Elias Rodriguez who executed in cold blood two Israeli Embassy workers in Washington DC just a few short days ago. It is very disturbing to see this symbol being casually worn by a professor responsible with teaching our children.</p> <p>Despite any subterfuge to the contrary, the keffiyeh is a symbol of terrorism. It was made iconic by Yasser Arafat, who was responsible for 19,000 separate terrorist attacks and thousands murdered. It was also made iconic by Leila Khaled, the first woman to participate in airplane hijackings [1-3]. It has become the clarion symbol of Hamas terrorists who declare the destruction of our democratic ally Israel,</p>   |

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|       |          |                        | have bombed Israelis for years, and have perpetrated the most barbaric attack against the Jewish People since the Holocaust.   |
| Max   | White    | Other Community Member | <p>“The idea that some lives matter less is the root of all that’s wrong with the world.”</p> <p>I am appalled at the “investigation” of [REDACTED] It is willful ignorance to suggest Palestinians are not people of equal value to other peoples. History offers stark warnings about opportunists and demagogues promoting hate and fear. It is hysteria, conflating criticism of Israel with antisemitism and equating all Palestinians as supporters of Hamas. For shame! I am reminded of damage done to individuals and our nation during the “Red Scare.”</p> <p>You must stand against cruel blowhards. It is your duty to your office and to our community. Please have courage. You will be applauded, and I will remember.</p> <p>Respectfully,<br/>Max White</p>  |
| Chris | Coughlin | Other Community Member | <p>I am a long-time resident of the BSD, and an active member of the Portland Jewish community. I am very concerned with the investigation of [REDACTED] that the Board has authorized. Speaking the truth of the actions of the Israeli government and condemning the war in Gaza is not anti-semitic. However, such statements make some within the Jewish community uncomfortable. Rather than being willing to have a dialogue, the Jewish Federation of Portland and others weaponize antisemitism to push back against people who call for a ceasefire in Gaza or condemn the Israeli government for their actions against the Palestinians. Please understand that the Jewish Federation of Portland does not represent the entire Jewish community. There are many of us who value our democratic values of free speech and believe that [REDACTED] should not be targeted for her support of Palestinian liberation or condemned for posts on her personal social media platforms.</p>  |
| Liza  | Samson   | Other Community Member | <p>[REDACTED] sentiments and kaffiyeh display as she boasts being a board member leave the Jewish community feeling unwelcome, marginalized, and unsafe.</p> <p>The keffiyeh, while once a traditional garment of Middle Eastern farmers, has evolved into a politicized and violent symbol. Since the 1936 Arab Revolt, where it was worn to disguise identities during efforts to block Jewish immigration, it has been popularized by figures like Yasser Arafat and Leila Khaled, both of whom are associated with terrorism. Today, it is frequently seen at rallies supporting Hamas and calling for intifada and genocide of the Jewish people. In this context, the message is not one of cultural pride—it is one of exclusion, intimidation, and historical erasure.</p> <p>Just as the swastika, originally a sacred symbol, became irrevocably associated with Nazi ideology and antisemitic hate, the keffiyeh in its modern political context has come to symbolize hostility toward Jews.</p> <p>It's profoundly disappointing.</p> |

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| Larisa | Lerner  | Parent/Guardian        | <p>We are writing as concerned parents of a minority group whose children are increasingly feeling unsafe and misrepresented at school. While some material and events are framed as cultural or political education, they have left our children feeling erased, stereotyped, and blamed for global conflicts that have nothing to do with them.</p> <p>We've seen student expression quietly removed, inappropriate content presented to young children, and personal identity treated as political provocation. This is not inclusion—it's harm.</p> <p>We ask the district to ensure that all students, including Jewish students, are treated with fairness and dignity. That means political topics must be handled with care, age-appropriateness, and mostly with sensitivity. Student voices should be protected—not silenced.</p> <p>Our kids deserve to feel safe and respected, not questioned or dismissed because of who they are.</p>   |
| Rikki  | Nouri   | Parent/Guardian        | <p>I met with [REDACTED] earlier this year to express concern as a parent of three BSD students. I appreciated that she took the meeting and respect her as a fellow academic. That said, her public activism-especially on social media-promotes polarizing, one-sided views that create an emotionally unsafe climate for Jewish and Israeli families. Her messaging lacks nuance and continues despite being told of its impact. Many students feel labeled or erased based on their identity. While civic engagement is important, using a K-12 education platform to advance divisive, ideological narratives is harmful. There is little space in our schools for even balanced civic dialogue-why import the most fraught global conflicts into our classrooms? Our children need spaces rooted in safety, kindness, and inclusion. I urge the board to consider how her role and rhetoric affect our diverse community and whether it aligns with BSD's core values.</p>                                 |
| Ned    | Rosch   | Other Community Member | <p>As a Jewish resident of the Portland metro area who is named after a great uncle who was murdered in a Nazi concentration camp, I write to say that supporting the Palestinian struggle for justice is the MOST Jewish thing I know to do. We must all speak out against this weaponization of antisemitism. Speaking out against Israel's history of Apartheid, ethnic cleansing, genocide, displacement, colonization, occupation, pogroms is NOT antisemitic. Speaking out in support of Palestinian persistence, strength and resistance to these oppressions is the moral thing to do. False claims of pro-Palestinian speech being antisemitic is harmful to all our rights in speaking out against injustice. These false claims of antisemitism do NOT make Jewish families, children or any of us any safer. In fact, they obscure the racism, antisemitism and hate-filled spaces of the Nationalist Right-wing movement that is growing at this time and fueled by the current Administration.</p> |
| Jim    | Iwaniec | Other Community Member | <p>Since April of 2023: 150,000 people have been killed, 11 million displaced and 26 million facing acute food shortages ... in Sudan 🇸🇩 ... [REDACTED] doesn't care! Millions of children are starving in Yemen 🇲🇪 ... [REDACTED] doesn't care! Children burned alive in Israel 🇮🇱 by Gazans ... [REDACTED] doesn't care!</p> <p>[REDACTED] uses the Board to get a wider audience and authority as she spreads antisemitism under the guise of activism. This is not free speech it's hate speech and it's pushing that hate into our schools. It must stop!</p>   |

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| Maxine    | Fookson | Other Community Member | I am writing to urge the Beaverton School Board to drop the plans for the investigation of Board Member, [REDACTED]. I think it is important that I identify that I am a proud American Jew. The investigation of [REDACTED] is not warranted and is a highly disturbing violation of her First Amendment rights to free speech. Her post was on her personal social media and was not done using any official time or School Board platform. In addition, this is a further attempt to stifle speech in support of Palestinian human rights. Israel has, for the past 20+ months been committing a genocide against the Palestinians. For decades before that Israeli policy has been in violation of International Law, International Humanitarian Law. That is what the social media post in question referred to. There is nothing antisemitic about standing up for Palestinian rights. It may make some people uncomfortable, but it in no way threatens anyone's safety. Stop this repression on free speech. |
| Jacquelyn | Hardin  | Other Community Member | Hello,<br>I am writing as a concerned resident to express my full support for the school board's investigation into [REDACTED]. [REDACTED] has used her public social media to spread unabashed antisemitism for almost two years now. She has spread blood libel, Holocaust inversion, open celebration of Hamas and antisemitic terrorism as "resistance", and continues to align herself with the Democratic Socialists of America, who recently endorsed the antisemitic terrorist attack in Washington DC. An investigation into [REDACTED], and material repercussions upon its conclusion, are the absolute bare minimum needed in a time where Jew hatred has been exponentially rising. I hope this investigation, and more importation, actual consequences for [REDACTED] unabashed bigotry, are seen through.<br>Sincerely,<br>Jacquelyn Hardin  |
| A         | P       | Parent/Guardian        | On 5/16 a handful of parents, not everyone, received this copied and pasted communication from the administration at Jacob Wismer:<br><br><ul style="list-style-type: none"> <li>• Communication: We hear your concerns, especially around the need for families to hear directly from the school about events impacting the broader community. While student privacy laws can limit what can be shared, we commit to giving you updates as we have them to keep you informed.</li> </ul> <p>On this very same day, a bad fight occurred at lunch where students were punching each other, throwing lunch trays and attempting to hit with floor signs. None of this was communicated to parents however the entire 5th grade class witnessed it and was at risk of harm. Where was the communication promised? And why are such violent situations still occurring at Jacob Wismer??</p>  |
| Allison   | B       | Parent/Guardian        | I am writing to express my disgust that the majority of the school board members voted in favor of hiring an investigator to look into [REDACTED], for exercising her right to free speech. [REDACTED] and everyone else in the US have a right to protest genocide and share the facts that are in line with the determination of the International Court of Justice, the Lemkin Institute for Genocide Prevention, Human Rights Watch, Amnesty International, Médecins Sans Frontières (MSF or Doctors Without   |

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|         |           |                 | Borders) and other major human rights organizations around the world. [REDACTED] does not deserve to be punished for speaking out against genocide. Our students and staff do not deserve to have funds that could be used for furthering students' education and well-being on this investigation. Do better.  |
| Grayce  | G         | Parent/Guardian | As a concerned parent, I urge the Beaverton School Board to continue its practice of adding a THIRD fourth-grade class at West Tualatin View Elementary for the 2025-26 academic year, ensuring manageable class sizes and stronger academic outcomes. Research consistently shows that smaller classes lead to higher achievement, better engagement, and improved teacher retention. The district has added a third teacher for the past four years—discontinuing this for the Fourth Grade would impede progress.<br>Shockingly, Oregon’s math and reading scores rank among the nation’s lowest, as reported by The Oregonian in January 2025. With this news, providing individualized instruction and equitable learning opportunities is crucial. I respectfully request the administration to prioritize this investment in our children’s education. Thank you for your commitment to student success. |
| Jillian | Sheffield | Staff Member    | I am writing in strong support of [REDACTED]. [REDACTED] is a tireless advocate for ALL students and educators, consistently demonstrating a deep understanding of both equality and equity—and more importantly, putting those principles into practice. She listens with intention, leads with integrity, and speaks up for those whose voices often go unheard. It is outrageous that in a time when school funding is already stretched thin, public money is being utterly wasted on this so-called “investigation.” Those calling for it should be ashamed of themselves. Our district needs leaders like [REDACTED] who focus on students, not distractions. Her commitment to equity, inclusion, and meaningful progress makes our schools better for everyone. Our community is lucky to have her leadership.  |
| Bryan   | Lurie     | Staff Member    | Board Members should not be using their social media accounts to spread messages that will end up dividing the community. To spread a post that uses the word "Pogrom" which is clearly intended to be hurtful towards the Jewish community, and therefore, Jewish students you are supposed to be working is inappropriate. Also, to deny the history and recognized sovereignty of Israel is historically inaccurate. What is happening in Gaza is a tragedy and awful but to present it as a one sided event is irresponsible  |
| B       | Holloway  | Parent/Guardian | Dedicated Board,<br>I'm writing this morning as a BSD parent of three, community member and tax payer. I find it deeply concerning that in a time of such division our board has deemed it necessary to FUND the investigation of one of it's members for standing up for all. Our community is lucky to have [REDACTED] as a member of it's board. Her tireless work for ALL students of all backgrounds and their educators is EXACTLY what our district needs more of. Her dedication to our educators and their endless work is impressive, her community advocacy unmatched. Mostly, I am ashamed of the quiet attempt to move this forward. How could one warrant this funding? How does our Strategic Plan support this move? IF it does, I am wondering why then are we not looking at other members who have been vocal against our the union,   |

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|          |            |                        | <p>putting blatantly false information about curriculum and instruction in print right before the election. Will that be investigated as well?</p>   |
| Linda    | Mckim Bell | Other Community Member | <p>As a retired teacher I support Free Speech of teachers, administrators and board members. Our children need all opinions represented in our public schools and their governance. This is a Free Speech issue. This witch hunt should not be entertained by Beaverton Public Schools.</p>  |
| Robert   | Stacey     | Parent/Guardian        | <p>To the Beaverton School Board,<br/> I'm writing as a parent of a third grader at West Tualatin View Elementary to express serious concern about the plan to have only two fourth-grade teachers next year. My son Elias will be directly affected, and the idea of him being in a class of over 30 students is troubling.<br/> The district has added a third teacher for this group the past four years for a reason: smaller class sizes support better learning, more engagement, and less burnout for teachers. Reversing this now risks undermining the academic progress of our kids—at a time when Oregon already ranks among the lowest in the nation for math and reading scores.<br/> Please don't treat this as a numbers game. Our children need individual attention and a learning environment that sets them up for success. I strongly urge you to maintain three fourth-grade classrooms next year.<br/> Sincerely,<br/> Robert Stacey<br/> Parent of a Third Grader at West Tualatin View</p> |
| N        | S          | Other Community Member | <p>[REDACTED] needs to be fired. She supports terrorism.</p>   |
| Melisa   | Crosby     | Other Community Member | <p>"I've known [REDACTED] as a passionate advocate for justice, so her opposition to Israel's US-funded violence against Palestinians is consistent. Her private social media posts are free speech and shouldn't impact her employment. As a Jewish community member, I reject the false claim that criticizing Israel is antisemitic. The Jewish Federation doesn't speak for many of us horrified by Netanyahu's war. Condemning genocide, opposing US funding for Israel's attacks, and supporting Palestinian rights are moral—not antisemitic. False accusations harm the fight against real antisemitism, which grows under right-wing nationalism. Beaverton Schools must defend free speech, reject this witch hunt, and ensure safety for Jewish and marginalized students by standing for justice—not silencing dissent."</p>   |
| Jennifer | Hoffman    | Staff Member           | <p>[REDACTED] is amazing! I don't understand why there are complaints that she is too political. I feel this is untrue and there are reasons why the district is questioning her ability. This is so disappointing. I'm y all feels sneaky and mean.</p>   |

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| Ronit   | Zusman   | Other Community Member | If we allow the spread of vile, blood libel-style antisemitism in our schools, it's only a matter of time before we see a horrific attack here in Beaverton like the one in Boulder, Colorado. In less than two weeks, unchecked antisemitic incitement has led to brutal violence targeting Jews in America. The latest: peaceful marchers burned alive in Boulder. We owe it to all Beaverton School District students to ensure this hatred is not spread in our schools. Calls to "Globalize the Intifada" are not civil disobedience or protest—they are incitements to violence and murder of Jews and Israelis worldwide. Such rhetoric must be taken seriously by schools, law enforcement, and government at every level.  |
| Meaghan | M        | Staff Member           | The board investigating [REDACTED] is a free speech issue and rooted in bias. Why is [REDACTED] being investigated for remarks made on her personal Instagram account when [REDACTED] posted an op ed piece as a BSD board member in the valley times? Picking and choosing who to investigate is an abuse of power. Choosing to investigate the board member who has been the most vocal about union support and not investigating the person who outright told the community to vote against union endorsed candidates feels gross, especially when all [REDACTED] has done is condemn the genocide happening. She is not being antisemitic and she is speaking on her personal account. In a year where budgets are so tight, it feels like a misuse of resources and abuse of power.  |
| Jen     | Janke    | Staff Member           | I am confused. During negotiations, we received a strong message that the District did NOT have extra funds to spare. We are now seeing District money spent on investigating a School Board member due to her personal political expression. So which is it? Attacking someone for their political expression is fascism. Make no mistake about it. This isn't dramatic or hyperbole. It's factual.  |
| Holly   | Hoffnung | Other Community Member | As a member of the Jewish community, I am deeply disturbed by this investigation of your colleague Do not allow these allegations to derail the important work Beaverton School Board does to ensure the safety and well-being of students, faculty and staff in their employ. Using alleged threats to Jewish safety to weaponize anti-Semitism, is not keeping anyone safe; it is making hypocritical hash of what it means to have respectable free speech; [REDACTED] postings are critical of Israeli policy and the United State role in funding the ongoing horror are respectful of the loss of life on both sides of the conflict and recognize the gross imbalance of harm for what it is. She should be supported and commended for giving students a role model of civic engagement and activism. I assure you the Jewish Federation does not speak for me or the majority of the Jewish community. We are appalled at the use of the accusation of anti-Semitism to silence rightful resistance. |
| Sarag   | F        | Other Community Member | I'm very upset to hear that [REDACTED] is being investigated for her political views and for supporting peace and justice. This is an important perspective and we support her right to free speech and to standing up against genocide and settler colonialism. Anti Zionism is not anti-semetic.  |

|         |          |                        |  |
|---------|----------|------------------------|--|
| Claire  | Douglass | Staff Member           | I am writing in support of board member [REDACTED] Please do not spend money and resources investigating [REDACTED] for her personal posts on social media. [REDACTED] is a fierce advocate for our students and staff. Her posts on social media reflect her unwavering support for vulnerable populations and district resources should not be spent on an investigation.  |
| Keri    | B        | Parent/Guardian        | I am disappointed in the board's decision to investigate [REDACTED]. She has been an upstanding member of the Beaverton community and the BSD Board. Where is the outrage in other board members speaking out against our teacher's union?! I am so disappointed.  |
| Lydia   | Kiesling | Other Community Member | I am a PPS parents and I am appalled that our neighboring school district would spend its resources to investigate board member [REDACTED] for voicing solidarity with the Palestinian people. Occupation and apartheid are terms used by the International Court of Justice, the highest worldwide legal authority, to describe the legal situation in Gaza and the Occupied Palestinian Territories. The materials [REDACTED] shared were in step with the findings of international courts as well as every major global human rights group. Criticism of a government that is currently engaged in a genocidal campaign is not hate speech and it is specious to pretend otherwise. Please rescind your investigation.   |
| Sherry  | Davidson | Other Community Member | I am writing in support of [REDACTED]! She has integrity and courage to speak up for our siblings in Palestine! Having been to Palestine six times, and knowing the reality of the occupation, I highly commend her for her courage! Please support all of us in our first amendment right to free speech!   |
| Diane   | Eckstein | Other Community Member | I am speaking out in support of the rights of school board member [REDACTED] to post her personal opinion on her private social media account. That she has mentioned Palestine seems to be what is exciting pressure against her. This seems to be a nationwide problem. However, the first amendment still holds. I have a friend who is a city council member (not Portland) and she has told me that she is free to express her opinion as long as she does so as a private individual. Same goes for [REDACTED].<br>Sincerely, Dianne Eckstein  |
| Stephen | Docy     | Other Community Member | The third party investigation being launched by the school board is a clear violation and attack of [REDACTED] first amendment rights. I strongly urge the school board to drop this investigation. As investigating someone over an Instagram post is at best a waste of resources and at worst political persecution for a school board member's political opinions. For a democracy to function we must allow electeds to speak on issues without the fear of censorship. So that they can represent the beliefs and values of their constituency, which [REDACTED] does effectively by being one of the only school board members to host town halls. I again urge you to drop this clearly politically motivated investigation into [REDACTED] and show that you believe in protecting free speech. |

|        |             |                        |  |
|--------|-------------|------------------------|--|
| Max    | Carlson     | Other Community Member | <p>It is incredible that you are wasting public resources investigating an elected official over their social media posts *completely unrelated to their job*. If someone posted a square saying "I stand with Israel", would you investigate them for that? I think such a sentiment is disgusting given that Israel has displaced 1.9 million, wounded 125,000, and killed 60,000 over the past 18 months, but how would that possibly be relevant to the BSD--even if someone could construe it as "offensive"?</p> <p>The conflation of "Israel" and "Jews" is dangerous, and itself is anti-semitic. The former is a state which must be criticized when it commits crimes, and the latter is a diverse group with deeply conflicting views on said government. I promise you that censoring someone for criticizing a foreign government and saying that it's on behalf of "the Jews" will do more to engender anti-semitism than a clear eyed distinction between the state of Israel and "Jews" (who are not a monolith).</p>                              |
| Khalid | Abughazaleh | Other Community Member | <p>Funding is limited to our schools and while I applaud the diligence and thought that schools and administrators put into many matters, I am concerned that allocating much needed funds into an external investigation regarding [REDACTED] may be a mis-judgement. Matters like these should be resolved in a sensible manner as a community and Beaverton Schools should set such an example along with other districts. Investigations have many motivations and actors and can deter the exercise of free speech that even board members are entitled to!</p> <p>Attempting to control and shape every narrative to please every political and social sensibility is a losing battle. A sensible respectful discussion even without agreement is a foundation of good education and social harmony. A reasonable expectations that expression on current events or political entities is not equivalent to disrespect is essential. OUR schools and its administrator should uphold that.</p>   |
| Aliyah | Taylor      | Staff Member           | <p>Board Members,</p> <p>I write as a staff member of almost 20 years, a mom of 3 BSD students &amp; a woman of color. I am deeply disappointed in the actions of this board to bring forth an investigation against another board member. It comes on the heels of reading the recent message in print from another board member who while entitled to personal opinion like ALL board members, used their voice to falsely accuse us as staff of using curriculum that would deeply harm some of our students. FALSE. Appalling, embarrassing &amp; hurtful. I do not expect our board to always make decisions I am happy about or even agree with, I DO expect our board to uphold the duties of the job &amp; set the example for our community that ALL of our students deserve better. We see you divided, cracked &amp; standing against one another. How disappointing, embarrassing, in a time when we need leaders standing with ALL of our students. The principles of our strategic plan &amp; policies are clearly lost. Show us better, please.</p> |
| Khalid | Mustafa     | Parent/Guardian        | <p>My child is Palestinian. I know everyone is trying to erase us. I know every institution is trying to cover for Israel's genocide against us. My son has lost countless family members so far. One board member on her private account has my the plight of my family known, and now her career is being threatened as is mine.</p>   |

|           |           |                        |  |
|-----------|-----------|------------------------|--|
|           |           |                        | What we say in our private life should not affect our careers. Killing kids on purpose should not be normalized, but sadly this school board is ok with both taking away freedom of speech and normalizing the death of kids. S  |
| Lora      | Dee       | Parent/Guardian        | I feel disappointed and frustrated with the board decision to spend district funds to hire outside agencies to investigate one of our board members. This board member is entitled to free speech, in their personal capacity or on personal online platforms. Further, the content that she has been outspoken on is regarding the intentionally, reoccurring, RELENTLESS destruction of schools, hospitals, places of worship, and the senseless continued violence and killing of innocent children. This IS a genocide. It is NEVER wrong to speak against innocent children being slaughtered, especially from those of us who are entrusted to support children. Shame on this board for othering [REDACTED] for standing up for TRUTH. Shame on this board for using our limited funds on this witch hunt.  |
| Molly     | S         | Parent/Guardian        | Since I am unable to attend tonight I am writing to thank the school board members who voted to open an investigation into [REDACTED] social media usage. To me, her public posts clearly violate the school board's standard of conduct policy and create an environment that is unwelcoming to some students and families, despite the district's motto of "Belong, Believe, Achieve." Given the frequent reports of antisemitism experienced by students in the district, all adults, especially elected officials, should be modeling responsible online behavior and helping students to understand the importance of ALL students feeling like they belong. This starts by being able to distinguish hate speech from free speech.   |
| Monther   | Abusultan | Parent/Guardian        | Freedom of speech is a cornerstone of democratic societies, empowering individuals to express their thoughts without fear of suppression. However, when external investigations are leveraged as a means of intimidation, they can create a chilling effect, discouraging individuals from sharing their perspectives openly. This is the case with voting to use critical BSD funds to investigate [REDACTED] views and comments on her social media.<br><br>Investigations, particularly when politically motivated, can serve as tools of suppression rather than instruments of justice. The mere threat of inquiry can pressure individuals into self-censorship, fearing repercussions for their views rather than engaging in constructive dialogue.<br><br>Upholding freedom of speech requires vigilance against mechanisms that weaponize scrutiny, ensuring that open dialogue remains protected. |
| Elizabeth | Graham    | Other Community Member | Dear School Board,<br><br>I am a community member and a pastor. It is my understanding that McKinney-Vento is being asked to move out of their current strategically developed location to a corporate space within the district office. Should this move be required, I believe it will be detrimental to the McKinney-Vento program and the students in Beaverton School District. McKinney-Vento's current location allows them to be accessible,   |

|        |   |                        |   |
|--------|---|------------------------|---|
|        |   |                        | <p>in close proximity to other BSD support services, responsive, well-equipped, and maintain appropriate client confidentiality, all of which are crucial for a significant and vulnerable population in our community.</p> <p>Please consider allowing the McKinney-Vento program to remain in their current location at 1260 NW Waterhouse Ave, Beaverton, OR, for the foreseeable future. The function they serve in their capacity at that location is instrumental to our community.</p>   |
| Connie | H | Other Community Member | <p>I am appalled at the attacks and investigation into [REDACTED] social media post. [REDACTED] is allowed free speech as are we all. There is also the right to protest the genocide and share information regarding the genocide that is recognized by international courts as well as EVERY major human rights organization in the world. Our country uses our tax dollars to fund this genocide - every taxpayer most certainly has a right to speak out against the genocide of the Palestinian people which has been happening for almost 80 years!</p> <p>Democracy dies with our silence to speak out against human atrocities happening all over the globe. We should all be working on keeping the educational system in America viable as it is under attack to stifle the knowledge needed to keep the people of the planet moving forward and with the recognition of the plight of humans around the globe.</p> <p>Free speech is for all. All children deserve the right to grow and learn regardless of their location.</p>               |
| Rachel | H | Staff Member           | <p>Hi, I want to bring up a decision that was shared with all Para's Thursday morning. We were notified that Para's who are working as AAA's (Additional Adult Assistance) will be getting their hours cut, from 7 to 6.5 hours per day. The reason given was that "this aligns with the actual time students are in the building." Half an hour may not seem like a big deal but I believe this is not the right choice for a couple reasons: 1) At my school, Para's rotate working with students who require AAA's to avoid burnout &amp; to avoid said students from becoming too dependent on one adult. This creates a healthier environment &amp; encourages a more collaborative team approach. If we continue working this way next year, it doesn't make sense that the AAA Para gets paid for less time. 2) AAA Para's will miss out on valuable team meetings that happen before &amp; after school. Those extra 30 minutes that are being taken away are an important time to discuss student behavior and classroom changes. Thank you.</p> |

**ITEM FOR INFORMATION**  
**SUPERINTENDENT EVALUATION**

**SUMMARY**

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

**BACKGROUND**

By board policy and contractual agreement, the board formally evaluates the superintendent's job performance each year. The evaluation provides the opportunity for the board to assess progress on district priorities. The superintendent's performance goals and process for evaluation are established in advance in an open session of the board, and the evaluation is conducted in executive session. The board has completed its evaluation of the superintendent for the 2024-25 school year.

