



## Beaverton School Board Business Meeting

District Office  
 1260 NW Waterhouse Avenue  
 Beaverton, Oregon 97006  
 Tuesday, October 14, 2025 7:00 PM  
 Video Stream: [www.youtube.com/beavertonschools](http://www.youtube.com/beavertonschools)  
 Meeting Materials: [beavertonsd.org/boardmeetings](http://beavertonsd.org/boardmeetings)

### AGENDA

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<b>I. OPEN MEETING</b>	
A. Call to Order	
B. Attendance	
C. Agenda Review	
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A. Comments & Committee Reports	
<b>X. CLOSE MEETING</b>	
A. Closing Comments	
B. Adjourn	



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

**RECOGNITION OF STUDENTS, STAFF AND COMMUNITY****SUMMARY**

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

**BACKGROUND****ORABSE Educator Award**

Whitford Middle School 7th grade counselor Nikki Thrower has been recognized with the Oregon Alliance of Black School Educators (ORABSE) Educator Award. Ms. Thrower proudly supports her school's Black Student Union and is a strong advocate for student voice and belonging.

**Oregon Regional Teacher of the Year**

Jason Galbraith, computer science and engineering teacher at Sunset High School, has been named Oregon's Northwest Regional Teacher of the Year. As a Regional Teacher of the Year, Mr. Galbraith receives a \$1,000 award and advances as a finalist for the Oregon Teacher of the Year, to be announced in October.

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**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, October 10, 2025 through 12 p.m. on Tuesday, October 14, 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
Alexa	Nystrom	Staff Member	As someone who has taught at every size of elementary school BSD has to offer, I cannot emphasize enough the importance and impact of a small school. Staff members are able to quickly and efficiently make decisions that benefit students, schedules are more flexible and easily shifted to meet student needs, and the needs of all interest-holders are met more linearly in a small school. That's to say nothing of the emotional benefit- being in a space where there is history and longterm buy in is incredibly meaningful. Walking down the halls at Raleigh Park and seeing the artwork of children who came before matters. Past students coming back to substitute in our SRC matters. Children having access to our community garden matters. Raleigh Park feels like the school we all want our children to attend- peaceful, joyful, story-rich, and community-driven. That matters. Everyone at Raleigh Park loves that school; being a Tiger sticks with you! Please keep our small school open- we matter.
Kate	Hypes	Parent/Guardian	I am extremely against combining all of the small public schools in the Beaverton and Raleigh school districts into one mega school. There is a lot of research out there that proves that smaller class sizes is imperative for adequate child education and the smaller school systems serve our most vulnerable families, eliminating these options would only add to the growing enrollment problem, it would not help the declining enrollment numbers it would do the exact opposite! please to not make this a mega school!

**Belong. Believe. Achieve.**

Rebe	Colasurdo	Parent/Guardian	<p>Neighborhood schools are incredibly important for the students and families in underserved populations. Small schools with lower student to teacher ratios are better equipped to care for children that may fall behind academically, socially, or emotionally. A school where students feel safe and welcomed, where they feel heard and seen, and where ALL students are provided the resources to succeed. When considering closing or consolidating neighborhood schools, please keep the vulnerable populations in mind. Those that fill these small schools halls and need these schools to stay open more than anyone.</p> <p>Additionally, as I've mentioned before, I am increasingly concerned that decisions are being made by the LRFP prior to Ed Spec and Staffing Allocation Model revisions. I am aware of the financial urgency you face, and I would remind you that cost savings will largely come from personnel cuts, not buildings, and those foundational revisions need to be up to date prior to making decisions.</p>
Kelli	Blake	Parent/Guardian	<p>I am a mom of 3 and a past elementary school teacher of Beaverton School District. I taught at Raleigh Park 6 years ago and fell in love with the neighborhood and community. I have wanted to move to the neighborhood for awhile now, and finally have the means to purchase something we'd love. However, I am hesitant in doing so because of the discussion around the removal of the elementary school. My children are currently in private schools. As much as I believe in public education, it's been discouraging to put them into the district because of the ever changing circumstances. The community needs reassurance and consistency. The schools are at the core of our community and we need to focus on stability and not removal. Thanks for your consideration.</p> <p>Best, Kelli Blake</p>
Rachel	Finn	Parent/Guardian	<p>Hello, I'm a parent of a new Raleigh Park Elementary School kindergartener. We've only been part of the Raleigh Park community for a couple months, but already the school has been so inviting and welcoming to my son. Prior to attending kindergarten, he went to a private Catholic preschool program, and he had some behavioral struggles there, we implemented an IFSP but the school really seemed to not know what to do with him. He began to resent going to preschool and it was a daily struggle getting him out the door. I was really worried about that transferring over to kindergarten. Thankfully the environment at Raleigh Park has been a complete 180, my son is not resisting school, he is making friends, following directions, he has IEP supports when he needs it but is pretty much with his regular class. He is thriving in Raleigh Park's smaller school setting that puts equity and inclusion at the center of its practices.</p>
Patrick	Abell	Parent/Guardian	<p>Our Long Range Facility Planning process must start with student outcomes, not treat them as an afterthought. As a board member noted on Aug 26, "academic achievement" was listed last among BRIC's North Stars – yet it should be first. If our facilities planning doesn't help students thrive, then what are we planning for?</p>

			<p>Families at some Title I schools describe how hard it can be to access challenging instruction, meanwhile others are thriving. We owe it to them to ask not only which buildings to maintain, but which conditions best support learning – and how to replicate what works when strong results appear against the odds.</p> <p>If Beaverton wants to preserve enrollment and rebuild community trust, it must lead with student success. A world-class education is the best long-term strategy for financial sustainability and for making Beaverton the destination district for families seeking both excellence and diversity.</p>
Vicki	Finn	Other Community Member	<p>At a time when so much nationally is in political turmoil, one turns to one's local community for strength and consistency. Our local community schools are an anchor for our communities. They allow children from all ethnic and socio-economic backgrounds to learn in a setting that promotes their growth, understanding, and safety. Our community schools make Beaverton (and surrounding Washington County) a desirable location for families. I know the Board faces hard fiscal choices. Community schools may be more expensive now, but in the long-term they provide intangible community benefits that help Beaverton and Washington County thrive now and into the future. Please keep our local schools like Raleigh Park open as is or convert them into K-8 if that would help fiscally. There are great learning and mentoring opportunities when you combine K-8 age groups similar to what you see at private K-8 schools. Thank you for the opportunity to comment.</p>
Peter	Jewett	Other Community Member	<p>I am interested in sharing my family's experience at Raleigh Park Elementary. My daughter attended Raleigh Park from 2nd-5th grade, while my son attended from Kindergarten-5th grade. The students have a diversity of needs and backgrounds, but all are known as individuals and supported by multiple adults creating a dynamic educational environment.</p> <p>For the entirety of that time, I was highly involved as a parent volunteer, filling such roles as room parent, treasurer of the PTA, and vice-president of the PTA, in addition to countless hours volunteering in various classrooms.</p> <p>It was not a coincidence that I volunteered as much time as I did. The Raleigh Park community, from the staff, to the teachers, to the families and students, felt important, supportive, and meaningful in a way that I have rarely felt in other spheres of my life. I wanted to give of my time since the community gave so much back to me.</p> <p>Please consider all the positives that a smaller, community school can provide.</p>
Tiffany	Spears	Parent/Guardian	<p>Please stay strong and save our neighborhood schools. We are part of an amazing community at Cedar Mill Elementary and are proud to have our children thrive at a public school that has been open since 1932 (originally in 1884 across the road). We love our teachers and staff and would be extremely disappointed to see this or any neighborhood school close.</p>

Kevin	Riley	Other Community Member	Families choose Raleigh Park because they want to be part of a close, caring community. Most parents don't want their young children in an elementary school that feels as big as a high school. A neighborhood school is about connection – knowing each other, building friendships, and feeling like you truly belong. When decisions move us away from that, it's easy to understand why more families in Beaverton are turning to private schools.
Qing	Ju	Parent/Guardian	<p>Hi, I'm a parent at Bonny Slope Elementary. Our choir program, one of the most loved activities for 4th and 5th graders, has been reduced to 15 sessions under the new stipend agreement. I understand the goal is fairness, but equal opportunity should mean access for more students, not less access for all. True equity should lift other schools up, not pull one down.</p> <p>The Bonny Slope choir has always been inclusive, fees were modest or waived if needed. It's a model of equity, giving students a meaningful, affordable enrichment opportunity without burdening families. Its reduction is not an act of equity, but the opposite of it.</p> <p>I hope BSD will consider ways to restore or support programs like this under fair, transparent guidelines so that community-supported enrichment can continue to enhance equity rather than diminish it.</p> <p>Thank you for your time and for supporting arts and music in our schools.</p>
Ashley	McGrain	Parent/Guardian	We believe it is extremely important to keep our neighborhood school Raleigh Park open. It is one of the key characteristics for moving to this neighborhood and to have the option to raise our kids at a school and to be able to walk to and from there. We have so many community connections and friends and family who will attend this school with our children, along with generations of family members who have attended. Removing this school as an option would be a massive negative impact to this community. For one, eliminating this school would create an immense amount of traffic in our local neighborhoods trying to get our kids to a 700+ student school. Two, a school of that size would absolutely tarnish student success which is arguably the most important factor of a school. Every student is important and should be given the chance to succeed, which local community schools have been proven to do. Raleigh Park is a community staple that needs to stay open for our communities success.
Emma	H	Other Community Member	As a community member, mother of a future Beaverton School District student, and an experienced educator, I am appalled that BSD is considering closing multiple neighborhood elementary schools in favor of one large elementary school. This is a disastrous plan that will have enduring consequences. With enrollment being the concern, it will only exacerbate the problem further as families will not want to move into the district and send their students to one large elementary school. We know from multiple studies that small class size is imperative, especially at the elementary level, in improving achievement, especially among minority and disadvantaged students. Additionally, neighborhood

			schools aren't just a geographic convenience; they are engines of social capital. If the goal is equitable access and community involvement, it is vital to preserve neighborhood schools.
Louie	C	Other Community Member	I strongly urge the district to carefully consider the long-term impacts before recommending the closure of Raleigh Park Elementary. Various research and published studies consistently show that closing neighborhood schools often harms student outcomes, particularly for low-income and historically marginalized students. Academic performance, attendance, and emotional well-being typically decline for one to three years after displacement, and the promised fiscal savings rarely materialize at the scale anticipated because most costs are personnel-related, not facilities. If the main concern is a result of fiscal gaps, then we need to also explore revenue drivers and not solely focus on cost reductions. Schools across the country have found success in K-8 models, magnet programs and repurposing underutilized space. The LRFP site itself identifies educational specifications as key decision guiding factors. Making closure decisions before that work is complete erodes public trust.
Alison	Tierney	Parent/Guardian	This is in regards to keeping our community schools open. While Raleigh Hills will be a beautiful school, shutting down our smaller community schools is not the way to fill it. My two children attend Raleigh Park and it has been the best experience. We have built an incredible community with the families there, and our kids have all become such good friends. It takes a village to raise kids, and Raleigh Park is that village. My kids get the 1:1 support they need to be successful academically, and thrive in such a personal, community driven environment. Not to mention that the school itself is so centrally located within our community, and offers resources to many beyond just those who attend. Please do what it takes. To keep our school open - it's the right thing to do for our children.
Kaitlin	Green	Parent/Guardian	I respectfully urge you to keep Raleigh Park Elementary School open. My family moved to this neighborhood specifically for this school, valuing the close-knit community it fosters. Having grown up in a small town, I know how important it is for children to feel connected, supported, and safe in their school environment.  Our 8-year-old daughter walks to school each day, and we plan to enroll our 5-year-old next year. Closing Raleigh Park would remove a vital part of our neighborhood, disrupting the sense of belonging and stability that makes this community special. I respectfully ask that you consider the impact on families and maintain this essential institution for current and future students.
Dawn	Prochovnic	Other Community Member	Dear BSD School Board,  This morning I stood on my porch and watched families walking together to our neighborhood school. There was laughter, conversation, coffee sipping, and friendship-making before my very eyes. Moments like this attracted us to this neighborhood, and kept us here, despite tugs to go elsewhere. We do not have sidewalks, but we have community; rooted and anchored in our neighborhood school. This element of community has attracted and retained countless hours of ready and able volunteers;

			<p>thousands of dollars of school-related donations; and vocal door-to-door advocates for past bond votes. Please look beyond the hard numbers on your financial statements as you make decisions that will impact the engagement and trust of the community that has served and supported the BSD for generations; resist under-valuing the role of community as it relates to sustainable support for stability, connection, and inclusion for our most vulnerable students.</p> <p>Sincerely, Dawn Prochovnic</p>
Lizzie	Russell	Parent/Guardian	<p>Raleigh Park is the heart of our neighborhood, connecting generations through shared community and walkable access. Many students walk or bike to school, gaining physical, cognitive, social, and environmental benefits that would disappear if forced to attend Raleigh Hills Elementary. Walking provides 15–30 minutes of activity each way, improving fitness, motor skills, and healthy weight. It boosts focus and academic performance (especially for those with ADHD), reduces stress, and supports mental health. Walking builds independence and fosters social bonds, while reducing traffic and emissions for a cleaner, safer neighborhood. Losing walkability would force children to cross dangerous highways and intersections or sit on buses for 30 minutes, undermining their health, safety, and community ties. Safe, walkable routes strengthen neighborhoods and help children grow into healthier, more connected individuals.</p>
Brad	Russell	Parent/Guardian	<p>I understand you have difficult decisions to make and the budget problem is complex, but please listen to what the community has repeatedly begged for you to keep intact - COMMUNITY SCHOOLS. Raleigh Hills is SO huge, imposing, and terrifying for small kids. My daughter cried when I drove her by it and mentioned it could be her new school if the district closes hers. Please consider reinstating K-8 at Raleigh Hills - the nearby community would LOVE a middle school option (and most were upset at the programs cessation) and that would solve your issue of filling a giant school that shouldn't have built so huge in the first place. OR consider options or immersion schools - benefits that would ATTRACT more students vs turning them away by forcing them into what looks to 3' tall kids to be a prison. We know much thought and consideration has been put into this process, but please keep in mind the impact your decisions have on our children, families, and communities.</p>
Marie	Soller	Parent/Guardian	<p>Sending my two children to Raleigh Park Elementary was a highlight of parenting. The teachers and administrators not only knew my kids, but they knew me. Volunteering as a parent was an incredible opportunity to meet the kids and families not only who lived in our neighborhood but who brought their diverse experiences to make the school a richer and dynamic place. The close community of our neighborhood school was an invaluable investment in their development. It is a joy to watch all of the young children continue to walk up our block to the school every morning. I deeply hope that this thriving school can continue to contribute to our children and community.</p>

Karlee	Krichevsky	Parent/Guardian	As the wife of a Raleigh Park alum and parent of 1 (soon to be 3) RP students we are dedicated to this school and its purpose. Raleigh Park is woven into our neighborhood’s fabric. My husband and his siblings attended, and some of the same staff remain—proof of the strong, dedicated community. The school brings children together, creating belonging and lasting connections. My son Lewis loves RP; he knows everyone, and they know him. As a student on a 504 plan, he’s thriving thanks to personal attention and a teacher who understands his needs. She gives feedback, incorporates movement breaks, and supports his growth—care that’s hard to replicate in a 700+ student school. These early years shape confidence and lay a foundation for life. Raleigh Park has built and continues to build that foundation. Our teachers, staff, and parents work hard to raise kind, well-rounded kids. Go Tigers!
Zayn	Ad-Din Hayat	Parent/Guardian	I and all the parents I've spoken to are tired of Beaverton SD being run like a corrupt corporation by district administrators. It's time that the school board stand up for the community who is loudly exclaiming, Don't Close Our Schools! We are terrified of the school district ramming through plans to eventually decommission and sell off so many of our treasured campuses. You serve the general public, not a handful of elite administrators and managers. Don't sell off BSD real property- find solutions to keep our schools standing, and our school grounds in public hands forever. The only people who benefit from schools being sold off are real estate developers. Who are you really serving? Don't be a rubber stamp for everything BSD administrators put in front of you. Stop ignoring the public and using BRIC to shield yourselves from engaging with your constituents. Stop wasting thousands on administrative bloat and use money to conserve our facilities and care for our grounds!
Stephanie	Silver	Parent/Guardian	I remain concerned that the LRFP Committee is on track to make major recommendations before the Ed Spec and Staffing Allocation Model are updated. How can we know what our district’s building needs are without those foundational frameworks in place? BRIC has indicated that urgency comes from our looming fiscal crisis; however, most cost savings will need to come from personnel, not facilities—and the LRFP Committee is not equipped to be the starting point of that conversation. Delivering our district's academic mission must come first, with facilities plans designed to support it. Starting with facilities risks sacrificing strong student outcomes and community engagement in the name of efficiency. This committee could easily recommend recreating our worst learning conditions rather than our best. Please ensure that work on the updated Educational Specifications begins now so any long-range plan rests on expert-informed foundations that drive the strongest possible student outcomes.
Corey	G	Parent/Guardian	Raleigh Park and the surrounding community schools are a beacon of our neighborhoods, the children and the community thrive in these circles. The education, socialization and diversity our children experience daily is shaping them into well balanced and respectful young adults. We would all love nothing more than to keep the schools in place and continue building our community for the future of our children.

**ITEM FOR INFORMATION****PROGRAM REPORT: BEAVERTON EDUCATION FOUNDATION****SUMMARY**

Beaverton Education Foundation representatives will share an overview of the foundation that provides support for BSD schools. In 2024–25, with support from individuals, businesses, foundations and organizations, BEF invested \$372,500 in Beaverton schools. Funding was provided for 164 projects and programs across all 54 schools.

**RECOMMENDATION**

BEF representatives will present information about the foundation and its work. No action is needed.

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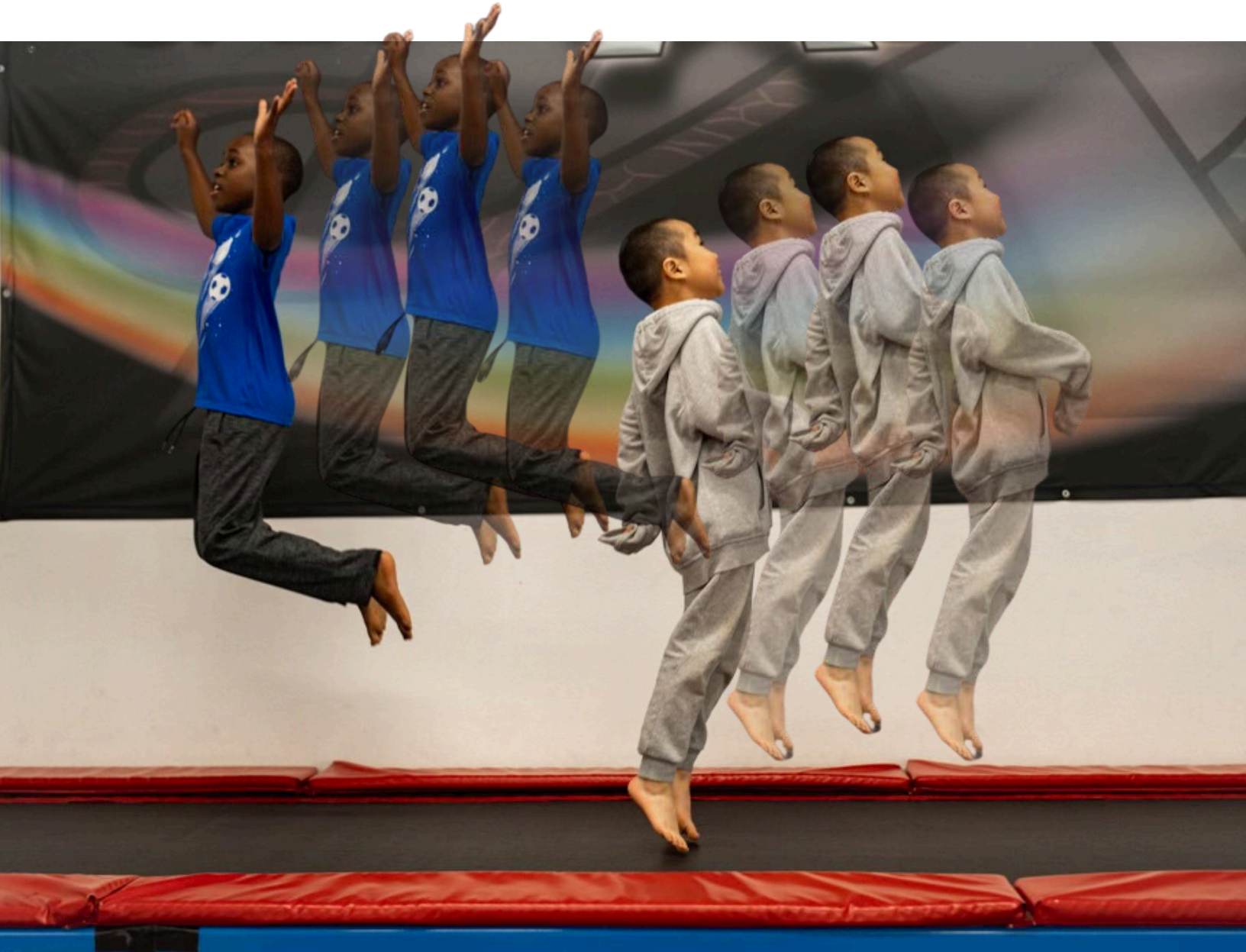


2024-2025

# IMPACT REPORT



Beaverton  
Education  
Foundation



#### OUR MISSION

We mobilize community resources to ensure that our students have equitable opportunities to reach their brightest future.

#### OUR VALUES

We believe in every student's right to an equitable education, growing high-quality solutions for student success, and the power of 'bottom-up' transformation.

#### WHAT STUDENTS HAVE TO SAY:

**"I really liked jumping on the trampoline. Spectra was so fun I could not stop smiling!"**

- A student in a specialized program about their experience during a BEF-funded field trip to a gym that serves students with disabilities

Our community supports excellence in education for all 38,000+ students in the Beaverton School District.

Together, we made a real difference.

## OUR IMPACT IN THE 2024-25 SCHOOL YEAR

Giving students a good start to education; investing in core academics

**127,670**

increased academic hours for students

Building career-connected learning experiences

**2,048**

students benefited from real work experience

Connecting students with hands-on, engaged learning opportunities

**100%**

of BSD's 54 schools participated in BEF-funded initiatives

Responding to emergent needs

**270**

community partners mobilized by BEF to support the winter break food campaign



# Investing in Core Academics.....



# .....| Building Literacy Skills to Help Develop Student Confidence

Focused on high-result programming, BEF's funding for after-school literacy programs helped address gaps in reading at Title I elementary schools.

## Some highlights include:

- Expanded after school support to boost reading skills among students through small group instruction
- Teachers report **increased class participation** during the day and **more reading** at home
- Students saw **dramatic increases** in reading scores

## WHAT PARENTS HAVE TO SAY:

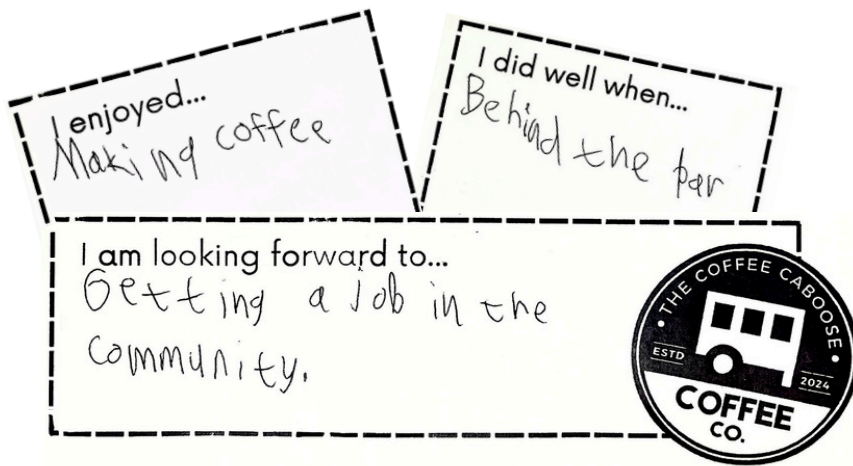
"Our son has gotten very involved in a book series that the teachers of the After School Reading Enrichment program introduced to them. He loves it! He hated reading and books before this, and now we are going to the library weekly to find the next book in the series!"



# Career-Connected Learning



# Preparing Students for Tomorrow's Workforce



When Aloha High School teachers requested BEF funding for the **Coffee Caboose**, they anticipated that it would provide meaningful work experience and build confidence for students in specialized programs. The goal was to **create a space that felt like a true café—both in physical environment and in community spirit**—where students could develop tangible skills and see themselves as capable contributors to something real. Academically, the project aimed to foster communication, problem-solving, and functional life skills in a hands-on environment, while also supporting social-emotional growth and self-advocacy.

The Coffee Caboose more than achieved these goals. Since opening in late October with BEF support, the Coffee Caboose has become **entirely self-sustaining** from coffee sales to school staff, students and visitors.

Beyond financial success, the results were deeply human. Students gained **independence, pride, and a renewed sense of capability**. Every student involved ended the year with a resumé reflecting their role—from labeling to delivering drinks and barista duties. By the end of the year, **100%** of students could independently prepare drinks and serve customers.

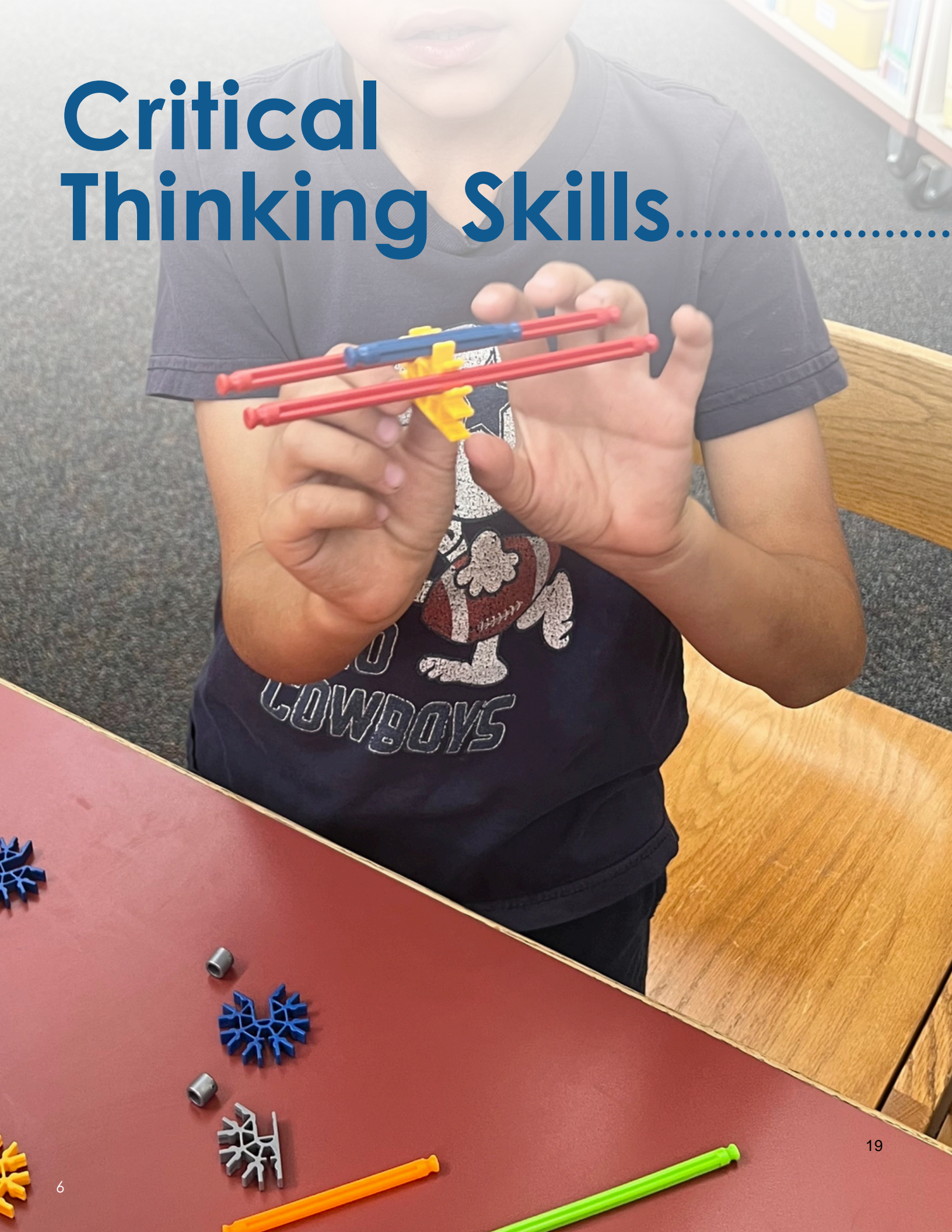
## WHAT PARTNERS HAVE TO SAY:



"I was proud to use my social media platform to introduce my followers to the specialized programs at Aloha and the mission-driven work at BEF. I'm so grateful for my followers' support of these amazing programs in honor of Radar. Radar may be retired, but we will keep serving."

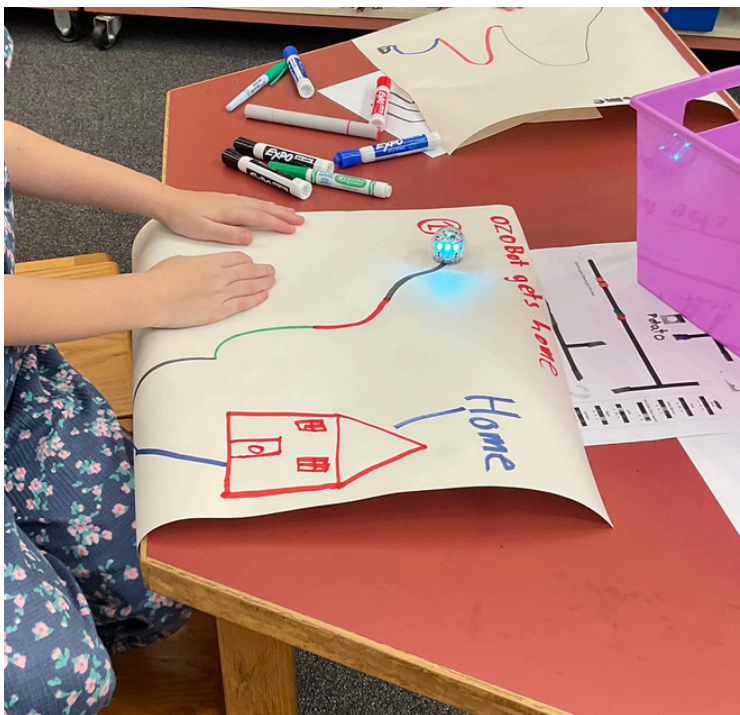
**- Sgt. Eamon O'Reilly and K-9 Radar (retired), Washington County Sheriff's Office**

# Critical Thinking Skills.....



# ..... Hands-on, Experiential, Engaged Learning Opportunities

This year, BEF expanded access to tech tools through the Innovation Lending Library.



The goal of the Innovation Library is to [support hands-on learning](#) through the sharing of the latest tech tools. It becomes an easy and affordable way for classroom and tech teachers to offer their students more opportunities to explore something that may spark their curiosity.

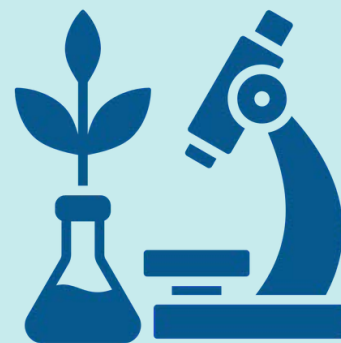
Last year, students at [29 elementary schools](#) got to try out the new set of coding robots such as Ozobots, Edisons, and Indi Robots and tried their hand at building things with items like Keva planks. BEF funds supported maintenance and purchase of new or replacement equipment.

