



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, September 9, 2025 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

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A. Comments & Committee Reports	
IX. CLOSE MEETING	
A. Closing Comments	
B. Adjourn	



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PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, September 5, 2025 through 12 p.m. on Tuesday, September 9, 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
Rebe	Colasurdo	Parent/Guardian	I am concerned that the LRFP committee is being tasked to make recommendations on facilities prior to ed spec revision (lowering from 750) and staffing model revision. It seems wise to hold on major facilities decisions until these things are decided. The district also has goals for high achievement, feeling of belonging, and community connection - all which are values seen in smaller schools so the LRFP committee should also take these into consideration. I keep hearing that the LRFP committee is only focused on facilities but CLOSING facilities has great impact on our students so it is more than just buildings. For example, evaluating student outcomes is considered outside the LRFP's role but if outcomes are better at smaller schools then they need to look into the data and take that into consideration. Due to the size of the new RHills it would be wise to consider returning it to a K-8 with an option middle school or changing middle school boundaries.
Matthew	Seidman	Parent/Guardian	What 9/9/2025 meeting do I attend, work session or business meeting? When do I speak beginning/middle/end of the meeting? Hello Board, My name is Matthew Seidman and my students attend Oak Hills Elementary School and Tumwater Middle School. I wanted to share my experience as a parent and my opinion on the solution that would be effective and equitable to all families in the district. I was able to watch the recording of the August 2025 board meeting which confirms my concerns and the need for action. The Beaverton School

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			District has a budget to services gap. Student/Teacher ratios are too high leading to a multitude of symptoms. Poor learning outcomes, student behavior issues, teacher burnout, and reduced faith in the school district. Oak Hills Elementary School student/teacher ratio is 26. I am sure that is not uncommon in the district. One additional teacher per grade could bring that to a more manageable ratio of 20. There are not enough buses to get students to school at the same
Nadin	R	Other Community Member	I am writing to raise serious concerns about [REDACTED], a [REDACTED] teacher at [REDACTED] High School. On [REDACTED] public social media account, which students follow, [REDACTED] posts antisemitic and discriminatory content up to 30 times a day. [REDACTED] has endorsed Hamas (a U.S.-designated terrorist group), engaged in Holocaust revisionism, equated Jews/Zionists with “Nazis,” and celebrated violence against Israelis, even justifying recent murders of Jewish people. [REDACTED] has also disparaged Beaverton staff, labeling them “Zionists” who “gaslight” students. Beaverton is home to many Jewish and Israeli families. No student should feel unsafe in the classroom, yet [REDACTED] conduct fosters hate and discrimination rather than respect and inclusion. This behavior is unacceptable for an educator and dangerous for our community. I urge BSD to take decisive action: terminate [REDACTED] employment and issue a public statement affirming that hate and antisemitism has no place in our schools.
Vicki	Finn	Other Community Member	I am very concerned about the plans to potentially close neighborhood schools such as Raleigh Park. I realize budgets are challenging and you are faced with difficult decisions. These neighborhood schools are priceless, make Beaverton a desirable location, and keep our economy strong. Please do not close neighborhood schools. If more students are needed to make neighborhood school more cost efficient, please consider redesigning them to be K-8. Thank you for keeping our neighborhood schools open.
Pamela	Kanaan	Parent/Guardian	Dear Board members, I am writing as a concerned parent of a third-grade student at Cooper Mountain Elementary. While I appreciate the dedication and hard work of our teachers and staff, I am very concerned with the classes’ inflated numbers which exceed 30 students per class. Classes of 33/34 (31/30) students are too large at such a critical age for learning and building fundamental skills. I worry that the quality of education and emotional support our students receive is being compromised. Third grade is a formative year— students are developing critical reading, writing, and math skills that will serve as the foundation for their future learning. Overcrowding threatens not only academic growth, but also social-emotional well-being, as students struggle to get the attention and guidance they need. I respectfully urge the Board to take immediate steps to support these third grade classes (paraprofessionals). Thank you for your attention and urgent action. Sincerely, Pamela Kanaan

Ghassan	Kanaan	Parent/Guardian	<p>Board Members,</p> <p>I am writing as a parent of a 3rd grader in Cooper Mountain to express deep concern and disappointment about the class size in my child’s classroom, which has grown to more than 30 students.</p> <p>This is not an acceptable learning environment for young children. At this critical stage in their education, students need individual attention, opportunities to participate, and manageable classroom dynamics. With the current size, it is simply not possible for teachers to provide the support each student deserves.</p> <p>I am extremely disappointed that the district and board have allowed this to happen. Families place their trust in the school system to prioritize our children’s education, and overcrowding a classroom undermines that trust. It places an unfair burden on teachers and diminishes the quality of learning for every child.</p> <p>I urge you to take immediate action to address this situation, whether that is through additional staffing or other measures.</p> <p>Ghassan</p>
Avishai	Schmerhorn	Other Community Member	<p>Hello. I’m Avishai, recently appointed to Oregon’s advisory committee for the U.S. Civil Rights Commission. We’ve been tasked with researching religious discrimination, and I was forwarded the report prepared by Jollee Patterson for Miller Nash LLP. I was surprised by much of it, but most of all by its reliance on Wikipedia. My questions are: what is the district’s policy on citing Wikipedia as a primary source? And is the district aware of longstanding concerns about antisemitism on Wikipedia, including the ADL’s finding that “at least 30 editors circumvent policies in concert to introduce antisemitic narratives, anti-Israel bias, and misleading information”? Even co-founder Larry Sanger has warned the site has become propaganda: “If only one version of the facts is allowed, that gives a huge incentive to the powerful to seize control” (https://unherd.com/newsroom/wikipedia-co-founder-i-no-longer-trust-the-website-i-created/).</p> <p>Thank you and I look forward to hearing your response.</p>
Diana	Buswell	Parent/Guardian	<p>I’m concerned that the current iteration of the Long Range Facilities Planning Committee (LRFPC) is repeating the mistakes of May 2024. In 2024 I asked the District what factors were considered by the LRFPC other than purported cost savings & student demographics (racial & socio-economic). I was told that no other factors were considered. Today, District Leadership’s efforts again seem to be solely focused on costs, hoping to garner support for opening a giant K-5 school in the new Raleigh Hills building. In 2024 we were promised that a variety of other options for the new building would be considered. It does not appear the LRFPC has been tasked with this & I am left wondering who at the</p>

			District is actually investigating other options. Please direct & empower the LRFPC to consider *all* options for the new building. Please also require that they evaluate not only financial metrics, but also student success, staff retention & evidence-based research in their analyses and discussions.
Jamie	S	Parent/Guardian	I am worried about what I am seeing from the Long Range Facilities Planning committee in terms of strategy and direction. It seems like the committee is focused on solving the “small school problem” in elementary schools, which seems to be in SE Beaverton, without looking more holistically at boundaries, feeder patterns and overfilled schools. Furthermore, the solution to close these smaller schools and send elementary school kids (most of which are title I schools!) to a large 750 person school seems detrimental to those students success, especially students like my son, in Sped. There’s no way my son could make it safely around a large school. Lastly, the Board acknowledge the amount of misinformation at the last Board meeting, but I’m not seeing any action taken to fix it. Please start communicating with parents and staff! If you own this message, it will help!
Stephanie	Silver	Parent/Guardian	As a member of the LRFP Committee, I was grateful for the Board’s questions to BRIC at the Aug 26 Retreat. You asked what data we are grounding ourselves in, reminded us to prioritize academic achievement, clarified that scope should encompass K-12, and encouraged us to think broadly, not only about what feels immediately possible. These questions get to the heart of where the committee has struggled – our scope has not been fully clear, and we lack the expertise and data to ensure recommendations optimize student outcomes. Your continued oversight and guidance in this area are essential. Sequencing of decisions is also important to clarify. With the Ed Spec review planned for 2026 and the finance team’s SAM review this fall, the order of operations will be key to ensuring recommendations are complete and informed. I respectfully request the Board and staff continue to provide clarity on scope, sequencing, and expectations so our work can be well-founded.
Sharon	Wilkins	Other Community Member	Please do the brave thing and redraw boundaries!

ITEM FOR INFORMATION**SUMMER LEARNING PROGRAMS****SUMMARY**

Staff will provide an overview of the summer learning programs the district operated in summer 2025.

BACKGROUND

Each summer, Beaverton School District provides learning opportunities through multiple summer programs for targeted groups of students. Sessions offer both academic and enrichment opportunities.

In 2025, BSD summer programs served 3,675 students, from incoming kindergarten through age 21. These programs included:

- Kinder Academy
- Elementary Program
- Middle School Program
- High School Program
- Extended School Year (ESY) Program
- Newcomer Program
- Migrant Education
- Native LifeWays Camp

RECOMMENDATION

Staff will present information on the summer programs BSD provided in 2025. No action is needed.

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2025 Summer Programs Update

School Board Meeting

September 9, 2025

Jill O'Neill, *Teaching & Learning Executive Administrator*
Veronica Galvan, *Curriculum, Instruction and Assessment Administrator*
Andrew Robinson, *Multilingual Programs Assistant Administrator*
Tanya Stremme, *Teaching & Learning TOSA*

Equity Lens



When **making decisions and taking action**, utilize the following questions:

Whose voice is and isn't represented in this decision?

Whom does this decision **benefit or burden** ?

Is this decision in alignment with the **BSD Equity Policy** ?

Does this decision **close or widen** the access, opportunity, and expectation gaps?

Additional considerations:

What **systemic barriers** might be at play in this situation?

What **other possibilities** were explored?

Is the decision/outcome **sustainable** ?

Primary Goal:

To strengthen literacy skills across all grade levels.

Elementary Schools

- Focused on **15 Title I schools** identified through data as having **highest literacy needs**

Middle Schools

- Intended for students **below grade level** in literacy
- Selected those with **growth potential** during summer

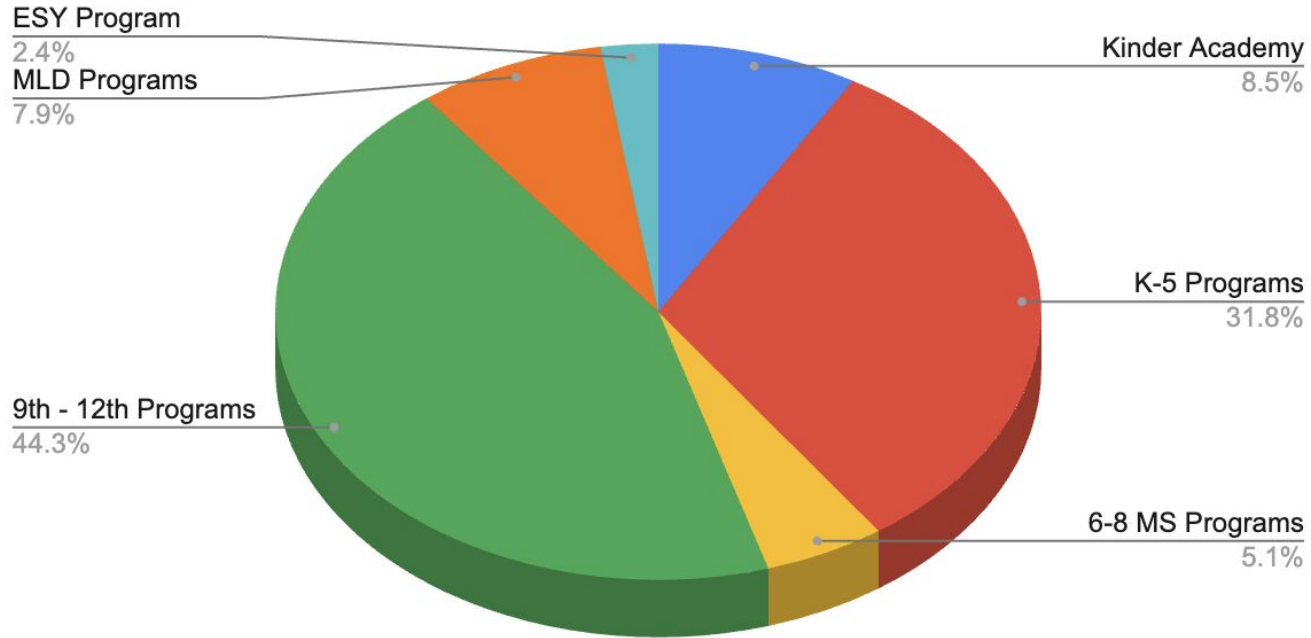
High Schools

- Served **credit-deficient students**
- Aimed to help students **recover credits** and stay on track for graduation

BSD Summer Program by the Numbers

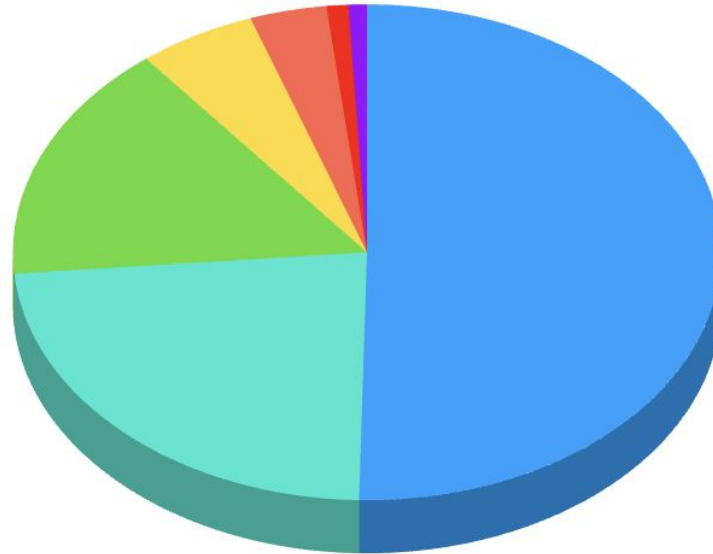
Program	Enrollment
Kinder Academy	312
Elementary Program <i>*including MLD</i>	1166
Middle School Program <i>*including MLD</i>	188
High School Program <i>*including Intensive Summer Version</i>	1628
Extended School Year (ESY) Program	89
High School Newcomer Program	107
Migrant Education	38
Native Lifeways Camp	23