**RECOMMENDATION**

The board chair will provide a summary of the board's evaluation of the superintendent's job performance for the 2024-25 school year.

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

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

**BACKGROUND**

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

- Student Internship Update
- Summer Projects Overview

**RECOMMENDATION**

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

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# Bond Program Update

School Board Meeting  
June 2, 2025

## Agenda

- Student Internship Update
- Summer Projects Overview

# Facilities Development Summer Internships

We have just completed hiring for 18 summer HS internship positions.

- These are all BSD students.
- Our AE partners include: Bassetti, BRIC, CIDA, DLR.
- Our GC partners include: Anning Johnson, HSW, KNCC, P&C, Pence (2), Robinson, and Skanska.

| HS Summer Internship Program | 2023 | 2024 | 2025 |
|------------------------------|------|------|------|
| Applicants                   | 8    | 41   | 53   |
| Classroom Visits             | 0    | 6    | 10   |
| Interviews                   | 6    | 16   | 24   |
| Offers                       | 3    | 8    | 18   |
| Partners                     | 0    | 4    | 11   |

# Projects Underway this Summer

## Ongoing Projects:

- Beaverton HS Replacement
- Raleigh Hills ES Replacement
- Stoller Gym/Classrooms (SC: May)
- Mountain View Seismic (Phase 2)
- Security Upgrades

## New Projects:

- Oak Hills Classroom Addition
- Cooper Mountain Office Relocation
- Meadow Park Seismic
- Aloha HS HVAC
- West TV HVAC
- Aloha HS Athletics
- Various Modernization
- Southridge HS & MS Stage Improvements
- Dishwasher Improvements
- And many others

# BHS Construction Progress



# BHS Construction Progress





The project has gone very well and we are just now wrapping things up. We will be touring the building next month with the BAC.

The project will be complete on schedule and under budget.



# Seismic Upgrades & Deferred Maintenance

This summer we will complete the seismic renovation of Mountain View Middle School. This project will greatly reduce the risk of a seismic failure. At the same time we will complete quite a bit of deferred maintenance work.

We will also begin seismic upgrades at Meadow Park Middle School. These will be similar to Mountain View, but will also include a roof replacement.

## Project Scope:

- Upgrade structure of building
- Replace end of life mechanical units and exhaust fans
- Replace electrical panels
- Replace all the interior ceilings and lighting
- New paging system
- Modernization painting
- Remove folding partition walls
- Security enhancements

We have just begun work on the classroom addition at Oak Hills ES. This project will wrap up in December of this year. Associated work will include the portable removal and new covered play area.

The project is on schedule and on budget.



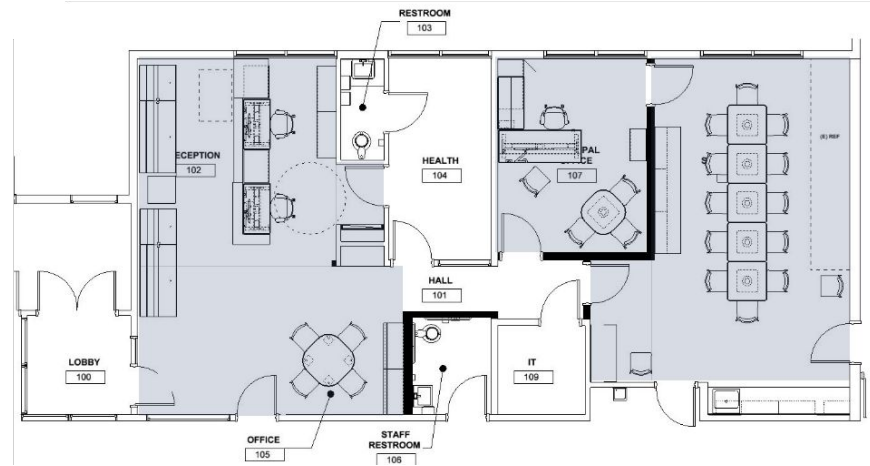
# Cooper Mountain Secure Entrance

In order to comply with our security standards, we will be relocating the main office at Cooper Mountain so that guests must enter through a secure vestibule. This project is just starting and is planned to be complete by September.





- Barnes ES: Library furniture installed over spring break.



- Elmonica ES: Preconstruction activities in progress for office renovation and restroom addition.

# Summer Projects: Risks & Challenges



Volatile market – tariffs

Unforeseen conditions

Weather

Supply chain issues

Workforce availability

# Questions?

**ITEM FOR INFORMATION****DEPARTMENT REPORT: FACILITIES****SUMMARY**

The Facilities team will provide its annual department report to the board, including recent accomplishments, challenges and goals for Facilities Development and Maintenance & Custodial Services.

**BACKGROUND**

The Facilities Development and Maintenance & Custodial Services Departments support the Beaverton School District's mission by providing comprehensive lifecycle management and operation of our real property and infrastructure across all BSD schools and district sites. The department's annual report will share highlights of current accomplishments and upcoming projects as well as challenges and goals, in the areas of Facilities Development, Maintenance Projects, Maintenance Services, Custodial Services, and Energy and Resource Conservation.

**RECOMMENDATION**

Staff will present information on the Facilities Development and Maintenance & Custodial Services Departments. No action is needed.

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**ANNUAL DEPARTMENT REPORT  
FACILITIES DEVELOPMENT  
Aaron Boyle, Administrator for Facilities Development**

**SUMMARY**

This summer marks the peak of construction activity for the 2022 bond. We have 92 projects currently underway, some of these taking place across multiple sites. In order to prepare for this work, we have spent the last year doing design work and procurement. The bond program remains in solid financial shape and it is tracking on schedule and under budget.

**ACCOMPLISHMENTS**

**Stoller Middle School Addition:** We are wrapping up construction of the new gym and classroom addition at Stoller Middle School. This addition allowed for the portable classrooms to be removed and created a new gym to accommodate the school's enrollment and programming. The project team successfully utilized the target value design process and other construction management best practices to put this project on track to be completed well under budget.

**Westview High School Office:** Over the last year we completed a significant security upgrade to the school through modification to the main entrance at Westview High School. We are particularly proud of the design solution for this entrance. It fits seamlessly into the existing design of the school while bringing it up to our current security standards.

**Southridge High School HVAC:** Over the last year we completed the HVAC upgrade at Southridge High School. The school had long dealt with poor airflow and temperature control. This project replaced the rooftop units, upgraded controls, and has resulted in a much more efficient and comfortable building.

**Security Upgrades:** We are a long way from overall completion here, but we have made significant progress in the security upgrades project. Progress to date has consisted of installing new intrusion devices, card readers, cameras, distributed antenna systems, and paging systems. Once complete these systems will work together to make our schools safer. We have largely completed work at the middle schools, are just getting started at high schools and options schools, and will complete the elementary schools over the next 2 years.

**Summer Project Success:** One of our short-term goals from 2024 was for the summer projects to go smoothly with no interruptions to school operations. We are happy to report that we achieved this

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goal! The few projects that extended beyond the summer were planned to do so and included arrangements to ensure this happened safely.

**Internship Program:** Last year our internship program was able to create opportunities for 8 BSD students. In response to positive feedback from last year's interns, we have more than doubled this year's program to serve 18 students. We are confident that this program will continue to be a meaningful and educational opportunity for them.

## **SUMMER PROJECTS**

**2025 Summer Projects:** We will have the following projects under construction this summer: Beaverton HS Replacement, Raleigh Hills Replacement, Stoller Gym/Classroom Addition, Mountain View and Meadow Park Seismic, Aloha BB/SB Turf, Aloha HVAC Upgrades, Cooper Mountain Office Relocation, Oak Hills Classroom Addition, West TV HVAC Upgrade, Multiple Modernization Projects, Security Upgrades, and many more.

**2026 Project Planning & Design:** One of our primary risk mitigation strategies has been to increase our planning cycles for projects from 1 to 2 years. This means that we are well into design for many projects next summer. Those projects include Cedar Park Seismic, Allen Transportation, Beaver Acres Cafeteria, Roofing Replacements, and various others.

## **AREAS OF CONCERN AND PROGRAM RISK**

**Oregon Seismic Rehabilitation Grant Program (SRGP):** Each year the State of Oregon awards matching funds to selected school districts to construct seismic upgrades. In the 2014 bond we received grants for upgrades at 3 schools (Aloha, Beaver Acres, Cooper Mountain). However, we have recently been unsuccessful in obtaining additional grant awards despite having significant needs. This seems to be due to a case of supply and demand, i.e. there is far more demand for seismic grants than there are funds available. Our budget for the 2022 bond seismic upgrades assumed we would receive at least 2 grant awards. We will continue to pursue these grants as we move forward. If seismic resiliency is a priority for state leadership, they would do well to make more funding available.

**Inflation/Tariffs:** Material cost escalation continues to be a challenge. For the bond we budgeted 5% annual cost escalation, and the actual escalation has exceeded this but it seems to be slowing. Tariffs are a whole new issue. There have been few actual costs passed through to us so far, but the uncertainty will likely lead to increased costs.

## **SHORT-TERM GOALS**

**Deferred Maintenance Program Update:** With the size of our district, we have a tremendous amount of deferred maintenance needs. However, thanks to this bond we have been making significant progress. As we wrap up the major projects in the bond, we will transition to largely working on deferred maintenance projects. Our goal is to develop a comprehensive plan and

budget for the remainder of the bond. This will require a substantial budget increase from the Bond Program Contingency. Our goal is to present this plan in the fall of 2025.

**Raleigh Hills Completion:** Our goal is to complete this project on time and on budget. We are scheduled to complete construction in January 2026. Once complete we will furnish the building and commission it. Staff relocation from Greenway Elementary will occur during the summer prior to the 2026 school year. It will be ready to go for the return of students in the fall of 2026.

**Beaverton High School:** The new Beaverton High School is scheduled for substantial completion and occupancy for the start of the 2026 school year. This includes the installation of new furniture and the relocation of all existing materials from the old facility during summer 2026. While site demolition and additional site work will continue for approximately another year after occupancy, the primary milestone is the readiness of the new building for students and staff.

## **LONG-RANGE GOALS**

**Future Bond Planning:** The long term goal is to align future bond elections with presidential elections, so the next bond election would be in 2028 pending the board's approval at that time. We have a good idea of many of the elements that need to be included in this bond (seismic upgrades, deferred maintenance, end of life replacements, etc.), but there is much more work that will need to take place to develop a draft plan based on the projected debt capacity and aligned with long-range planning.

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**ANNUAL DEPARTMENT REPORT**  
**FACILITIES – MAINTENANCE SERVICES**  
**Ron Umali, Administrator for Maintenance Services**

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### **Summary**

Maintenance Services is responsible for the repair and maintenance of the district's school buildings, grounds, and support facilities covering over 5.6 million square feet of building space contained in 63 separate facilities on 875 acres of property. Maintenance Services consists of the trade-specific teams HVAC, Plumbing, Electrical, Carpentry, Roofing, Glazing, Painting and Grounds. Stewardship of our district assets is accomplished with 68 trade specific professionals, temporary summer help, coordination with our Maintenance Projects Team, Facilities Development, as well as contracted services.

This past year, the department focused on process improvement and efficiency. The Maintenance Department met all its short-term goals, from last year, of hiring a field supervisor for more oversight, implementing a new work order system, creating an HVAC preventative maintenance crew, and creating two apprenticeship programs.

The school district's asset portfolio continues to grow. Along with this growth is the increase in the complexity of building systems. As the systems become more complex, more skilled and technical labor is needed to ensure these systems are maintained properly. The district relies on contractors to assist BSD staff to make sure systems get the proper attention needed to keep them at optimal operating levels.

### **Accomplishments**

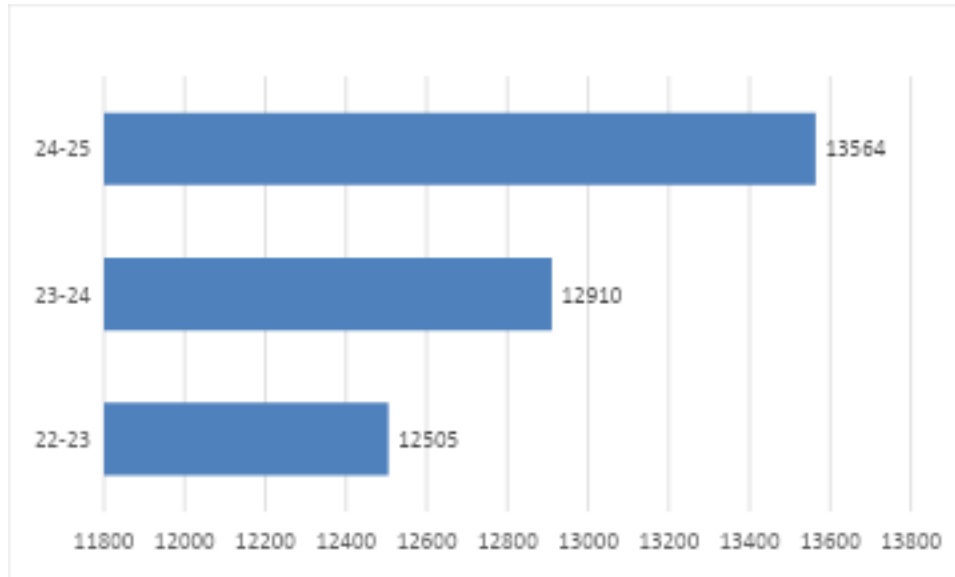
#### 1. Deferred Maintenance

In the past two years, Maintenance Services has been utilizing contractors, using deferred maintenance funding from the 2022 bond, to address major maintenance issues. Much of the funding was for work in HVAC and Nutrition Services equipment. The results are promising, as the department has been seeing reduced downtimes for both HVAC and Nutrition Services equipment.

#### 2. Improved Work Order Processing

Work order volume continues to increase year by year. This year the department has made

some changes in some of its processes, as well as reorganization of staff to address the increase in workload. So far, the department has been able to keep up with its workload. The estimated work order count by the end of June is close to 14,000. The department will continue to work on improving its efficiency.



3. Increased Oversight of Maintenance Staff

Last year, the department added a Field Supervisor to oversee the Grounds and Carpentry teams to help reduce the workload of the Maintenance Services Supervisor. The oversight of the additional leadership resulted in better performance of both teams. This year another field supervisor was added to oversee the HVAC, Plumbing, and Electrical teams. Work orders are now being prioritized properly and alternative solutions implemented to minimize the impact to building occupants when personnel cannot be dispatched immediately to address the problem.

4. HVAC Preventative Maintenance Crew

In previous years, preventative maintenance of HVAC systems was solely performed by the HVAC technicians. With all the issues of the district’s aging HVAC systems, the technicians were only able to address repairs of failed units. With the limited number of HVAC technicians personnel, there was simply no time to perform proper maintenance of HVAC units. In the beginning of the year, the department created the HVAC Preventative Maintenance crew. This team is strictly responsible for performing preventative maintenance on all district HVAC assets. An electronic checklist of required maintenance tasks was created to document each time maintenance is performed on a unit. The number of emergency repairs is slowly decreasing as a result of the work the team is doing.

## 5. Apprenticeship Programs

The HVAC Technician and Electrician are two of the district's most critical positions. They are also the most challenging to fill, with positions remaining vacant for an extended period. This shortage of personnel adds pressure to existing employees to address maintenance issues in the district's 63 facilities. Two new apprenticeship programs were implemented to address the department's critical personnel challenges. Graduates of the apprenticeship programs become Electricians and HVAC Technicians respectively. These programs will also help the district to replace retiring employees in these critical positions.

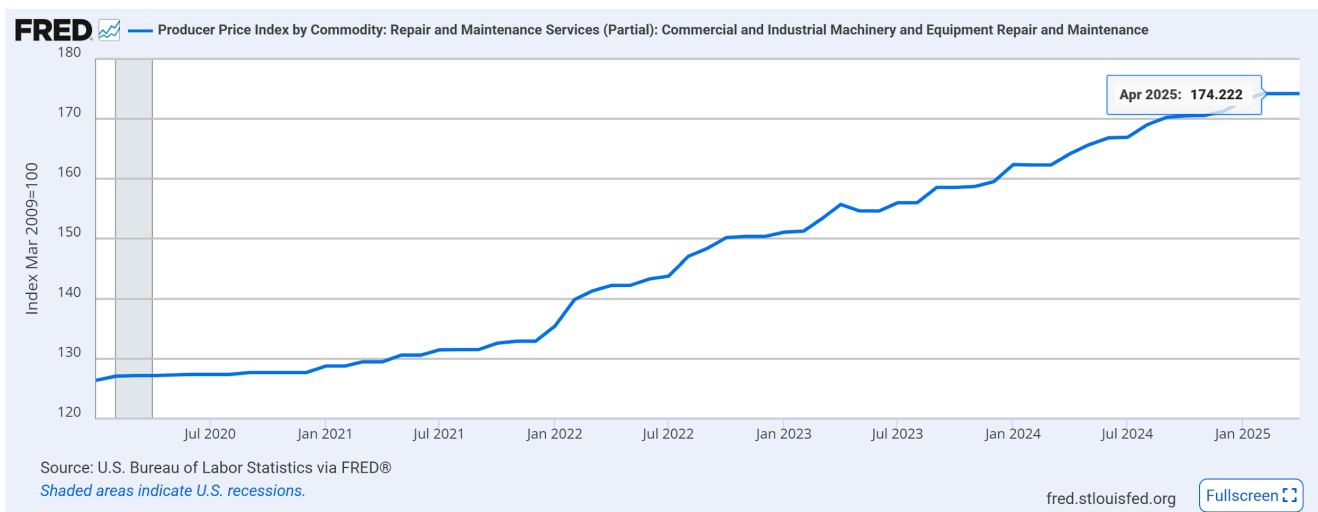
## Challenges

### 1. The Labor Market

Like our neighboring districts, attracting qualified applicants continues to be a challenge. Two new apprenticeship programs were implemented this year to address this challenge. Graduates of the apprenticeship programs will be able to fill those positions. To keep up with the work, the district augments the maintenance staff with contractors. Doing the work in-house is usually more cost efficient.

### 2. Maintenance & Repair Industry

The Maintenance & Repair Industry has seen some of the highest overall inflation percentages in the past 5 years. This is true for both the cost of the services provided within this industry (including our contractors' prices), as well as the goods prices within the industry (the tools, product, and materials we purchase to repair the district's assets). This becomes a challenge when there are competing maintenance priorities in a limited-funding environment. The graph below is specific to the repair and maintenance services industry.



### 3. Aging Workforce

Maintenance Services has several employees in critical positions that are approaching retirement age. Filling these positions has been a challenge in the past and it is anticipated to be a challenge when it is time to recruit for these positions again. The department started two apprenticeship programs to address this concern and is exploring different strategies for replacing retiring employees.

## Short Term Goals

### 1. Faster Response and Better Customer Service

Maintenance Services will continue exploring ways to improve response times and customer service. The new system has given the department better control and prioritization of all work orders. The new system has also provided more transparency, giving our customers access to information on their work orders, such as status and when the work is scheduled. Maintenance is continuously making small changes to its processes for improved customer service.

### 2. Reduce Unplanned Downtime

The department is being more proactive with preventative maintenance on district assets so they operate at the optimum level. This will reduce the number of unplanned downtimes experienced by district facilities. Maintenance Services is also exploring ways to speed up the procurement of replacement parts to shorten the time an asset is non-operational.

### 3. Improve Equipment Performance

In a limited-resource environment, it is important to perform proper maintenance on equipment (mowers, vehicles, forklifts, etc.) our staff rely on to perform their duties. In the past, the department has not always done a good job of ensuring expensive equipment is taken care of. This led to premature replacement of equipment. This year and moving forward, the department is ensuring all its equipment is receiving proper maintenance. This keeps them operating safely and extends their useful life.

### 4. Reduce Maintenance Backlog

Maintenance Services is focusing on prioritizing and efficiently addressing outstanding maintenance tasks to minimize delays and ensure timely repairs.

## Long Range Goals

### 1. Employee Satisfaction and Improve Morale

A recent employee survey of Maintenance Services staff revealed areas for improvement in the department. The key areas the leadership team will focus on are communication, transparency, and inclusion.

2. Retaining Institutional Knowledge

With the aging workforce in Maintenance, there is concern with institutional knowledge leaving with retiring employees. The department is working on a plan to ensure seasoned employees are training current younger employees to keep the institutional knowledge within the department.