## WHAT TEACHERS HAVE TO SAY:

"I noticed students were interested in pushing themselves to try the next, more difficult build. Students who usually didn't get to lead were more confident and excited that they could show other students how to make something or fix a problem."



"With both the Indi Robots and Ozobots, students feel empowered to see themselves as engineers."



# Responding to Evolving Needs



## Emergent Student Opportunities

### WHAT THE DISTRICT HAS TO SAY:

"I am grateful to call the Beaverton Education Foundation a trusted partner of the District. This past winter, BEF helped bring attention to a critical need—ensuring that no student goes hungry when school is out. Because of BEF's leadership and outreach, more families were supported, and more community members were inspired to get involved. Thank you, BEF, for all that you do."

**- Dr. Gustavo Balderas,  
BSD Superintendent**

As new challenges and opportunities increasingly become part of the daily realities of our community, **BEF** has a proven model for supporting school innovation. Working with educators, we identify and pilot new ideas, then raise funds to test, refine, and scale up impactful programs to ensure students have the resources they need. This model also allows us to quickly respond to emergent needs. Following the COVID-19 closures, BEF supported families when students were not in school, supported schools when they were ready to re-open and supported students to recover from learning loss.

We know that needs will continue to change, and **BEF** is ready to respond.



In 2024, BEF mobilized awareness and support for supplemental food over winter break. Together, with community partners, BEF raised nearly \$80,000 for grocery gift cards to help students bridge the gap during the 2-week winter break and ensure they returned to school ready to learn. Thanks to donations from over 270 individuals, local businesses and community leaders, this collective effort responded directly to a real and critical need.

The campaign truly embodied the spirit of community. Every member of the [Beaverton City Council](#), [Beaverton School Board](#) and [Beaverton Area Chamber of Commerce Board](#) made a donation. Many school PTOs contributed to the campaign, on top of their own fundraising efforts for their individual school communities. Through the Feed My Body, Feed My Brain campaign, families and students connected with their schools so they could feel supported during the holidays.

# BEF Leadership Awards

BEF celebrated school and community leaders during Educator Appreciation Week. The event featured recognition of retiring BSD staff and included custom name tags designed and crafted in collaboration with Sunset High student entrepreneurs.

## WHAT OUR COMMUNITY HAS TO SAY:

"BEF's programming truly resonates with me. I struggled with English as a child; I wish programs like these had been available when I was in school."

- **Edward Kimmi, Beaverton City Council President**



Three awards were given to community partners who support BEF's mission:

### **First Tech Federal Credit Union:**

First Tech's long-time partnership has laid the groundwork for future scientists, technologists, engineers and mathematicians and resulted in a lifetime investment in BEF of more than \$760,000.

### **Beaverton Area Chamber of Commerce:**

As a neighbor and a friend, BACC's partnership and shared values strengthen and uplift our community. When we issue a call to action, the Chamber is the first in line as a connector, resource, and thought partner.

### **Herzog Meier Auto Dealers:**

For 37 years, Herzog Meier has been the driving force behind the Herzog Meier Senior Art Show, providing a professional gallery setting for high school seniors to display their work and over \$240,000 in scholarships.

# The Gift of a Bright Future

## The Impact of Planned Giving

Endowed funds provide financial stability and exist in perpetuity, thus creating a lasting legacy for the donor. Through the generosity of donors to BEF endowed funds, **2,382 students** benefited from projects and initiatives.

The latest addition to BEF's portfolio includes the **Patty Delph Memorial Music Fund**. This fund was established in 2025 to support elementary music programs in the Beaverton School District in remembrance of Patricia "Patty" Delph's love of music and commitment to ongoing learning. This helps to carry forward the values and creative spirit that Patty championed throughout her career as a beloved elementary music teacher in the Beaverton School District from 1990 to 2013, primarily at Tierra Linda Elementary. Patty worked as a general music, choir, and ELL teacher for more than 35 years.

**BEF is honored to have been selected by the Delph Family to steward these resources through a planned giving strategy that will support elementary music programs.**

### WHAT DONORS HAVE TO SAY:



"Patty believed in the value of equal education for all and the goodness of everyone. She demonstrated this by using much of her life to teach and produce music and advance the good it does in the world."

**- Ricky Delph and family**

### ENDOWED FUNDS:

#### **The Mike Osborne Memorial Fund (First BEF fund, 2007)**

To support literacy programs and projects in all BSD schools.

#### **Go Warriors! Aloha High School Opportunity Endowment Fund (2015)**

To support Aloha High School programs and projects.

#### **Anne Ofstun Tubby Memorial Fund (2019)**

To support reading programs and projects, including home libraries.

# Thank You Businesses, Foundations, and Organizations

## \$25,000 +

Genentech  
Intel Corp.  
Nike

## \$10,000 +

Advantis Federal Credit Union  
Columbia Sportswear  
First Tech Federal Credit Union  
Juan Young Trust  
New Seasons Market  
PGE Foundation  
Synopsis Foundation  
Trust Management Services

## \$5,000 +

Beaverton Rotary Club  
Inline Commercial Construction  
Joseph E. Weston Public Foundation  
Oregon Beverage Recycling Coop.  
Peterson Trucking  
Ziplay Fiber

## \$2,500 +

Autzen Foundation  
George L. Lorange Fund  
NW Natural  
Oregon Community Foundation  
Pence Construction  
Skanska  
Vernier Science Education

## \$1,500 +

Arizona Ohana Services  
Bremik Construction  
CARR Auto Group  
Les Schwab Tires  
Pacific Office Automation

## \$500 +

AKS Engineering & Forestry, LLC  
Bassetti Architects  
Beaverton Education Association  
Beaverton Toyota  
Bric Architecture  
Buildskape, LLC  
Caruso Produce  
C.E. John Company  
Cetera Investors  
CIDA, Inc.  
City of Beaverton  
Cosco Fire Protection  
Education Research & Development Institute  
Field Turf Sales  
Fred Meyer Fund  
Herzog-Meier Auto Dealers  
Kirby Nagelhout Construction Company  
Les Schwab Tires  
LSW Architects  
Marsh McClennan  
Opsis Architecture, LLP  
Oregon Automobile Dealers Association  
P&C Construction  
PAE Engineers  
Perpetual CPA  
Robert Lanphere Enterprises  
Rose's Equipment  
Time Auto Group



## INTERESTED IN JOINING IN OUR MISSION?

Contact us at: [info@beavertonEDfoundation.org](mailto:info@beavertonEDfoundation.org)  
so we can make an impact together

(Pictured from left to right) BEF Board Members Rajesh Shah, Andre, Carol Baldwin, Oluwatosin ("Tosin") Iyasele

# 2024-2025 BY THE NUMBERS

**164**  
BEF-funded projects and programs

**91%**  
of 38,000+ students participated

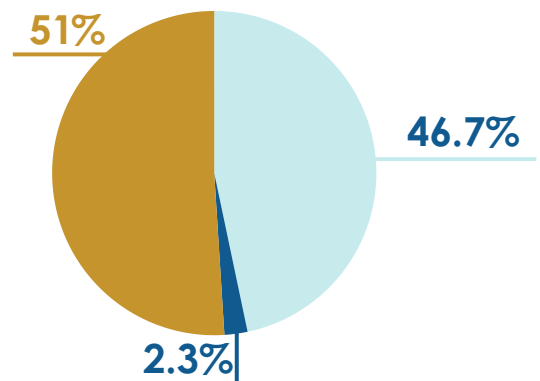
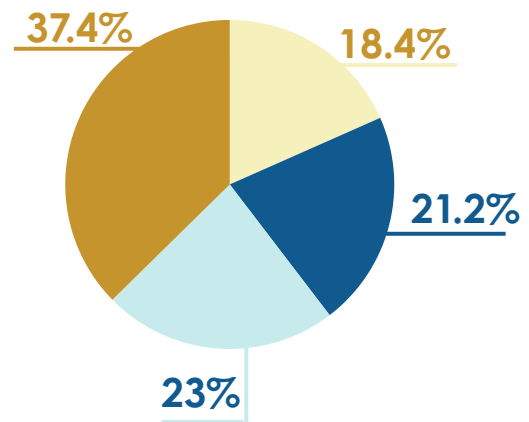
**\$372,500**  
invested in Beaverton students

## INVESTMENTS

- School-wide Programs**
  - After School Academic Success Programs
  - Band Together/Art + Music
  - Building STEAM 4 All
  - Career Connected Learning & Innovation
- Special Initiatives**
- Classroom Projects**
  - Beaverton's Choice
- Winter Break Food Campaign**

## SOURCES

- Individual Gifts**
- Business and Foundation Gifts**
- Endowed Funds and Planned Gifts**



**THANK YOU, KRISTINE BAGGETT**, for 20 years of working with community partners, identifying educational needs, crafting creative solutions to complex issues and leveraging new funding opportunities to elevate Beaverton Education Foundation to a premier foundation in the state of Oregon. Congratulations, Kristine, on your well-earned retirement.



# Beaverton Education Foundation

## 2025 Update & Annual Impact Report

School Board Meeting

October 14, 2025

## VISION

Every Beaverton student is inspired and prepared for their brightest future.

## MISSION

We mobilize community resources to ensure that our students have equitable opportunities to reach their brightest future.

## VALUES

We believe in every student's right to an equitable education. We believe in growing high-quality solutions for student success. We believe in the power of 'bottom-up' transformation.

# 2024-2025 Impact

Our community supports excellence in education for all 38,000+ students in the Beaverton School District.

Together, we made a real difference.

## OUR IMPACT IN THE 2024-25 SCHOOL YEAR

**Giving students a good start to education; investing in core academics**

**127,670**

increased academic hours for students

**Building career-connected learning experiences**

**2,048**

students benefited from real work experience

**Connecting students with hands-on, engaged learning opportunities**

**100%**

of BSD's 54 schools participated in BEF-funded initiatives

**Responding to emergent needs**

**270**

community partners mobilized by BEF to support the winter break food campaign



# Investing in Core Academics.....



## Building Literacy Skills to Help Develop Student Confidence

Focused on high-result programming, BEF's funding for after-school literacy programs helped address gaps in reading at Title I elementary schools.

### Some highlights include:

- Expanded after school support to boost reading skills among students through small group instruction
- Teachers report increased class participation during the day and more reading at home
- Students saw dramatic increases in reading scores

### WHAT PARENTS HAVE TO SAY:

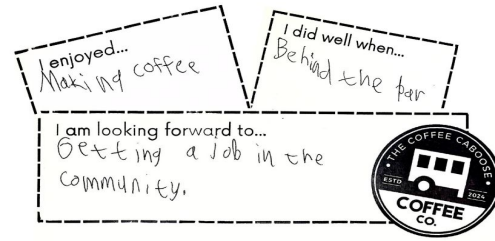
"Our son has gotten very involved in a book series that the teachers of the After School Reading Enrichment program introduced to them. He loves it! He hated reading and books before this, and now we are going to the library weekly to find the next book in the series!"



# Career-Connected Learning



## Preparing Students for Tomorrow's Workforce

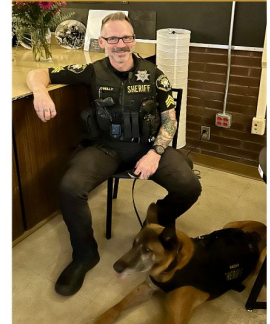


When Aloha High School teachers requested BEF funding for the **Coffee Caboose**, they anticipated that it would provide meaningful work experience and build confidence for students in specialized programs. The goal was to **create a space that felt like a true café—both in physical environment and in community spirit**—where students could develop tangible skills and see themselves as capable contributors to something real. Academically, the project aimed to foster communication, problem-solving, and functional life skills in a hands-on environment, while also supporting social-emotional growth and self-advocacy.

The Coffee Caboose more than achieved these goals. Since opening in late October with BEF support, the Coffee Caboose has become **entirely self-sustaining** from coffee sales to school staff, students and visitors.

Beyond financial success, the results were deeply human. Students gained **independence, pride, and a renewed sense of capability**. Every student involved ended the year with a resumé reflecting their role—from labeling to delivering drinks and barista duties. By the end of the year, **100%** of students could independently prepare drinks and serve customers.

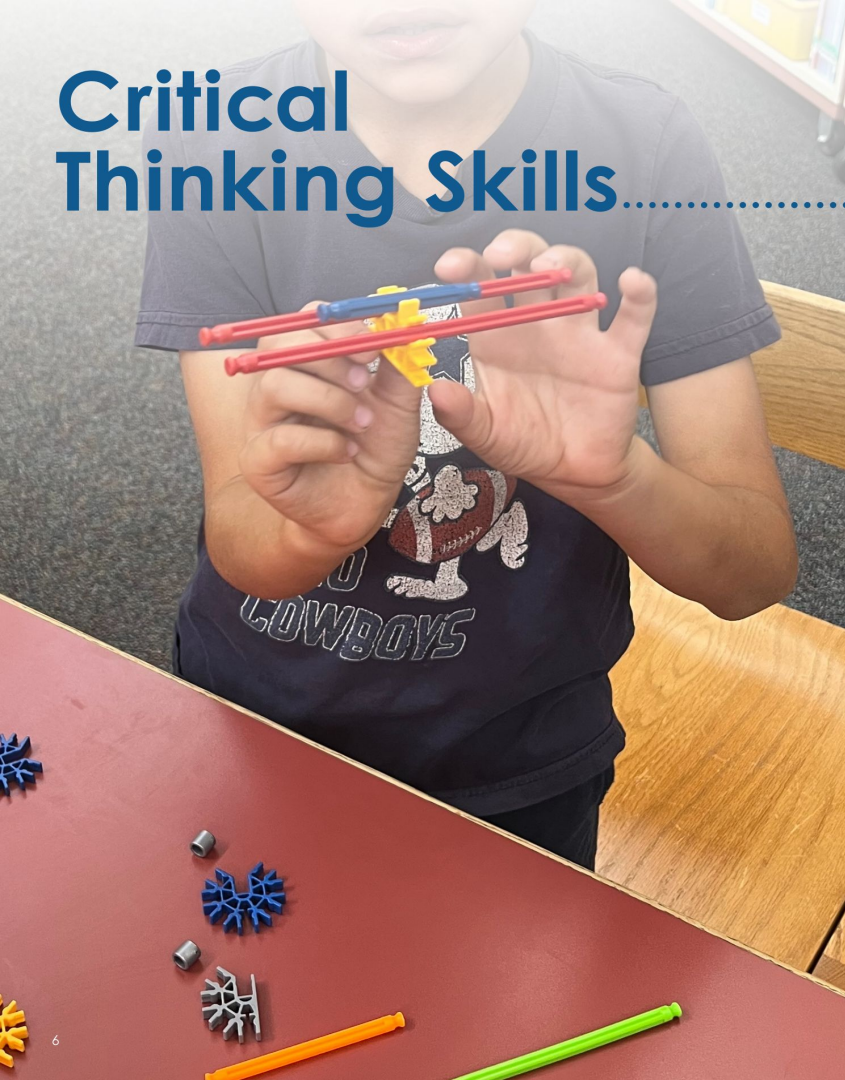
### WHAT PARTNERS HAVE TO SAY:



"I was proud to use my social media platform to introduce my followers to the specialized programs at Aloha and the mission-driven work at BEF. I'm so grateful for my followers' support of these amazing programs in honor of Radar. Radar may be retired, but we will keep serving."

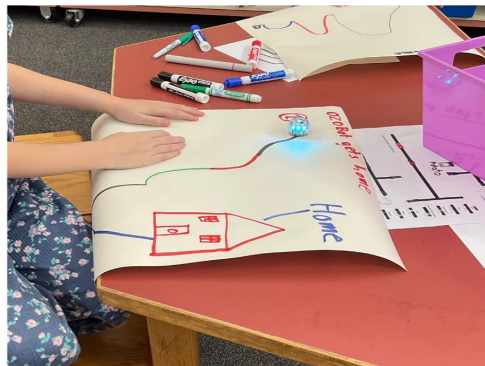
- Sgt. Eamon O'Reilly and K-9 Radar (retired), Washington County Sheriff's Office

# Critical Thinking Skills.....



## Hands-on, Experiential, Engaged Learning Opportunities

This year, BEF expanded access to tech tools through the Innovation Lending Library.

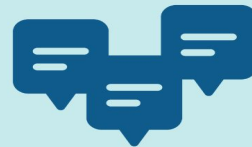


The goal of the Innovation Library is to support hands-on learning through the sharing of the latest tech tools. It becomes an easy and affordable way for classroom and tech teachers to offer their students more opportunities to explore something that may spark their curiosity.

Last year, students at 29 elementary schools got to try out the new set of coding robots such as Ozobots, Edisons, and Indi Robots and tried their hand at building things with items like Keva planks. BEF funds supported maintenance and purchase of new or replacement equipment.

### WHAT TEACHERS HAVE TO SAY:

"I noticed students were interested in pushing themselves to try the next, more difficult build. Students who usually didn't get to lead were more confident and excited that they could show other students how to make something or fix a problem."



"With both the Indi Robots and Ozobots, students feel empowered to see themselves as engineers."



33

# Responding to Evolving Needs



## Emergent Student Opportunities

### WHAT THE DISTRICT HAS TO SAY:

"I am grateful to call the Beaverton Education Foundation a trusted partner of the District. This past winter, BEF helped bring attention to a critical need—ensuring that no student goes hungry when school is out. Because of BEF's leadership and outreach, more families were supported, and more community members were inspired to get involved. Thank you, BEF, for all that you do."

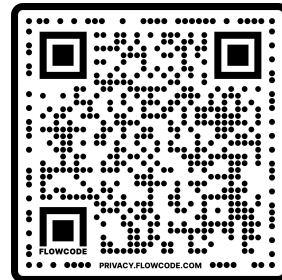
- Dr. Gustavo Balderas,  
BSD Superintendent

As new challenges and opportunities increasingly become part of the daily realities of our community, BEF has a proven model for supporting school innovation. Working with educators, we identify and pilot new ideas, then raise funds to test, refine, and scale up impactful programs to ensure students have the resources they need. This model also allows us to quickly respond to emergent needs. Following the COVID-19 closures, BEF supported families when students were not in school, supported schools when they were ready to re-open and supported students to recover from learning loss.

We know that needs will continue to change, and BEF is ready to respond.

BEF and BSD are partnering to support students! While many of us will enjoy abundance and comfort during this time, we understand that others are in need.

About **1** in **3** of our students rely on school for **two** meals a per day. That means during this winter break, families need help replacing **22** meals. 34



2025 goal is **\$100,000**

## 2024-2025 BY THE NUMBERS

**164**  
BEF-funded projects and programs

**91%**  
of 38,000+ students participated

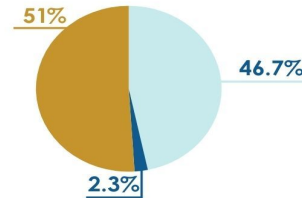
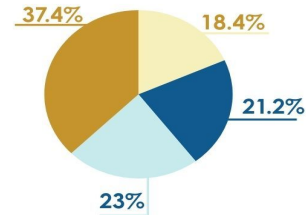
**\$372,500**  
invested in Beaverton students

### INVESTMENTS

- School-wide Programs
  - After School Academic Success Programs
  - Band Together/Art + Music
  - Building STEAM 4 All
  - Career Connected Learning & Innovation
- Special Initiatives
- Classroom Projects
  - Beaverton's Choice
- Winter Break Food Campaign

### SOURCES

- Individual Gifts
- Business and Foundation Gifts
- Endowed Funds and Planned Gifts





**ITEM FOR INFORMATION****ENROLLMENT REPORT: 2025 SCHOOL YEAR****SUMMARY**

Each school year on the final school day of September, Oregon school districts tabulate the enrollment totals for each grade level and school. These figures represent the district's official enrollment for the year. The attached memo and tables present the Beaverton School District's enrollment for the 2025–26 school year.

**RECOMMENDATION**

Staff will present the 2025 enrollment summary for the board to review and discuss. No action is needed.

**Belong. Believe. Achieve.**

**Enrollment Summary**  
**2025-2026 School Year**  
 On September 30, 2025

Version date:  
10/1/2025

**Enrollment Summary**

K-12 General Education	2024-25	2025-26	Change #	Change %
Elementary (K-5)	15,597	14,843	(754)	-4.83%
Middle School (6-8)	8,405	8,446	41	0.49%
High School (9-12)	11,795	11,531	(264)	-2.24%
<b>Total</b>	<b>35,797</b>	<b>34,820</b>	<b>(977)</b>	<b>-2.73%</b>

Other Programs	2024-25	2025-26	Change #	Change %
Early College (EC)	265	297	32	12.08%
Alternative Programs (AP)	98	96	(2)	-2.04%
Special Education Outside Placement (SP)	76	70	(6)	-7.89%
Self-Contained Specialized Programs (SCSP)	933	984	51	5.47%
Charter Schools	801	813	12	1.50%
<b>Total</b>	<b>2,173</b>	<b>2,260</b>	<b>87</b>	<b>4.00%</b>

All Schools and Programs	2024-25	2025-26	Change #	Change %
<b>Grand Total*</b>	<b>37,970</b>	<b>37,080</b>	<b>(890)</b>	<b>-2.34%</b>

	2024-25	2025-26	Change #	Change %
Pre-Kindergarten (excluded from district totals)	409	417	8	1.96%

**Projection Summary**

K-12 General Education	2025-26 Projected	2025-26 Actual	Projection Error #	Projection Error %
Elementary (K-5)	15,113	14,843	(270)	-1.79%
Middle School (6-8)	8,513	8,446	(67)	-0.79%
High School (9-12)	11,517	11,531	14	0.12%
<b>Total</b>	<b>35,143</b>	<b>34,820</b>	<b>(323)</b>	<b>-0.92%</b>

Other Programs	2025-26 Projected	2025-26 Actual	Projection Error #	Projection Error %
Early College (EC)	260	297	37	14.23%
Alternative Programs (AP)	95	96	1	1.05%
Special Education Outside Placement (SP)	87	70	(17)	-19.54%
Self-Contained Specialized Programs (SCSP)	967	984	17	1.76%
Charter Schools	842	813	(29)	-3.44%
<b>Total</b>	<b>2,251</b>	<b>2,260</b>	<b>9</b>	<b>0.40%</b>

	2025-26 Projected	2025-26 Actual	Projection Error #	Projection Error %
<b>District Grand Total</b>	<b>37,394</b>	<b>37,080</b>	<b>(314)</b>	<b>-0.84%</b>

K-12 General Education: Counts include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (e.g. ACMA, CS, ISB, BASE and FLEX Online).  
 Pre-Kindergarten students excluded from school and district counts, but are listed separately on this summary.  
 SCSP: These programs are located in buildings throughout the district, but not every building has every program located within it (E.G. ISC, EGC, ALC, etc.)

# Historic Enrollment

On September 30, 2025

General Education programs include all K-5, K-8, Summa, and Rachel Carson programs, and Option schools (ACMA, CS, ISB, BASE and FLEX Online).

K-12 General Education	Pandemic										
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten	2,965	2,751	2,876	2,774	2,909	2,415	2,569	2,437	2,397	2,304	2,183
1st Grade	3,019	3,020	2,781	2,949	2,846	2,782	2,638	2,659	2,532	2,501	2,304
2nd Grade	3,096	3,045	2,986	2,839	2,975	2,705	2,787	2,625	2,704	2,563	2,457
3rd Grade	3,079	3,079	2,994	2,987	2,845	2,815	2,680	2,782	2,607	2,780	2,552
4th Grade	3,062	3,098	3,089	3,023	3,001	2,703	2,808	2,709	2,787	2,634	2,716
5th Grade	3,124	3,080	3,076	3,100	3,051	2,897	2,721	2,795	2,685	2,815	2,631
6th Grade	3,066	3,150	3,134	3,095	3,137	2,981	2,930	2,744	2,836	2,745	2,856
7th Grade	3,136	3,121	3,142	3,142	3,090	3,030	2,977	2,859	2,731	2,889	2,744
8th Grade	2,998	3,085	3,078	3,142	3,120	3,008	3,015	2,956	2,873	2,771	2,846
9th Grade	3,013	3,041	3,161	3,166	3,222	3,199	3,112	3,060	3,034	2,967	2,884
10th Grade	2,960	2,994	3,009	3,148	3,168	3,155	3,134	3,110	3,023	3,051	2,969
11th Grade	2,724	2,810	2,793	2,820	2,946	2,944	2,980	2,964	2,930	2,889	2,894
12th Grade	2,647	2,684	2,734	2,706	2,777	2,868	2,997	2,976	2,876	2,888	2,784
<b>K-12th Grades Total</b>	<b>38,889</b>	<b>38,958</b>	<b>38,853</b>	<b>38,891</b>	<b>39,087</b>	<b>37,502</b>	<b>37,348</b>	<b>36,676</b>	<b>36,015</b>	<b>35,797</b>	<b>34,820</b>
Annual Change		69	(105)	38	196	(1,585)	(154)	(672)	(661)	(218)	(977)
% Annual Change		0.18%	-0.27%	0.10%	0.50%	-4.06%	-0.41%	-1.80%	-1.80%	-0.61%	-2.73%
Cumulative change since 2019						(1,585)	(1,739)	(2,411)	(3,072)	(3,290)	(4,267)
% Cumulative change since 2019						-4.1%	-4.4%	-6.2%	-7.9%	-8.4%	-10.9%

K-12 General Education	Pandemic										
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Elementary (K-5)	18,345	18,073	17,802	17,672	17,627	16,317	16,203	16,007	15,712	15,597	14,843
Middle School (6-8)	9,200	9,356	9,354	9,379	9,347	9,019	8,922	8,559	8,440	8,405	8,446
High School (9-12)	11,344	11,529	11,697	11,840	12,113	12,166	12,223	12,110	11,863	11,795	11,531
<b>K-12 General Education</b>	<b>38,889</b>	<b>38,958</b>	<b>38,853</b>	<b>38,891</b>	<b>39,087</b>	<b>37,502</b>	<b>37,348</b>	<b>36,676</b>	<b>36,015</b>	<b>35,797</b>	<b>34,820</b>

Other Programs											
Early College (EC)	244	272	301	307	278	288	275	281	255	265	297
Alternative Programs (AP)	205	178	159	129	140	102	73	77	61	98	96
Special Education Outside Placement (SP)			93	92	84	86	95	70	71	76	70
Self-Contained Specialized Programs (SCSP)	952	1,012	1,060	1,039	1,040	961	858	907	877	933	984
Charter Schools	435	492	550	643	745	772	727	759	797	801	813

District Grand Total	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Annual Change		187	104	85	273	(1,663)	(335)	(606)	(694)	(106)	(890)
% Annual Change		0.46%	0.25%	0.21%	0.66%	-4.02%	-0.84%	-1.54%	-1.79%	-0.28%	-2.34%
Cumulative change since 2019						(1,663)	(1,998)	(2,604)	(3,298)	(3,404)	(4,294)
% Cumulative change since 2019						-4.0%	-4.8%	-6.3%	-8.0%	-8.2%	-10.4%

Pre-Kindergarten			36	153	239	193	294	372	454	409	417
<i>Pre-Kindergarten students excluded from projections and district grand totals.</i>											