Summer Programs Enrollment



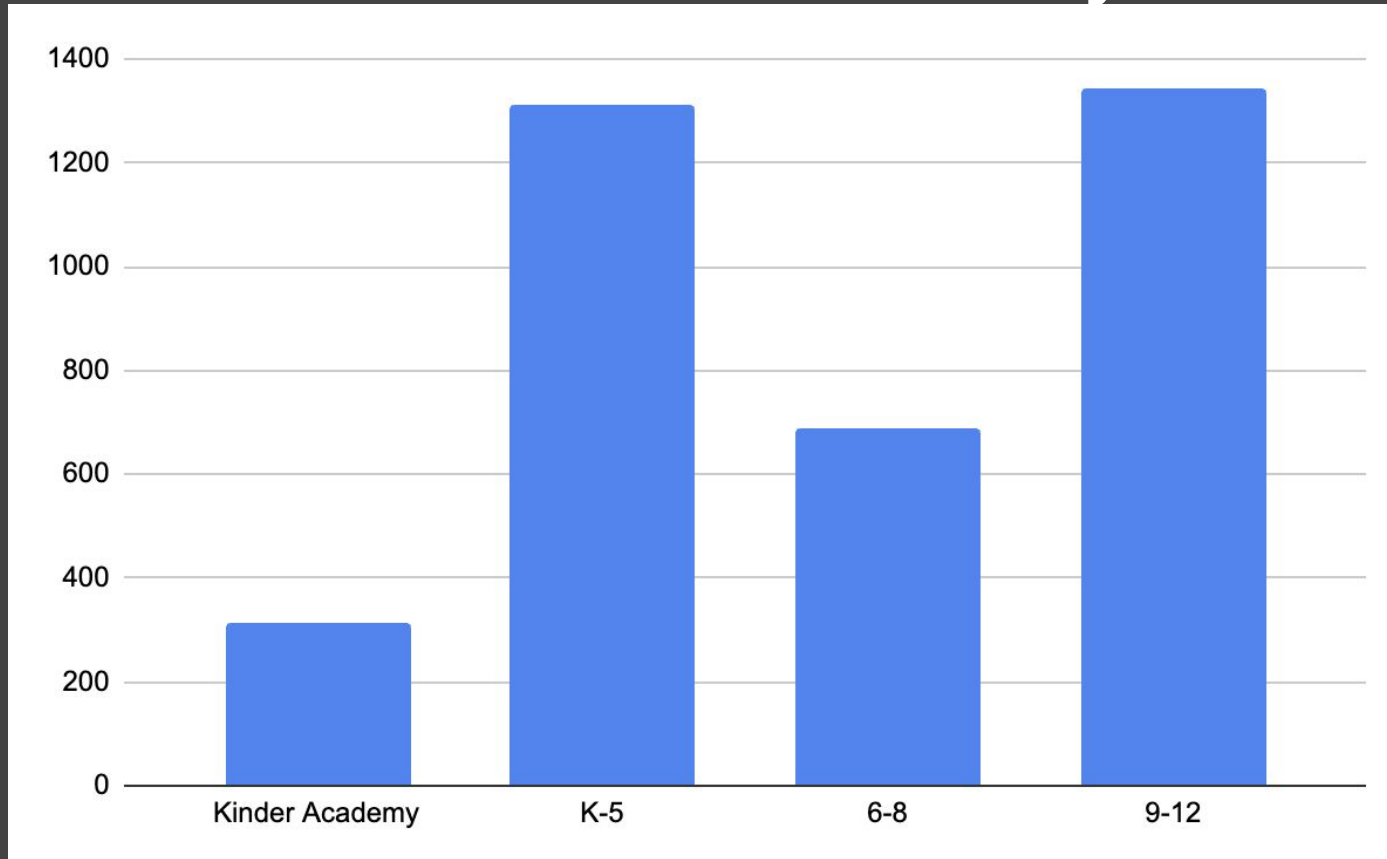
Total Students Enrolled 3,677

Student Breakdown by Ethnicity



● Hispanic ● White ● Asian ● Multiple ● Black / African American
● Native Hawaiian / Other Pacific Islander ● American Indian / Alaskan Native

Number of Students Served - by Level



Kinder Academy

312 rising kindergartners enrolled

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning



Focus:

- School readiness
- Building community and connections
- Family connections and engagement

1st–5th Program

1,166 students enrolled



Foundations of Success

Strong Start in Early Learning

Progress on Standards

Achievement for All

- School focus: Growth in literacy
- Both academic & enrichment opportunities
- Dual language programs offered
- Transportation and meals provided

Middle School Programs

188 students enrolled

- School focus: Growth in literacy
- Both academic & enrichment opportunities
- Dual language programs offered
- Transportation and meals provided

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All



9th -12th Programs

1,628 students enrolled



- Focus: Academic growth & credit earning opportunities
- Partnered with Portland Community College
- Earned: 1,595 high school credits
- Transportation and meals provided

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success



Extended School Year (ESY) Programs

89 students enrolled



- Focus: Individualized education program (IEP) skills
- Comprehensive support services
- Eight of the specialized programs were part of Extended School Year (ESY) Program

Safe & Thriving
Student Safety & Well-being

Progress on Standards
Achievement for All



Multilingual Programs

310 students enrolled



Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success



- American Indian/Alaska Native Enrichment Camp
- Migrant Pre-K
- English Learner/Migrant Grades 1-12
- High school: 208.5 total credits earned

Funding Sources

Elementary School Programs

- Title I – Current Year 2024-25

Middle School Programs

- Title IV – Carryover
- Title IV – 2024-25

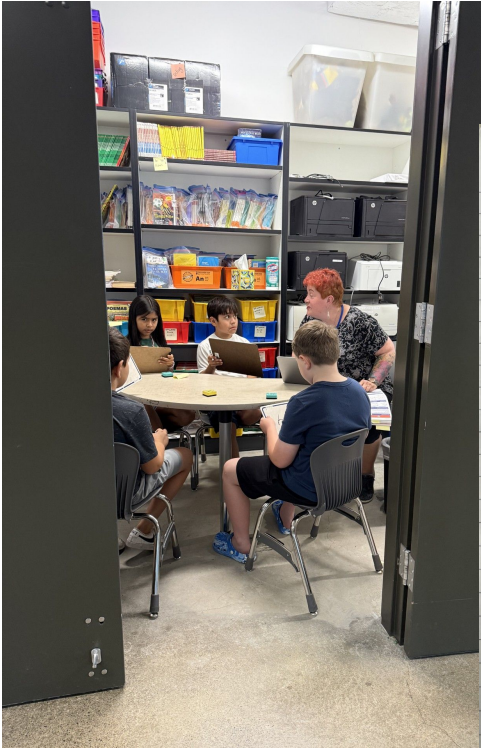
High School Programs

- High School Success Grant – June
- General Fund – July

Multilingual Programs

- Title VI – American Indian/Alaska Native Camp
- Title IC and III – Migrant Education and ELL Programs

Summer Program Highlights



dear William walker
I love summer school you guys
I love you guys I love
the feck and pe. and ~~parts~~
all of them I like to
be in William walker it
the best summer school
ever
I love
summer
school!



THANK YOU

What questions do you have?



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

Integrated Programs provides funds to help increase academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet students' academic and behavioral health needs. An annual report is presented to the board and the community.

BACKGROUND

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

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

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

As an Integrated Programs grant recipient and Perkins Direct Grant recipient, BSD is required to:

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

RECOMMENDATION

Staff will present information on the Integrated Programs annual report for 2024-25. No action is needed.

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Aligning for Student Success: Integrated Programs Annual Report

School Board Meeting
September 9, 2025

Jill O'Neill, *Executive Administrator for Curriculum & Instruction*²⁵

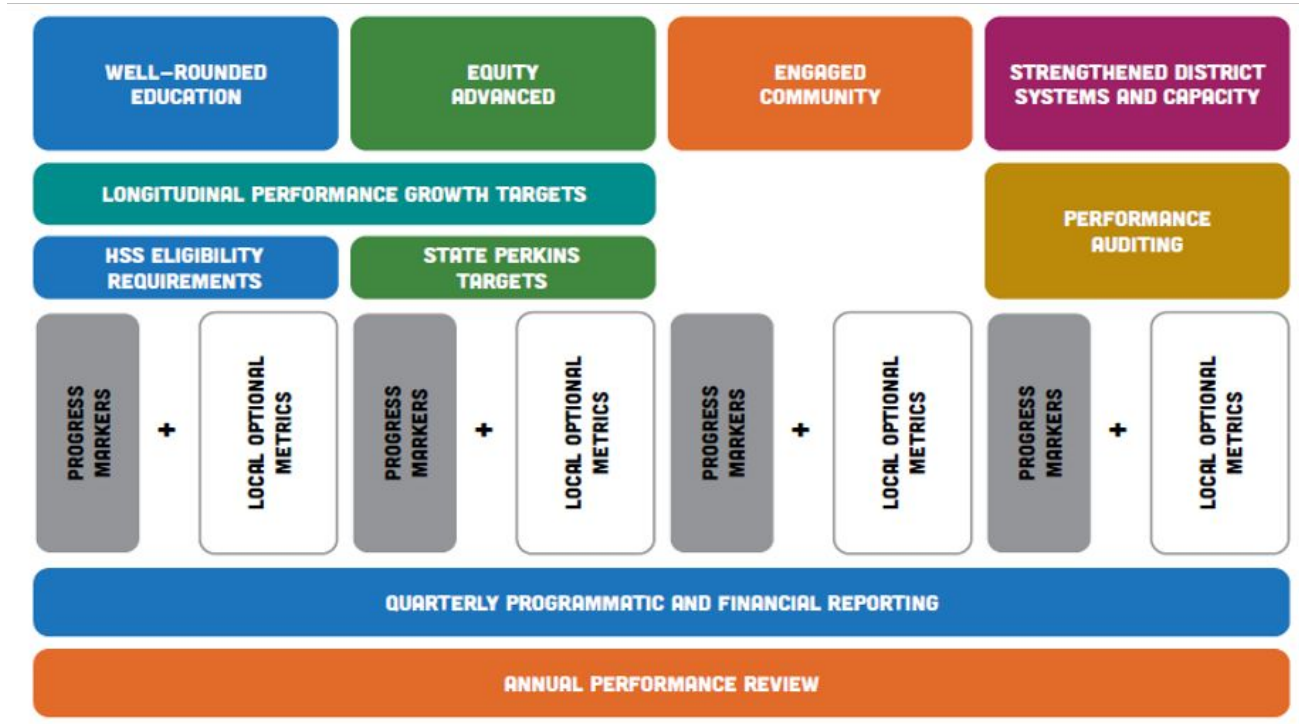
Agenda

- Annual Reporting Requirements
- Integrated Program Performance Measures
- BSD Intended Outcomes for Integrated Programs
- Annual Report Summary

ODE Annual Reporting Requirements

- Answer three overall reflection narrative questions
- Report expenditures
- Report progress toward goals

Summary of Integrated Program Performance Measures



Intended Outcomes

- Increase graduation rates for all student demographic groups
- Students in every focal and demographic group will report an increased sense of belonging at school
- Fully implement a K-12 multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students

Intended Outcomes

- Rigorous, standards-based and relevant learning experiences, for students in every focal and demographic group
- Increase CTE Program of Study participation, with specific focus upon students who are underserved/underrepresented in district CTE programs

Implementation Progress

Multi-Tiered System of Support

- K-12 Implementation of Academic and Behavioral Health Universal Screeners
- Data Literacy

Students' Sense of Belonging

- School Improvement Plans
- Behavioral Health & Wellness (BHW) Teams
- Restorative Practices
- Curriculum Learning Enhancements

Implementation Challenges / Barriers

Graduation

- Continuing 9th Grade on Track teams, graduation mentors, and credit recovery options
- Implementing integrated academic and behavioral MTSS interventions
- Implementing newly adopted, secondary LA/ELP, with professional development support that includes ongoing Professional Learning Communities

Progress on Longitudinal Growth Performance Targets

- 4 Year Cohort Completion
- 5 Year Cohort Completion
- 9th Grade on Track
- 3rd Grade ELA Proficiency
- Regular Attenders

Metrics

- 2024-25 data not yet released
- 2023-24 met only these metrics:
 - Regular Attenders – Focal Group
 - 5 Year Cohort Completion – All Students

Shifts in Implementation

- District-wide, systematic approach to attendance, literacy, and on-track to graduation
- Integrated with MTSS