3. Optimize Inventory Management

The department is working on optimizing inventory levels to avoid overstocking materials, but at the same time keeping a strategic inventory of essential parts to avoid delays and rush orders. Maintenance will be utilizing the Computerized Maintenance Management System (CMMS) to monitor inventory levels, track usage, and identify areas for improvement.

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## FACILITIES – CUSTODIAL SERVICES

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### Summary

The custodial team is responsible for providing a level of cleaning that will result in a clean, safe and secure environment for district students and staff. This group is currently configured with 54 building foremen and 202 custodians deployed to 53 schools, with 10 centralized roving custodial teams to respond to vacancies and absences. Within this group are four Maintenance Custodians (MC3), tasked with minor maintenance repairs, as well as custodial duties. To minimize the impact to our schools, the MC3 team works in the evening. They do similar work that a “handyman” would do. Custodial Services makes up over two-thirds of the total staffing of the Maintenance Services Department and has five supervisors to oversee their work.

The Custodial Services Supervisor also oversees the surplus material management team. It is composed of a foreman, a shipping clerk and seven courier staff. This staff manages the removal, warehousing, and final disposition of the district’s surplus curriculum, technology, furniture, and equipment. This staff also manages the relocation of teachers throughout the district.

Staffing continues to be a challenge in the custodial group. Recruitment of custodians at the entry level (Custodian I) which requires no prior experience is very difficult. Turnover of personnel in the Custodian I position is high due to the nature of the work and the low compensation.

### Accomplishments

#### 1. Reduced Supply Cost

Over the past eight months, the custodial team successfully reduced supply costs by approximately 25% through strategic inventory management. By closely monitoring usage patterns, eliminating excess stock, and streamlining ordering processes, the team was able to cut down on unnecessary purchases while maintaining the same service quality. This focused approach not only improved operational efficiency, but also contributed to overall budget savings for the department.

#### 2. Reduction in Custodial Vacancies

Through continued efforts, the custodial team has managed to keep vacancies low, averaging around 4-6 open positions at any given time. Despite this success, custodial work continues to experience a high annual turnover rate, with the school year 2024-25 seeing a turnover of approximately 15%.

### 3. Employee Professional Development

Professional development is an ongoing process, and the custodial team has made significant strides in this area. Monthly meetings with both evening and day custodians, along with regular weekly check-ins, have helped strengthen communication and build leadership skills. Recently, in-person team meetings during non-student days have also been introduced, providing valuable opportunities for growth and professional development.

### 4. Increased Cleaning Efficiency

During the 24-25 school year, the custodial team evaluated 12 cordless vacuum cleaners for their long-term durability and effectiveness. The results have been promising. Custodians have reported a 30% increase in cleaning efficiency, allowing them to cover more ground in less time. Additionally, the elimination of cords has significantly reduced physical strain and safety hazards associated with cord management, such as tripping risks. This transition not only enhances productivity but also contributes to a safer and more ergonomic work environment for the custodial staff.

## Challenges

### 1. Increasing Square Footage and Staffing

With the addition of new and remodeled facilities we are constantly adding more surface area for our custodians to clean. The custodial group is exploring different strategies to adapt as additional square footage is added to the district portfolio.

### 2. Employee Retention

Hiring for Custodian II positions continues to be one of the biggest challenges. These roles often include night lead, rover, or split assignments, which require flexibility and the ability to work across multiple sites. However, most employees prefer fixed locations and are reluctant to move between sites. Combined with lower pay, these factors contribute to the positions remaining consistently difficult to fill, with 2–3 vacancies typically open year-round.

### 3. Excessive Absences

The custodial group averages 11 absences daily. At times, up to 25% of the shift is absent in one evening. These instances make it next to impossible to get schools ready for use the next day. With only a limited number of custodial rovers to cover absences, the custodial group relies on people volunteering to work overtime for coverage.

**Short Term Goals**

## 1. Improve Employee and Time Tracking

Currently, the custodial team relies on spreadsheets and a whiteboard to track employee placement and absences, which is both labor-intensive and inefficient. This manual process not only consumes valuable time but also increases the likelihood of errors and miscommunication. To streamline operations and improve accuracy, we are exploring the implementation of an automated time and attendance software system. This solution would help us better manage employee schedules and placement assignments while reducing the administrative workload.

## 2. Develop Floor Care Plan

Annually, the custodial group allocates approximately \$50,000 for waxing to maintain and protect hard surface floors across the district. To optimize both budget and labor, we are implementing a new floor care program utilizing four recently acquired high-speed burnishers. This strategy allows for consistent maintenance throughout the year, enabling us to wax only half of the district's floors each year. We are anticipating a 50% reduction in waxing-related costs and a more efficient allocation of custodial resources.

**Long Range Goals**

## 1. Operational Adjustments for Increased Efficiency

The custodial group will continue to explore different strategies to increase the efficiency of the team. The team is looking at equipment upgrades, as well as operational changes to help with achieving our efficiency targets.

## 2. Update Custodial Handbook, SOP, Routes, and Scope of Work

New routes for the custodians are being implemented as the needs arise. There are plans to review and update current custodial handbooks, standard operating procedures (SOP), and scope of work to align with current conditions in BSD facilities.

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**FACILITIES – MAINTENANCE PROJECTS TEAM**

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**Summary**

The Maintenance Project Coordinator Team, operating within the Maintenance Services Department, is dedicated to conducting essential annual compliance inspections, executing related repairs and upgrades, overseeing safety inspections, managing general work orders, and facilitating Facility Improvement Projects (FIP) across all district buildings. Our primary focus lies in the upkeep of buildings, ensuring they meet regulatory standards, and safeguarding the well-being of district students and staff. Approximately eighty percent of our efforts are directed towards maintenance and compliance tasks, with the remaining focus dedicated to accommodating Facility Improvement Projects (FIP) to enhance our facilities.

The team consists of seven dedicated individuals, each specializing in a specific program area. Their responsibilities encompass essential annual compliance inspection programs, including stormwater treatment (such as bioswales, LIDA swales, filtered and unfiltered catch basins), underground and above-ground fuel storage tanks (UST/AST), generators, fat/oil/grease interceptors, backflow device testing, asbestos inspections and abatement, ADA barrier removal, radon, and lead in drinking water. Additionally, we manage Integrated Pest Management (IPM) initiatives and conduct safety measure inspections, covering areas such as stage rigging, bleachers and backstops, Skyfold partitions, fire systems, fire door drop testing, distributed antenna systems (DAS), synthetic turf, crane and winch operations, and all elevators and lifts districtwide.

**Accomplishments****1. Reduced Program Impact**

In SY 24-25, we implemented key upgrades to reduce disruption and lessen impact in school spaces. One major improvement was transitioning the gym floor maintenance from an oil-based to a water-based finish. This eco-friendlier option reduces odor, and cuts dry and cure time by 35%, enabling return to use 30% faster. This minimizes the impact on summer programming. The project team continuously looks for opportunities to reduce impact on our students and staff.

**2. New Efficiencies with New Work Order System**

We have achieved significant operational improvements since the launch of our Computerized Maintenance Management System (CMMS) in July 2024. These include

streamlined workflows, enhanced data tracking, optimized communication among stakeholders, and greater accountability across teams. Work orders are completed an average of two days faster with this streamlined process. This data tracking feature allows for even more achievements through informed decision-making, proactive maintenance, and better resource allocation. All these enhancements reflect our ongoing commitment to efficiency, transparency, and a safer work environment.

### 3. New Programs for Prolonged System Life

In partnership with the Custodial team, we successfully launched a comprehensive generator preventative maintenance program, enhancing emergency preparedness and NFPA 110 compliance across the district. This program implemented structured weekly inspections and a streamlined repair process through the CMMS, extending the lifespan of 46 generators. We anticipate that the new preventative maintenance program will significantly extend the useful life of both existing and new units. This initiative enhances our emergency preparedness and supports the ongoing safety of building occupants throughout the district.

### 4. Improved Emergency Response

As part of the district's ongoing emergency response enhancements, our team developed a standardized "emergency kit" to strengthen building-level preparedness during weather events and natural disasters. This effort was driven by key lessons learned from previous storms – particularly the need for consistent, easily accessible emergency tools and resources across all sites. Each kit contains these essential tools to support rapid response and improve situational awareness – especially for staff responding to unfamiliar buildings during emergencies. With these kits now standardized and centrally located, all personnel can quickly access critical resources, significantly improving the district's ability to respond to emergency situations more efficiently.

## Challenges

### 1. Aging and Outdated Audio/Video Systems

District-wide A/V systems in gyms, cafeterias and auditoriums are increasingly failing due to age. As technology becomes central to teaching and learning, reliable visual and audio equipment in gathering spaces is essential. Many systems require full replacement due to compatibility issues when individual components fail. Over the past two years, over a quarter million dollars has been spent on updates and repairs. A proactive review of current equipment and a strategic approach to replacement would reduce emergency repairs and ensure cost-effective improvements.

### 2. Parking Lot Asphalt

The district has over 140 acres of paved parking lots across more than 60 facilities. Cracks and surface damage from wear and tear, create safety concerns and tripping hazards.

Frequent repairs, including patching and resurfacing, add to the district's operational costs and place strain on resources. While full resurfacing would offer a long-term solution, it is both costly and time-intensive, requiring careful coordination with regulatory compliance, particularly with Clean Water Services mitigation. These challenges underscore the need for a strategic maintenance approach that balances safety, cost-effectiveness, and compliance with relevant regulations. Implementing a Preventive Maintenance (PM) plan could provide a more efficient, sustainable solution for managing the district's extensive parking infrastructure.

### 3. Aging Safety Systems

Safety systems across the district, including fire doors and stage curtain assemblies, are increasingly difficult to maintain, posing risks to both daily operations and overall safety. With over 150 fire doors across 63 facilities, rising repair needs and prolonged downtimes disrupt traffic flow and stretched maintenance resources. The team is working on a cost-effective strategy to address these concerns.

## Short Term Goals

### 1. Asset Tracking

A key short-term goal for the Maintenance Department is to improve asset tracking across the district using the capabilities of our new CMMS system. With more accurate and centralized data, we can better monitor the condition, location, and service history of critical equipment such as generators and HVAC systems. This will increase overall efficiency by reducing redundant work and minimizing downtime, as well as ensuring preventative maintenance is performed on schedule. As a result, we can respond faster, plan smarter, and make more informed decisions about repairs and replacements – allowing us to focus on the most cost-effective and impactful work to improve the safety, reliability, and long-term value of district facilities.

### 2. Streamline Scheduling Tools

The *School and Facility Impacts* document was created to provide district staff information on construction and maintenance projects in their buildings. The Maintenance Projects team will continue the partnership with Facilities Development to support district-wide coordination and increase awareness among school building stakeholders and construction/maintenance schedules. In the upcoming year, we will focus on streamlining internal workflows by identifying and eliminating redundant tasks.

## Long Range Goals

### 1. Enhance Asset Management

As part of our ongoing effort to improve planning, maintenance, and long-term asset management, we aim to expand the district's asset inventory to include key infrastructure elements that are currently not tracked but are regularly impacted by our program. These items include gym floors, generators, large flooring areas, stage rigging systems, and other critical facility components. By formally incorporating these assets into our inventory system, we can better assess lifecycle needs and prioritize repairs and replacements. This initiative will also enhance coordination across departments and ensure that all significant assets receive the attention and resources necessary to remain safe, functional, and aligned with district standards.

## 2. Improve Project Delivery

The team is working to establish a high-performing, agile project management culture to consistently deliver projects on time, within scope, and on budget. We will continue to adjust and optimize our workflows to adapt to evolving customer and stakeholder needs. A key area of focus will be streamlining project management processes to ensure they are clear, efficient, and universally adopted by all team members, to enable consistent execution and reduce variability across projects. By leveraging data-driven decision-making, identifying and embracing what works well and recognizing inefficiencies, we can embrace a culture of continuous improvement.

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**FACILITIES – ENERGY AND RESOURCE CONSERVATION**

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**Summary**

The Energy and Resource Conservation (E&RC) office's primary mission is to incentivize, fund, and implement energy-efficient building systems for schools and supporting facilities. These energy investments save utility costs while improving thermal comfort, ventilation, and lighting quality in the learning environment. Our department continues to work closely with Facilities Development and Maintenance Services to deliver high-efficiency HVAC systems and controls, lighting, and roof insulation upgrades. Energy Trust of Oregon (ETO) incentives and SB1149 funding administered by the Oregon Department of Energy (ODOE) funds these cost-effective upgrades.

Energy efficiency across the district has realized both successes and challenges over the last year. Upgrades have saved utility dollars but have failed to offset pressures from rising utility rates and lack of preventative maintenance and operation optimization. The total utility spend of electricity, natural gas, water, and waste/recycling was \$10.1 million for the 2023-24 school year, \$948,000 over the 2022-23 comparative year.

The primary building metric for energy performance is the Energy Use Index (EUI) defined as kBtu/SF/YR. Our districtwide average is 43.7, 8% lower than last year's average of 47.9. ODOE recommends an EUI value range for schools between 47- 61. All but four of our schools are still within ODOE's range and our EUI average remains lower than the national school district EUI average of 49. BSD has 33 EPA-recognized Energy Star schools.

BSD solar systems generated 950,000 kWh last year for a lifetime total of 5.9 gigawatts (million kWh) of electricity, enough to power 520 average-sized homes for a year.

Looking ahead, E&RC predicts the biggest challenge for utility usage will be our ability to service, maintain, and optimize HVAC, plumbing and lighting systems. Operation and maintenance (O&M) and preventative maintenance impacts utility usage, costs, and equipment life. An adequately staffed HVAC, plumbing and electrical departments are critical to reducing energy and water usage and maintaining expensive and sophisticated building system infrastructure. Restaffing the trades to prior levels is an investment that will more than pay for itself in utility savings, equipment preservation, and increased thermal comfort.

Lastly, E&RC feels developing our own internal greenhouse gas emissions reduction policy is imperative. E&RC is working to finalize our draft guidance in the coming year.

**Analysis**
**Table 1: 2023-2024 BSD Total Utility Consumption Comparison and Goals**

| UTILITY  | 2021-22             | 2022-23             | 2023-24             | 2023-24<br>vs.<br>2022-23                      | 2024-25<br>Usage Goals        |
|--|---------------------|---------------------|---------------------|--|-------------------------------|
| <b>Electricity</b><br>(kWh x 1,000)<br>(\$ x 1,000)    | 34,410<br>(\$4,140) | 32,335<br>(\$4,505) | 33,064<br>(\$4,778) | Usage (+2%)<br>Cost (+14%)                     | <b>32,000 kWh</b><br>(-3%)    |
| <b>Natural Gas</b><br>(Therms x 1,000)<br>(\$ x 1,000) | 1,664<br>(\$1,405)  | 1,652<br>(\$1,550)  | 1,390<br>(\$1,400)  | Usage (-16%)<br>Cost (-5%)                     | <b>1,200 Therms</b><br>(-13%) |
| <b>Water</b><br>(CCF x 100)<br>(\$ x 1,000)            | 93<br>(\$2,591)     | 89<br>(\$2,522)     | 91<br>(\$2,893)     | Usage (+2%)<br>Cost (+12%)                     | <b>90 CCF</b><br>(+7%)        |
| <b>Garbage and<br/>Recycling</b><br>(\$ x 1,000)       | (\$842)             | (\$905)             | (\$978)             | Cost (+8%)                                     | NA                            |
| <b>Solar PV<br/>Production**</b><br>(1,000 x kWh)      | 750<br>(\$91,500)   | 860<br>(\$104,500)  | 950<br>(\$119,500)  | Production<br>(+10%)<br>Cost Benefit<br>(+13%) | <b>1,000 kWh</b>              |

- **Electricity.** Usage increased 2% and rates increased 13% in 2024. This has resulted in a 14% cost increase and \$790k more spent. PGE announced a 6% rate increase for 2024-25. Rates will steadily increase as PGE invests in carbon neutrality and infrastructure resistant to extreme weather events. Continued investment in energy efficiency equipment and workforce to service and optimize equipment is critical to driving savings.
- **Natural Gas.** Usage generally follows the weather and varies year to year. The colder the outdoor air, the more therms are consumed. The 2023-24 winter realized milder temperatures which kept our usage relatively low. Rates increased 10% for 2024-25 and we expect these double-digit annual rate increases to continue. The district will continue to invest in high-efficiency natural gas HVAC and water heating equipment and monitor our sites to operate as efficiently as possible.
- **Water.** Over the last several years, rising water costs have been concerning. Rates have increased 20% from 2021-22. Our usage has mostly stabilized, but large reductions in water usage are still possible, especially in summer irrigation. We must invest in smart irrigation technology that detects leaks and irrigates as efficiently as possible.
- **Garbage and Recycling.** Waste and recycling costs were up 8% compared to the year prior with an increased cost of \$73,000.

- **Renewable Energy.** BSD has ten solar schools with photovoltaic (PV) systems ranging from 100-190 kW in size. Solar electricity production reached 950,000 kWh for the 2023-24 school year – an 10% increase from the prior year. The total cost benefit for this production was \$119,500 - a 13% increase over the prior year. These reductions were due to solar system reliability and visibility issues that are actively being resolved. Currently, district solar generation capacity is between 900,000 and 1,000,000 kWh (1 gigawatt) which we hopefully should produce next year.

### Accomplishments

1. E&RC continued to work closely with Facilities Development, Maintenance and Transportation Departments to deliver \$1.05 million SB1149 program dollars into energy-efficient capital projects for the 2023-24 year. An estimated 300,000 kWh and 30,000 therms of savings were realized from these projects resulting in a combined annual cost savings of over \$60,000 in utility cost savings per year.
2. E&RC has secured a total of \$194,000 incentives through the Energy Trust of Oregon Existing Building Program (EB) for 2023-24. ETO's New Building (NB) Program is expected to provide over \$90K in incentives for eligible 2022 bond projects thus far. These incentive dollars offset bond and SB1149 project expenditures.
3. BSD solar systems have now generated a system life total of 5.8 gigawatts (million kWh) of electricity, enough to power 520 average-sized homes for a year.
4. E&RC worked with Facilities to plan for a roll-back or modification of the COVID HVAC run-time protocol that will reduce excess electricity and natural gas usage and preserve HVAC equipment while still meeting air quality requirements.
5. The SB1149 program partnered with the Transportation Department to install BSD's first electric fleet charging station located at TSC. The 6-vehicle EV charging station was 100% paid for with SB1149 funds.

### Challenges

Utility rates are projected to increase across the board into the near future. Water costs pose the highest level of concern. More concerning is E&RC has no budget mechanism to invest in water conservation equipment. Adequately staffed and funded Plumbing and Grounds teams are critical to adequately repairing building and HVAC system water leaks and updating and investing in irrigation leak sensing equipment.

**Goals for 2024-25**

1. Coordinate with HVAC and plumbing departments, when their limited time allows, to optimize building operation to drive down building EUI values. E&RC will monitor usage closely, reduce consumption where possible, and provide monthly use and cost updates.
2. Continue to deliver cost-effective energy-efficient HVAC and lighting systems that align with the bond renovation effort and maintenance needs. This will be achieved by contracting additional energy audits as needed, offer cost-effective SB1149 program measures, pursue ETO incentives, and collaborate to ensure continued success of all capital projects.
3. Expand BSD's Energy Star Certification Portfolio and re-establish certified Oregon Green Schools.
4. Assist the Maintenance Grounds department in evaluating smart irrigation system technology such as real-time irrigation flow meters.
5. Implement a fleet EV charging station for up to 20 vehicles for Maintenance Services over the next 5 years.
6. Finalize a district-wide greenhouse gas carbon reduction policy. A draft greenhouse gas framework has been developed with a target a full working draft policy in 2025.
7. Pursue Energy Management Information System (EMIS) software enhancements that will tie lighting and HVAC controls along with solar production and continuous commissioning for building performance optimization.

**ITEM FOR INFORMATION**  
**MONTHLY FINANCIAL UPDATE**

**SUMMARY**

The financial update is provided monthly and includes the general fund activity and forecast; a summary of revenues, expenditures and encumbrances for all other funds; a report on classroom teacher staffing by school; and information on investment activity as required by policy.

**BACKGROUND**

Attached is the financial report for May 2025:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2024-25 classroom teacher staffing by school as of May 16, 2025
- Investment monthly board report as of May 16, 2025
- Investment portfolio – asset category allocation
- Investment portfolio – main fund allocation
- Investment portfolio – asset class allocation
- Portfolio holdings by asset class

**NOTES:**

No changes since the previous forecast.