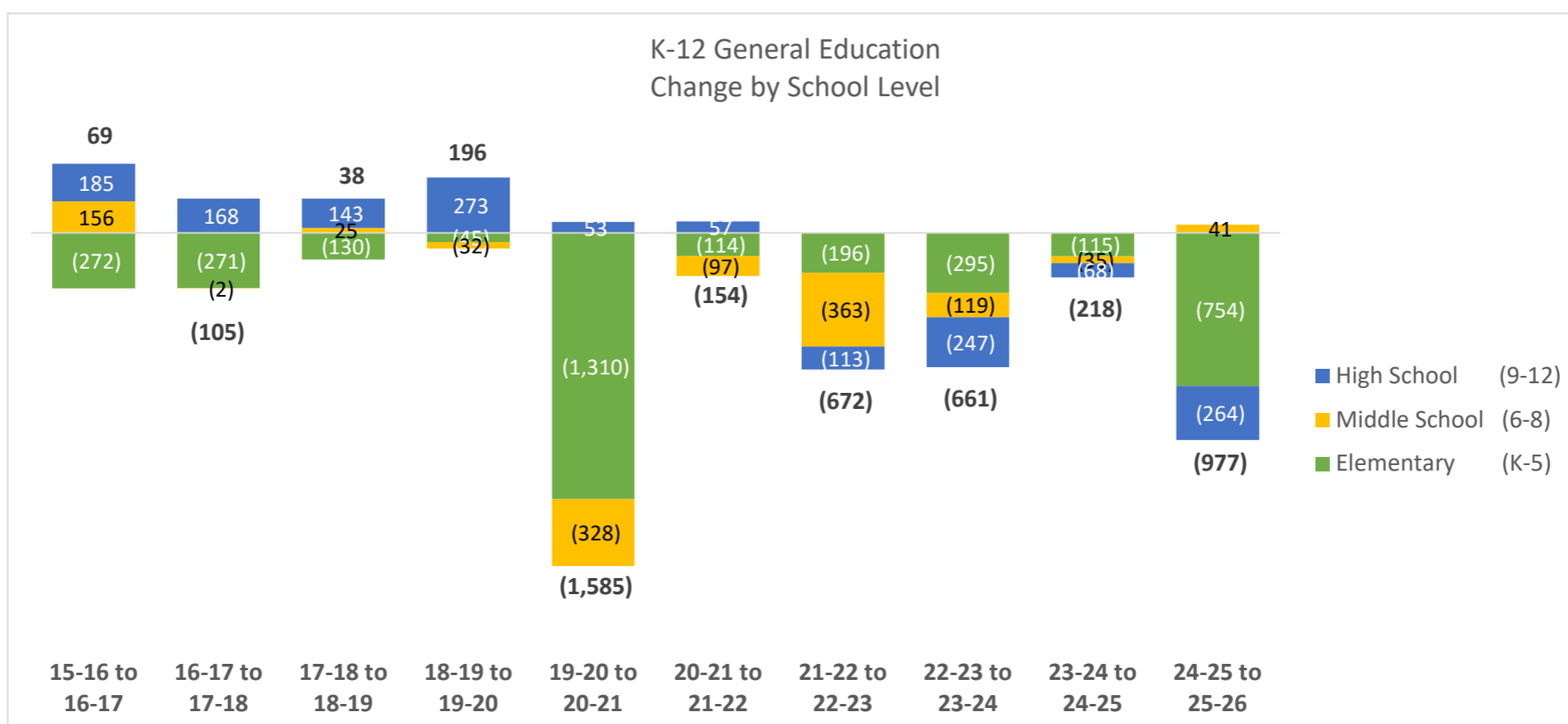
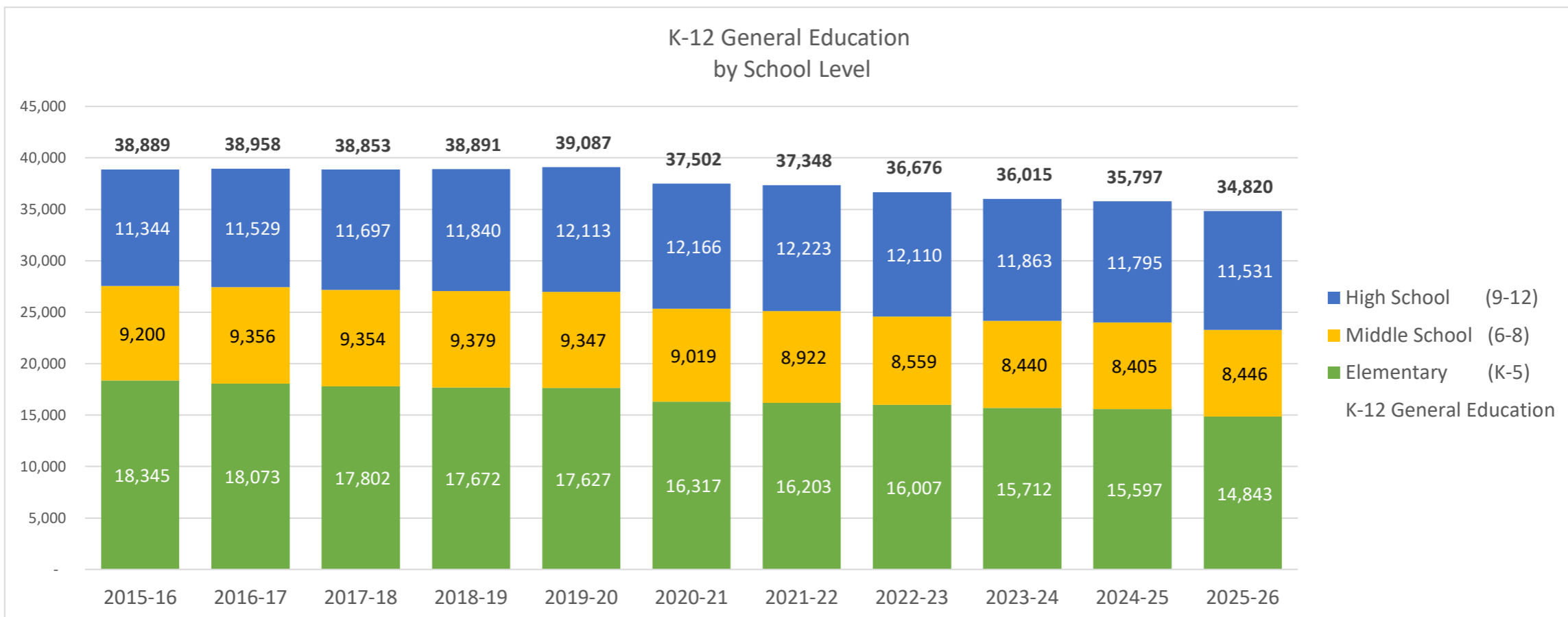
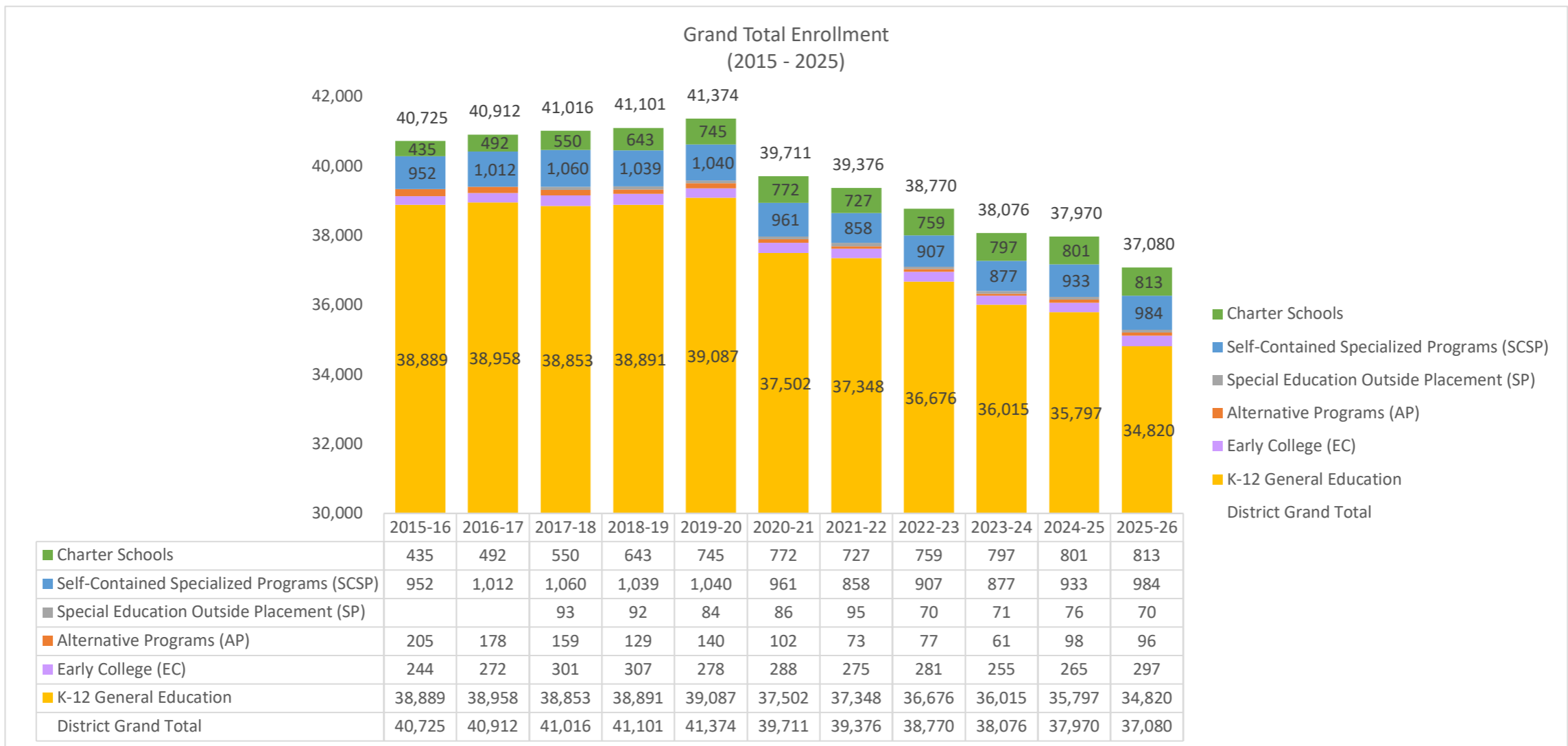
Change	Pandemic										
	15-16 to 16-17	16-17 to 17-18	17-18 to 18-19	18-19 to 19-20	19-20 to 20-21	20-21 to 21-22	21-22 to 22-23	22-23 to 23-24	23-24 to 24-25	24-25 to 25-26	
<b>K-12 General Education</b>											
Elementary (K-5)	(272)	(271)	(130)	(45)	(1,310)	(114)	(196)	(295)	(115)	(754)	
Middle School (6-8)	156	(2)	25	(32)	(328)	(97)	(363)	(119)	(35)	41	
High School (9-12)	185	168	143	273	53	57	(113)	(247)	(68)	(264)	
<b>K-12 General Education</b>	<b>69</b>	<b>(105)</b>	<b>38</b>	<b>196</b>	<b>(1,585)</b>	<b>(154)</b>	<b>(672)</b>	<b>(661)</b>	<b>(218)</b>	<b>(977)</b>	
<b>Other Programs</b>											
Early College (EC)	28	29	6	(29)	10	(13)	6	(26)	10	32	
Alternative Programs (AP)	(27)	(19)	(30)	11	(38)	(29)	4	(16)	37	(2)	
Special Education Outside Placement (SP)	-	93	(1)	(8)	2	9	(25)	1	5	(6)	
Self-Contained Specialized Programs (SCSP)	60	48	(21)	1	(79)	(103)	49	(30)	56	51	
Charter Schools	57	58	93	102	27	(45)	32	38	4	12	
<b>District Grand Total</b>	<b>187</b>	<b>104</b>	<b>85</b>	<b>273</b>	<b>(1,663)</b>	<b>(335)</b>	<b>(606)</b>	<b>(694)</b>	<b>(106)</b>	<b>(890)</b>	

% Change	Pandemic										
	15-16 to 16-17	16-17 to 17-18	17-18 to 18-19	18-19 to 19-20	19-20 to 20-21	20-21 to 21-22	21-22 to 22-23	22-23 to 23-24	23-24 to 24-25	24-25 to 25-26	
<b>K-12 General Education</b>											
Elementary (K-5)	-1.48%	-1.50%	-0.73%	-0.25%	-7.43%	-0.70%	-1.21%	-1.84%	-0.73%	-4.83%	
Middle School (6-8)	1.70%	-0.02%	0.27%	-0.34%	-3.51%	-1.08%	-4.07%	-1.39%	-0.41%	0.49%	
High School (9-12)	1.63%	1.46%	1.22%	2.31%	0.44%	0.47%	-0.92%	-2.04%	-0.57%	-2.24%	
<b>K-12 General Education</b>	<b>0.18%</b>	<b>-0.27%</b>	<b>0.10%</b>	<b>0.50%</b>	<b>-4.06%</b>	<b>-0.41%</b>	<b>-1.80%</b>	<b>-1.80%</b>	<b>-0.61%</b>	<b>-2.73%</b>	
<b>Other Programs</b>											
Early College (EC)	11.48%	10.66%	1.99%	-9.45%	3.60%	-4.51%	2.18%	-9.25%	3.92%	12.08%	
Alternative Programs (AP)	-13.17%	-10.67%	-18.87%	8.53%	-27.14%	-28.43%	5.48%	-20.78%	60.66%	-2.04%	
Special Education Outside Placement (SP)			-1.08%	-8.70%	2.38%	10.47%	-26.32%	1.43%	7.04%	-7.89%	
Self-Contained Special Education (SCSP)	6.30%	4.74%	-1.98%	0.10%	-7.60%	-10.72%	5.71%	-3.31%	6.39%	5.47%	
Charter Schools	13.10%	11.79%	16.91%	15.86%	3.62%	-5.83%	4.40%	5.01%	0.50%	1.50%	
<b>District Grand Total</b>	<b>0.46%</b>	<b>0.25%</b>	<b>0.21%</b>	<b>0.66%</b>	<b>-4.02%</b>	<b>-0.84%</b>	<b>-1.54%</b>	<b>-1.79%</b>	<b>-0.28%</b>	<b>-2.34%</b>	

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# Historic Enrollment

On September 30, 2025



## K-12 General Education SY 2025-26 Enrollment by School and Grade

On September 30, 2025

Elementary School	Grade Level						1st - 5th Grade	K - 5th Grade (Total)	Share of K-5
	Kinder	1st	2nd	3rd	4th	5th			
<i>Aloha-Huber Park (K-5)</i>	92	128	134	124	140	119	645	737	5.0%
<i>Barnes</i>	66	73	66	68	72	55	334	400	2.7%
<i>Beaver Acres</i>	100	106	94	117	114	141	572	672	4.5%
<i>Bethany</i>	61	64	70	68	57	68	327	388	2.6%
<i>Bonny Slope</i>	76	82	93	127	127	82	511	587	4.0%
<i>Cedar Mill</i>	45	56	51	59	76	70	312	357	2.4%
<i>Chehalem</i>	49	62	51	61	57	67	298	347	2.3%
<i>Cooper Mountain</i>	51	53	51	60	60	51	275	326	2.2%
<i>Elmonica</i>	77	60	89	60	70	72	351	428	2.9%
<i>Errol Hassell</i>	37	41	49	47	55	60	252	289	1.9%
<i>Findley</i>	60	67	87	109	96	85	444	504	3.4%
<i>Fir Grove</i>	61	49	48	56	54	72	279	340	2.3%
<i>Greenway</i>	43	38	40	39	51	38	206	249	1.7%
<i>Hazeldale</i>	76	88	89	80	74	77	408	484	3.3%
<i>Hiteon</i>	64	69	71	77	87	90	394	458	3.1%
<i>Jacob Wismer</i>	93	99	84	83	80	102	448	541	3.6%
<i>Kinnaman</i>	58	54	76	65	75	66	336	394	2.7%
<i>McKay</i>	33	37	27	28	44	43	179	212	1.4%
<i>McKinley</i>	108	103	105	93	126	107	534	642	4.3%
<i>Montclair</i>	42	38	43	54	46	41	222	264	1.8%
<i>Nancy Ryles</i>	58	72	74	66	74	65	351	409	2.8%
<i>Oak Hills</i>	51	71	70	75	79	78	373	424	2.9%
<i>Raleigh Hills (K-5)</i>	41	48	44	47	44	38	221	262	1.8%
<i>Raleigh Park</i>	33	45	45	33	54	46	223	256	1.7%
<i>Ridgewood</i>	50	41	51	57	63	48	260	310	2.1%
<i>Rock Creek</i>	46	53	56	64	64	73	310	356	2.4%
<i>Sato</i>	119	121	146	161	149	162	739	858	5.8%
<i>Scholls Heights</i>	89	88	107	98	102	112	507	596	4.0%
<i>Sexton Mountain</i>	43	46	67	69	79	85	346	389	2.6%
<i>Springville (K-5)</i>	104	115	119	117	128	128	607	711	4.8%
<i>Terra Linda</i>	50	28	48	45	47	41	209	259	1.7%
<i>Vose</i>	87	83	90	107	113	104	497	584	3.9%
<i>West TV</i>	40	48	38	42	60	48	236	276	1.9%
<i>William Walker</i>	72	72	76	84	85	79	396	468	3.2%
<b>Elementary Total (Physical Loc)</b>	<b>2,175</b>	<b>2,298</b>	<b>2,449</b>	<b>2,540</b>	<b>2,702</b>	<b>2,613</b>	<b>12,602</b>	<b>14,777</b>	<b>99.6%</b>
<b>FLEX Online (K-5)</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>12</b>	<b>14</b>	<b>18</b>	<b>58</b>	<b>66</b>	<b>0.4%</b>
<b>Elementary Total (incl. FLEX)</b>	<b>2,183</b>	<b>2,304</b>	<b>2,457</b>	<b>2,552</b>	<b>2,716</b>	<b>2,631</b>	<b>12,660</b>	<b>14,843</b>	<b>100.0%</b>

*Italics = Title 1*

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**K-12 General Education SY 2025-26 Enrollment by School and Grade**  
On September 30, 2025

Middle School	Grade Level			6th - 8th Total	Share of 6-8
	6th	7th	8th		
<b>K-8 School</b>					
Aloha-Huber Park (6-8th graders)	62	51	43	156	1.8%
<b>Comprehensive Middle Schools</b>					
Cedar Park					
Comprehensive	150	157	144	<b>451</b>	5.3%
Rachel Carson	66	57	57	<b>180</b>	2.1%
Cedar Park	216	214	201	<b>631</b>	7.5%
Conestoga	258	258	272	<b>788</b>	9.3%
Five Oaks	220	261	257	<b>738</b>	8.7%
Highland Park	204	173	235	<b>612</b>	7.2%
Meadow Park					
Comprehensive	222	173	198	<b>593</b>	7.0%
Summa	22	27	23	<b>72</b>	0.9%
Meadow Park	244	200	221	<b>665</b>	7.9%
Mountain View	264	232	258	<b>754</b>	8.9%
Stoller					
Comprehensive	289	263	296	<b>848</b>	10.0%
Summa	97	78	83	<b>258</b>	3.1%
Stoller	386	341	379	<b>1,106</b>	13.1%
Tumwater					
Comprehensive	251	274	243	<b>768</b>	9.1%
Summa	57	66	63	<b>186</b>	2.2%
Tumwater	308	340	306	<b>954</b>	11.3%
Whitford					
Comprehensive	231	202	201	<b>634</b>	7.5%
Summa	48	39	30	<b>117</b>	1.4%
Whitford	279	241	231	<b>751</b>	8.9%
<b>Aloha-Huber Park 6-8th</b>	<b>62</b>	<b>51</b>	<b>43</b>	<b>156</b>	<b>1.8%</b>
<b>Comprehensive</b>	<b>2,089</b>	<b>1,993</b>	<b>2,104</b>	<b>6,186</b>	<b>73.2%</b>
<b>Rachel Carson</b>	<b>66</b>	<b>57</b>	<b>57</b>	<b>180</b>	<b>2.1%</b>
<b>SUMMA</b>	<b>224</b>	<b>210</b>	<b>199</b>	<b>633</b>	<b>7.5%</b>
<b>Middle Schools &amp; AHP 6-8th Subtotal</b>	<b>2,441</b>	<b>2,311</b>	<b>2,403</b>	<b>7,155</b>	<b>84.7%</b>
<b>Options Middle Schools</b>					
ACMA Middle	110	119	117	<b>346</b>	4.1%
BASE Middle	136	132	135	<b>403</b>	4.8%
ISB Middle	149	151	146	<b>446</b>	5.3%
<b>Options Subtotal</b>	<b>395</b>	<b>402</b>	<b>398</b>	<b>1,195</b>	<b>14.1%</b>
<b>Middle School Total (Physical Loc)</b>	<b>2,836</b>	<b>2,713</b>	<b>2,801</b>	<b>8,350</b>	<b>98.9%</b>
<b>FLEX Online (6-8th)</b>	<b>20</b>	<b>31</b>	<b>45</b>	<b>96</b>	<b>1.1%</b>
<b>Middle School Total (incl. FLEX)</b>	<b>2,856</b>	<b>2,744</b>	<b>2,846</b>	<b>8,446</b>	<b>100.0%</b>

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**K-12 General Education SY 2025-26 Enrollment by School and Grade**  
On September 30, 2025

High School	Grade Level				9th - 12th Total	Share of 9-12
	9th	10th	11th	12th		
<b>Comprehensive High Schools</b>						
Aloha	357	398	415	336	1,506	13.1%
Beaverton	321	315	370	327	1,333	11.6%
Mountainside	430	451	418	435	1,734	15.0%
Southridge	334	329	324	327	1,314	11.4%
Sunset	438	432	421	426	1,717	14.9%
Westview	592	614	560	539	2,305	20.0%
<b>Comprehensive Subtotal</b>	<b>2,472</b>	<b>2,539</b>	<b>2,508</b>	<b>2,390</b>	<b>9,909</b>	<b>85.9%</b>
<b>Options High Schools</b>						
ACMA High School	109	99	72	71	351	3.0%
Community School (Merlo)	11	28	41	67	147	1.3%
BASE High School (Cap. Center)	134	134	92	88	448	3.9%
ISB High School	124	115	96	94	429	3.7%
<b>Options Subtotal</b>	<b>378</b>	<b>376</b>	<b>301</b>	<b>320</b>	<b>1,375</b>	<b>11.9%</b>
<b>High School Total (Physical Loc)</b>	<b>2,850</b>	<b>2,915</b>	<b>2,809</b>	<b>2,710</b>	<b>11,284</b>	<b>97.9%</b>
FLEX Online (9-12th)	34	54	85	74	247	2.1%
<b>High School Total (Incl. FLEX)</b>	<b>2,884</b>	<b>2,969</b>	<b>2,894</b>	<b>2,784</b>	<b>11,531</b>	<b>100.0%</b>
<b>Early College</b>			131	166	297	

FLEX Online	Grade Level						1st - 5th Grade	K - 5th Grade
	Kinder	1st	2nd	3rd	4th	5th		
	8	6	8	12	14	18	58	66
	<b>Grade Level</b>						<b>6th-8th Grade</b>	
	<b>6th</b>	<b>7th</b>	<b>8th</b>					
	20	31	45					96
	<b>Grade Level</b>						<b>9th - 12th Total</b>	
	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>				
	34	54	85	74				247
<b>FLEX Online Total</b>								<b>409</b>

Charter Schools	Grade Level						1st - 5th Grade	K - 5th Grade (Total)
	Kinder	1st	2nd	3rd	4th	5th		
Arco Iris	76	80	79	65	54	58	336	412
Hope Chinese	52	52	52	52	50	51	257	309
<b>Charter Schools</b>	<b>Grade Level</b>						<b>6th-8th Grade</b>	
	<b>6th</b>	<b>7th</b>	<b>8th</b>					
Arco Iris								0
Hope Chinese	36	35	21				92	
<b>Charter School Total</b>								<b>813</b>

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# K-12 General Education SY 2025-26 Enrollment Change by School and Program

On September 30, 2025

Region	Elementary School	Last Year		Current Year		Last Year to Current	
		2024-25	2025-26	# Change	% Change		
SW	<i>Aloha Huber (K-5)</i>	761	737	(24)	-3.2%		
CW	<i>Barnes</i>	452	400	(52)	-11.5%		
CW	<i>Beaver Acres</i>	744	672	(72)	-9.7%		
NW	<i>Bethany</i>	414	388	(26)	-6.3%		
NE	<i>Bonny Slope</i>	603	587	(16)	-2.7%		
NE	<i>Cedar Mill</i>	350	357	7	2.0%		
SW	<i>Chehalem</i>	384	347	(37)	-9.6%		
S	<i>Cooper Mountain</i>	360	326	(34)	-9.4%		
CW	<i>Elmonica</i>	438	428	(10)	-2.3%		
SW	<i>Errol Hassell</i>	326	289	(37)	-11.3%		
NE	<i>Findley</i>	551	504	(47)	-8.5%		
SE	<i>Fir Grove</i>	338	340	2	0.6%		
SE	<i>Greenway</i>	273	249	(24)	-8.8%		
SW	<i>Hazeldale</i>	453	484	31	6.8%		
SE	<i>Hiteon</i>	473	458	(15)	-3.2%		
NW	<i>Jacob Wismer</i>	577	541	(36)	-6.2%		
SW	<i>Kinnaman</i>	438	394	(44)	-10.0%		
SE	<i>McKay</i>	225	212	(13)	-5.8%		
CW	<i>McKinley</i>	646	642	(4)	-0.6%		
SE	<i>Montclair</i>	282	264	(18)	-6.4%		
S	<i>Nancy Ryles</i>	447	409	(38)	-8.5%		
NW	<i>Oak Hills</i>	471	424	(47)	-10.0%		
SE	<i>Raleigh Hills</i>	259	262	3	1.2%		
CE	<i>Raleigh Park</i>	289	256	(33)	-11.4%		
CE	<i>Ridgewood</i>	314	310	(4)	-1.3%		
NW	<i>Rock Creek</i>	374	356	(18)	-4.8%		
NW	<i>Sato</i>	862	858	(4)	-0.5%		
S	<i>Scholls Heights</i>	596	596	-	0.0%		
S	<i>Sexton Mountain</i>	393	389	(4)	-1.0%		
NW	<i>Springville</i>	742	711	(31)	-4.2%		
NE	<i>Terra Linda</i>	246	259	13	5.3%		
SE	<i>Vose</i>	653	584	(69)	-10.6%		
NE	<i>West TV</i>	304	276	(28)	-9.2%		
CE	<i>William Walker</i>	492	468	(24)	-4.9%		
<b>Elementary Total (Physical Loc)</b>		<b>15,530</b>	<b>14,777</b>	<b>(753)</b>	<b>-4.85%</b>		
<b>FLEX Online (K-5)</b>		<b>67</b>	<b>66</b>	<b>(1)</b>	<b>-1.5%</b>		
<b>Elementary Total (Incl. FLEX)</b>		<b>15,597</b>	<b>14,843</b>	<b>(754)</b>	<b>-4.83%</b>		

*Italics = Title 1*

Note: for 2024-25 and 2025-26 Raleigh Hills is co-located with Greenway while Raleigh Hills ES is rebuilt.

Regional Groups	Last Year		Current Year		Last Year to Current	
	2024-25	2025-26	# Change	% Change		
NW	SPR, SATO, JW, RC, BTH, OH	3,440	3,278	(162)	-4.7%	
NE	BS, TL, CM, WTV, FIND	2,054	1,983	(71)	-3.5%	
CW	MCKN, ELM, BA, BAR	2,280	2,142	(138)	-6.1%	
CE	WW, RDG, RPK	1,095	1,034	(61)	-5.6%	
SW	AHP, CHE, EH, KIN, HAZ	2,362	2,251	(111)	-4.7%	
S	COOP, SXM, NR, SCHO	1,796	1,720	(76)	-4.2%	
SE	FG, VOS, GRE, HIT, MKAY, RH, MON	2,503	2,369	(134)	-5.4%	
<b>Elementary Total (Physical Loc)</b>		<b>15,530</b>	<b>14,777</b>	<b>(753)</b>	<b>-4.85%</b>	
<b>FLEX Online</b>		<b>67</b>	<b>66</b>	<b>(1)</b>	<b>-1.5%</b>	
<b>Elementary Total (Incl. FLEX)</b>		<b>15,597</b>	<b>14,843</b>	<b>(754)</b>	<b>-4.83%</b>	

Title Status	Last Year		Current Year		Last Year to Current	
	2024-25	2025-26	# Change	% Change		
Title I Schools	6,845	6,475	(370)	-5.4%		
Non-Title I Schools	8,685	8,302	(383)	-4.4%		
FLEX Online	67	66	(1)	-1.5%		
<b>Elementary Total (Incl. FLEX)</b>		<b>15,597</b>	<b>14,843</b>	<b>(754)</b>	<b>-4.83%</b>	

\*Raleigh Park ES added as Title 1 School in SY 2020-21

*Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Raleigh Hills, Raleigh Park, Vose, William Walker*

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**K-12 General Education SY 2025-26 Enrollment Change by School and Program**  
On September 30, 2025

	Last Year		Current Year		Last Year to Current	
	2024-25	2025-26	# Change	% Change		
<b>Middle School</b>						
<b>K-8 School</b>						
Aloha-Huber Park (6-8th graders)	142	156	14	9.9%		
<b>Comprehensive Middle Schools</b>						
Cedar Park						
Comprehensive	443	451	8	1.8%		
Rachel Carson	182	180	(2)	-1.1%		
Cedar Park	625	631	6	1.0%		
Conestoga	791	788	(3)	-0.4%		
Five Oaks	777	738	(39)	-5.0%		
Highland Park	574	612	38	6.6%		
Meadow Park						
Comprehensive	583	593	10	1.7%		
Summa	75	72	(3)	-4.0%		
Meadow Park	658	665	7	1.1%		
Mountain View	774	754	(20)	-2.6%		
Stoller						
Comprehensive	788	848	60	7.6%		
Summa	252	258	6	2.4%		
Stoller	1,040	1,106	66	6.3%		
Tumwater						
Comprehensive	787	768	(19)	-2.4%		
Summa	194	186	(8)	-4.1%		
Tumwater	981	954	(27)	-2.8%		
Whitford						
Comprehensive	627	634	7	1.1%		
Summa	121	117	(4)	-3.3%		
Whitford	748	751	3	0.4%		
<b>Aloha-Huber Park 6-8th</b>	<b>142</b>	<b>156</b>	<b>14</b>	<b>9.9%</b>		
<b>Comprehensive</b>	<b>6,144</b>	<b>6,186</b>	<b>42</b>	<b>0.7%</b>		
<b>Rachel Carson</b>	<b>182</b>	<b>180</b>	<b>(2)</b>	<b>-1.1%</b>		
<b>SUMMA</b>	<b>642</b>	<b>633</b>	<b>(9)</b>	<b>-1.4%</b>		
<b>Middle Schools &amp; AHP 6-8th Subtotal</b>	<b>7,110</b>	<b>7,155</b>	<b>45</b>	<b>0.6%</b>		
<b>Options Middle Schools</b>						
ACMA Middle	339	346	7	2.1%		
BASE Middle	402	403	1	0.2%		
ISB Middle	461	446	(15)	-3.3%		
<b>Options Subtotal</b>	<b>1,202</b>	<b>1,195</b>	<b>(7)</b>	<b>-0.6%</b>		
<b>Middle School Total (Physical Loc)</b>	<b>8,312</b>	<b>8,350</b>	<b>38</b>	<b>0.5%</b>		
<b>FLEX Online (6-8th)</b>	<b>93</b>	<b>96</b>	<b>3</b>	<b>3.2%</b>		
<b>Middle School Total (incl. FLEX)</b>	<b>8,405</b>	<b>8,446</b>	<b>41</b>	<b>0.5%</b>		

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# K-12 General Education SY 2025-26 Enrollment Change by School and Program

On September 30, 2025

	Last Year	Current Year	Last Year to Current	
	2024-25	2025-26	# Change	% Change
<b>High School</b>				
<b>Comprehensive High Schools</b>				
Aloha	1,576	1,506	(70)	-4.4%
Beaverton	1,381	1,333	(48)	-3.5%
Mountainside	1,696	1,734	38	2.2%
Southridge	1,403	1,314	(89)	-6.3%
Sunset	1,761	1,717	(44)	-2.5%
Westview	2,372	2,305	(67)	-2.8%
<b>Comprehensive Subtotal</b>	<b>10,189</b>	<b>9,909</b>	<b>(280)</b>	<b>-2.7%</b>
<b>Options High Schools</b>				
ACMA High School	352	351	(1)	-0.3%
BASE High School	450	448	(2)	-0.4%
Community School (Merlo)	150	147	(3)	-2.0%
ISB High School	412	429	17	4.1%
<b>Options Subtotal</b>	<b>1,364</b>	<b>1,375</b>	<b>11</b>	<b>0.8%</b>
<b>High School Total (All Physical Loc)</b>	<b>11,553</b>	<b>11,284</b>	<b>(269)</b>	<b>-2.3%</b>
FLEX Online (9-12th)	242	247	5	2.1%
<b>High School Total (Incl. FLEX)</b>	<b>11,795</b>	<b>11,531</b>	<b>(264)</b>	<b>-2.2%</b>
<b>Locations with Multiple Schools / Options Programs</b>				
<b>K-8 Schools</b>				
Aloha-Huber Park K-8	903	893	(10)	-1.1%
<b>Middle Schools</b>				
Cedar Park + Rachel Carson	625	631	6	1.0%
Meadow Park + Summa	658	665	7	1.1%
Stoller + Summa	1,040	1,106	66	6.3%
Tumwater + Summa	981	954	(27)	-2.8%
Whitford + Summa	748	751	3	0.4%
<b>Middle &amp; High Options Schools</b>				
ACMA Middle + High	691	697	6	0.9%
BASE Middle + High (Capital Center)	852	851	(1)	-0.1%
Community School (Merlo)	150	147	(3)	-2.0%
ISB Middle + High	873	875	2	0.2%
<b>Options &amp; Mult. Programs (Phys. Loc)</b>	<b>7,521</b>	<b>7,570</b>	<b>49</b>	<b>0.7%</b>
<b>Grand Total</b>				
K-5th	15,597	14,843	(754)	-4.8%
6-8th	8,405	8,446	41	0.5%
9-12th	11,795	11,531	(264)	-2.2%
<b>K-12</b>	<b>35,797</b>	<b>34,820</b>	<b>(977)</b>	<b>-2.7%</b>

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## K-12 General Education Projected vs Actual Enrollment

On September 30, 2025

Region	Elementary School	Projected	Actual
SW	<i>Aloha Huber (K-5)</i>	769	737
CW	<i>Barnes</i>	418	400
CW	<i>Beaver Acres</i>	703	672
NW	<i>Bethany</i>	398	388
NE	<i>Bonny Slope</i>	591	587
NE	<i>Cedar Mill</i>	345	357
SW	<i>Chehalem</i>	363	347
S	<i>Cooper Mountain</i>	344	326
CW	<i>Elmonica</i>	430	428
SW	<i>Errol Hassell</i>	309	289
NE	<i>Findley</i>	536	504
SE	<i>Fir Grove</i>	340	340
SE	<i>Greenway</i>	264	249
SW	<i>Hazeldale</i>	495	484
SE	<i>Hiteon</i>	457	458
NW	<i>Jacob Wismer</i>	571	541
SW	<i>Kinnaman</i>	407	394
SE	<i>McKay</i>	209	212
CW	<i>McKinley</i>	635	642
SE	<i>Montclair</i>	265	264
S	<i>Nancy Ryles</i>	431	409
NW	<i>Oak Hills</i>	460	424
SE	<i>Raleigh Hills</i>	254	262
CE	<i>Raleigh Park</i>	286	256
CE	<i>Ridgewood</i>	296	310
NW	<i>Rock Creek</i>	365	356
NW	<i>Sato</i>	831	858
S	<i>Scholls Heights</i>	578	596
S	<i>Sexton Mountain</i>	376	389
NW	<i>Springville</i>	712	711
NE	<i>Terra Linda</i>	236	259
SE	<i>Vose</i>	619	584
NE	<i>West TV</i>	295	276
CE	<i>William Walker</i>	467	468
<b>Elementary Total (Physical Loc)</b>		<b>15,055</b>	<b>14,777</b>
<b>FLEX Online (K-5)</b>		<b>58</b>	<b>66</b>
<b>Elementary Total (Incl. FLEX)</b>		<b>15,113</b>	<b>14,843</b>