CTE / Perkins: Student Recruitment

CTE Roundtables

- School-based
- District-wide

Student and Family Engagement

- Multilingual family nights
- School events

Promotional Materials

- Multilingual
- District and school CTE programs

CTE / Perkins: Career Connected Learning

Senate Bill 3 Integration

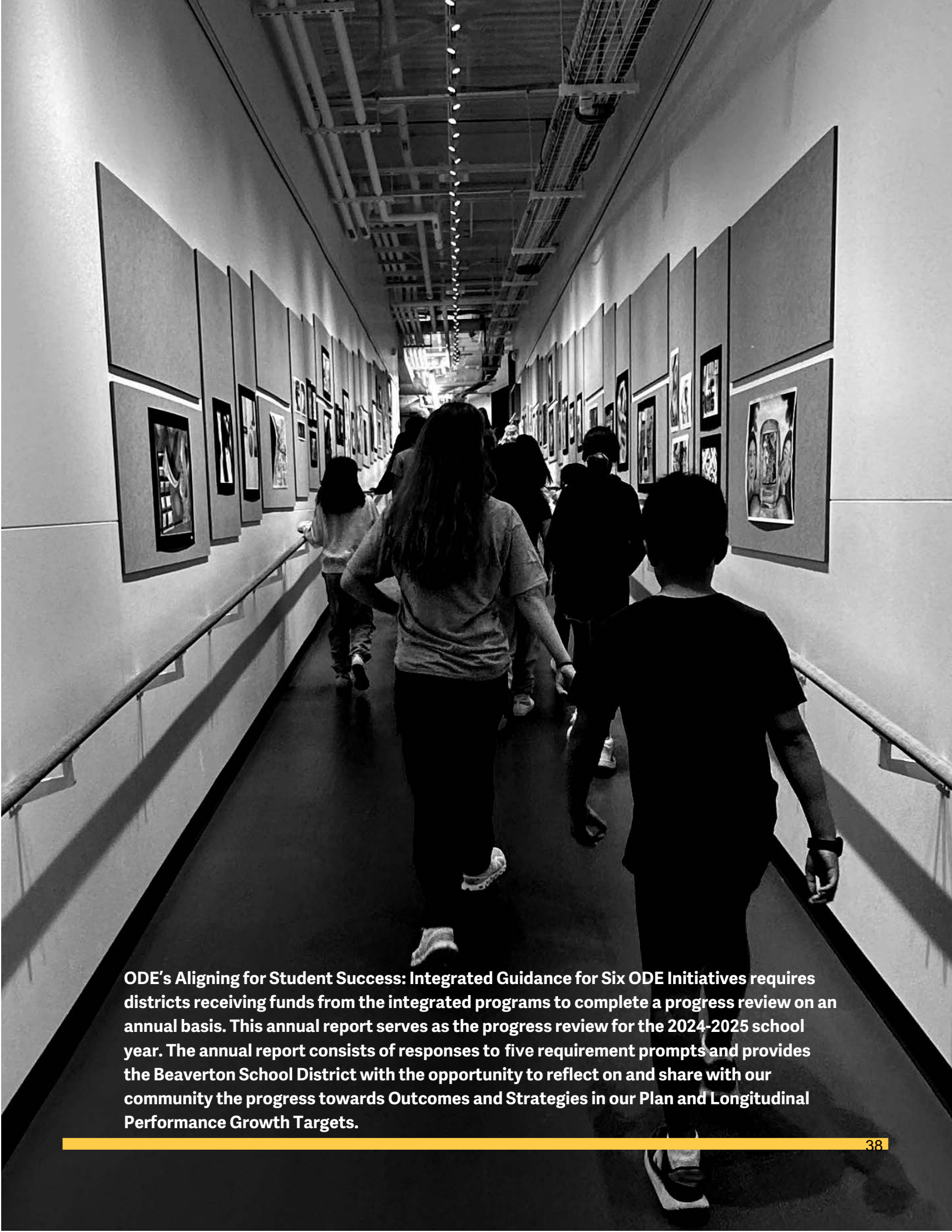
- Higher Education & Career Pathway Skills integrated with CTE Pathways
- Personalized learning
- High-quality career-connected learning
- Potential increase in student persistence through a CTE Pathway

What questions do you have?



Aligning for Student Success: Integrated Programs

Annual Report 2024-2025



ODE's Aligning for Student Success: Integrated Guidance for Six ODE Initiatives requires districts receiving funds from the integrated programs to complete a progress review on an annual basis. This annual report serves as the progress review for the 2024-2025 school year. The annual report consists of responses to five requirement prompts and provides the Beaverton School District with the opportunity to reflect on and share with our community the progress towards Outcomes and Strategies in our Plan and Longitudinal Performance Growth Targets.

Question 1

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

A key outcome of our plan is to fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students. This is also a key strategy in BSD's Strategic Plan. This outcome is instrumental in achieving our Longitudinal Performance Growth Targets. A fully implemented MTSS will support students in academic achievement, making progress towards on-time graduation, and student social emotional well-being. In 2024-2025, academic and social-emotional universal screeners were implemented three times (Fall, Winter, Spring) for all students, PK-12. To support the implementation, educators were provided professional development on data literacy and data-based decision making. This work will continue in 2025-2026 with implementation of an interactive MTSS dashboard, as well as district-wide data protocols and decision rules for academic and behavioral interventions.

Another key outcome of our plan is that students in every focal and demographic group will report an increased sense of belonging at school. This supports all our Longitudinal Performance Growth Targets, especially the percentage of regular attenders. Every school included a goal for this outcome on their 2024-2025 School Improvement Plan. We continued implementation of efforts to address the behavioral health and wellness needs of students. Educators engaged in professional development in Restorative Practices. Each school's Behavioral Health & Wellness (BHW) teams met at least monthly to analyze student outcome data regularly to identify needs and improve practice. Additionally, we continued the implementation of Curriculum Learning Enhancements scope and sequence that is inclusive of social emotional learning, suicide prevention, mental health awareness, sexual abuse awareness, and digital citizenship.

Question 2

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

The outcome of increasing graduation rates for all student demographic groups is an area that we have experienced some challenges to implementation. We have implemented the strategies of 9th Grade On-Track teams at all high schools, mentoring for high school students not on-track for graduation within four years, providing credit recovery options both in person and online, and reducing class sizes to close the opportunity and achievement gap. However, there are persistent gaps between all students and focal group students.

Many factors impact graduation rates, including student attendance, academic, and socioemotional factors. Coordinating related efforts in these areas should support progress in this outcome. In 2025-2026, we will be integrating progress towards graduation into our MTSS decision rules, more closely connecting academic and behavioral interventions that will support student needs. In addition, in Fall 2025 we will be implementing newly adopted Language Arts / English Language Proficiency instructional materials in Grades 6-12 with a focus on developing students' literacy skills. To ensure fidelity of implementation of the instructional materials and a LA/ELD coteaching model, professional development will be provided through a Professional Learning Community (PLC) model at each school site. These PLCs will be facilitated by district staff. In August 2025, Instructional Coaches, Teachers on Special Assignment, and administrators engaged in Transformational Coaching professional development to support their work with classroom teachers.

Question 3

Review actual metric rates compared to previously created LGPT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

At the time of this report, LGPT metric rates from the 2024-2025 school year are not yet released. Reflecting on the 2023-2024 school year, metric rates were higher than the target rates in two areas:

- 5 Year Cohort Graduation for All Students
- Regular Attenders for Focal Group Students

On all other LGPTs the actual metrics were lower than the target rates for both baseline and gap-closing targets. However, the gap between metric rates for all students and the combined focal groups decreased on all metrics.

Beginning in the 2024-2025 school year, implementation of an integrated MTSS district-wide, alongside recent Language Arts and English Language Proficiency instructional materials adoptions is intended to further develop student literacy and support progress on academic standards.

The Regular Attenders metric is closely connected to all of the others. Attending school more than 90% of school days, enables students to access the instruction and support to develop academic skills and make progress towards graduation. In 2025-2026 we are shifting our approach to improving the rate of Regular Attenders with the development of a system-wide approach in order to implement evidence-based intervention strategies and monitoring into our integrated MTSS.

Question 4

Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG. These include more population than the federally identified “special populations.” The federal definition includes the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in, or having aged out, the foster care system, youth with a parent who is a member of the armed forces or an active duty. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V) You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQSIA+

A primary strategy in 2024-2025 was to increase student, caregiver, and educator awareness of CTE programs. Data from student surveys and focus groups indicate that students most often learn about CTE programs from school staff they interact with regularly. A key effort in our strategy was the facilitation of CTE Roundtables, workshops that brought together CTE teachers and counselors, as well as other staff that advocate for and advise students from focal groups and special populations on educational decisions. Participating staff included Bilingual Facilitators, teachers of Special Education and Graduation Mentors. One CTE Roundtable was hosted at Beaverton High School and additional CTE Roundtables included tours of the district-wide CTE Options programs for staff from all six comprehensive high schools and district support teams. Additionally, investments were made for district branded promotional supplies and materials for all CTE programs, which were used at the school level in student and family engagement activities, particularly for focal groups. District CTE program staff presented during highly attended, district-wide multilingual family nights providing information about CTE programs to students and their families. As a result of these efforts, student enrollment in district-wide CTE Options programs for Manufacturing, Construction and Behavioral Health increased significantly for the 2025-2026 school year.

Question 5

The 2024-2028 CTE State Plan has three (3) outcome areas:

- Outcome 1: Career connected learning that is systemically integrated with education and workforce development.
- Outcome 2: Increased equitable participation in high-quality CTE and career connected learning
- Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships

Please choose at least one (1) of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers. We'd love to be able to share your local information along with our statewide updates.

Outcomes 1 and 2 are closely connected with our work to implement the graduation requirements of Higher Education and Career Pathway Skills and Personal Finance. Recognizing that the two new graduation requirements would take the place of electives in students' schedules and possibly limit CTE participation, CTE Teachers were included in the planning process, particularly for the Higher Education & Career Path Skills graduation credit requirement. This inclusion resulted in several credit options for students, one being Credit by Proficiency through integration into a state approved CTE Program of Study course sequence. Course enrollment trends indicate between 600-700 students annually would be impacted by enhanced, high-quality career connected learning through this option. We believe that this option will incentivize student persistence through programs of study and increase the number of program completers in future years.

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

Staff will provide a brief report on the progress of the 2022 bond program. This is the first of four planned staff reports to the board on bond program progress for the 2025–26 school year.

BACKGROUND

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

- Recap of summer construction projects
- Projects in process and upcoming projects

RECOMMENDATION

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

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Bond Program Update

School Board Meeting
September 9, 2025

Agenda

- Recap of Summer Construction Projects
- Projects in Process and Upcoming Projects

45

Summer Project Recap

Major Summer Projects:

- Aloha HS HVAC
- Mountain View MS Seismic (Phase 2)
- Meadow Park MS Seismic (Phase 1)
- Cooper Mountain Office Addition
- West TV ES HVAC

Other Summer Projects:

- Auditorium Upgrades
- Security & Paging Upgrades
- Site Improvements
- Various Modernization
- Dishwasher Replacements
- AHS Stadium Field
- And many others

Aloha HVAC



Mountain View & Meadow Park Seismic



Mountain View:

The seismic upgrades at Mountain View will be complete this year. Work will continue for about 2 more months.

Meadow Park:

We successfully completed the first of 2 summers of work at MP. This included about half of the seismic upgrades and two-thirds of the roof replacement.

Cooper Mountain Office Addition



The new office at Cooper Mountain is mostly complete; however, the windows were delayed. Work should be completed the weekend before September 22. Once done, the school will have secure access.



Modernization Projects



Library improvements at Oak Hills (left) and pre-K playground at Beaver Acres (below)



Modernization Projects



All-user restrooms at Sunset HS (left) and Whitford MS (above). 51

In Process & Upcoming Projects

Projects Underway:

- Beaverton High School
- Raleigh Hills ES
- Oak Hills ES
- Aloha HS Athletics

Upcoming Projects:

- Allen Transportation
- Beaver Acres Cafeteria
- Sunset HVAC
- Cedar Park Seismic
- Westview HS Athletics



BHS REPLACEMENT



Raleigh Hills will be done in January and is progressing well.



The classroom addition is under construction and will be completed in December.



The covered play area was completed this summer and is now operational.



The softball, baseball and soccer field will be completed in December. Next summer we will be replacing the gym flooring and bleachers.



What is next?



This fall we will be presenting a budget update on the status of the bond. All major projects are tracking well. We will look to allocate program contingency to the deferred maintenance and seismic projects. We will be sharing the details with the Bond Accountability Committee in September, and the school board later on. This will ultimately require board approval.

Questions?

ITEM FOR INFORMATION
MONTHLY FINANCIAL UPDATE

SUMMARY

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

BACKGROUND

Attached is the financial report for June 2025 (unaudited):

- General fund activity and forecast
- Summary of revenue and expenditures for all funds except general fund
- 2025-26 classroom teacher staffing by school as of August 26, 2025
- Investment monthly board report as of August 27, 2025
- Investment portfolio – asset category allocation
- Investment portfolio – main fund allocation
- Investment portfolio – asset class allocation
- Portfolio holdings by asset class

NOTES:

The September Economic and Revenue Forecast was released on Wednesday August 27, 2025. Revenue for the current biennium is \$888 million less than was projected in May for the close of session forecast. State economists predict a slowdown through 2025 with growth picking up in early 2026. The primary driver of the revenue reduction is due to the passage of H.R. 1 – President Trump’s bill and the tax cuts contained in the bill.