**RECOMMENDATION**

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

**Belong. Believe. Achieve.**

**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**For May 2025**  
*(\$ in millions)*

|                        | Adopted Budget  | Final Budget    | YTD Actuals     | Current Encumb. | Actuals & Encumb. | Year-End Forecast |
|------------------------|-----------------|-----------------|-----------------|-----------------|-------------------|-------------------|
| <b>REVENUES:</b>       |                 |                 |                 |                 |                   |                   |
| Beginning Fund Balance | \$ 160.4        | \$ 160.4        | \$ 164.4        | \$ -            | \$ 164.4          | \$ 164.4          |
| State School Fund:     |                 |                 |                 |                 |                   |                   |
| State School Fund      | 326.0           | 326.0           | 329.3           | -               | 329.3             | 328.9             |
| Property Taxes         | 173.0           | 173.0           | 170.2           | -               | 170.2             | 174.0             |
| Common School Fund     | 5.2             | 5.2             | 2.8             | -               | 2.8               | 5.6               |
| County School Fund     | 1.0             | 1.0             | 1.0             | -               | 1.0               | 1.0               |
| Local Option Levy      | 43.0            | 43.0            | 40.7            | -               | 40.7              | 42.0              |
| Investment Earnings    | 8.0             | 8.0             | -               | -               | -                 | 12.5              |
| NWRESD Appointment     | 13.3            | 13.3            | 9.3             | -               | 9.3               | 11.5              |
| Other                  | 10.9            | 10.9            | 6.8             | -               | 6.8               | 10.5              |
| <b>Total</b>           | <b>\$ 740.8</b> | <b>\$ 740.8</b> | <b>\$ 724.5</b> | <b>\$ -</b>     | <b>\$ 724.5</b>   | <b>\$ 750.4</b>   |
| <b>EXPENDITURES:</b>   |                 |                 |                 |                 |                   |                   |
| Salaries               | \$ 330.0        | \$ 330.0        | \$ 277.8        | \$ -            | \$ 277.8          | \$ 331.8          |
| Benefits               | 198.7           | 198.7           | 163.4           | -               | 163.4             | 199.0             |
| Purchased services     | 40.6            | 40.6            | 31.2            | 4.0             | 35.2              | 37.6              |
| Supplies & materials   | 18.7            | 18.6            | 11.7            | 1.8             | 13.5              | 14.7              |
| Capital outlay         | 0.9             | 0.9             | 0.2             | 0.3             | 0.5               | 0.5               |
| Other                  | 2.7             | 2.8             | 2.3             | -               | 2.3               | 2.7               |
| Transfers out          | 6.1             | 6.1             | 6.1             | -               | 6.1               | 6.1               |
| Contingency            | 143.1           | 143.1           | -               | -               | -                 | 143.1             |
| <b>Total</b>           | <b>\$ 740.8</b> | <b>\$ 740.8</b> | <b>\$ 492.7</b> | <b>\$ 6.1</b>   | <b>\$ 498.8</b>   | <b>\$ 735.5</b>   |

|  |                 |
|--|-----------------|
| <b>Projected Surplus / (Deficit) from Operations</b>                                 | <b>\$ (6.4)</b> |
| Excludes beginning fund balance and contingency                                      |                 |
| <b>Projected Ending Fund Balance</b>   | <b>\$ 158.0</b> |
| Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2025 * | <b>21.1%</b>    |

|  |          |               |
|--|----------|---------------|
| <b>*Projected ending fund balance breakdown:</b> |          | Projected EFB |
| General Operating Fund                           | \$ 156.0 | <b>20.8%</b>  |
| Local Option Levy Fund                           | 2.0      | <b>0.3%</b>   |

|                                | Adopted Budget  | Final Budget    | YTD Actuals     | Current Encumb. | Actuals & Encumb. | Year-End Forecast |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|-------------------|-------------------|
| <b>APPROPRIATIONS:</b>         |                 |                 |                 |                 |                   |                   |
| Instruction                    | \$ 364.8        | \$ 364.8        | \$ 295.8        | \$ 1.8          | \$ 297.6          | \$ 360.1          |
| Support Services               | 225.1           | 225.0           | 189.4           | 4.3             | 193.7             | 224.4             |
| Enterprise & Community Svc     | 0.3             | 0.3             | -               | -               | -                 | 0.3               |
| Facilities Acquisition & Const | 0.1             | 0.1             | -               | -               | -                 | 0.1               |
| Other Uses                     | 7.5             | 7.6             | 7.5             | -               | 7.5               | 7.6               |
| Contingencies                  | 143.0           | 143.0           | -               | -               | -                 | 143.0             |
| <b>Total</b>                   | <b>\$ 740.8</b> | <b>\$ 740.8</b> | <b>\$ 492.7</b> | <b>\$ 6.1</b>   | <b>\$ 498.8</b>   | <b>\$ 735.5</b>   |

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

| <b>Funds</b>               | <b>Final Budget<br/>(incl Beg Fund Bal)</b> | <b>YTD Revenue<br/>(incl Beg Fund Bal)</b> | <b>YTD Expenditures<br/>(Incl transfers out)</b> | <b>Encumb.</b>        | <b>YTD Expenditures &amp;<br/>Encumb.</b> | <b>Percent</b> | <b>Fund Balance</b>   |
|----------------------------|---|--|--|-----------------------|---|----------------|-----------------------|
| Student Body Fund          | \$ 13,819,000                               | \$ 11,154,148                              | \$ 5,119,263                                     | \$ 452,572            | \$ 5,571,835                              | 40.32%         | \$ 5,582,313          |
| Categorical                | 12,520,485                                  | 10,552,921                                 | 1,845,889  | 5,369,967             | 7,215,856                                 | 57.63%         | 3,337,065             |
| Scholarship Fund           | 555,000                                     | 556,372                                    | 63,700   | 14,000                | 77,700                                    | 14.00%         | 478,672               |
| Grant Fund                 | 137,085,010                                 | 89,072,557                                 | 87,620,483                                       | 18,045,473            | 105,665,956                               | 77.08%         | (16,593,399)          |
| Long-Term Planning Fund    | 31,600,000                                  | 30,898,888                                 | -  | -                     | -   | 0.00%          | 30,898,888            |
| Nutrition Services Fund    | 20,526,581                                  | 21,336,602                                 | 14,939,208                                       | 3,546,941             | 18,486,149                                | 90.06%         | 2,850,453             |
| Debt Service Fund          | 114,938,154                                 | 115,778,659                                | 91,921,515                                       | -                     | 91,921,515                                | 79.97%         | 23,857,144            |
| Capital Projects Fund      | 719,690,000                                 | 681,914,755                                | 167,958,267                                      | 288,960,376           | 456,918,643                               | 63.49%         | 224,996,112           |
| Insurance Reserve Fund     | 15,805,797                                  | 14,507,633                                 | 5,069,544  | 1,567,310             | 6,636,854                                 | 41.99%         | 7,870,779             |
| Workers' Compensation Fund | 6,345,109                                   | 5,823,378                                  | 2,402,882  | 36,973                | 2,439,855                                 | 38.45%         | 3,383,523             |
| <b>Total</b>               | <b>\$ 1,072,885,136</b>                     | <b>\$ 981,595,913</b>                      | <b>\$ 376,940,751</b>                            | <b>\$ 317,993,612</b> | <b>\$ 694,934,363</b>                     |                | <b>\$ 286,661,550</b> |

## 2024-25 Classroom Teacher Staffing By School

### As of 5/16/25

| School  |                     |                    |                   | Budgeted FTE |              |             |              | Actual FTE   |              |             |              |
|---|---------------------|--------------------|-------------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|--------------|
|   | Budgeted Enrollment | 5/16/25 Enrollment | Enrollment Change | General Fund | Levy         | SIA         | TOTAL        | General Fund | Levy         | SIA         | TOTAL        |
| Aloha Huber (K-8)                               | 918                 | 915                | (3)               | 29.0         | 8.0          | 3.0         | 40.0         | 28.0         | 8.0          | 3.0         | 39.0         |
| Barnes  | 433                 | 435                | 2                 | 13.0         | 4.0          | 2.0         | 19.0         | 14.0         | 4.0          | 2.0         | 20.0         |
| Beaver Acres                                    | 790                 | 763                | (27)              | 24.0         | 7.0          | 3.0         | 34.0         | 24.0         | 7.0          | 3.0         | 34.0         |
| Bethany   | 414                 | 411                | (3)               | 12.0         | 3.0          | 2.0         | 17.0         | 12.0         | 3.0          | 2.0         | 17.0         |
| Bonny Slope                                     | 578                 | 602                | 24                | 17.0         | 4.0          | 2.0         | 23.0         | 17.0         | 6.0          | 2.0         | 25.0         |
| Cedar Mill                                      | 317                 | 338                | 21                | 9.0          | 3.0          | 1.0         | 13.0         | 9.0          | 5.0          | 2.0         | 16.0         |
| Chehalem  | 387                 | 399                | 12                | 12.0         | 3.0          | 2.0         | 17.0         | 12.0         | 4.0          | 2.0         | 18.0         |
| Cooper Mountain                                 | 368                 | 373                | 5                 | 11.0         | 3.0          | 1.0         | 15.0         | 11.0         | 3.0          | 1.0         | 15.0         |
| Elmonica  | 391                 | 438                | 47                | 11.0         | 3.0          | 2.0         | 16.0         | 12.0         | 4.0          | 3.0         | 19.0         |
| Errol Hassell                                   | 317                 | 326                | 9                 | 9.0          | 3.0          | 2.0         | 14.0         | 9.0          | 3.0          | 2.0         | 14.0         |
| Findley   | 557                 | 552                | (5)               | 16.0         | 4.0          | 2.0         | 22.0         | 16.0         | 4.0          | 2.0         | 22.0         |
| Fir Grove                                       | 320                 | 341                | 21                | 8.0          | 3.0          | 2.0         | 13.0         | 9.0          | 4.0          | 3.0         | 16.0         |
| FLEX (K-5)                                      | 69                  | 78                 | 9                 | 3.0          | -            | -           | 3.0          | 3.0          | -            | -           | 3.0          |
| Greenway  | 265                 | 277                | 12                | 8.0          | 3.0          | 1.0         | 12.0         | 8.0          | 3.0          | 1.0         | 12.0         |
| Hazeldale                                       | 440                 | 504                | 64                | 13.0         | 3.0          | 3.0         | 19.0         | 14.0         | 3.0          | 3.0         | 20.0         |
| Hiteon  | 482                 | 488                | 6                 | 14.0         | 4.0          | 2.0         | 20.0         | 14.0         | 4.0          | 2.0         | 20.0         |
| Jacob Wismer                                    | 580                 | 592                | 12                | 17.0         | 4.0          | 2.0         | 23.0         | 17.0         | 5.0          | 2.0         | 24.0         |
| Kinnaman  | 483                 | 469                | (14)              | 13.0         | 5.0          | 3.0         | 21.0         | 13.0         | 5.0          | 3.0         | 21.0         |
| McKay   | 244                 | 252                | 8                 | 9.0          | 2.0          | 1.0         | 12.0         | 9.0          | 2.0          | 1.0         | 12.0         |
| McKinley  | 691                 | 648                | (43)              | 21.0         | 6.0          | 3.0         | 30.0         | 21.0         | 6.0          | 3.0         | 30.0         |
| Montclair                                       | 268                 | 282                | 14                | 9.0          | 2.0          | 1.0         | 12.0         | 9.0          | 2.0          | 1.0         | 12.0         |
| Nancy Ryles                                     | 445                 | 435                | (10)              | 12.0         | 4.0          | 2.0         | 18.0         | 12.0         | 4.0          | 2.0         | 18.0         |
| Oak Hills                                       | 471                 | 481                | 10                | 13.0         | 4.0          | 2.0         | 19.0         | 13.0         | 4.0          | 2.0         | 19.0         |
| Raleigh Hills                                   | 260                 | 256                | (4)               | 9.0          | 2.0          | 1.0         | 12.0         | 8.0          | 2.0          | 1.0         | 11.0         |
| Raleigh Park                                    | 295                 | 304                | 9                 | 8.0          | 3.0          | 1.0         | 12.0         | 8.0          | 3.0          | 1.0         | 12.0         |
| Ridgewood                                       | 358                 | 340                | (18)              | 10.0         | 3.0          | 2.0         | 15.0         | 10.0         | 4.0          | 2.0         | 16.0         |
| Rock Creek                                      | 405                 | 396                | (9)               | 12.0         | 3.0          | 1.0         | 16.0         | 12.0         | 4.0          | 1.0         | 17.0         |
| Sato  | 877                 | 855                | (22)              | 23.0         | 7.0          | 4.0         | 34.0         | 22.0         | 7.0          | 6.0         | 35.0         |
| Scholls Heights                                 | 616                 | 607                | (9)               | 18.0         | 5.0          | 2.0         | 25.0         | 17.0         | 5.0          | 2.0         | 24.0         |
| Sexton Mountain                                 | 420                 | 432                | 12                | 11.0         | 4.0          | 1.0         | 16.0         | 12.0         | 5.0          | 1.0         | 18.0         |
| Springville                                     | 727                 | 755                | 28                | 21.0         | 6.0          | 2.0         | 29.0         | 21.0         | 7.0          | 2.0         | 30.0         |
| Terra Linda                                     | 269                 | 275                | 6                 | 8.0          | 2.0          | 2.0         | 12.0         | 8.0          | 2.0          | 2.0         | 12.0         |
| Vose  | 697                 | 669                | (28)              | 21.0         | 6.0          | 3.0         | 30.0         | 21.0         | 6.0          | 3.0         | 30.0         |
| West TV   | 286                 | 305                | 19                | 8.0          | 3.0          | 1.0         | 12.0         | 8.0          | 4.0          | 1.0         | 13.0         |
| William Walker                                  | 527                 | 503                | (24)              | 17.0         | 5.0          | 2.0         | 24.0         | 16.0         | 5.0          | 2.0         | 23.0         |
| <b>Elementary School Total</b>                  | <b>15,965</b>       | <b>16,096</b>      | <b>131</b>        | <b>469.0</b> | <b>134.0</b> | <b>66.0</b> | <b>669.0</b> | <b>469.0</b> | <b>147.0</b> | <b>71.0</b> | <b>687.0</b> |
| <b>Average Elementary School Staffing Ratio</b> |                     |                    |                   | <b>34.0</b>  | <b>26.5</b>  | <b>23.9</b> |              | <b>34.3</b>  | <b>26.1</b>  | <b>23.4</b> |              |

## 2024-25 Classroom Teacher Staffing By School

### As of 5/16/25

| School  | Budgeted Enrollment | 5/16/25 Enrollment | Enrollment Change | Budgeted FTE   |              |             |                | Actual FTE     |              |             |                |
|---|---------------------|--------------------|-------------------|----------------|--------------|-------------|----------------|----------------|--------------|-------------|----------------|
|   |                     |                    |                   | General Fund   | Levy         | SIA         | TOTAL          | General Fund   | Levy         | SIA         | TOTAL          |
| Cedar Park  | 646                 | 623                | (23)              | 22.4           | 5.8          | 0.6         | 28.8           | 21.8           | 5.8          | -           | 27.6           |
| Conestoga   | 817                 | 814                | (3)               | 29.0           | 7.4          | 0.8         | 37.2           | 29.1           | 7.4          | 0.8         | 37.3           |
| Five Oaks   | 746                 | 784                | 38                | 27.6           | 6.8          | 0.8         | 35.2           | 27.0           | 6.8          | 0.8         | 34.6           |
| Highland Park                                       | 621                 | 587                | (34)              | 21.4           | 5.4          | 0.6         | 27.4           | 21.3           | 5.4          | 0.6         | 27.3           |
| Meadow Park   | 683                 | 645                | (38)              | 26.6           | 6.6          | 0.6         | 33.8           | 25.8           | 6.6          | 0.6         | 33.0           |
| Mountain View                                       | 758                 | 754                | (4)               | 28.8           | 7.2          | 0.8         | 36.8           | 26.7           | 7.2          | 0.8         | 34.7           |
| Stoller   | 1,077               | 1,070              | (7)               | 35.0           | 9.0          | 1.0         | 45.0           | 34.0           | 9.0          | 1.0         | 44.0           |
| Tumwater  | 977                 | 973                | (4)               | 31.2           | 7.8          | 0.8         | 39.8           | 30.5           | 6.8          | 0.8         | 38.1           |
| Whitford  | 760                 | 746                | (14)              | 27.8           | 7.0          | 0.8         | 35.6           | 27.0           | 7.0          | 0.8         | 34.8           |
| <b>Middle School Total</b>                          | <b>7,085</b>        | <b>6,996</b>       | <b>(89)</b>       | <b>249.8</b>   | <b>63.0</b>  | <b>6.8</b>  | <b>319.6</b>   | <b>243.1</b>   | <b>62.0</b>  | <b>6.2</b>  | <b>311.3</b>   |
| <b>Average Middle School Staffing Ratio</b>         |                     |                    |                   | <b>28.4</b>    | <b>22.7</b>  | <b>22.2</b> |                | <b>28.8</b>    | <b>22.9</b>  | <b>22.5</b> |                |
| Aloha   | 1,594               | 1,535              | (59)              | 61.2           | 13.8         | 2.2         | 77.2           | 57.4           | 13.8         | 2.2         | 73.4           |
| Beaverton   | 1,320               | 1,336              | 16                | 52.0           | 11.0         | 1.4         | 64.4           | 52.5           | 11.0         | 1.4         | 64.9           |
| Mountainside  | 1,696               | 1,682              | (14)              | 54.6           | 12.8         | 1.6         | 69.0           | 54.9           | 12.8         | 1.6         | 69.3           |
| Southridge  | 1,410               | 1,351              | (59)              | 49.6           | 11.6         | 1.6         | 62.8           | 49.8           | 11.6         | 1.6         | 63.0           |
| Sunset  | 1,753               | 1,740              | (13)              | 55.2           | 12.8         | 1.8         | 69.8           | 56.6           | 12.8         | 1.8         | 71.2           |
| Westview  | 2,419               | 2,287              | (132)             | 80.4           | 18.8         | 2.4         | 101.6          | 79.0           | 18.8         | 2.4         | 100.2          |
| <b>High School Total</b>                            | <b>10,192</b>       | <b>9,931</b>       | <b>(261)</b>      | <b>353.0</b>   | <b>80.8</b>  | <b>11.0</b> | <b>444.8</b>   | <b>350.2</b>   | <b>80.8</b>  | <b>11.0</b> | <b>442.0</b>   |
| <b>Average High School Staffing Ratio</b>           |                     |                    |                   | <b>28.9</b>    | <b>23.5</b>  | <b>22.9</b> |                | <b>28.4</b>    | <b>23.0</b>  | <b>22.5</b> |                |
| Arts & Communication Magnet Academy (6-12)          | 666                 | 662                | (4)               | 23.8           | 5.6          | 0.8         | 30.2           | 22.9           | 5.6          | 0.8         | 29.3           |
| Beaverton Academy of Science and Engineering (6-12) | 863                 | 826                | (37)              | 31.2           | 7.4          | 1.0         | 39.6           | 30.9           | 7.4          | 1.0         | 39.3           |
| Community School (9-12)                             | 150                 | 137                | (13)              | 7.0            | 1.4          | -           | 8.4            | 5.9            | 1.4          | -           | 7.3            |
| FLEX Online School (6-12)                           | 600                 | 441                | (159)             | 18.6           | 2.0          | 1.2         | 21.8           | 17.3           | 2.0          | 1.2         | 20.5           |
| International School of Beaverton (6-12)            | 862                 | 859                | (3)               | 30.6           | 7.0          | 0.8         | 38.4           | 31.6           | 7.0          | 0.8         | 39.4           |
| <b>Options Schools Total</b>                        | <b>3,141</b>        | <b>2,925</b>       | <b>(216)</b>      | <b>111.2</b>   | <b>23.4</b>  | <b>3.8</b>  | <b>138.4</b>   | <b>108.5</b>   | <b>23.4</b>  | <b>3.8</b>  | <b>135.7</b>   |
| <b>Average Options Staffing Ratio</b>               |                     |                    |                   | <b>28.2</b>    | <b>23.3</b>  | <b>22.7</b> |                | <b>26.9</b>    | <b>22.2</b>  | <b>21.5</b> |                |
| <b>Address Extreme Class Size K-12</b>              | <b>-</b>            | <b>-</b>           | <b>-</b>          | <b>19.4</b>    | <b>-</b>     | <b>-</b>    | <b>19.4</b>    | <b>-</b>       | <b>-</b>     | <b>-</b>    | <b>-</b>       |
| <b>District Total</b>                               | <b>36,383</b>       | <b>35,948</b>      | <b>(435)</b>      | <b>1,202.4</b> | <b>301.2</b> | <b>87.6</b> | <b>1,591.2</b> | <b>1,170.8</b> | <b>313.2</b> | <b>92.0</b> | <b>1,576.0</b> |

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

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



**BEAVERTON SCHOOL DISTRICT | OREGON**  
**Monthly Board Report**  
**05/16/2025**

**COMPLIANCE** | Beaverton School District, Prepared by Business Office

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

| Asset Category             | Face Amount/Shares    | Market Value          | Book Value            | % of Portfolio | YTM @ Cost   | Days To Maturity |
|----------------------------|-----------------------|-----------------------|-----------------------|----------------|--------------|------------------|
| Corporate Bonds 35%        | 64,500,000.00         | 63,785,312.05         | 63,825,262.56         | 14.94          | 4.381        | 152              |
| LGIP   Limit \$ 61,749,000 | 75,369,452.98         | 75,369,452.98         | 75,369,452.98         | 17.45          | 4.640        | 1                |
| US Agency 100%             | 108,000,000.00        | 106,593,930.00        | 106,629,282.37        | 25.01          | 4.197        | 114              |
| US Treasury 100%           | 184,000,000.00        | 182,730,630.00        | 183,803,286.29        | 42.61          | 4.076        | 111              |
| <b>Total / Average</b>     | <b>431,869,452.98</b> | <b>428,479,325.03</b> | <b>428,627,284.20</b> | <b>100.00</b>  | <b>4.250</b> | <b>99</b>        |

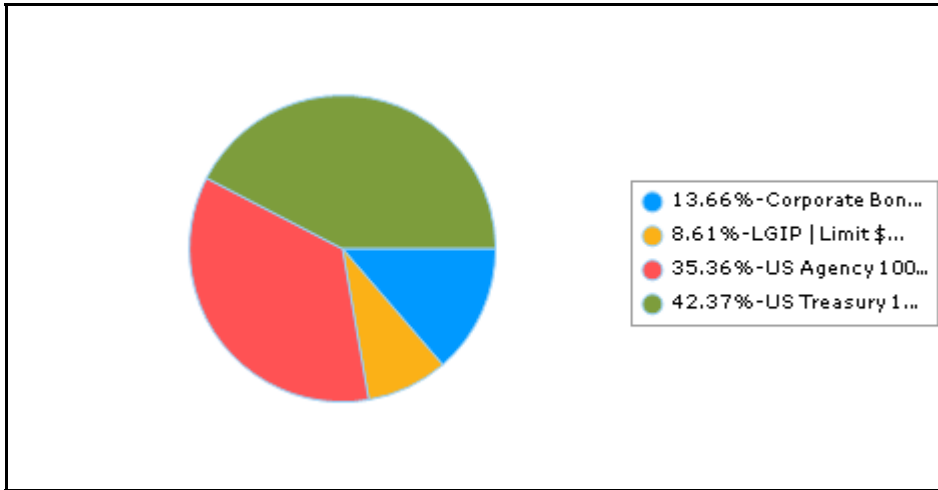
## Beaverton School District Distribution by Asset Category - Market Value Report Group | Investment Portfolio

Begin Date: 4/30/2025, End Date: 5/16/2025

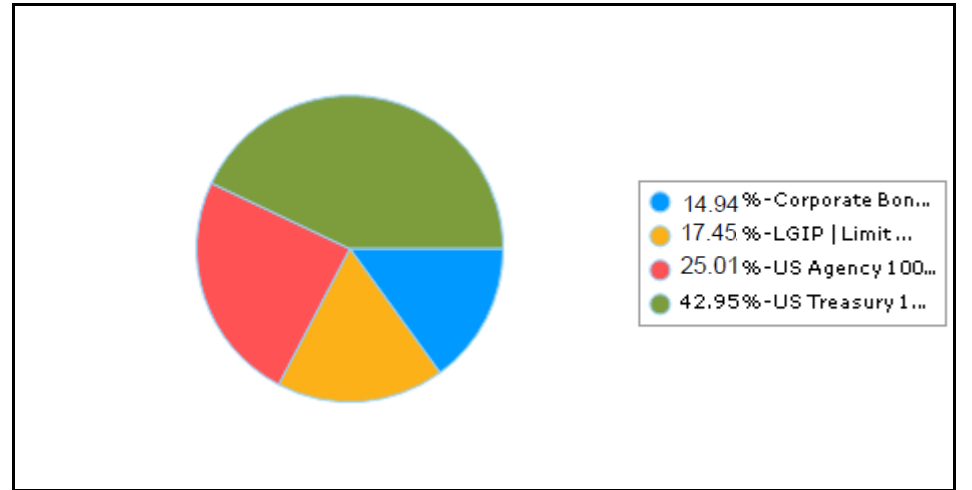
### Asset Category Allocation

| Asset Category             | Market Value<br>4/30/2025 | % of Portfolio<br>4/30/2025 | Market Value<br>5/16/2025 | % of Portfolio<br>5/16/2025 |
|----------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| Corporate Bonds 35%        | 68,142,927.48             | 13.66                       | 63,785,312.05             | 14.94                       |
| LGIP   Limit \$ 61,749,000 | 42,935,289.81             | 8.61                        | 75,369,452.98             | 17.45                       |
| US Agency 100%             | 176,445,915.00            | 35.36                       | 106,593,930.00            | 25.01                       |
| US Treasury 100%           | 211,413,154.00            | 42.37                       | 182,730,630.00            | 42.61                       |
| <b>Total / Average</b>     | <b>498,937,286.29</b>     | <b>100.00</b>               | <b>428,479,325.03</b>     | <b>100.00</b>               |