*Italics = Title 1*

*Note: for 2024-25 and 2025-26 Raleigh Hills is co-*

Regional Groups	Projected	Actual	
NW	SPR, SATO, JW, RC, BTH, OH	3,337	3,278
NE	BS, TL, CM, WTV, FIND	2,003	1,983
CW	MCKN, ELM, BA, BAR	2,186	2,142
CE	WW, RDG, RPK	1,049	1,034
SW	AHP, CHE, EH, KIN, HAZ	2,343	2,251
S	COOP, SXM, NR, SCHO	1,729	1,720
SE	FG, VOS, GRE, HIT, MKAY, RH, MON	2,408	2,369
<b>Elementary Total (Physical Loc)</b>		<b>15,055</b>	<b>14,777</b>
<b>FLEX Online</b>		<b>58</b>	<b>66</b>
<b>Elementary Total (Incl. FLEX)</b>		<b>15,113</b>	<b>14,843</b>

Title Status	Projected	Actual
<i>Title I Schools</i>	6,659	6,475
Non-Title I Schools	8,396	8,302
FLEX Online	58	66
<b>Elementary Total (Incl. FLEX)</b>	<b>15,113</b>	<b>14,843</b>

*\*Raleigh Park ES added as Title 1 School in SY 2020-21*

*Chehalem, Elmonica, Fir Grove, Greenway, Hazeldale, Kinnaman, McKay, McKinley, Raleigh Hills, Raleigh Park, Vose, William Walker*

Projection vs Actual	
# Error	% Error
(32)	-4.16%
(18)	-4.31%
(31)	-4.41%
(10)	-2.51%
(4)	-0.68%
12	3.48%
(16)	-4.41%
(18)	-5.23%
(2)	-0.47%
(20)	-6.47%
(32)	-5.97%
-	0.00%
(15)	-5.68%
(11)	-2.22%
1	0.22%
(30)	-5.25%
(13)	-3.19%
3	1.44%
7	1.10%
(1)	-0.38%
(22)	-5.10%
(36)	-7.83%
8	3.15%
(30)	-10.49%
14	4.73%
(9)	-2.47%
27	3.25%
18	3.11%
13	3.46%
(1)	-0.14%
23	9.75%
(35)	-5.65%
(19)	-6.44%
1	0.21%
<b>(278)</b>	<b>-1.85%</b>
<b>8</b>	<b>13.8%</b>
<b>(270)</b>	<b>-1.79%</b>

Projection vs Actual	
# Error	% Error
(59)	-1.77%
(20)	-1.00%
(44)	-2.01%
(15)	-1.43%
(92)	-3.93%
(9)	-0.52%
(39)	-1.62%
<b>(278)</b>	<b>-1.85%</b>
<b>8</b>	<b>13.79%</b>
<b>(270)</b>	<b>-1.79%</b>

Projection vs Actual	
# Error	% Error
(184)	-2.76%
(94)	-1.12%
<b>8</b>	<b>13.79%</b>
<b>(270)</b>	<b>-1.79%</b>

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**K-12 General Education Projected vs Actual Enrollment**  
On September 30, 2025

<b>Middle School</b>	<b>Projected</b>	<b>Actual</b>
<b>K-8 School</b>		
Aloha-Huber Park (6-8th graders)	142	156
<b>Comprehensive Middle Schools</b>		
Cedar Park		
Comprehensive	429	451
Rachel Carson	186	180
Cedar Park	615	631
Conestoga	809	788
Five Oaks	763	738
Highland Park	584	612
Meadow Park		
Comprehensive	601	593
Summa	83	72
Meadow Park	684	665
Mountain View	777	754
Stoller		
Comprehensive	857	848
Summa	249	258
Stoller	1,106	1,106
Tumwater		
Comprehensive	753	768
Summa	201	186
Tumwater	954	954
Whitford		
Comprehensive	634	634
Summa	131	117
Whitford	765	751
<b>Aloha-Huber Park 6-8th</b>	<b>142</b>	<b>156</b>
<b>Comprehensive</b>	<b>6,207</b>	<b>6,186</b>
<b>Rachel Carson</b>	<b>186</b>	<b>180</b>
<b>SUMMA</b>	<b>664</b>	<b>633</b>
<b>Middle Schools &amp; AHP 6-8th Subtotal</b>	<b>7,199</b>	<b>7,155</b>
<b>Options Middle Schools</b>		
ACMA Middle	359	346
BASE Middle	408	403
ISB Middle	467	446
<b>Options Subtotal</b>	<b>1,234</b>	<b>1,195</b>
<b>Middle School Total (Physical Loc)</b>	<b>8,433</b>	<b>8,350</b>
<b>FLEX Online (6-8th)</b>	<b>80</b>	<b>96</b>
<b>Middle School Total (incl. FLEX)</b>	<b>8,513</b>	<b>8,446</b>

<b>Projection vs Actual</b>	
<b># Error</b>	<b>% Error</b>
14	9.86%
22	5.13%
(6)	-3.23%
16	2.60%
(21)	-2.60%
(25)	-3.28%
28	4.79%
(8)	-1.33%
(11)	-13.25%
(19)	-2.78%
(23)	-2.96%
(9)	-1.05%
9	3.61%
-	0.00%
15	1.99%
(15)	-7.46%
-	0.00%
-	0.00%
(14)	-10.69%
(14)	-1.83%
14	9.86%
(21)	-0.34%
(6)	-3.23%
(31)	-4.67%
(44)	-0.61%
(13)	-3.62%
(5)	-1.23%
(21)	-4.50%
(39)	-3.16%
(83)	-0.98%
16	20.00%
(67)	-0.79%

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## K-12 General Education Projected vs Actual Enrollment

On September 30, 2025

High School	Projected	Actual
<b>Comprehensive High Schools</b>		
Aloha	1,516	1,506
Beaverton	1,303	1,333
Mountainside	1,679	1,734
Southridge	1,327	1,314
Sunset	1,732	1,717
Westview	2,332	2,305
<b>Comprehensive Subtotal</b>	<b>9,889</b>	<b>9,909</b>

Projection vs Actual	
# Error	% Error
(10)	-0.66%
30	2.30%
55	3.28%
(13)	-0.98%
(15)	-0.87%
(27)	-1.16%
<b>20</b>	<b>0.20%</b>

Options High Schools	Projected	Actual
ACMA High School	348	351
BASE High School	449	448
Community School (Merlo)	137	147
ISB High School	425	429
<b>Options Subtotal</b>	<b>1,359</b>	<b>1,375</b>

Projection vs Actual	
# Error	% Error
3	0.86%
(1)	-0.22%
10	7.30%
4	0.94%
<b>16</b>	<b>1.18%</b>

<b>High School Total (All Physical Loc)</b>	<b>11,248</b>	<b>11,284</b>
FLEX Online (9-12th)	269	247
<b>High School Total (Incl. FLEX)</b>	<b>11,517</b>	<b>11,531</b>

<b>36</b>	<b>0.32%</b>
(22)	-8.2%
<b>14</b>	<b>0.12%</b>

Locations with Multiple Schools / Options Programs	Projected	Actual
<b>K-8 Schools</b>		
Aloha-Huber Park K-8	911	893
<b>Middle Schools</b>		
Cedar Park + Rachel Carson	615	631
Meadow Park + Summa	684	665
Stoller + Summa	1,106	1,106
Tumwater + Summa	954	954
Whitford + Summa	765	751
<b>Middle &amp; High Options Schools</b>		
ACMA Middle + High	707	697
BASE Middle + High (Capital Center)	857	851
Community School (Merlo)	137	147
ISB Middle + High	892	875
<b>Options &amp; Mult. Programs (Phys. Loc)</b>	<b>7,628</b>	<b>7,570</b>

Projection vs Actual	
# Error	% Error
(18)	-1.98%
16	2.60%
(19)	-2.78%
-	0.00%
-	0.00%
(14)	-1.83%
(10)	-1.41%
(6)	-0.70%
10	7.30%
(17)	-1.91%
<b>(58)</b>	<b>-0.76%</b>

Grand Total	Projected	Actual
K-5th	15,113	14,843
6-8th	8,513	8,446
9-12th	11,517	11,531
<b>K-12</b>	<b>35,143</b>	<b>34,820</b>

Projection vs Actual	
# Error	% Error
(270)	-1.79%
(67)	-0.79%
14	0.12%
<b>(323)</b>	<b>-0.92%</b>

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# SY 2025-26 Self-Contained Specialized Programs (SCSP) Enrollment by School

On September 30, 2025

Elementary School	Grade						K - 5th Grade (Total)	Classrooms
	Kinder	1st	2nd	3rd	4th	5th		
Beaver Acres								
ISC	2	8	5	5	3	7	30	3.0
Chehalem								
EGC	-	-	3	1	4	5	13	2.0
Cooper Mountain								
SCC	1	4	6	5	8	4	28	2.0
Errol Hassell								
ELC	-	-	1	1	1	4	7	1.0
Hazeldale								
ISC	3	2	5	7	2	2	21	2.0
Hiteon								
EGC	1	-	-	4	5	2	12	2.0
Jacob Wismer								
EGC	-	1	-	3	1	2	7	2.0
Kinnaman								
ISC	9	6	5	5	2	5	32	3.0
McKay								
ALC	1	2	3	3	10	7	26	2.0
McKinley								
SRC	4	6	5	4	3	4	26	2.0
Nancy Ryles								
SRC	7	8	1	2	5	2	25	2.0
Oak Hills								
ALC	2	1	5	6	4	4	22	2.0
Raleigh Park								
SRC	4	5	4	-	3	6	22	2.0
Ridgewood								
SCC	1	5	1	5	8	10	30	2.0
Rock Creek								
ISC	5	7	10	2	9	1	34	3.0
Scholls Heights								
ISC	10	4	3	3	1	2	23	2.0
Sexton Mountain								
SRC	4	8	2	2	3	5	24	2.0
Terra Linda								
SRC	2	6	5	5	5	2	25	2.0
Vose								
EGC	1	2	2	1	5	3	14	2.0
William Walker								
ISC	8	4	5	8	2	4	31	3.0
<b>Elementary SCSP Total</b>	<b>65</b>	<b>79</b>	<b>71</b>	<b>72</b>	<b>84</b>	<b>81</b>	<b>452</b>	<b>43.0</b>

**Schools without SCSP Programs**

- |                  |               |
|------------------|---------------|
| Aloha-Huber Park | Sato          |
| Barnes           | Springville   |
| Bethany          | Raleigh Hills |
| Bonny Slope      | West TV       |
| Cedar Mill       |               |
| Elmonica         |               |
| Findley          |               |
| Fir Grove        |               |
| Greenway         |               |
| Montclair        |               |

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# SY 2025-26 Self-Contained Specialized Programs (SCSP) Enrollment by School

On September 30, 2025

Middle School	Grade			6th - 8th Total	Classrooms
	6th	7th	8th		
<b>Comprehensive Middle Schools</b>					
Cedar Park					
EGC	3	1	4	8	1.0
SRC	3	2	3	8	1.0
<b>Cedar Park SCSP Total</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>16</b>	<b>2.0</b>
Conestoga					
ALC	8	1	2	11	1.0
SCC	1	4	5	10	1.0
<b>Conestoga SCSP Total</b>	<b>9</b>	<b>5</b>	<b>7</b>	<b>21</b>	<b>2.0</b>
Five Oaks					
ALC	1	7	4	12	1.0
EGC	4	1	3	8	1.0
ISC	2	2	5	9	1.0
<b>Five Oaks SCSP Total</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>29</b>	<b>3.0</b>
Highland Park					
EGC	5	1	4	10	1.0
SCC	5	4	3	12	1.0
<b>Highland Park SCSP Total</b>	<b>10</b>	<b>5</b>	<b>7</b>	<b>22</b>	<b>2.0</b>
Meadow Park					
EGC	3	1	3	7	1.0
ISC	2	3	3	8	1.0
<b>Meadow Park SCSP Total</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>15</b>	<b>2.0</b>
Mountain View					
EGC	5	3	3	11	1.0
SRC	6	1	3	10	1.0
<b>Mountain View SCSP Total</b>	<b>11</b>	<b>4</b>	<b>6</b>	<b>21</b>	<b>2.0</b>
Stoller					
ALC	5	2	3	10	1.0
SCC	4	5	2	11	1.0
<b>Stoller SCSP Total</b>	<b>9</b>	<b>7</b>	<b>5</b>	<b>21</b>	<b>2.0</b>
Tumwater					
ISC	5	2	2	9	1.0
SRC	3	6	2	11	1.0
<b>Tumwater SCSP Total</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>20</b>	<b>2.0</b>
Whitford					
ISC	4	6	-	10	1.0
SRC	4	-	4	8	1.0
<b>Whitford SCSP Total</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>18</b>	<b>2.0</b>
<b>Middle School SCSP Total</b>	<b>73</b>	<b>52</b>	<b>58</b>	<b>183</b>	<b>19.0</b>

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# SY 2025-26 Self-Contained Specialized Programs (SCSP) Enrollment by School

On September 30, 2025

High School	Grade				9th - 12th	Classrooms
	9th	10th	11th	12th	Total	
<b>Comprehensive High Schools</b>						
Aloha						
ALC	3	1	3	3	10	1.0
EGC	3	4	2	4	13	1.0
SCC	7	2	1	4	14	1.0
SRC	5	2	1	5	13	1.0
<b>Aloha SCSP Total</b>	<b>18</b>	<b>9</b>	<b>7</b>	<b>16</b>	<b>50</b>	<b>4.0</b>
Beaverton						
ALC	6	3	3	4	16	1.0
ISC	-	1	2	4	7	1.0
SRC	3	3	3	5	14	1.0
<b>Beaverton SCSP Total</b>	<b>9</b>	<b>7</b>	<b>8</b>	<b>13</b>	<b>37</b>	<b>3.0</b>
Mountainside						
ISC	6	3	1	1	11	1.0
SRC	3	4	6	1	14	1.0
<b>Mountainside SCSP Total</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>25</b>	<b>2.0</b>
Southridge						
ALC	6	3	-	5	14	1.0
EGC	4	3	2	1	10	1.0
ISC	2	3	4	1	10	1.0
<b>Southridge SCSP Total</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>7</b>	<b>34</b>	<b>3.0</b>
Sunset						
ALC	2	-	2	3	7	1.0
EGC	3	1	1	3	8	1.0
SCC	3	3	2	2	10	1.0
SRC	3	2	3	2	10	1.0
<b>Sunset SCSP Total</b>	<b>11</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>35</b>	<b>4.0</b>
Westview						
ALC	2	3	4	1	10	1.0
EGC	-	1	4	4	9	1.0
ISC	1	3	4	2	10	1.0
SCC	8	2	1	1	12	1.0
<b>Westview SCSP Total</b>	<b>11</b>	<b>9</b>	<b>13</b>	<b>8</b>	<b>41</b>	<b>4.0</b>
<b>High School SCSP Total*</b>	<b>70</b>	<b>47</b>	<b>49</b>	<b>56</b>	<b>222</b>	<b>20.0</b>

	6th	7th	8th	9th	10th	11th	12th	Total	Classrooms
<b>Capital Center Programs</b>									
ACE	-	-	2	2	1	-	5	10	1.0
Community Transition	-	-	-	-	-	-	117	117	6.0
Community-ISC	-	-	-	-	-	-	-	-	2.0
PTP	-	-	-	-	-	-	-	-	-
<b>Capital Center Programs Total</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>122</b>	<b>127</b>	<b>9.00</b>

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# SY 2025-26 Self-Contained Specialized Programs (SCSP) Enrollment by School

On September 30, 2025

District Totals		Share
Elementary Total	452	46%
Middle School Total	183	19%
High School Total	222	23%
Capital Center Prog.Total	127	13%
<b>District SCSP Total</b>	<b>984</b>	<b>100%</b>

SPED Outside Placement	Students
Aim High	1
Arata Creek	-
Cascade Academy	17
Cascade Life Skills	3
Cas/Pac Intensive	3
Columbia Academy K-8	3
Groner	4
Heron Creek	-
Levi Anderson	7
Lifeworks	-
Oregon School for the Deaf	6
Pacific Academy	21
Serendipity	4
Tucker Maxon	-
WA State School for the Blind	1
Wheatley	-
<b>Total</b>	<b>70</b>

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## SY 2025-26 Projection Accuracy

	Previous Year 2024-25 Actual	Projected Change			Actual Change			Projection Error	
		2025-26 Projected	Projected Change	Projected Change %	2025-26 Actual	Actual Change	Actual Change %	Projection Error #	Projection Error %
<b>K-12 General Education</b>									
Elementa Elementary (K-5)	15,597	15,113	(484)	-3.10%	14,843	(754)	-4.83%	(270)	-1.79%
Middle Sc Middle School (6-8)	8,405	8,513	108	1.28%	8,446	41	0.49%	(67)	-0.79%
High Schc High School (9-12)	11,795	11,517	(278)	-2.36%	11,531	(264)	-2.24%	14	0.12%
<b>K-12 General Education</b>	<b>35,797</b>	<b>35,143</b>	<b>(654)</b>	<b>-1.83%</b>	<b>34,820</b>	<b>(977)</b>	<b>-2.73%</b>	<b>(323)</b>	<b>-0.92%</b>
<b>Other Programs</b>									
Early College (EC)	265	260	(5)	-1.89%	297	32	12.08%	37	14.23%
Alternative Programs (AP)	98	95	(3)	-3.06%	96	(2)	-2.04%	1	1.05%
Special Education Outside Placement (SP)	76	87	11	14.47%	70	(6)	-7.89%	(17)	-19.54%
Self-Contained Specialized Programs (SCSP)	933	967	34	3.64%	984	51	5.47%	17	1.76%
Charter Schools	801	842	41	5.12%	813	12	1.50%	(29)	-3.44%
<b>Total</b>	<b>2,173</b>	<b>2,251</b>	<b>78</b>	<b>3.59%</b>	<b>2,260</b>	<b>87</b>	<b>4.00%</b>	<b>9</b>	<b>0.40%</b>
<b>Grand Total*</b>	<b>37,970</b>	<b>37,394</b>	<b>(576)</b>	<b>-1.52%</b>	<b>37,080</b>	<b>(890)</b>	<b>-2.38%</b>	<b>(314)</b>	<b>-0.84%</b>

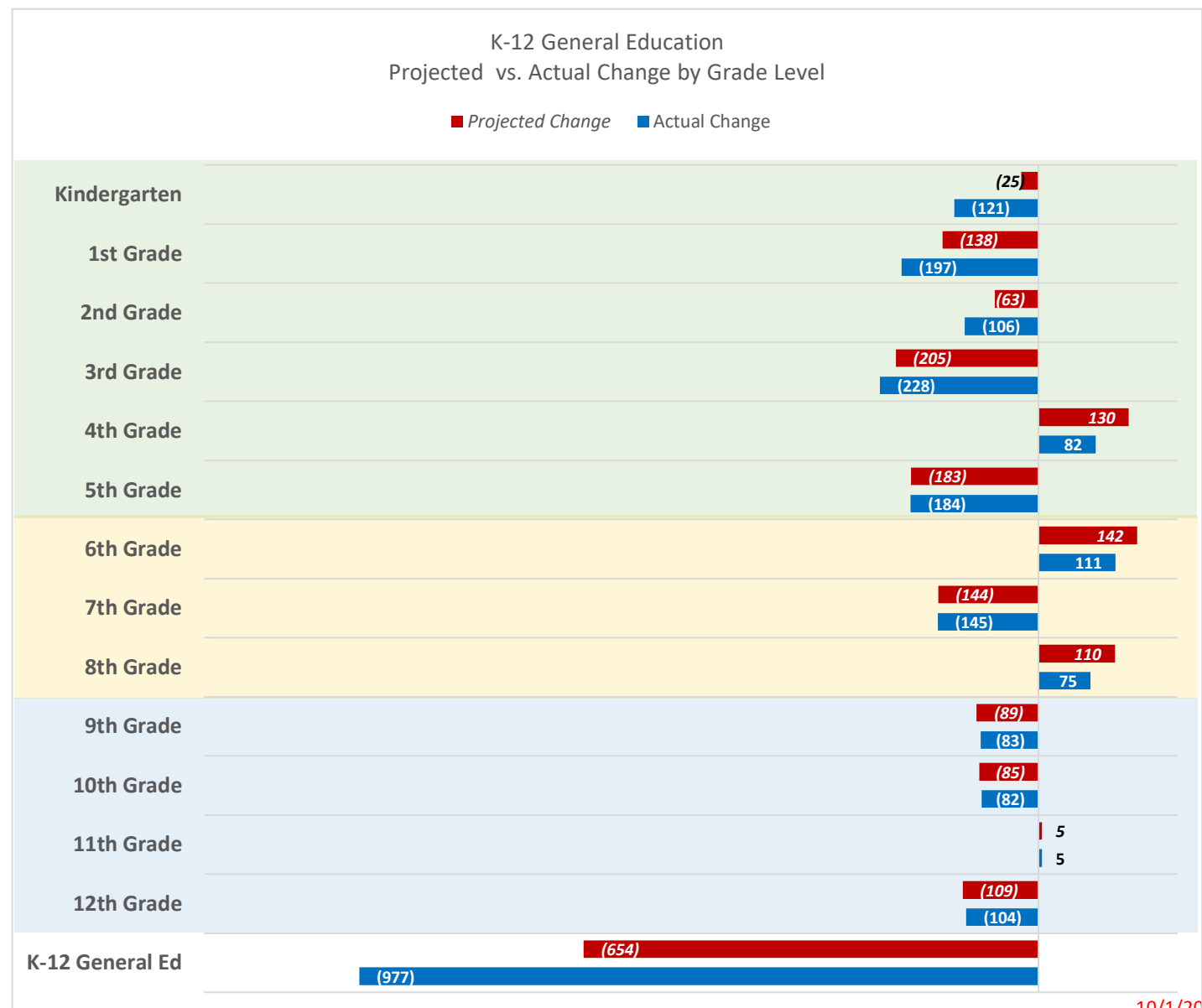
K-12 General Education by Grade Level	Previous Year 2024-25 Actual	Projected Change			Actual Change			Projection Error	
		2025-26 Projected	Projected Change	Projected Change %	2025-26 Actual	Actual Change	Actual Change %	Projection Error #	Projection Error %
Kindergarten	2,304	2,279	(25)	-1.09%	2,183	(121)	-5.25%	(96)	-4.21%
1st Grade	2,501	2,363	(138)	-5.52%	2,304	(197)	-7.88%	(59)	-2.50%
2nd Grade	2,563	2,500	(63)	-2.46%	2,457	(106)	-4.14%	(43)	-1.72%
3rd Grade	2,780	2,575	(205)	-7.37%	2,552	(228)	-8.20%	(23)	-0.89%
4th Grade	2,634	2,764	130	4.94%	2,716	82	3.11%	(48)	-1.74%
5th Grade	2,815	2,632	(183)	-6.50%	2,631	(184)	-6.54%	(1)	-0.04%
6th Grade	2,745	2,887	142	5.17%	2,856	111	4.04%	(31)	-1.07%
7th Grade	2,889	2,745	(144)	-4.98%	2,744	(145)	-5.02%	(1)	-0.04%
8th Grade	2,771	2,881	110	3.97%	2,846	75	2.71%	(35)	-1.21%
9th Grade	2,967	2,878	(89)	-3.00%	2,884	(83)	-2.80%	6	0.21%
10th Grade	3,051	2,966	(85)	-2.79%	2,969	(82)	-2.69%	3	0.10%
11th Grade	2,889	2,894	5	0.17%	2,894	5	0.17%	-	0.00%
12th Grade	2,888	2,779	(109)	-3.77%	2,784	(104)	-3.60%	5	0.18%
<b>K-12 General Ed</b>	<b>35,797</b>	<b>35,143</b>	<b>(654)</b>	<b>-1.83%</b>	<b>34,820</b>	<b>(977)</b>	<b>-2.73%</b>	<b>(323)</b>	<b>-0.92%</b>

K-12 General Education: Counts include all K-5, K-8, SUMMA, and Rachel Carson programs, and Middle and High School Options programs (e.g. ACMA, CS, ISB, BASE and FLEX Online).

Pre-Kindergarten students excluded from school and district counts, but are listed separately on this summary.

SCSP: These programs are located in buildings throughout the district, but not every building has every program located within it (E.G. ISC, EGC, ALC, etc.)

\*Figures here do not include 1 student in EH status listed in the 9/30/2025 ESM



10/1/2025

## MEMORANDUM

**TO:** Casey Waletich, Associate Superintendent, Operations and Support Services  
 Steven A. Sparks, Executive Administrator for Long Range Planning

**FROM:** Robert McCracken, Demographics & Facility Planning Specialist

**DATE:** October 1, 2025

**SUBJECT:** Enrollment Summary for the 2025-2026 School Year

Total enrollment in the Beaverton School District declined from the prior school year by a total of 890 students (-2.34%). This was the 2<sup>nd</sup> largest drop in enrollment since 2020. Table 1 shows change by school level and program for the district. For the K-12 general education population, which comprises the bulk of enrollment, each school level except middle school experienced a decline, with the largest drop at the elementary school level.<sup>1</sup> Other programs, including the early college, alternative programs and outside special education placements saw net increases in enrollment. Charter schools (Arco Iris and Hope Chinese) experienced a modest increase.

**Table 1: Enrollment Change 2024 to 2025 School Year**

K-12 General Education	2024-25	2025-26	Change #	Change %
Elementary (K-5)	15,597	14,843	(754)	-4.83%
Middle School (6-8)	8,405	8,446	41	0.49%
High School (9-12)	11,795	11,531	(264)	-2.24%
<b>Total</b>	<b>35,797</b>	<b>34,820</b>	<b>(977)</b>	<b>-2.73%</b>

Other Programs	2024-25	2025-26	Change #	Change %
Early College (EC)	265	297	32	12.08%
Alternative Programs (AP)	98	96	(2)	-2.04%
Special Education Outside Placement (SP)	76	70	(6)	-7.89%
Self-Contained Specialized Programs (SCSP)	933	984	51	5.47%
Charter Schools	801	813	12	1.50%
<b>Total</b>	<b>2,173</b>	<b>2,260</b>	<b>87</b>	<b>4.00%</b>

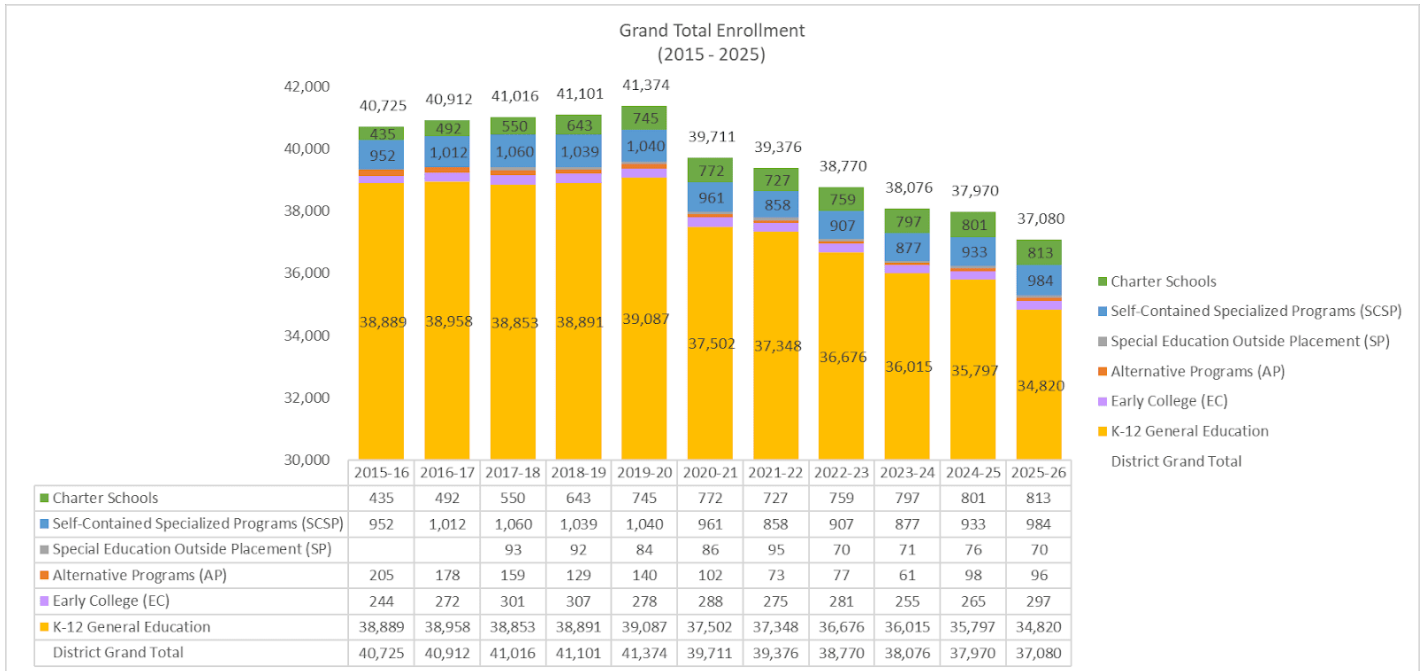
All Schools and Programs	2024-25	2025-26	Change #	Change %
<b>Grand Total*</b>	<b>37,970</b>	<b>37,080</b>	<b>(890)</b>	<b>-2.34%</b>

<sup>1</sup> Notes: General education totals include all K-5, K-8, SUMMA, and Rachel Carson programs, and middle and high school options programs (ACMA, ISB, BASE, CS and FLEX Online). Pre-kindergarten students are not included in figures above. The district pre-kindergarten total for 2025 is 417 students.

**Belong. Believe. Achieve.**

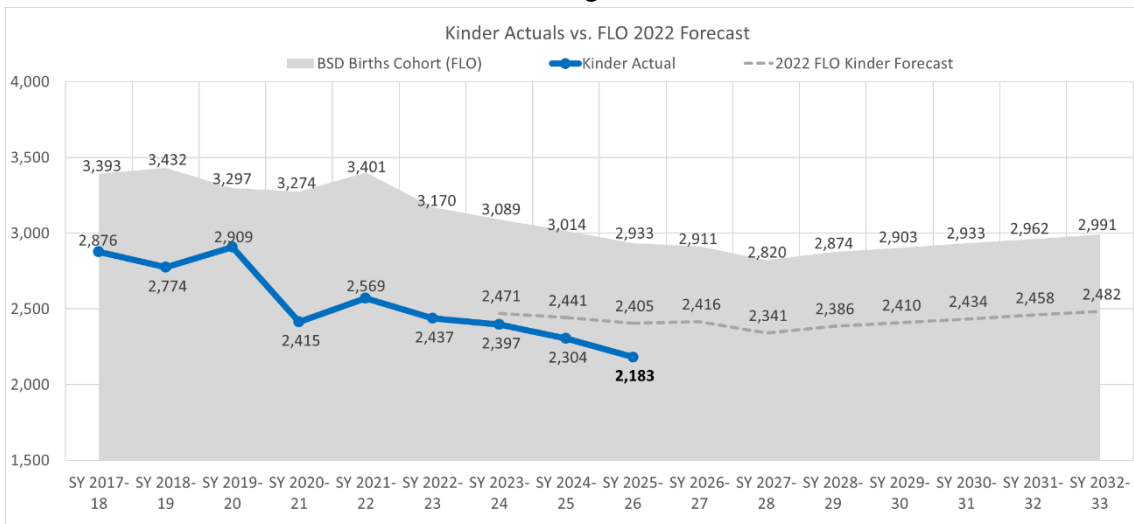
Chart 1 shows historic grand total enrollment from 2015 to 2025. The district's peak enrollment year was 2019 (41,374) and has declined each year since. Since 2019, total enrollment has fallen by 4,294 students (-10.4%).

**Chart 1: Beaverton School District Grand Total Enrollment**



In addition to the drop in enrollment associated with the 2020 COVID-19 pandemic, smaller kindergarten class sizes are driving enrollment decline. Chart 2 shows general education kindergarten class size 2017 to 2025. The 2020 kindergarten class was significantly smaller, as were many cohorts during the first full school year of the pandemic. With the exception of a small increase in 2021, each kindergarten class has been smaller than the last. This is attributable to the gradual decline in annual births in Beaverton School District and Washington County as a whole. The 2025 kindergarten class is the smallest since the early 1990s.