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 June 2025
(Unaudited)
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Previous Year-End Forecast
REVENUES:				
Beginning Fund Balance	\$ 160.4	\$ 160.4	\$ 164.4	\$ 164.4
State School Fund:				
State School Fund	326.0	326.0	329.2	328.9
Property Taxes	173.0	173.0	174.4	174.0
Common School Fund	5.2	5.2	5.6	5.6
County School Fund	1.0	1.0	1.1	1.0
Local Option Levy	43.0	43.0	41.7	42.0
Investment Earnings	8.0	8.0	12.4	12.5
NWRESD Appointment	13.3	13.3	11.5	11.5
Other	10.9	10.9	9.7	10.5
Total	\$ 740.8	\$ 740.8	\$ 750.0	\$ 750.4
EXPENDITURES:				
Salaries	\$ 330.0	\$ 330.0	\$ 330.5	\$ 331.8
Benefits	198.7	198.7	196.6	199.0
Purchased services	40.6	40.6	36.0	37.6
Supplies & materials	18.7	18.6	14.5	14.7
Capital outlay	0.9	0.9	0.5	0.5
Other	2.7	2.8	2.5	2.7
Transfers out	6.1	6.1	6.1	6.1
Contingency	143.1	143.1	-	143.1
Total	\$ 740.8	\$ 740.8	\$ 586.7	\$ 735.5

Unaudited Surplus / (Deficit) from Operations	\$ (1.1)
Projected Surplus / (Deficit) from Operations	\$ (6.4)
Excludes beginning fund balance and contingency	
Unaudited Ending Fund Balance	\$ 163.3
Projected Ending Fund Balance	\$ 158.0
Projected ending fund balance percentage of actual (forecast) revenue	21.8% 21.1%

*Ending fund balance breakdown:			
General Operating Fund	\$ 162.9	\$ 158.0	
Local Option Levy Fund	0.4	2.0	

	Adopted Budget	Final Budget	YTD Actuals	Year-End Forecast
APPROPRIATIONS:				
Instruction	\$ 364.8	\$ 364.8	\$ 358.0	\$ 360.1
Support Services	225.1	225.0	221.2	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	7.6
Contingencies	143.0	143.0	-	143.0
Total	\$ 740.8	\$ 740.8	\$ 586.7	\$ 735.5

Beaverton School District
Summary of Revenue and Expenditures
All Funds Except General Fund (unaudited)
For June 2025

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Percent	Fund Balance
Student Body Fund	\$ 13,819,000	\$ 12,759,231	\$ 6,962,881	50.39%	\$ 5,796,350
Categorical	12,520,485	11,277,451	3,533,545	28.22%	7,743,906
Scholarship Fund	555,000	591,445	122,652	22.10%	468,793
Grant Fund	137,085,010	106,989,433	106,989,433	78.05%	-
Long-Term Planning Fund	31,600,000	32,134,691	-	0.00%	32,134,691
Nutrition Services Fund	20,526,581	26,240,899	19,431,960	94.67%	6,808,939
Debt Service Fund	114,938,154	123,698,304	114,938,145	100.00%	8,760,159
Capital Projects Fund	719,690,000	686,719,683	232,358,167	32.29%	454,361,516
Insurance Reserve Fund	15,805,797	15,173,915	5,332,038	33.73%	9,841,877
Workers' Compensation Fund	6,345,109	6,359,891	2,715,530	42.80%	3,644,361
Total	\$ 1,072,885,136	\$ 1,021,944,943	\$ 492,384,351		\$ 529,560,592

2025-26 Classroom Teacher Staffing By School

As of 8/26/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	8/26/25 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	911	893	(18)	30.0	8.0	2.0	40.0	30.0	8.0	2.0	40.0
Barnes	418	398	(20)	13.0	4.0	1.0	18.0	12.0	4.0	1.0	17.0
Beaver Acres	734	707	(27)	22.0	7.0	3.0	32.0	22.0	7.0	3.0	32.0
Bethany	398	390	(8)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Bonny Slope	591	590	(1)	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Cedar Mill	345	359	14	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Chehalem	374	358	(16)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Cooper Mountain	367	355	(12)	11.0	3.0		14.0	10.0	3.0		13.0
Elmonica	430	441	11	13.0	4.0	2.0	19.0	12.5	4.0	2.0	18.5
Errol Hassell	315	297	(18)	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Findley	536	516	(20)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Fir Grove	340	334	(6)	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
FLEX (K-5)	58	63	5	3.0	-	-	3.0	3.0	-	-	3.0
Greenway	264	249	(15)	7.0	3.0	2.0	12.0	7.0	3.0	2.0	12.0
Hazeldale	517	508	(9)	15.0	4.0	3.0	22.0	15.0	4.0	3.0	22.0
Hiteon	469	464	(5)	14.0	4.0	2.0	20.0	13.5	4.0	2.0	19.5
Jacob Wismer	582	559	(23)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Kinnaman	437	431	(6)	13.0	4.0	1.0	18.0	13.0	4.0	1.0	18.0
McKay	225	227	2	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
McKinley	658	674	16	21.0	6.0	2.0	29.0	21.0	6.0	2.0	29.0
Montclair	265	266	1	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	450	437	(13)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Oak Hills	474	450	(24)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Raleigh Hills	254	259	5	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Raleigh Park	307	281	(26)	9.0	3.0	1.0	13.0	9.0	3.0	1.0	13.0
Ridgewood	317	335	18	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Rock Creek	396	392	(4)	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Sato	831	859	28	24.0	6.0	4.0	34.0	24.0	6.0	4.0	34.0
Scholls Heights	598	619	21	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Sexton Mountain	396	405	9	10.0	3.0	2.0	15.0	11.0	3.0	2.0	16.0
Springville	712	713	1	19.0	6.0	3.0	28.0	19.0	6.0	3.0	28.0
Terra Linda	258	280	22	10.0	2.0		12.0	10.0	2.0		12.0
Vose	630	609	(21)	20.0	6.0	2.0	28.0	20.0	6.0	2.0	28.0
West TV	295	279	(16)	8.0	3.0	1.0	12.0	9.0	3.0	1.0	13.0
William Walker	498	496	(2)	15.0	5.0	2.0	22.0	13.0	5.0	2.0	20.0
Elementary School Total	15,650	15,493	(157)	462.0	134.0	62.0	658.0	460.0	134.0	62.0	656.0
Average Elementary School Staffing Ratio				33.9	26.3	23.8		33.7	26.1	23.6	

2025-26 Classroom Teacher Staffing By School

As of 8/26/25

School	Budgeted Enrollment	8/26/25 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	634	648	14	22.2	5.8	0.6	28.6	22.1	5.8	0.6	28.5
Conestoga	828	819	(9)	28.8	7.8	0.8	37.4	28.8	7.8	0.8	37.4
Five Oaks	793	767	(26)	28.4	7.4	0.8	36.6	28.3	7.4	0.8	36.5
Highland Park	605	635	30	20.2	5.4	0.6	26.2	20.2	5.4	0.6	26.2
Meadow Park	700	695	(5)	26.4	7.0	0.6	34.0	24.6	7.0	0.6	32.2
Mountain View	797	778	(19)	30.0	8.0	0.6	38.6	27.6	8.0	0.6	36.2
Stoller	1,127	1,158	31	35.8	9.6	1.0	46.4	35.8	9.6	1.0	46.4
Tumwater	976	969	(7)	30.8	8.2	0.8	39.8	30.2	8.2	0.8	39.2
Whitford	783	764	(19)	28.0	7.2	0.8	36.0	27.2	7.2	0.8	35.2
Middle School Total	7,243	7,233	(10)	250.6	66.4	6.6	323.6	244.8	66.4	6.6	317.8
Average Middle School Staffing Ratio				28.9	22.8	22.4		29.5	23.2	22.8	
Aloha	1,545	1,555	10	59.0	13.6	1.4	74.0	53.8	13.6	1.4	68.8
Beaverton	1,330	1,333	3	52.0	11.2	1.2	64.4	50.4	11.2	1.2	62.8
Mountainside	1,691	1,743	52	53.2	12.6	1.4	67.2	52.3	12.6	1.4	66.3
Southridge	1,342	1,362	20	47.0	11.2	1.2	59.4	47.5	11.2	1.2	59.9
Sunset	1,775	1,775	-	55.2	13.2	1.4	69.8	54.4	13.2	1.4	69.0
Westview	2,360	2,356	(4)	77.2	18.6	2.0	97.8	76.6	18.6	2.0	97.2
High School Total	10,043	10,124	81	343.6	80.4	8.6	432.6	335.0	80.4	8.6	424.0
Average High School Staffing Ratio				29.2	23.7	23.2		30.2	24.4	23.9	
Arts & Communication Magnet Academy (6-12)	693	705	12	24.8	6.2	0.4	31.4	24.0	6.2	0.4	30.6
Beaverton Academy of Science and Engineering (6-12)	847	863	16	30.6	7.4	0.4	38.4	29.3	7.4	0.4	37.1
Community School (9-12)	137	162	25	7.0	1.4	0.2	8.6	6.5	1.4	0.2	8.1
FLEX Online School (6-12)	349	334	(15)	18.8	2.2	1.0	22.0	19.3	2.2	1.0	22.5
International School of Beaverton (6-12)	885	883	(2)	31.2	7.4	0.6	39.2	30.6	7.4	0.6	38.6
Options Schools Total	2,911	2,947	36	112.4	24.6	2.6	139.6	109.7	24.6	2.6	136.9
Average Options Staffing Ratio				25.9	21.2	20.9		26.9	21.9	21.5	
Address Extreme Class Size K-12	-	-	-	20.0	-	-	20.0	-	-	-	-
District Total	35,847	35,797	(50)	1,188.6	305.4	79.8	1,573.8	1,149.5	305.4	79.8	1,534.7

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 229-255 in the 2025-26 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
08/27/2025

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%	110,000,000.00	108,358,267.55	108,424,142.97	15.56	4.26	149
LGIP Limit \$ 61,749,000	54,696,533.68	54,696,533.68	54,696,533.68	7.86	4.64	1
US Agency 100%	112,000,000.00	110,500,823.61	110,590,196.26	15.87	4.07	115
US Treasury 100%	438,000,000.00	422,732,940.00	422,626,571.12	60.71	4.01	344
Total / Average	714,696,533.68	696,288,564.84	696,337,444.03	100.00	4.11	250

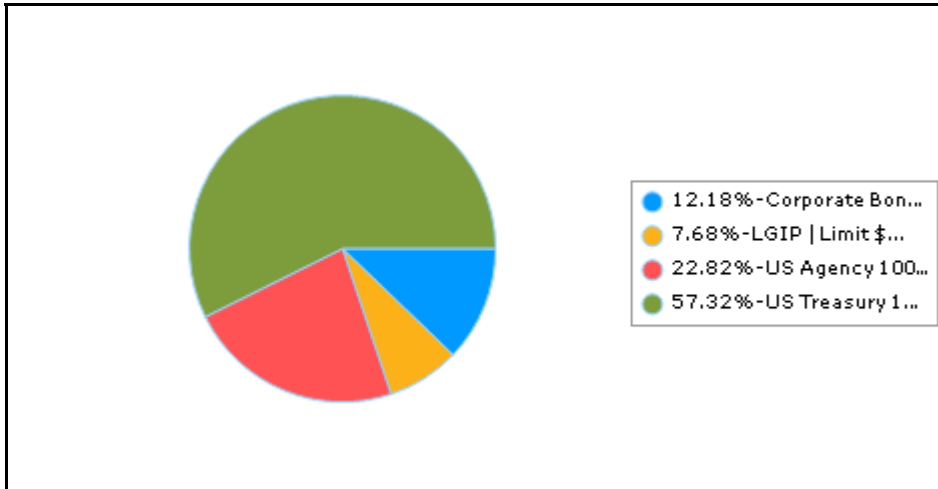
Beaverton School District Distribution by Asset Category - Market Value

Begin Date: 7/31/2025, End Date: 8/27/2025

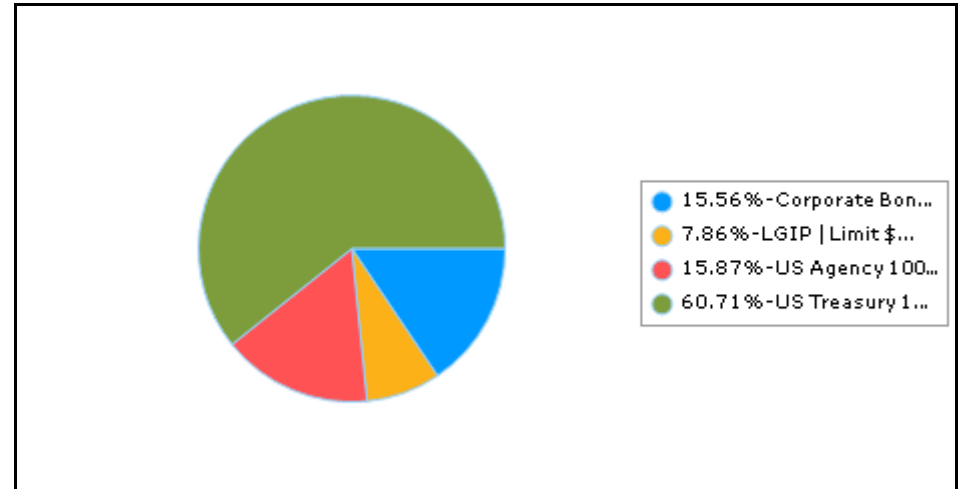
Asset Category Allocation

Asset Category	Market Value 7/31/2025	% of Portfolio 7/31/2025	Market Value 8/27/2025	% of Portfolio 8/27/2025
Corporate Bonds 35%	91,855,768.71	12.18	108,358,267.55	15.56
LGIP Limit \$ 61,749,000	57,886,221.43	7.68	54,696,533.68	7.86
US Agency 100%	172,065,270.00	22.82	110,500,823.61	15.87
US Treasury 100%	432,269,580.00	57.32	422,732,940.00	60.71
Total / Average	754,076,840.14	100.00	696,288,564.84	100.00