### Portfolio Holdings as of 4/30/2025



### Portfolio Holdings as of 5/16/2025

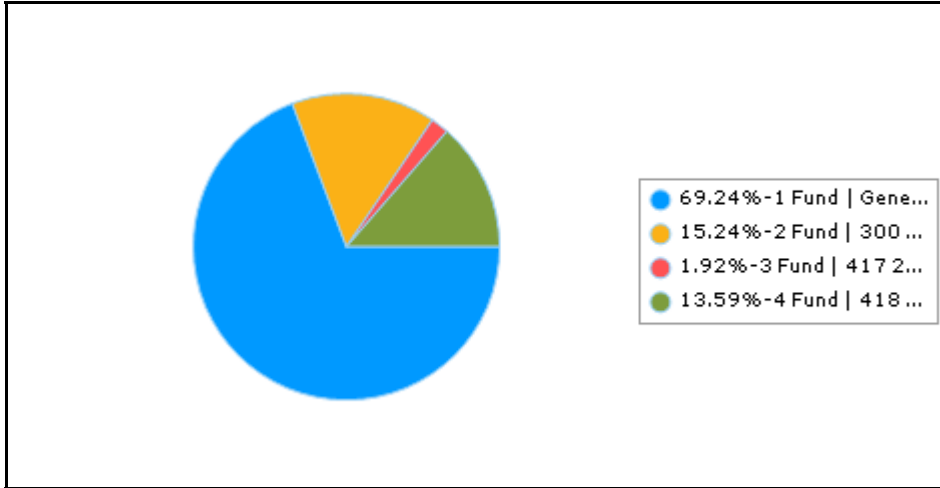


**Beaverton School District  
Distribution by Main Fund - Market Value  
Report Group | Investment Portfolio**

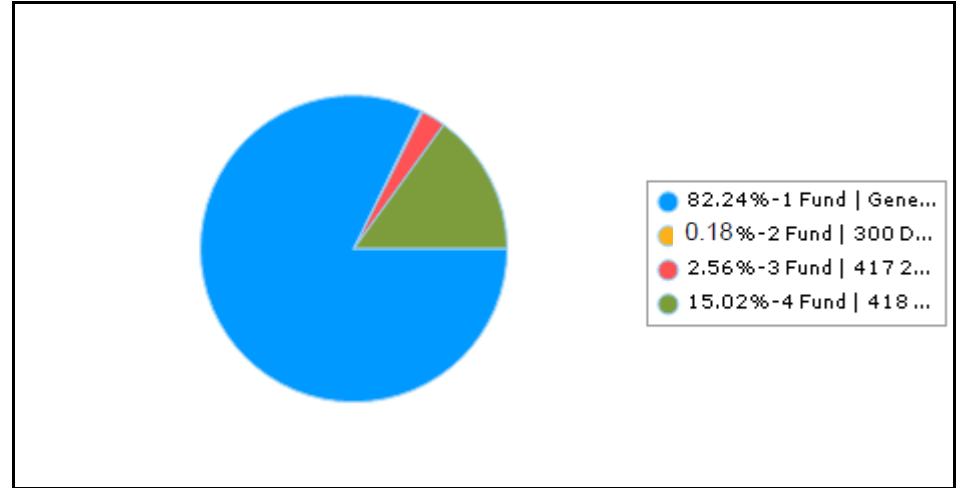
Begin Date: 4/30/2025, End Date: 5/16/2025

| <b>Main Fund Allocation</b>  |                                   |                                     |                                   |                                     |
|------------------------------|-----------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| <b>Main Fund</b>             | <b>Market Value<br/>4/30/2025</b> | <b>% of Portfolio<br/>4/30/2025</b> | <b>Market Value<br/>5/16/2025</b> | <b>% of Portfolio<br/>5/16/2025</b> |
| 1 Fund   General Fund        | 345,463,583.65                    | 69.24                               | 349,928,988.95                    | 81.72                               |
| 2 Fund   300 Debt Service    | 76,057,801.90                     | 15.24                               | 761,997.54                        | 0.18                                |
| 3 Fund   417 2017 Bond Tax   | 9,585,985.76                      | 1.92                                | 10,900,636.40                     | 2.53                                |
| 4 Fund   418 2022 Bond Issue | 67,829,914.98                     | 13.59                               | 66,887,702.14                     | 15.57                               |
| <b>Total / Average</b>       | <b>498,937,286.29</b>             | <b>100.00</b>                       | <b>428,479,325.03</b>             | <b>100.00</b>                       |

**Portfolio Holdings as of 4/30/2025**



**Portfolio Holdings as of 5/16/2025**

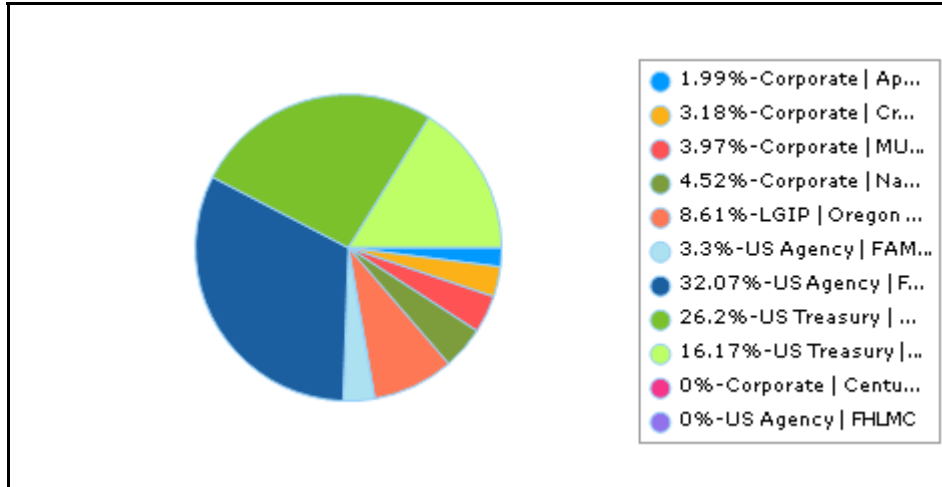


## Beaverton School District Distribution by Asset Class - Market Value Report Group | Investment Portfolio

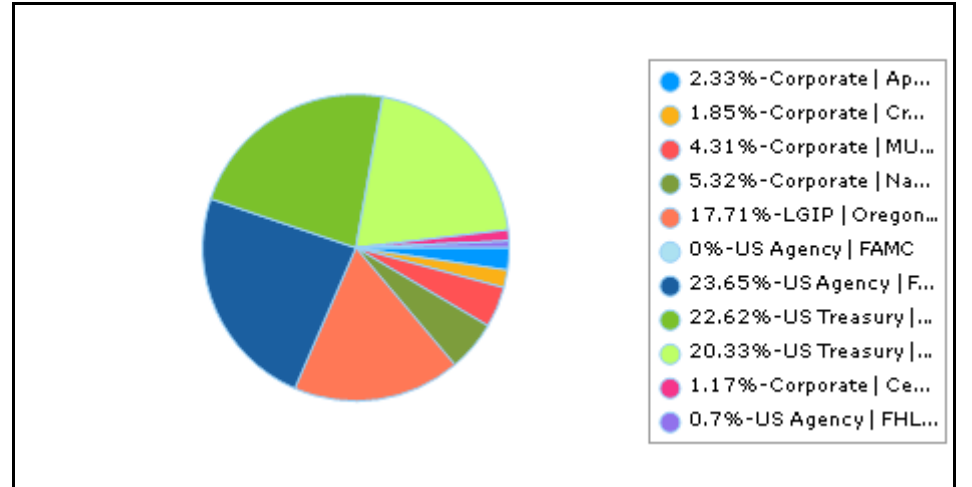
Begin Date: 4/30/2025, End Date: 5/16/2025

| Asset Class Allocation           |                           |                             |                           |                             |
|----------------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| Asset Class                      | Market Value<br>4/30/2025 | % of Portfolio<br>4/30/2025 | Market Value<br>5/16/2025 | % of Portfolio<br>5/16/2025 |
| Corporate   Apple                | 9,921,600.00              | 1.99                        | 9,924,100.00              | 2.32                        |
| Corporate   Credit Agricole      | 15,848,788.80             | 3.18                        | 7,881,866.64              | 1.85                        |
| Corporate   MUFG Bank LTD        | 19,802,653.73             | 3.97                        | 18,354,631.07             | 4.28                        |
| Corporate   Natixis Bank NY LGIP | 22,569,884.95             | 4.52                        | 22,625,814.34             | 5.32                        |
| Oregon State                     | 42,935,289.81             | 8.61                        | 75,369,452.98             | 17.45                       |
| US Agency   FAMC                 | 16,459,410.00             | 3.30                        | 2,997,930.00              | 0.69                        |
| US Agency   FHLB                 | 159,986,505.00            | 32.07                       | 100,608,540.00            | 23.62                       |
| US Treasury   Bill - Slug        | 130,745,104.00            | 26.20                       | 96,225,750.00             | 22.46                       |
| US Treasury   Note               | 80,668,050.00             | 16.17                       | 86,504,880.00             | 20.14                       |
| Corporate   Century Housing Corp | 0.00                      | 0.00                        | 4,998,900.00              | 1.16                        |
| US Agency   FHLMC                | 0.00                      | 0.00                        | 2,987,460.00              | 0.69                        |
| <b>Total / Average</b>           | <b>498,937,286.29</b>     | <b>100.00</b>               | <b>428,479,325.03</b>     | <b>100.00</b>               |

**Portfolio Holdings as of 4/30/2025**



**Portfolio Holdings as of 5/16/2025**





## Beaverton School District Portfolio Holdings by Asset Class Report Group | Investment Portfolio

Date: 5/16/2025

| Description                                       | Face Amount / Shares | Settlement Date | Cost Value           | Market Price | Market Value         | % Portfolio       | Credit Rating | Days To Call/Maturity |
|---|----------------------|-----------------|----------------------|--------------|----------------------|-------------------|---------------|-----------------------|
| CUSIP   |                      | YTM @ Cost      | Book Value           | YTM @ Market | Accrued Interest     | Unre. Gain/Loss   | Credit Rating | Duration To Maturity  |
| <b>Corporate   Apple</b>                          |                      |                 |                      |              |                      |                   |               |                       |
| Apple 3.25 2/23/2026-25                           |                      | 3/19/2025       | 9,927,200.00         | 99.24        | 9,924,100.00         | 2.32%             | Moodys-Aaa    | 191                   |
| 037833BY5   | 10,000,000.00        | 4.06            | 9,939,623.95         | 4.26         | 74,930.56            | -15,523.95        | S&P-AA+       | 0.76                  |
|   |                      |                 | <b>9,927,200.00</b>  |              | <b>9,924,100.00</b>  | <b>2.32%</b>      |               | <b>191</b>            |
| <b>Sub Total Corporate   Apple</b>                | <b>10,000,000.00</b> | <b>4.06</b>     | <b>9,939,623.95</b>  | <b>4.26</b>  | <b>74,930.56</b>     | <b>-15,523.95</b> |               | <b>0.76</b>           |
| <b>Corporate   Century Housing Corp</b>           |                      |                 |                      |              |                      |                   |               |                       |
| Century Housing Corp 4.6 5/15/2026                |                      | 5/15/2025       | 5,000,000.00         | 99.98        | 4,998,900.00         | 1.17%             | S&P-AA        | 364                   |
| 15654VBP2   | 5,000,000.00         | 4.60            | 5,000,000.00         | 4.62         | 638.89               | -1,100.00         | Moodys-Aa     | 0.98                  |
|   |                      |                 | <b>5,000,000.00</b>  |              | <b>4,998,900.00</b>  | <b>1.17%</b>      |               | <b>364</b>            |
| <b>Sub Total Corporate   Century Housing Corp</b> | <b>5,000,000.00</b>  | <b>4.60</b>     | <b>5,000,000.00</b>  | <b>4.62</b>  | <b>638.89</b>        | <b>-1,100.00</b>  |               | <b>0.98</b>           |
| <b>Corporate   Credit Agricole</b>                |                      |                 |                      |              |                      |                   |               |                       |
| Credit Agricole CIB NY 0 9/12/2025                |                      | 12/19/2024      | 7,751,986.67         | 98.52        | 7,881,866.64         | 1.84%             | Moodys-P1     | 119                   |
| 22533TWC6   | 8,000,000.00         | 4.31            | 7,889,462.22         | 4.53         | 0.00                 | -7,595.58         | S&P-A1        | 0.33                  |
|   |                      |                 | <b>7,751,986.67</b>  |              | <b>7,881,866.64</b>  | <b>1.84%</b>      |               | <b>119</b>            |
| <b>Sub Total Corporate   Credit Agricole</b>      | <b>8,000,000.00</b>  | <b>4.31</b>     | <b>7,889,462.22</b>  | <b>4.53</b>  | <b>0.00</b>          | <b>-7,595.58</b>  |               | <b>0.33</b>           |
| <b>Corporate   MUFG Bank LTD</b>                  |                      |                 |                      |              |                      |                   |               |                       |
| MUFG Bank LTD NY 0 7/18/2025                      |                      | 1/17/2025       | 14,673,916.67        | 99.21        | 14,882,133.30        | 3.47%             | Moodys-P1     | 63                    |
| 62479LUJ2-418                                     | 15,000,000.00        | 4.40            | 14,887,125.00        | 4.53         | 0.00                 | -4,991.70         | S&P-A1        | 0.17                  |
| MUFG Bank LTD NY 0 7/18/2025                      |                      | 1/27/2025       | 3,430,770.00         | 99.21        | 3,472,497.77         | 0.81%             | Moodys-P1     | 63                    |
| 62479LUJ2-417                                     | 3,500,000.00         | 4.22            | 3,474,642.50         | 4.53         | 0.00                 | -2,144.73         | S&P-A1        | 0.17                  |
|   |                      |                 | <b>18,104,686.67</b> |              | <b>18,354,631.07</b> | <b>4.28%</b>      |               | <b>63</b>             |
| <b>Sub Total Corporate   MUFG Bank LTD</b>        | <b>18,500,000.00</b> | <b>4.36</b>     | <b>18,361,767.50</b> | <b>4.53</b>  | <b>0.00</b>          | <b>-7,136.43</b>  |               | <b>0.17</b>           |
| <b>Corporate   Natixis Bank NY</b>                |                      |                 |                      |              |                      |                   |               |                       |
| Natixis Bank NY 0 10/16/2025                      |                      | 1/27/2025       | 14,528,400.00        | 98.11        | 14,716,383.30        | 3.44%             | Moodys-P1     | 153                   |
| 63873JXG0   | 15,000,000.00        | 4.46            | 14,724,600.00        | 4.54         | 0.00                 | -8,216.70         | S&P-A1        | 0.42                  |
| Natixis Bank NY 0 8/15/2025                       |                      | 11/19/2024      | 7,733,391.11         | 98.87        | 7,909,431.04         | 1.85%             | Moodys-P1     | 91                    |
| 63873JVF4   | 8,000,000.00         | 4.61            | 7,909,808.89         | 4.53         | 0.00                 | -377.85           | S&P-A1        | 0.25                  |



## Beaverton School District Portfolio Holdings by Asset Class Report Group | Investment Portfolio

Date: 5/16/2025

| Description  | Face Amount / Shares  | Settlement Date | Cost Value            | Market Price | Market Value          | % Portfolio       | Credit Rating | Days To Call/Maturity |
|--|-----------------------|-----------------|-----------------------|--------------|-----------------------|-------------------|---------------|-----------------------|
| CUSIP  |                       | YTM @ Cost      | Book Value            | YTM @ Market | Accrued Interest      | Unre. Gain/Loss   | Credit Rating | Duration To Maturity  |
|  |                       |                 | 22,261,791.11         |              | 22,625,814.34         | 5.29%             |               | 131                   |
| <b>Sub Total Corporate   Natixis Bank NY</b>                           | <b>23,000,000.00</b>  | <b>4.51</b>     | <b>22,634,408.89</b>  | <b>4.53</b>  | <b>0.00</b>           | <b>-8,594.55</b>  |               | <b>0.36</b>           |
| <b>LGIP   Oregon State</b>   |                       |                 |                       |              |                       |                   |               |                       |
| Oregon State   417 2017 Bond Tax LGIP                                  |                       | 12/31/2024      | 4,440,678.63          | 100.00       | 4,440,678.63          | 1.04%             | NR            | 1                     |
| LGIP4972   | 4,440,678.63          | 4.64            | 4,440,678.63          | 4.64         |                       | 0.00              | NR            | 0                     |
| Oregon State   418 2022 Bond Issue LGIP                                |                       | 12/31/2024      | 9,249,758.84          | 100.00       | 9,249,758.84          | 2.16%             | NR            | 1                     |
| LGIP6440   | 9,249,758.84          | 4.64            | 9,249,758.84          | 4.64         |                       | 0.00              | NR            | 0                     |
| Oregon State   Debt Service LGIP                                       |                       | 12/31/2024      | 761,997.54            | 100.00       | 761,997.54            | 0.18%             | NR            | 1                     |
| LGIP5173   | 761,997.54            | 4.64            | 761,997.54            | 4.64         |                       | 0.00              | NR            | 0                     |
| Oregon State   General Fund LGIP                                       |                       | 12/31/2024      | 60,917,017.97         | 100.00       | 60,917,017.97         | 14.21%            | NR            | 1                     |
| LGIP4010   | 60,917,017.97         | 4.64            | 60,917,017.97         | 4.64         |                       | 0.00              | NR            | 0                     |
|  |                       |                 | <b>75,369,452.98</b>  |              | <b>75,369,452.98</b>  | <b>17.59%</b>     |               | <b>1</b>              |
| <b>Sub Total LGIP   Oregon State</b>                                   | <b>75,369,452.98</b>  | <b>4.64</b>     | <b>75,369,452.98</b>  | <b>4.64</b>  |                       | <b>0.00</b>       |               | <b>0</b>              |
| <b>US Agency   FHLB (Federal Home Loan Bank)</b>                       |                       |                 |                       |              |                       |                   |               |                       |
| FHLB 0 1/15/2026   |                       | 2/20/2025       | 19,258,836.11         | 97.27        | 19,454,200.00         | 4.54%             | Moody's-Aaa   | 244                   |
| 313385RV0  | 20,000,000.00         | 4.21            | 19,450,322.22         | 4.14         | 0.00                  | 3,877.78          | S&P-AA+       | 0.67                  |
| FHLB 0 1/9/2026  |                       | 3/19/2025       | 14,534,416.67         | 97.34        | 14,600,700.00         | 3.41%             | Moody's-Aaa   | 238                   |
| 313385RP3  | 15,000,000.00         | 3.90            | 14,625,645.84         | 4.14         | 0.00                  | -24,945.84        | S&P-AA+       | 0.65                  |
| FHLB 0 6/16/2025   |                       | 12/6/2024       | 34,217,866.67         | 99.63        | 34,869,800.00         | 8.14%             | Moody's-Aaa   | 31                    |
| 313385GY6  | 35,000,000.00         | 4.29            | 34,873,718.06         | 4.34         | 0.00                  | -3,918.06         | S&P-AA+       | 0.08                  |
| FHLB 0 8/8/2025  |                       | 11/19/2024      | 11,633,636.67         | 99.01        | 11,881,440.00         | 2.77%             | Moody's-Aaa   | 84                    |
| 313385KD7  | 12,000,000.00         | 4.33            | 11,882,540.00         | 4.28         | 0.00                  | -1,100.00         | S&P-AA+       | 0.23                  |
| FHLB 0 8/8/2025  |                       | 11/21/2024      | 19,415,000.00         | 99.01        | 19,802,400.00         | 4.62%             | Moody's-Aaa   | 84                    |
| 313385KD7  | 20,000,000.00         | 4.17            | 19,811,000.00         | 4.28         | 0.00                  | -8,600.00         | S&P-AA+       | 0.23                  |
|  |                       |                 | <b>99,059,756.12</b>  |              | <b>100,608,540.00</b> | <b>23.48%</b>     |               | <b>119</b>            |
| <b>Sub Total US Agency   FHLB (Federal Home Loan Bank)</b>             | <b>102,000,000.00</b> | <b>4.20</b>     | <b>100,643,226.12</b> | <b>4.25</b>  | <b>0.00</b>           | <b>-34,686.12</b> |               | <b>0.32</b>           |
| <b>US Agency   FHLMC (Federal Home Loan Mortgage Corp-Freddie Mac)</b> |                       |                 |                       |              |                       |                   |               |                       |
|  |                       |                 |                       |              |                       |                   |               | <b>74</b>             |



## Beaverton School District Portfolio Holdings by Asset Class Report Group | Investment Portfolio

Date: 5/16/2025

| Description  | Face Amount / Shares | Settlement Date | Cost Value          | Market Price | Market Value        | % Portfolio     | Credit Rating  | Days To Call/Maturity |
|--|----------------------|-----------------|---------------------|--------------|---------------------|-----------------|----------------|-----------------------|
| CUSIP  |                      | YTM @ Cost      | Book Value          | YTM @ Market | Accrued Interest    | Unre. Gain/Loss | Credit Rating  | Duration To Maturity  |
| FHLMC 0 6/20/2025  |                      | 4/28/2025       | 2,981,538.33        | 99.58        | 2,987,460.00        | 0.7%            | Moodys-Aaa     | 35                    |
| 313397HC8  | 3,000,000.00         | 4.21            | 2,987,808.33        | 4.32         | 0.00                | -348.33         | S&P-AA+        | 0.1                   |
| <b>Sub Total US Agency   FHLMC (Federal Home Loan Mortgage Corp-Freddie Mac)</b> |                      |                 | <b>2,981,538.33</b> | <b>4.32</b>  | <b>2,987,460.00</b> | <b>0.7%</b>     | <b>-348.33</b> | <b>0.1</b>            |
| <b>US Agency   FNMA (Federal Mortgage Assoc-Fannie Mae)</b>                      |                      |                 |                     |              |                     |                 |                |                       |
| FNMA 0 5/21/2025   |                      | 4/28/2025       | 2,991,940.42        | 99.93        | 2,997,930.00        | 0.7%            | Moodys-Aaa     | 5                     |
| 313589FW8  | 3,000,000.00         | 4.22            | 2,998,247.92        | 4.97         | 0.00                | -317.92         | S&P-AA+        | 0.01                  |
| <b>Sub Total US Agency   FNMA (Federal Mortgage Assoc-Fannie Mae)</b>            |                      |                 | <b>2,991,940.42</b> | <b>4.97</b>  | <b>2,997,930.00</b> | <b>0.7%</b>     | <b>-317.92</b> | <b>0.01</b>           |
| <b>US Treasury   Bill - Slug</b>   |                      |                 |                     |              |                     |                 |                |                       |
| T-Bill 0 6/12/2025   |                      | 4/28/2025       | 3,978,950.00        | 99.68        | 3,987,280.00        | 0.93%           | Moodys-Aaa     | 27                    |
| 912797LN5  | 4,000,000.00         | 4.29            | 3,987,370.00        | 4.31         | 0.00                | -90.00          | S&P-AA+        | 0.07                  |
| T-Bill 0 6/5/2025  |                      | 12/6/2024       | 14,682,495.83       | 99.77        | 14,964,750.00       | 3.49%           | Moodys-Aaa     | 20                    |
| 912797NP8  | 15,000,000.00        | 4.36            | 14,964,916.67       | 4.30         | 0.00                | -166.67         | S&P-AA+        | 0.05                  |
| T-Bill 0 7/10/2025   |                      | 12/10/2024      | 34,167,311.11       | 99.36        | 34,774,250.00       | 8.12%           | Moodys-Aaa     | 55                    |
| 912797LW5  | 35,000,000.00        | 4.20            | 34,783,972.22       | 4.31         | 0.00                | -9,722.22       | S&P-AA+        | 0.15                  |
| T-Bill 0 7/24/2025   |                      | 1/27/2025       | 2,941,408.33        | 99.19        | 2,975,700.00        | 0.69%           | Moodys-Aaa     | 69                    |
| 912797PF8  | 3,000,000.00         | 4.09            | 2,977,287.50        | 4.32         | 0.00                | -1,587.50       | S&P-AA+        | 0.19                  |
| T-Bill 0 7/24/2025   |                      | 4/28/2025       | 12,868,364.21       | 99.19        | 12,894,700.00       | 3.01%           | Moodys-Aaa     | 69                    |
| 912797PF8  | 13,000,000.00        | 4.29            | 12,895,599.20       | 4.32         | 0.00                | -899.20         | S&P-AA+        | 0.19                  |
| T-Bill 0 9/4/2025  |                      | 12/6/2024       | 4,845,488.89        | 98.69        | 4,934,650.00        | 1.15%           | Moodys-Aaa     | 111                   |
| 912797MH7  | 5,000,000.00         | 4.28            | 4,936,945.83        | 4.36         | 0.00                | -2,295.83       | S&P-AA+        | 0.3                   |
| T-SLGS 0 9/15/2025   |                      | 12/19/2024      | 11,648,160.00       | 98.61        | 11,833,320.00       | 2.76%           | Moodys-Aaa     | 122                   |
| 912821JS5  | 12,000,000.00        | 4.08            | 11,841,020.44       | 4.25         | 0.00                | -7,700.44       | S&P-AA+        | 0.33                  |
| T-SLGS 0 9/15/2025   |                      | 1/27/2025       | 9,748,400.00        | 98.61        | 9,861,100.00        | 2.3%            | Moodys-Aaa     | 122                   |
| 912821JS5  | 10,000,000.00        | 4.09            | 9,867,120.35        | 4.25         | 0.00                | -6,020.35       | S&P-AA+        | 0.33                  |



**Beaverton School District  
Portfolio Holdings by Asset Class  
Report Group | Investment Portfolio**

Date: 5/16/2025

| Description                                | Face Amount / Shares  | Settlement Date | Cost Value            | Market Price | Market Value          | % Portfolio        | Credit Rating | Days To Call/Maturity |
|--|-----------------------|-----------------|-----------------------|--------------|-----------------------|--------------------|---------------|-----------------------|
| CUSIP                                      |                       | YTM @ Cost      | Book Value            | YTM @ Market | Accrued Interest      | Unre. Gain/Loss    | Credit Rating | Duration To Maturity  |
|  |                       |                 | <b>94,880,578.37</b>  |              | <b>96,225,750.00</b>  | <b>22.45%</b>      |               | <b>69</b>             |
| <b>Sub Total US Treasury   Bill - Slug</b> | <b>97,000,000.00</b>  | <b>4.21</b>     | <b>96,254,232.21</b>  | <b>4.30</b>  | <b>0.00</b>           | <b>-28,482.21</b>  |               | <b>0.19</b>           |
| <b>US Treasury   Note</b>                  |                       |                 |                       |              |                       |                    |               |                       |
| T-Note 0.25 6/30/2025                      |                       | 7/13/2022       | 18,410,937.50         | 99.50        | 19,900,200.00         | 4.65%              | Moody's-Aaa   | 45                    |
| 912828ZW3                                  | 20,000,000.00         | 3.08            | 19,933,972.47         | 4.28         | 18,784.53             | -33,772.47         | S&P-AA+       | 0.12                  |
| T-Note 1.625 2/15/2026                     |                       | 4/28/2025       | 11,773,560.00         | 98.11        | 11,773,080.00         | 2.75%              | Moody's-Aaa   | 275                   |
| 912828P46                                  | 12,000,000.00         | 4.04            | 11,787,470.99         | 4.21         | 48,480.66             | -14,390.99         | S&P-AA+       | 0.75                  |
| T-Note 2.25 11/15/2025                     |                       | 2/20/2025       | 14,785,500.00         | 99.02        | 14,852,400.00         | 3.47%              | Moody's-Aaa   | 183                   |
| 912828M56                                  | 15,000,000.00         | 4.25            | 14,853,531.72         | 4.27         | 917.12                | -1,131.72          | S&P-AA+       | 0.5                   |
| T-Note 3.5 9/15/2025                       |                       | 2/13/2025       | 4,981,450.00          | 99.74        | 4,987,000.00          | 1.16%              | Moody's-Aaa   | 122                   |
| 91282CFK2                                  | 5,000,000.00          | 4.15            | 4,989,424.77          | 4.27         | 29,483.70             | -2,424.77          | S&P-AA+       | 0.33                  |
| T-Note 4 12/15/2025                        |                       | 11/7/2024       | 14,951,400.00         | 99.93        | 14,989,800.00         | 3.49%              | Moody's-Aaa   | 213                   |
| 91282CGA3                                  | 15,000,000.00         | 4.30            | 14,974,313.15         | 4.11         | 250,549.45            | 15,486.85          | S&P-AA+       | 0.57                  |
| T-Note 4.25 10/15/2025                     |                       | 2/13/2025       | 20,016,600.00         | 100.01       | 20,002,400.00         | 4.67%              | Moody's-Aaa   | 152                   |
| 91282CFP1                                  | 20,000,000.00         | 4.12            | 20,010,340.98         | 4.21         | 71,994.54             | -7,940.98          | S&P-AA+       | 0.42                  |
|  |                       |                 | <b>84,919,447.50</b>  |              | <b>86,504,880.00</b>  | <b>20.19%</b>      |               | <b>158</b>            |
| <b>Sub Total US Treasury   Note</b>        | <b>87,000,000.00</b>  | <b>3.92</b>     | <b>86,549,054.08</b>  | <b>4.22</b>  | <b>420,210.00</b>     | <b>-44,174.08</b>  |               | <b>0.43</b>           |
|  |                       |                 | <b>423,248,378.17</b> |              | <b>428,479,325.03</b> | <b>100.00%</b>     |               | <b>96</b>             |
| <b>TOTAL PORTFOLIO</b>                     | <b>431,869,452.98</b> | <b>4.25</b>     | <b>428,627,284.20</b> | <b>4.37</b>  | <b>495,779.45</b>     | <b>-147,959.17</b> |               | <b>0.27</b>           |

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

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

**RECOMMENDATION**

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

**Belong. Believe. Achieve.**

**DRAFT MEETING MINUTES – BOARD BUSINESS MEETING MAY 13, 2025****Board Members Present:**

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

**Board Members Absent:****Student Representatives:**

Safa Zainab Syeda

**Staff Present:**

Dr. Gustavo Balderas  
Dr. Heather Cordie  
Michael Schofield  
Casey Waletich  
Kerry Delf  
Steve Langford  
Shellie Bailey-Shah  
Camellia Osterink  
Robin Kowbrowski  
Dr. Shelly Reggiani  
Dr. Tatiana Cevallos  
Dr. Toshiko Maurizio  
Veronica Galvan  
Stafford Boyd  
Aaron Boyle  
Sarah Weiland

Superintendent  
Deputy Superintendent for Teaching & Learning  
Associate Superintendent for Business Services  
Associate Superintendent for Operations & Support Services  
Chief of Staff  
Chief Information Officer  
Public Communications Officer  
General Counsel  
Executive Administrator for PreK-8 Schools  
Executive Administrator for Equity & Inclusion  
Administrator for Equity & Inclusion  
Administrator for Multilingual Programs  
Administrator for Curriculum, Instruction & Assessment  
Administrator for Curriculum, Instruction & Assessment  
Administrator for Facilities Development  
Board Secretary & Executive Assistant

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

**I. OPEN MEETING**

Chair Karen Pérez called the meeting to order at 7:07 p.m. She noted that all seven board members were present and one student representative was present.

Board member Tammy Carpenter requested a contract authorization be pulled from the consent agenda: Raleigh Hills Elementary School Replacement Project Furniture, Fixtures & Equipment.

**II. RECOGNITIONS**

*A. Verna Bailey Be the Change Awards*

**Belong. Believe. Achieve.**

*Use the following links to access board meeting information:*

*Video Livestream: [youtube.com/BeavertonSchools](https://youtube.com/BeavertonSchools) • Meeting Materials: [beavertonsd.org/boardmeetings](https://beavertonsd.org/boardmeetings)*

The school board congratulated the middle school students who were winners of the 2025 Verna Bailey Be the Change Award. This award is given to 6th or 7th grade students of color who believe that building empathy for others, increasing racial awareness and promoting social justice are crucial elements in fostering a just and supportive community. The winning students will each create a project that seeks to build awareness of these issues. The students recognized were Amelia White from Conestoga Middle School, Leila Mphepo from Highland Park Middle School and Fadir Omer from Stoller Middle School.

#### *B. Math & Science Teaching Award*

The school board congratulated Matt McCollum, science teacher at Mountainside High School, for being selected as an Oregon state finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST). Mr. McCollum was not able to be present at the meeting.

### **III. SUPERINTENDENT’S REPORT**

Superintendent Gustavo Balderas reported that the district had just held a budget committee meeting and was moving toward approval of a budget exceeding \$780 million, with a total district budget of approximately \$1.7 billion. He expressed concerns about state and federal funding, noting Oregon's state education budget was currently under consideration in Salem. At the federal level, the superintendent voiced serious concerns about the future of Title funds, particularly Title II, which may not be supported after September 30. There is also worry that other Title programs could be converted to block grants and reduced. Despite these challenges, Beaverton is in a strong financial position thanks to past and present leadership, a solid reserve fund, and effective budgeting led by Mike Schofield. While other Oregon districts are facing significant cuts — some with large staff reductions and up to 10 furlough days — Beaverton has remained stable due to its financial reserves and strong community and staff support. Dr. Balderas concluded by expressing gratitude for the community and emphasizing the district's continued progress toward budget approval.

### **IV. PUBLIC COMMENTS**

#### *A. Comments by Employee Groups*

BEA Vice President Katie Lukins and OSEA President Kyrsti Sackman commented to the board.

#### *B. Comments by Community Members*

The board heard public comment from 10 speakers. The board also received 41 written comments.

#### *C. Public Hearing: Instruction Time Exemptions*

The public hearing was held and no public testimony was received on instruction time exemptions.

### **V. ITEMS FOR INFORMATION**

#### *A. Generative AI Responsible Use*

Chief Information Officer Steve Langford and Curriculum, Instruction and Assessment Administrator Stafford Boyd provided an overview of the process undertaken to consider generative artificial intelligence (Gen AI) responsible use guidelines for staff and students. The Generative AI Advisory Committee was formed in January 2025, researched policy and practice impacts of Gen AI use, and began development of responsible use guidelines for student and staff use of Gen AI applications. The work to develop Gen AI guidelines will continue through summer 2025 to have guidance ready for the start of school in August.

#### *B. Bond Accountability Committee Report*

The current chair of the Bond Accountability Committee, Randy Smith, along with Facilities Development Administrator Aaron Boyle presented the Bond Accountability Committee’s assessment of the

performance of the 2022 bond program. The report addressed the criteria from the school board goals for the bond.

### *C. Equity Advisory Committee Report*

Executive Administrator Dr. Shelly Reggiani and Administrator for Equity & Inclusion Tatiana Cevallos presented an update on the activities of the Equity Advisory Committee from the 2024-25 school year. The EAC is a district committee that informs and advises the superintendent and school board about the educational equity impacts of policy decisions, the experiences of underserved student groups, situations that impact underrepresented students, and the larger districtwide climate.

### *D. Financial Update*

Associate Superintendent Mike Schofield presented the monthly financial report, including general fund activity and forecast, a summary of revenues, expenditures and encumbrances, a report on classroom teacher staffing by school, information on investment activity, and a quarterly grant report. He also spoke about the state revenue forecast, and announced that as the district moves to a new software platform for finances, reports in the future may look different.

## **VI. CONSENT AGENDA**

### *A. Personnel*

### *B. Meeting Minutes*

- i. School Board Executive Session, April 8, 2025
- ii. School Board Work Session, April 8, 2025
- iii. School Board Business Meeting, April 8, 2025
- iv. School Board Work Session, April 22, 2025
- v. School Board Executive Session, April 22, 2025
- vi. School Board Special Meeting, April 29, 2025
- vii. School Board Executive Session, April 29, 2025
- viii. School Board Executive Session, April 30, 2025

### *C. Public Contracts*

### *D. Budget Calendar Revision*

### *D. Instructional Time Exemptions & Credits*

Susan Greenberg moved to approve the consent agenda as submitted with the exception of the item that was removed. Justice Rajee seconded. The motion passed unanimously 7:0.

The board recessed for a break at 9:06 p.m. and reconvened at 9:13 p.m.

## **VII. ITEMS FOR ACTION**

### *A. Contract Authorization: Raleigh Hills ES Replacement Project Furniture, Fixtures & Equipment*

Associate Superintendent for Operations Casey Waletich provided additional information and answered board member questions regarding contract costs and portability of materials. Susan Greenberg moved to approve the contract authorization as presented. Justice Rajee seconded. After discussion, the motion passed 6:1 with Tammy Carpenter opposing.

### *B. Licensed Substitute Agreement*

Chief of Staff Kerry Delf shared that the Beaverton School District and the Beaverton Education Association had completed negotiations and reached a tentative agreement on April 30 on a three-year contract for licensed substitutes — guest teachers and licensed specialists. The agreement had been ratified by bargaining unit members with 96.8% of voting members in favor, and was presented for

school board approval. Susan Greenberg moved to approve the terms of the collective bargaining agreement for licensed substitutes. Justice Rajee seconded. The motion passed unanimously 7:0.

*C. Language Arts/English Language Proficiency Middle/High School Curriculum Adoption*

Teaching & Learning Department staff had presented the proposed Integrated Guidance: Aligning for Student Success application in the previous meeting and were available for questions. Susan Greenberg moved to approve the Integrated Guidance application as presented. Justice Rajee seconded. The motion passed unanimously 7:0.

*D. School Board Calendar for 2025-26 Year*

Chief of Staff Kerry Delf had presented the proposed 2025-26 school board calendar in the previous meeting and was available for questions. Susan Greenberg moved to approve the school board calendar for 2025-26 as presented. Justice Rajee seconded. The motion passed unanimously 7:0.

*E. Budget Calendar for 2026-27 Budget*

Associate Superintendent Mike Schofield had presented the proposed calendar for the 2026-27 budget development process in the previous meeting and was available for questions. Susan Greenberg moved to approve the budget calendar for the 2026-27 budget as presented. Justice Rajee seconded. The motion passed unanimously 7:0.

*F. Board Policy Revisions*

- a. JFCEB Personal Electronic Devices
- b. GCBDA Family & Medical Leave
- c. GCBDC Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave

General Counsel Camellia Osterink and Chief of Staff Kerry Delf had presented proposed policy updates in the previous meeting and were available for questions. Susan Greenberg moved to approve the policy revisions as recommended. Justice Rajee seconded. The motion passed unanimously 7:0.

*G. Youth Services Officers Program*

The board had previously heard presentations about the Youth Service Officers program and Associate Superintendent Casey Waletich was available for questions. Susan Greenberg moved to affirm the continuation of the Youth Services Program and authorize the superintendent to execute the contract renewals for continued delivery of services. Justice Rajee seconded. After further discussion, the motion passed 4:3 with Susan Greenberg, Karen Pérez, Melissa Potter and Sunita Garg voting yes and Ugonna Enyinnaya, Justice Rajee and Tammy Carpenter voting no.

**VIII. ITEMS FOR ACTION AT A FUTURE MEETING**

*A. PPS Boundary Adjustment*

A twelve parcel residential subdivision is being developed within the service boundary of Portland Public Schools (PPS). These twelve parcels are isolated from PPS campuses, which would require significant transportation requirements if students attended PPS schools. The developer, new property owners, and Portland Public Schools have asked Beaverton School District to adjust the service boundary to allow the twelve parcels to be located in the BSD service boundary. The board will take action at its next meeting on June 2, 2025.

*B. NWRESD Board Election*

The Northwest Regional Education Service District Board of Directors Zone 4 position's term will expire on June 30, 2025. Vacancies of NWRESD numbered zone positions are filled through election by the component district boards in that zone. NWRESD has completed the application process for candidates

and received one application from Michelle Graham, the incumbent. This was presented for initial consideration. The board will take action at its next meeting on June 2, 2025 to decide whether to vote for the candidate for the NWRESD Zone 4 seat.

*C. Board Policy Revisions*

- a. IKF Graduation Requirements
- b. GCBDD Sick Leave

General Counsel Camellia Osterink and Chief of Staff Kerry Delf presented and answered questions from the board on recommended revisions to board policies for consideration for approval at a future meeting.

**IX. BOARD COMMUNICATION**

*A. Comments & Committee Reports*

Board members and student representatives spoke on a variety of topics, including supports for students with IEPs or 504 plans and those who don't follow traditional paths, prioritizing mental health supports for students, thoughts on the youth service officers program, and appreciation for the audit committee's role. Board members also shared positive reflections from school visits, noted appreciation events and expressed deep gratitude for BSD staff and this year's retirees, and stressed the importance of advocating for full school and special education funding during the state legislative session.

**CLOSE MEETING**

Chair Karen Pérez adjourned the meeting at 10:15 p.m.

**DRAFT MEETING MINUTES – BOARD SPECIAL MEETING MAY 29, 2025****Board Members Present:**

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

**Absent:****Staff Present:**

Camellia Osterink  
Kerry Delf

General Counsel  
Chief of Staff

**Media Present:**

Julia Silverman, Oregonian

The meeting was held virtually and was open to the public to attend via live stream on YouTube.

**I. OPEN MEETING**

Chair Dr. Karen Pérez called the special meeting to order at 7:47 p.m. following an executive session. All seven board members were present.

**II. BOARD ACTION ON COMPLAINT**

The board chair asked if there was a motion. Susan Greenberg moved to refer the complaints against board member Tammy Carpenter to a third party investigator. Justice Rajee seconded. The vote carried 5:2, with Justice Rajee, Karen Pérez, Melissa Potter, Sunita Garg and Susan Greenberg voting yes, and Tammy Carpenter and Ugonna Enyinnaya voting no.

Dr. Pérez noted that, the motion having carried, she would work with counsel to identify a third party investigator, share the complaint documents with them so that they could proceed with an investigation, and bring their report to the board when it was complete.

**III. CLOSE MEETING**

Dr. Pérez adjourned the meeting at 7:49 p.m.

**CONSENT AGENDA – ITEM FOR ACTION****PUBLIC CONTRACTS AUTHORIZATION****SUMMARY**

School board action is required to authorize the attached public contract items. The authorization of contracts for expenditures above the threshold of delegated authority is a routine board action that appears under the consent grouping of the board agenda.

**BACKGROUND**

Board action is required to authorize the superintendent or a designee to obligate the district for the attached public contract items. The table contains summary information and the following sheets provide additional details about each of the contracts for which authorization is sought.

Board policies DJ District Purchasing, DJCA Personal Services Contracts and DJC Bidding Requirements, and administrative regulations DJ-AR, DJCA-AR, and DJC-AR articulate the school district's public contracting rules in accordance with state recommended model rules.

Appropriate public contracting rules and bidding procedures have been complied with before recommending the attached contracts for board approval.

**RECOMMENDATION**

The superintendent recommends the board authorize the superintendent or a designee to obligate the district for the public contract items listed herein.

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| Contract Name   | Recommended By  | Contract Selection Process                                     | Contractor / Vendor                      | Contract Amount | Contract Timeline |         | Recommendation                  |
|---|---|--|--|-----------------|-------------------|---------|---------------------------------|
|   |   |  |  |                 | Start             | End     |                                 |
| Trimble Unity Construct (formerly e-Builder)  | Aaron Boyle, Administrator for Facilities Development   | Sole Source Procurement per OAR 137.047.0275 and DJCA-AR(2)(e) | Trimble Inc.                             | \$546,000       | 08/2025           | 07/2028 | Authorization to Award Contract |
| Architectural/Engineering (A/E) Services for Sunset High School Complete Design for HVAC Upgrade              | Aaron Boyle, Administrator for Facilities Development   | Request for Proposal (RFP) #21-0029                            | OH Planning + Design, Architecture, P.C. | \$1,079,254     | 06/2025           | 10/2026 | Authorization to Award Contract |
| Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Sunset High School HVAC Upgrade | Aaron Boyle, Administrator for Facilities Development   | Request for Proposal (RFP) #22-0020                            | Pence Contractors, LLC                   | \$6,720,827     | 06/2025           | 10/2026 | Authorization to Award Contract |
| Sunset High School LED Stadium Light Retrofit Project   | Matt Lichtenfels, Energy and Resource Conservation Program Manager, Ron Umali, Maintenance Services Administrator | Sourcewell Cooperative Contract #041123-CPL                    | Cooper Lighting, LLC                     | \$451,495       | 06/2025           | 11/2025 | Authorization to Award Contract |
| Early College High School, Opportunity Knocks and Career Encounters   | Michael Crandall, ECHS Administrator  | Intergovernmental Agreement per ORS Chapter 190                | Portland Community College               | \$2,545,420     | 07/2025           | 06/2026 | Authorization to Award Contract |
| Newsela Instructional Materials   | Stafford Boyd, Administrator for Curriculum, Instruction & Assessment   | Special Procurement Pursuant to DJC-AR(5)(a)                   | Newsela, Inc.                            | \$346,000       | 06/2025           | 06/2027 | Authorization to Award Contract |

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Trimble Unity Construct (formerly e-Builder)

- **Contract Scope:** Three-year contract for licensing renewal fees for Trimble Unity Construct
- **Contract Timeline:** 08/2025 – 07/2028
- **Contract Amount:** \$546,000
- **Contractor/Vendor:** Trimble Inc.
- **Funding Source:** 2022 Bond; Program Management
- **Solicitation Method:** Sole Source Procurement per OAR 137.047.0275 and DJCA-AR(2)(e)
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** 2025 – 2028 Bond Program Management

- **Project Scope:** Program and overhead costs for fiscal years 2025-2026, 2026-2027 and 2027-2028
- **Project Budget:** \$18,800,000
- **Project Timeline:** 06/2025 – 07/2028

**BACKGROUND:** The 2022 bond measure approved by voters includes funds for Bond Program Management. Facilities Development utilizes Trimble Unity Construct as the construction management and administration software for all 2022 bond projects. Historically, this contract has been renewed on an annual basis. Whereas it is impractical to change construction management systems during the bond, this multi-year authorization (through the end of the 2022 bond) realizes savings and provides budget certainty.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Architectural/Engineering (A/E) Services for Sunset High School Complete Design for HVAC upgrade

**Contract Scope:** A/E services for Sunset High School complete design for HVAC upgrade

- **Contract Timeline:** 06/2025 – 10/2026
- **Contract Amount:** \$1,079,254
- **Contractor/Vendor:** OH Planning + Design, Architecture, P.C.
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) #21-0029
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Sunset High School HVAC Upgrade

- **Project Scope:** Provide complete design and engineering services.
- **Project Budget:** \$8,000,000
- **Project Timeline:** 02/2025-11/2026

**BACKGROUND:** The 2022 bond measure approved by voters includes funds for the Sunset High School HVAC upgrade project. Currently, portions of the building are without cooling and all controls are not integrated to district standard. Among other scope items, this project will add cooling to uncooled spaces, including the auditorium and main gym. This project will also add new controls and integrate all systems to the district standard. Another major scope item includes converting the existing steam boiler to hot water heating.

This contract will provide complete design and engineering services for this project. It will also provide coordination with the selected Construction Manager / General Contractor (CM/GC) on the pre-design assessment, as well as standard construction management services of an A/E.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with OH Planning + Design, Architecture, P.C., subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Sunset High School HVAC Upgrade

- **Contract Scope:** CM/GC pre-construction services for Sunset High School HVAC upgrade, including design input, constructability review, cost estimating, scheduling, and logistics
- **Contract Timeline:** 06/2025 – 10/2026
- **Contract Amount:** \$6,720,827 (initial contract value is \$120,827)
- **Contractor/Vendor:** Pence Contractors, LLC
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) #22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Sunset High School HVAC

- **Project Scope:** Sunset High School HVAC Upgrade
- **Project Budget:** \$8,000,000
- **Project Timeline:** 02/2025 – 11/2026

**BACKGROUND:** The 2022 bond measure approved by voters includes funds for the Sunset High School HVAC upgrade. Portions of the building are without cooling. Cooling will be added to these spaces including the auditorium and main gym. New controls will be added to integrate all systems to the district standard. The steam boiler system will be converted to hot water heating.

This initial contract is for a CM/GC to provide pre-construction services. These services include constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a Guaranteed Maximum Price (GMP) proposal. The estimated construction cost for this project is \$6,600,000. If the negotiated GMP amount exceeds this estimate by more than 10% the GMP amendment will be brought before the board for approval.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Sunset High School LED Stadium Light Retrofit Project

**Contract Scope:** Replace Sunset High School's aging, failing and inefficient stadium high intensity discharge (HID) lighting system with a new light emitting diode (LED) stadium light system similar to the new stadium light systems at Westview, Southridge and Aloha HS. This project will save an estimated 172,500 kWh per year totaling over \$15,000 annually in electricity cost savings.

- **Contract Timeline:** 06/2025 – 10/2025
- **Contract Amount:** \$451,495
- **Contractor/Vendor:** Cooper Lighting, LLC
- **Funding Source:** SB1149, Energy Trust of Oregon, Energy 241, and Bond – Deferred Maintenance
- **Solicitation Method:** Sourcewell Cooperative Contract #041123-CPL
- **Recommended By:** Matt Lichtenfels, Energy and Resource Conservation Program Manager, Ron Umali, Maintenance Services Administrator

**ASSOCIATED PROJECT:** Sunset High School LED Stadium Light Retrofit Project

- **Project Scope:** Replace Sunset High School stadium lights with LED lighting
- **Project Budget:** \$451,495
- **Project Timeline:** 06/2025 – 10/2025

**BACKGROUND:** This is a turn-key project to remove existing light heads at Sunset High School's stadium and auxiliary turf field light poles and replace with new LED light head units. Lights will be controlled by central hub controller installed in the press box. The system will be operated by user permitted cellphone or laptop. All labor and materials are covered including lift to install system components. System will have complete 10-year warranty including parts, labor and lift costs.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Early College High School, Opportunity Knocks and Career Encounters

- **Contract Scope:** Early College High School Coursework/Programs
- **Contract Timeline:** 07/2025 – 06/2026
- **Contract Amount:** \$2,545,420
- **Contractor/Vendor:** Portland Community College
- **Funding Source:** General Fund – Pending approval of funding in the 2025-26 budget
- **Solicitation Method:** Intergovernmental Agreement per ORS Chapter 190
- **Recommended By:** Michael Crandall, ECHS Administrator

**ASSOCIATED PROJECT:** Early College High School, Opportunity Knocks and Career Encounters Program

- **Project Scope:** Provide tuition for district students attending Early College High School, Career Encounters and Opportunity Knocks
- **Project Budget:** Content
- **Project Timeline:** 07/2025-06/2026

**BACKGROUND:** Beaverton School District has had a partnership and intergovernmental agreement with Portland Community College dating back to 1998 which allows BSD students to attend and complete their high school coursework at Portland Community College. This annual request allows Early College High School/BSD to pay tuition and fees for 366 BSD students enrolled in Early College High School for the 2025-26 school year.

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

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Newsela Instructional Materials

- **Contract Scope:** Procurement of social studies instructional materials
- **Contract Timeline:** 06/2025 – 06/2027
- **Contract Amount:** \$346,000
- **Contractor/Vendor:** Newsela, Inc.
- **Funding Source:** General fund
- **Solicitation Method:** Special Procurement Pursuant to DJC-AR(5)(a)
- **Recommended By:** Stafford Boyd, Administrator for Curriculum, Instruction & Assessment

**ASSOCIATED PROJECT:** Newsela Instructional Materials

- **Project Scope:** Procurement of social studies instructional materials
- **Project Budget:** \$346,000 total for 2 years
- **Project Timeline:** 06/2025 – 06/2027

**BACKGROUND:** Newsela is a component of the adopted social science materials for grades K-12. Newsela offers thousands of real-world texts that feature diverse perspectives, with new content added daily. Texts are published at five reading levels with built-in scaffolds, and texts are available in both English and Spanish.

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

**CONSENT AGENDA — ITEM FOR ACTION****BARNES GYM/CAFETERIA DESIGN BUILD ALTERNATIVE PROCUREMENT****SUMMARY**

OAR 137-49-0620 and ORS 279C.335 permit the Beaverton School District Board of Directors to exempt specific projects from the competitive bidding requirements of ORS 279. District staff are proposing to use the design-build procurement method to deliver the Barnes gym and cafeteria project. This solicitation would involve a request for proposals (RFP) to select the contractor that best meets the needs of the district. The selection criteria will be included in the RFP and will grade their experience, capabilities, safety record and price. This process will allow the district to receive competitive pricing while ensuring that we are contracting with capable contractors.

**BACKGROUND**

The 2022 bond includes a new gymnasium, cafeteria and kitchen at Barnes Elementary School. Currently the cafeteria and kitchen are in the basement; they are very old, undersized, and not very accessible. The gymnasium needs to be upgraded to meet the current ed spec and seismic code. We are currently conducting an analysis to determine the best course of action and whether or not the existing facilities can be modified to meet current standards.

Our plan is to utilize a design-build procurement for this project. This delivery method will give us the opportunity to select the firm that offers the best value. The best value selection means we will be scoring firms based on their design, qualifications, safety plan, and price. This method gives the most opportunity for innovation. Design-build is the fastest growing and most commonly used delivery method in the country, but relatively new in Oregon. The design-build delivery method is widely recognized to be the most efficient project delivery method. We have utilized this delivery method on several projects.

Pursuant to ORS 279.335(5), the district advertised these findings in draft form for a minimum of 14 days in advance of this board meeting at which their adoption is being requested, and held a public hearing on May 27, 2025, to provide an opportunity for any interested party to appear and comment on the findings (Attachment A). Any public comments received have been considered and included as an attachment to this report.

**RECOMMENDATION**

It is recommended that the school board approves use of the proposed design-build contracting procedure for the Barnes gym and cafeteria project. Board approval to award the contract will be requested after receipt of the proposals.

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## ATTACHMENT A

### FINDINGS

#### ALTERNATE CONTRACTING PROCEDURE DESIGN-BUILD CONSTRUCTION CONTRACT BARNES ELEMENTARY SCHOOL GYM/CAFETERIA

- a. ***BSD staff finds that this alternate contracting procedure is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.***

Staff finds that granting this exemption will not unreasonably limit the number of firms available to bid, since procurement will be through a publicly advertised process, which is expected to receive significant interest from design-builder construction industry.

- b. ***BSD staff finds that awarding a public improvement contract for this project through the design-build method will likely result in substantial cost savings and other substantial benefits to the district.***

In making this finding, staff have considered the type, cost and amount of the contract and, to the extent applicable to the contract, the following:

- A. **Findings related to how many persons are available to bid:** Staff find that granting this exemption will not unreasonably limit the number of firms available to bid, since procurement will be through a publicly advertised process, and it is anticipated to receive great interest from industry. Moreover, design-build is a widely used construction contracting method with a large and competitive network of capable contractors.
- B. **Findings related to the construction budget and the projected operating costs for the completed public improvement:** Staff find that granting this exemption is likely to result in reduced construction and design costs. Using a design-build delivery method will enable the district to utilize both its performance specifications and project requirements to guide the work of a highly qualified team to quickly and efficiently generate and analyze several iterations to best meet the individual site and permit requirements while maintaining budget. After the full design is completed, the design-build contract allows the district to initiate construction without a lapse in project timelines. It also integrates the design firm with the contractors to consider alternative means and methods of construction and optimize cost savings. These findings will particularly help execute the Barnes gym/cafeteria project due to the number of possible design solutions. Our commitment is to create a new gym and cafeteria; this can be accomplished in many ways. We are seeking innovative design solutions that fit the project budget. Another benefit of design-build is reducing the risk of design flaws, misunderstandings and conflicts inherent in construction contractors building from designs in which they have had no opportunity for input, with the potential of reducing claims.
- C. **Findings related to public benefits that may result from granting the exemption:** Staff find that the public will benefit from the granting of this exemption. Granting of this exemption will assist the district in selection of the design-build project approach and team that most

closely aligns with the project goals. Additionally, staff finds that because of the continuity of team members throughout the process and the improved timeline there will be a public benefit by receiving potentially reduced construction costs.

- D. **Findings related to whether value engineering techniques may decrease the cost of the public improvement:** Staff finds that granting this alternate contracting procedure will provide the most comprehensive team evaluation of all factors that affect the cost, quality, and schedule of the project, which may decrease the ultimate cost of the improvement. The design-build process offers the opportunity for integrated design solutions between the designer and contractors that make up this project based on the district's project requirements. The traditional design-build method under consideration – in which the initial contract includes a guaranteed maximum price—would provide additional incentive for the design-build firm to identify and execute value engineering to obtain maximum performance under the performance specifications within the set price. Staff anticipates that the current budget will not be adequate and are hoping that this additional incentive towards innovation will better help align the project with the goals.
- E. **Findings related to the cost and availability of specialized expertise that is necessary for the public improvement:** Staff finds that specialized expertise will be required to design and construct this facility. It will be an occupied construction project which requires special care and planning. This delivery method will ensure that the most qualified team is selected to deliver the project.
- F. **Findings related to any likely increases in public safety:** Staff find that the design-build delivery method will enhance public safety on this project. As the Barnes project will be occupied construction, we will be best served by hiring a firm with the requisite qualifications and safety plan.
- G. **Findings related to whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement:** Staff find that granting this alternate contracting procedure will reduce risks to the school district. We will select the firm that proposes the best value proposition for the district. This means that district staff will be scoring proposals based on qualifications, alignment with project goals and cost. The design-build contractor will be responsible for accepting all risk associated with schedule, cost and permitting.
- H. **Findings related to whether granting the exemption will affect the sources of funding for the public improvement:** Not applicable. Staff find that granting this exemption will have no effect on funding sources for the project.
- I. **Findings related to whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement:** With the multitude of construction market factors that exist today in Oregon (e.g. completion of other projects, environmental issues that limit construction materials, shortage of qualified craftsmen, inflation, etc.), staff find that granting this exemption allows the school district to be more responsive to market conditions by delivering the project in a way that gives the design-build partner the most flexibility.
- J. **Findings related to whether granting the exemption will better enable the contracting**

**agency to address the size and technical complexity of the public improvement:** Staff find that granting this exemption will allow the school district to accept proposals only from contractors who have demonstrated considerable experience in delivering similar projects successfully.

- K. **Findings related to whether the public improvement involves new construction or renovates or remodels an existing structure:** This project will involve new construction and potential renovation of existing spaces.
- L. **Findings related to whether the public improvement will be occupied or unoccupied during construction:** Portions of this public improvement will occur in a building that is occupied during construction. During the summers it will be partially unoccupied.
- M. **Findings related to whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions:** This project will consist of a single phase.
- N. **Findings related to whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract:** Staff will rely on their own experience, having successfully used the design-build method on many other projects in the current and prior bond programs. The district also relies upon outside legal counsel appointed by the school board to provide construction contracting legal advice. Using their combined expertise and experience, staff and counsel will oversee developing the alternative contracting method and its implementation, including negotiating, administering and enforcing the terms of the design-build contract.

**CONSENT AGENDA – ITEM FOR ACTION****APPOINTMENT OF BUDGET OFFICER****SUMMARY**

The appointment of the district budget officer is a routine item that is brought before the school board for approval on an annual basis.

**BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall designate a person to serve as the budget officer.

ORS 294.331 requires the board to designate a person to serve as the budget officer. The budget officer shall prepare or supervise the preparation of the budget document. The budget officer acts under the direction of the superintendent of the school district.

**RECOMMENDATION**

It is recommended that the school board approve the following:

BE IT RESOLVED that Michael Schofield, Associate Superintendent for Business Services, is hereby designated the budget officer for Beaverton School District for the fiscal year 2025-26.

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**CONSENT AGENDA – ITEM FOR ACTION****APPOINTMENT OF CLERK AND DEPUTY CLERK****SUMMARY**

The appointment of the district clerk and deputy clerk(s) is a routine item that is brought before the school board for approval on an annual basis.

**BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall appoint a school district clerk and deputy clerk for the 2025-26 fiscal year.

ORS 332.515 requires the appointment of the Chief Administrative Officer as the school district clerk. Deputy clerks may also be appointed within this statute.

**RECOMMENDATION**

It is recommended that the school board approve the following:

Superintendent Dr. Gustavo Balderas is hereby appointed to serve as clerk of Beaverton School District for the fiscal year 2025-26.

Associate Superintendent for Business Services Michael Schofield is hereby appointed to serve as deputy clerk of Beaverton School District for the fiscal year 2025-26.

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**CONSENT AGENDA — ITEM FOR ACTION****APPOINTMENT OF CUSTODIANS OF SCHOOL FUNDS****SUMMARY**

The appointment of custodians of school funds is a routine item that is brought before the school board for approval on an annual basis.

**BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall designate custodians of school funds. ORS 328.441(1) governs the appointment of custodians of school funds for Oregon school districts. A custodian of school funds receives, invests, and disburses school funds.

**RECOMMENDATION**

It is recommended that the school board approve the following:

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the school board of Beaverton School District designates Superintendent Dr. Gustavo Balderas, Associate Superintendent for Business Services Michael Schofield, Finance Manager Jason Guchereau, and Treasury Specialist Sarah Sevey as custodians of school funds for the 2025-26 fiscal year.

BE IT FURTHER RESOLVED that, in accordance with the provisions of ORS 328.445, school district obligations may be paid by check bearing the original signature of any custodian of school funds or the custodian's facsimile signature. Alternatively, school district obligations may be paid by bank wire transfer.

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**CONSENT AGENDA — ITEM FOR ACTION****DESIGNATION OF DEPOSITORIES****SUMMARY**

The designation of depositories is a routine item that is brought before the school board for approval on an annual basis.

**BACKGROUND**

To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall designate the banks which will serve as depositories for school district funds.

ORS 328.441(2) requires that the school board “shall designate such bank or banks within the county or counties in which the district is located, as the board deems safe and proper depositories for school district funds.”

**RECOMMENDATION**

It is recommended that the school board approve the following:

BE IT RESOLVED that US Bank, Wells Fargo Bank, and State of Oregon Local Government Investment Pool be and hereby are designated as depositories for Beaverton School District for the fiscal year 2025-26.

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**CONSENT AGENDA — ITEM FOR ACTION****APPOINTMENT OF FINANCIAL AUDITOR****SUMMARY**

The appointment of a financial auditor is a routine item that is brought before the school board for approval on an annual basis.

**BACKGROUND**

ORS 328.465, 327.137, 297.405 require the appointment of a financial auditor for the school district. To comply with the requirements of Oregon Revised Statutes (ORS), the school board of Beaverton School District shall appoint a financial auditor for the 2025-26 fiscal year.

**RECOMMENDATION**

It is recommended that the school board approve the following:

BE IT RESOLVED that REDW Advisors & CPAs is hereby appointed to serve as financial auditor of Beaverton School District for the fiscal year 2025-26.

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**CONSENT AGENDA — ITEM FOR ACTION****APPOINTMENT OF LEGAL COUNSEL****SUMMARY**

The appointment of district legal counsel is a routine item that is brought before the school board for approval on an annual basis.

**BACKGROUND**

The Beaverton School District both employs in-house counsel and contracts with outside legal counsel to advise and represent the district. It is recommended that the school board review legal counsel services annually.

**RECOMMENDATION**

It is recommended that the school board approve the following:

BE IT RESOLVED the following attorneys are hereby designated as legal counsel for Beaverton School District for the 2025-26 fiscal year:

**Firm**

Miller Nash LLP

**Attorney**Michael Porter  
Naomi Levelle-Haslitt  
Erin Burris  
Ivan Resendiz Gutierrez  
Cody Elliott  
Trevor Caldwell**Services**Charter Schools, Education,  
Employment & Tort Liability

Dunn Carney LLP

Christopher Walters  
Ty Wyman

Real Estate &amp; Contracts

Smith Foster King LLP

Anne Foster

Tort Liability  
Labor & Employment

Reinisch Wilson Weier, PC

Rebecca Fey  
Katerina Wolfe

Workers' Compensation

Hawkins Delafield &  
Wood LLP

Gulgun Ugur

Bond Counsel

The Hungerford Law Firm

Brian Hungerford  
Joel HungerfordLabor & Employment  
Special EducationCummins, Goodman,  
Denley & Vickers, P.C.

George Goodman

OSHA Litigation

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**ITEM FOR ACTION****NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT BOARD ELECTION****SUMMARY**

The Northwest Regional Education Service District Board of Directors Zone 4 position's term will expire on June 30, 2025. Vacancies of NWRESD numbered zone positions are filled through election by the component district boards in that zone. NWRESD has completed the application process for candidates and received one application from Michelle Graham, the incumbent.

**BACKGROUND**

Vacancies on the NWRESD board in numbered zone positions are filled through election by the component district boards in that zone. NWRESD has divided its four-county region into five zones of approximately equal population. From each of these zones, each school district board has one vote to determine who will represent that zone on the NWRESD board. The NWRESD board has four additional appointed positions representing community populations.

Beaverton School District is represented by Zone 4 (northern part of district including Westview and Sunset High School attendance areas) and Zone 5 (southern part of district including Aloha, Beaverton, Mountainview and Southridge High School attendance areas). Zone 4 spans several districts and all participate in electing candidates to the position. In Zone 5, Beaverton is the only component district and the only vote in this election process.

The term of the board member in the Zone 4 position will expire on June 30, 2025. The person elected to fill the Zone 4 position will serve from July 1, 2025 to June 30, 2029. NWRESD completed the application process and one candidate applied for election: the incumbent, Michelle Graham.

**RECOMMENDATION**

The board is asked to vote on whether to endorse candidate Michelle Graham to fill the vacancy of NWRESD Zone 4 beginning July 1, 2025.

**SUGGESTED MOTION**

I move that the Beaverton School Board endorse candidate Michelle Graham to fill the ESD board vacancy for Zone 4, as presented.

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Northwest Regional  
Education Service District

# BOARD OF DIRECTORS ELECTION PACKET

ZONE 4: BEAVERTON SCHOOL DISTRICT

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CANDIDATE MATERIALS ATTACHED

**PLEASE CAST YOUR BALLOT  
BY MAY 31, 2025**

**CONTACT/QUESTIONS**  
NWRES D Board Secretary - [vwhite@nwresd.org](mailto:vwhite@nwresd.org)



# Northwest Regional Education Service District

April 25, 2025

TO: Board of Directors  
FR: Dan Goldman, Superintendent  
RE: NWRESD Board Vacancy - Zone 4

## EXPLANATION:

NWRESD board Zone 4 position term will expire on June 30, 2025. The position is up for election to begin July 1, 2025. NWRESD has completed the application process for candidates and received the following application, included in this packet.

As per NWRESD board policy BBE, any vacancy on the NWRESD Board of an elected member from any numbered zone position shall be filled through election by the component district boards from within that zone. Each school board within Zone 4 will receive one vote for their candidate of choice.

Qualified and interested persons were allowed to submit applications online to the NWRESD Board. For this election cycle, one candidate applied:

- Michelle Graham

In this agenda item, Zone 4 School Boards will have the opportunity to review the candidate for NWRESD Board vacancy for Zone 4 to begin July 1, 2025 with term ending June 30, 2029.

PRESENTER(S): Board Chair, Board Secretary or Superintendent

SUPPLEMENTARY MATERIALS: Application Info: [Michelle Graham](#)  
[Policy BBE: Vacancies on the Board](#)  
[Zone 4 Ballot](#)

PROPOSED MOTION: "I move to endorse candidate, Michelle Graham, as presented, to fulfill the vacancy of NWRESD Zone 4 to begin July 1, 2025 through June 30, 2029."



# Northwest Regional Education Service District

## *Zone 4 Candidate Application Materials:*

# ***MICHELLE GRAHAM***

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*Michelle shared the following in their application:*

### **EMPLOYMENT**

*Employed by Providence Health and Services for 44 years where she started as an Intensive Care Nurse and retired as an Executive of Quality and Medical Staff Services.*

### **EDUCATION**

*Received a Bachelor of Science in Nursing from University of Portland.*

### **EXPERIENCE**

*Director on the board of Scappoose School District, retiring after 16 years. Served 4 years each as chair and vice chair.*

### **COMMENTS**

*Retired from the Scappoose School Board 2 years ago. Since then, has been looking for an opportunity to serve, not only her community, but a broader one as well. This role will build on the partnerships developed in previous roles while continuing to be passionately involved in public education.*

# Northwest Regional Education Service District

Code: BBE

Adopted: 5/17/07

Revised/Readopted: 4/18/17, 8/9/2022

Orig. Code: BBE

## Vacancies on the Board

Vacancies occurring in elected or appointed board positions will be filled either through Board appointment or through election by the boards of the component districts in the manner described below. The Board appointee must be a legally registered voter and a resident within the Northwest Regional Education Service District (NWRESD) for one year immediately preceding the election or appointment.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment or election the newly appointed or elected Board member(s) will take office at the next board meeting following the appointment.

If the offices of a majority of Board members are vacant at the same time, the State Board of Education shall appoint persons to fill the vacancies occurring in appointed board positions from among persons qualified for those positions, if any, or from among other persons who are qualified to serve. The State Board of Education shall oversee the election by component school district boards within the position zones in which the vacancy occurred to fill vacancies occurring in elected positions from among qualified individuals from within those zones.

### Numbered Zone Positions

Any vacancy on the Board of an elected member from any numbered zone position shall be filled through election by the component district boards from within that zone from among the qualified members in that numbered position's zone. Qualified and interested persons will be allowed to submit applications to a component board or the NWRESD Board. Each component district in the zone of vacancy shall have one vote. The term of office of the person elected to fill a vacancy will be the time remaining in the vacated Board position.

### Appointed Positions (Positions A, B, C and D)

Any vacancy on the Board of an appointed member from any position designated by letter shall be filled through appointment by the zoned Board members from among persons qualified for that position. Appointment procedures will be developed by the NWRESD Board in an open meeting. The term of office of the person appointed to fill a vacancy will be the time remaining in the vacated Board position.  
END OF POLICY

#### Legal Reference(s):

[ORS 249.865 - 249.877](#)

[ORS 255.245](#)

[ORS 255.335](#)

[ORS 334.090](#)

[ORS 334.095](#)

#### Cross Reference(s):

BBBA - Board Member Qualifications

BBC - Board Member Resignation

BBD - Board Member Removal from Office



# Northwest Regional Education Service District

## **Northwest Regional ESD Governing Board Ballot Instructions**

Please indicate your endorsement of the candidate from the attached packet.

You may choose to hold interviews or a forum at your next board meeting.

Please contact [vwhite@nwresd.k12.or.us](mailto:vwhite@nwresd.k12.or.us) with questions.

Please return your ballot by May 31, 2025.

---

### **Voting Ballot**

#### **NWRESD Board Director: Zone 4 (Clatskanie, Rainier, Scappoose, St Helens, Vernonia & Beaverton)**

Please select your district:

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/> Clatskanie | <input type="checkbox"/> Vernonia                                 |
| <input type="checkbox"/> Rainier    | <input type="checkbox"/> Beaverton (Sunset & Westview<br>feeders) |
| <input type="checkbox"/> Scappoose  |   |
| <input type="checkbox"/> St Helens  |   |

We, the \_\_\_\_\_ School District Board of Directors endorse the following applicant to represent our district:

- Michelle Graham

*I attest that the above selection reflects the decision of our school district board.*

Board Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ITEM FOR ACTION****SERVICE AREA BOUNDARY ADJUSTMENT****SUMMARY**

A small twelve parcel residential subdivision is being developed within the service boundary of Portland Public Schools (PPS). These twelve parcels are isolated from PPS campuses, which would require significant transportation requirements if students attended PPS schools. The developer, new property owners, and Portland Public Schools have asked Beaverton School District to adjust the service boundary to allow the twelve parcels to be located in the BSD service boundary.

**BACKGROUND**

In 2014, the state of Oregon took the extraordinary step to move the Multnomah and Washington County boundary to facilitate the development of an area in the Bonny Slope neighborhood that was brought into the Urban Growth Boundary in 2002. At the same time, the state moved the special service district boundaries to support the future new development. These special service districts included Clean Water Services and Tualatin Valley Water District. For reasons that are not clear, the state did not move the school district boundary in 2014.

In 2019, Washington County approved a 37-parcel land division, called Timber Ridge Estates, in which twelve of the parcels were located in the Portland Public Schools boundary and 25 parcels were located in the Beaverton School District boundary. This did not become known until the new property owners attempted to register their children in Beaverton School District schools, at which time the impacted property owners were informed that they resided within the PPS service boundary.

In fall 2024, the developer of the subdivision approached both BSD and PPS to determine if there was a solution that both districts could offer to resolve the issue facing the neighborhood. PPS undertook a study to determine how it would serve students living in this development. The location of the residential development would make transportation difficult, and given its proximity to the Beaverton School District, changing the district boundary to follow the county boundary lines would better serve the families in this area. BSD determined that sufficient capacity exists at Bonny Slope Elementary School, Tumwater Middle School, and Sunset High School to accommodate the potential number of students that could be generated from the twelve parcels. Consistent with Board Policy JCA, BSD and PPS staff have been in communication to coordinate the potential for a service area boundary change between the two districts.

**RECOMMENDATION**

The superintendent recommends the board approve the resolution attached in the board packet and delegate authority to the superintendent or designee to coordinate and cooperate with the Portland Public Schools staff to facilitate the adjustment of the service boundary whereby twelve residential parcels are added to the Beaverton School District service boundary.

**SUGGESTED MOTION**

I move to approve the service area boundary adjustment as submitted.

**Belong. Believe. Achieve.**

## **SCHOOL BOARD RESOLUTION**

Approving a School District Boundary Change between Beaverton School District and Portland Public Schools.

### **Recitals**

WHEREAS, in 2014, the State of Oregon moved the jurisdictional boundaries between Multnomah County and Washington County to facilitate the development of an area in the Bonny Slope neighborhood that was brought into the Urban Growth Boundary in 2002.

WHEREAS, the jurisdictional boundary change was necessitated because the necessary infrastructure and local service providers to facilitate the development of the area was located within Washington County.

WHEREAS, there were no homes in this area although most of the surrounding area was within the Beaverton School District boundary.

WHEREAS, in 2019 Washington County approved a 37-parcel land division, called Timber Ridge Estates, in which 12 of the parcels were located in the Portland Public Schools boundary and 25 parcels located in the Beaverton School District boundary.

WHEREAS, in 2023 development of the new residential development commenced including the 12 new homes which are located within the PPS district boundary in Washington County.

WHEREAS, Portland Public Schools studied the ability to serve students living in the 12 subject parcels and concluded that a service boundary change with Beaverton School District would better serve the families in this area.

WHEREAS, Beaverton School District staff have determined that sufficient capacity exists at Bonny Slope Elementary School, Tumwater Middle School, and Sunset High School to accommodate the potential number of students that could be generated from the 12 parcels.

WHEREAS, consistent with Board Policy JCA, Beaverton School District and Portland Public Schools staff have been in communication to coordinate the potential for a service area boundary change between the two districts.

WHEREAS, upon approval of both the Beaverton School District and Portland Public Schools board, the Portland Public School Superintendent will file petitions with the Multnomah County and Washington County boundary boards requesting a change to the PPS boundary line to follow the county boundary line.

NOW THEREFORE, the Beaverton School District Board delegates authority to the Superintendent or their designee to coordinate and cooperate with the Portland Public Schools staff to facilitate the adjustment of the service boundary whereby 12 residential parcels are added to the Beaverton School District service boundary.

Adopted by by Board this \_\_\_\_\_ day of \_\_\_\_\_ 2025.

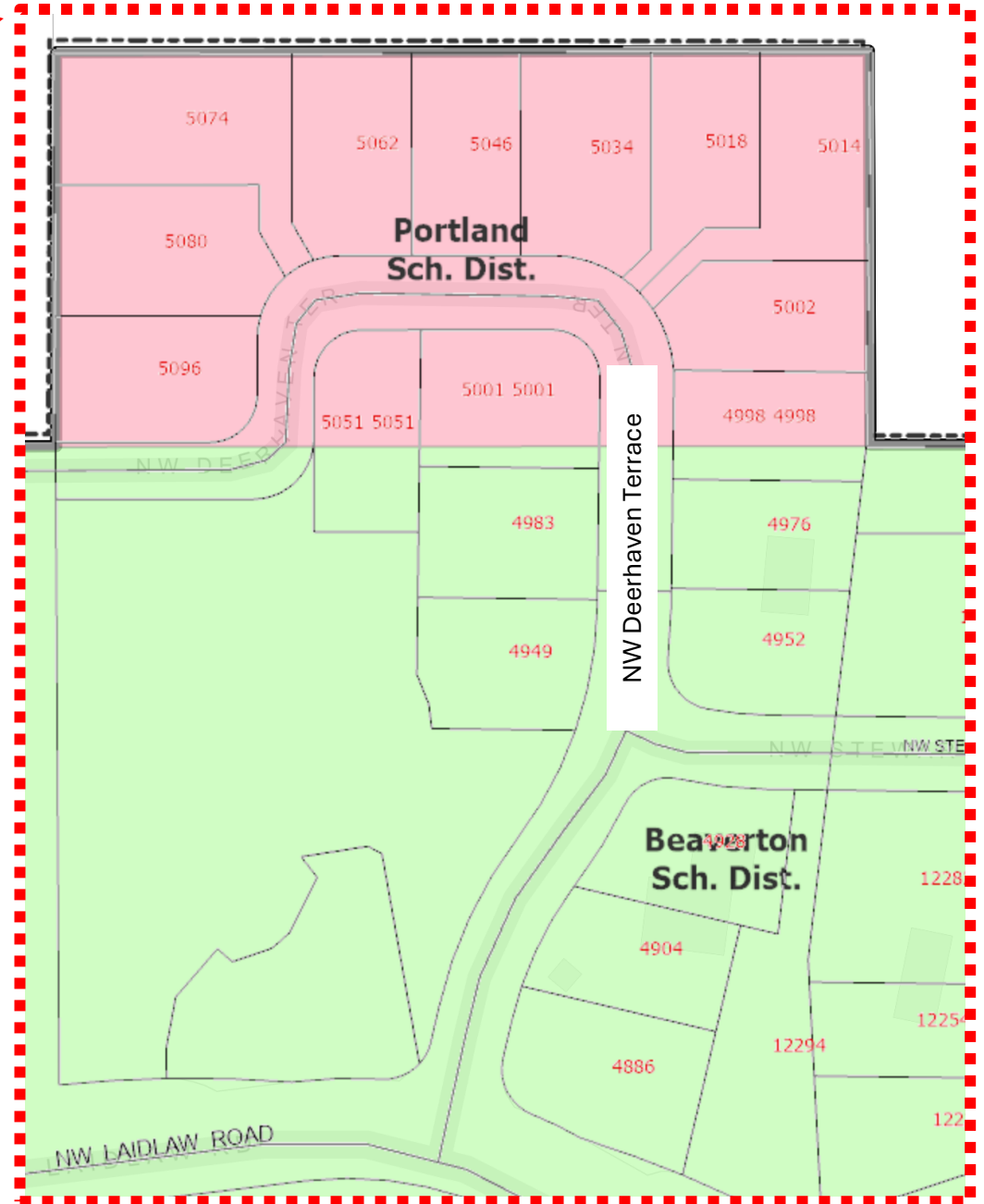
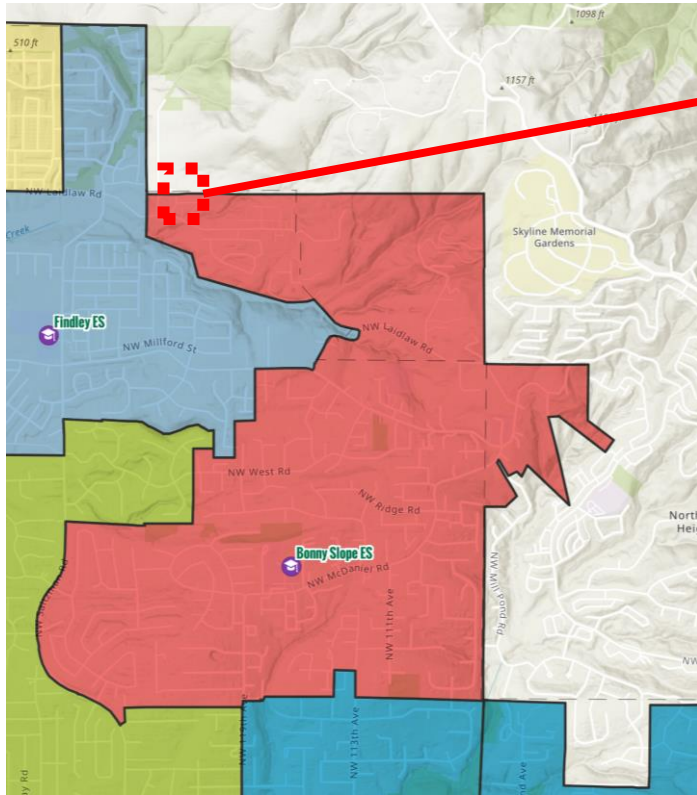
Signed by the Board chair this \_\_\_\_\_ day of \_\_\_\_\_ 2025.

SIGNED:

\_\_\_\_\_  
Dr. Karen Pérez, Board Chair

\_\_\_\_\_  
Dr. Gustavo Balderas, Superintendent

# Timber Ridge: NW Deerhaven Terrace – PPS & BSD IDT Agreement



## Lots within PPS that will be granted IDT to BSD (Bonny Slope / Tumwater / Sunset)

1. 5001 NW Deerhaven Terrace (lot is split, will treat as remaining in PPS) 1N122CB06900
2. 5051 NW Deerhaven Terrace (lot is split, will treat as remaining in PPS) 1N122CB06800
3. 4998 NW Deerhaven Terrace (lot is split, will treat as remaining in PPS) 1N122CB05800
4. 5002 NW Deerhaven Terrace 1N122CB05900
5. 5014 NW Deerhaven Terrace 1N122CB06000
6. 5018 NW Deerhaven Terrace 1N122CB06100
7. 5034 NW Deerhaven Terrace 1N122CB06200
8. 5046 NW Deerhaven Terrace 1N122CB06300
9. 5062 NW Deerhaven Terrace 1N122CB06400
10. 5074 NW Deerhaven Terrace 1N122CB06500
11. 5080 NW Deerhaven Terrace 1N122CB06600
12. 5096 NW Deerhaven Terrace 1N122CB06700

# JCA - Interdistrict Boundary Review/Adjustment

*Code: JCA*

*Readopted: 5/14/18*

*Adopted: 6/13/16*

*Orig. Code(s): JCA*

The district may, from time to time, review all or subsections of its district service boundary in relationship to neighboring school district boundaries.

District-initiated reviews are governed by Oregon Revised Statute (ORS) Chapter 330. This policy in no way is intended to govern or control any internal school attendance boundary reviews and/or changes.

Review will involve discussions and collaboration with other school districts adjoining the area under consideration. Any adjustments to the district's boundary should be agreed upon by all impacted school districts and their respective school boards. The respective school boards shall jointly agree to objectives for the boundary review and potential adjustment prior to commencing with the review.

The district will participate in these conversations in a joint and collaborative way, when possible including representation from the board and superintendent of each district impacted. Further, the district will seek out public feedback and comment, particularly from those that would be directly impacted from a proposed boundary adjustment.

END OF POLICY

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## **Legal Reference(s):**

[\*\*ORS 330\*\*](#).080 to - 330.107

[\*\*ORS 332\*\*](#).107

**ITEM FOR ACTION****APPROVE REVISIONS TO BOARD POLICIES GCBDD, IKF****SUMMARY**

Revisions are recommended to update school board policies GCBDD and IKF. Changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices, and integrated and recommended by staff.

**POLICY DRAFT KEY**

|                              |   |
|------------------------------|---|
| <u>Blue Underlined</u>       | Recommended language additions or changes |
| <del>Red Strikethrough</del> | Removed outdated language                 |
| <i>Black Italicized</i>      | Existing language moved within policy     |

**BACKGROUND****GCBDD - Sick Time - NEW**

The district proposes adopting this recommended policy from OSBA which aligns with Oregon law providing that the district as an employer must provide sick time to all employees as defined in ORS 653.601. The provision and use of sick time for most employees is governed by the district's agreements with its employee associations. This policy would not alter the provisions articulated in those agreements; it would establish sick time provisions to apply only where not otherwise specified in an applicable employee agreement.

**IKF - Graduation Requirements - REVISED**

This update adds language to align with changes in state law regarding new graduation requirements including personal financial education and higher education and career path skills, reflect the change in Oregon high school completion options to eliminate the alternative certificate and provide a certificate of attendance, and include the new provision to waive certain diploma requirements for students who complete a full International Baccalaureate diploma or career-related program.

**RECOMMENDATION**

The proposed revisions to these policies are presented for for approval:

- Adoption of board policy GCBDD
- Revisions to board policy IKF

**SUGGESTED MOTION**

I move to approve the policy revisions as submitted.

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## Sick Time\*

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In accordance with Oregon law, the district shall provide sick time to all employees as defined in ORS 653.601. The provision and use of sick time for most employees is governed by the district's agreements with its employee associations. The following provisions shall apply unless otherwise specified in the pertinent collective bargaining agreement, statement of benefits, contract or other agreement.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district and are eligible to use sick time beginning on the 91st calendar day of employment with the district and may use sick time as it is accrued.

Eligible employees shall accrue paid sick time at the rate of one hour of paid sick time for every 30 hours the employee works, up to 40 hours of paid sick time per year. Up to 40 hours of accrued sick time may be used per fiscal year. Up to 40 hours of unused sick time may be carried over to the subsequent year.

Sick time shall be taken in hourly increments. Sick time may be used for the employee's or a family member's mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with qualifying Family Medical Leave (FMLA), Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave (OFLA). Sick time may also be used in the event of a public health emergency or for leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272.

The appropriate use of sick time as provided by state law may not lead to or result in an adverse employment action against the employee. The district may discipline an employee for violating workplace policies and procedures related to the use of sick time.

The district reserves the right to require<sup>1</sup> verification or certification in accordance with law of the need for the sick time, including a medical verification or certification paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI or OFLA leave, sick time leave and qualifying FMLA, PFMLI or OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, sick time leave and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district requires an employee to provide advance notice of the intention to use sick time 10 days prior to when the requested sick time is to begin or as soon as otherwise practicable. When an employee uses sick time for a foreseeable absence, the employee shall take reasonable

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<sup>1</sup> In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias or stalking which necessitates the use of sick time.

effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, inservice training, mandatory meetings). Substitute employees may not accept a daily assignment for a day they anticipate needing to take sick time.

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district at least 24 hours in advance or, when circumstances prevent the employee from providing notice as required, as soon as practicable.

The district shall establish a standard process to track sick time for eligible employees.

END OF POLICY

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Legal Reference(s):

[ORS 332.507](#)

[ORS 342.545](#)

[ORS 342.610](#)

[ORS 659A.150 - 659A.186](#)

[OAR 839-007-0020 - 0065](#)

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

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## Graduation Requirements\*\*

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The board establishes graduation requirements for awarding of a high school diploma, a modified diploma, ~~or an extended diploma, and requirements for awarding of a certificate of attendance, and an alternative certificate which meet or exceed state requirements.~~

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A foster child~~ [In foster care](#)<sup>1</sup>;
2. [Experiencing houselessness](#)<sup>2</sup> ~~Homeless~~;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; ~~or~~
6. [Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program](#); ~~or~~
7. [Enrolled in an approved recovery school under ORS 336.680](#)<sup>3</sup>.

For any student identified above, the district shall accept any credits earned by the student in an accredited educational program<sup>4</sup>, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

### Diploma

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<sup>1</sup> ~~As~~ "Foster child" is defined in ORS 30.297.

<sup>2</sup> See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

<sup>4</sup> "Educational program in this state" means an educational program that is provided by a school district, public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 323.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits<sup>5</sup> which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>6</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~shall include which includes a minimum of~~ 0.5 credits ~~in of U.S.~~ civics ~~credit~~<sup>7</sup> in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for U.S. and world history, geography, and economics and financial literacy<sup>8</sup> (including personal finance));
5. One-half credit of higher education and career path skills<sup>9</sup>;
6. One-half credit of personal financial education<sup>10</sup>;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in world languages<sup>11</sup>, career technical education or the arts (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

Alternatively, in accordance with OAR 581-022-2000, a student will be considered to have satisfied the credit requirements for a high school diploma if they complete a minimum of 24 credits that include:

1. All the requirements for an International Baccalaureate Diploma Program or an International Baccalaureate Career-Related Program, as described by the International Baccalaureate Organization;
2. One-half credit of higher education and career path skills<sup>9</sup>; and
3. One-half credit of personal financial education<sup>10</sup>.

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<sup>5</sup> If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following lists. ~~However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.~~

<sup>6</sup> “Language arts” includes reading, writing and other communications in any language, including English.

<sup>7</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>8</sup> This requirement is replaced with one-half credit of personal finance education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>9</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>10</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>11</sup> “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

To receive a diploma, in addition to credit requirements outlined in ~~OAR 581-022-2000~~ [above](#), a student must<sup>12</sup>:

1. [Demonstrate proficiency in the Essential Skills of reading, writing and applying mathematics in a variety of settings<sup>12</sup>](#);
2. Develop an education plan and build an education profile;
3. Demonstrate extended application [of standards](#) through a collection of evidence ([or include evidence in existing collection\(s\)](#)); and
4. Participate in career-related learning experiences.

### Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic [content](#) standards adopted by the State Board of Education for a [high school](#) diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. [The student H](#)has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. [The student H](#)has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits, [with at least 13 of those credits to](#) ~~which shall~~ include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (must include a minimum of 0.5 credits in civics in addition to history, geography and economics (~~including personal finance~~));
5. [One-half credit in personal financial education<sup>13</sup>](#);
6. [One-half credit in higher education and career path skills<sup>13</sup>](#);
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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<sup>12</sup> ~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021). The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.~~

<sup>13</sup> [This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.](#)

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. [Demonstrate a proficiency in the Essential Skills of reading, writing and applying mathematics in a variety of settings<sup>14</sup>](#);
2. Develop an education plan and build an education profile; and
3. [Demonstrate extended application of standards through a collection of evidence \(or include evidence in existing collection\(s\)\)](#).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in [the achievement level](#) ~~learning expectations~~, construct, or ~~content that is to be measured, grade-level standard, or~~ measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. [The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment](#);
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter-Balanced~~ [statewide](#) assessment.

A student's school team [\(which must include an adult student, parent/guardian of the student\)](#) shall decide ~~that if~~ a student ~~will should~~ work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma:~~

[For students with a documented history as described above, the district shall annually provide their parents or guardians, beginning no later than grade 5 or upon establishment of the documented history, with:](#)

1. [Information regarding the availability and requirements for a high school diploma, modified diploma, and extended diploma; and](#)
2. [A written disclosure stating that students awarded a certificate of attendance:](#)

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<sup>14</sup> [The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.](#)

- a. [Will not be counted as high school graduates in state or district reporting; and](#)
- b. [May not represent that they have received a high school diploma on applications for employment, military service, financial aid, post-secondary education, or for any other official purpose.](#)

## **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a [high school](#) diploma while receiving [reasonable](#) modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ [6](#) credits in a self-contained special education classroom, and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics and a minimum of 0.5 credits in civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

[For students with a documented history as described above, the district shall annually provide their parents or guardians, beginning no later than grade five or upon establishment of the documented history, with:](#)

1. [Information regarding the availability and requirements for a high school diploma, modified diploma, and extended diploma; and](#)
2. [A written disclosure stating that students awarded a certificate of attendance:](#)
  - a. [Will not be counted as high school graduates in state or district reporting; and](#)
  - b. [May not represent that they have received a high school diploma on applications for employment, military service, financial aid, post-secondary education, or for any other official purpose.](#)

## **Certificate of Attendance**

[A certificate of attendance may be awarded to students who meet all of the following criteria:](#)

1. [Maintain regular, full-time attendance for at least four years, beginning in grade nine;](#)
2. [Do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma; and](#)
3. [Have a documented history of being unable to maintain grade-level achievement despite appropriate modifications and accommodations.](#)

"Documented history" means evidence in the student's cumulative record and education plans demonstrating the inability, over time, to maintain grade-level performance with appropriate modifications and accommodations.

For students with a documented history as described above, the district shall annually provide their parents or guardians, beginning no later than grade 5 or upon establishment of the documented history, with:

1. Information regarding the availability and requirements for a high school diploma, modified diploma, and extended diploma; and
2. A written disclosure stating that students awarded a certificate of attendance:
  - a. Will not be counted as high school graduates in state or district reporting; and
  - b. May not represent that they have received a high school diploma on applications for employment, military service, financial aid, post-secondary education, or for any other official purpose.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~

### **Alternative Certificates**

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

### **Other District Responsibilities**

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve a high school diploma, a modified diploma, and extended diploma, or an alternative certificate at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student ~~the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student~~ who has the documented history listed under the ~~above~~ modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason that student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district ~~shall~~ must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance in the later of four years after starting ~~the ninth~~ grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy complete the requirements for a modified diploma; or an extended diploma ~~or an alternative certificate~~ in less than four years but not less than three years. To satisfy the requirements for a modified diploma; or an extended diploma ~~or an alternative certificate~~ in less than ~~four~~ 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy

of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or ~~an alternative certificate~~ [a certificate of attendance](#) shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or [a certificate of attendance](#) ~~an alternative certificate~~ shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. ~~and w~~When added together, [the district will](#) provide a total number of hours of instruction and services [to the student that](#) equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school. [The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.](#)

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, [a certificate of attendance](#) ~~an alternative certificate~~ or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or [certificate of attendance](#) ~~alternative certificate~~ is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

~~The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>15</sup> and submitting the form to the district.~~

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

~~The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.~~

**END OF POLICY**

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**Legal Reference(s)**

<sup>15</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)  
[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

Test Administration Manual, published by the Oregon Department of Education.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.