**Chart 2: Beaverton School District Births and Kindergarten Cohorts**



In 2022, FLO Analytics prepared a 10-year enrollment forecast, including a forecast of kindergarten classes. Kindergarten class sizes have fallen below the forecast, indicating that assumptions need to be revised for kindergarten capture rates.<sup>2</sup>

Table 2 shows the impact of smaller kindergarten classes on the K-12 general education enrollment over time. The table shows enrollment by grade and by year since 2015. Cells are color coded by class size (red are larger, blue are smaller); one can see how large cohorts progress down and to the right over time as they matriculate. The district's largest cohorts, in the 3,000-student range prior to the pandemic, are being replaced by smaller cohorts over time. This results in steadily declining enrollment year-by-year.

The bottom portion of the table shows average class size by school level. In 2019, for example, the average class size in 2019 was 3,007 and in 2025, it is 2,678. Average class sizes are likely to continue to decline as large cohorts are replaced by smaller cohorts over time.

**Table 2: Historic K-12 General Education Enrollment by Grade Level 2015-2025**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Kinder	2,965	2,751	2,876	2,774	2,909	2,415	2,569	2,437	2,397	2,304	2,183
1st	3,019	3,020	2,781	2,949	2,846	2,782	2,638	2,659	2,532	2,501	2,304
2nd	3,096	3,045	2,986	2,839	2,975	2,705	2,787	2,625	2,704	2,563	2,457
3rd	3,079	3,079	2,994	2,987	2,845	2,815	2,680	2,782	2,607	2,780	2,552
4th	3,062	3,098	3,089	3,023	3,001	2,703	2,808	2,709	2,787	2,634	2,716
5th	3,124	3,080	3,076	3,100	3,051	2,897	2,721	2,795	2,685	2,815	2,631
6th	3,066	3,150	3,134	3,095	3,137	2,981	2,930	2,744	2,836	2,745	2,856
7th	3,136	3,121	3,142	3,142	3,090	3,030	2,977	2,859	2,731	2,889	2,744
8th	2,998	3,085	3,078	3,142	3,120	3,008	3,015	2,956	2,873	2,771	2,846
9th	3,013	3,041	3,161	3,166	3,222	3,199	3,112	3,060	3,034	2,967	2,884
10th	2,960	2,994	3,009	3,148	3,168	3,155	3,134	3,110	3,023	3,051	2,969
11th	2,724	2,810	2,793	2,820	2,946	2,944	2,980	2,964	2,930	2,889	2,894
12th	2,647	2,684	2,734	2,706	2,777	2,868	2,997	2,976	2,876	2,888	2,784
<b>Total</b>	<b>38,889</b>	<b>38,958</b>	<b>38,853</b>	<b>38,891</b>	<b>39,087</b>	<b>37,502</b>	<b>37,348</b>	<b>36,676</b>	<b>36,015</b>	<b>35,797</b>	<b>34,820</b>
<i>Change</i>	724	69	(105)	38	196	(1,585)	(154)	(672)	(661)	(218)	(977)
<i>% Change</i>	1.90%	0.18%	-0.27%	0.10%	0.50%	-4.06%	-0.41%	-1.80%	-1.80%	-0.61%	-2.73%
<b>Average Cohort Size</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<i>Avg K-5th Class Size</i>	3,058	3,012	2,967	2,945	2,938	2,720	2,701	2,668	2,619	2,600	2,474
<i>Avg 6-8 Class Size</i>	3,067	3,119	3,118	3,126	3,116	3,006	2,974	2,853	2,813	2,802	2,815
<i>Avg 9-12 Class Size</i>	2,836	2,882	2,924	2,960	3,028	3,042	3,056	3,028	2,966	2,949	2,883
<i>All Cohorts</i>	2,991	2,997	2,989	2,992	3,007	2,885	2,873	2,821	2,770	2,754	2,678

Additional details by grade and school level are available in the enrollment summary (attached).

<sup>2</sup> In 2025 FLO Analytics will develop a new 10-year enrollment forecast. It will be available in early 2026.

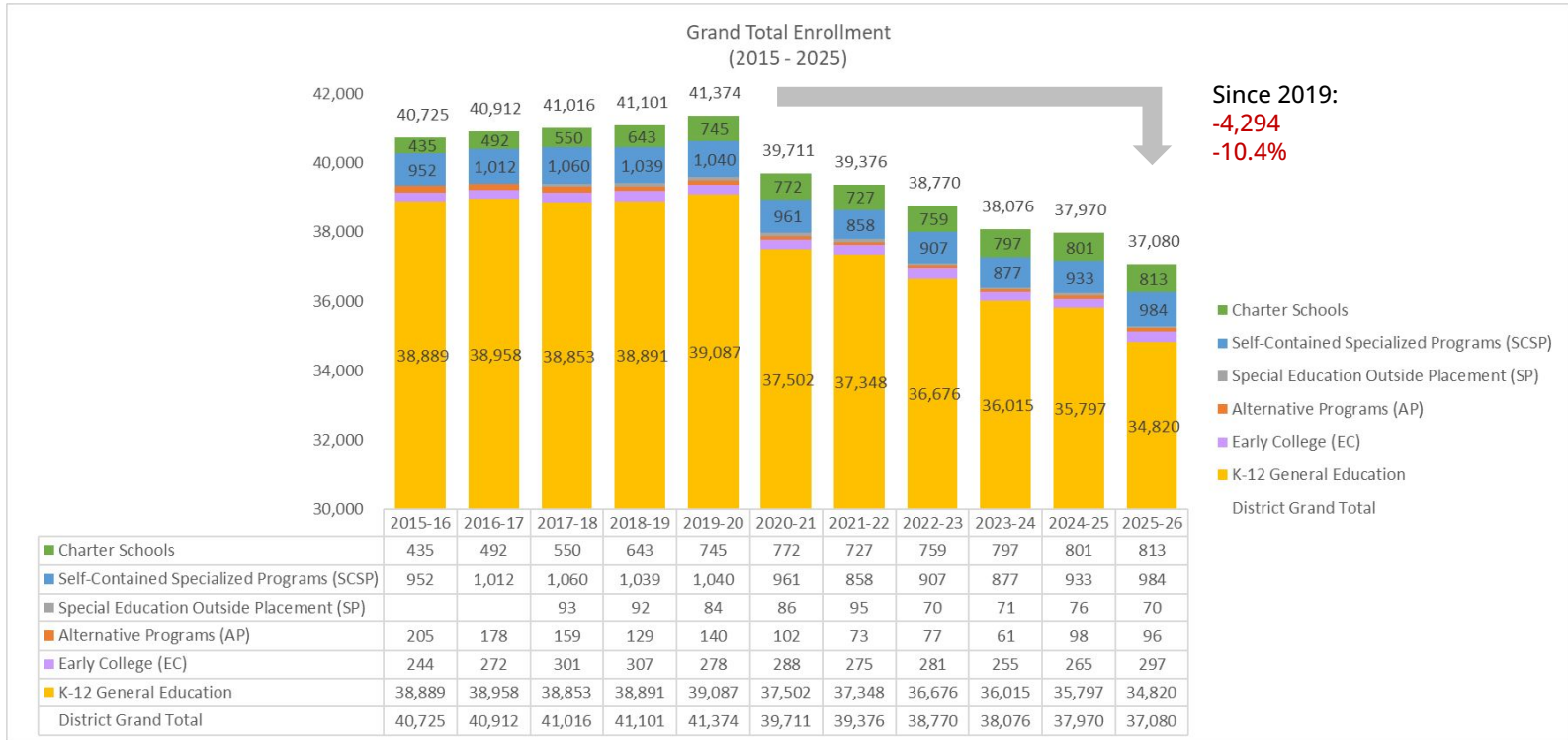
# Enrollment Update

## 2025-2026 School Year

School Board Meeting  
October 14, 2025



# Grand Total Enrollment Since 2015



AP and SP program counts were combined until 2017

# Enrollment: 2024 and 2025

## Enrollment Summary



K-12 General Education	2024-25	2025-26	Change #	Change %
Elementary (K-5)	15,597	14,843	(754)	-4.83%
Middle School (6-8)	8,405	8,446	41	0.49%
High School (9-12)	11,795	11,531	(264)	-2.24%
<b>Total</b>	<b>35,797</b>	<b>34,820</b>	<b>(977)</b>	<b>-2.73%</b>

Other Programs	2024-25	2025-26	Change #	Change %
Early College (EC)	265	297	32	12.08%
Alternative Programs (AP)	98	96	(2)	-2.04%
Special Education Outside Placement (SP)	76	70	(6)	-7.89%
Self-Contained Specialized Programs (SCSP)	933	984	51	5.47%
Charter Schools	801	813	12	1.50%
<b>Total</b>	<b>2,173</b>	<b>2,260</b>	<b>87</b>	<b>4.00%</b>

All Schools and Programs	2024-25	2025-26	Change #	Change %
<b>Grand Total*</b>	<b>37,970</b>	<b>37,080</b>	<b>(890)</b>	<b>-2.34%</b>

	2024-25	2025-26	Change #	Change %
Pre-Kindergarten (excluded from district totals)	409	417	8	1.96%

# K-12 General Education Projected vs. Actual

## Projection Summary



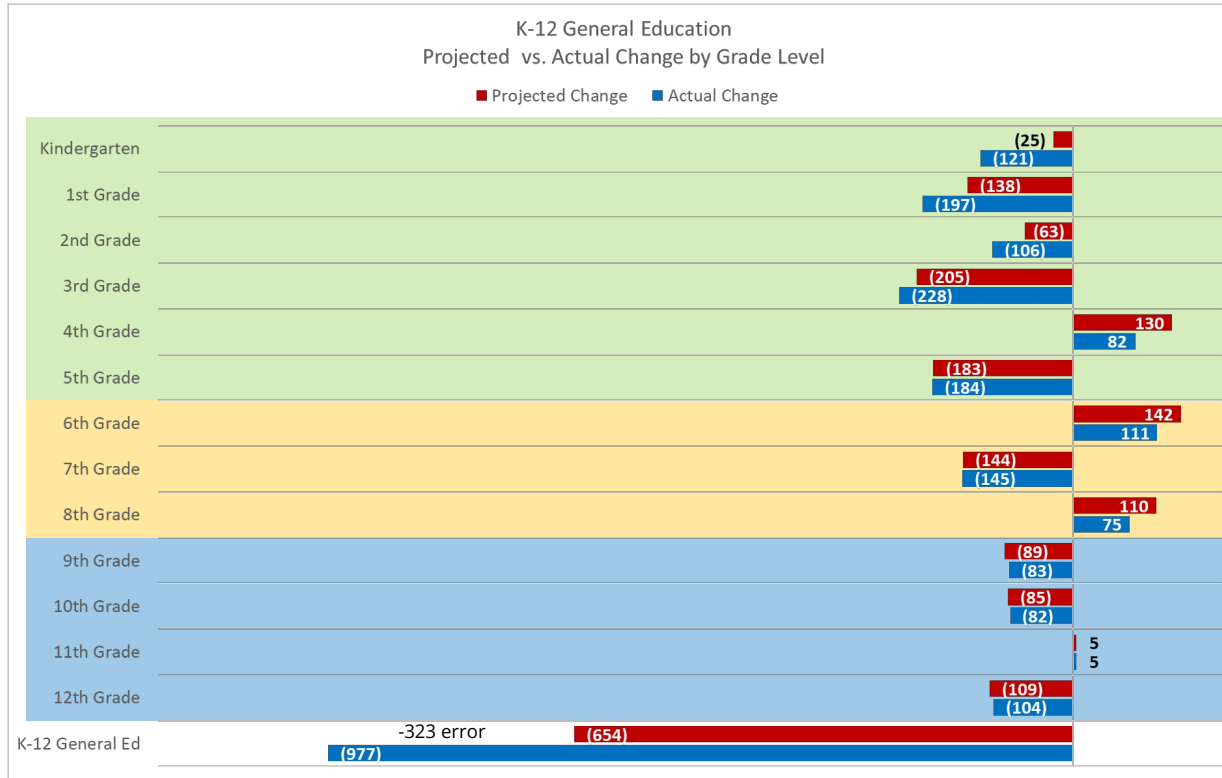
K-12 General Education	2025-26 Projected	2025-26 Actual	Projection Error #	Projection Error %
Elementary (K-5)	15,113	14,843	(270)	-1.79%
Middle School (6-8)	8,513	8,446	(67)	-0.79%
High School (9-12)	11,517	11,531	14	0.12%
<b>Total</b>	<b>35,143</b>	<b>34,820</b>	<b>(323)</b>	<b>-0.92%</b>

Following slides for  
General Education K-12  
Figures only

Other Programs	2025-26 Projected	2025-26 Actual	Projection Error #	Projection Error %
Early College (EC)	260	297	37	14.23%
Alternative Programs (AP)	95	96	1	1.05%
Special Education Outside Placement (SP)	87	70	(17)	-19.54%
Self-Contained Specialized Programs (SCSP)	967	984	17	1.76%
Charter Schools	842	813	(29)	-3.44%
<b>Total</b>	<b>2,251</b>	<b>2,260</b>	<b>9</b>	<b>0.40%</b>

	2025-26 Projected	2025-26 Actual	Projection Error #	Projection Error %
<b>District Grand Total</b>	<b>37,394</b>	<b>37,080</b>	<b>(314)</b>	<b>-0.84%</b>

# K-12 General Education Projected vs. Actual Change By Grade Level



# K-12 General Education Cohorts 2015 to 2025

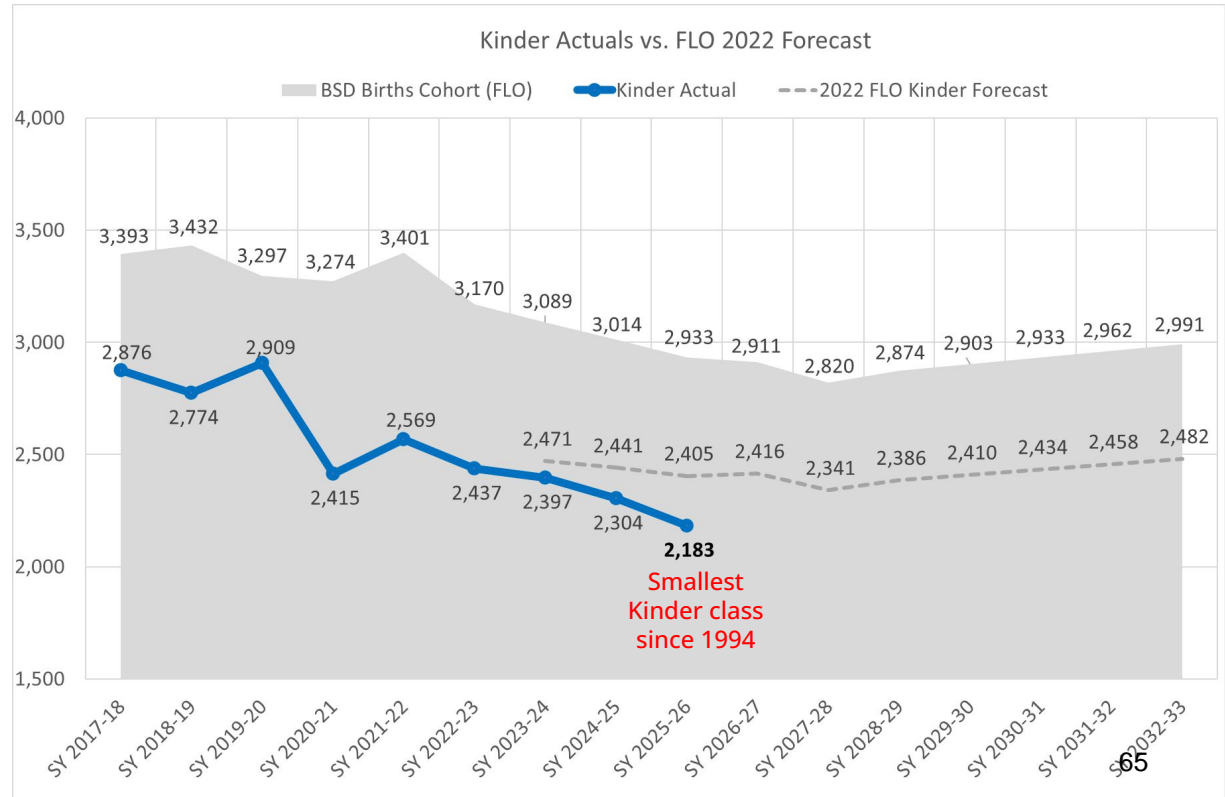
Cohorts 2,950 or greater

K-12 General Education	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
							↓ Pandemic				
Kindergarten	2,965	2,751	2,876	2,774	2,909	2,415	2,569	2,437	2,397	2,304	2,183
1st Grade	3,019	3,020	2,781	2,949	2,846	2,782	2,638	2,659	2,532	2,501	2,304
2nd Grade	3,096	3,045	2,986	2,839	2,975	2,705	2,787	2,625	2,704	2,563	2,457
3rd Grade	3,079	3,079	2,994	2,987	2,845	2,815	2,680	2,782	2,607	2,780	2,552
4th Grade	3,062	3,098	3,089	3,023	3,001	2,703	2,808	2,709	2,787	2,634	2,716
5th Grade	3,124	3,080	3,076	3,100	3,051	2,897	2,721	2,795	2,685	2,815	2,631
6th Grade	3,066	3,150	3,134	3,095	3,137	2,981	2,930	2,744	2,836	2,745	2,856
7th Grade	3,136	3,121	3,142	3,142	3,090	3,030	2,977	2,859	2,731	2,889	2,744
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9th Grade	3,013	3,041	3,161	3,166	3,222	3,199	3,112	3,060	3,034	2,967	2,884
10th Grade	2,960	2,994	3,009	3,148	3,168	3,155	3,134	3,110	3,023	3,051	2,969
11th Grade	2,724	2,810	2,793	2,820	2,946	2,944	2,980	2,964	2,930	2,889	2,894
12th Grade	2,647	2,684	2,734	2,706	2,777	2,868	2,997	2,976	2,876	2,888	2,784
<b>K-12th Grades Total</b>	<b>38,889</b>	<b>38,958</b>	<b>38,853</b>	<b>38,891</b>	<b>39,087</b>	<b>37,502</b>	<b>37,348</b>	<b>36,676</b>	<b>36,015</b>	<b>35,797</b>	<b>34,820</b>
Annual Change		69	(105)	38	196	(1,585)	(154)	(672)	(661)	(218)	(977)
% Annual Change		0.18%	-0.27%	0.10%	0.50%	-4.06%	-0.41%	-1.80%	-1.80%	-0.61%	-2.73%
Cumulative change since 2019						(1,585)	(1,739)	(2,411)	(3,072)	(3,290)	(4,267)
% Cumulative change since 2019						-4.1%	-4.4%	-6.2%	-7.9%	-8.4%	-10.9%

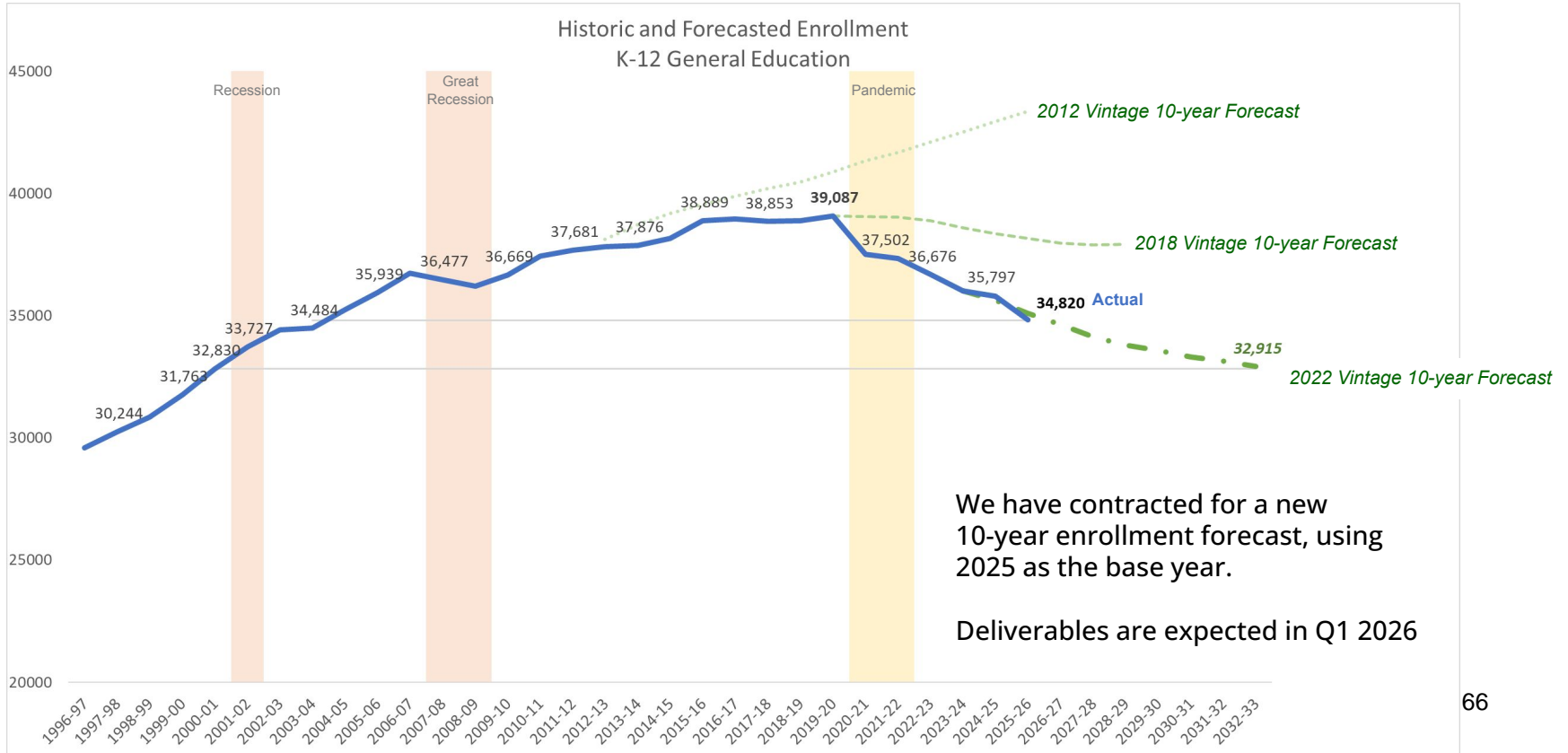
Class of 2028

# Kindergarten Class Size

- Kindergarten class sizes declined significantly during the Pandemic
- They have also fallen below the most recent 10-year forecast (based in 2022)



# K-12 General Education Forecast



# Funding & Financial Implications

- The number of students and their demographics determine funding for the State School Fund and Student Investment Account
- For districts experiencing declining enrollment, the State School Fund uses the immediate prior year enrollment and demographic information for funding
- September 30 enrollment is usually our high water mark for school year enrollment
- Schools are staffed using our equity-based Staffing Allocation Methodology

# Questions?

Thank you!

**ITEM FOR INFORMATION****DIVISION 22 STANDARDS ASSURANCES****SUMMARY**

Division 22 is a section of the Oregon Administrative Rules that outlines the state's foundational standards for elementary and secondary education. These rules, adopted by the Oregon State Board of Education or enacted by the Legislature, set the requirements for a standard school district in Oregon. Districts are required to present the results of an internal audit of the standards at a public board meeting. Of the 57 Division 22 standards, the district is currently in compliance with 55. Corrective action plans are in place for the remaining two standards, and we do not anticipate any issues with their implementation.

**BACKGROUND**

Chapter 581, Division 22 of the Oregon Administrative Rules outlines the foundational standards that all public school districts must meet to be recognized as a standard school district. Division 22 includes over 50 individual rules covering areas such as instructional time, curriculum, student support services, educator evaluation, and school climate. These standards are designed to ensure that every student in Oregon receives a consistent and equitable educational experience, regardless of where they attend school.

Each year, school districts are required to review their compliance with Division 22 standards and submit assurances to the Oregon Department of Education by November 1. This process includes presenting a public report to the school board, posting the report on the district website, and certifying compliance or identifying areas where corrective action is needed. The process is intended to promote transparency, accountability, and alignment with Oregon's educational priorities.

Details regarding the compliance status of each item, as well as the corrective action plan, are included in the report to the community.

**RECOMMENDATION**

Staff will present information on the district's compliance with Division 22 standards. No action is needed.

**Belong. Believe. Achieve.**

# Beaverton School District

## Report on Compliance with Public School Standards

### 2024-25 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Beaverton School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, Beaverton School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

**What are the requirements of the standards?** For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

### Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2000 Diploma Requirements</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2010 Modified Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2015 Extended Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2020 Certificate of Attendance</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2050 Human Sexuality Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2055 Career Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Elementary Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Middle Grades	<b>Implementing approved corrective action</b>	The district has met all of the requirements for this rule.	All schools are compliant for the 2025-26 school year
<a href="#">581-022-2340 Media Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2350 Independent Adoptions of Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2355 Instructional Materials Adoption</a>	<b>Implementing approved corrective action</b>	The district has met all of the requirements for this rule.	Adoption of materials scheduled through 2027
<a href="#">581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2440 Teacher Training Related to Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2500 Programs and Services for TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2505 Alternative Education Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2025 Credit Options</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2030 District Curriculum</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2060 Comprehensive School Counseling</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2100 Administration of State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2110 Exception of Students with Disabilities from State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2115 Assessment of Essential Skills: Diploma Requirements</a>	<b>Waived through the end of</b>	Not applicable	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
	<b>2027-28 school year</b>		
<a href="#">581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2120 Essential Skill Assessments for English Language Learners</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2250 District Improvement Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2260 Records and Reports</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2265 Report on PE Data</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2300 Standardization</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2305 District Assurances of Compliance with Public School Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2315 Special Education for Children with Disabilities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2320 Required Instructional Time</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2335 Daily Class Size</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2400 Personnel</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2445 Universal Screenings for Risk Factors of Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2005 Veterans Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2255 School and District Performance Report Criteria</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2307 Educational Equity Advisory Committees</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2330 Rights of Parents of TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2370 Complaint Procedures</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2045 Substance Use Prevention and Intervention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2205 Policies on Reporting of Child Abuse</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2210 Anabolic Steroids and Performance Enhancing Substances</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2215 Safety of School Sports – Concussions</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2220 Health Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2223 Healthy and Safe Schools Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2225 Emergency Plans and Safety Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2230 Asbestos Management Plans</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2267 Annual Report on Restraint and Seclusion</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2308 Agreements Entered Into with Voluntary Organizations</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2310 Equal Education Opportunities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2312 Every Student Belongs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2345 Auxiliary Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2510 Suicide Prevention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2515 Menstrual Dignity for Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2405 Personnel Policies</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2410 Teacher and Administrator Evaluation and Support</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2415 Core Teaching Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2420 Educational Leadership - Administrator Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

# Division 22 Standards Assurances Compliance for 2024-25 School Year

October 14, 2025

*Dr. Shelly Reggiani, Associate Superintendent for Teaching & Learning*  
*Jill O'Neill, Executive Administrator, Teaching & Learning / Option Schools*  
*Veronica Galvan, Curriculum, Instruction & Assessment Administrator*  
*Kristie Hauss, Accountability Specialist*



# What are Division 22 Standards?

- Rules guiding Oregon State Board of Education
- Standards for elementary and secondary schools
- Required for district to be a standard school district



# Why Division 22 matters?

- Not the only requirements, but foundational
- Ensures consistent educational service
- Promotes equity and access for all students



*Priorities for*  
**STUDENT  
SUCCESS**

# Division 22 Rules Categories

**High-quality  
learning  
experiences**

**Aligned &  
focused  
educational  
systems**

**Engaged  
partners &  
communities**

**Safe &  
inclusive  
schools**

**Committed &  
supported  
staff**

**Division 22  
standards  
include over  
50 rules**

# Division 22 Rules Snapshot



# What are Division 22 Standards Assurances?

Each rule is reviewed by the district

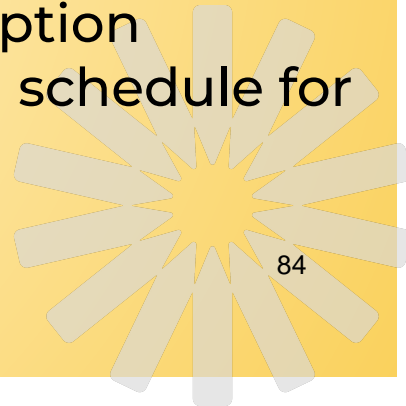
- Determination:
  - In Compliance
  - Out of Compliance
    - » Explanation required
    - » Corrective action plan submitted to ODE



# Compliance for the 2024-25 School Year



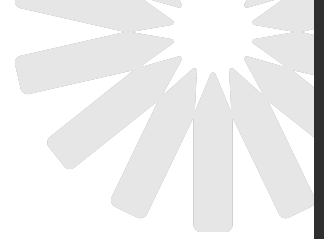
- 55 of 57 standards are in compliance
- 2 standards corrective action on schedule
  - Middle School Physical Education  
All schools compliant 2025-2026
  - Instructional Materials Adoption  
Corrective Action Plan on schedule for  
completion Fall 2027



# Next Steps

- **November 1, 2025**  
Report on Compliance made available on BSD website
- **November 15, 2025**  
BSD submits assurances to ODE
- **January 2026**  
ODE reviews all submissions and follows up as necessary
- **Ongoing**  
Review requirements to ensure future compliance





# THANK YOU

What questions do you have?

**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 September 2025:

- General fund activity and forecast (presented in both new and old format)
- Summary of revenue and expenditures for all funds except general fund
- 2025-26 classroom teacher staffing by school as of September 30, 2025
- Investment monthly board report as of August 27, 2025
- Investment portfolio – allocation by asset category, asset class, main fund
- Portfolio holdings by asset class

**NOTES:**

- Since this report is so early in the year, our current forecast matches our budget. We will begin making changes to the forecast at our next regular board business meeting.