Portfolio Holdings as of 7/31/2025



Portfolio Holdings as of 8/27/2025



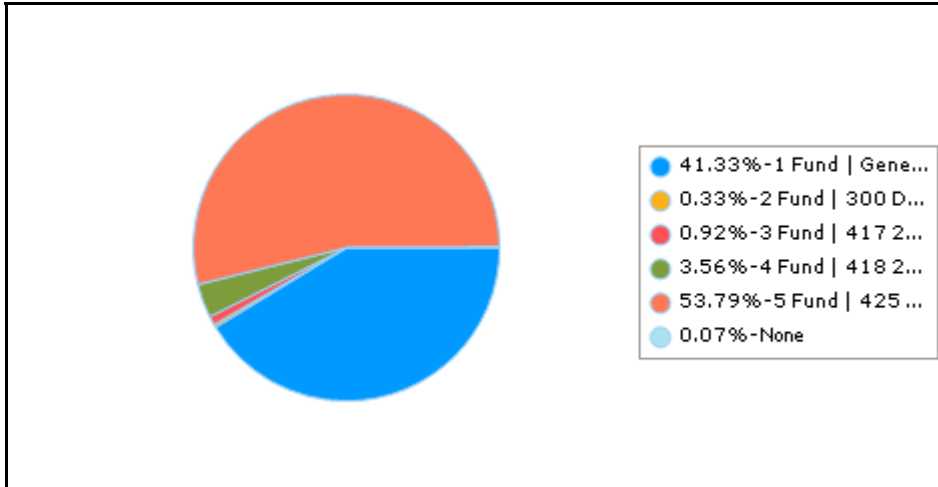
Beaverton School District Distribution by Main Fund - Market Value

Begin Date: 7/31/2025, End Date: 8/27/2025

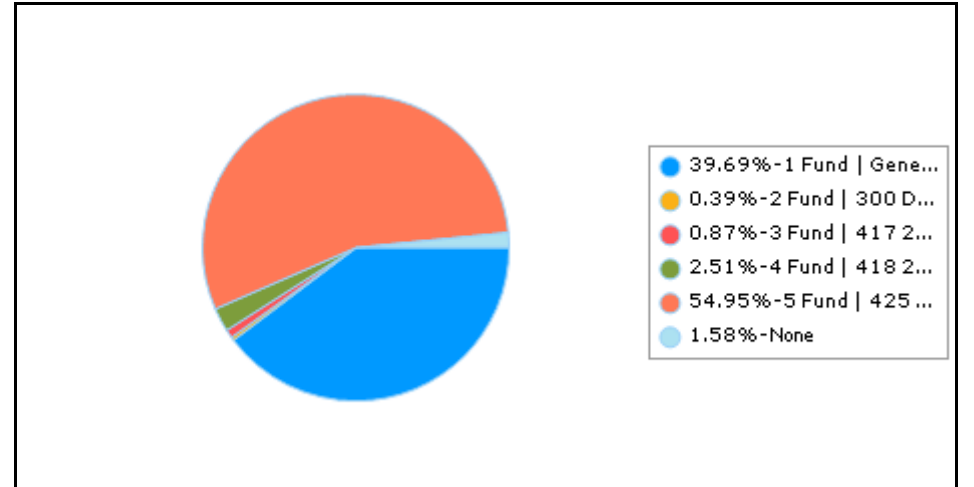
Main Fund Allocation

Main Fund	Market Value 7/31/2025	% of Portfolio 7/31/2025	Market Value 8/27/2025	% of Portfolio 8/27/2025
1 Fund General Fund	311,669,702.99	41.33	276,354,082.67	39.69
2 Fund 300 Debt Service	2,470,299.12	0.33	2,725,172.73	0.39
3 Fund 417 2017 Bond Tax	6,934,578.49	0.92	6,073,906.23	0.87
4 Fund 418 2022 Bond Issue	26,851,036.03	3.56	17,502,968.77	2.51
5 Fund 425 2025 Bond Issue	405,620,456.31	53.79	382,600,254.95	54.95
None	530,767.20	0.07	11,032,179.49	1.58
Total / Average	754,076,840.14	100.00	696,288,564.84	100.00

Portfolio Holdings as of 7/31/2025



Portfolio Holdings as of 8/27/2025



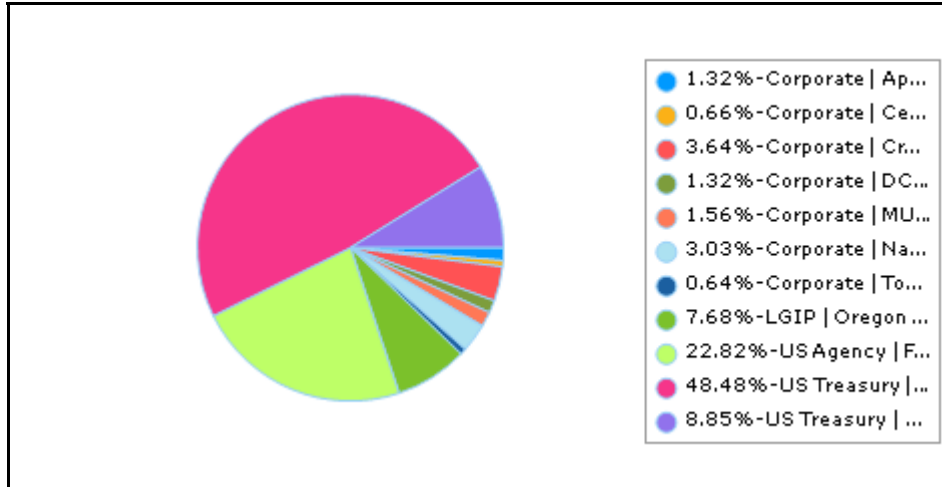


Beaverton School District Distribution by Asset Class - Market Value

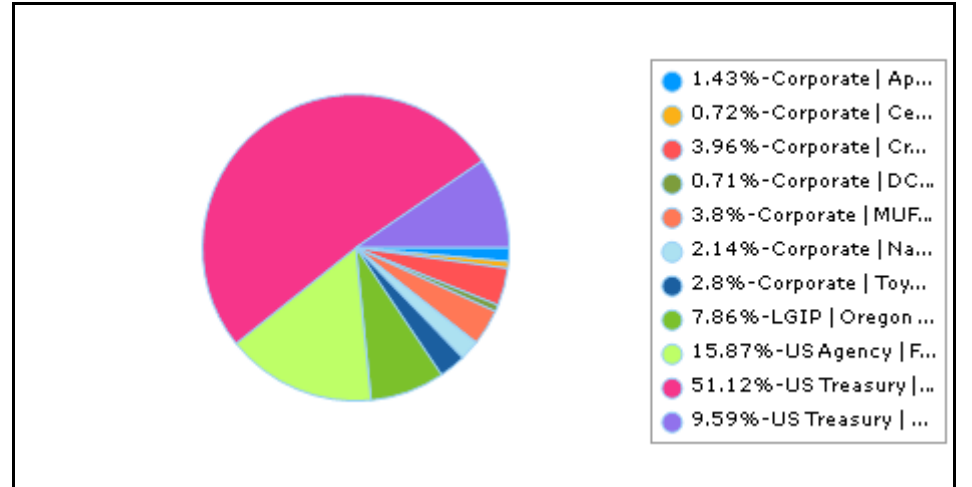
Begin Date: 7/31/2025, End Date: 8/27/2025

Asset Class Allocation				
Asset Class	Market Value 7/31/2025	% of Portfolio 7/31/2025	Market Value 8/27/2025	% of Portfolio 8/27/2025
Corporate Apple	9,943,500.00	1.32	9,952,100.00	1.43
Corporate Century Housing Corp	4,998,400.00	0.66	5,007,200.00	0.72
Corporate Credit Agricole	27,451,614.26	3.64	27,555,988.80	3.96
Corporate DCAT	9,969,930.50	1.32	4,975,908.33	0.71
Corporate MUFG Bank LTD	11,788,769.96	1.56	26,446,374.67	3.80
Corporate Natixis Bank NY	22,844,399.84	3.03	14,907,049.95	2.14
Corporate Toyota	4,859,154.15	0.64	19,513,645.80	2.80
LGIP Oregon State	57,886,221.43	7.68	54,696,533.68	7.86
US Agency FHLB	172,065,270.00	22.82	110,500,823.61	15.87
US Treasury Bill - Slug	365,548,320.00	48.48	355,945,600.00	51.12
US Treasury Note	66,721,260.00	8.85	66,787,340.00	9.59
Total / Average	754,076,840.14	100.00	696,288,564.84	100.00

Portfolio Holdings as of 7/31/2025



Portfolio Holdings as of 8/27/2025





Beaverton School District Portfolio Holdings by Asset Class

Date: 8/27/2025

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
Corporate Apple								
Apple 3.25 2/23/2026-25		3/19/2025	9,927,200.00	99.52	9,952,100.00	1.43%	Moodys-Aaa	84
037833BY5	10,000,000.00	4.06	9,962,510.18	4.27	7,222.22	-10,410.18	S&P-AA+	0.48
			9,927,200.00		9,952,100.00	1.43%		84
Sub Total Corporate Apple	10,000,000.00	4.06	9,962,510.18	4.27	7,222.22	-10,410.18		0.48
Corporate Century Housing Corp								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.14	5,007,200.00	0.72%	S&P-AA	257
15654VBP2	5,000,000.00	4.60	5,000,000.00	4.39	10,222.22	7,200.00	Moodys-Aa	0.7
			5,000,000.00		5,007,200.00	0.72%		257
Sub Total Corporate Century Housing Corp	5,000,000.00	4.60	5,000,000.00	4.39	10,222.22	7,200.00		0.7
Corporate Credit Agricole								
Credit Agricole CIB NY 0 2/17/2026		5/27/2025	9,695,577.78	97.94	9,793,688.80	1.41%	S&P-AA	170
22533UBH5	10,000,000.00	4.25	9,805,444.45	4.46	0.00	-11,755.65	Moodys-A1	0.47
Credit Agricole CIB NY 0 3/2/2026		7/29/2025	9,747,400.00	97.80	9,779,500.00	1.41%	Moodys-P1	183
22533UC27	10,000,000.00	4.32	9,785,991.67	4.44	0.00	-6,491.67	S&P-A+	0.5
Credit Agricole CIB NY 0 9/12/2025		12/19/2024	7,751,986.67	99.79	7,982,800.00	1.15%	Moodys-P1	12
22533TWC6	8,000,000.00	4.31	7,988,853.33	6.46	0.00	-6,053.33	S&P-A1	0.03
			27,194,964.45		27,555,988.80	3.97%		129
Sub Total Corporate Credit Agricole	28,000,000.00	4.29	27,580,289.45	5.03	0.00	-24,300.65		0.35
Corporate DCAT								
DCAT 0 10/8/2025		8/27/2025	4,975,908.33	99.52	4,975,908.33	0.71%	S&P-A+	38
24023GX85	5,000,000.00	4.15	4,978,202.78	4.59	0.00	-2,294.45	Moodys-P1	0.1
			4,975,908.33		4,975,908.33	0.71%		38
Sub Total Corporate DCAT	5,000,000.00	4.15	4,978,202.78	4.59	0.00	-2,294.45		0.1
Corporate MUFG Bank LTD								
MUFGBK 0 4/13/2026		8/27/2025	14,613,562.50	97.42	14,613,562.50	2.1%	S&P-A+	225
62479MDD2	15,000,000.00	4.16	14,620,312.50	4.23	0.00	-6,750.00	Moodys-A1	0.62