**RECOMMENDATION**

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

**Belong. Believe. Achieve.**

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

	YTD Actuals	Current Encumb.	Actuals & Encumb.	2025-26 Budget	Year-End Forecast	Variance
<b>REVENUES:</b>						
State School Fund	\$ 116.5	\$ -	\$ 116.5	\$ 550.0	\$ 550.0	\$ -
Local Option Levy	0.1	-	0.1	44.0	44.0	-
Investment Earnings	1.5	-	1.5	10.0	10.0	-
NWRESD Appointment	-	-	-	13.4	13.4	-
Other	0.5	-	0.5	11.5	11.5	-
<b>Total Revenues</b>	<b>\$ 118.6</b>	<b>\$ -</b>	<b>\$ 118.6</b>	<b>\$ 628.9</b>	<b>\$ 628.9</b>	<b>\$ -</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 59.4	\$ -	\$ 59.4	\$ 353.9	\$ 353.9	\$ -
Benefits	35.4	-	35.4	224.2	224.2	-
Purchased services	8.5	9.2	17.7	40.9	40.9	-
Supplies & materials	7.0	3.4	10.4	22.7	22.7	-
Capital outlay	-	0.1	0.1	0.5	0.5	-
Other	0.4	0.1	0.5	3.1	3.1	-
Transfers out	2.9	-	2.9	2.9	2.9	-
<b>Total Expenditures</b>	<b>\$ 113.6</b>	<b>\$ 12.8</b>	<b>\$ 126.4</b>	<b>\$ 648.2</b>	<b>\$ 648.2</b>	<b>\$ -</b>
<b>Surplus / (Deficit) from Operations</b>				<b>\$ (19.3)</b>	<b>\$ (19.3)</b>	<b>\$ -</b>

	2025-26 Budget	Year-End Forecast
<b>Projected Ending Fund Balance</b>		
Beginning Fund Balance	\$ 158.0	\$ 163.4
Surplus / (Deficit) from Operations	(19.3)	(19.3)
Contingency	138.7	-
<b>Projected Ending Fund Balance</b>	<b>\$ -</b>	<b>\$ 144.1</b>
Projected Ending Fund Balance as Percentage of Total Resources		18.2%

	YTD Actuals	Current Encumb.	Actuals & Encumb.	Final Budget	Year-End Forecast	Variance
<b>APPROPRIATIONS:</b>						
Instruction	\$ 62.8	\$ 5.2	\$ 68.0	\$ 398.2	\$ 398.2	\$ -
Support Services	47.9	7.5	55.4	245.1	245.1	-
Enterprise & Community Svc	-	-	-	0.3	0.3	-
Facilities Acquisition & Const	-	-	-	0.1	0.1	-
Other Uses	2.9	0.1	3.0	4.5	4.5	-
Contingencies	-	-	-	138.7	138.7	-
<b>Total</b>	<b>\$ 113.6</b>	<b>\$ 12.8</b>	<b>\$ 126.4</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ -</b>

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

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 158.0	\$ 158.0	\$ 163.4	\$ -	\$ 163.4	\$ 163.4
State School Fund:						
State School Fund	363.6	363.6	116.3	-	116.3	361.1
Property Taxes	180.0	180.0	-	-	-	180.0
Common School Fund	5.4	5.4	-	-	-	5.4
County School Fund	1.0	1.0	0.2	-	0.2	1.0
Local Option Levy	44.0	44.0	0.1	-	0.1	44.0
Investment Earnings	10.0	10.0	1.5	-	1.5	10.0
NWRESD Appointment	13.4	13.4	-	-	-	13.4
Other	11.5	11.5	0.5	-	0.5	14.0
<b>Total</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ 282.0</b>	<b>\$ -</b>	<b>\$ 282.0</b>	<b>\$ 792.3</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 353.9	\$ 353.9	\$ 59.4	\$ -	\$ 59.4	\$ 353.9
Benefits	224.2	224.2	35.4	-	35.4	224.2
Purchased services	40.9	40.9	8.5	9.2	17.7	40.9
Supplies & materials	22.7	22.7	7.0	3.4	10.4	22.7
Capital outlay	0.5	0.5	-	0.1	0.1	0.5
Other	3.1	3.1	0.4	0.1	0.5	3.1
Transfers out	2.9	2.9	2.9	-	2.9	2.9
Contingency	138.7	138.7	-	-	-	138.7
<b>Total</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ 113.6</b>	<b>\$ 12.8</b>	<b>\$ 126.4</b>	<b>\$ 786.9</b>

<b>Projected Surplus / (Deficit) from Operations</b>	<b>\$ (19.3)</b>
Excludes beginning fund balance and contingency	
<b>Projected Ending Fund Balance</b>	<b>\$ 144.1</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2026 *	
	<b>18.2%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund		\$ 142.1	17.9%
Local Option Levy Fund		2.0	0.3%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 398.2	\$ 398.2	\$ 62.8	\$ 5.2	\$ 68.0	\$ 398.2
Support Services	245.1	245.1	47.9	7.5	55.4	245.1
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.5	4.5	2.9	0.1	3.0	4.5
Contingencies	138.7	138.7	-	-	-	138.7
<b>Total</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ 113.6</b>	<b>\$ 12.8</b>	<b>\$ 126.4</b>	<b>\$ 786.9</b>

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

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body / Special Purpose Fund	\$ 13,619,000	\$ 7,352,148	\$ 756,375	\$ 630,809	\$ 1,387,184	10.19%	\$ 5,964,964
Equipment Replacement Fund	10,727,012	11,924,990	2,265,689	5,190,932	7,456,621	69.51%	4,468,369
Scholarship Fund	550,000	505,411	59,450	29,000	88,450	16.08%	416,961
Grant Fund	122,059,101	2,109,570	13,878,083	17,860,956	31,739,039	26.00%	(29,629,469)
Long-Term Planning Fund	40,650,000	34,461,952	-	-	-	0.00%	34,461,952
Nutrition Services Fund	27,996,407	8,361,774	2,783,324	9,453,720	12,237,044	43.71%	(3,875,270)
Debt Service Fund	121,012,843	15,286,044	-	-	-	0.00%	15,286,044
Capital Projects Fund	517,340,000	458,047,990	66,088,462	183,826,726	249,915,188	48.31%	208,132,802
Insurance Reserve Fund	13,502,493	13,165,760	3,027,862	1,821,568	4,849,430	35.92%	8,316,330
Workers' Compensation Fund	6,427,860	4,273,078	704,134	175,082	879,216	13.68%	3,393,862
<b>Total</b>	<b>\$ 873,884,716</b>	<b>\$ 555,488,717</b>	<b>\$ 89,563,379</b>	<b>\$ 218,988,793</b>	<b>\$ 308,552,172</b>		<b>\$ 246,936,545</b>

### 2025-26 Classroom Teacher Staffing By School As of 9/30/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	9/30/25 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	400	(18)	13.0	4.0	1.0	18.0	12.0	4.0	1.0	17.0
Beaver Acres	734	702	(32)	22.0	7.0	3.0	32.0	22.0	7.0	3.0	32.0
Bethany	398	388	(10)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Bonny Slope	591	587	(4)	17.0	5.0	2.0	24.0	16.5	5.0	2.0	23.5
Cedar Mill	345	357	12	9.0	3.0	2.0	14.0	10.0	3.0	2.0	15.0
Chehalem	374	360	(14)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Cooper Mountain	367	354	(13)	11.0	3.0		14.0	10.0	3.0		13.0
Elmonica	430	428	(2)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Errol Hassell	315	296	(19)	8.0	3.0	2.0	13.0	9.0	3.0	2.0	14.0
Findley	536	504	(32)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Fir Grove	340	340	-	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
FLEX (K-5)	58	66	8	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	505	(12)	15.0	4.0	3.0	22.0	15.0	4.0	3.0	22.0
Hiteon	469	470	1	14.0	4.0	2.0	20.0	13.0	4.0	2.0	19.0
Jacob Wismer	582	548	(34)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Kinnaman	437	426	(11)	13.0	4.0	1.0	18.0	13.0	4.0	1.0	18.0
McKay	225	238	13	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
McKinley	658	668	10	21.0	6.0	2.0	29.0	21.0	6.0	2.0	29.0
Montclair	265	264	(1)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	450	434	(16)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	18.0
Oak Hills	474	450	(24)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Raleigh Hills	254	262	8	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Raleigh Park	307	278	(29)	9.0	3.0	1.0	13.0	9.0	3.0	1.0	13.0
Ridgewood	317	340	23	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Rock Creek	396	390	(6)	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Sato	831	858	27	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	413	17	10.0	3.0	2.0	15.0	11.0	3.0	2.0	16.0
Springville	712	711	(1)	19.0	6.0	3.0	28.0	19.0	6.0	3.0	28.0
Terra Linda	258	284	26	10.0	2.0		12.0	10.0	2.0		12.0
Vose	630	598	(32)	20.0	6.0	2.0	28.0	20.0	6.0	2.0	28.0
West TV	295	276	(19)	8.0	3.0	1.0	12.0	9.0	3.0	1.0	13.0
William Walker	498	499	1	15.0	5.0	2.0	22.0	13.0	4.0	1.5	18.5
<b>Elementary School Total</b>	<b>15,650</b>	<b>15,455</b>	<b>(195)</b>	<b>462.0</b>	<b>134.0</b>	<b>62.0</b>	<b>658.0</b>	<b>460.5</b>	<b>133.0</b>	<b>61.5</b>	<b>655.0</b>
<b>Average Elementary School Staffing Ratio</b>				<b>33.9</b>	<b>26.3</b>	<b>23.8</b>		<b>33.6</b>	<b>26.0</b>	<b>23.6</b>	

## 2025-26 Classroom Teacher Staffing By School

### As of 9/30/25

School	Budgeted Enrollment	9/30/25 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	634	639	5	22.2	5.8	0.6	28.6	22.1	5.8	0.6	28.5
Conestoga	828	809	(19)	28.8	7.8	0.8	37.4	28.8	7.8	0.8	37.4
Five Oaks	793	758	(35)	28.4	7.4	0.8	36.6	28.3	7.4	0.8	36.5
Highland Park	605	634	29	20.2	5.4	0.6	26.2	20.4	5.4	0.6	26.4
Meadow Park	700	672	(28)	26.4	7.0	0.6	34.0	24.6	7.0	0.6	32.2
Mountain View	797	765	(32)	30.0	8.0	0.6	38.6	27.7	8.0	0.6	36.3
Stoller	1,127	1,127	-	35.8	9.6	1.0	46.4	35.2	9.6	1.0	45.8
Tumwater	976	954	(22)	30.8	8.2	0.8	39.8	30.2	8.2	0.8	39.2
Whitford	783	751	(32)	28.0	7.2	0.8	36.0	27.2	7.2	0.8	35.2
<b>Middle School Total</b>	<b>7,243</b>	<b>7,109</b>	<b>(134)</b>	<b>250.6</b>	<b>66.4</b>	<b>6.6</b>	<b>323.6</b>	<b>244.5</b>	<b>66.4</b>	<b>6.6</b>	<b>317.5</b>
<b>Average Middle School Staffing Ratio</b>				<b>28.9</b>	<b>22.8</b>	<b>22.4</b>		<b>29.1</b>	<b>22.9</b>	<b>22.4</b>	
Aloha	1,545	1,543	(2)	59.0	13.6	1.4	74.0	53.8	13.6	1.4	68.8
Beaverton	1,330	1,349	19	52.0	11.2	1.2	64.4	50.8	11.2	1.2	63.2
Mountainside	1,691	1,734	43	53.2	12.6	1.4	67.2	53.9	12.6	1.4	67.9
Southridge	1,342	1,338	(4)	47.0	11.2	1.2	59.4	47.5	11.2	1.2	59.9
Sunset	1,775	1,742	(33)	55.2	13.2	1.4	69.8	54.8	13.2	1.4	69.4
Westview	2,360	2,336	(24)	77.2	18.6	2.0	97.8	76.1	18.6	2.0	96.7
<b>High School Total</b>	<b>10,043</b>	<b>10,042</b>	<b>(1)</b>	<b>343.6</b>	<b>80.4</b>	<b>8.6</b>	<b>432.6</b>	<b>336.9</b>	<b>80.4</b>	<b>8.6</b>	<b>425.9</b>
<b>Average High School Staffing Ratio</b>				<b>29.2</b>	<b>23.7</b>	<b>23.2</b>		<b>29.8</b>	<b>24.1</b>	<b>23.6</b>	
Arts & Communication Magnet Academy (6-12)	693	697	4	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	851	4	30.6	7.4	0.4	38.4	29.8	7.4	0.4	37.6
Community School (9-12)	137	147	10	7.0	1.4	0.2	8.6	6.5	1.4	0.2	8.1
FLEX Online School (6-12)	349	343	(6)	18.8	2.2	1.0	22.0	19.3	2.2	1.0	22.5
International School of Beaverton (6-12)	885	875	(10)	31.2	7.4	0.6	39.2	31.5	7.4	0.6	39.5
<b>Options Schools Total</b>	<b>2,911</b>	<b>2,913</b>	<b>2</b>	<b>112.4</b>	<b>24.6</b>	<b>2.6</b>	<b>139.6</b>	<b>111.1</b>	<b>24.6</b>	<b>2.6</b>	<b>138.3</b>
<b>Average Options Staffing Ratio</b>				<b>25.9</b>	<b>21.2</b>	<b>20.9</b>		<b>26.2</b>	<b>21.5</b>	<b>21.1</b>	
<b>Address Extreme Class Size K-12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>District Total</b>	<b>35,847</b>	<b>35,519</b>	<b>(328)</b>	<b>1,188.6</b>	<b>305.4</b>	<b>79.8</b>	<b>1,573.8</b>	<b>1,153.0</b>	<b>304.4</b>	<b>79.3</b>	<b>1,536.7</b>

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 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**  
**09/26/2025**

**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%	95,000,000.00	93,734,302.45	93,739,695.03	15.05	4.26	140
LGIP   Limit \$ 61,749,000	53,562,170.41	53,562,170.41	53,562,170.41	8.60	4.64	1
US Agency 100%	111,000,000.00	109,935,790.00	109,958,181.26	17.65	4.07	86
US Treasury 100%	380,000,000.00	366,112,430.00	365,750,096.07	58.71	3.99	367
<b>Total / Average</b>	<b>639,562,170.41</b>	<b>623,344,692.86</b>	<b>623,010,142.77</b>	<b>100.00</b>	<b>4.10</b>	<b>252</b>

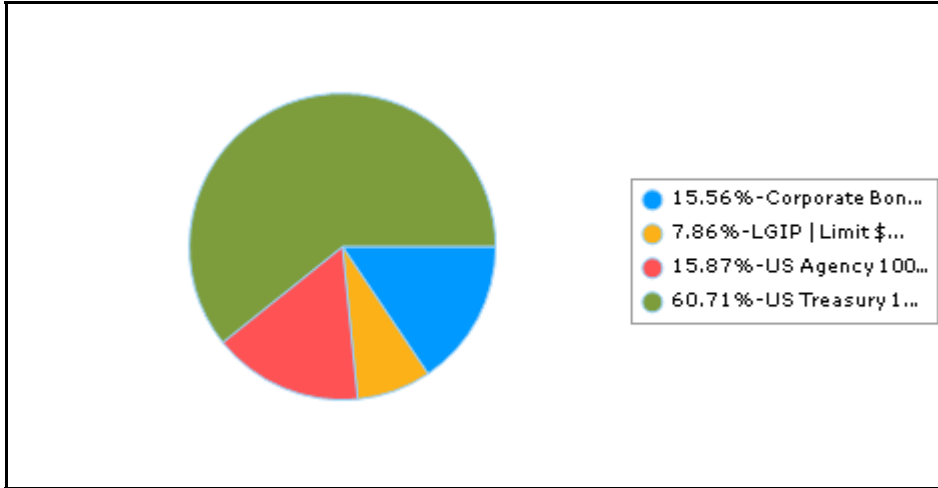
## Beaverton School District Distribution by Asset Category - Market Value

Begin Date: 8/31/2025, End Date: 9/26/2025

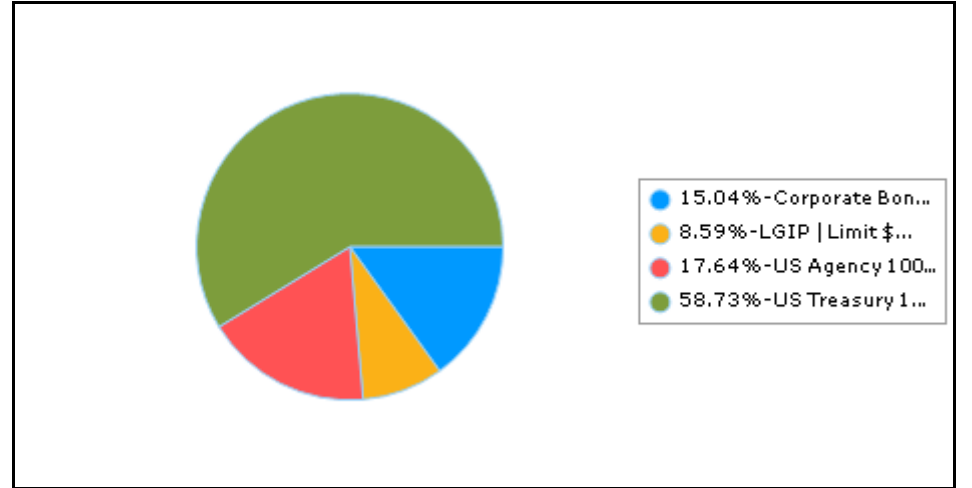
### Asset Category Allocation

Asset Category	Market Value 8/31/2025	% of Portfolio 8/31/2025	Market Value 9/26/2025	% of Portfolio 9/26/2025
Corporate Bonds 35%	108,358,267.55	15.56	93,734,302.45	15.04
LGIP   Limit \$ 61,749,000	54,696,533.68	7.86	53,562,170.41	8.59
US Agency 100%	110,500,823.61	15.87	109,935,790.00	17.64
US Treasury 100%	422,732,940.00	60.71	366,112,430.00	58.73
<b>Total / Average</b>	<b>696,288,564.84</b>	<b>100.00</b>	<b>623,344,692.86</b>	<b>100.00</b>

#### Portfolio Holdings as of 8/31/2025



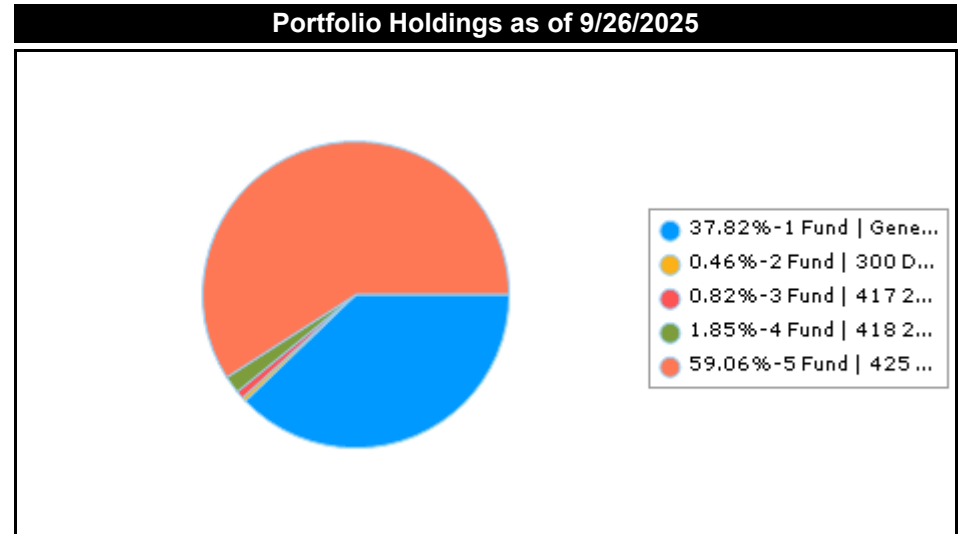
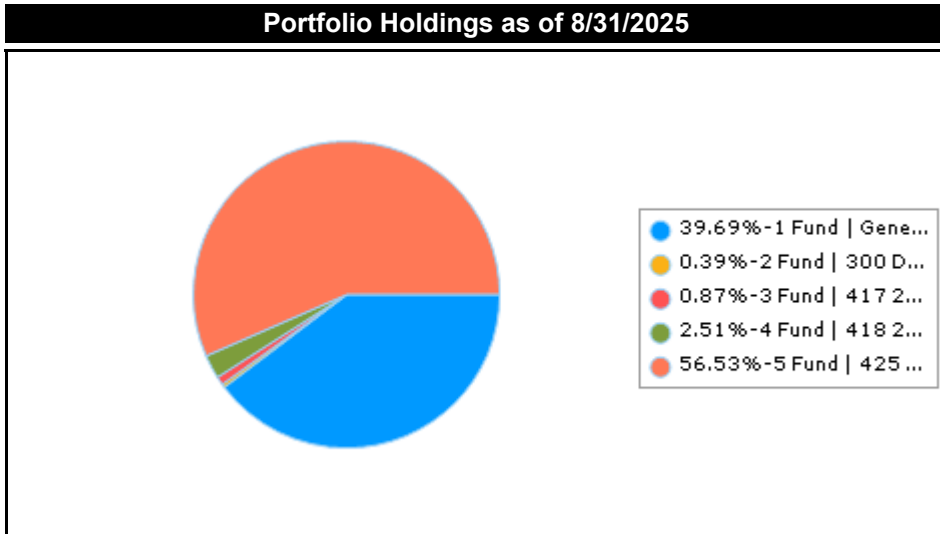
#### Portfolio Holdings as of 9/26/2025



## Beaverton School District Distribution by Main Fund - Market Value

Begin Date: 8/31/2025, End Date: 9/26/2025

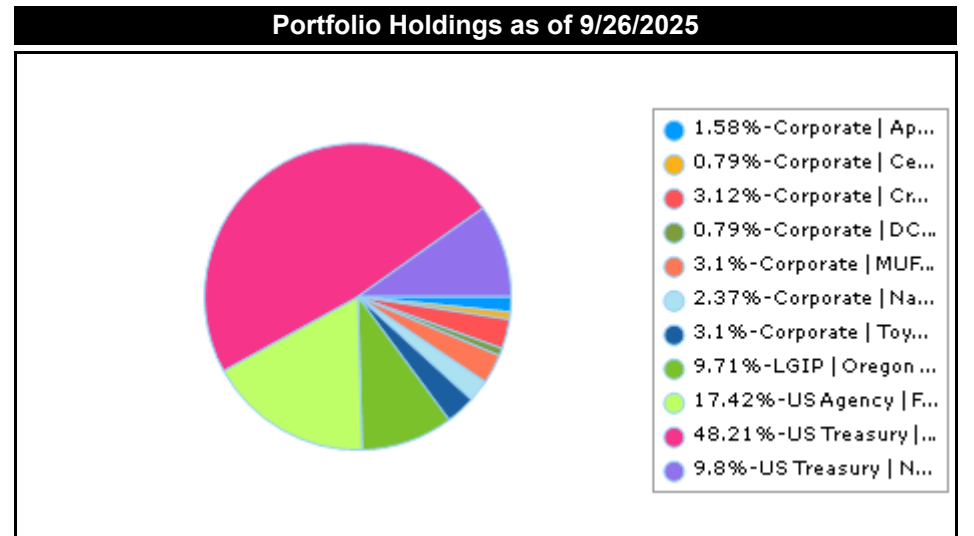
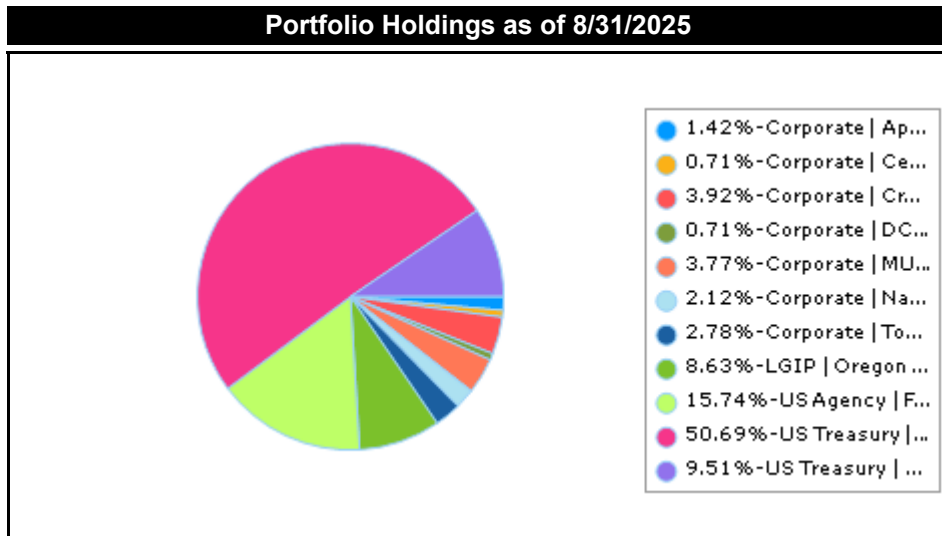
Main Fund Allocation				
Main Fund	Market Value 8/31/2025	% of Portfolio 8/31/2025	Market Value 9/26/2025	% of Portfolio 9/26/2025
1 Fund   General Fund	276,354,082.67	39.69	235,729,002.87	37.82
2 Fund   300 Debt Service	2,725,172.73	0.39	2,867,904.52	0.46
3 Fund   417 2017 Bond Tax	6,073,906.23	0.87	5,092,621.76	0.82
4 Fund   418 2022 Bond Issue	17,502,968.77	2.51	11,529,958.74	1.85
5 Fund   425 2025 Bond Issue	393,632,434.44	56.53	368,125,204.97	59.06
<b>Total / Average</b>	<b>696,288,564.84</b>	<b>100.00</b>	<b>623,344,692.86</b>	<b>100.00</b>



## Beaverton School District Distribution by Asset Class - Market Value All Portfolios

Begin Date: 8/31/2025, End Date: 9/26/2025

Asset Class Allocation				
Asset Class	Market Value 8/31/2025	% of Portfolio 8/31/2025	Market Value 9/26/2025	% of Portfolio 9/26/2025
Corporate   Apple	9,952,100.00	1.42	9,963,600.00	1.58
Corporate   Century Housing Corp	5,007,200.00	0.71	5,010,750.00	0.79
Corporate   Credit Agricole	27,555,988.80	3.92	19,662,088.80	3.12
Corporate   DCAT	4,975,908.33	0.71	4,992,597.20	0.79
Corporate   MUFG Bank LTD	26,446,374.67	3.77	19,551,156.85	3.10
Corporate   Natixis Bank NY	14,907,049.95	2.12	14,964,124.95	2.37
Corporate   Toyota	19,513,645.80	2.78	19,589,984.65	3.10
LGIP   Oregon State	60,602,079.62	8.63	61,307,668.53	9.71
US Agency   FHLB	110,500,823.61	15.74	109,935,790.00	17.42
US Treasury   Bill - Slug	355,945,600.00	50.69	304,256,600.00	48.21
US Treasury   Note	66,787,340.00	9.51	61,855,830.00	9.80
<b>Total / Average</b>	<b>702,194,110.78</b>	<b>100.00</b>	<b>631,090,190.98</b>	<b>100.00</b>





## Beaverton School District Portfolio Holdings by Asset Class

Date: 9/26/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
<b>Corporate   Apple</b>								
Apple 3.25 2/23/2026-25		3/19/2025	9,927,200.00	99.64	9,963,600.00	1.6%	Moodys-Aaa	54
037833BY5	10,000,000.00	4.06	9,968,831.14	4.17	33,402.78	-5,231.14	S&P-AA+	0.4
			<b>9,927,200.00</b>		<b>9,963,600.00</b>	<b>1.6%</b>		<b>54</b>
<b>Sub Total Corporate   Apple</b>	<b>10,000,000.00</b>	<b>4.06</b>	<b>9,968,831.14</b>	<b>4.17</b>	<b>33,402.78</b>	<b>-5,231.14</b>		<b>0.4</b>
<b>Corporate   Century Housing Corp</b>								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.22	5,010,750.00	0.8%	S&P-AA	227
15654VBP2	5,000,000.00	4.60	5,000,000.00	4.25	28,750.00	10,750.00	Moodys-Aa	0.62
			<b>5,000,000.00</b>		<b>5,010,750.00</b>	<b>0.8%</b>		<b>227</b>
<b>Sub Total Corporate   Century Housing Corp</b>	<b>5,000,000.00</b>	<b>4.60</b>	<b>5,000,000.00</b>	<b>4.25</b>	<b>28,750.00</b>	<b>10,750.00</b>		<b>0.62</b>
<b>Corporate   Credit Agricole</b>								
Credit Agricole CIB NY 0 2/17/2026		5/27/2025	9,695,577.78	98.38	9,838,083.30	1.58%	S&P-AA	140
22533UBH5	10,000,000.00	4.25	9,839,777.78	4.23	0.00	-1,694.48	Moodys-A1	0.38
Credit Agricole CIB NY 0 3/2/2026		7/29/2025	9,747,400.00	98.24	9,824,005.50	1.58%	Moodys-P1	153
22533UC27	10,000,000.00	4.32	9,821,075.00	4.22	0.00	2,930.50	S&P-A+	0.42
			<b>19,442,977.78</b>		<b>19,662,088.80</b>	<b>3.16%</b>		<b>146</b>
<b>Sub Total Corporate   Credit Agricole</b>	<b>20,000,000.00</b>	<b>4.28</b>	<b>19,660,852.78</b>	<b>4.22</b>	<b>0.00</b>	<b>1,236.02</b>		<b>0.4</b>
<b>Corporate   DCAT</b>								
DCAT 0 10/8/2025		8/27/2025	4,975,908.33	99.85	4,992,597.20	0.8%	S&P-A+	8
24023GX85	5,000,000.00	4.15	4,995,411.11	6.67	0.00	-2,813.91	Moodys-P1	0.02
			<b>4,975,908.33</b>		<b>4,992,597.20</b>	<b>0.8%</b>		<b>8</b>
<b>Sub Total Corporate   DCAT</b>	<b>5,000,000.00</b>	<b>4.15</b>	<b>4,995,411.11</b>	<b>6.67</b>	<b>0.00</b>	<b>-2,813.91</b>		<b>0.02</b>
<b>Corporate   MUFG Bank LTD</b>								
MUFGBK 0 4/13/2026		8/27/2025	14,613,562.50	97.78	14,667,499.95	2.35%	S&P-A+	195
62479MDD2	15,000,000.00	4.16	14,670,937.50	4.19	0.00	-3,437.55	Moodys-A1	0.53
MUFGBK 0 4/24/2026		7/29/2025	4,842,336.11	97.67	4,883,656.90	0.78%	Moodys-P1	206
62479MDQ3	5,000,000.00	4.36	4,879,261.11	4.16	0.00	4,395.79	S&P-A	0.56



## Beaverton School District Portfolio Holdings by Asset Class

Date: 9/26/2025

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
			19,455,898.61		19,551,156.85	3.13%		198
<b>Sub Total Corporate   MUFG Bank LTD</b>	<b>20,000,000.00</b>	<b>4.21</b>	<b>19,550,198.61</b>	<b>4.18</b>	<b>0.00</b>	<b>958.24</b>		<b>0.54</b>
<b>Corporate   Natixis Bank NY</b>								
Natixis Bank NY 0 10/16/2025		1/27/2025	14,528,400.00	99.76	14,964,124.95	2.4%	Moody's-P1	16
63873JXG0	15,000,000.00	4.46	14,971,200.00	5.39	0.00	-7,075.05	S&P-A1	0.04
			14,528,400.00		14,964,124.95	2.4%		16
<b>Sub Total Corporate   Natixis Bank NY</b>	<b>15,000,000.00</b>	<b>4.46</b>	<b>14,971,200.00</b>	<b>5.39</b>	<b>0.00</b>	<b>-7,075.05</b>		<b>0.04</b>
<b>Corporate   Toyota</b>								
Toyota Motor Credit Corp 0 3/19/2026		6/26/2025	4,846,680.56	98.05	4,902,534.70	0.79%	Moody's-Aa	170
89233HCK8	5,000,000.00	4.28	4,902,013.89	4.21	0.00	520.81	S&P-AA+	0.47
Toyota Motor Credit Corp 0 4/1/2026		8/27/2025	14,633,812.50	97.92	14,687,449.95	2.36%	S&P-A+	183
89233HD19	15,000,000.00	4.15	14,691,187.50	4.19	0.00	-3,737.55	Moody's-A1	0.5
			19,480,493.06		19,589,984.65	3.15%		180
<b>Sub Total Corporate   Toyota</b>	<b>20,000,000.00</b>	<b>4.18</b>	<b>19,593,201.39</b>	<b>4.19</b>	<b>0.00</b>	<b>-3,216.74</b>		<b>0.49</b>
<b>LGIP   Oregon State</b>								
Oregon State   417 2017 Bond Tax LGIP		6/30/2024	4,095,651.76	100.00	4,095,651.76	0.66%	NR	1
LGIP4972	4,095,651.76	4.64	4,095,651.76	4.64		0.00	NR	0
Oregon State   418 2022 Bond Issue LGIP		6/30/2024	11,529,958.74	100.00	11,529,958.74	1.85%	NR	1
LGIP6440	11,529,958.74	4.64	11,529,958.74	4.64		0.00	NR	0
Oregon State   Debt Service LGIP		6/30/2024	913,954.52	100.00	913,954.52	0.15%	NR	1
LGIP5173	913,954.52	4.64	913,954.52	4.64		0.00	NR	0
Oregon State   Fund 425 Bond Issue LGIP		5/29/2025	11,047,487.77	100.00	11,047,487.77	1.77%	None	1
LGIP6795	11,047,487.77	4.64	11,047,487.77	4.64		0.00	None	0
Oregon State   General Fund LGIP		6/30/2024	25,975,117.62	100.00	25,975,117.62	4.17%	NR	1
LGIP4010	25,975,117.62	4.64	25,975,117.62	4.64		0.00	NR	0
			53,562,170.41		53,562,170.41	8.6%		1
<b>Sub Total LGIP   Oregon State</b>	<b>53,562,170.41</b>	<b>4.64</b>	<b>53,562,170.41</b>	<b>4.64</b>		<b>0.00</b>		<b>0</b>



## Beaverton School District Portfolio Holdings by Asset Class

Date: 9/26/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
<b>US Agency   FHLB</b>								
FHLB 0 1/15/2026		2/20/2025	19,258,836.11	98.82	19,763,200.00	3.17%	Moodys-Aaa	107
313385RV0	20,000,000.00	4.21	19,758,952.78	4.03	0.00	4,247.22	S&P-AA+	0.29
FHLB 0 1/15/2026		5/29/2025	14,620,775.00	98.82	14,822,400.00	2.38%	Moodys-Aaa	107
313385RV0	15,000,000.00	4.04	14,824,341.67	4.03	0.00	-1,941.67	S&P-AA+	0.29
FHLB 0 1/9/2026		3/19/2025	14,534,416.67	98.88	14,832,000.00	2.38%	Moodys-Aaa	101
313385RP3	15,000,000.00	3.90	14,841,135.42	4.04	0.00	-9,135.42	S&P-AA+	0.28
FHLB 0 10/16/2025		5/29/2025	14,764,333.33	99.77	14,965,650.00	2.4%	Moodys-Aa1	16
313385NA0	15,000,000.00	4.10	14,973,066.67	5.16	0.00	-7,416.67	S&P-AA+	0.04
FHLB 0 11/13/2025		5/29/2025	14,718,600.00	99.48	14,921,250.00	2.4%	Moodys-Aa1	44
313385PE0	15,000,000.00	4.10	14,926,300.00	4.32	0.00	-5,050.00	S&P-AA+	0.12
FHLB 0 12/12/2025		5/29/2025	14,672,487.50	99.17	14,875,350.00	2.39%	Moodys-Aa1	73
313385QK5	15,000,000.00	4.08	14,878,637.50	4.13	0.00	-3,287.50	S&P-AA+	0.2
FHLB 0 2/13/2026		5/29/2025	14,577,500.00	98.53	14,778,750.00	2.37%	Moodys-Aa1	136
313385TA4	15,000,000.00	4.01	14,779,000.00	3.96	0.00	-250.00	S&P-AA+	0.37
FHLB 0 5/8/2026		8/27/2025	973,153.61	97.72	977,190.00	0.16%	S&P-AA+	220
313385WN2	1,000,000.00	3.91	976,747.22	3.82	0.00	442.78	Moodys-Aa1	0.6
			<b>108,120,102.22</b>		<b>109,935,790.00</b>	<b>17.65%</b>		<b>86</b>
<b>Sub Total US Agency   FHLB</b>	<b>111,000,000.00</b>	<b>4.07</b>	<b>109,958,181.26</b>	<b>4.23</b>	<b>0.00</b>	<b>-22,391.26</b>		<b>0.23</b>
<b>US Treasury   Bill - Slug</b>								
T-Bill 0 10/23/2025		7/29/2025	989,966.67	99.70	996,970.00	0.16%	Moodys-Aa1	23
912797QG5	1,000,000.00	4.30	997,316.67	4.82	0.00	-346.67	S&P-AA+	0.06
T-Bill 0 2/19/2026		5/27/2025	4,853,716.67	98.48	4,923,950.00	0.79%	Moodys-Aa1	142
912797PM3	5,000,000.00	4.11	4,922,491.67	3.97	0.00	1,458.33	S&P-AA+	0.39
T-Bill 0 3/19/2026		5/27/2025	4,838,844.44	98.19	4,909,300.00	0.79%	Moodys-Aa1	170
912797PV3	5,000,000.00	4.11	4,907,444.44	3.97	0.00	1,855.56	S&P-AA+	0.47

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## Beaverton School District Portfolio Holdings by Asset Class

Date: 9/26/2025

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 3/19/2026 912797PV3	15,000,000.00	7/29/2025 4.15	14,612,637.50 14,717,375.00	98.19 3.97	14,727,900.00 0.00	2.36% 10,525.00	Moodys-Aa1 S&P-AA+	170 0.47
T-Bill 0 5/14/2026 912797QN0	1,000,000.00	7/29/2025 4.08	968,691.67 975,516.67	97.68 3.84	976,760.00 0.00	0.16% 1,243.33	Moodys-Aa1 S&P-AA+	226 0.62
T-SLGS 0 10/15/2026 912821NH4	10,000,000.00	5/29/2025 3.95	9,474,600.00 9,603,865.08	96.04 3.92	9,603,900.00 0.00	1.54% 34.92	Moodys-Aa1 S&P-AA+	380 1.04
T-SLGS 0 11/15/2026 9128205Y9	10,000,000.00	5/29/2025 3.93	9,446,900.00 9,575,095.14	95.97 3.70	9,596,500.00 0.00	1.54% 21,404.86	Moodys-Aa1 S&P-AA+	411 1.13
T-SLGS 0 11/15/2027 912833QB9	20,000,000.00	5/29/2025 3.84	18,212,200.00 18,458,519.11	92.40 3.76	18,479,000.00 0.00	2.96% 20,480.89	Moodys-Aa1 S&P-AA+	776 2.13
T-SLGS 0 12/15/2026 912821NT8	20,000,000.00	5/29/2025 3.92	18,834,400.00 19,090,213.10	95.62 3.74	19,124,000.00 0.00	3.06% 33,786.90	Moodys-Aa1 S&P-AA+	441 1.21
T-SLGS 0 2/15/2027 9128206P7	25,000,000.00	5/29/2025 3.89	23,401,250.00 23,717,430.22	95.11 3.68	23,776,750.00 0.00	3.81% 59,319.78	Moodys-Aa1 S&P-AA+	503 1.38
T-SLGS 0 2/15/2028 912833RY8	15,000,000.00	5/29/2025 3.85	13,524,450.00 13,708,893.75	91.56 3.75	13,734,300.00 0.00	2.2% 25,406.25	Moodys-Aa1 S&P-AA+	868 2.38
T-SLGS 0 3/15/2026 912821KW4	15,000,000.00	5/29/2025 4.05	14,528,700.00 14,730,221.38	98.22 3.95	14,733,450.00 0.00	2.36% 3,228.62	Moodys-Aa1 S&P-AA+	166 0.45
T-SLGS 0 4/15/2026 912821LA1	15,000,000.00	5/29/2025 4.04	14,481,300.00 14,681,670.09	97.94 3.88	14,691,450.00 0.00	2.36% 9,779.91	Moodys-Aa1 S&P-AA+	197 0.54
T-SLGS 0 5/15/2026 9128202R7	16,000,000.00	5/29/2025 4.02	15,399,040.00 15,611,344.96	97.66 3.82	15,625,920.00 0.00	2.51% 14,575.04	Moodys-Aa1 S&P-AA+	227 0.62
T-SLGS 0 5/15/2027 912833PD6	25,000,000.00	5/29/2025 3.83	23,206,750.00 23,517,312.85	94.13 3.76	23,532,500.00 0.00	3.77% 15,187.15	Moodys-Aa1 S&P-AA+	592 1.62



## Beaverton School District Portfolio Holdings by Asset Class

Date: 9/26/2025

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 5/15/2028		5/29/2025	8,937,100.00	90.73	9,072,700.00	1.45%	Moodys-Aa1	958
912833WQ9	10,000,000.00	3.83	9,058,911.09	3.74	0.00	13,788.91	S&P-AA+	2.62
T-SLGS 0 6/15/2026		5/29/2025	23,982,250.00	97.36	24,340,000.00	3.9%	Moodys-Aa1	258
912821LL7	25,000,000.00	4.01	24,312,619.11	3.82	0.00	27,380.89	S&P-AA+	0.71
T-SLGS 0 7/15/2026		5/29/2025	23,908,500.00	97.09	24,273,000.00	3.89%	Moodys-Aa1	288
912821LQ6	25,000,000.00	3.99	24,237,009.71	3.77	0.00	35,990.29	S&P-AA+	0.79
T-SLGS 0 8/15/2026		5/29/2025	19,066,800.00	96.81	19,361,200.00	3.1%	Moodys-Aa1	319
912821LV5	20,000,000.00	3.97	19,328,011.74	3.74	0.00	33,188.26	S&P-AA+	0.87
T-SLGS 0 8/15/2027		5/29/2025	22,989,500.00	93.26	23,314,500.00	3.74%	Moodys-Aa1	684
912833PE4	25,000,000.00	3.82	23,298,042.08	3.76	0.00	16,457.92	S&P-AA+	1.87
T-SLGS 0 9/15/2026		5/29/2025	14,258,400.00	96.42	14,462,550.00	2.32%	Moodys-Aa1	350
912821ND3	15,000,000.00	3.95	14,452,405.06	3.84	0.00	10,144.94	S&P-AA+	0.96
<b>Sub Total US Treasury   Bill - Slug</b>	<b>318,000,000.00</b>	<b>3.95</b>	<b>303,901,708.92</b>	<b>3.80</b>	<b>0.00</b>	<b>354,891.08</b>	<b>48.77%</b>	<b>1.18</b>
<b>US Treasury   Note</b>								
T-Note 1.625 2/15/2026		4/28/2025	11,773,560.00	99.11	11,893,080.00	1.91%	Moodys-Aaa	138
912828P46	12,000,000.00	4.04	11,893,349.08	4.03	24,375.00	-269.08	S&P-AA+	0.38
T-Note 2.25 11/15/2025		2/20/2025	14,785,500.00	99.75	14,962,050.00	2.4%	Moodys-Aaa	46
912828M56	15,000,000.00	4.25	14,963,182.84	4.25	126,562.50	-1,132.84	S&P-AA+	0.13
T-Note 4 12/15/2025		11/7/2024	14,951,400.00	100.00	15,000,300.00	2.41%	Moodys-Aaa	76
91282CGA3	15,000,000.00	4.30	14,990,834.74	3.94	175,409.84	9,465.26	S&P-AA+	0.21
T-Note 4.25 10/15/2025		2/13/2025	20,016,600.00	100.00	20,000,400.00	3.21%	Moodys-Aaa	15
91282CFP1	20,000,000.00	4.12	20,001,020.49	4.12	390,163.93	-620.49	S&P-AA+	0.04
<b>Sub Total US Treasury   Note</b>	<b>62,000,000.00</b>	<b>4.18</b>	<b>61,527,060.00</b>	<b>4.09</b>	<b>61,855,830.00</b>	<b>9.93%</b>	<b>7,442.85</b>	<b>0.17</b>



## Beaverton School District Portfolio Holdings by Asset Class

Date: 9/26/2025

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
			615,936,207.36		623,344,692.86	100.00%		250
<b>TOTAL PORTFOLIO</b>	<b>639,562,170.41</b>	<b>4.10</b>	<b>623,010,142.77</b>	<b>4.09</b>	<b>778,664.05</b>	<b>334,550.09</b>		<b>0.69</b>

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

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

**RECOMMENDATION**

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

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**DRAFT MEETING MINUTES – BOARD WORK SESSION SEPTEMBER 9, 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:**

Dr. Gustavo Balderas  
Dr. Shelly Reggiani  
Michael Schofield  
Casey Waletich  
Kerry Delf  
Steffanie Frost  
Steve Langford  
Shellie Bailey-Shah  
Todd Corsetti  
Robin Kowbrowski

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  
Executive Administrator for High Schools  
Executive Administrator for PK–8 Schools

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

**I. OPEN MEETING**

Board Chair Sunita Garg called the work session to order at 5:50 p.m. She noted that all seven board members were present.

**II. STUDENT PERSONAL DEVICES**

Associate Superintendent Dr. Shelly Reggiani and Executive Administrators Todd Corsetti and Robin Kobrowski provided an update on restrictions on student personal device use during school hours.

In 2024-25, in order to support student learning and well-being, BSD secondary schools implemented stop-gap measures for the school year requiring phones to be turned off and put away during class, while the district undertook a community engagement and decision-making process to develop a consistent districtwide approach for each school level to address student personal device use during the school day. After reviewing research and best practices and considering input from 17,600+ constituents including students, parents and teachers, the district planned to implement rules requiring elementary and middle school students to “pack or park” (turn off and put away) their personal mobile devices including phones, earbuds and smart watches from the start of the school day until the end of the school

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day. High school and option school students would be required to pack or park devices during instructional time but would be able to use them during passing periods and lunch breaks.

A few months after the district's community-informed plan to restrict student personal devices was determined and announced, Governor Tina Kotek issued Executive Order 25-09, directing all public K-12 schools to ban student use of cell phones and other personal devices from "bell to bell" during the school day. The Governor's order does not allow devices to be used between classes or during lunch.

In response to the Governor's order, the district has revised its rules on device restrictions to comply with the law, and has begun the school year with bell-to-bell restrictions in place. Early feedback includes some parents appreciating the policy, some parents and students expressing concerns about the change, and some teachers and administrators reporting that students are engaging more with one another, showing stronger focus during lessons, and spending less time distracted by devices.

### **III. CLOSE MEETING**

Chair Garg adjourned the work session at 6:29 p.m.

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**DRAFT MEETING MINUTES – BOARD BUSINESS MEETING SEPTEMBER 9, 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  
Jill O’Neill  
Aaron Boyle  
Veronica Galvan  
Tanya Stremme  
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  
Executive Administrator for Teaching & Learning  
Administrator for Facilities Development  
Administrator for Curriculum, Instruction & Assessment  
Teaching & Learning TOSA  
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: Ignite Reading: High Dosage Tutoring.

**II. SUPERINTENDENT’S REPORT**

Dr. Balderas reported that the school year has started well despite early high temperatures, and he praised staff, particularly facilities and maintenance, for their excellent work managing HVAC challenges. He noted that student enrollment is currently below projections, with more detailed reporting expected once numbers stabilize. Dr. Balderas also highlighted that the district is monitoring potential federal

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

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

funding reductions for programs such as Title I, II and III in the upcoming federal budget. Emphasizing inclusivity, he reaffirmed that Oregon is a sanctuary state and that all students, regardless of status, are welcomed and supported. He stressed that staff remain committed to providing a free, appropriate and inclusive education for every student.

### **III. PUBLIC COMMENTS**

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

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

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

The board heard public comment from 8 speakers. The board also received 11 written comments.

### **IV. ITEMS FOR INFORMATION**

#### *A. Summer School Program Report*

Staff including Veronica Galvan, Administrator for Curriculum, Instruction & Assessment, presented a report on the district's summer programs in 2025. 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 did not receive state grant funding but without these funds were able to serve 3,675 students from incoming kindergarten through age 21. These programs included Kinder Academy, Elementary/Middle/High School Programs, Extended School Year Program, Newcomer Program, Migrant Education and Native LifeWays Camp.

#### *B. Integrated Programs Annual Report*

Jill O'Neill, Executive Administrator for Teaching & Learning, presented the integrated programs annual report. In 2022, the Oregon Department of Education 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 several key grants and programs including High School Success, Student Investment Account, Continuous Improvement Planning, Career Technical Education, Every Day Matters and Early Indicator/Intervention Systems. Presenting this annual report to the board is a required element of the grant process.

#### *C. Bond Program Update*

Aaron Boyle, Administrator for Facilities Development, gave a recap of major summer construction projects, including Aloha HS HVAC, Mountain View MS Seismic (Phase 2), Meadow Park MS Seismic (Phase 1), Cooper Mountain Office Addition and West Tualatin View ES HVAC. Mr. Boyle also gave an overview of various projects around the district that are in process and upcoming including auditorium upgrades, security and paging upgrades, site improvements, modernization, dishwasher replacements and stadium fields.

#### *D. Monthly Financial Report*

Associate Superintendent Mike Schofield presented the monthly financial report. Oregon's September economic and revenue forecast was released on August 27. Expected revenue for the current biennium is now \$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 the federal H.R. 1 bill and the tax cuts it contained. The board was also presented with an update on general fund expenditures, revenue and staffing.

### **V. CONSENT AGENDA**

#### *A. Personnel*

#### *B. Meeting Minutes*

- i. School Board Executive Session, August 11, 2025
- ii. School Board Special Meeting, August 11, 2025
- iii. School Board Business Meeting, August 12, 2025
- iv. School Board Retreat, August 26, 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.

**VI. ITEMS FOR ACTION**

*A. Contract Authorization: Ignite Reading: High Dosage Tutoring*

Dr. Karen Pérez moved to approve as presented the contract authorization that had been pulled from the consent agenda. Justice Rajee seconded. After discussion, the motion passed 6:1 with Dr. Tammy Carpenter opposing.

*B. OSBA Legislative Policy Committee Nomination*

Chair Sunita Garg moved to nominate Melissa Potter for the OSBA Legislative Policy Committee in Position 15. Justice Rajee seconded. The motion passed unanimously 7:0.

*C. Board Policy Revisions*

- i. BBBA Board Member Qualifications*
- ii. IGBHE Expanded Options Programs*
- iii. KK Visitors to District Facilities*

Dr. Karen Pérez moved to approve the board policy revisions as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

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

*A. Board Policy Revisions*

- a. JFCEB Personal Communication Devices*
- b. JOA Directory Information*
- c. JHFA Supervision of Students*
- d. JN Student Fees*

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.

**VIII. BOARD COMMUNICATION**

*A. Comments & Committee Reports*

Board members provided updates on their committee involvement, including Bond Accountability Committee, Bright Futures, and the Beaverton Education Foundation, and expressed appreciation for staff support during back-to-school events and the start of the year. They highlighted the importance of classified staff in supporting students, acknowledged community concerns regarding classroom size and resources, and emphasized the need for culturally responsive mental health support and student voice. Members also noted the value of public comments in shaping district decisions, expressed gratitude for central office communication and coordination, and recognized the dedication of district staff including custodial, teaching, and administrative personnel. Looking ahead, board members expressed interest in school visits, upcoming initiatives such as suicide prevention sessions, audit committee work, and the superintendent search, while Superintendent Balderas affirmed ongoing collaboration with union leadership to ensure consistent communication and training across the district.

**CLOSE MEETING**

Chair Sunita Garg adjourned the meeting at 9:51 p.m.

**DRAFT MEETING MINUTES – BOARD WORK SESSION SEPTEMBER 25, 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
Shellie Bailey-Shah	Public Communications Officer
Sarah Weiland	Board Secretary & Executive Assistant

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

**I. OPEN MEETING**

Board Chair Sunita Garg called the work session to order at 5:48 p.m. She noted that all seven board members were present.

**II. EXECUTIVE SEARCH FIRM INTERVIEWS**

Chief of Staff Kerry Delf provided background on the superintendent search firm selection process, reviewing the steps taken by the board and its superintendent search committee to identify finalist search firms that would be interviewed, and explained the planned process for the evening.

The board interviewed representatives of three executive search firms: McPherson & Jacobsen, Ray & Associates and Human Capital Enterprises. Each team provided a presentation outlining their proposal, including their qualifications, approach and strategies for supporting the superintendent search process, and were then asked a set of questions that had been provided in advance. Board members recorded their feedback on each firm's proposal, presentation and interview. After all three firms had presented, board members shared some of their highlights and wonderings about what they had heard, finalized their scoring and feedback, and recorded their ranked preferences.

Ms. Delf reviewed next steps: Board members' input would be compiled and reviewed by the board's superintendent search committee, and the committee would develop a recommendation of which firm to select. The board would meet again the following day to discuss and decide on the selection.

**III. CLOSE MEETING**

Sunita Garg adjourned the work session at 9:08 p.m.

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**DRAFT MEETING MINUTES – BOARD SPECIAL MEETING SEPTEMBER 26, 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  
Sarah Weiland

Chief of Staff  
Board Secretary & Executive Assistant

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

**I. OPEN MEETING**

Board Chair Sunita Garg called the special meeting to order at 5:45 p.m. She noted that all seven board members were present.

**II. EXECUTIVE SEARCH FIRM INTERVIEWS**

Chief of Staff Kerry Delf briefly recapped the superintendent search firm selection process, outlining the steps taken to date and the timeline moving forward. She shared data that had been reviewed by the board's superintendent search committee, showing that on all three quantitative evaluation measures — the committee's original detailed evaluation of firms' proposals guided by the criteria and evaluation matrix, board members' scoring of the finalist firms' interviews, and board members' ranked preferences among the finalist firms — Human Capital Enterprises received the highest scores, McPherson & Jacobson the second highest, and Ray & Associates the third highest. In board members' individual ranking, Human Capital Enterprises was the first choice of five board members, tied for first choice of one board member, and the close second choice of one board member.

The chair shared the committee's recommendation to select Human Capital Enterprises as the firm to support the district's superintendent search process.

Dr. Karen Pérez moved that the board select Human Capital Enterprises to provide executive search services to assist the district in the recruitment and selection of its next superintendent, subject to the negotiation and execution of contract terms acceptable to the district. Justice Rajee seconded. The motion passed unanimously, 7:0.

**III. CLOSE MEETING**

Sunita Garg adjourned the work session at 5:56 p.m.

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**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	
Beaverton High School Baseball/Softball Turf	Aaron Boyle, Administrator for Facilities Development	Cooperative Contract Association of Educational Purchasing Agencies (AEPA) Inter-Mountain Educational Service District (IMESD) AEPA IFB #24-A	FieldTurf USA, Inc.	\$1,821,570.21	11/2025	04/2027	Authorization to Award Contract

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Beaverton High School Softball/Baseball Synthetic Turf

- **Contract Scope:** Supply and installation of synthetic athletic turf at the baseball, softball, multipurpose fields and inside the field house at Beaverton High School.
- **Contract Timeline:** 11/2025 – 04/2027
- **Contract Amount:** \$1,821,570.21
- **Contractor/Vendor:** FieldTurf USA, Inc.
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Cooperative Agreement, Association of Educational Purchasing Agencies (AEPA) Inter-Mountain Educational Service District (IMESD) AEPA IFB #24-A
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Beaverton High School Softball/Baseball Synthetic Turf

- **Project Scope:** Replace existing natural grass with synthetic turf at baseball, softball and multi-use fields. Add turf inside of the new field house.
- **Project Budget:** \$2,500,000
- **Project Timeline:** 11/2025 – 04/2027

**BACKGROUND:** The 2022 bond measure approved by voters included funds for the replacement or substantial renovation of Beaverton High School. The replacement high school building is required to be substantially completed by July 6, 2026, with the site work to be completed the following year. This contract will procure and install synthetic turf to support the new building once it has been completed.

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

**CONSENT AGENDA – ITEM FOR ACTION****PUBLIC CONTRACT AUTHORIZATION: BRAND NAME APPROVALS FOR FACILITIES PROJECTS****SUMMARY**

Under Oregon procurement rules, public contract specifications may require a specific product by brand name only under limited circumstances and with board approval. At times it is in the district's best interests to utilize proprietary brand name parts and materials. Board approval is requested to update the list of brand name products that may be required in contract specifications where appropriate.

**BACKGROUND**

Oregon procurement rules state that specifications for contracts generally may not expressly or implicitly require any product by a brand name. However, under certain circumstances a local contract review board may exempt certain products from this restriction.

ORS 279C.345 and ORS 279B.215 state that a local contract review board may allow brand name requirements upon making any of the following findings:

- a) It is unlikely that the exemption will encourage favoritism in the awarding of public improvement contracts or substantially diminish competition for public improvement contracts;
- b) The specification of a product by brand name or mark, or the product of a particular manufacturer or seller, would result in substantial cost savings to the contracting agency;
- c) There is only one manufacturer or seller of the product of the quality required; or,
- d) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.

On a limited basis, it is in the district's best interests to utilize proprietary, brand name parts and materials. Generally, these materials are used in situations where new items should match existing district building components to ensure efficient maintenance operations, or where the use of a single product is necessary to get the quality, durability, and function required by the relatively long required economic life of the district's assets.

District staff periodically reviews and updates technical design specifications. As a part of this process, staff reviewed its list of products that have been approved by the board as exemptions from the brand name standardization, and identified recommended updates. This review was based on specific product performance and needs of the district as revised herein, and in accordance with the statutory findings. Attachment A identifies the applicable finding(s) that apply to each of the products listed.

**RECOMMENDATION**

It is recommended that the board approve the products listed in Attachment A as products that may be required brands in Beaverton School District solicitations.

**BE IT RESOLVED** for all solicitation classes, the Beaverton School District Board of Directors approves an exemption pursuant to ORS279C.345 and ORS279B.215 and authorizes use of brand names in district public contract specifications for the items listed in Attachment A based upon the findings listed.

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## ATTACHMENT A

### BRAND NAME APPROVALS FOR FACILITIES PROJECTS

ORS 279C.345 findings:

- a) It is unlikely that the exemption will encourage favoritism in the awarding of public improvement contracts or substantially diminish competition for public improvement contracts;
- b) The specification of a product by brand name or mark, or the product of a particular manufacturer or seller, would result in substantial cost savings to the contracting agency;
- c) There is only one manufacturer or seller of the product of the quality required; or;
- d) Efficient utilization of existing equipment or supplies requires the acquisition of compatible equipment or supplies.

BSD Technical Standard	Manufacturer	Specified Product Category	Finding (a,b,c,d)
<b>Roofing &amp; Thermal Envelope Systems</b>	Tremco	Roofing systems, materials, and ancillary products	a,b,d
<b>Doors, Windows &amp; Openings</b>	Schlage	Door hardware (key systems, core cylinders, locksets)	a,d
	LCN	Door hardware (operators, controls)	a,d
	Von Duprin	Door hardware (electronic strikes, exit devices)	a,d
	Locknetics	Door hardware (latch operators, keyed switches for elevators and seclusion rooms, gymnasium bleacher locks)	a,d
	Olympus Lock	Door hardware (locksets for flagpole controls, fire extinguisher cabinets, built-in cabinets, drawers)	a,d
<b>Paint &amp; Finishes</b>	Armstrong	Acoustic ceiling tiles	a,d
<b>Equipment</b>	World Dryer	HEPA-filtered hand dryer	a,d
	Blodgett	Convection oven	a,b
	Hatco	Food service equipment	a,b
	Hobart	Dishwashers	a,b
	Cres Cor	Food service equipment	a,b
	Red Goat	Kitchen disposers	a,b
	Philips	AED units, cabinets	a,b
	ProPlay	Shock Pad	a,b
	FieldTurf	Turf Surfacing	a,b,d
<b>Plumbing</b>	Chicago Faucet	Stainless steel faucets, pre-wash sprayers	a,d
	Watts	Mixing valves	a,d
	Rinnai	Tankless water heaters	a,d
	Bell & Gossett	Domestic, heating water pumping applications	a,d
	Haws	Emergency Showers, eye wash equipment	a,d
	Taco	Hydronic, plumbing accessories	a,d
	MIEGA USA	Fittings	a,d
<b>Heating, Ventilation &amp; Air Conditioning Equipment</b>	Johnson Controls Metasys	HVAC controls	a,d
	Daikin	Variable refrigerant flow units, AC units, heat pumps	a,d
	ABB	Drive fans	a,d
	Danfoss	Drive fans	a,d
	Viega	Hydronic, gas piping connections	a,d
	AAON	Commercial grade HVAC rooftop units	a,d
	Daikin	Commercial grade HVAC rooftop units	a,d
	Belimo	Damper valves, actuators	a,d
	Pelican	Wireless control systems; thermostats	a,d
Victaulic	Fittings	a,d	

<b>BSD Technical Standard</b>	<b>Manufacturer</b>	<b>Specified Product Category</b>	<b>Finding (a,b,c,d)</b>
<b>Electrical</b>	Cooper Lighting	Lighting fixtures, luminaires	a,d
	Ephesus	Exterior LED Sports Lighting	a,d
<b>Communications &amp; Technology</b>	Rauland	Paging equipment	a,d
	Hytera	Handheld two-way radios	a,d
<b>Electronic Safety &amp; Security</b>	Hanwha	Security cameras	a,d
	The Boring Toolbox	Camera management software	a,d
	Altronix	Power supply for electrified door hardware	a,d
	iPhone	Video Intercom	a,d
	Dell	Video surveillance system hardware	a,d
	Safety Technology International	Security Trio panic buttons	a,d
<b>Exterior Improvements</b>	Rainbird	Irrigation Controller	a,d

**CONSENT AGENDA****REVIEW SCHOOL BOARD POLICY DFA****SUMMARY**

Board Policy DFA Investment of Funds requires annual review by the administration and school board.

**BACKGROUND**

Board Policy DFA guides the investment of short-term operating funds and capital project funds. The primary objectives for this investment policy, in priority order, shall be preservation of capital, maintenance of a liquid position and maximum yield. The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the board for review. There are no changes recommended.

**RECOMMENDATION**

The school board is required to annually review this policy. No changes are recommended and no other action is needed.

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## Investment of Funds

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### 1. Scope and Pooling of Funds

This policy applies to the investment of short-term operating funds and capital project funds (including bond proceeds and bond reserve funds) held by the district. Investments of employees' retirement funds, deferred compensation plans, and funds held and invested by trustees, escrow agents or fiscal agents are not covered by this policy. This policy does not apply to the district's checking account.

Except where legally required to hold separate funds, the district will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds monthly based on their respective cash balances.

### 2. General Objectives

The primary objectives for this investment policy, in priority order, shall be: preservation of capital; maintenance of a liquid position; and maximum yield.

#### a. Safety

Safety of principal is the foremost objective of the investment program. Investment decisions shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The objective will be to mitigate credit risk and interest rate risk.

(1) Credit Risk: The district will minimize credit risk, the risk of loss due to the financial failure of the security issuer or backer, by:

- (a) Limiting exposure to poor credits and concentrating the investments in the safest types of securities.
- (b) Diversifying the investment portfolio so that potential losses on individual securities will be minimized.
- (c) Monitoring the investment portfolio holdings for rating changes, changing economic/market conditions, etc.

(2) Interest Rate Risk: The district will minimize the price risk, due to changes in general market interest rates, associated with the sale of securities prior to maturity, by:

- (a) Structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
- (b) Investing operating funds primarily in shorter-term securities or local government investment pool.

- b. **Liquidity**  
The investment portfolio shall remain sufficiently liquid to meet all operating, capital and construction requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with anticipated cash needs. In addition, a portion of the portfolio should also be placed in the Oregon Local Government Investment Pool (LGIP), or a similar investment vehicle, to provide immediately available funds.
- c. **Yield**  
The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of lesser importance compared to the safety and liquidity objectives described above. The portfolio investments are limited to highly rated/low risk securities in anticipation of earning a fair return relative to the risk being assumed.

Securities shall not be sold prior to maturity with the following exceptions:

- (1) A security with declining credit may be sold early to minimize loss of principal.
- (2) A security swap that would improve the quality, yield, or target duration in the portfolio.
- (3) Liquidity needs of the portfolio require that the security be sold.
- (4) To liquidate a security purchased in error that violates state law or this policy.

### **3. Standards of Care**

- a. **Prudence**  
The standard of prudence to be used by investment officials shall be the “prudent person” standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security’s credit risk or market price changes, provided deviations from expectations are reported to the School Board in a timely fashion, and the liquidation and/or sale of securities are carried out in accordance with the terms of this policy.  
  
Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.
- b. **Ethics and Conflicts of Interest**  
Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. Employees, officers and their families shall not undertake personal investment transactions with the same individual with whom business is conducted on behalf of the district. Officers and employees shall, at all times, comply with the state of Oregon Government Ethics Commission set forth in Oregon Revised Statute (ORS) Chapter 244.

- c. **Delegation of Authority**  
The chief finance officer (CFO) shall manage the district's investment program and ensure compliance with the investment policy, designate eligible investment institutions, review periodic investment reports and monitor investment transactions.

The CFO will designate the cash manager under his/her supervision to administer the policy, place investments, maintain accounting records and prepare investment reports.

#### **4. Authorized Financial Dealers and Institutions**

A list will be maintained of financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security broker/dealers selected by credit worthiness and other factors considered relevant by the district. These may include primary dealers or regional dealers that qualify under Securities and Exchange Commission (SEC) Rule 15C3-1 (uniform net capital rule).

Regional brokers and dealers must have an office in Pacific Northwest in order to be considered for doing business with the district. The district will limit all security purchases to institutions on the approved lists.