Beaverton School District Portfolio Holdings by Asset Class

Date: 8/27/2025

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
MUFGBK 0 4/24/2026		7/29/2025	4,842,336.11	97.19	4,859,505.55	0.7%	Moody's-P1	236
62479MDQ3	5,000,000.00	4.36	4,861,677.78	4.41	0.00	-2,172.23	S&P-A	0.65
MUFGBK 0 9/26/2025		7/29/2025	6,951,587.22	99.62	6,973,306.62	1%	Moody's-P1	26
62479LWS0	7,000,000.00	4.25	6,978,665.55	5.30	0.00	-5,358.93	S&P-A	0.07
Sub Total Corporate MUFG Bank LTD	27,000,000.00	4.22	26,407,485.83	4.55	26,446,374.67	3.8%		175
Corporate Natixis Bank NY								
Natixis Bank NY 0 10/16/2025		1/27/2025	14,528,400.00	99.38	14,907,049.95	2.14%	Moody's-P1	46
63873JXG0	15,000,000.00	4.46	14,917,200.00	4.88	0.00	-10,150.05	S&P-A1	0.13
Sub Total Corporate Natixis Bank NY	15,000,000.00	4.46	14,528,400.00	4.88	14,907,049.95	2.14%		46
Corporate Toyota								
Toyota Motor Credit Corp 0 3/19/2026		6/26/2025	4,846,680.56	97.60	4,879,833.30	0.7%	Moody's-Aa	200
89233HCK8	5,000,000.00	4.28	4,884,722.23	4.43	0.00	-4,888.93	S&P-AA+	0.55
Toyota Motor Credit Corp 0 4/1/2026		8/27/2025	14,633,812.50	97.56	14,633,812.50	2.1%	S&P-A+	213
89233HD19	15,000,000.00	4.15	14,640,562.50	4.23	0.00	-6,750.00	Moody's-A1	0.58
Sub Total Corporate Toyota	20,000,000.00	4.18	19,480,493.06	4.28	19,513,645.80	2.8%		210
LGIP Oregon State								
Oregon State 417 2017 Bond Tax LGIP		6/30/2024	4,082,686.23	100.00	4,082,686.23	0.59%	NR	1
LGIP4972	4,082,686.23	4.64	4,082,686.23	4.64	0.00	0.00	NR	0
Oregon State 418 2022 Bond Issue LGIP		6/30/2024	11,514,308.77	100.00	11,514,308.77	1.65%	NR	1
LGIP6440	11,514,308.77	4.64	11,514,308.77	4.64	0.00	0.00	NR	0
Oregon State Debt Service LGIP		6/30/2024	779,439.12	100.00	779,439.12	0.11%	NR	1
LGIP5173	779,439.12	4.64	779,439.12	4.64	0.00	0.00	NR	0
Oregon State Fund 425 Bond Issue LGIP		5/29/2025	11,032,179.49	100.00	11,032,179.49	1.58%	None	1
LGIP6795	11,032,179.49	4.64	11,032,179.49	4.64	0.00	0.00	None	0



Beaverton School District Portfolio Holdings by Asset Class

Date: 8/27/2025

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
Oregon State General Fund LGIP		6/30/2024	27,287,920.07	100.00	27,287,920.07	3.92%	NR	1
LGIP4010	27,287,920.07	4.64	27,287,920.07	4.64		0.00	NR	0
Sub Total LGIP Oregon State	54,696,533.68	4.64	54,696,533.68	4.64	54,696,533.68	7.85%	0.00	1
US Agency FHLB								
FHLB 0 1/15/2026		2/20/2025	19,258,836.11	98.42	19,684,200.00	2.83%	Moody's-Aaa	137
313385RV0	20,000,000.00	4.21	19,691,369.44	4.22	0.00	-7,169.44	S&P-AA+	0.38
FHLB 0 1/15/2026		5/29/2025	14,620,775.00	98.42	14,763,150.00	2.12%	Moody's-Aaa	137
313385RV0	15,000,000.00	4.04	14,775,091.67	4.22	0.00	-11,941.67	S&P-AA+	0.38
FHLB 0 1/9/2026		3/19/2025	14,534,416.67	98.49	14,773,050.00	2.12%	Moody's-Aaa	131
313385RP3	15,000,000.00	3.90	14,793,947.92	4.22	0.00	-20,897.92	S&P-AA+	0.36
FHLB 0 10/16/2025		5/29/2025	14,764,333.33	99.40	14,910,450.00	2.14%	Moody's-Aa1	46
313385NA0	15,000,000.00	4.10	14,922,566.67	4.70	0.00	-12,116.67	S&P-AA+	0.13
FHLB 0 11/13/2025		5/29/2025	14,718,600.00	99.09	14,863,500.00	2.14%	Moody's-Aa1	74
313385PE0	15,000,000.00	4.10	14,876,050.00	4.47	0.00	-12,550.00	S&P-AA+	0.2
FHLB 0 12/12/2025		5/29/2025	14,672,487.50	98.78	14,817,150.00	2.13%	Moody's-Aa1	103
313385QK5	15,000,000.00	4.08	14,828,762.50	4.31	0.00	-11,612.50	S&P-AA+	0.28
FHLB 0 2/13/2026		5/29/2025	14,577,500.00	98.12	14,718,300.00	2.12%	Moody's-Aa1	166
313385TA4	15,000,000.00	4.01	14,730,250.00	4.15	0.00	-11,950.00	S&P-AA+	0.45
FHLB 0 5/8/2026		8/27/2025	973,153.61	97.32	973,153.61	0.14%	S&P-AA+	250
313385WN2	1,000,000.00	3.91	973,576.39	3.97	0.00	-422.78	Moody's-Aa1	0.68
FHLB 0 9/12/2025		7/29/2025	994,681.25	99.79	997,870.00	0.14%	Moody's-Aa1	12
313385LQ7	1,000,000.00	4.28	998,581.67	6.40	0.00	-711.67	S&P-AA+	0.03
Sub Total US Agency FHLB	112,000,000.00	4.07	110,590,196.26	4.34	110,500,823.61	15.88%	-89,372.65	0.31
US Treasury Bill - Slug								



Beaverton School District Portfolio Holdings by Asset Class

Date: 8/27/2025

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
T-Bill 0 10/23/2025 912797QG5	1,000,000.00	7/29/2025 4.30	989,966.67 993,816.67	99.34 4.61	993,350.00 0.00	0.14% -466.67	Moodys-Aa1 S&P-AA+	53 0.15
T-Bill 0 2/19/2026 912797PM3	5,000,000.00	5/27/2025 4.11	4,853,716.67 4,906,116.67	98.08 4.16	4,903,900.00 0.00	0.7% -2,216.67	Moodys-Aa1 S&P-AA+	172 0.47
T-Bill 0 3/19/2026 912797PV3	5,000,000.00	5/27/2025 4.11	4,838,844.44 4,891,111.11	97.82 4.08	4,890,800.00 0.00	0.7% -311.11	Moodys-Aa1 S&P-AA+	200 0.55
T-Bill 0 3/19/2026 912797PV3	15,000,000.00	7/29/2025 4.15	14,612,637.50 14,667,500.00	97.82 4.08	14,672,400.00 0.00	2.11% 4,900.00	Moodys-Aa1 S&P-AA+	200 0.55
T-Bill 0 5/14/2026 912797QN0	1,000,000.00	7/29/2025 4.08	968,691.67 972,266.67	97.26 4.02	972,580.00 0.00	0.14% 313.33	Moodys-Aa1 S&P-AA+	256 0.7
T-Bill 0 9/11/2025 912797PW1	6,000,000.00	6/26/2025 4.29	5,946,228.33 5,992,318.33	99.81 6.28	5,988,660.00 0.00	0.86% -3,658.33	Moodys-Aa1 S&P-AA+	11 0.03
T-Bill 0 9/16/2025 912797QU4	20,000,000.00	5/29/2025 4.16	19,752,500.00 19,964,000.00	99.75 5.67	19,950,400.00 0.00	2.87% -13,600.00	Moodys-Aa1 S&P-AA+	16 0.04
T-Bill 0 9/4/2025 912797MH7	5,000,000.00	12/6/2024 4.28	4,845,488.89 4,997,727.78	99.89 9.68	4,994,700.00 0.00	0.72% -3,027.78	Moodys-Aaa S&P-AA+	4 0.01
T-SLGS 0 10/15/2026 912821NH4	10,000,000.00	5/29/2025 3.95	9,474,600.00 9,572,591.27	95.82 3.84	9,582,300.00 0.00	1.37% 9,708.73	Moodys-Aa1 S&P-AA+	410 1.12
T-SLGS 0 11/15/2026 9128205Y9	10,000,000.00	5/29/2025 3.93	9,446,900.00 9,544,080.19	95.52 3.84	9,552,000.00 0.00	1.37% 7,919.81	Moodys-Aa1 S&P-AA+	441 1.21
T-SLGS 0 11/15/2027 912833QB9	20,000,000.00	5/29/2025 3.84	18,212,200.00 18,398,925.78	92.06 3.78	18,412,400.00 0.00	2.64% 13,474.22	Moodys-Aa1 S&P-AA+	806 2.21
T-SLGS 0 12/15/2026 912821NT8	20,000,000.00	5/29/2025 3.92	18,834,400.00 19,028,322.83	95.21 3.84	19,042,000.00 0.00	2.73% 13,677.17	Moodys-Aa1 S&P-AA+	471 1.29



Beaverton School District Portfolio Holdings by Asset Class

Date: 8/27/2025

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
T-SLGS 0 2/15/2027 9128206P7	25,000,000.00	5/29/2025 3.89	23,401,250.00 23,640,935.01	94.71 3.76	23,678,250.00 0.00	3.4% 37,314.99	Moodys-Aa1 S&P-AA+	533 1.46
T-SLGS 0 2/15/2028 912833RY8	15,000,000.00	5/29/2025 3.85	13,524,450.00 13,664,270.26	91.24 3.77	13,685,250.00 0.00	1.96% 20,979.74	Moodys-Aa1 S&P-AA+	898 2.46
T-SLGS 0 3/15/2026 912821KW4	15,000,000.00	5/29/2025 4.05	14,528,700.00 14,681,466.21	97.86 4.04	14,679,000.00 0.00	2.11% -2,466.21	Moodys-Aa1 S&P-AA+	196 0.54
T-SLGS 0 4/15/2026 912821LA1	15,000,000.00	5/29/2025 4.04	14,481,300.00 14,633,193.46	97.55 4.03	14,631,750.00 0.00	2.1% -1,443.46	Moodys-Aa1 S&P-AA+	227 0.62
T-SLGS 0 5/15/2026 9128202R7	16,000,000.00	5/29/2025 4.02	15,399,040.00 15,559,980.85	97.26 3.97	15,562,240.00 0.00	2.23% 2,259.15	Moodys-Aa1 S&P-AA+	257 0.7
T-SLGS 0 5/15/2027 912833PD6	25,000,000.00	5/29/2025 3.83	23,206,750.00 23,442,176.68	93.79 3.79	23,447,250.00 0.00	3.37% 5,073.32	Moodys-Aa1 S&P-AA+	622 1.7
T-SLGS 0 5/15/2028 912833WQ9	10,000,000.00	5/29/2025 3.83	8,937,100.00 9,029,440.66	90.37 3.78	9,037,400.00 0.00	1.3% 7,959.34	Moodys-Aa1 S&P-AA+	988 2.71
T-SLGS 0 6/15/2026 912821LL7	25,000,000.00	5/29/2025 4.01	23,982,250.00 24,232,691.10	96.93 3.99	24,231,750.00 0.00	3.48% -941.10	Moodys-Aa1 S&P-AA+	288 0.79
T-SLGS 0 7/15/2026 912821LQ6	25,000,000.00	5/29/2025 3.99	23,908,500.00 24,157,531.55	96.68 3.91	24,169,000.00 0.00	3.47% 11,468.45	Moodys-Aa1 S&P-AA+	318 0.87
T-SLGS 0 8/15/2026 912821LV5	20,000,000.00	5/29/2025 3.97	19,066,800.00 19,264,815.35	96.38 3.90	19,275,200.00 0.00	2.77% 10,384.65	Moodys-Aa1 S&P-AA+	349 0.96
T-SLGS 0 8/15/2027 912833PE4	25,000,000.00	5/29/2025 3.82	22,989,500.00 23,223,394.80	92.91 3.79	23,227,750.00 0.00	3.34% 4,355.20	Moodys-Aa1 S&P-AA+	714 1.96
T-SLGS 0 9/15/2025 912821JS5	12,000,000.00	12/19/2024 4.08	11,648,160.00 11,980,453.33	99.78 5.51	11,973,120.00 0.00	1.72% -7,333.33	Moodys-Aaa S&P-AA+	15 0.04



Beaverton School District Portfolio Holdings by Asset Class

Date: 8/27/2025

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
T-SLGS 0 9/15/2025		1/27/2025	9,748,400.00	99.78	9,977,600.00	1.43%	Moodys-Aaa	15
912821JS5	10,000,000.00	4.09	9,983,662.34	5.51	0.00	-6,062.34	S&P-AA+	0.04
T-SLGS 0 9/15/2026		5/29/2025	14,258,400.00	96.10	14,414,550.00	2.07%	Moodys-Aa1	380
912821ND3	15,000,000.00	3.95	14,405,468.36	3.86	0.00	9,081.64	S&P-AA+	1.04
			351,856,774.17		355,945,600.00	51.1%		393
Sub Total US Treasury Bill - Slug	371,000,000.00	3.98	355,828,257.26	4.21	0.00	117,342.74		1.08
US Treasury Note								
T-Note 1.625 2/15/2026		4/28/2025	11,773,560.00	98.86	11,862,840.00	1.7%	Moodys-Aaa	168
912828P46	12,000,000.00	4.04	11,870,164.10	4.17	8,478.26	-7,324.10	S&P-AA+	0.46
T-Note 2.25 11/15/2025		2/20/2025	14,785,500.00	99.55	14,932,800.00	2.15%	Moodys-Aaa	76
912828M56	15,000,000.00	4.25	14,939,171.64	4.41	99,048.91	-6,371.64	S&P-AA+	0.21
T-Note 3.5 9/15/2025		2/13/2025	4,981,450.00	99.96	4,998,100.00	0.72%	Moodys-Aaa	15
91282CFK2	5,000,000.00	4.15	4,998,699.77	4.36	80,366.85	-599.77	S&P-AA+	0.04
T-Note 4 12/15/2025		11/7/2024	14,951,400.00	99.97	14,995,800.00	2.15%	Moodys-Aaa	106
91282CGA3	15,000,000.00	4.30	14,987,216.87	4.06	126,229.51	8,583.13	S&P-AA+	0.29
T-Note 4.25 10/15/2025		2/13/2025	20,016,600.00	99.99	19,997,800.00	2.87%	Moodys-Aaa	45
91282CFP1	20,000,000.00	4.12	20,003,061.48	4.27	320,491.80	-5,261.48	S&P-AA+	0.12
			66,508,510.00		66,787,340.00	9.59%		85
Sub Total US Treasury Note	67,000,000.00	4.18	66,798,313.86	4.25	634,615.33	-10,973.86		0.23
			689,691,052.99		696,288,564.84	100.00%		249
TOTAL PORTFOLIO	714,696,533.68	4.11	696,337,444.03	4.33	652,059.77	-48,879.19		0.69

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.

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MEETING MINUTES – BOARD SPECIAL MEETING AUGUST 11, 2025**Board Members Present:**

Sunita Garg, Chair
Justice Rajee, Vice Chair
Dr. Vân Truong
Dr. Karen Pérez
Dr. Melissa Potter
Syed Qasim
Dr. Tammy Carpenter

Absent:**Staff Present:**

Kerry Delf
Chief of Staff

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

I. OPEN MEETING

Chair Sunita Garg called the special meeting to order at 6:32 p.m. following an executive session. All seven board members were present.

II. BOARD ACTION ON COMPLAINTS

The chair asked for a motion to accept the investigative report submitted to the board by the third party investigator regarding complaints against Director Tammy Carpenter. Karen Pérez made the motion and Justice Rajee seconded. After discussion, the vote carried 6:0, with Tammy Carpenter abstaining.

Karen Pérez moved to find that Director Tammy Carpenter had not violated any school board policy or operating agreement with respect to social media posts that were the subject of complaints filed against Director Carpenter. Justice Rajee seconded. The vote carried 6:0, with Tammy Carpenter abstaining.

Karen Pérez moved to accept the investigative report submitted to the board by the third party investigator regarding complaints against former Director Susan Greenberg. Justice Rajee seconded. The vote carried unanimously 7:0.

Karen Pérez moved to find that former Director Susan Greenberg had not violated any school board policy or operating agreement with respect to an op-ed article she had written that was the subject of complaints filed against Director Greenberg. Justice Rajee seconded. The vote carried unanimously 7:0.

Karen Pérez moved to appoint board leadership to prepare and issue a response to the complainants in the complaints against Director Carpenter and Director Greenberg. Justice Rajee seconded. The vote carried unanimously 7:0.

III. CLOSE MEETING

Chair Garg adjourned the meeting at 6:47 p.m.

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING AUGUST 12, 2025**Board Members Present:**

Sunita Garg, Chair
Justice Rajee, Chair
Dr. Vân Truong
Dr. Karen Pérez
Dr. Melissa Potter
Syed Qasim
Dr. Tammy Carpenter

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Shelly Reggiani
Michael Schofield
Casey Waletich
Kerry Delf
Steffanie Frost
Steve Langford
Shellie Bailey-Shah
Camellia Osterink
Sarah Weiland

Superintendent
Associate Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Human Resources Officer
Chief Information Officer
Public Communications Officer
General Counsel
Board Secretary & Executive Assistant

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

I. OPEN MEETING

Chair Sunita Garg called the meeting to order at 7:00 p.m. She noted that all seven board members were present.

The board reviewed the agenda, and board member Tammy Carpenter requested a contract authorization be pulled from the consent agenda: Westview High School Baseball/Softball/Multi-Use Synthetic Turf Installation.

II. OATH OF OFFICE

Newly elected board members Dr. Vân Truong and Syed Qasim each recited the oath of office as administered by Superintendent Balderas.

III. RECOGNITIONS

A. Outstanding Service Award, Oregon Association of School Business Officials

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Use the following links to access board meeting information:

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

The board congratulated Associate Superintendent Mike Schofield for being awarded the Outstanding Service Award from the Oregon Association of School Business Officials, a recognition awarded by the statewide association to one school finance professional each year.

IV. SUPERINTENDENT'S REPORT

Dr. Gustavo Balderas shared that this summer has been especially busy, with more than 100 active bond projects underway and significant efforts from year-round support staff including construction, facilities, technology and human resources teams to prepare for the new school year. He noted that the long-range facilities planning committee is meeting to consider the district's school facilities and enrollment impacts. The committee will bring recommendations forward to the superintendent that could include such things as recommending the district consider school boundary changes to balance enrollment and/or clean up feeder patterns to keep groups of students intact across school levels, changes to boost and/or balance enrollment, program moves, and the difficult consideration of school consolidations. Dr. Balderas noted that there was some misinformation being shared in the community about the discussions underway; he emphasized that any such recommended changes would require extensive community input and careful planning over time, and that he would not expect any such changes to be implemented until fall 2027 at the earliest. He also expressed appreciation for the hard work of staff, who continue to serve students with dedication, and thanked the board for their volunteer service and ongoing commitment to supporting schools and the community.

V. 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 9 speakers. The board also received 22 written comments.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Special Meeting, July 7, 2025
- ii. School Board Executive Session, July 29, 2025
- iii. School Board Special Meeting, July 29, 2025

C. Public Contracts

Dr. Karen Pérez 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.

VII. ITEMS FOR ACTION

A. Contract Authorization: Westview High School Baseball/Softball/Multi-Use Synthetic Turf Design

Dr. Karen Pérez moved to approve the contract authorization as presented. Justice Rajee seconded. After discussion, the motion passed 6:1 with Dr. Tammy Carpenter opposing.

B. Superintendent Search Committee

Board leadership proposed that the board establish an ad hoc committee of the board to support the superintendent search process. In a first step, the committee would be tasked to work with district staff to issue a solicitation for proposals for executive search services, review submission and recommend finalist firms to be considered by the board. Dr. Karen Pérez moved to establish the superintendent search committee as proposed. Justice Rajee seconded. After discussion, the motion passed unanimously 7:0.

Per board policy, committee members are appointed by the board chair. Chair Sunita Garg announced the committee would consist of Justice Rajee, Sunita Garg and Dr. Vân Truong.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Board Policy Revisions

- a. BBBA Board Member Qualifications
- b. IGBHE Expanded Options Programs
- c. KK Visitors to District Facilities

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

New directors expressed gratitude to voters, families, supporters and the community for entrusting them with the responsibility of serving students. Board members collectively thanked teachers, classified staff, administrators, and union leaders for their dedication over the summer, highlighting successful contract negotiations, preparation for the school year, and ongoing support for students' well-being. Board members reflected on the challenges facing public education, emphasizing the importance of collaboration, open communication, and community engagement, and thanked legislators for their efforts to strengthen education funding structures despite a difficult session. Board members recognized the early stages of a multi-year long-range facilities planning process. Other comments underscored board members' commitment to centering students in every decision, working together across perspectives, and ensuring schools remain safe, supportive, and well-resourced. The meeting closed with appreciation for the community's support and a focus on moving forward collectively to serve Beaverton students.

CLOSE MEETING

Chair Sunita Garg adjourned the meeting at 8:18 p.m.

DRAFT MEETING MINUTES – BOARD RETREAT AUGUST 26, 2025**Board Members Present:**

Sunita Garg, Chair
Justice Rajee, Chair
Dr. Vân Truong
Dr. Karen Pérez
Dr. Melissa Potter
Syed Qasim
Dr. Tammy Carpenter

Board Members Absent:**Staff Present:**

Dr. Gustavo Balderas
Dr. Shelly Reggiani
Michael Schofield
Casey Waletich
Kerry Delf
Steffanie Frost
Steve Langford
Sarah Weiland

Superintendent
Associate Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Human Resources Officer
Chief Information Officer
Board Secretary & Executive Assistant

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

I. OPEN MEETING

Chair Sunita Garg called the meeting to order at 2:03 p.m. She noted that all seven board members were present.

II. BOARD DEVELOPMENT

Mike Scott and Erika Lopez facilitated a board development session focused on clarifying board roles and responsibilities, reviewing operating agreements, and guiding board goal setting.

III. BOARD COMMITTEE ASSIGNMENTS

Chair Sunita Garg announced committee appointments and expressed appreciation for members' willingness to serve in addition to their regular responsibilities. She encouraged members to share updates from their committees during regular meetings and to communicate with the superintendent and board leadership if challenges arise.

The committee appointments announced were:

- Legislative Advocacy Committee: Melissa Potter, Tammy Carpenter, Justice Rajee
- Bond Accountability Committee: Karen Pérez

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Use the following links to access board meeting information:

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

- Audit Committee: Syed Qasim, Sunita Garg
- Curriculum Advisory Committee: Vân Truong, Tammy Carpenter
- Bright Futures Washington County Coalition: Karen Pérez
- Beaverton Education Foundation Board: Vân Truong, Melissa Potter

The board recessed for a break at 4:03 p.m. and resumed at 4:11 p.m.

IV. LONG RANGE FACILITIES PLANNING PROCESS

Consultants from BRIC Architecture provided an update on the district’s long-range facilities planning process. The consultants reviewed the work completed since last year’s retreat, including community listening sessions, survey input, and the development of guiding “north stars” and planning implications. They explained how both quantitative data (enrollment, capacity) and qualitative feedback (community values and experiences) would be used to shape future scenarios for district facilities. The Long-Range Facilities Planning Committee is charged with reviewing this information and providing recommendations on next steps to the district.

V. BUDGET OVERVIEW AND PLANNING PROCESS

The board received an update on the district’s financial outlook, highlighting long-term challenges with the district’s structural budget deficit, declining enrollment, increased number of staff, and rising staffing costs. While Beaverton currently maintains strong reserves, the district’s planned expenditures outpace revenues, and projections show the district will exhaust its reserves by 2028–29 if no action is taken. The presentation reviewed budget history, staffing trends, state funding assumptions, and recent budget reductions and adjustments. Staff recommended a proactive strategy of phased annual reductions of about \$10 million over each of the next three years, focused on reviewing staffing allocations and district priorities. This approach would preserve some budget reserves while moving toward long-term financial sustainability, with the understanding that adjustments will be required as state forecasts and funding realities evolve. The board reached informal consensus in support of proceeding as recommended.

VI. SUPERINTENDENT SEARCH PROCESS

The board committee provided an update on the superintendent search process. The committee had worked to develop key qualifications and criteria to be included in a Request for Proposals (RFP) for executive search services. Board members reviewed the recommended qualifications and criteria and the RFP timeline and were in consensus to proceed as the committee recommended. Under the timeline reviewed, proposals will be due September 15, and the board will interview finalists and select a search firm September 25–26.

CLOSE MEETING

Chair Sunita Garg adjourned the meeting at 6:52 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	
Ignite Reading – High Dosage Tutoring	Robin Kobrowski	Sole Source	Ignite Reading, PBC	\$987,500	9/2025	06/2026	Authorization to Award Contract
Lexia Core5 and Lexia PowerUp	Robin Kobrowski	Sole Source	Lexia Learning Systems LLC	\$400,000	9/2025	8/2026	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Ignite Reading High-Dosage Tutoring Services

- **Contract Scope:** High-dosage tutoring will provide daily, 1:1, individualized, systematic and explicit reading instruction for students who are not yet meeting grade-level reading standards.
- **Contract Timeline:** 09/2025 – 06/2026
- **Contract Amount:** \$987,500
- **Contractor/Vendor:** Ignite Reading, PBC
- **Funding Source:**
 - K-3: Early Literacy Grant – ODE
 - 4-5: Comprehensive Literacy State Development (CLSD) Grant – ODE
 - 6-8: Targeted School Improvement (TSI) Funds
- **Solicitation Method:** Sole Source Pursuant to ORS 279B.075 and OAR 137-047-0275
- **Recommended By:** Robin Kobrowski, Executive Administrator for PK-8 Schools

ASSOCIATED PROJECT: Elementary and Secondary Language Arts/English Language Proficiency Adoptions

- **Project Scope:** Elementary: Houghton-Mifflin Harcourt, Secondary: Savvas
- **Project Budget:**
 - Elementary: \$5,000,000
 - Secondary: \$4,600,000
- **Project Timeline:** 07/2024 – 06/2030

BACKGROUND: High-dosage tutoring is one of the key requirements the Early Literacy Success Grant awarded to the district for the 2025–2027 biennium. Intervention and acceleration is one of the requirements of the Comprehensive Literacy State Development Grant awarded to the district for 2025–2029.

Ignite Reading’s high-dosage tutoring was used by six of the district’s Title I elementary schools for the 2024-25 school year. The program has been well-received by staff at the schools, and more importantly, student data from those who participated in the program demonstrates strong growth in literacy. During the 2025-26 school year this program will be expanded to all of the district’s Title I elementary schools and TSI middle schools.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Lexia Core5 and Lexia PowerUp

- **Contract Scope:** Core5 and PowerUp are adaptive blended learning models that offer personalized reading instruction to build foundational skills and strengthen reading proficiency
- **Contract Timeline:** 09/2025 – 08/2026
- **Contract Amount:** \$400,000
- **Contractor/Vendor:** Lexia Learning Systems LLC
- **Funding Source:**
 - K-5
 - 3 TSI Elementary Schools: TSI Funds
 - 12 Title I Elementary Schools: Title Carryover
 - Non-Title Elementary Schools: General Fund
 - 6-12
 - One TSI School: TSI Funds
 - Other Middle & High Schools General Fund
- **Solicitation Method:** Sole Source Pursuant to ORS 279B.075 and OAR 137-047-0275
- **Recommended By:** Robin Kobrowski, Executive Administrator for PK-8 Schools

ASSOCIATED PROJECT: Elementary and Secondary Language Arts/English Language Proficiency Adoptions

- **Project Scope:** Elementary: Houghton-Mifflin Harcourt, Secondary: Savvas
- **Project Budget:** Elementary: \$5,000,000 Secondary: \$4,600,000
- **Project Timeline:** 07/2024 – 06/2030

BACKGROUND: Lexia programs support and align with the district’s MTSS framework. In addition, we are focusing support for district TSI schools. Lexia provides Tier 2 for these programs and goals.

Lexia programs were used in all district schools in the 2024-25 school year. The program has been well received by staff at the schools, and more importantly, student data from those who participated in the program demonstrates strong growth in literacy. We will continue to use these programs in all district schools 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 Lexia Learning Systems LLC, subject to obtaining terms acceptable to district administration.

ITEM FOR ACTION**NOMINATION FOR OSBA LEGISLATIVE POLICY COMMITTEE****SUMMARY**

The board will consider nominating Melissa Potter to continue to serve on the OSBA legislative policy committee.

BACKGROUND

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

OSBA is governed by a member-elected board with 23 representatives elected from geographic regions across the state and representatives of established caucuses. OSBA also has a legislative policy committee, consisting of the OSBA board and 20 additional elected regional representatives. The LPC and its members engage in developing OSBA's legislative priorities and workplan, follow and discuss legislative issues, and participate in and promote legislative advocacy and activities.

Candidates to serve on these OSBA bodies must be nominated by official action of a member board within the region. Member boards in each region then vote during OSBA's annual election period to elect candidates to their region's board and committee positions.

Melissa Potter has served on the OSBA legislative policy committee since 2024. Her term expires in December 2025. To continue to serve on the committee, she must be nominated by a school board in the Washington region and re-elected in the annual OSBA election.

RECOMMENDATION

The board will vote as a body on the nomination, and staff will send the nomination to OSBA staff.

SUGGESTED MOTION

MOTION: I move that the Beaverton School Board nominate Melissa Potter for the OSBA legislative policy committee, Position 15.

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ITEM FOR ACTION**APPROVE REVISIONS TO BOARD POLICIES BBBA, IGBHE, KK****SUMMARY**

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

POLICY DRAFT KEY

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

BACKGROUND**BBBA - Board Member Qualifications**

Minor revisions are recommended to update pronoun language.

IGBHE - Expanded Options Programs

Changes are recommended by OSBA following a recent review of statute and include some revisions that modify use of the term “dropout.”

KK - Visitors to District Facilities

Minor revisions are recommended to update pronouns and align with OSBA sample policy.

RECOMMENDATION

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

- Revisions to board policy BBBA
- Revisions to board policy IGBHE
- Revisions to board policy KK

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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Board Member Qualifications

A person is eligible to serve as a board member if ~~he/she is~~ [they are](#) an elector of the district. An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law, and must have been a resident within the district for one year immediately preceding the election or appointment. Additionally, if the district is zoned, the individual must be a resident of the zone.

No person who is an employee of the district is eligible to serve as a board member while so employed. A person who is an employee of a public charter school may not serve as a member of the board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)

[ORS 247.035](#)

[ORS 249.013](#)

[ORS 332.016](#)

[ORS 332.018](#)

[ORS 332.030](#)

[ORS 332.124](#)

[ORS 332.126](#)

Oregon Constitution, Article II, Section 2.

Cross Reference(s):

BBE - Vacancies on the Board

Expanded Options Program**

The board is committed to providing additional [educational](#) options to [eligible](#) students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law ([ORS 340](#)) and give priority to at-risk students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if ~~he/she~~ [the student](#):

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan; and
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not an [foreign](#) exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a ~~returning dropout~~ [student returning to high school after dropping out of school](#), of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;

5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; [and](#)
6. District timelines affecting eligibility and duplicate course determinations.
- ~~7. Exclusion of duplicate courses as determined by the district;~~
- ~~8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the superintendent's designee under ORS 343.030;~~
- ~~9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.~~

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of ~~his/her~~ [their](#) intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or ~~returning dropout~~ [student returning to high school after dropping out of school](#) has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the deputy superintendent for teaching and learning based on evidence of the scope of the course. The board [or designee](#) will issue a decision on the appeal within five business days of receipt of the appeal. If the appeal is denied by the board [or designee](#), the student may appeal to the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

~~Expanded Options Program~~ Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). [\(The caps must be established separately for each high school.\)](#)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district chooses not to exceed the cap it will establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who

are “at risk.” An “at-risk student” means (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the district’s decision may be appealed to the board^{1}.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student’s education record. A student shall provide the district with a copy of the student’s grade in each course taken for credit under the EOP. The student’s education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of instructional costs associated with the student’s enrollment, including tuition and fees, ~~costs of~~ textbooks, equipment and materials.

Waiver

A district may request an EOP waiver from the Superintendent of Public Instruction² if: compliance with the EOP would adversely impact the finances of the district or if all conditions identified in ORS 340.083(1)(b) [3] exist.

- ~~1.— Compliance would adversely impact the finances of the school district; or~~
- ~~2.— Accelerated programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers accelerated college credit to their respective high school student);~~

Student Reimbursement

Students are not eligible for any state student financial aid for college course work, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

¹ {ORS 340.040(3) allows a student to appeal through an “appeals process adopted by the school district board.”}

² Oregon Department of Education

³ [The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated credit program;

2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and

3. Has a process for participation in the program that allows:

a. All at-risk students who are eligible students to participate in the programs;

b. At-risk students to earn the number of credit hours established by the State Board of Education under ORS 340.080; or

c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.]

Transportation Services

The district may provide transportation services to eligible students who attend [eligible](#) post-secondary institutions within the education service district boundaries [of which the district is a component district](#).

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

[The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.](#)

Any new program, agreement or plan that is developed after January 1, 2006, [and is intended to provide access for public high school students to a post-secondary course](#), may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.072](#)

[ORS 336.615 to -336.665](#)

[ORS Chapter 340](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2012).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).

[Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 \(2018\); 29 C.F.R. Part 1630 \(2022\); 28 C.F.R. Part 35 \(2022\).](#)

[Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 \(2018\).](#)

[Rehabilitation Act, 29 U.S.C. §§ 791, 794 \(2018\).](#)

[Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 \(2018\).](#)

[Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 \(2022\).](#)

[Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 \(2018\); 34 C.F.R. Part 300 \(2022\).](#)

Visitors to District Facilities**

The district believes that the involvement of parents and community members is vital to development of a better understanding of the district's educational programs. The district encourages parents and community members to visit the schools throughout the school year. Such visitations should be encouraged, arranged and permitted within considerations for the requirements of the educational program and the orderly administration of the school and classroom.

"Visitors" are individuals whose participation is not ongoing or frequent. Examples include visitors who come to school for a special event or performance ~~or a grandparent who is in town who wishes to have lunch with their grandchild in the cafeteria~~. In these and similar instances, a volunteer application and background check is not required.

Visitors are expected to follow all rules for visitors established by the schools and board policy to assure that visitations do not disrupt the educational program. Visitors must enter through the front entrance and check in at the main office.

While encouraging visitation, the district has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of students and staff and protecting the district's facilities and equipment from misuse and vandalism. The principal or ~~his/her~~ their designee may exclude or restrict the access of a visitor from district property when in ~~his/her~~ their opinion the presence of the visitor is disruptive to the educational environment and/or threatens students or staff. A visitor who has been excluded will receive notice of the exclusion, including the district property or properties included and the duration of the exclusion, and may not enter the specified district property for a period of time designated by the notice.

END OF POLICY

Legal Reference(s):

[ORS 164.245](#)

[ORS 164.255](#)

[ORS 166.025](#)

[ORS 166.155 to -166.165](#)

[ORS 332.107](#)

[ORS 339.327](#)

Cross Reference(s):

IICC - Volunteers

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES JFCEB, JOA, JHFA, JN****SUMMARY**

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

POLICY DRAFT KEY

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

BACKGROUND**JFCEB – Personal Electronic Devices and Social Media – DELETE****JFCEB – Personal Electronic Devices – NEW**

Governor Tina Kotek issued an executive order in July requiring school districts to adopt and implement policy banning students from using personal electronic devices during the school day. OSBA recommends deleting the current policy and replacing it with a new version that aligns with the mandated provisions.

JOA – Directory Information

The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes.

JHFA – Supervision of Students

Minor revisions are recommended to update pronoun language.

JN – Student Fees

Minor revisions are recommended to update pronoun language.

RECOMMENDATION

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

- Deletion of existing policy JFCEB and adoption of new policy JFCEB
- Revisions to board policy JOA
- Revisions to board policy JHFA
- Revisions to board policy JN

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Personal Electronic Devices and Social Media**

A “personal electronic device” is a device, not issued by the district, that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

Student possession and use of personal electronic devices on district property and at district-sponsored activities may be permitted subject to the limitations set forth in this policy, district rules established by the superintendent or designee, and school rules established by the principal. Student use of personal electronic devices shall be restricted during the school day. Such devices may not be used in any manner that may disrupt the learning environment or district-sponsored activities, or violate board policies, administrative regulations, or state or federal law¹.

The district will not be liable for personal electronic devices brought to district property or district-sponsored activities.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal computers to access the curriculum. Students who are allowed to use their own computers to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Social media tools (as defined in administrative regulation JFCEB-AR - Personal Electronic Devices and Social Media) may be allowed to be used by students in a manner that supports the instructional and learning environment.

The superintendent is directed to develop administrative regulations and/or approve school rules to restrict the use of personal electronic devices by students during the school day and ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities, consequences for violations, exceptions to the restrictions, a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied, and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provision of the rules governing personal electronic devices are included in student/parent handbooks, reviewed annually and updated as necessary.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

¹The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies. 94

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

DELETED

Personal Electronic Devices**

Student use of personal electronic devices is prohibited during the regular school day, from the start of regular instructional hours until the end of regular instructional hours, when students are on school grounds or under the supervision of school personnel (other than a school bus driver), except as provided below.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls or text messages or accessing the internet independently from the school’s network infrastructure. This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when authorized by the school administration in compliance with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;
2. The student’s individualized education program as defined in ORS 343.035, or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); and/or
3. A written exemption provided for the student to accommodate their individual circumstances.
4. Such authorization shall be based on a request submitted to the school administrator via the process established by the district. School administration will respond to such a request within ten (10) school days.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices that support academic activities and independent communications¹, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Personal electronic devices may not otherwise be used during regular instructional hours unless authorized by the school administration. Personal electronic devices must be stored as directed by the district or school, such as in lockers or backpacks, during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion). However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

¹ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).”

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

Requests for exemptions to this policy can be submitted in accordance with the process established by the district. Appeals can be filed in accordance with KL-AR – Public Complaints.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

[Oregon Executive Order 25-09](#)

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which are not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following~~ Directory information may be released ~~to the public only after the district has given the required annual public notice~~ [through appropriate procedures and includes:](#)

1. Student’s preferred name;
- ~~2. Student’s address;~~
- ~~3. Student’s provided home telephone listing;~~
4. Student’s image (e.g. photo, print, video);
- ~~5. Student’s teacher(s), class(es) and/or classroom(s);~~
- ~~6. Student’s current grade level;~~
- ~~7. Parent(s) name;~~
- ~~8. Parent(s) email address;~~
- ~~9. Birth date;~~
10. Major field of study;
11. Participation in officially recognized sports and activities;
12. Weight and height of athletic team members;
13. Dates of attendance; [and](#)
14. Honors or awards received;
- ~~15. Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to 98 release of directory information.

Exclusions

Exclusions from [any or all](#) directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice.

A parent, student 18 years of age or an emancipated student may not use this exclusion to prevent the district from disclosing or requiring a student to disclose information in a class in which the student is enrolled or to prevent the district from requiring the student to possess and/or disclose a student ID card or badge that may exhibit directory information.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be an invasion of privacy to the student will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 336.187

OAR 581-021-0220 to -0430
OAR 581-022-2060

~~HB 3464 (2017)~~

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~ 2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~ 2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~ 2025).
Every Student Succeeds Act, 20 U.S.C. § 7908 (~~2012~~ 2024).

Supervision of Students**

All students are to be under assigned adult supervision when they are in school, traveling under school auspices or engaging in school-sponsored activities. Personnel assigned this supervision are expected to act as prudent adults in providing for the safety of students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave ~~his/her~~ [their](#) assigned group unsupervised except in an emergency situation when other arrangements have been made.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons designated by the parents or prearranged approval by parents.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)

[ORS 332.107](#)

Student Fees

The Board recognizes the need for student fees to fund certain school activities, consistent with the provisions of Oregon Revised Statutes.

No student will be denied an education because of ~~his/her~~ their inability to pay supplementary fees.

No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies and equipment.

Fee structures and consequences of non-payment of fees will be communicated to the students and community annually.

In accordance with the law and Board policy, restrictions and/or penalties may be imposed until such fees, fines or charges are paid. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines, or damages owed through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.

Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in Oregon Revised Statute 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Prior to collection of debts, the superintendent will ensure that notice has been provided as required by ORS 339.270.

END OF POLICY

Legal References:

ORS 326.565

ORS 326.575

ORS 339.115

ORS 339.155

ORS 339.270

Policy JO - Education Records