All financial institutions and broker/dealers who desire to become qualified for investment transactions must supply the following, as appropriate:

- a. Audited financial statements;
- b. Proof of National Association of Securities Dealers (NASD) certification;
- c. Proof of state registration;
- d. Completed broker/dealer questionnaire;
- e. Certification of having read and understood the district's investment policy;
- f. References from other Oregon local government clients.

A review of the financial condition and registration of qualified financial institutions and broker/dealers will be conducted by the CFO at least every five years. Additions and deletions to the list may be made at the discretion of the CFO.

#### **5. Internal Controls**

The CFO, in cooperation with the Financial Reporting staff and the external auditor, will establish and maintain an adequate internal control structure designed to reasonably protect the investments of the district from loss, theft or misuse. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by the CFO.

The district shall establish a process for an annual independent review by an external auditor to assure adequate internal controls, as well as compliance with policies and procedures. In addition, the internal controls may be tested by an external auditor upon any extraordinary event, such as turnover of key personnel.

#### **6. Accounting Method**

The district shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. The accounting principles are those contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental

Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

## **7. Delivery, Safekeeping and Collateral**

### **a. Delivery and Safekeeping**

Prior to sending funds to a broker/dealer for an investment purchase, the cash manager will require a trade ticket listing the details of the transaction. Securities may be held by the broker/dealer in the district's name in the broker/dealer's account or they may be held by a third-party safekeeping agent.

The purchase and sale of securities, repurchase agreement and guaranteed investment contract transactions shall be settled on a delivery versus payment basis in accordance with Oregon Revised Statute (ORS) 294.145(4) and (5). It is the intent of the district that all purchased securities shall be perfected in the name of the district.

Sufficient evidence to title shall be consistent with modern investment and commercial practices.

### **b. Collateral**

Cash management tools, defined as bank deposits, time deposits, certificates of deposit and savings accounts, shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreement collateral to be limited in maturity to three years and priced according to percentages prescribed by written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board.

On March 12, 1996, the OSTF Board adopted the following margins:

- (1) U.S. Treasury securities: 102%;
- (2) U.S. Agency discount and coupon securities: 102%;
- (3) Mortgage backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

A signed Master Repurchase Agreement must be in place between the district and the securities dealer, prior to entering into any repurchase agreement with that dealer.

At the minimum, the district will monitor the collateral requirements weekly for guaranteed investment contracts.

## **8. Authorized Investments**

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.052 and 294.810:

- a. U.S. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government;
- b. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington 121 and their political subdivisions;

- c. Time deposit open accounts, certificates of deposit, bank deposit, and savings accounts;
- d. Bankers acceptances;
- e. Corporate indebtedness;
- f. Repurchase agreements;
- g. Oregon Short-Term Fund (OSTF) (also known as the Local Government Investment Pool – LGIP);
- h. For investment of bond proceeds only and with Board approval: various investment agreements that meet the requirements of ORS 294.052 and the collateral requirements; and restrictions of this policy.

**9. Investment Parameters**

- a. Diversification

The investments shall be diversified by:

- (1) Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- (2) Investing in securities that have high credit quality;
- (3) Limiting investments in high interest rate risk, such as variable rate securities;
- (4) Investing in securities with varying maturities; and
- (5) Continuously investing a portion of the portfolio in readily available funds such as the Oregon Short-Term Fund (or LGIP).

**Maximum Maturities and Percentage of Investments by Type**

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the district’s bond sales. All bond fund reserve requirements will be considered to be capital project funds. The district may designate (upon approval by the Board) other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

<b>Security</b>	<b>Maximum % of total Portfolio</b>	<b>Maximum Maturity</b>
U.S. Treasury Bills, Notes and Bonds and obligations secured by the U.S. Treasury	100 percent	18 months for operating funds, and 3 years for capital project funds
U.S. Government Agencies and Instrumentalities, including Government Sponsored Enterprises	100 percent	18 months for operating funds, and 3 years for capital project funds
State and Local Government Securities	30 percent	18 months for operating funds, and 3 years for capital project funds
Time Certificates of Deposit	50 percent	18 months
Repurchase Agreements	25 percent	30 days

Banker's Acceptances	25 percent	6 months
Corporate Indebtedness (commercial paper and bonds)	35 percent	18 months
OSTF - Local Government Investment Pool	Statutory Limit	N/A
Time Deposit Open Accounts, Bank Deposit and Savings Accounts	10 percent	N/A

In addition to the above, the district may invest up to 100 percent of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- (6) There shall be a limit of 35 percent of the portfolio held in securities issued by any single US government agency.
- (7) Time certificates of deposit and banker's acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10 percent for overall holdings of one institution.

In addition to this policy, ORS 294.035 limits investment in a single corporate entity to no more than 5 percent of total surplus funds.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio, but consideration should be given to this matter when future liquidations are made or when reinvestment occurs. Portfolio percentage limits are in place to ensure diversification in the investment portfolio; a small, temporary imbalance will not significantly impair that strategy.

b. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as the OSTF or overnight repurchase agreements, or held in bank balances to ensure that appropriate liquidity is maintained to meet on-going obligations.

Maturity limitations will depend upon whether the funds being invested are considered short-term or long-term funds. All funds will be considered short-term except those reserved for capital projects. Except for special situations, as directed by the investment officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio – Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

<b>Length of Maturity</b>	<b>Minimum % of Total Portfolio</b>
Under 30 days	10 percent
Under 90 days	25 percent
Under 180 days	50 percent
Under 360 days	90 percent
Under 18 months	100 percent

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. Future investments must not be made to longer maturity dates until the limits will be met, however.

Long-term portfolio – Instruments and diversification for the long-term portfolio shall be as for the short-term portfolio. Long-term portfolio is defined as “maturities over 18 months and maximum of 36 months”. Maturity scheduling shall be timed according to anticipated need. For example, investment of capital project funds shall be timed to meet projected contractor payments.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the most restrictive parameters of this policy and the applicable bond covenants and tax laws.

This investment policy has been submitted for review by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).

c. **Credit Ratings**

The minimum credit rating levels for the permissible investments are set out in ORS 294.035. These credit rating levels apply to the security at the transaction settlement date. If the credit rating of a security is subsequently downgraded below the minimum rating level for a new investment of that security, the CFO shall evaluate the downgrade on a case-by-case basis in order to determine if the security should be held or sold. The CFO will notify the School Board about the credit rating downgrade and whether the decision was made to sell or hold the security.

d. **Securities Lending and Reverse Repurchase Agreements**

The district will not lend securities nor directly participate in a securities lending or reverse repurchase program.

e. **Competitively Priced Securities**

Before any security purchase or sale is initiated, the cash manager shall gather information about current market interest rate levels from various sources, including investment dealers, internet financial websites, financial publications and other sources. Each security purchase shall be made at competitive market interest rate levels. The cash manager shall use their discretion in determining whether to seek competitive bids or offers.

## 10. Reporting

### a. Methods

The cash manager shall prepare an investment report monthly including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the previous month. The report will be submitted to the CFO for review. This management summary will be prepared in a manner that will allow the CFO to ascertain whether investment activities during the reporting period have conformed to the investment policy. In addition, the cash manager will prepare a regular monthly board report. At a minimum, this report will include the following:

- (1) Listing of individual securities held at the end of the reporting period;
- (2) Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s);
- (3) Listing of investments by maturity date, call date, cost and current fair value;
- (4) Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.

### b. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The appropriate benchmark will be the monthly yield for the LGIP. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in an interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

### c. Marking to Market

The market value of the portfolio shall be calculated at least annually and a statement of the market value of the portfolio shall be issued at fiscal year-end.

## 11. Policy Adoption and Re-Adoption

The CFO shall annually review the investment policy and submit the policy and revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Board. The Board will approve all revisions to the policy.

END OF POLICY

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### Legal Reference(s):

[ORS 294.033](#)

[ORS 294.035](#)

[ORS 294.125](#)

[ORS 294.135](#)

[ORS 294.145](#)

[ORS 294.155](#)

**ITEM FOR ACTION****APPROVE 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
<del>Red Strikethrough</del>	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**

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

- 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

**SUGGESTED MOTION**

I move to approve the policy revisions as submitted.

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## Personal Electronic Devices\*\*

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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 communications<sup>1</sup>, 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.

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<sup>1</sup> “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

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

[Oregon Executive Order 25-09](#)

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## Personal Electronic Devices and Social Media\*\*

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*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 law<sup>1</sup>.

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

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### Legal Reference(s):

[ORS 332.107](#)

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<sup>1</sup>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. 129

[ORS 336.840](#)

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

DELETED

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## Directory Information\*\*

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“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 Degrees](#) 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 131 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

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### 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).

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## Supervision of Students\*\*

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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

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**Legal Reference(s):**

[ORS 332.072](#)

[ORS 332.107](#)

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## Student Fees

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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

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### Legal References:

ORS 326.565

ORS 326.575

ORS 339.115

ORS 339.155

ORS 339.270

Policy JO - Education Records

**ITEM FOR ACTION AT A FUTURE MEETING****2025–26 BOARD GOALS****SUMMARY**

The board annually develops and approves goals for its work. In its fall retreat, the board discussed and decided on four goals, to be articulated and approved in a future meeting. The finalized goals will guide board focus and decision-making throughout the upcoming year.

**BACKGROUND**

In the board's fall retreat, board members discussed potential goals for the board's work for the 2025–26 school year and reached consensus to establish four goals regarding superintendent selection, sustainable budget, board development and legislative advocacy. The board asked the facilitator to work with staff to draft language stating the goals the board had developed, for the board to consider for approval in a later board meeting.

The draft goals for consideration are as follows:

- **Superintendent Selection:** The board will successfully select, hire and support a superintendent whose leadership and experience align with the district's strategic priorities, community values and student needs, and will work to ensure a smooth transition in district leadership.
- **Sustainable Budget:** The board will work collaboratively with district leadership to adopt a balanced and sustainable budget that reflects strategic priorities and supports long-term financial stability for the district.
- **Board Development and Effectiveness:** The board will strengthen its governance practices through effective onboarding, ongoing professional development and periodic self-assessment aligned to board goals and working agreements.
- **Legislative Advocacy:** For the 2026 Legislative Session, the board will continue to collaborate with regional partners and advocate to legislators to advance state-level actions that support Oregon K-12 education, the Beaverton School District and our students.

**RECOMMENDATION**

Draft board goals are presented for initial review and discussion and will come before the board for approval at its next meeting.

**Belong. Believe. Achieve.**

**ITEM FOR ACTION AT A FUTURE MEETING****BOARD OPERATING AGREEMENTS UPDATE****SUMMARY**

The board will discuss and provide feedback on the current draft of board operating agreements.

**BACKGROUND**

The board periodically reviews, revises and reaffirms its board operating agreements that outline how board members will work with each other, the superintendent and the community.

The board discussed adjustments and refinements to the board operating agreements in its retreat this fall. Draft revisions have been developed following the board's discussion and will be considered for approval in a future meeting.

**RECOMMENDATION**

The board will discuss and provide feedback on the current draft of board operating agreements. Final draft operating agreements will be considered for approval at the following meeting.

**Belong. Believe. Achieve.**

*The Beaverton School Board is the policy-making body for the district, responsible for determining policies and establishing the long-range direction and vision of the district as detailed in its strategic plan. The superintendent is its chief executive officer and educational leader, responsible for administering the operations of the district, interpreting and implementing board policies, and executing the district's strategic plan and goals. To meet the needs of all students, the board and the superintendent must work together in a positive and transparent manner as a high-functioning leadership team. Toward that end, these board operating agreements serve to clarify the roles and responsibilities of the board and distinguish them from the roles and responsibilities of the superintendent, as they collaborate with dignity and respect to support the success of all students and staff in the district.*

**1. GOVERNANCE PRINCIPLES: The board will...**

- A. Work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.
- B. Focus on the responsibilities of policy-making, planning and evaluation of the superintendent, and fiscal oversight, rather than day-to-day operations.
- C. Solicit input, listen to all perspectives and give careful consideration to all issues before the board.
- D. Do its work as a body and in public, making decisions only as a whole board at properly convened meetings.
- E. Support decisions of the majority after honoring the right of individual directors to express opposing viewpoints and vote their convictions.

**2. BOARD OPERATING AGREEMENTS: Board members will...**

- A. Make decisions in the best interest of students and the district as a whole.
- B. Assume positive intent while actively working to maintain trust.
- C. Commit to attending all meetings of the board, and notify board leadership and the superintendent [with as much advance notice as possible in advance](#) if [travel](#), illness or another unavoidable circumstance prevents attendance or requires virtual attendance.
- D. Review information before meetings and come prepared to participate fully in discussions.
- E. Maintain decorum and be respectful of other board members, staff and the public. Share discussion time, listen respectfully to all perspectives, and refrain from sidebar conversations.
- F. Use Robert's Rules of Order as the board's parliamentary procedure, ~~including a limit that each board member may speak up to two times in discussion of each topic.~~ Robert's Rules are used as a tool and a guide, not a weapon, to facilitate clear and well-organized meetings. *Each board member may speak up to two times in discussion of each topic; discussion may be extended at the discretion of the board chair or by agreement of a majority of the board.*
- G. Cast a vote on all matters; abstentions should be rare and generally limited to when a conflict is identified.
- H. Maintain confidentiality of information, including all information and materials discussed in executive session.
- I. No surprises: [Utilize the board Q&A system and/or](#) communicate directly with the superintendent and board chair regarding questions and concerns about agenda items ([including intent to pull an item from the consent agenda](#)), board processes, or other issues, in advance of raising them in a meeting.
- J. Communicate questions and concerns about district operations to the superintendent, about board processes to the superintendent and board chair, and about other board members to the board chair.
- K. Abide by Oregon public meetings laws, and refrain from discussing any board matter outside of public meetings with a majority of the board participating, whether verbally or in writing, simultaneously or serially.

**3. BOARD LEADERSHIP: The board chair will...**

- A. Work with the superintendent to develop efficient and effective agendas for board meetings.
- B. Facilitate meetings in a focused and timely manner, starting meetings on time and ending on time to the extent possible.

- C. Monitor that the board follows operational agreements and legal requirements, and arrange to provide training as needed to provide awareness and address issues.
- D. Speak on behalf of the board to the media and the public.

#### 4. BOARD COMMUNICATIONS

##### A. Agenda Setting

- a. The board chair is responsible for convening meetings and setting meeting agendas in collaboration with the superintendent.
- b. Board members may request an agenda topic by contacting board leadership and the superintendent, or making the request in their individual comments in a board meeting.
- c. Topics requested by board members will be reviewed by board leadership and considered for next steps, which may include information provided to the board in the superintendent's weekly memo, an informational meeting for 1–3 board members, or an item on an upcoming board meeting agenda.

##### B. Spokesperson & News Media

- a. The board chair speaks to the media on behalf of the board. The superintendent or designee, such as the communications officer, may also provide information about board policy, processes and decisions.
- b. No board member other than the board chair or designee has the authority to speak for the entire board. Media inquiries received by other board members regarding board matters should be referred to the district's communications officer and the board chair for response.
- c. Individual board members may choose to share their individual viewpoint but must clarify that they are speaking for themselves rather than the entire board. Board members who opt to make a statement to media about their individual viewpoint will notify the board chair and superintendent.

##### C. Communications with the Public

- a. Community members may contact the entire school board by email at [school\\_board@beaverton.k12.or.us](mailto:school_board@beaverton.k12.or.us), or may contact a school board member individually.
- b. The board has divided the district into seven geographic zones. Board members reside in these zones but are elected by voters district-wide and represent and are responsible to the entire community. The board has opted to assign schools for each board member to focus on and serve as a community contact point.
- c. A board member contacted by someone from their zone or related to one of their assigned focus schools will strive to respond in a timely manner and will copy the board chair and the superintendent.
- d. If a board member receives an inquiry from someone in another zone or a school they are not assigned, they will consult with the board member from that zone and/or the chair before responding.
- e. If a communication is sent to all board members, the chair or their designee will respond on behalf of the board. Other board members will not respond.
- f. [If a message is received individually but there is reason to believe it may have been sent to multiple board members, the board member will check with the board chair about whether they also received it, in which case the chair or designee will notify board members and respond on behalf of the board.](#)
- g. [In responding to communications sent to the board,](#) the chair or designee will copy the superintendent when appropriate, and when relevant may blind copy or forward the response to the board. Other board members will not reply-all, to avoid engaging in communications that constitute a serial meeting.
- h. Board members will not seek to resolve operational questions, complaints or requests for action that are conveyed to them. They will acknowledge receipt and relay them to the superintendent for follow-up.
- i. The board will serve as a model for positive and constructive public dialogue by communicating in a polite and respectful manner to and about fellow board members, staff, students and the public.

- j. Board members will utilize social media websites judiciously and will not denigrate the district, district staff or fellow board members, nor post confidential information about students, staff or district business.

#### **D. Communications with Staff**

- a. The board's sole employee is the superintendent. The superintendent is responsible for overseeing and directing the work of all other district staff.
- b. Board members will direct questions and comments to the superintendent, who will respond or refer them to executive leadership or other staff where appropriate.
- c. When communicating with a staff member, as with a member of the public, board members will not seek to resolve operational questions and complaints, but will acknowledge receipt and relay them to the superintendent for followup. The superintendent will inform the board member as appropriate when that follow-up has occurred.
- d. Board members will not intervene in the administration of the district or its schools. No individual board member may direct the superintendent to action without board authorization.
- e. Recognizing the impact of information requests on staff time, inquiries by individual board members that will require considerable staff time or resources may be referred by the superintendent to board leadership or the full board to determine if the use of resources aligns with board and district priorities.
- f. A request for a legal opinion by a board member must be approved by board leadership or a majority vote of the board before the request is made to legal counsel. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair.

#### **E. Visits to Schools**

- a. Board members are encouraged to visit district schools and programs, by arrangement with the superintendent. Board members will contact the superintendent's office to coordinate desired visits.
- b. Board members are invited to attend public school events such as performances and athletic events.
- c. Board members may volunteer in schools in a capacity not related to their board role and not acting as a board member. The board member will inform the superintendent and board chair of their volunteer role.
- d. Board members will be mindful of the impact of their board position on how their presence and interaction is perceived. When volunteering at a school or attending a public event, board members will clearly convey that their presence is not for board-related purposes.
- e. Board members will be aware of confidentiality and privacy requirements and will not share identifiable photos or information about students without prior explicit consent of the student's parent or guardian.

**QUICK REFERENCE: ROLES & RESPONSIBILITIES OVERVIEW**

<p align="center"><b>School Board</b> GOVERNS</p>	<p align="center"><b>Superintendent</b> ADMINISTERS &amp; MANAGES</p>
<p>Hires and evaluates the superintendent, as the board's sole employee</p>	<p>Responsible for all district staff</p>
<p>Determines the long-range direction and vision of the district as detailed in the BSD Strategic Plan; reviews and updates the plan on a regular basis</p>	<p>Operationalizes, implements, and manages the day-to-day operations of the district, including that of the strategic plan</p>
<p>Establishes policies to govern the conduct of the board and guide the direction of the district</p>	<p>Establishes regulations and oversees the implementation of board policy; serves as the chief executive officer to whom the board has delegated administrative authority</p>
<p>Adopts, reviews, and modifies district policies consistent with State Board of Education rules and with local, state and federal laws.</p>	<p>Recommends policy adoptions and modifications, and implements policies approved by the board</p>
<p>Oversees the district's financial affairs:</p> <ul style="list-style-type: none"> <li>• Adopts the district's annual budget</li> <li>• Authorizes large contracts that exceed the authority delegated to the superintendent (\$250,000)</li> <li>• Approves agreements with employee groups</li> </ul>	<p>Manages the district's financial affairs:</p> <ul style="list-style-type: none"> <li>• Formulates the annual budget for recommendation to the budget committee and school board</li> <li>• Approves expenditures within delegated authority (\$250,000) and recommends to the board authorization of expenditures for large contracts beyond delegated authority</li> <li>• Negotiates and approves contracts as authorized by the board or within delegated authority</li> <li>• Negotiates and approves interagency agreements such as intergovernmental agreements and memoranda of understanding</li> <li>• Negotiates agreements with employee groups, subject to board parameters and board approval</li> </ul>
<p>Advocates for education with local and state leaders</p>	<p>Advocates for education with local and state leaders; advises board on advocacy</p>
<p>Calls elections on bonds, levies and other funding proposals</p>	<p>Provides information and recommendations to inform board decisions on funding proposals; provides information to community to inform voters about board-directed ballot measures</p>
<p>Communicates and engages with the community to represent public interest</p>	<p>Communicates and engages with the community; directs district communications</p>
<p>Considers appeal of decisions on complaints and student and staff disciplinary processes as provided by law, policy or contract</p>	<p>Determines district response to complaints and student and staff disciplinary processes; provides information to board to inform consideration of appeals</p>

## **QUICK REFERENCE: BSD POLICIES AND REGULATIONS**

### **Section A/B: Board Governance and Operations**

[ACA - Americans with Disabilities Act](#)

[ACB - Every Student Belongs](#)

[AE - Strategic Plan](#)

[BBA - Board Powers and Duties](#)

[BBAA - Individual Board Member's Authority and Responsibility](#)

[BBB - Board Elections](#)

[BBBA - Board Member Qualifications](#)

[BBD - Board Member Removal from Office](#)

[BBE - Vacancies on the Board](#)

[BBF - Board Member Ethics](#)

[BBFA - Board Member Conflicts of Interest](#)

[BBFB - Board Member Ethics and Nepotism](#)

[BCB - Board Officers](#)

[BCE - Board Committees](#)

[BCF - Advisory Committees to the Board](#)

[BCFAA - Community Partnership Teams](#)

[BD/BDA - Board Meetings](#)

[BDC - Executive Sessions](#)

[BDD - Board Meeting Procedures](#)

[BDDC - Board Meeting Agenda](#)

[BDDG - Minutes of Board Meetings](#)

[BDDH - Public Comment in Board Meetings](#)

[BF - Policy Development](#)

[BFC - Adoption and Revision of Policies](#)

[BFCA - Administrative Regulations](#)

[BFD - Board Policy Implementation](#)

[BG/GBD - Board-Staff Communications](#)

[BH/BHA - Orientation for New Board Members](#)

[BHB - Board Member Development](#)

[BHD - Board Member Compensation and Expense Reimbursement](#)

[BHE - Board Member Liability Insurance](#)

[BK - Evaluation of Board Operational Procedure](#)

### **Section C: General Administration**

### **Section D: Fiscal Management**

### **Section E: Support Services**

### **Section F: Facilities Development**

### **Section G: Personnel**

### **Section H: Personnel**

### **Section I: Instruction**

### **Section J: Students**

### **Section K/L: District–Community Relations**

### ITEM FOR ACTION AT A FUTURE MEETING

#### BUDGET COMMITTEE MEMBER SELECTION PROCESS

##### SUMMARY

The district's budget committee has two open positions in which members' terms have expired, in Zones 4 and 7. The school board will appoint community representatives to serve three-year terms on the committee. The board will first establish the process to be used.

##### BACKGROUND

The BSD budget committee is composed of the seven school board members and seven appointed community members, one from each board electoral zone. Budget committee members serve three-year terms, staggered so that two or three committee members' terms expire each year.

The committee has two vacancies, in Zones 4 and 7. Members who previously served on the budget committee may apply for reappointment.

<i>Zone</i>	<i>Board Member</i>	<i>Current Budget Committee Member</i>	<i>Term Expiration</i>
4	Sunita Garg	Alok Mehrotra	2025
7	Dr. Tammy Carpenter	Dr. Lisa Shultz	2025

In the past, the board has used the following process to appoint committee members. Timelines are updated accordingly.

- Applications will be accepted between November 5, 2025 and January 19, 2026.
- Openings will be publicized using the district's normal communication channels.
- Candidates will submit a letter of interest and resume through an online application form.
- The board member from each zone with an open position will review applications submitted for their zone and recommend a candidate for appointment.
- Recommended appointees will be presented for board approval in the business meeting on February 3, 2026 or a future meeting.

##### RECOMMENDATION

The budget committee selection process is presented for initial consideration and will come before the board for approval at the next business meeting in November. Action to appoint budget committee members will take place in February or a future meeting.

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**2025–2026 BUDGET COMMITTEE (2026-27 BUDGET)**

<b>ZONE</b>	<b>SCHOOL BOARD MEMBER</b>	<b>APPOINTED BUDGET COMMITTEE</b>	<b>BUDGET COMMITTEE TERM EXPIRES JUNE 30</b>
1	Dr. Vân Truong	Jessica McBride	2026
2	Dr. Karen Pérez	Brian Bean	2026
3	Dr. Melissa Potter	Dr. Jasmine Sears	2027
4	Sunita Garg	Alok Mehrotra	2025
5	Syed Qasim	Rekha Sridhar	2027
6	Justice Rajee	Amy Webb	2027
7	Dr. Tammy Carpenter	Dr. Lisa Shultz	2025
<b>SUPPORT STAFF</b>			
Dr. Gustavo Balderas, Superintendent Michael Schofield, Assoc. Superintendent for Business Services		Jessica Jones, Budget Manager Kristie Starr, Budget Analyst Marcie Davis, Assistant to Associate Superintendent	

**ITEM FOR ACTION AT A FUTURE MEETING****DECLARATION OF SURPLUS PROPERTY: FIR GROVE ELEMENTARY SCHOOL FENCELINE****SUMMARY**

Staff will provide information about a fencing project to improve school security at Fir Grove Elementary School and a related recommendation for the board to make a declaration of surplus property.

**BACKGROUND**

Board Policy DN establishes the expectations for disposing of district property. Board authorization is required to declare as surplus and dispose of any real property.

Fir Grove Elementary School has been identified as a site requiring additional perimeter fencing, utilizing 2014 capital bond reserve funds as approved by the board in 2021 to enhance security at elementary schools by closing existing gaps in perimeter fencing. In 2024, as a part of the security fencing project, the Facilities Development team completed a survey of the school property lines, and identified that six neighboring residential properties have encroached onto the Fir Grove school property with residential fencing and other private improvements. The encroachments have existed for many years without prior discovery by and objection from the district.

District staff have met with the neighboring property owners on multiple occasions and informed them of the district's fencing project, the existence of encroachments on district property, and discussed options for resolution of the encroachments. The neighbors agreed unanimously to explore the option of acquiring from the district the property on which their encroachments are located. The district engaged an appraiser to determine the value of the property, and informed the neighbors of the cost to potentially acquire the property, if its sale is authorized.

The area of encroachment by these six properties ranges from approximately 100 to 2,300 square feet. The final area of potential property sale to the neighbors ranges from approximately 600 to 2,000 square feet. The areas of potential acquisition increased or decreased in size due to the straightening of the alignment of the new fence in comparison to the neighbors' existing fence line.

**OPTIONS & ALTERNATIVES**

The board may declare the subject property as surplus to the needs of the school district and allow its sale, enabling the fencing project to proceed as developed in conjunction with the six adjacent residential property owners. If the board opts not to declare the property as surplus, the neighboring property owners would be required to remove their improvements that encroach on district property or the district would not be able to complete its planned perimeter fencing at the district property line.

**RECOMMENDATION**

Staff will present information on the existing condition of the common property line at Fir Grove Elementary School, and the proposed steps to move forward with the potential sale of land to the neighboring property owners. At the board's next meeting in November it will be recommended that the board take action to declare the property as surplus and authorize its sale.

**Belong. Believe. Achieve.**

# Surplus Property at Fir Grove Elementary School

School Board Meeting  
October 14, 2025

# Overview

- District surveyed property lines at Fir Grove ES as a part of the security fencing project.
- Survey disclosed private encroachments of varying sizes onto the district property.
- The neighboring property owners would like to pursue a lot line adjustment and acquire the property from the district.







# Total Proposed Surplus Area

Tax Lot	Square Feet
4300	594
4400	986
4500	1,270
4600	1,249
4700	1,239
4800	2,065

**Total Surplus Area**  
**7,403 square feet**

# Next Steps

- Board takes action on declaration of surplus property in November 2025.
- If approved, staff proceed with lot line adjustment application with City of Beaverton.
- If approved, staff record lot line adjustment survey with Washington County.
- Staff conclude sale of surplus property to neighboring property owners.
- District completes perimeter fencing.



# Questions?

Thank you!

**ITEM FOR ACTION AT A FUTURE MEETING****CONSIDER PROPOSED REVISIONS TO BOARD POLICIES****SUMMARY**

Revisions are recommended to update board policy AC and make clerical revisions to other board policies. 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**

Blue Underlined Recommended language additions or changes  
~~Red Strikethrough~~ Removed outdated language  
*Black Italicized* Existing language moved within policy

**BACKGROUND****Updates to Board Policy AC Nondiscrimination and Civil Rights**

OSBA recommends revising this policy to update the nondiscrimination statement and add language on submitting a civil rights complaint.

**Clerical Revisions to Board Policy Manual**

Minor revisions are recommended to update pronoun language in numerous board policies. It is recommended that the board authorize the district to make clerical revisions to board policies to update pronouns and correct scrivener's errors (e.g. misspellings and misplaced punctuation) without changing meaning. Board policies in which pronouns would be updated include but are not limited to the following:

BF Policy Development	GCQAB Tutoring for Pay
DFA Investment of Funds	GCQBA Copyrights and Patents
EDDA Sustainability and Energy Conservation	GCDA/GDDA Criminal Records Checks/Fingerprinting
EEAC School Bus Safety Program	GCN Evaluation of Staff
EEAE Student Transportation in Private Vehicle	IGAEB Drug, Alcohol and Tobacco Prevention
EFAA-AR District Nutrition and Food Services	IKFA Early Graduation
EGAAA Reproduction of All Copyrighted Materials	INB Studying Controversial Issues
GAB Position Descriptions	JEA Compulsory Attendance
GBEC Drug-Free Workplace	JF/JFA Student Rights and Responsibilities
GBED Medical Examinations/Drug Testing	JGA Corporal Punishment
GCBDE/GDBDE Military Leave of Absence	KAB Parental Rights

**RECOMMENDATION**

These proposed policy revisions are presented for initial consideration and will come before the board for approval at its next meeting:

- Approve updates to board policy AC
- Authorize clerical revisions to board policy manual

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## Nondiscrimination and Civil Rights

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Beaverton School District does not discriminate and prohibits discrimination and harassment ~~in any programs or activities~~ on any basis protected by law, including but not limited to; an individual's actual or perceived race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veteran status or because of the perceived or actual association with any other persons within these protected classes.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

~~The superintendent or designee will appoint a civil rights coordinator and make contact information available to staff, students and parents.~~

The superintendent or designee ~~shall~~ will appoint individuals in the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses and phone numbers. The district will designate a civil rights coordinator who will comply with the requirements set forth in OAR 581-021-0660.

The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Any complaint alleging discrimination may be made to the civil rights coordinator and will be processed in accordance with administrative regulation AC-AR. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

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<sup>1</sup> Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including, but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

**Legal Reference(s)**

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 332.505](#)

[ORS 408.230](#)

[ORS 659.805](#)

[ORS 659.815](#)

[ORS 659.850 to -860](#)

[ORS 659.865](#)

[ORS 659A.001](#)

[ORS 659A.003](#)

[ORS 659A.006](#)

[ORS 659A.009](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[ORS 659A.040](#)

[ORS 659A.103 to -145](#)

[ORS 659A.230 to -233](#)

[ORS 659A.236](#)

[ORS 659A.309](#)

[ORS 659A.321](#)

[ORS 659A.409](#)

~~[OAR 581-002-0001 – 002-0005](#)~~

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0047](#)

[OAR 581-021-0650-0665](#)

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

~~[OAR 581-075-0001 – 075-0005](#)~~

[OAR 581-075-0901](#)

[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act ~~of 1990~~ / [Americans with Disabilities Act Amendments Act](#), 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 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 ([2024](#)).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

~~[Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 \(2018\); 29 C.F.R. Part 1630 \(2019\); 28 C.F.R. Part 35 \(2019\)](#)~~.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

**Cross Reference(s):**

ACA - Americans with Disabilities Act

ACB – All Students Belong

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

JFCF – Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence