



## Beaverton School Board Business Meeting

District Office  
 1260 NW Waterhouse Avenue  
 Beaverton, Oregon 97006  
 Tuesday, February 3, 2026 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>	
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A. Closing Comments	
B. Adjourn	



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**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****Distinguished Latinx Educator Award**

Veronica Galvan, BSD Administrator for Curriculum, Instruction and Assessment, has received the 2026 Distinguished Latinx Educator Award from the Oregon Association of Latino Administrators (OALA). This award is given annually to a Latinx educator who has exhibited leadership in educational administration and has implemented strategies or activities aligned with OALA's mission, purpose and goals in their district or institution.

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**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, January 30, 2026 through 12 p.m. on Tuesday, February 3, 2026. 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
Allison	B	Parent/Guardian	I reviewed the 1/14/26 Long-Range Facility Planning Committee meeting materials and minutes, and I am incredibly concerned. I am a parent of kids who go to Greenway Elementary, which would fall into the group of schools that would be considered for closure each year. Our small neighborhood school that we walk to means so much to our family and this community. Our kid's experience being at a school where they are known by name by nearly every staff member has made them feel a sense of belonging immediately. If belonging is to remain one of the district's core values, you will do everything in your power to keep our small neighborhood schools. I worry that the quality of educators in BSD would decrease too, if there are closure considerations every single year for schools under 350 students/utilization of under 65%.
Sahasra	Kamisetti	Student	Make FIRST more integrated into Beaverton school district curriculum
Rebe	Colasurdo	Parent/Guardian	I have been following the LRFP committee since last July, and have attended many of the meetings. It was very concerning to hear at the final meeting in January that the committee had not been given any of the public comments that had been made throughout the entire process. The community was promised a voice in this process, through comments made online that would be provided to the

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			<p>committee to help them form decisions. I hope the board is aware that the LRFP did not receive our comments or our input. Most recently, I am very concerned with the change in language regarding the suggestion to review schools under 350 students EVERY year. A lot of schools can't even physically hold 350 students. Leaving these schools up for review of consolidation every year will leave these communities living in fear of closure, and new families not wanting to move to these neighborhoods or enroll in the school. I urge you to look into this suggestion by the LRFL and change the criteria.</p>
Kainoa	S	Staff Member	<p>I wanted to share the Oregon Department of Education email from 1/31. As you are considering budget cuts please remember that school counselors are essential. National School Counseling Week - Feb. 2nd-6th, 2026</p> <p>This coming week, we have a profound opportunity to celebrate the heartbeat of our schools: our incredible school counselors.</p> <p>The American School Counselor Association's theme this year, "School Counselors Amplify Student Success," isn't just a slogan, it's a reality we witness every day. Behind every thriving student, there is often a school counselor working quietly behind the scenes to provide a safe haven, a path to academic achievement, and a bridge to a bright future.</p> <p>A school counselor's work is more than a job; it is essential. They are partners for educators, a bridge for families, and the champions for every single student.</p> <p>Let's join Governor Tina Kotek in celebrating and recognizing these dedicated professionals across our state. (see the proclamation)</p>
Stephanie	Silver	Parent/Guardian	<p>The final LRFP meeting raised concerns about process, particularly around Bucket 2. New and highly charged language was introduced at the last minute, yet the committee was not allowed to discuss before forcing a vote; the meeting ended at 6:30 rather than 8 as scheduled. While the committee promised the public they could share comments online that would inform committee discussion, these were never shared with the committee. In Jan there were 22 comments submitted related to the new language, which the committee never saw or considered before voting.</p> <p>These decisions matter deeply to families and communities. The Board plays a critical role in setting the tone for accountability and trust. I ask the Board to lead by defining a clear, proactive approach to engagement—one that includes listening sessions, sharing of public input, and community input in goal-setting—so long-range planning strengthens our schools and community rather than eroding confidence.</p>

Peter	Jewett	Other Community Member	I would like to see the board take the lead on engaging and listening to the community on issues such as long-term planning in regards to elementary schools. It is also important that public comments are made available in a timely way to so that they can be considered in real-time discussion and decision making, rather than after the fact. Community members want to feel like their voices can be heard, even if they can't physically attend the meetings. Thank you for your work, and please advocate for community schools. The small size of a school should not necessarily be seen as a negative, but rather as an asset for building community, trust, and comfort amongst our youngest students.
Jessica	Bernards	Parent/Guardian	I appreciate that BSD is starting to listen to parent concerns about technology access. However, putting filters on youtube is not enough - students can easily get around those. Instead, youtube needs to be fully blocked. The only way a video can be accessed is if it's embedded within Canvas. We need to move to an only allow list instead of a block list ASAP on these devices.
Colette	Cassinelli	Staff Member	<p>The district spends millions on technology, yet the proposed budget eliminates the staff essential to its use. Cutting 8.5 FTE Library and Instructional Technology Teacher (LITT) positions leaves just ONE person at the central office to support every secondary teacher &amp; student. How is that equitable or effective?</p> <p>LITTs are certified educators who drove our "Future Ready" 1:1 rollout and COVID transition. Today, they are spearheading GenAI integration, training 50+ staff on AI ethics and efficiency. Who continues this vital work if these roles are gutted?</p> <p>Eliminating site-based support is short-sighted, especially during today's AI revolution. We cannot expect teachers—already burdened by large classes—to "figure it out" alone. Without LITTs, our million-dollar tech investment will sit idle as teachers revert to traditional methods just to survive. I urge the Board to prioritize people over peripherals. Please question the decision to eliminate the LITT position at secondary schools.</p>
Emily	L	Parent/Guardian	<p>I am writing in regards to the potential closing of our small neighborhood schools. My daughter attends Ridgewood and one of the reasons we moved where we did was to attend there, loving the small neighborhood school feel. I attended west TV and also taught at a small neighborhood school in Hillsboro for 12 years. Small neighborhood community schools are the answer. Not tearing them down and building mega schools where students are a number and a face rather than a known member of the school community. We would be so disappointed and strongly consider going private if our school was removed.</p> <p>My daughter has needs and a personality where she would be lost in a 700+ student school. Please keep our small schools and let our students be known.</p>

Megan	McMillan	Parent/Guardian	I've been closely following the Long Range Planning Committee and attending meetings to listen while I can. I have not always been impressed with the process; District staff continuously failed to consider educational outcomes or address questions in a logical order of operations. And still, I was horrified by the committee's conclusion. A major provision (dictating enrollment numbers that would prompt a school closure) was thrown onto the committee at the last minute. No time for review, no thoughtful discussion; afterwards committee members revealed they didn't even understand what they were voting for. My confidence that BSD has educational outcomes in mind is at an all time low. Dr Balderas could have left a legacy, but it feels like he used our kids as a stepping stone instead. To the next superintendent: you are going to have a mountain to climb to rebuild trust from the community.
Alison	T	Parent/Guardian	With regards to Raleigh Hills and the possible consolidation of schools. While RH will certainly be a nice school, its size is concerning and the lack of clarity on the future of the neighboring schools has been confusing. The benefits of smaller neighborhood schools continues to be of importance and I encourage the long range planning to consider mid size elementary schools in their planning versus just the one large school option. For example a new mid size school could be built on the large grounds of Raleigh Park with Ridgewood consolidating with RP. Please factor in future school planning with the boundary decision, and not just what works right now for RH.
Sara	GS	Parent/Guardian	I am submitting this comment as a frustrated parent concerned about the substance of the LRFP and the lack of transparency in the process used to develop it. From the beginning, many in the community were skeptical that public input would meaningfully shape outcomes. Unfortunately, the process so far has reinforced that concern. Public comments were not shared in a timely way, and significant language was added late without public discussion. This has made engagement feel performative rather than genuine and further eroded trust. Process matters. Families need clarity on how decisions are made and how input is being used. Without that, it is hard not to conclude that outcomes are predetermined. There are positive steps, including the commitment to update EdSpec in 2027 and to review boundaries before consolidation. These are meaningful, but not sufficient. The Board must do more to lead transparently, listen actively, and clearly demonstrate how community input is shaping decisions.
Susan	Tindall	Parent/Guardian	I am writing today with mixed feelings about the findings coming out of the LRFP committee. I'm disappointed at the way public comment was not shared in a timely way or that the superintendent is responsible for reviewing annually schools based on an enrollment number alone. I'm encouraged at the commitment to review the ed spec and also the first step of reviewing the feeding patterns and boundaries first before consolidating schools. I'm writing to request the board continue to hold the district staff accountable, to take the lead on community engagement and listening, and to be transparent and community minded in their decision making.

Robert	Zenk	Other Community Member	<p>Members of the Board, My name is Robert Zenk, Director of Andégo Internships Abroad, a Forest Grove-based organization partnering with Oregon schools on short-term international school visitor programs. For years, we have facilitated two-week visits for screened high school students from France, Spain, Mexico, and Italy to observe classes, shadow peers, practice English, and share their culture. Teachers report increased engagement, authentic language practice, and meaningful cultural exchange.</p> <p>I respectfully ask the Board to reconsider its prohibition on short-term international visitors and explore how a structured, well-supervised program could align with Beaverton's educational mission. This is not an exchange or enrollment program. Students earn no credit, do not displace instruction, are insured, chaperoned, and participate briefly. Districts across Oregon find these visits low-impact, well organized, and academically enriching.</p> <p>Thank you for your consideration. Robert Zenk</p>
Erin	Harper	Parent/Guardian	<p>I'm asking the Board to take direct ownership of community engagement in long-range facilities planning—as active leaders, not observers of staff-led processes. There's a trust gap between the district and community. I've emailed Board members requesting to meet about my LRFP Committee experience with no response. When elected officials don't respond to constituents, it signals community voices aren't valued. This extends to the planning process itself. Public comments weren't shared with committee members in a timely way. At our last meeting, highly charged language was added to a recommendation at the last minute without allowing discussion. These aren't hallmarks of a trust-building process. What's at stake: trust affects enrollment. Families who don't trust the district will leave. Declining enrollment then justifies consolidations, further eroding trust—a cycle threatening future bonds and stability. The Board can and should lead differently, genuinely seeking community feedback.</p>
Randi	Little	Staff Member	<p>As a staff member and parent of students in the Beaverton School District, I am concerned for the wellbeing of our students if social workers are cut and centralized. As a staff member of a Title 1 school, I work closely with my own school's social worker and there are many tasks that could not be done without them. As a school greatly impacted by the recent actions of our federal government, our social worker has worked tirelessly to collect community donations; deliver food to families; coordinate holiday support; pick up and deliver clothing and hygiene items to families; and respond to behaviors and mental health needs at our school.</p> <p>We need our social worker in the building every day to be able to support our students and families. Without them, many of our community members will suffer.</p>
Kevin	Foreman	Staff Member	<p>I am writing in support of the Substance Use Support Program in the Beaverton School District and to urge the district to reconsider any reductions. I serve as the Substance Use Specialist for Beaverton and Mountainside High Schools, supporting more than 3,000 students, while other specialists serve</p>

			<p>additional schools across the district. This program is already centralized and efficient; the challenge is capacity, not duplication.</p> <p>Oregon faces severe substance use challenges and ranks low in access to youth treatment. For many students, school-based support is their only option. This year, my voluntary student self-referrals increased by 74%, signaling trust and unmet need.</p> <p>Substance use support improves attendance, reduces discipline, and preserves instructional time—core district priorities. Reducing services would increase long-term costs. Current data supports expanding, not reducing, this program.</p> <p>Thank you for your consideration and commitment to student wellness.</p>
Jenna	Thoma	Staff Member	<p>I have serious concern about the proposed cuts to staff who support student behavioral/mental health. At a time when students are experiencing increased anxiety, trauma, and behavioral needs, these positions are not optional—they are essential. Counselors, behavior specialists, and social workers play a critical role in helping students regulate, de-escalate, and stay engaged in learning. When these supports are reduced, the needs do not disappear. Instead, instructional time is lost, teachers are stretched beyond their roles, and students who need support the most are left without it. Substance Use Specialists provide proactive support that benefits entire school communities through intervention and prevention. Cutting these positions undermines student learning, staff sustainability, and school safety.</p> <p>If we are committed to educating the whole child and creating environments where students can succeed, we must prioritize these supports. I respectfully urge the board to reconsider.</p>
Sue	Skinner	Other Community Member	<p>Consider proposals to enhance safety, preparedness, community trust &amp; support:</p> <ul style="list-style-type: none"> <li>• Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.</li> <li>• Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.</li> <li>• MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.</li> <li>• Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration: Provide both administrative &amp; community-based support for families.</li> <li>• Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.</li> <li>• Establish an ICE response system: Have a trained lead per 10 staff members, equipped with</li> </ul> <p><b>*BSD limits comments to 1,000 characters*</b></p>

Gregory	King	Parent/Guardian	<p>No one wants to see schools closed. Schools are community anchors filled with memory and meaning. Declining enrollment forces hard choices that no one wants to make.</p> <p>Today, maintaining small schools at their current levels of support, mostly in more affluent neighborhoods, costs over \$1M more per school each year. That money comes at the expense of larger, more racially and economically diverse schools. For instance, the district guarantees two classrooms per grade regardless of enrollment. This means some schools have classes of 15 while others, in more complex learning environments, have classroom sizes of 28. The result is over \$6,000 more per student in resources at some of our smaller schools. This creates a district make up of "Haves" and "Have Nots".</p> <p>This isn't equity. Instead it actively preserves and perpetuates advantage. Students deserve the same quality education regardless of zip code, and our diverse community is stronger when our schools reflect that commitment.</p>
Dawn	Singer	Parent/Guardian	<p>The district is consistently lying in its communications. The long range facilities planning committee didn't receive any public comment, until AFTER they voted on matters that GREATLY impact the school communities they were sent to represent and vote on behalf of, despite being told they would receive them at each meeting. How are impactful decisions STILL being made without community input despite the district paying hundreds of thousands of dollars to outside groups to "collect community feedback." Interesting how the district has to look into budget cuts and immediately starts looking to make them where students would have the greatest negative impact first: staffing cuts, "specials" cuts, instructional coaches cuts, school closures and consolidations, but has yet to determine what the savings could be if they looked at reductions in district office employees. Why do we have a school district that ALWAYS PUTS OUR STUDENTS LAST? Your cuts should START AT THE DISTRICT CENTRAL OFFICE.</p>
Diana	G	Other Community Member	<p>I am concerned about the proposal to compensate School Board members at a time when the district budget is already in deficit. When individuals applied to serve on the School Board, there was no expectation of financial compensation. This role has always been understood as a public service position.</p> <p>With current technology, members can attend meetings remotely, greatly reducing the impact on work and family obligations.</p> <p>The proposed compensation of \$500 per month equals \$6,000 per member annually, or \$42,000 per year for seven members. That amount exceeds the annual salary of many Classified staff members working seven hours a day. Funding board compensation at this level takes resources away from direct student supports.</p> <p>At a time when we are struggling to meet student needs and retain essential staff, our limited funds should be prioritized for the classroom until we are no longer looking at a deficit.</p>

Hannah	B	Parent/Guardian	Please don't punish small schools. As a parent at Montclair, I see how important smaller classes and huge resources are. My child is thriving in a small school and putting them in a bigger one, I'm afraid they would fall through the cracks, because they are a middle of the road student.
Nicole	Gable	Other Community Member	<p>Consider proposals to enhance safety, preparedness, community trust &amp; support:  Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.  Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.  MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.  Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration:  Provide both administrative &amp; community-based support for families.  Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.  Establish an ICE response system: Have a trained lead per 10 staff members, equipped with walkie-talki</p> <p><b>*BSD limits comments to 1,000 characters*</b></p>
Emily	D	Parent/Guardian	My child attends one of the smaller Beaverton elementary schools (under 350 students). While I love our small school, I think its important to do what's financially responsible. We are seeing other school districts with extreme budget shortfalls and they are having to cut staff and reduce reserves. I would rather see the BSD combine schools and keep staff and improve support services vs. keep old/small schools open that drain the district financially. I am also tired of having my taxes raised to cover poor budgeting decisions. The state, cities, districts, etc. are taxing people out of the larger cities/districts and out of Oregon. Tax payers need to stop being the ones that pay for poor decisions. Make the hard decisions - spend wisely, use the dollars available, and prioritize. You can't make everyone happy. Don't over spend and leave it to tax payers to cover.
Diana	Buswell	Parent/Guardian	Less than 24 hours before the final LRFPC mtg, district staff added wording to the last proposal that schools with under 350 students be evaluated annually for closure. District staff opened the mtg by immediately calling for a vote on this new proposal. I was appalled at the staff's cold response of "no" when a committee member asked for a discussion before a vote. Community volunteers deserve more respect than this. I was also upset to learn at the mtg that that 6 months' worth of community comments (including my own) had not been distributed to the LRFPC. Sending the comments to the committee the day after their final vote is not acceptable. Please do not rubber stamp what the District proposes. As a voter & a parent I expect the Board to conduct thorough & thoughtful engagement with the community to determine what is best for students. School closure should be a last resort. Please review boundary & programming adjustments before considering, let alone approving, school closures.

Karin	Stark	Parent/Guardian	<p>Please look closely at the LRFPC's bucket 2. During the January committee meeting there was no discussion on the fact that this language now applies to 12 different elementary schools, some of which were built for fewer than 350 students in the first place. This language, to assess these schools *each year* destroys stability for these populations including students, school staff, and families. Admin who led the LRFPC meetings declined members' requests to have teaching and learning folks present and yet bucket 2 recommendations will have direct impacts on student success. If BSD is actually putting students first, educators and school staff *must* be part of these decisions. When community members submitted comments to the LRFPC as part of the promised community input, their comments were only shared *after* votes were taken. The outrage over this language is partially because the community no longer trusts BSD. Please do not implant this poor-thought-out and harmful policy.</p>
Kaitlin	Peters	Parent/Guardian	<p>The board has heard proposal from Long Range Planning facilities committee. The proposal creates dangerous loopholes that allow schools to be a risk of being closed consecutive years. As a parent of a small school I urge you to request revisions to the proposal made today to allow the community transparency and security of the future of our small schools . Putting small school communities up for review annually will create so much uncertainty and insecurity for our school communities. Please insist on a plan moving forward that is transparent and does not allow for annual review of schools.</p>
Susan	Franer	Other Community Member	<p>Consider proposals to enhance safety, preparedness, community trust &amp; support:  Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.  Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.  MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.  Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration:  Provide both administrative &amp; community-based support for families.  Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.  Establish an ICE response system: Have a trained lead per 10 staff members, equipped with walky-talky</p> <p><b>*BSD limits comments to 1,000 characters*</b></p>
Barbara	B	Other Community Member	<p>Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.  Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.</p>

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Laurie	Umiger	Staff Member	<p>The messaging and training regarding ICE is inconsistent across the district. We are seeing unprecedented actions in Minnesota around schools, and yet, Beaverton has not even provided us with the specific protocol for on campus ICE activity. How will we keep our students safe and what specific steps will we need to take as staff in this, increasingly likely, scenario?</p> <p>In addition, it seems as though more impacted schools are bearing the brunt of this onslaught while other schools are more insulated. How can the district build a sense of unity around our most vulnerable students and give all of us the tools to protect our community? How can we, as a community, ensure that families feel safe to attend school events and that children are safe at their bus stops? We need more than platitudes. We need concrete plans to ensure that our schools remain safe spaces for all.</p>
Lauren	McCartney	Staff Member	<p>In bldgs and classrooms, the psychological and physical harmful impact of ICE in our community is clear. We must enhance safety, preparedness, community trust &amp; support:</p> <ul style="list-style-type: none"> <li>* Have background-checked volunteers collab w/ Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.</li> <li>* Partner with Safe Routes to School, design chaperone walking routes to/from school: Est. vetted, monitored routes, provide students with safe, predictable options.</li> <li>* MigraWatch training is mandatory for all BSD employees: this is about equity</li> <li>* Contact PIRC as a first step when ICE activity is suspected, alongside notifying school admin</li> <li>* Train 2 staff members per site, serving as certified observers</li> <li>* Establish an ICE response system: Have a trained lead per 10 staff members, equipped with walkietalkies/communication tools; create a clear chain of communication during emergencies.</li> </ul> <p>Responses are then organized &amp; consistent across campuses</p>
Meaghan	M	Staff Member	<p>“Believe You Matter, is designed to support student mental health and well-being across all schools.” This initiative was put in place by not only national data, but local district data supporting the mental health crisis we are in. But those of us in schools on the front lines do not need the data to tell us that because we live it every day. Oregon ranks last in the country for youth mental health with higher reports of need and lower reports of access. Substance use in Oregon similarly is also last. So in these times, when supports are at an all time low, needs at a high and with what is happening with ICE, the district is proposing slashing the social work program by over 1/3 and decimating the substance use</p>

			<p>program to one person. Students need these supports in their schools, not central office, now more than ever. Do not take away the connections and relationships our students rely on for support. Continue to be an example in Oregon and fight for these positions and more funding.</p>
Jessica	E	Parent/Guardian	<p>Thank you board members for your service to our community. I am writing to share my views on the LRFP committee. I hope there is more transparency with these plans and an opportunity for families and community members to give input. Many of my friends and neighbors have no idea that these changes are being proposed, which isn't giving a fair chance for all voices to be heard. Additionally, comments made prior to LRFP meetings were not even shared with the committee. I am strongly opposed to closing/consolidating smaller neighborhood schools. Additionally, I have heard many people say they will move out of public schools if these moves happen, which will further create budget issues. With the assumed upcoming budget reductions, I hope class sizes will be the number one priority for all schools. Currently, elementary schools have teachers in coaching positions (3 at most schools + admin). These positions are helpful, but should not remain if small class sizes can't be attained.</p>
Elizabeth	Richards	Parent/Guardian	<p>Consider proposals to enhance safety, preparedness, community trust &amp; support:  Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.  Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.  Safety training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety concerns.  Contact PIRC as a first step when unsafe activity is suspected, alongside notifying school administration: Provide both administrative &amp; community-based support for families.  Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.  Establish a response system: Have a trained lead per 10 staff, equipped with walkie-talkies.</p>
Samantha	Minter	Staff Member	<p>Good evening school board members,</p> <p>I implore you to re-examine our current ICE response and community support procedure, particularly after the proposed budget that was presented at the last school board meeting. As a school counselor and proud union rep and organizer, I am deeply concerned about the reduction of positions for social workers and counselors in BSD within the proposal. The current plan relies on 90-95% on social workers and school counselors, and relies on Administrators when they on site to report when ICE is present.</p> <p>There is room for error, there are massive safety gaps, and the proposed budget will spread our colleagues over more worksite then we will have less support for all of our families. For those who are new to the district, this is the second obstacle to social workers positions in the district in the last 3</p>

			years. I worry for our colleagues with this looming over them for the 2nd time, and implore BSD residents to advocate for funding at the state level.
Lizzie	Russell	Parent/Guardian	I have attended numerous BSD school board and LRFP/BRIC meetings and am dismayed, appalled, and depressed at the lack of care or regard for community input. It was discovered that someone had been "checking the incorrect inbox" to see community comments, and the LRFP committee has not seen/heard/read the MASSIVE public outcry over the decisions being made. Whether this is truly a mistake is anyone's guess, but it feels in line with the district's constant vague answers and blatant subterfuge. As is at the heart of pretty much all comments, the student outcomes are the MOST important and should be the priority of EVERY. SINGLE. DECISION. Otherwise, what is the point? What are we doing here if student outcome is even one percent not relevant to a decision? How can we trust you to make life-changing decisions if you cannot be trusted to monitor the correct inbox? Is there a plan to address this? Has everyone read and absorbed the comments now? We LOVE our school, please listen to us!!!
Arlene	Coleman	Other Community Member	<p>Please consider the below to enhance safety, preparedness, community trust:</p> <ul style="list-style-type: none"> <li>• Have background-checked volunteers collaborate with Transportation Services to organize bus stop chaperones: Strengthen safety by ensuring students are supervised during bus transitions.</li> <li>• Partner with Safe Routes to School, design chaperone walking routes to/from school: Establish vetted, monitored routes, provide students with safe, predictable options.</li> <li>• MigraWatch training is mandatory for all BSD employees: Staff will recognize &amp; appropriately responds to safety &amp; equity concerns.</li> <li>• Contact PIRC as a first step when ICE activity is suspected, alongside notifying school administration: Provide both administrative &amp; community-based support for families.</li> <li>• Train 2 staff members per site, serving as certified legal observers: Enhance accountability &amp; ensure external enforcement presence is documented responsibly.</li> <li>• Establish an ICE response system: Have a trained lead per 10 staff members, equipped with</li> </ul> <p><b>*BSD limits comments to 1,000 characters*</b></p>
Kelsey	Hopkins	Staff Member	<p>My hope is that we can prioritize keeping more tax dollars here in Oregon, where they can be directly reinvested in our students, staff, and families. Local investment allows for greater accountability, responsiveness to community needs, and more stable support for our public schools.</p> <p>I also want to address the proposed transition to a regional social worker model. As a school social worker, I have serious concerns about being off-site and responsible for multiple schools. This model limits our ability to build consistent, trusting relationships with students and staff, which are foundational to effective social, emotional, and mental health support.</p>

			When social workers are spread across multiple schools, our role becomes narrowed to reactive resource coordination rather than comprehensive, relationship-based intervention. This underutilizes our professional training and reduces meaningful collaboration with educators and support staff.
Molly	S	Parent/Guardian	BSD needs to be more transparent about the focus on moving to large schools, especially at the elementary age. As a former BSD student and current BSD parent I have seen the community and connection that is created for learners in neighborhood schools. Why are you planning to close schools before working to understand what is actually working for the students? Why are you holding up improved graduation rates when what we should actually be talking about is student proficiency? Why is universal middle school experience held up as the goal when so many BSD middle schools are not serving students? The lack of transparency and pretending to seek community input when going ahead with the original plan is wrong. I have always voted yes on bonds but the district has broken my trust.
Andy	Foeller	Parent/Guardian	In early 2025 I attended three community BRIC meetings. In each meeting the majority of concerned community members voiced their support and desire for small elementary schools. This was the main concern articulated by the community members, that small schools are important and valued and that closing and consolidating them will harm our students. We were all under the belief that this would be shared with the Long Range Facility Planning committee. However, it wasn't. When BRIC shared their 4 North Star guiding principles, nowhere was it mentioned that the BSD community wanted their children to attend small community schools. It was left out. Were these community meetings a farce? Were they meant to just make everyone feel good that we talked about our concerns? I believe that we as a community were misled by BRIC, either through incompetence or the breaking of ethical trust. I ask that the planning committee meet again and discuss this. Thank you.
Jade	Gonzales	Parent/Guardian	<p>The Long Range Facility Planning process failed due to absent leadership and unclear process. This deserves a do-over. Community trust is essential with difficult decisions ahead.</p> <p>No Foundation: The LRFP operated without defined goals, tools, or outcomes. You cannot build trust or make sound decisions without a clear roadmap.</p> <p>Leadership Vacuum: District staff didn't provide necessary structure. The Board must lead with accountability. Our families need you leading engagement, establishing shared goals, and ensuring transparent process.</p> <p>Voices Ignored: Public comments weren't provided to the LRFP committee until after their final meeting. This breakdown signals our input doesn't matter and erodes trust.</p> <p>Vision Before Logistics: Define ideal school and class size, update oversized EdSpecs, and articulate a vision for optimal learning environments before facility planning and closures.</p>

			Our community will support strategic planning—but only with leadership that earns our trust.
Dawn	Prochovnic	Other Community Member	I am writing to let the School Board know that I am deeply disappointed in the lack of transparency in the Long-Range Facility Planning Process, particularly that public comments were not shared with the committee in a timely manner and meaningful language was added to the proposal at the last minute without discussion. I have been a vocal and stalwart supporter of the public school system, and specifically the BSD, for many years. This process has been a gross betrayal of public trust. Your actions have left me, one of your most ardent supporters, angry and disappointed. Genuine and sincere public engagement matters to voters.
Jessica	Pierce	Parent/Guardian	The proposed budget cuts for counselors and substance use specialists in particular will decimate our district's ability to provide critical Tier 2 supports for students and families. I urge the board to take a close look at the budget for public safety and to really assess how much money that department is spending and on what--how do they get new cars when CTE teachers are told they can't do field trips? Also, it is time to revamp how we provide alternative education in this district. Community School is over-staffed and has such a small student body--that is not an effective way to provide Tier 3 supports and interventions. Close that program and re-invest in our comprehensive schools.

**ITEM FOR INFORMATION****PROGRAM REPORT: CAREER TECHNICAL EDUCATION****SUMMARY**

Staff will present an update on BSD's 33 existing career technical education programs and efforts to expand and increase student access and success through these programs.

**BACKGROUND**

Career technical education participation and program completion positively impact student success and are identified in the College and Career Ready goal for student success within the BSD strategic plan to support all students graduating with a plan and purpose.

Expanding career technical education program options and increasing student access and success within programs is accomplished through the braiding of multiple state and federal funds and leveraging strong community partnerships.

BSD currently offers 33 career technical education programs of study:

- 6 district-wide career technical education option programs
- 27 school-based career technical education programs

High-quality career technical education programs of study are focused on providing program completers immediate employment and post-secondary pathway options directly leading to high-demand, high-wage, high-skill job opportunities in the Beaverton area. This is accomplished through intentional program course sequencing that provides opportunities for students to:

- develop and refine employability and technical skills
- explore and prepare for a wide breadth of career options within a specific career cluster
- experience authentic work-based learning

Expansion and enhancement of career technical education programming in BSD is driven by the goals of programs of study being responsive to regional workforce and industry needs/trends, and every student having access to programs within all career clusters.

Through strong community partnerships and the braiding of multiple state and federal funds, high-quality career technical education programs help BSD actualize our district vision of every student saying, *"I see a future I want, and I know how to achieve it."*

**RECOMMENDATION**

Staff will present information on career technical education. No action is needed.

**Belong. Believe. Achieve.**

# Career Technical Education

**School Board Meeting**  
**Feb 3, 2026**

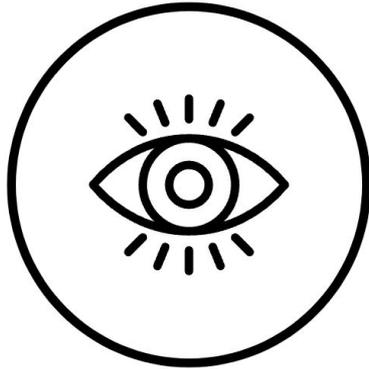
**Stafford Boyd**  
*Administrator, Teaching & Learning*

**BEAVERTON SCHOOL DISTRICT**



**CAREER TECHNICAL EDUCATION**

# BSD Strategic Plan



## Our Vision

In Beaverton School District, we envision every student saying:

- I belong, and I matter.
- I believe in myself, and my community believes in me.
- I am an informed and engaged member of my community.
- I am challenged, supported and successful in my learning.
- I feel connected to my learning, to my peers and to the adults in my school.
- I see a future I want, and I know how to achieve it.

# BSD Strategic Plan



## College & Career Ready

Supports for Post-High School Success

To achieve these **outcomes**

- All students are **passing** language arts and math classes in sixth grade.
- Every ninth grader is **on track** for graduation.
- All students leave each level with **a plan and a purpose**.
- All students **graduate** and successfully complete dual language, dual credit, Advanced Placement, International Baccalaureate and/or Career Technical Education courses.

We will perform these **actions**

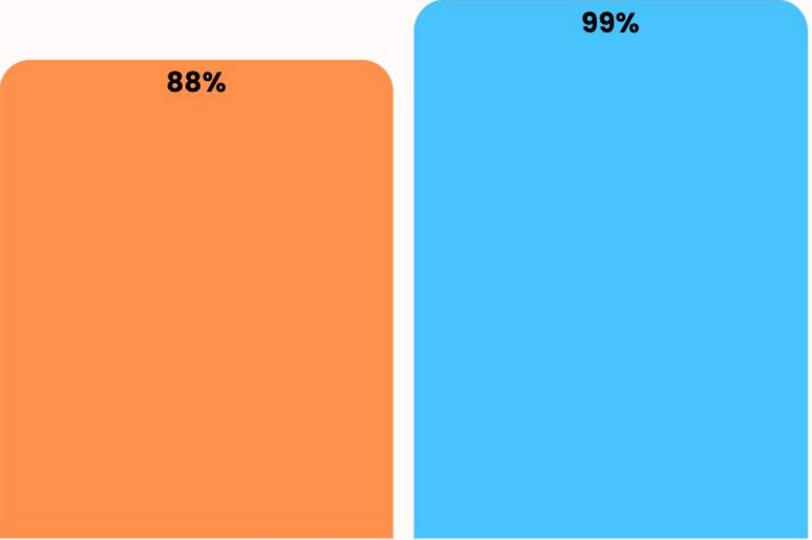
- Provide students with a **supported transition and strong start** to each school level.
- Engage students at all school levels to develop and implement **personalized learning plans**.
- **Expand program options and provide multiple pathways** to engage and prepare all students for post-graduate success.
- Increase access and support success in **post-secondary preparation courses** including dual language, dual credit, Advanced Placement, International Baccalaureate and Career Technical Education.

# Impact of CTE



## 2024 ON-TIME GRADUATION RATE

- BSD 4-Year Graduation Rate
- BSD CTE Concentrator 4-Year Graduation Rate



# Workforce Development

- National Career Cluster Framework
  - Modernized
  - Learner Centered
  - Industry Responsive





# High Demand, High Wage, High Skill

## Portland Tri-County Region

**High Demand > 336 Annual Openings**

**High Wage > \$53,400 Annual Median Salary**

[Click here for a summary of High-Demand, High Wage Occupation Areas by Career Cluster](#)



# Regional Occupation Gaps

## Largest Gaps

- Health Care
- Manufacturing
- Construction Trades



# Plan & Purpose

## Minimum 3.0 Credit Course Sequence

Introductory	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Career awareness</li> <li>• Basic technical and employability skills</li> <li>• Develop student interest rather than technical proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Specific technical and employability skills</li> <li>• Moves toward technical proficiency in preparation for a career</li> </ul>	<ul style="list-style-type: none"> <li>• Career preparation</li> <li>• Refining specific technical and employability skills</li> <li>• Integrates multiple skills through project-based instruction and/or work-based learning</li> <li>• Preparing students for entry-level work or postsecondary programs</li> </ul>

# Plan & Purpose



- Adaptability
- Collaboration
- Digital Literacy
- Entrepreneurial Mindset
- Self-Awareness
- Analysis/Solution Mindset
- Communication
- Empathy
- Resilience
- Social Diversity/Awareness



# Funding

- Oregon - No Backbone Funding
- Braided Funds
  - Integrated Programs
    - High School Success Grant
    - Student Investment Account
  - Secondary Career Pathways Grants
  - Perkins Grant (Federal)

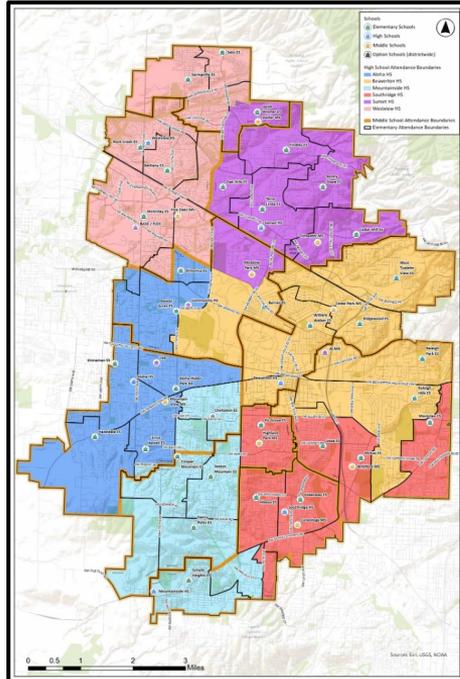


# Funding

## BSD Integrated Programs: Outcome-E

- *Increase the number of students prepared for postsecondary success through CTE Program of Study participation, with a specific focus on focal group students who are underserved in district CTE programs*
  - *Align to industry*
  - *Student, family, community awareness*
  - *Staff recruitment*
  - *Reduce barriers to entry*
  - *Career connected learning system (grades 6-12)*

# Programs of Study in BSD



CTE CAREER TECHNICAL EDUCATION Option/Programs by BSD Site	Aloha High School	Beaverton High School	Beaverton Academy of Science & Engineering	Merlo Station Campus	Mountainside High School	Southridge High School	Sunset High School	Terra Nova	Westview High School
	Agriculture & Sustainability								👍
Construction Technology	👍			👎	👍				
Automotive Technology	👎								
Healthcare		👎	👍			👍	👎		
Business & Marketing	👍	👍			👍	👍	👍		👍
Programming & IT	👍		👍		👍	👍	👍		
Culinary					👍				👍
Digital Productions	👍	👍							👍
Education	👍	👍							👍
Engineering & Manufacturing			👍		👍	👍	👍		👎



CTE Option Program available to all BSD comprehensive high school students



CTE Program available to high school students at this site



# Enhance & Expand

## Key Drivers

- ***Every student has access*** to programs within all Career Clusters
- Programs of study responsive to ***industry needs/trends***



# Enhance & Expand – 2026-27

- **District Options**
  - Behavioral Health @ Sunset
  - Electrical @ Beaverton
  - Health Careers @ Beaverton – Add Anatomy/Physiology
- **School-Based**
  - Computer Science @ Westview
- **6-12 Career Connected Learning**
  - CTE Integration – Higher Education & Career Path Skills credit
  - Xello - College & Career Readiness Software



# Community Partnerships

- 11 Industry Advisory Boards
- Chambers of Commerce
  - Beaverton Area
  - Washington County
- City of Beaverton
- Portland Community College
- Career Connected Learning Network



# Career Technical Education

**School Board Meeting**  
**Feb 3, 2026**

**Stafford Boyd**  
*Administrator, Teaching & Learning*



**ITEM FOR INFORMATION****TRANSPORTATION DEPARTMENT ANNUAL REPORT 25/26****SUMMARY**

The Transportation Department updates the school board annually regarding its activities and accomplishments and its upcoming goals.

**BACKGROUND**

The Transportation Department is responsible for the daily transportation of approximately 25,000 students to and from school, as well as for curricular, extra-curricular and athletic trips. The department consists of approximately 320 employees, including 275 drivers, 30 staff members, and 15 repair technicians.

Operating on a \$29 million budget, the department manages 320 school buses that collectively travel over 3 million miles each year. The State School Fund reimburses the district for 70% of education-related transportation costs, including depreciation on school buses and other vehicles operated by the department.

**RECOMMENDATION**

Staff will present information on the Transportation Department. No action is needed.

**Belong. Believe. Achieve.**

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## Transportation Department

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### 2025–26 Transportation Operations Annual Report

The Transportation Department’s primary responsibility is to ensure that students arrive at school safely, on time, and ready to learn. During the 2025–26 school year, the department focused on improving service reliability, supporting student access to essential programs such as school breakfast, strengthening staffing levels, and continuing the district’s transition to a more efficient and environmentally responsible transportation system.

Across all initiatives, decisions were guided first by student needs, followed by operational efficiency and long-term sustainability. The following report highlights progress in several key focus areas.

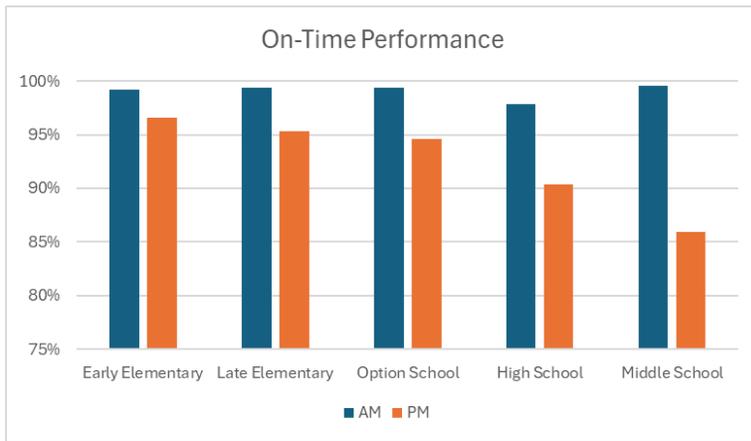
- Implementation of a new bell schedule
- Expansion of electric school buses and charging infrastructure
- Cost control and environmental impact
- Grant funding and financial stewardship
- Staffing and workforce stability

#### **Implementation of New Bell Schedule**

In collaboration with school principals, the district implemented a modest adjustment to the bell schedule, shifting start times by 10 minutes for all schools except Tier 1. This change was intended to improve morning transportation reliability and ensure students had adequate time to access school breakfast programs. A secondary goal was to improve afternoon route performance and support consistent end-of-day instructional schedules. Results from this adjustment have been highly positive:

- Morning transportation performance consistently ranged between 97% and 99% across all schools.
- Nutrition Services reported increased student participation in breakfast at all grade levels, with the greatest gains at high schools. Meadow Park and Whitford Middle Schools saw breakfast participation increases of 4%–8%.
- Afternoon service performance exceeded 95% at elementary and option schools. Middle and high school afternoon performance ranged between 85% and 90% and remains a focus area, with a departmental goal of reaching 95% by the 2026–27 school year.

**Belong. Believe. Achieve.**



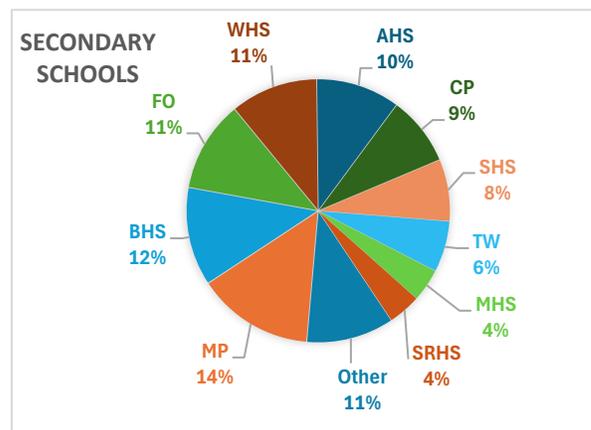
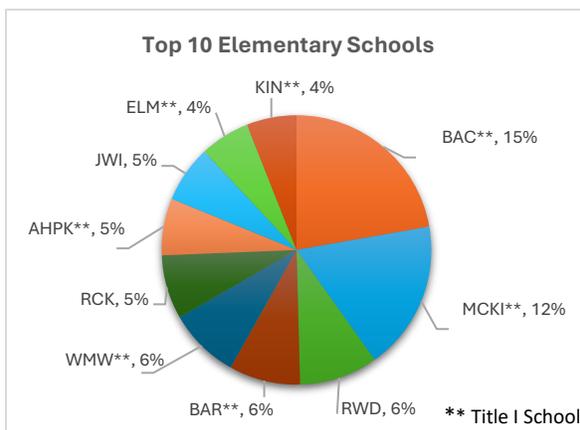
Grade Level	AM	PM
Early Elementary	99.23%	96.58%
Late Elementary	99.36%	95.29%
Option School	99.35%	94.57%
High School	97.87%	90.39%
Middle School	99.52%	85.92%

Overall, the bell schedule adjustment measurably improved transportation reliability, student access to nutrition, and operational consistency.

### **Electric School Buses & Infrastructure**

The district continued the planned expansion of its electric school bus program, with an emphasis on equitable student access and operational efficiency. Investments in fleet growth and charging infrastructure strengthened the district’s ability to meet daily transportation needs while advancing long-term sustainability goals. Key progress includes:

- A total fleet of 312 buses, including 82 electric buses, representing an 81% increase in electric buses compared to the 2024–25 school year. Delivery of 13 electric buses is expected by June 1, 2026, bringing the total to 95 and positioning Beaverton as the third-largest public electric school bus operation in the nation.
- Electric bus utilization more than doubled versus last year, with over 249,000 miles driven, *the equivalent to traveling around the equator 29 times.*
- All Title I schools are served by electric buses, and secondary schools with higher proportions of historically underserved students are assigned the largest number of electric routes.



- Charging infrastructure for 30 electric buses was completed in October 2025 at the 5th Street South facility, reducing route mileage and improving operational efficiency. This brought the total number of chargers to 105, completing the planned infrastructure build-out to support current and future electric bus operations.

## Cost & Environmental Impacts

Despite significant growth in electric bus usage, the department continued to manage costs effectively:

- Combined fuel and repair savings exceeded 7% (\$63,000) compared to the 2024–25 school year, despite an 85% increase in miles driven (180,000) through December 31, 2025.
- Electric bus deployment eliminated more than 42,000 gallons of diesel fuel to date.
- Greenhouse gas emissions were reduced by approximately 86 metric tons, *equivalent to recycling 10,922 trash bags of waste instead of landfilling.*
- Managed Charging practices were implemented to avoid peak electricity rates, limiting the increase in cost per kilowatt-hour to 4%, despite a 91% increase in total electricity usage.

## Grant Funding

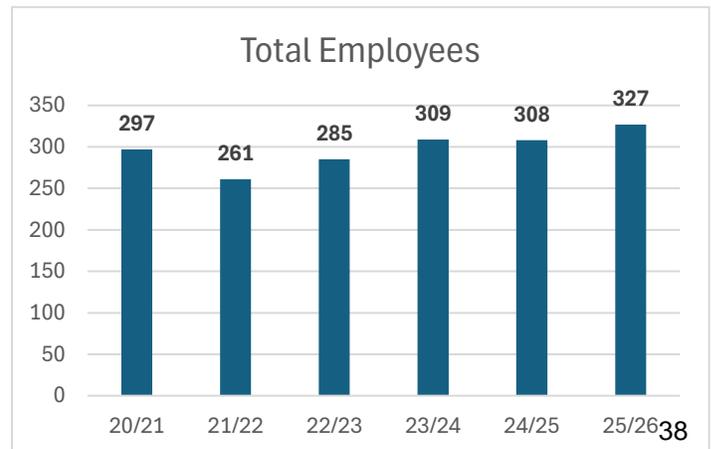
The department continued to pursue external funding to reduce reliance on General Fund resources and accelerate fleet modernization:

- \$15.3 million has been reimbursed to date from a \$19.75 million EPA grant supporting the replacement of 50 diesel buses and associated infrastructure. The district has applied for a 180-day extension due to manufacturing delays affecting the final order. Based on similar cases nationwide, a favorable determination is anticipated.
- A \$425,000 Oregon DEQ rebate was awarded for five electric buses purchased in calendar year 2025. An additional \$600,000 DEQ rebate application is planned for calendar year 2026 to support five more electric buses.
- The department applied for a \$447,000 PGE Electric School Bus Fund grant to support the purchase of two Type A electric buses, which would mark the seventh consecutive award from this program.

## Staffing

Staffing remains central to the department’s ability to meet growing transportation demands:

- Since July 1, the department has added 19 drivers and continues active recruitment.
- Total staff stands at 327 employees, with hiring outpacing retirements and resignations.
- The overall departure rate declined to 8%, down from 14% in the 2024–25 school year. More than half of drivers are second-career employees who typically remain with the district for 8–12 years, reinforcing the importance of consistent recruitment and long-term workforce planning.



## **Summary**

Taken together, the work of the 2025–26 school year reflects steady progress in providing reliable transportation service to students and schools. Improvements in on-time performance, increased access to school nutrition programs, and continued progress in staffing support the department’s responsibility to meet daily transportation needs. At the same time, careful management of costs and ongoing investment in electric buses and charging infrastructure strengthened long-term efficiency and environmental performance while maintaining service reliability. As the district plans for future enrollment changes and program growth, the Transportation Department remains focused on student safety, consistent service, and responsible use of district resources.

**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 January 2026:

- 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 January 16, 2026
- Grant report as of December 31, 2025
- Investment monthly board report as of January 16, 2026
- Investment portfolio – allocation by asset category, main fund, asset class
- Portfolio holdings by asset class

**NOTES**

- No change to the general fund forecast
- State of Oregon revenue forecast Wednesday, February 4, 2026

**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 January 2026**  
*(\$ 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	235.1	-	235.1	353.3
Property Taxes	180.0	180.0	174.0	-	174.0	184.5
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	40.5	-	40.5	43.0
Investment Earnings	10.0	10.0	4.3	-	4.3	10.0
NWRESD Appointment	13.4	13.4	1.9	-	1.9	13.4
Other	11.5	11.5	5.9	-	5.9	10.8
<b>Total</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ 625.3</b>	<b>\$ -</b>	<b>\$ 625.3</b>	<b>\$ 784.8</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 353.9	\$ 353.9	\$ 177.9	\$ -	\$ 177.9	\$ 353.2
Benefits	224.2	224.2	108.8	-	108.8	221.4
Purchased services	40.9	40.9	20.1	6.7	26.8	38.9
Supplies & materials	22.7	22.7	13.9	1.7	15.6	21.7
Capital outlay	0.5	0.5	-	0.1	0.1	0.5
Other	3.1	3.1	1.8	0.1	1.9	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>\$ 325.4</b>	<b>\$ 8.6</b>	<b>\$ 334.0</b>	<b>\$ 780.4</b>

<b>Projected Surplus / (Deficit) from Operations</b>	<b>\$ (20.3)</b>
Excludes beginning fund balance and contingency	
<b>Projected Ending Fund Balance</b>	<b>\$ 143.1</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	<b>18.0%</b>
Local Option Levy Fund		1.0	<b>0.2%</b>

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 398.2	\$ 398.2	\$ 195.5	\$ 3.8	\$ 199.3	\$ 397.9
Support Services	245.1	245.1	125.8	4.8	130.6	238.9
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.5	4.5	4.1	-	4.1	4.5
Contingencies	138.7	138.7	-	-	-	138.7
<b>Total</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ 325.4</b>	<b>\$ 8.6</b>	<b>\$ 334.0</b>	<b>\$ 780.4</b>

**Beaverton School District**  
**Year-To-Date Activity and Forecast**  
**General Fund**  
**For January 2026**  
*(\$ in millions)*

	YTD Actuals	Current Encumb.	Actuals & Encumb.	2025-26 Budget	Year-End Forecast	Variance
<b>REVENUES:</b>						
State School Fund	\$ 409.3	\$ -	\$ 409.3	\$ 550.0	\$ 544.2	\$ (5.8)
Local Option Levy	40.5	-	40.5	44.0	43.0	(1.0)
Investment Earnings	4.3	-	4.3	10.0	10.0	-
NWRESD Appointment	1.9	-	1.9	13.4	13.4	-
Other	5.9	-	5.9	11.5	10.8	(0.7)
<b>Total Revenues</b>	<b>\$ 461.9</b>	<b>\$ -</b>	<b>\$ 461.9</b>	<b>\$ 628.9</b>	<b>\$ 621.4</b>	<b>\$ (7.5)</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 177.9	\$ -	\$ 177.9	\$ 353.9	\$ 353.2	\$ (0.7)
Benefits	108.8	-	108.8	224.2	221.4	(2.8)
Purchased services	20.1	6.7	26.8	40.9	38.9	(2.0)
Supplies & materials	13.9	1.7	15.6	22.7	21.7	(1.0)
Capital outlay	-	0.1	0.1	0.5	0.5	-
Other	1.8	0.1	1.9	3.1	3.1	-
Transfers out	2.9	-	2.9	2.9	2.9	-
<b>Total Expenditures</b>	<b>\$ 325.4</b>	<b>\$ 8.6</b>	<b>\$ 334.0</b>	<b>\$ 648.2</b>	<b>\$ 641.7</b>	<b>\$ (6.5)</b>
<b>Surplus / (Deficit) from Operations</b>				<b>\$ (19.3)</b>	<b>\$ (20.3)</b>	<b>\$ (1.0)</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)	(20.3)
Contingency	138.7	-
<b>Projected Ending Fund Balance</b>	<b>\$ -</b>	<b>\$ 143.1</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	\$ 195.5	\$ 3.8	\$ 199.3	\$ 398.2	\$ 397.9	\$ (0.3)
Support Services	125.8	4.8	130.6	245.1	238.9	(6.2)
Enterprise & Community Svc	-	-	-	0.3	0.3	-
Facilities Acquisition & Const	-	-	-	0.1	0.1	-
Other Uses	4.1	-	4.1	4.5	4.5	-
Contingencies	-	-	-	138.7	138.7	-
<b>Total</b>	<b>\$ 325.4</b>	<b>\$ 8.6</b>	<b>\$ 334.0</b>	<b>\$ 786.9</b>	<b>\$ 780.4</b>	<b>\$ (6.5)</b>

**Beaverton School District**  
**Summary of Revenue, Expenditures and Encumbrances**  
**All Funds Except General Fund**  
**For January 2026**

<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	\$ 9,979,878	\$ 2,783,484	\$ 594,979	\$ 3,378,463	24.81%	\$ 6,601,415
Equipment Replacement Fund	10,727,012	12,125,767	4,211,088	3,188,287	7,399,375	68.98%	4,726,392
Scholarship Fund	550,000	534,164	72,450	19,000	91,450	16.63%	442,714
Grant Fund	122,059,101	32,973,811	44,819,809	10,251,790	55,071,599	45.12%	(22,097,788)
Long-Term Planning Fund	40,650,000	37,413,162	-	-	-	0.00%	37,413,162
Nutrition Services Fund	27,996,407	16,002,372	9,513,373	6,947,514	16,460,887	58.80%	(458,515)
Debt Service Fund	121,012,843	110,944,763	19,681,728	-	19,681,728	16.26%	91,263,035
Capital Projects Fund	517,340,000	483,382,867	132,556,435	134,312,411	266,868,846	51.58%	216,514,021
Insurance Reserve Fund	13,502,493	13,896,638	4,123,585	1,106,650	5,230,235	38.74%	8,666,403
Workers' Compensation Fund	6,427,860	5,283,298	1,649,258	88,298	1,737,556	27.03%	3,545,742
<b>Total</b>	<b>\$ 873,884,716</b>	<b>\$ 722,536,720</b>	<b>\$ 219,411,210</b>	<b>\$ 156,508,929</b>	<b>\$ 375,920,139</b>		<b>\$ 346,616,581</b>

## 2025-26 Classroom Teacher Staffing By School

### As of 1/16/26

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	1/16/26 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	911	868	(43)	30.0	8.0	2.0	40.0	31.0	7.0	2.0	40.0
Barnes	418	391	(27)	13.0	4.0	1.0	18.0	12.0	4.0	1.0	17.0
Beaver Acres	734	684	(50)	22.0	7.0	3.0	32.0	23.0	6.0	3.0	32.0
Bethany	398	390	(8)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Bonny Slope	591	589	(2)	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Cedar Mill	345	361	16	9.0	3.0	2.0	14.0	10.0	3.0	2.0	15.0
Chehalem	374	355	(19)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Cooper Mountain	367	355	(12)	11.0	3.0		14.0	10.0	3.0		13.0
Elmonica	430	430	-	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Errol Hassell	315	290	(25)	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Findley	536	502	(34)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Fir Grove	340	338	(2)	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
FLEX (K-5)	58	74	16	3.0	-	-	3.0	3.0			3.0
Greenway	264	251	(13)	7.0	3.0	2.0	12.0	7.0	3.0	2.0	12.0
Hazeldale	517	511	(6)	15.0	4.0	3.0	22.0	15.0	4.0	3.0	22.0
Hiteon	469	483	14	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	582	554	(28)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Kinnaman	437	420	(17)	13.0	4.0	1.0	18.0	13.0	4.0	1.0	18.0
McKay	225	241	16	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
McKinley	658	640	(18)	21.0	6.0	2.0	29.0	21.0	6.0	2.0	29.0
Montclair	265	258	(7)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	450	441	(9)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	18.0
Oak Hills	474	445	(29)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Raleigh Hills	254	253	(1)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Raleigh Park	307	279	(28)	9.0	3.0	1.0	13.0	9.0	3.0	1.0	13.0
Ridgewood	317	337	20	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Rock Creek	396	383	(13)	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	623	25	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Sexton Mountain	396	420	24	10.0	3.0	2.0	15.0	11.0	3.0	2.0	16.0
Springville	712	703	(9)	19.0	6.0	3.0	28.0	20.0	5.0	3.0	28.0
Terra Linda	258	287	29	10.0	2.0		12.0	10.0	2.0		12.0
Vose	630	584	(46)	20.0	6.0	2.0	28.0	20.0	6.0	2.0	28.0
West TV	295	275	(20)	8.0	3.0	1.0	12.0	9.0	3.0	1.0	13.0
William Walker	498	484	(14)	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>15,357</b>	<b>(293)</b>	<b>462.0</b>	<b>134.0</b>	<b>62.0</b>	<b>658.0</b>	<b>464.0</b>	<b>130.0</b>	<b>61.5</b>	<b>655.5</b>
<b>Average Elementary School Staffing Ratio</b>				<b>33.9</b>	<b>26.3</b>	<b>23.8</b>		<b>33.1</b>	<b>25.9</b>	<b>23.4</b>	

## 2025-26 Classroom Teacher Staffing By School

### As of 1/16/26

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	1/16/26 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	634	627	(7)	22.2	5.8	0.6	28.6	23.1	4.8	0.6	28.5
Conestoga	828	795	(33)	28.8	7.8	0.8	37.4	29.8	6.8	0.8	37.4
Five Oaks	793	734	(59)	28.4	7.4	0.8	36.6	29.3	6.4	0.8	36.5
Highland Park	605	635	30	20.2	5.4	0.6	26.2	21.4	4.4	0.6	26.4
Meadow Park	700	668	(32)	26.4	7.0	0.6	34.0	25.6	6.0	0.6	32.2
Mountain View	797	764	(33)	30.0	8.0	0.6	38.6	28.7	7.0	0.6	36.3
Stoller	1,127	1,122	(5)	35.8	9.6	1.0	46.4	36.8	8.6	1.0	46.4
Tumwater	976	953	(23)	30.8	8.2	0.8	39.8	31.2	7.2	0.8	39.2
Whitford	783	745	(38)	28.0	7.2	0.8	36.0	28.2	6.2	0.8	35.2
<b>Middle School Total</b>	<b>7,243</b>	<b>7,043</b>	<b>(200)</b>	<b>250.6</b>	<b>66.4</b>	<b>6.6</b>	<b>323.6</b>	<b>254.2</b>	<b>57.4</b>	<b>6.6</b>	<b>318.2</b>
<b>Average Middle School Staffing Ratio</b>				<b>28.9</b>	<b>22.8</b>	<b>22.4</b>		<b>27.7</b>	<b>22.6</b>	<b>22.1</b>	
Aloha	1,545	1,500	(45)	59.0	13.6	1.4	74.0	55.0	12.6	1.4	69.0
Beaverton	1,330	1,303	(27)	52.0	11.2	1.2	64.4	52.8	10.2	1.2	64.2
Mountainside	1,691	1,714	23	53.2	12.6	1.4	67.2	54.9	11.6	1.4	67.9
Southridge	1,342	1,309	(33)	47.0	11.2	1.2	59.4	48.5	10.2	1.2	59.9
Sunset	1,775	1,720	(55)	55.2	13.2	1.4	69.8	55.9	12.2	1.4	69.5
Westview	2,360	2,315	(45)	77.2	18.6	2.0	97.8	77.6	17.6	2.0	97.2
<b>High School Total</b>	<b>10,043</b>	<b>9,861</b>	<b>(182)</b>	<b>343.6</b>	<b>80.4</b>	<b>8.6</b>	<b>432.6</b>	<b>344.6</b>	<b>74.4</b>	<b>8.6</b>	<b>427.6</b>
<b>Average High School Staffing Ratio</b>				<b>29.2</b>	<b>23.7</b>	<b>23.2</b>		<b>28.6</b>	<b>23.5</b>	<b>23.1</b>	
Arts & Communication Magnet Academy (6-12)	693	690	(3)	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	844	(3)	30.6	7.4	0.4	38.4	29.8	7.4	0.4	37.6
Community School (9-12)	137	125	(12)	7.0	1.4	0.2	8.6	6.5	1.4	0.2	8.1
FLEX Online School (6-12)	349	355	6	18.8	2.2	1.0	22.0	19.3	2.2	1.0	22.5
International School of Beaverton (6-12)	885	866	(19)	31.2	7.4	0.6	39.2	32.5	6.4	0.6	39.5
<b>Options Schools Total</b>	<b>2,911</b>	<b>2,880</b>	<b>(31)</b>	<b>112.4</b>	<b>24.6</b>	<b>2.6</b>	<b>139.6</b>	<b>112.1</b>	<b>23.6</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>25.7</b>	<b>21.2</b>	<b>20.8</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>35,141</b>	<b>(706)</b>	<b>1,188.6</b>	<b>305.4</b>	<b>79.8</b>	<b>1,573.8</b>	<b>1,174.8</b>	<b>285.4</b>	<b>79.3</b>	<b>1,539.5</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 Grant Report as of 12/31/25

	2025-26 Award Amount	2025-26 Budget	Actual Expenditures through 12/31/25
<b>Federal</b>			
21st Century Community Learning	\$ 425,000	\$ 581,973	\$ 134,677
Child Care Food Program	3,597	-	1,961
Comprehensive Literacy State Development grant	1,100,000	2,200,000	490,710
Comprehensive Sport & Improvement/Targeted Support & Improvement (CSI/TSI)	430,600	625,526	226,636
DEQ Clean Heavy Duty Vehicle grant	-	2,446,605	-
Environmental Protection Agency Clean School Bus	-	13,213,309	8,740,086
Fresh Fruits & Vegetables	111,520	111,538	28,113
Foster Care Transportation	67,132	67,132	67,132
Individuals with Disabilities Education Act (IDEA)	5,023,949	5,420,479	1,938,647
Federal Lead Testing	28,206	18,040	-
McKinney Vento	-	87,258	39,339
Oregon Department of Transportation Safe Routes to School	-	23,526	18,421
Oregon Department of Transportation, Transportation Options Sponsorship	5,000	8,800	3,200
Oregon Department of Human Services Child Care Development	-	-	22,508
Perkins	366,793	428,851	177,411
Metro Safe Routes to school	500	126,729	20,393
Title IA	7,672,328	9,203,527	3,439,255
Title IC Migrant	698,432	819,631	295,338
Title IC Preschool	-	33,145	6,785
Title IC Summer School	-	81,988	14,910
Title IIA	981,340	1,172,225	428,864
Title III	735,773	1,000,831	367,407
Title III Immigrant	-	51,583	54,003
Title IVA	574,168	874,886	372,179
Title VI Indian Education	48,663	48,663	5,971
	<u>18,273,000</u>	<u>38,646,245</u>	<u>16,893,945</u>
<b>State</b>			
Student Investment Account 2025-26	37,199,766	37,199,766	15,043,507
High School Success 2025-26	11,001,491	11,001,491	4,870,797
Early Indicator and Intervention System	130,991	110,748	47,324
Early Literacy Success	2,722,496	2,722,496	1,523,649
Farm to Child Nutrition	168,788	168,788	90,285
Oregon Health Authority Behavioral Health Incentive	-	48,032	-
Oregon Department of Education Lead Testing	-	10,166	6,449
U of O Southridge NICE	-	9,700	-
Vision Screening Program	-	351	-
Outdoor School	1,817,061	771,261	312,493
Preschool Promise	576,000	576,000	214,281
	<u>53,616,593</u>	<u>52,618,799</u>	<u>22,108,785</u>
<b>Local</b>			
Washington County Social Emotional Learning Pre K-12	66,912	33,456	28,592
Washington County Early Learning & Youth Development	-	-	95,546
	<u>66,912</u>	<u>33,456</u>	<u>124,138</u>

# Beaverton School District Grant Report as of 12/31/25

	2025-26 Award Amount	2025-26 Budget	Actual Expenditures through 12/31/25
<b>Private</b>			
Beaverton Education Foundation Grants	60,865	266,646	142,132
Children's Institute	20,000	22,689	4,193
Sunset High School Oregon Child & Family Center	-	21,918	17,292
Meyer Memorial Trust Native Learning Garden	-	365	365
Portland General Electric, Electric Buses	-	1,233,198	37,407
National Education Association Five Oaks Envision Equity	-	3,750	3,750
Nutrition Services Well-Being Trust Capacity-Building grant	-	9,367	9,139
Lemelson Foundation, Adoption of Invention in schools	-	9,999	9,978
Tualatin Soil and Water Conservation District Tree WHS	-	83,283	17,290
Worksystems Construction	20,000	20,000	18,948
	100,865	1,671,214	260,493
<b>Grand Total</b>	<b>\$ 72,057,370</b>	<b>\$ 92,969,713</b>	<b>\$ 39,387,362</b>

\* Award amounts include estimates for the current year if grant agreement has not yet been received.

Note: Current year budget may be higher than current year award due to carryover allowances in certain grants.



**BEAVERTON SCHOOL DISTRICT | OREGON**  
**Monthly Board Report**  
**01/16/2026**

**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%	120,000,000.00	118,704,373.20	118,862,764.51	15.16	4.05	96
LGIP   Limit \$ 63,387,000	84,224,409.74	84,224,409.74	84,224,409.74	10.75	4.10	1
US Agency 100%	185,000,000.00	182,393,440.00	182,674,923.62	23.31	3.62	129
US Treasury 100%	409,000,000.00	398,130,780.00	398,047,204.56	50.78	3.88	262
<b>Total / Average</b>	<b>798,224,409.74</b>	<b>783,453,002.94</b>	<b>783,809,302.43</b>	<b>100.00</b>	<b>3.87</b>	<b>178</b>

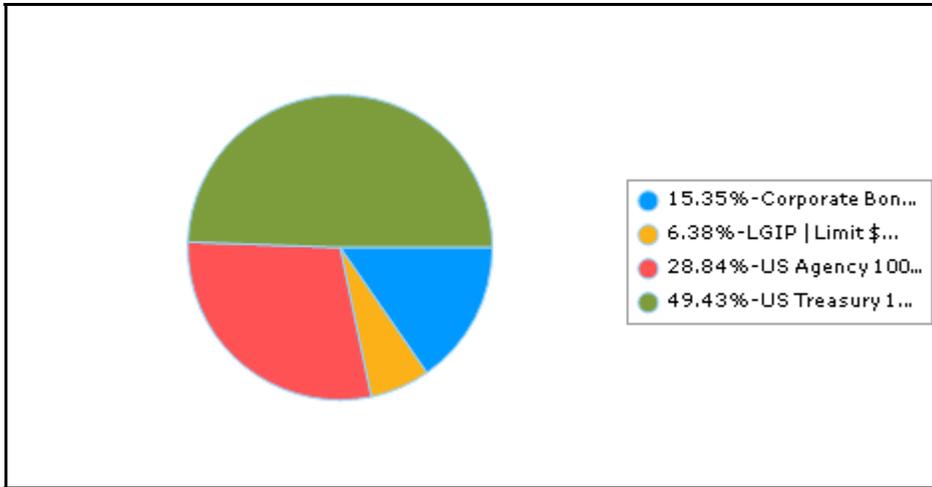
## Beaverton School District Distribution by Asset Category - Market Value

Begin Date: 12/31/2025, End Date: 1/16/2026

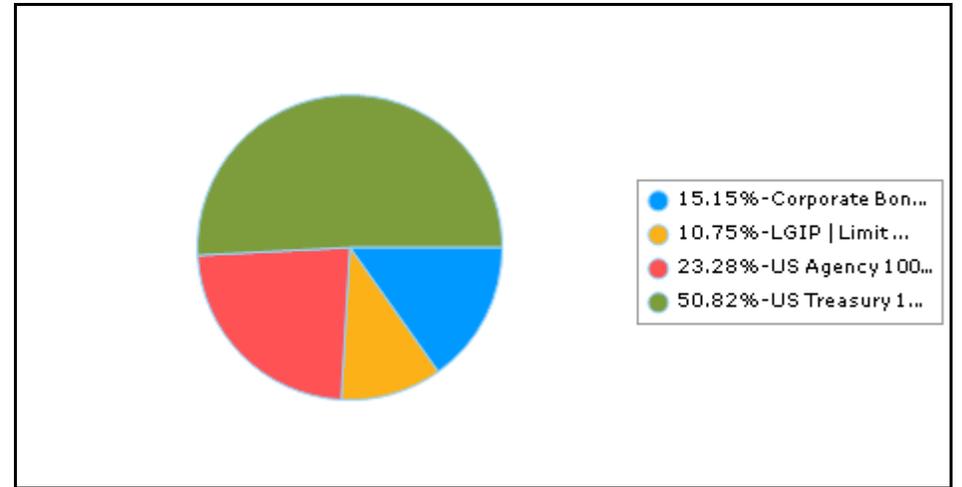
### Asset Category Allocation

Asset Category	Market Value 12/31/2025	% of Portfolio 12/31/2025	Market Value 1/16/2026	% of Portfolio 1/16/2026
Corporate Bonds 35%	123,517,991.45	15.35	118,704,373.20	15.15
LGIP   Limit \$ 63,387,000	51,354,784.66	6.38	84,224,409.74	10.75
US Agency 100%	232,094,880.00	28.84	182,393,440.00	23.28
US Treasury 100%	397,738,430.00	49.43	398,130,780.00	50.82
<b>Total / Average</b>	<b>804,706,086.11</b>	<b>100.00</b>	<b>783,453,002.94</b>	<b>100.00</b>

**Portfolio Holdings as of 12/31/2025**



**Portfolio Holdings as of 1/16/2026**

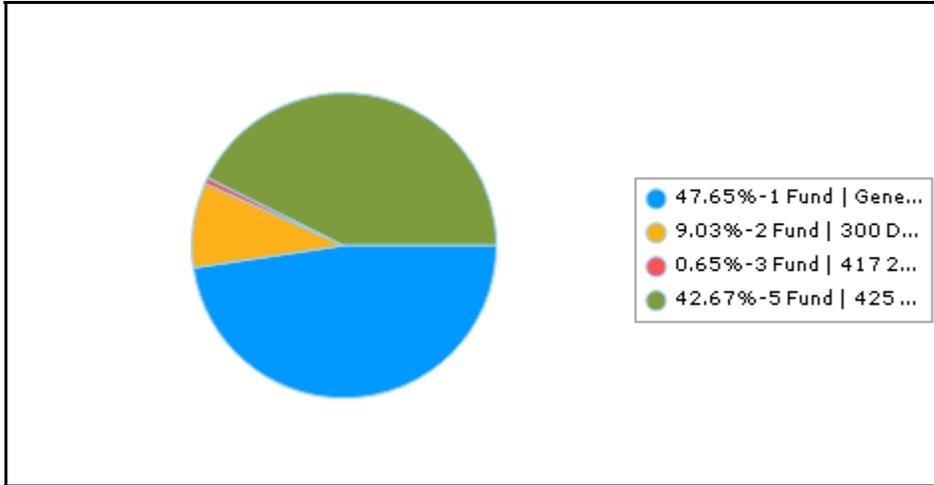


## Beaverton School District Distribution by Main Fund - Market Value

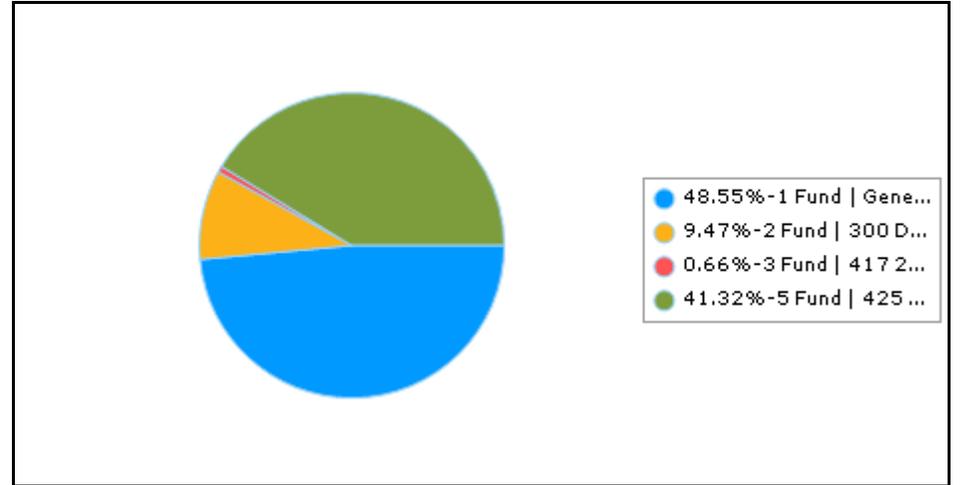
Begin Date: 12/31/2025, End Date: 1/16/2026

Main Fund Allocation				
Main Fund	Market Value 12/31/2025	% of Portfolio 12/31/2025	Market Value 1/16/2026	% of Portfolio 1/16/2026
1 Fund   General Fund	383,467,626.06	47.65	380,386,436.52	48.55
2 Fund   300 Debt Service	72,637,731.85	9.03	74,159,782.37	9.47
3 Fund   417 2017 Bond Tax	5,206,880.34	0.65	5,206,880.34	0.66
5 Fund   425 2025 Bond Issue	343,393,847.86	42.67	323,699,903.71	41.32
Total / Average	804,706,086.11	100.00	783,453,002.94	100.00

**Portfolio Holdings as of 12/31/2025**



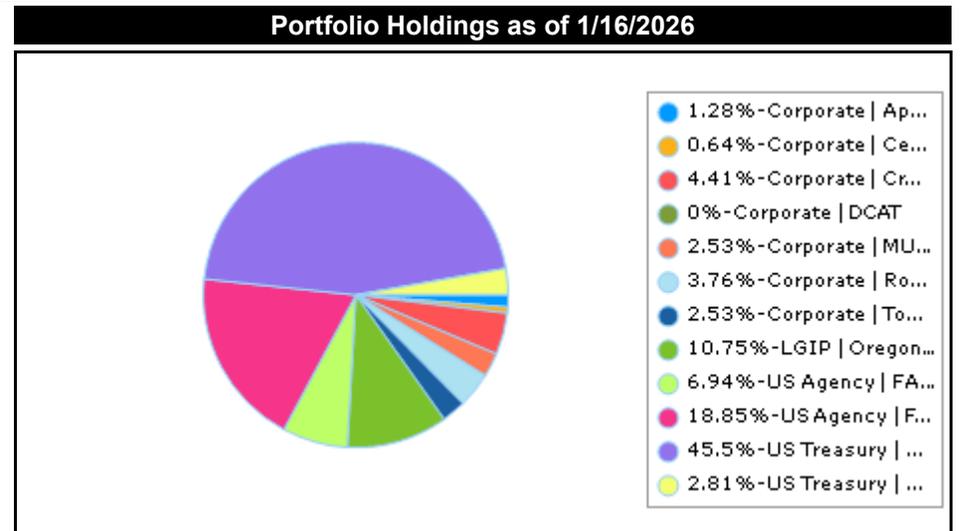
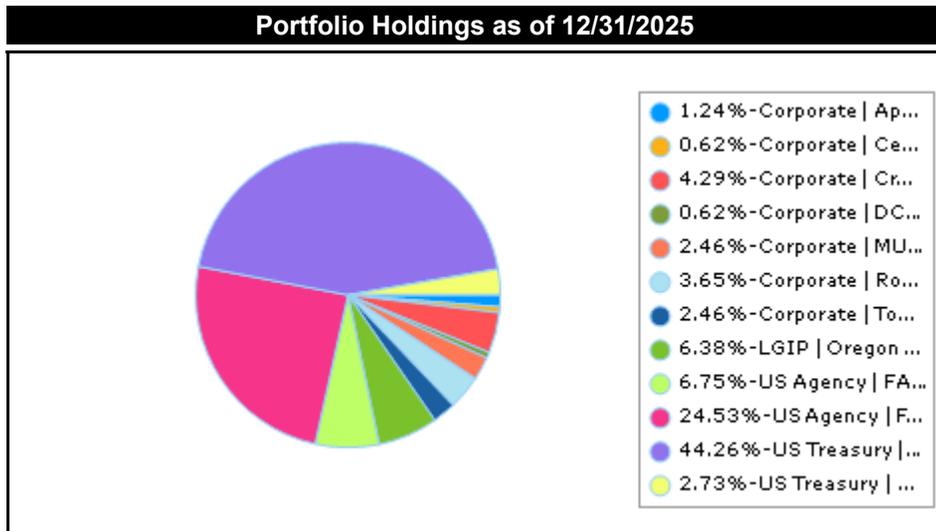
**Portfolio Holdings as of 1/16/2026**



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

Begin Date: 12/31/2025, End Date: 1/16/2026

Asset Class Allocation				
Asset Class	Market Value 12/31/2025	% of Portfolio 12/31/2025	Market Value 1/16/2026	% of Portfolio 1/16/2026
Corporate   Apple	9,989,900.00	1.24	9,993,900.00	1.28
Corporate   Century Housing Corp	5,007,100.00	0.62	5,005,400.00	0.64
Corporate   Credit Agricole	34,528,101.25	4.29	34,584,712.45	4.41
Corporate   DCAT	4,992,354.15	0.62	0.00	0.00
Corporate   MUFG Bank LTD	19,777,925.00	2.46	19,813,247.10	2.53
Corporate   Royal Bank Canada	29,406,994.40	3.65	29,456,194.30	3.76
Corporate   Toyota	19,815,616.65	2.46	19,850,919.35	2.53
LGIP   Oregon State	51,354,784.66	6.38	84,224,409.74	10.75
US Agency   FAMC	54,290,600.00	6.75	54,368,400.00	6.94
US Agency   FHLB	197,428,280.00	24.53	147,673,640.00	18.85
US Treasury   Bill - Slug	356,139,730.00	44.26	356,497,760.00	45.50
US Treasury   Note	21,974,700.00	2.73	21,984,420.00	2.81
Total / Average	804,706,086.11	100.00	783,453,002.94	100.00





## Beaverton School District Portfolio Holdings by Asset Class

Date: 1/16/2026

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	99.94	9,993,900.00	1.28%	Moodys-Aaa	23
037833BY5	10,000,000.00	4.06	9,995,204.79	4.19	142,638.89	-1,304.79	S&P-AA+	0.06
			<b>9,927,200.00</b>		<b>9,993,900.00</b>	<b>1.28%</b>		<b>23</b>
<b>Sub Total Corporate   Apple</b>	<b>10,000,000.00</b>	<b>4.06</b>	<b>9,995,204.79</b>	<b>4.19</b>	<b>142,638.89</b>	<b>-1,304.79</b>		<b>0.06</b>
<b>Corporate   Century Housing Corp</b>								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.11	5,005,400.00	0.64%	S&P-AA	104
15654VBP2	5,000,000.00	4.60	5,000,000.00	4.22	48,555.56	5,400.00	Moodys-Aa	0.29
			<b>5,000,000.00</b>		<b>5,005,400.00</b>	<b>0.64%</b>		<b>104</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>4.22</b>	<b>48,555.56</b>	<b>5,400.00</b>		<b>0.29</b>
<b>Corporate   Credit Agricole</b>								
Credit Agricole CIB NY 0 2/17/2026		5/27/2025	9,695,577.78	99.67	9,967,200.00	1.27%	S&P-AA	17
22533UBH5	10,000,000.00	4.25	9,980,544.44	6.97	0.00	-13,344.44	Moodys-A1	0.05
Credit Agricole CIB NY 0 3/2/2026		7/29/2025	9,747,400.00	99.54	9,953,875.00	1.27%	Moodys-P1	30
22533UC27	10,000,000.00	4.32	9,964,916.67	5.56	0.00	-11,041.67	S&P-A+	0.08
Credit Agricole CIB NY 0 8/17/2026		12/11/2025	14,623,387.50	97.76	14,663,637.45	1.88%	S&P-AA	198
22533UHH9	15,000,000.00	3.72	14,700,525.00	4.17	0.00	-36,887.55	Moodys-P1	0.54
			<b>34,066,365.28</b>		<b>34,584,712.45</b>	<b>4.42%</b>		<b>98</b>
<b>Sub Total Corporate   Credit Agricole</b>	<b>35,000,000.00</b>	<b>4.05</b>	<b>34,645,986.11</b>	<b>5.38</b>	<b>0.00</b>	<b>-61,273.66</b>		<b>0.27</b>
<b>Corporate   MUFG Bank LTD</b>								
MUFGBK 0 4/13/2026		8/27/2025	14,613,562.50	99.10	14,864,424.90	1.9%	S&P-A+	72
62479MDD2	15,000,000.00	4.16	14,878,500.00	4.56	0.00	-14,075.10	Moodys-A1	0.2
MUFGBK 0 4/24/2026		7/29/2025	4,842,336.11	98.98	4,948,822.20	0.63%	Moodys-P1	83
62479MDQ3	5,000,000.00	4.36	4,951,352.78	4.49	0.00	-2,530.58	S&P-A	0.23
			<b>19,455,898.61</b>		<b>19,813,247.10</b>	<b>2.53%</b>		<b>75</b>
<b>Sub Total Corporate   MUFG Bank LTD</b>	<b>20,000,000.00</b>	<b>4.21</b>	<b>19,829,852.78</b>	<b>4.54</b>	<b>0.00</b>	<b>-16,605.68</b>		<b>0.21</b>
<b>Corporate   Royal Bank Canada</b>								



## Beaverton School District Portfolio Holdings by Asset Class

Date: 1/16/2026

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
Royal Bank of Canada 0 6/3/2026		12/4/2025	19,625,933.33	98.55	19,710,966.60	2.52%	S&P-AA+	123
78009BF31	20,000,000.00	3.79	19,745,800.00	4.29	0.00	-34,833.40	Moody's-Aa1	0.34
Royal Bank of Canada 0 9/15/2026		12/22/2025	9,734,483.33	97.45	9,745,227.70	1.25%	S&P-AA+	227
78009BJF0	10,000,000.00	3.68	9,774,261.11	4.15	0.00	-29,033.41	Moody's-Aa1	0.62
<b>Sub Total Corporate   Royal Bank Canada</b>	<b>30,000,000.00</b>	<b>3.75</b>	<b>29,360,416.66</b>	<b>4.24</b>	<b>29,456,194.30</b>	<b>3.77%</b>		<b>157</b>
<b>Corporate   Toyota</b>								
Toyota Motor Credit Corp 0 3/19/2026		6/26/2025	4,846,680.56	99.36	4,967,794.40	0.63%	Moody's-Aa	47
89233HCK8	5,000,000.00	4.28	4,972,909.72	4.97	0.00	-5,115.32	S&P-AA+	0.13
Toyota Motor Credit Corp 0 4/1/2026		8/27/2025	14,633,812.50	99.22	14,883,124.95	1.9%	S&P-A+	60
89233HD19	15,000,000.00	4.15	14,898,750.00	4.71	0.00	-15,625.05	Moody's-A1	0.16
<b>Sub Total Corporate   Toyota</b>	<b>20,000,000.00</b>	<b>4.18</b>	<b>19,480,493.06</b>	<b>4.78</b>	<b>19,850,919.35</b>	<b>2.53%</b>		<b>57</b>
<b>LGIP   Oregon State</b>								
Oregon State   417 2017 Bond Tax LGIP		6/30/2024	5,206,880.34	100.00	5,206,880.34	0.66%	NR	1
LGIP4972	5,206,880.34	4.10	5,206,880.34	4.10	0.00	0.00	NR	0
Oregon State   Debt Service LGIP		6/30/2024	3,979,892.37	100.00	3,979,892.37	0.51%	NR	1
LGIP5173	3,979,892.37	4.10	3,979,892.37	4.10	0.00	0.00	NR	0
Oregon State   Fund 425 Bond Issue LGIP		5/29/2025	7,538,693.71	100.00	7,538,693.71	0.96%	None	1
LGIP6795	7,538,693.71	4.10	7,538,693.71	4.10	0.00	0.00	None	0
Oregon State   General Fund LGIP		6/30/2024	67,498,943.32	100.00	67,498,943.32	8.61%	NR	1
LGIP4010	67,498,943.32	4.10	67,498,943.32	4.10	0.00	0.00	NR	0
<b>Sub Total LGIP   Oregon State</b>	<b>84,224,409.74</b>	<b>4.10</b>	<b>84,224,409.74</b>	<b>4.10</b>	<b>84,224,409.74</b>	<b>10.74%</b>		<b>1</b>
<b>US Agency   FAMC</b>								
FAMC 0 5/11/2026		11/21/2025	24,562,406.25	98.87	24,717,000.00	3.16%	Moody's-Aa1	100
31315LWR5	25,000,000.00	3.75	24,744,097.22	4.12	0.00	-27,097.22	S&P-AA+	0.27



## Beaverton School District Portfolio Holdings by Asset Class

Date: 1/16/2026

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
FAMC 0 5/14/2026		12/4/2025	29,517,000.00	98.84	29,651,400.00	3.79%	Moody's-Aa1	103
31315LWU8	30,000,000.00	3.66	29,691,000.00	4.11	0.00	-39,600.00	S&P-AA+	0.28
			<b>54,079,406.25</b>		<b>54,368,400.00</b>	<b>6.95%</b>		<b>102</b>
<b>Sub Total US Agency   FAMC</b>	<b>55,000,000.00</b>	<b>3.70</b>	<b>54,435,097.22</b>	<b>4.11</b>	<b>0.00</b>	<b>-66,697.22</b>		<b>0.28</b>
<b>US Agency   FHLB</b>								
FHLB 0 2/13/2026		5/29/2025	14,577,500.00	99.72	14,958,300.00	1.91%	Moody's-Aa1	13
313385TA4	15,000,000.00	4.01	14,978,875.00	7.72	0.00	-20,575.00	S&P-AA+	0.04
FHLB 0 2/6/2026		12/22/2025	4,977,785.83	99.79	4,989,550.00	0.64%	S&P-AA+	6
313385ST4	5,000,000.00	3.49	4,997,102.50	12.57	0.00	-7,552.50	Moody's-Aa1	0.02
FHLB 0 5/15/2026		12/11/2025	20,691,679.17	98.83	20,753,880.00	2.65%	Moody's-Aa1	104
313385WV4	21,000,000.00	3.46	20,793,126.67	4.11	0.00	-39,246.67	S&P-AA+	0.28
FHLB 0 5/15/2026		12/22/2025	2,957,820.00	98.83	2,964,840.00	0.38%	Moody's-Aa1	104
313385WV4	3,000,000.00	3.57	2,969,536.67	4.11	0.00	-4,696.67	S&P-AA+	0.28
FHLB 0 5/8/2026		8/27/2025	973,153.61	98.90	988,970.00	0.13%	S&P-AA+	97
313385WN2	1,000,000.00	3.91	989,747.64	4.14	0.00	-777.64	Moody's-Aa1	0.27
FHLB 0 6/16/2026		12/4/2025	29,425,275.00	98.53	29,557,800.00	3.78%	S&P-AA+	136
313385YD2	30,000,000.00	3.62	29,597,100.00	3.96	0.00	-39,300.00	Moody's-Aa1	0.37
FHLB 0 7/16/2026		12/4/2025	19,561,955.56	98.24	19,648,600.00	2.51%	S&P-AA+	166
313385ZK5	20,000,000.00	3.60	19,675,377.78	3.88	0.00	-26,777.78	Moody's-Aa1	0.45
FHLB 0 8/7/2026		12/4/2025	24,403,663.19	98.04	24,509,500.00	3.13%	Moody's-Aa1	188
313385A97	25,000,000.00	3.58	24,544,262.92	3.83	0.00	-34,762.92	S&P-AA+	0.52
FHLB 0 9/15/2026		12/11/2025	29,228,550.00	97.67	29,302,200.00	3.75%	S&P-AA+	227
313385F84	30,000,000.00	3.42	29,370,075.00	3.78	0.00	-67,875.00	Moody's-Aa1	0.62
			<b>146,797,382.36</b>		<b>147,673,640.00</b>	<b>18.88%</b>		<b>144</b>
<b>Sub Total US Agency   FHLB</b>	<b>150,000,000.00</b>	<b>3.58</b>	<b>147,915,204.18</b>	<b>4.59</b>	<b>0.00</b>	<b>-241,564.18</b>		<b>0.39</b>
<b>US Treasury   Bill - Slug</b>								



## Beaverton School District Portfolio Holdings by Asset Class

Date: 1/16/2026

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CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-Bill 0 2/19/2026 912797PM3	5,000,000.00	5/27/2025 4.11	4,853,716.67 4,989,629.17	99.70 5.74	4,985,100.00 0.00	0.64% -4,529.17	Moodys-Aa1 S&P-AA+	19 0.05
T-Bill 0 3/19/2026 912797PV3	5,000,000.00	5/27/2025 4.11	4,838,844.44 4,974,411.11	99.42 4.52	4,971,100.00 0.00	0.63% -3,311.11	Moodys-Aa1 S&P-AA+	47 0.13
T-Bill 0 3/19/2026 912797PV3	15,000,000.00	7/29/2025 4.15	14,612,637.50 14,921,862.50	99.42 4.52	14,913,300.00 0.00	1.9% -8,562.50	Moodys-Aa1 S&P-AA+	47 0.13
T-Bill 0 4/16/2026 912797QD2	5,000,000.00	10/28/2025 3.71	4,915,000.00 4,962,500.00	99.15 4.18	4,957,400.00 0.00	0.63% -5,100.00	S&P-AA+ Moodys-Aa1	75 0.21
T-Bill 0 5/14/2026 912797QN0	1,000,000.00	7/29/2025 4.08	968,691.67 988,841.67	98.88 4.01	988,800.00 0.00	0.13% -41.67	Moodys-Aa1 S&P-AA+	103 0.28
T-Bill 0 5/14/2026 912797QN0	10,000,000.00	10/28/2025 3.62	9,807,500.00 9,899,861.11	98.88 4.01	9,888,000.00 0.00	1.26% -11,861.11	Moodys-Aa1 S&P-AA+	103 0.28
T-Bill 0 5/14/2026 912797QN0	15,000,000.00	12/4/2025 3.67	14,761,183.33 14,847,216.66	98.88 4.01	14,832,000.00 0.00	1.89% -15,216.66	Moodys-Aa1 S&P-AA+	103 0.28
T-Bill 0 6/11/2026 912797QX8	5,000,000.00	10/28/2025 3.46	4,895,161.11 4,939,230.56	98.62 3.91	4,930,850.00 0.00	0.63% -8,380.56	Moodys-Aa1 S&P-AA+	131 0.36
T-Bill 0 7/9/2026 912797RF6	15,000,000.00	12/4/2025 3.52	14,692,583.33 14,774,750.00	98.34 3.88	14,751,000.00 0.00	1.88% -23,750.00	S&P-AA+ Moodys-Aa1	159 0.44
T-SLGS 0 10/15/2026 912821NH4	10,000,000.00	5/29/2025 3.95	9,474,600.00 9,732,087.70	97.44 3.72	9,744,400.00 0.00	1.24% 12,312.30	Moodys-Aa1 S&P-AA+	257 0.7
T-SLGS 0 11/15/2026 9128205Y9	10,000,000.00	5/29/2025 3.93	9,446,900.00 9,702,256.45	97.20 3.64	9,720,000.00 0.00	1.24% 17,743.55	Moodys-Aa1 S&P-AA+	288 0.79
T-SLGS 0 11/15/2027 912833QB9	20,000,000.00	5/29/2025 3.84	18,212,200.00 18,702,851.78	93.61 3.73	18,722,400.00 0.00	2.39% 19,548.22	Moodys-Aa1 S&P-AA+	653 1.79



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CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-SLGS 0 12/15/2026		5/29/2025	18,834,400.00	96.85	19,369,200.00	2.47%	Moodys-Aa1	318
912821NT8	20,000,000.00	3.92	19,343,963.19	3.71	0.00	25,236.81	S&P-AA+	0.87
T-SLGS 0 2/15/2027		5/29/2025	23,401,250.00	96.36	24,090,500.00	3.07%	Moodys-Aa1	380
9128206P7	25,000,000.00	3.89	24,031,060.60	3.59	0.00	59,439.40	S&P-AA+	1.04
T-SLGS 0 2/15/2028		5/29/2025	13,524,450.00	92.72	13,908,000.00	1.77%	Moodys-Aa1	745
912833RY8	15,000,000.00	3.85	13,891,850.05	3.74	0.00	16,149.95	S&P-AA+	2.04
T-SLGS 0 3/15/2026		5/29/2025	14,528,700.00	99.46	14,919,300.00	1.9%	Moodys-Aa1	43
912821KW4	15,000,000.00	4.05	14,930,117.59	4.55	0.00	-10,817.59	S&P-AA+	0.12
T-SLGS 0 4/15/2026		5/29/2025	14,481,300.00	99.17	14,874,900.00	1.9%	Moodys-Aa1	74
912821LA1	15,000,000.00	4.04	14,880,424.30	4.14	0.00	-5,524.30	S&P-AA+	0.2
T-SLGS 0 5/15/2026		5/29/2025	15,399,040.00	98.88	15,820,960.00	2.02%	Moodys-Aa1	104
9128202R7	16,000,000.00	4.02	15,821,937.78	3.94	0.00	-977.78	S&P-AA+	0.28
T-SLGS 0 5/15/2027		5/29/2025	23,206,750.00	95.33	23,831,250.00	3.04%	Moodys-Aa1	469
912833PD6	25,000,000.00	3.83	23,825,371.16	3.75	0.00	5,878.84	S&P-AA+	1.28
T-SLGS 0 5/15/2028		5/29/2025	8,937,100.00	91.89	9,188,800.00	1.17%	Moodys-Aa1	835
912833WQ9	10,000,000.00	3.83	9,179,739.83	3.73	0.00	9,060.17	S&P-AA+	2.29
T-SLGS 0 6/15/2026		5/29/2025	23,982,250.00	98.63	24,658,500.00	3.14%	Moodys-Aa1	135
912821LL7	25,000,000.00	4.01	24,640,323.95	3.73	0.00	18,176.05	S&P-AA+	0.37
T-SLGS 0 7/15/2026		5/29/2025	23,908,500.00	98.28	24,570,000.00	3.13%	Moodys-Aa1	165
912821LQ6	25,000,000.00	3.99	24,562,870.14	3.84	0.00	7,129.86	S&P-AA+	0.45
T-SLGS 0 8/15/2026		5/29/2025	19,066,800.00	98.01	19,601,600.00	2.5%	Moodys-Aa1	196
912821LV5	20,000,000.00	3.97	19,587,116.93	3.76	0.00	14,483.07	S&P-AA+	0.54
T-SLGS 0 8/15/2027		5/29/2025	22,989,500.00	94.42	23,605,250.00	3.01%	Moodys-Aa1	561
912833PE4	25,000,000.00	3.82	23,604,095.92	3.76	0.00	1,154.08	S&P-AA+	1.54



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CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-SLGS 0 9/15/2026		5/29/2025	14,258,400.00	97.70	14,655,150.00	1.87%	Moody's-Aa1	227
912821ND3	15,000,000.00	3.95	14,644,845.57	3.79	0.00	10,304.43	S&P-AA+	0.62
			<b>347,997,458.05</b>		<b>356,497,760.00</b>	<b>45.45%</b>		<b>281</b>
<b>Sub Total US Treasury   Bill - Slug</b>	<b>367,000,000.00</b>	<b>3.90</b>	<b>356,379,215.72</b>	<b>3.90</b>	<b>0.00</b>	<b>118,544.28</b>		<b>0.77</b>
<b>US Treasury   Note</b>								
T-Note 1.625 2/15/2026		4/28/2025	11,773,560.00	99.85	11,982,120.00	1.53%	Moody's-Aaa	15
912828P46	12,000,000.00	4.04	11,988,407.51	5.25	89,551.63	-6,287.51	S&P-AA+	0.04
T-Note 3.75 4/15/2026		10/28/2025	10,009,600.00	100.02	10,002,300.00	1.28%	S&P-AA+	74
91282CGV7	10,000,000.00	3.54	10,004,203.55	3.60	111,263.74	-1,903.55	Moody's-Aa1	0.2
			<b>21,783,160.00</b>		<b>21,984,420.00</b>	<b>2.81%</b>		<b>42</b>
<b>Sub Total US Treasury   Note</b>	<b>22,000,000.00</b>	<b>3.81</b>	<b>21,992,611.06</b>	<b>4.50</b>	<b>200,815.37</b>	<b>-8,191.06</b>		<b>0.11</b>
			<b>772,172,190.01</b>		<b>783,453,002.94</b>	<b>100.00%</b>		<b>178</b>
<b>TOTAL PORTFOLIO</b>	<b>798,224,409.74</b>	<b>3.87</b>	<b>783,809,302.43</b>	<b>4.21</b>	<b>392,009.82</b>	<b>-356,299.49</b>		<b>0.49</b>

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

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

**RECOMMENDATION**

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

**Belong. Believe. Achieve.**

**DRAFT MEETING MINUTES – BOARD WORK SESSION JANUARY 13, 2026****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  
Kerry Delf  
Steve Langford  
Robin Kowbroski  
Dra. Perla Rodriguez  
Sarah Weiland  
Christy Perry (virtual)

Superintendent  
Associate Superintendent for Teaching & Learning  
Associate Superintendent for Business Services  
Chief of Staff  
Chief Information Officer  
Executive Administrator for PreK-8  
Executive Administrator for PreK-8  
Board Secretary  
Consultant, Human Capital Enterprises

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 5:58 p.m. She noted that all seven board members were present. The order of topics on the agenda was reversed to provide time to resolve a technical issue.

**II. LITERACY INSTRUCTION**

Executive Administrator Robin Kowbrowski presented information about the district’s implementation of new language arts and English language proficiency instructional materials across all grade levels. Elementary schools (K–5) are in Year 2 of implementation following board approval of a curriculum adoption in May 2024, while middle, high and option schools (6–12) are in Year 1 after an adoption in May 2025. Reading improvement efforts emphasize evidence-based instruction, high-quality materials, professional learning, and equitable supports through a multi-tiered system of supports (MTSS). Implementation is supported by the Early Literacy Success Grant and the Comprehensive Literacy State Development Grant and aligns with Oregon State Board of Education standards and adoption requirements.

**III. SUPERINTENDENT SEARCH**

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Human Capital Enterprises consultant Christy Perry spoke with the board about the superintendent search process, including a review of the planned timeline and next steps including the interview process and the makeup of confidential community interview panels.

#### **IV. CLOSE MEETING**

Chair Sunita Garg adjourned the work session at 6:59 p.m.

draft

**DRAFT MEETING MINUTES – BOARD BUSINESS MEETING JANUARY 13, 2026****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:****Student Representatives Present:**

Vihaan Paliwal  
Isabelle Riley

**Student Representatives Absent:**

Chermia Clouser  
Jordyn Sargent

**Staff Present:**

Dr. Gustavo Balderas  
Dr. Shelly Reggiani  
Michael Schofield  
Casey Waletich  
Kerry Delf  
Steffanie Frost  
Steve Langford  
Shellie Bailey-Shah  
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  
Board Secretary

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 7:06 p.m. She noted that all seven board members were present and two student representatives were present. Chair Garg removed approval of policy GCAB from the agenda to revisit in a future meeting.

**II. STUDENT PERFORMANCES & RECOGNITIONS****A. School Board Appreciation Month**

The superintendent noted that January is recognized by the Oregon School Boards Association (OSBA) as School Board Appreciation Month. Remarks were offered acknowledging board members' unpaid service, leadership and significant time commitment to the district, schools and community. The superintendent expressed appreciation for the board's dedication to student success and stewardship of public resources.

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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)*

### *B. School District of the Year*

Beaverton School District was named National School District of the Year by the education publication K-12 Dive. The district was recognized for systemwide achievements in academics and operations, including expanded dual language and pre-K programs, career technical education opportunities, an innovative fentanyl awareness program, and a growing electric bus fleet.

### **III. SUPERINTENDENT'S REPORT**

Superintendent Balderas thanked the board for the opportunity to serve, noting that this would be his final board meeting prior to the transition to an interim superintendent. He expressed appreciation for the board's leadership and confidence, and reflected on the district's accomplishments during his tenure.

Dr. Balderas highlighted Beaverton School District's systemwide alignment and progress in priority areas identified by the board at the time of his hiring, including career technical education, preschool programming, dual language programs, and the development of cohesive district systems. He credited the board's vision, district leadership and staff at all levels for contributing to these successes.

The superintendent noted the district's academic quality and outcomes, expressing confidence in the strength of Beaverton School District's educational programs. He acknowledged the district's strong community support, including the passage of bonds and levies, and emphasized the importance of accountability and return on investment for students and families. He encouraged the board to continue advocating at the state level for adequate and equitable school funding, emphasizing disparities across districts and the need to ensure all students receive the resources they deserve.

Dr. Balderas concluded by expressing gratitude for the opportunity to serve the district and community.

### **IV. PUBLIC COMMENTS**

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

BEA President Katie Lukins commented to the board.

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

The board heard public comment from one speaker. The board also received 55 written comments.

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

#### *A. Department Report: Communications*

Public Communications Officer Shellie Bailey-Shah presented an annual update on the work of the Communications & Community Involvement Department. During the past school year, the communications team advanced several initiatives including expanded video storytelling efforts, increased bond transparency, the Believe You Matter campaign, the Aloha High School mascot rebranding, and facilitating the establishment of 56 site-based pop-up food pantries. Other accomplishments include the districtwide rollout of the Class Intercom social media platform and implementation of the Let's Talk/OnFlo engagement tool.

#### *B. Program Spotlight: Community Facilities Use*

Associate Superintendent for Operations & Support Services Casey Waletich presented information on community use of district facilities. To reduce barriers and increase community access to use school facilities outside of school hours, the district has updated the tiered fee structure for community facility use and updated guidelines for supplemental staffing charges. These changes have lowered costs for most users and significantly reduced fees for nonprofit programs serving youth within the BSD boundary, while overall pricing is more aligned with comparable districts to promote fairness and transparency. In

addition, the district has launched a new facility use reservation system that provides a more streamlined and user-friendly experience.

#### *E. Monthly Financial Report*

Associate Superintendent for Business Services Mike Schofield presented the monthly financial report, which included general fund activity and forecast, a summary of revenues and expenditures, a report on classroom teacher staffing by schools, and information on investment activity.

### **VI. CONSENT AGENDA**

#### *A. Personnel*

#### *B. Meeting Minutes*

- i. School Board Executive Session, December 9, 2025
- ii. School Board Work Session, December 9, 2025
- iii. School Board Business Meeting, December 9, 2026
- iv. School Board Work Session, January 6, 2026
- v. School Board Executive Session, January 6, 2026

#### *C. Public Contracts*

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

### **VII. ITEMS FOR ACTION**

#### *A. Interim Superintendent*

Dr. Karen Pérez moved to approve the selection of Michael Schofield as Interim Superintendent. Justice Rajee seconded. The motion passed unanimously 7:0.

#### *B. Board Policy Revisions*

- i. BBB Board Elections*
- ii. BDC Executive Sessions*

Dr. Karen Pérez moved to approve the board policy revisions minus the policy that was removed. Justice Rajee seconded. The motion passed unanimously 7:0.

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

#### *A. NWRESD Local Service Plan*

NWRESD Superintendent Dan Goldman and NWRESD Board Chair Becky Tymchuk presented the education service district's proposed local service plan for 2026–27. Education service districts provide services to school districts in their local area. Oregon requires its 19 ESDs to submit a local service plan each year, addressing how they will provide equitable, high-quality, cost-effective and locally responsive educational services at a regional level, including special education, technology, school improvement, and administrative support services. The NWRESD local service plan for 2026–27 has been approved by the NWRESD board and district superintendents, and must be approved by March 1 by the boards of at least two-thirds of the ESD's component districts, representing a majority of the total number of students enrolled in the service area. A vote on this item will be held at the next board meeting.

#### *B. Reaffirm Board Resolution in Support of Immigrant Students and Families*

In January 2025 the board approved a resolution affirming the board's commitment to supporting all students and families, and directing the district to maintain and reemphasize its practices consistent with law and policy to safeguard the rights of all students, regardless of national origin, citizenship or immigration documentation status. Beaverton School District is committed to creating a safe and welcoming school climate for all students, families and staff. Board members have expressed concern for members of the community who may feel uncertain about school policies and procedures related to

students and families who are immigrants to the United States. Board members were provided an opportunity to share input on updating this resolution with actions within the district's control.

*C. Board Policy Revisions*

*i. KG Facilities Use*

*ii. CBC Superintendent's Contract*

*iii. EH Records and Data Management*

Chief of Staff Kerry Delf presented proposed revisions to board policies KG, CBC and EH. 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.

**IX. BOARD AND STUDENT REPRESENTATIVE COMMUNICATION**

Board members expressed appreciation for a presentation regarding the *Believe You Matter* campaign and shared reflections on student mental health, social media use, and the district's role in supporting families. Multiple board members offered remarks of gratitude to the outgoing superintendent, acknowledging his leadership, system-building work, and long-term contributions to the district and students. Board members highlighted the strength of district systems, staff commitment, and the foundation established for future success. Well-wishes were extended for his next professional role.

Board members reflected on the importance of maintaining focus on the board's mission, navigating challenging community conversations with care, and centering student needs in decision-making. Several members emphasized collaboration, mutual respect, and trust as essential to governance during complex times. The board acknowledged the upcoming work related to the superintendent search and expressed commitment to an inclusive, community-engaged process focused on belonging, achievement, and student success. Board members also recognized regional collaboration efforts, including a legislative roundtable that demonstrated the impact of a unified regional voice in advocating for students and equitable school funding. Appreciation was shared for district and regional leadership, staff participation, and community engagement.

Several members reflected on the observance of Dr. Martin Luther King Jr. Day. Additional remarks highlighted school visits, youth services ride-alongs, and ongoing opportunities for board learning and connection with district operations.

**X. CLOSE MEETING**

Chair Sunita Garg adjourned the meeting at 10:32 p.m.

**DRAFT MEETING MINUTES – BOARD RETREAT JANUARY 27, 2026****Board Members Present:**

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

**Board Members Absent:****Staff Present:**

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

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

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

**I. OPEN MEETING**

Chair Sunita Garg called the meeting to order at 2:00 p.m. She noted that five board members were present in-person at 2:00, with Dr. Karen Pérez arriving at 2:01 p.m. and Dr. Melissa Potter attending virtually via livestream.

**II. BUDGET UPDATE**

Associate Superintendent for Business Services Michael Schofield and Associate Superintendent for Teaching & Learning Dr. Shelly Reggiani presented updated financial information, potential budget reductions under consideration, and next steps for the 2026-2027 budget. The board had previously met with staff during its August retreat to authorize planning for budget reductions, and planned to aim to reduce spending by approximately \$10 million in each of the next three years. Following that directive, the district began a review of the current staffing allocation methodology, with a dedicated committee formed of school and district administrators and licensed and classified union leadership. The committee's recommendations for reductions were then reviewed by district leadership to determine which proposals would best preserve the student experience while meeting the board's financial targets. Mr. Schofield and Dr. Reggiani discussed the potential reductions to be considered; these will be shared and feedback will be gathered from staff, students, families and community members through the

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district's annual budget listening and learning process. Feedback will be shared with the budget committee and board during the Budget 101 session in March. In May the superintendent will present the final proposed budget, including the specific recommendations for reductions, for budget committee review and board approval.

### **III. BOARD DEVELOPMENT**

OSBA Director of Board Development Kristen Miles led a training session focusing on balanced governance standards and the roles and responsibilities of high-performing boards.

The board took a break at 5:35 p.m., returning at 5:40 p.m.

### **IV. BOARD GOALS UPDATE**

The board reviewed progress on its established goals and discussed next steps. Members noted that the superintendent selection goal is actively underway and expressed satisfaction with the selection of the interim superintendent. Work toward a sustainable budget was acknowledged as ongoing. Legislative advocacy efforts were reported as going well. The board discussed board development and effectiveness, with general support for conducting a board self-evaluation later this year to support reflection, alignment, preparation for a new superintendent and upcoming elections. Members emphasized that the evaluation would focus on growth and improvement.

### **V. BOARD COMPENSATION**

Chief of Staff Kerry Delf provided an overview of recent changes in state law allowing school board members to receive stipends, including the legal background, policy implications, funding considerations, and available implementation pathways. It was noted that district policy should be updated to align with current law regardless of whether stipends are pursued. Board members discussed the purpose of stipends as a means to reduce barriers to service, increase access and equity, and recognize the significant time commitment required of elected board members, while remaining mindful of community perception and budget considerations. There was general interest in exploring the option further, with support for beginning by updating policy and continuing discussion at a deliberate pace.

### **VI. CLOSE MEETING**

Chair Sunita Garg adjourned the meeting at 6:02 p.m.

**CONSENT AGENDA – ITEM FOR ACTION****TRANSPORTATION SUPPLEMENTAL PLAN 2026-27****SUMMARY**

Oregon school districts provide daily round-trip home-to-school transportation for students living more than a certain distance from school, and for selected areas within these zones where needed for student safety. To qualify for state reimbursement of 70% of approved transportation costs, routes servicing areas within these zones must be approved as local district Transportation Supplemental Plans. These plans are revised as transportation needs and circumstances change.

**BACKGROUND**

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the state at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively). The statute includes provisions for reimbursing transportation costs for students living within these zones if it is required for health or safety reasons. To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district Transportation Supplemental Plans. The primary reason for providing transportation for students within the non-transportation zone is lack of sufficient infrastructure for a safe walkway (e.g., sidewalks, walkways, road crossings, etc.).

A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School, and the THPRD Planning Department evaluate planned and completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses. The statute also includes a provision for reimbursement of active transportation costs related to crossing guards and staff time required for the coordination of active transportation for students living less than 3.0 miles from school, a result of the passage of HB 3014 in 2023. Crossing guards are required when a safe walk path for students residing within the non-transportation zone exists but requires crossing a street which exceeds the minimum speed and vehicles per hour limits established for the associated grade levels.

The 2026-27 Transportation Supplemental Plan includes the addition of one crossing guard to the currently 86 authorized crossing guards serving 29 elementary and 6 middle schools. The district will begin including these costs in the annual reimbursement application. An index of crossing guard positions, locations and hours are listed at the end of the plan.

**RECOMMENDATION**

The superintendent recommends the board approve the Transportation Supplemental Plan revisions.

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**TRANSPORTATION SUPPLEMENTAL PLAN ADJUSTMENTS 2026-27**

Schools	Area Name and link	Area Description	Students	Stops	Buses	Specific Hazard	What Changed	Action
Mountainside High School	<i>Mountainside Proposed NTZ 2026</i>	New residential development north of Mountainside High School, west of SW 175th. Includes residences on SW Horsetail Drive and SW Cooper Mountain Lane.	0	0	0	lack of sidewalks	New construction. Addition of sidewalks as part of half street improvements. Addition of pedestrian path connecting Cooper Mountain Lane to SW Alvord	Remove Transportation
	<i>Mountainside HS Proposed Hazard North</i>	Area along SW 175th between SW Cooper Mtn Ln and SW Weir Rd	9	5	0.2	Lack of Sidewalks	Review of this area shows it is within 1.5 miles of Mountainside High School, but lacks infrastructure suitable to student pedestrian travel.	Designate as Hazard Zone. Continue transportation service but designate as Supplemental
Hazeldale Elementary School	<i>Hazeldale Proposed NTZ 2026</i>	Neighborhood south of Hazeldale Elementary, between SW Miller Hill Rd and SW 195th. Includes neighborhood along SW Farmington between 192nd and SW 194th.	50	6	1	Lack of sidewalks along neighborhood outlets (SW Miller Hill and SW 195th).	Sidewalks added - 195th Avenue (FY 2022-24 Pedestrian & Biking Improvement)   Washington County, OR	Remove Transportation
Kinnaman Elementary School	<i>Kinnaman Proposed NTZ 2026</i>	SW 188th between SW Blanton and SW Kinnaman	25	8	0.5	Lack of sidewalks	Sidewalks added. <a href="https://www.washingtoncountyor.gov/lut/projects/188th-avenue">https://www.washingtoncountyor.gov/lut/projects/188th-avenue</a>	Remove Transportation
<u>Raleigh Hills Elementary School</u>	Raleigh Hills Prop NTZ 2026	Neighborhood immediately south of the school	3	2	0.25	Lack of safe crossing to Raleigh Hills ES	New Traffic Signal at SW Scholls Ferry Road and SW Montclair. Add Crossing Guard	Remove Transportation







SW Steens Ln @  
SW Hayrick

Stairs connecting SW Horsetale Dr with SW Steens Ln



### **Mountainside High School – New Hazard Zone**

When conducting measurements during this year’s review of the Mountainside High School attendance area, we noted that the area north of the school between SW High Hill Lane and SW Weird Road had been marked incorrectly as exceeding 1.5 miles from the school. The proposed area falls within 1.5 miles of Mountainside High School. Lack of pedestrian infrastructure on SW 175<sup>th</sup> precludes students walking from the proposed area to school. The area currently receives bus service based on distance from the school. We propose the area continues to receive transportation service despite falling within 1.5 miles due to hazardous conditions. We propose the addition of this area to the District Supplemental Plan.









### **Hazeldale Elementary School**

The neighborhood along SW Millerglen Drive and SW Bayberry Drive is an established neighborhood that presently receives supplemental transportation service due to a lack of sidewalks on the two outlet streets leading to Hazeldale Elementary School – SW Miller Hill Road and SW 195<sup>th</sup>.

Residential development on SW Miller Hill Road added sidewalks as part of the half street improvements to the east side of SW Miller Hill Road. Washington County installed sidewalks between the new residential developments to create a continuous sidewalk on SW Miller Hill Road between SW Farmington and SW Wagner (shown in the diagram below.), connecting to existing sidewalk between SW Wagner and SW Cooperhawk Ct.

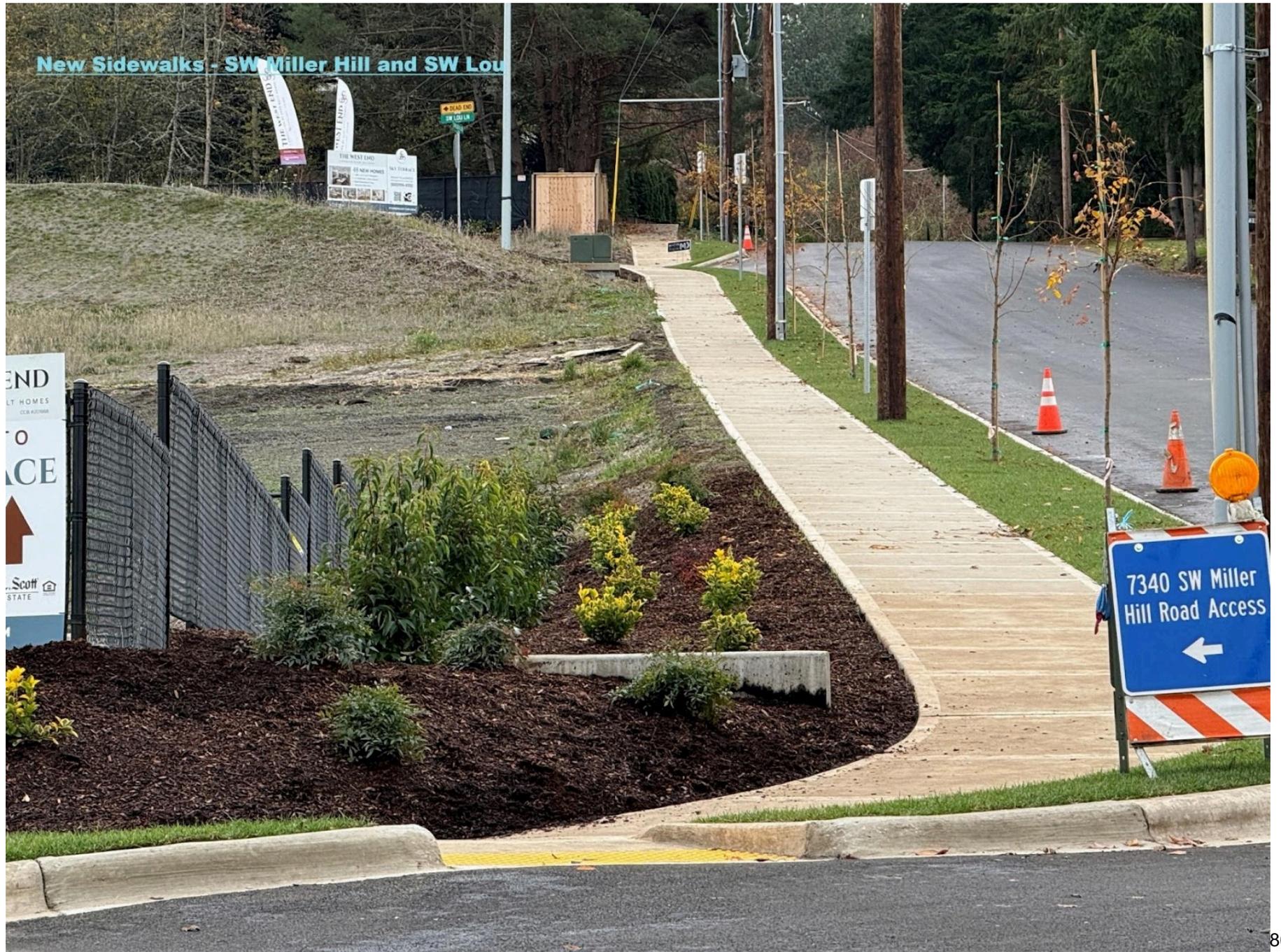
In 2025, Washington County also constructed sidewalks on the west side of SW 195<sup>th</sup> between SW Farmington to 7031 SW 195<sup>th</sup>, connecting to existing sidewalk south of this address. The proposed area now has 2 paths to Hazeldale elementary with sidewalks, eliminating the need for supplemental transportation service.

During this review, we also reviewed SW Farmington (south side) between SW 195<sup>th</sup> and SW 189<sup>th</sup>. This area previously received supplemental transportation service due to gaps in pedestrian infrastructure. Improvements were made several years ago addressing these gaps, creating a continuous pedestrian path along SW Farmington consisting of both sidewalks and curbed shoulders. Supplemental transportation was allowed to remain in place until improvements to SW 195<sup>th</sup> were completed.





New Sidewalks - SW Miller Hill and SW Lou



**New Sidewalks - SW Miller Hill  
@ SW Wagner**



**New Sidewalks  
connection to existing  
sidewalks - SW Miller Hill  
near SW Wagner**



**New Sidewalks - SW 195th  
@ SW Farmington**



**New Sidewalks - SW 195th  
near SW Farmington, (looking  
south)**







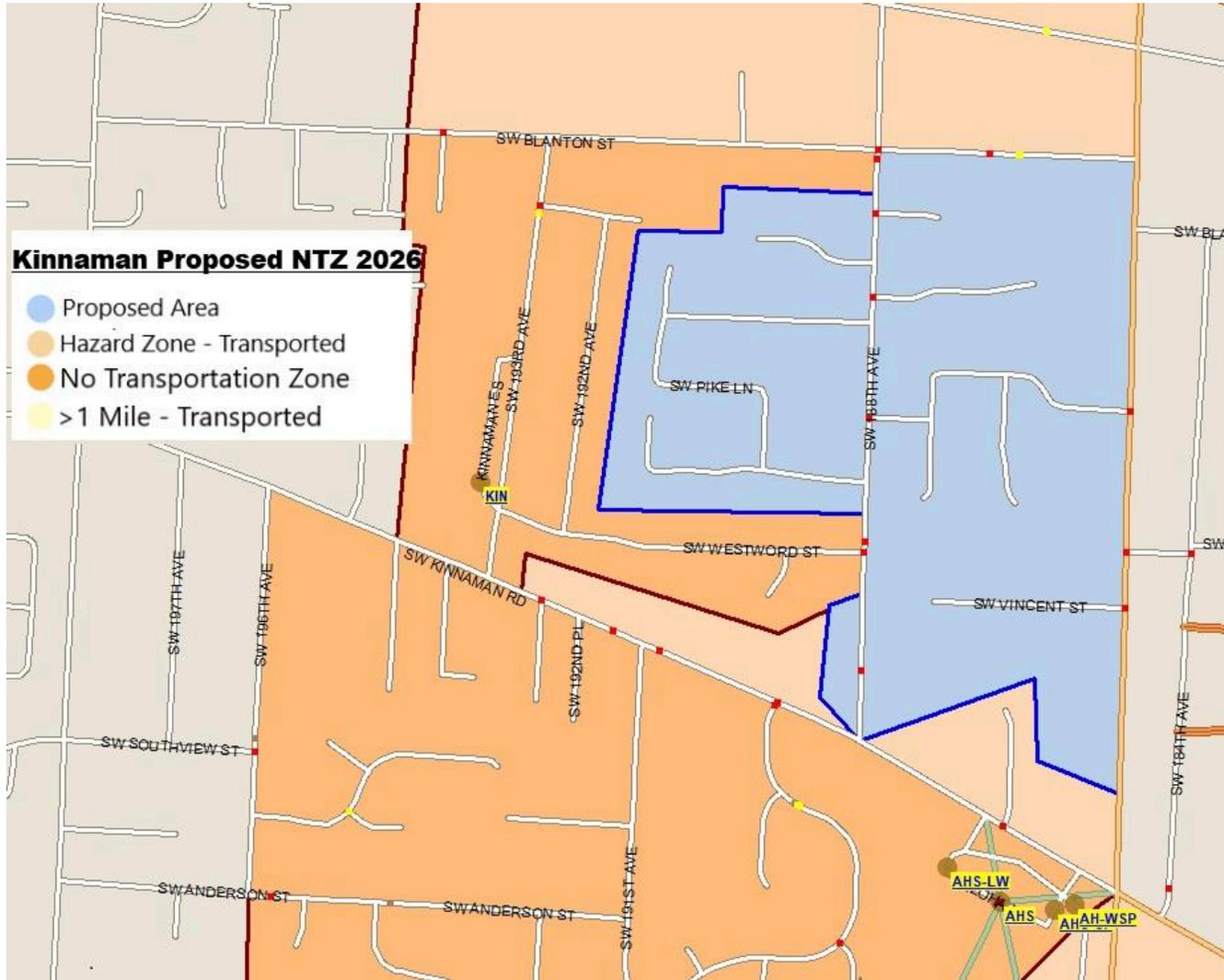
SW Farminston @ SW 195th  
(South Side, looking West)

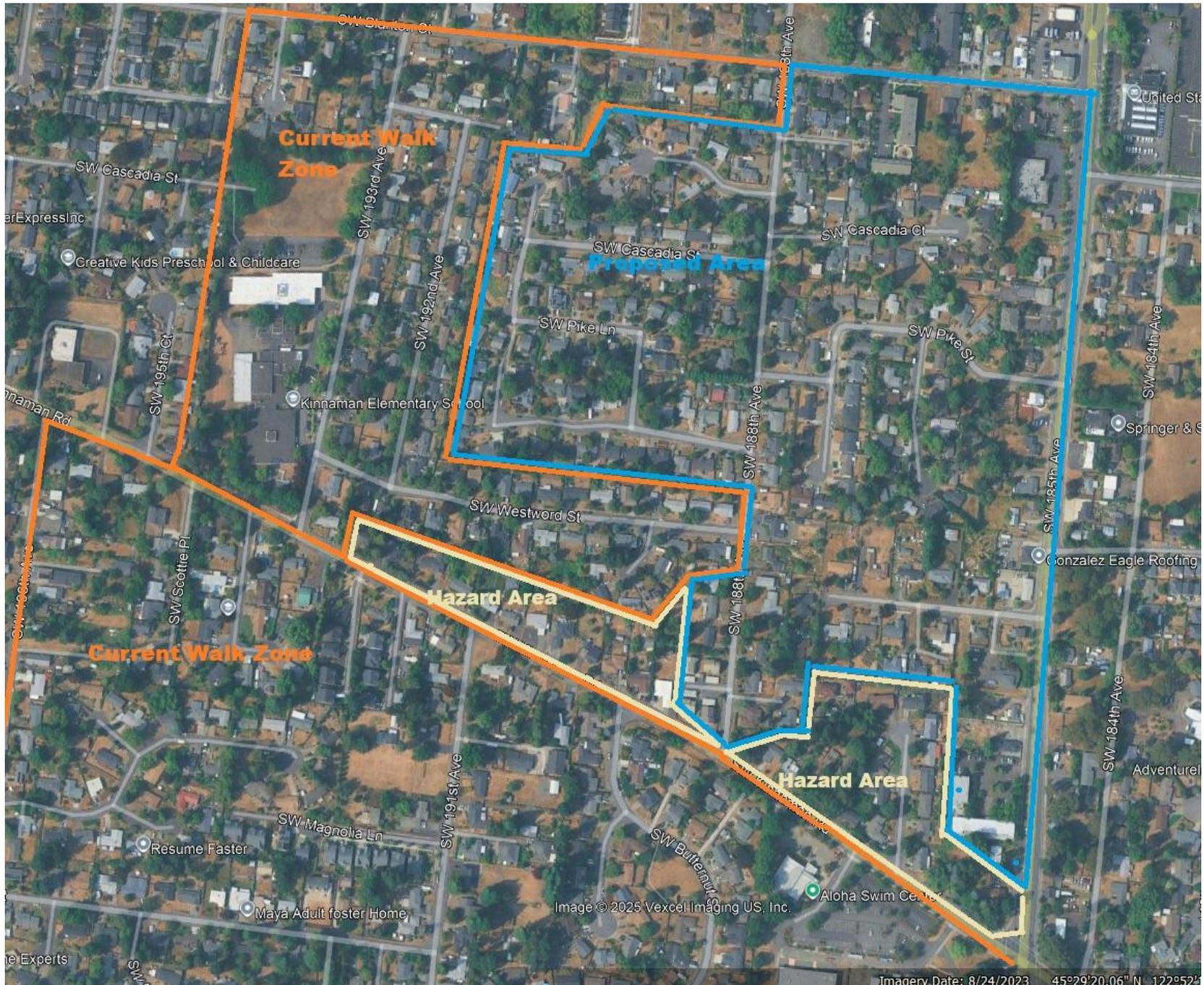
© 2025 Google



### Kinnaman Elementary School

The proposed area received supplemental transportation service due to gaps in the sidewalk along SW 188<sup>th</sup> Ave between SW Blanton and SW Kinnaman Rd. SW 188<sup>th</sup> connects to SW Westword Street, a primary path to Kinnaman Elementary for the proposed area. In 2025, Washington County installed sidewalks to the east side of SW 188<sup>th</sup> Avenue, providing an appropriate pedestrian path for students to access Kinnaman Elementary School.





**SW 188th @ SW Shelly**

**Shelly**

**SW 188th @ SW Wedgefield Lane**



Wedge  
field In

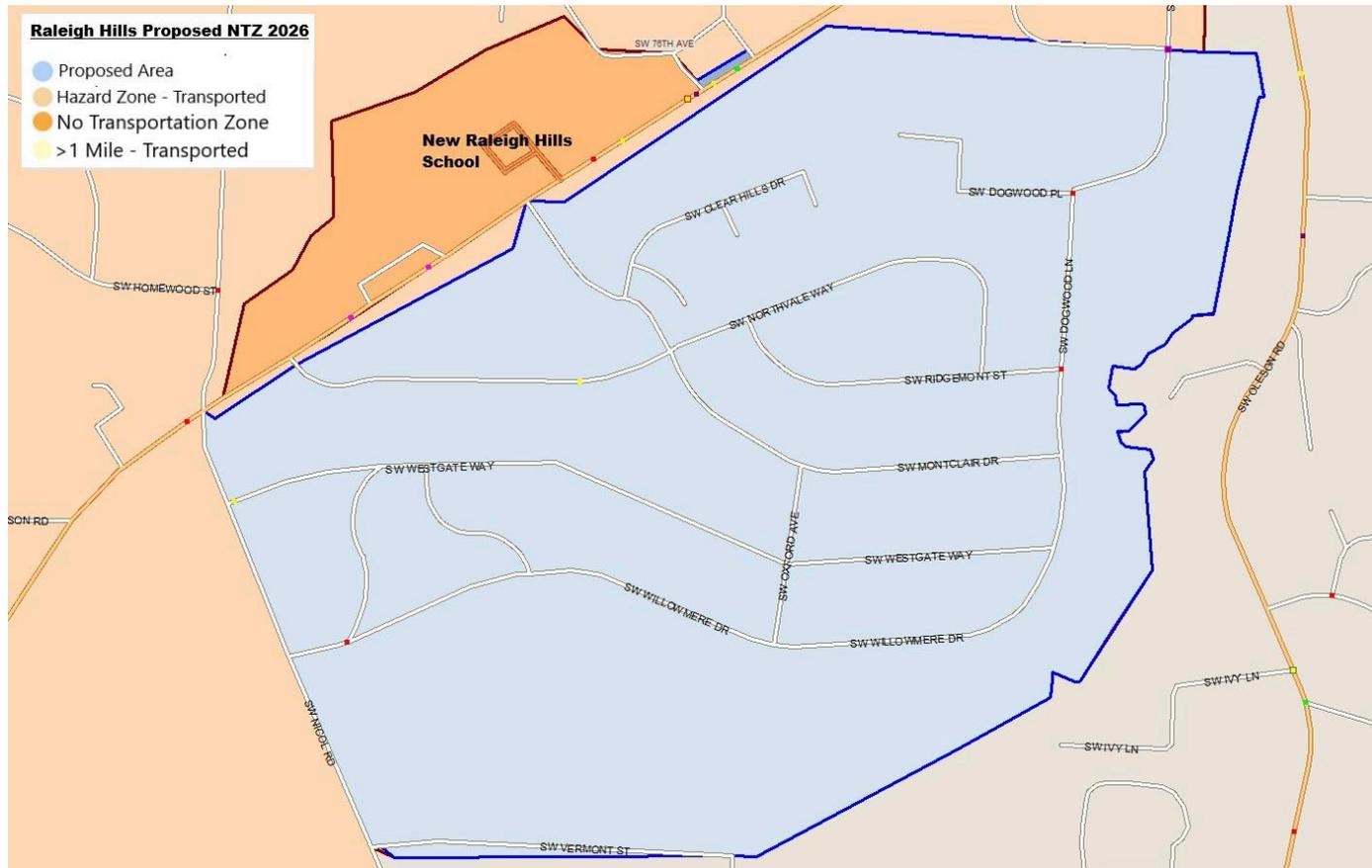
**SW 188th @ SW Westword St.**

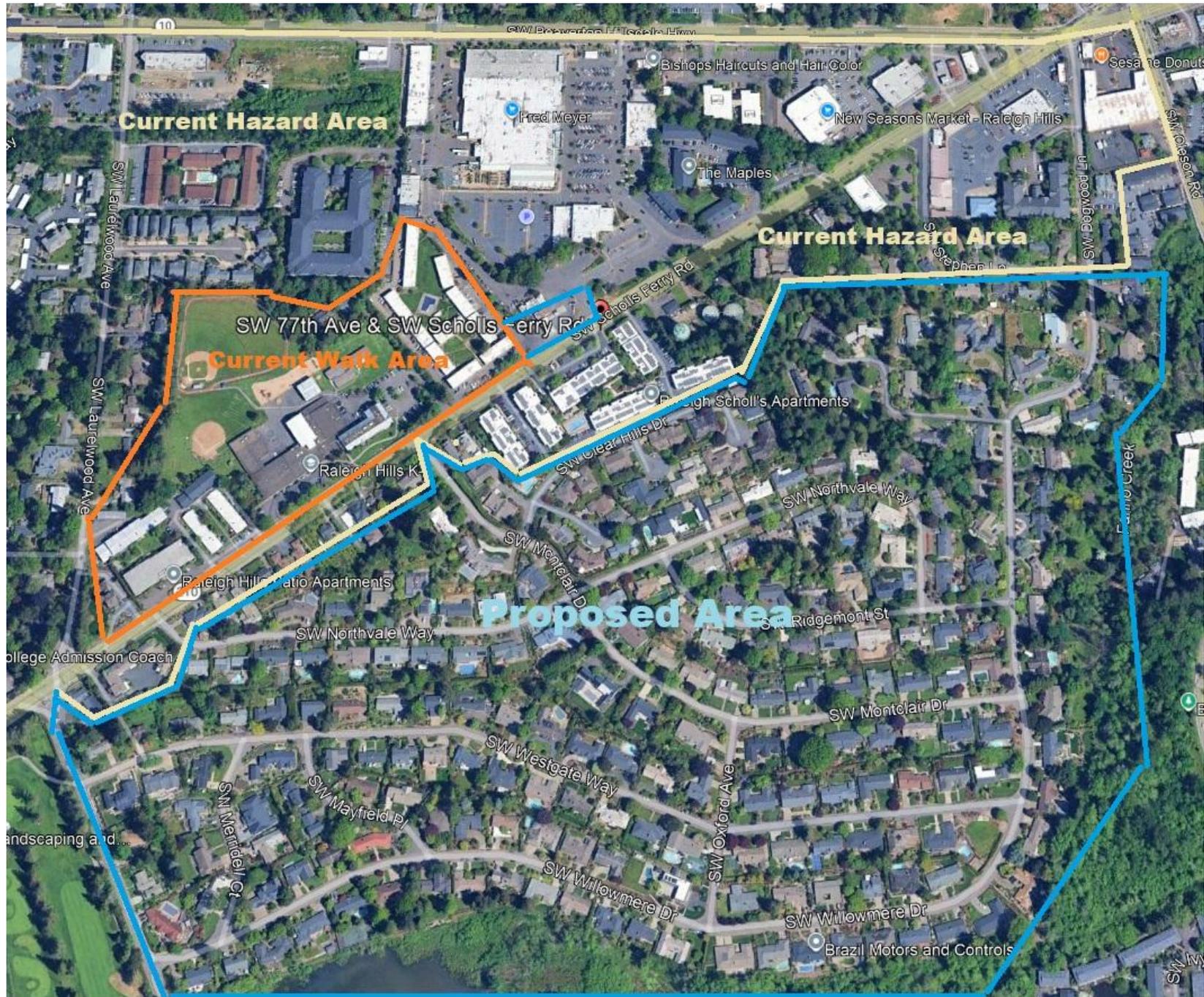


## Raleigh Hills Elementary School

The proposed area previously received supplemental transportation service due to the lack of a safe crossing of SW Scholls Ferry. As part of the 2024-2026 rebuild of Raleigh Hills Elementary School, a traffic signal was added to the intersection of SW Scholls Ferry at SW Montclair Drive, lining up with the main entrance to the school. School Zone flashing lights are installed on SW Scholls Ferry, and this intersection has school crossing signage installed. With the addition of a crossing guard, the intersection now meets standards for elementary students to cross, providing access to the neighborhood immediately to the south of the school.

Washington County has planned to infill sidewalks on the north side of SW Scholls Ferry between SW Laurelwood and SW 77<sup>th</sup> Avenue, where gaps exist, to improve pedestrian access to the area. Sidewalks are not in place yet, but have a scheduled completion date prior to the opening of the school in the Fall of 2026.







New Signal at SW Montclair and  
SW Scholls Ferry



SW Montclair @ SW  
Scholls Ferry



**School Zone Flasher - SW Scholls  
Ferry - east of the school**



## Crossing Guards

The table below summarizes authorized crossing guards as of July 1, 2025:

<b>Elementary School Name</b>	<b>Crossing Guard Location</b>	<b># Guard(s)</b>	<b>Hours</b>
Aloha Huber Park	SW 173rd Avenue & SW Chris Street	2	2.0
Beaver Acres	SW Augusta Lane @ Crosswalk	1	1.0
Beaver Acres	SW 170th Avenue & SW Merlo Rd.	2	2.0
Bethany	NW 174th Avenue and NW Madras Ct	1	1.0
Bethany	NW 174th Avenue and Bethany Drwy	1	1.0
Bonny Slope	NW McDaniel Rd. & NW Parnell Terrace	2	2.0
Bonny Slope	NW McDaniel Rd & NW 119th Avenue	1	1.0
Cedar Mill	NW Cornell Rd & NW 102nd Avenue	2	2.0
Chehalem	SW Davis Rd and SW 155th Avenue	1	1.0
Chehalem	SW Village Ln and SW Village Circle	1	1.0
Chehalem	SW 160th Avenue and SW Village Lane	1	2.0
Cooper Mountain	SW 170th Avenue and SW Rigert Rd	1	1.5
Cooper Mountain	SW 170th Avenue and SW Bany Rd.	2	2.0
Elmonica	SW 170th Avenue and SW Lisa Street	1	1.0
Elmonica	SW 170th Avenue and SW 173rd Avenue	1	2.0
Errol Hassel	SW Bany Rd and SW 180th Terrace	1	1.0
Errol Hassel	SW 179th Avenue and SW Bany Rd	1	1.0
Findley	NW Saltzman Rd. & NW Thompson Rd	4	4.0
Fir Grove	SW Menlo Dr. and SW Allen Blvd	1	2.0
Fir Grove	SW Wilson and SW 20th St	1	1.0
Greenway	SW Downing Drive and School Entrance	1	1.0
Greenway	SW Greenway Blvd. & SW Parkview Loop	1	2.0
Greenway	SW 125TH Avenue & Walking Trail	1	2.0
Hazeldale	SW Farmington Crosswalk	1	1.0
Hazeldale	SW Miller Hill Rd & SW Lucas Oaks Ln	1	1.0

<b>Elementary School Name</b>	<b>Crossing Guard Location</b>	<b># Guard(s)</b>	<b>Hours</b>	
Hazeldale	SW Marlin Dr. and Farmington Rd	1	1.0	
Hiteon	SW Brockman Street & SW Bridletrail Ave	1	1.5	
Hiteon	SW Davies Rd. & SW Singletree Dr.	1	1.5	
Hiteon	SW Brockman Street & SW Davies Rd.	1	1.5	
Hiteon	SW Singletree Dr & SW 135 Avenue	1	1.5	
Jacob Wismer	NW Wendy Lane & NW Crady Lane	1	1.5	
Jacob Wismer	NW Skycrest Parkway & NW Crady Lane	1	1.5	
Jacob Wismer	NW Kaiser Rd and NW Laidlaw Rd	1	1.5	
Kinnaman	SW Kinnaman and 193rd	1	1.0	
Kinnaman	193rd Avenue and SW Westword St.	1	1.0	
McKay	SW Scholls Ferry Rd and Marjorie Lane	2	2.0	
Montclair	SW Vermont and SW Oleson Rd	2	3.0	
Nancy Ryles	SW Cormorant Sr & SW 160th Avenue	1	1.5	
Nancy Ryles	SW 160th Avenue & SW 155th Avenue	1	1.5	
Oak Hills	NW 153rd Avenue & NW Norwich Street	2	2.0	
Oak Hills	NW Norwich Street & NW Norwich Circle	1	1.0	
Oak Hills	NW Bethany Blvd. & NW Oak Hills Dr	2	4.0	
<b>Raleigh Hills</b>	<b>SW Scholls Ferry Rd and SW Montclair</b>	<b>1</b>	<b>1.0</b>	<b>(New 26/27)</b>
Raleigh Park	SW Ridgewood Avenue & SW Pineridge Ct	2	2.0	
Sato	NW Ridgeline St. and NW Kaiser Rd.	1	2.0	
Sato	NW Ridgeline Street & NW 157th Terrace	1	1.0	
Scholls Heights	SW Loon Drive & SW Fulmar Terrace	1	1.0	
Scholls Heights	SW Loon & Barrows	1	1.0	
Scholls Heights	SW Loon Drive & School Entrance (3 lane)	1	1.0	
Sexton Mountain	SW 155th Avenue & SW Sexton Mountain Dr	2	2.0	
Sexton Mountain	SW 155th Avenue & SW Rigert Rd.	1	1.5	
Sexton Mountain	SW Rigert Rd & SW 158th Place	1	1.5	
Springville	NW Joss Avenue and NW Milcliff Street	1	1.0	
Springville	NW Joss Avenue and NW Rossetta Street	1	1.0	

<b>Elementary School Name</b>	<b>Crossing Guard Location</b>	<b># Guard(s)</b>	<b>Hours</b>
Terra Linda	NW 143rd at the Terra Linda Driveway	1	1.0
Vose	SW Denny Rd & SW King Blvd	1	2.0
Vose	SW Denny Rd & SW Lombard Avenue	1	2.0
West TV	SW 90th Ave & SW Leahy Rd	1	2.0
West TV	SW Leahy Rd and SW 88th Avenue (West)	2	2.0
		<b>74</b>	<b>92</b>

<b>Middle School Name</b>	<b>Crossing Guard Location</b>	<b># Guard(s)</b>	<b>Hours</b>
Cedar Park	SW Cedar Hills & SW Park Way	1	1.0
Conestoga	SW Conestoga dr & SW Lookout Terr	1	1.0
Conestoga	125th & Conestoga	1	1.0
Stoller	Laidlaw & Kaiser	1	1.0
Stoller	NW Kaiser Rd & NW Wismer Dr	1	1.0
Stoller	Laidlaw & Bethany	1	1.0
Mountain View	SW Farmington Rd & Plaza Center	1	1.0
Mountain View	170th and Farmington	1	1.0
Mountain View	170th and Oak	1	1.0
Highland Park	SW Wilson Ave & Sw Allen Blvd	1	1.0
Tumwater	NW Barnes and NW 118th	1	1.0
Tumwater	NW 118th & NW Holly Springs	1	1.0
		<b>12</b>	<b>12</b>

**ITEM FOR ACTION****NORTHWEST REGIONAL ESD LOCAL SERVICE PLAN FOR 2026–27****SUMMARY**

Education service districts provide services to school districts in their local area. The ESD’s annual local service plan must be approved by its component districts.

**BACKGROUND**

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.” By state law, ESD local service plans must address special education services, technology support, school improvement services, and administrative services.

Northwest Regional ESD’s local service plan is the framework for how the ESD serves its 20 partner school districts in Washington, Columbia, Tillamook and Clatsop counties, including Beaverton. The NWRESD local service plan for 2026–27 has been approved by the NWRESD board and district superintendents, and must be approved by March 1 by the boards of at least two-thirds of the ESD’s component districts, representing a majority of the total number of students enrolled in the service area.

**RECOMMENDATION**

It is recommended that the board approve the following resolution to approve Northwest Regional Educational Services District’s Local Service Plan for the 2026–27 school year. It is further recommended that the board authorize the superintendent or designee to execute the agreements with NWRESD necessary for delivery of the services found in the plan.

**Resolution Authorizing NWRESD Local Service Plan for 2025-26**

BE IT RESOLVED by the Board of Directors of the Beaverton School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2026-27 school year.

**SUGGESTED MOTION**

I move to approve the resolution authorizing the Northwest Regional Education Service District’s Local Service Plan and approve agreements for services as recommended.

**Belong. Believe. Achieve.**



December 12, 2025

TO: Beaverton School District Board of Directors  
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District  
RE: The 2026-27 Local Service Plan

Colleagues:

It's my pleasure to present the 2026-27 Local Service Plan. As your education service district partner, our goal is to connect school districts to services and resources that might otherwise be out of reach or unaffordable. In the pages that follow, I hope you get a sense of our existing and potential partnership opportunities to support your school district's students.

Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of this vision.

It's a pleasure to work alongside you and your educational staff.

In partnership,

A handwritten signature in blue ink, consisting of a large 'D' followed by a wavy line and a large 'G'.

Dan Goldman, Superintendent

**Supplementary Materials:** Attached with this cover letter, you'll find the Proposed 2026-27 Local Service Plan which includes Summaries of Grant and Value-Add Services; Presentation Slides which include a District Profile with current services; a Proposed Resolution; and the 2026-27 LSP Timeline.

**Proposed Motion:** "BE IT Resolved, the Board of Directors adopts the 2026-27 Local Service Plan as presented."



Northwest Regional  
Education Service District



# 2026-27 Local Service Plan

A framework for our partnership with school districts in  
Clatsop, Columbia, Tillamook and Washington counties

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Cover photo: A preschooler plays with a leaf at our Hillsboro Early Childhood Center. This child attended our Better Together classes, where children of all abilities learn and play side-by-side. Better Together classes are available to preschoolers in Astoria, Beaverton, Hillsboro, St. Helens, Tillamook and Tualatin.

# About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.”

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

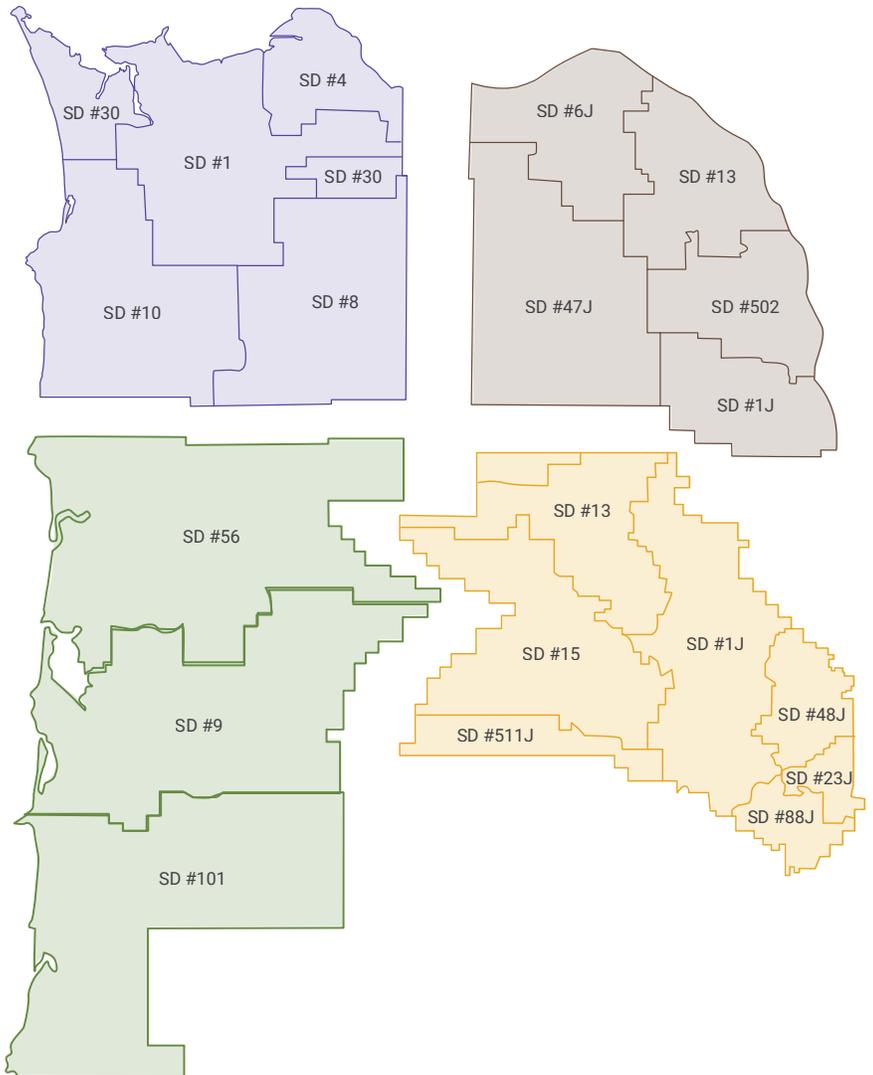
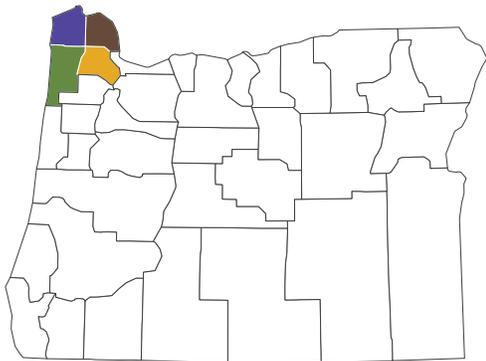
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



Getting more students on track to graduate starts much earlier than senior year. Through our 9th Grade Success Network, schools rethink their practices and adjust their systems so more students obtain six credits by the end of their freshman year -- setting them up for success.

Raeya, then a sophomore at Astoria High School, with her freshman transitions teacher Candace Chapman. Jackie, then a senior at Southridge High School in Beaverton, a 9th Grade Success Network student intern. Knowyn, then a freshman at Beaverton High School, a student who successfully recovered credits after accessing several of the school's on-track supports.

# Service Area



## Clatsop County

- SD #1 Astoria
- SD #8 Jewell
- SD #4 Knappa
- SD #10 Seaside
- SD #30 Warrenton-Hammond

## Columbia County

- SD #6J Clatskanie
- SD #13 Rainier
- SD #1J Scappoose
- SD #502 St. Helens
- SD #47J Vernonia

## Tillamook County

- SD #56 Neah-Kah-Nie
- SD #101J Nestucca Valley
- SD #9 Tillamook

## Washington County

- SD #13 Banks
- SD #48J Beaverton
- SD #15 Forest Grove
- SD #511J Gaston
- SD #1J Hillsboro
- SD #88J Sherwood
- SD #23J Tigard-Tualatin



# Board of Directors



**Becky Tymchuk, Chair**  
Zone 5: Beaverton (Aloha, Beaverton, Mountainside and Southridge attendance areas)



**Maureen Wolf, Vice Chair**  
Board Member At-Large



**Christine Riley**  
Zone 1: Gaston, Sherwood and Tigard-Tualatin



**Doug Dougherty**  
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond



**Dorian Russell**  
Zone 3: Hillsboro



**Michelle Graham**  
Zone 4: Beaverton (Sunset and Westview High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



**Paul Jarrell**  
Higher Education



**Mjere Simantel**  
Social Services



**Ernest Stephens**  
Business position



# Key Management



**Dan Goldman**

Superintendent  
[nwresd.org/about/contact-us](http://nwresd.org/about/contact-us)



**Catherine Dalbey**

Chief Human Resources Officer  
[cdalbey@nwresd.k12.or.us](mailto:cdalbey@nwresd.k12.or.us)



**Megan Logan**

Chief Academic Officer  
[mlogan@nwresd.k12.or.us](mailto:mlogan@nwresd.k12.or.us)



**Stuart Long**

Chief Information Officer  
[slong@nwresd.k12.or.us](mailto:slong@nwresd.k12.or.us)



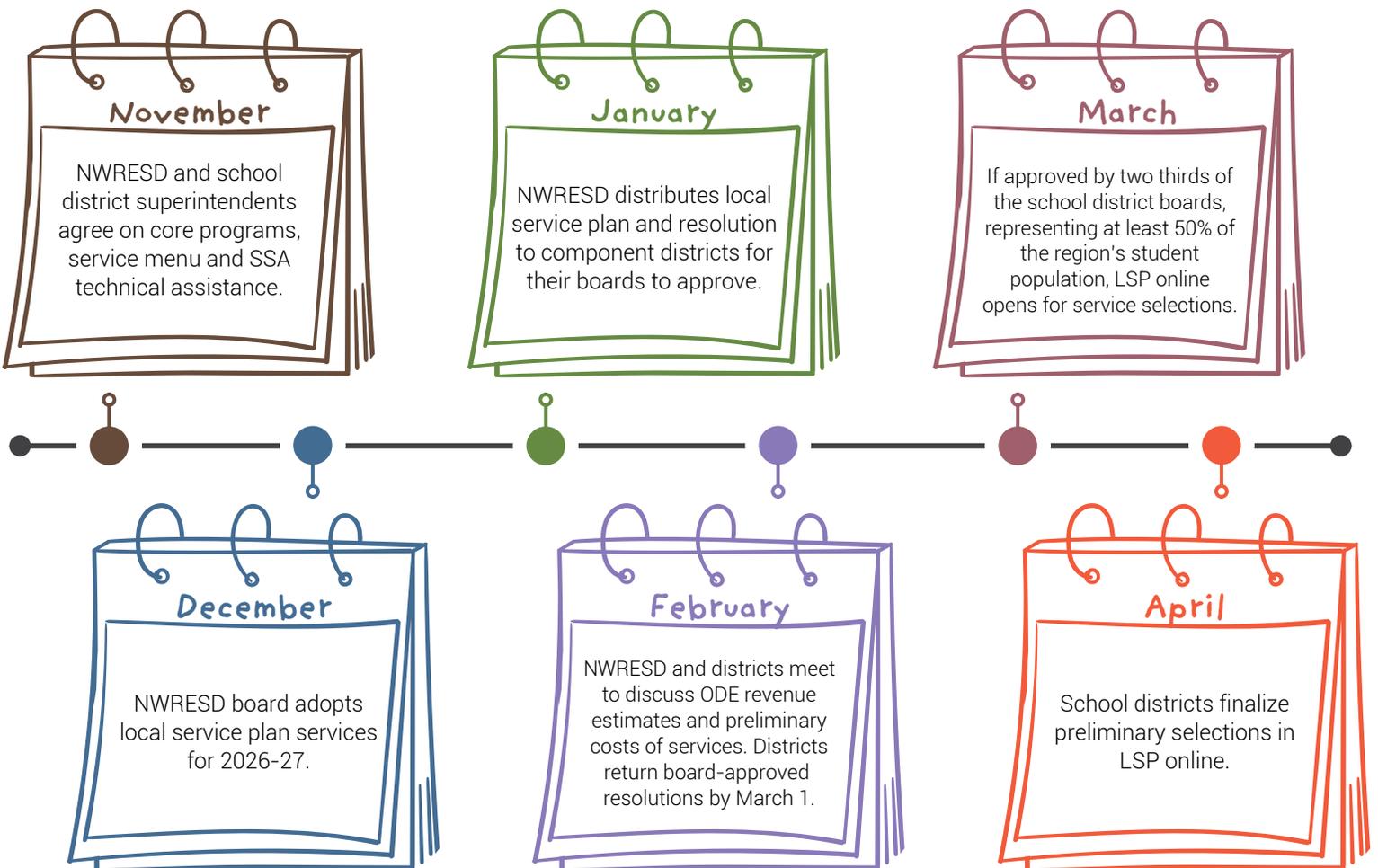
**Jordan Ely**

Chief Financial Officer  
[jely@nwresd.k12.or.us](mailto:jely@nwresd.k12.or.us)

# Timeline for Plan Development

In early fall, school districts collaborate with NWRESD to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRESD's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.



# How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon's largest investment, equating to \$10.2 billion in the 2025-27 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRES D specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

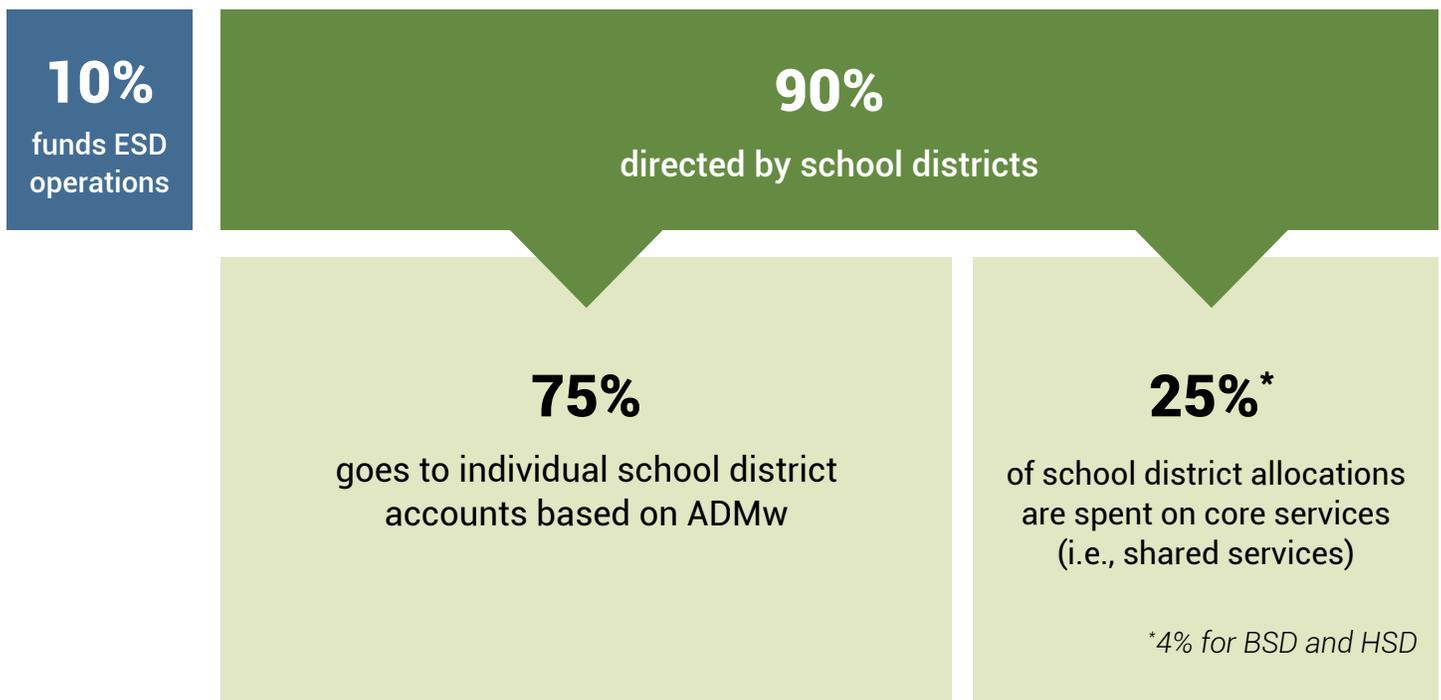
Of the SSF money we receive, 90% is allocated to districts based on weighted student population (ADMw) and 10% supports NWRES D operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.

## 4.5% of the State School Fund ADMw flows through ESDs.





*Two toddlers play together during the soft open and name dedication ceremony of the antkwak Early Learning Center, located in Hillsboro. The center officially opened in July 2025 and will serve an estimated 2,000 children annually through evaluations. Hundreds more will attend special education programs.*



# Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.



## 9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

## Aspiring Administrators

Our Aspiring Administrators program provides educators who are interested in moving into administrator positions with leadership training and coaching.

## Behavior, Attendance, and Social Emotional Systems

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides training and supports around positive behavioral interventions (PBIS), MTSS, and attendance best practices.

## Career and College Readiness

We expand college credit and career and technical education (CTE) opportunities for all students, with a focus on students furthest from access and opportunity in our education systems. We support educators and districts through CTE guidance, program support, career readiness resources, work-based learning and career services like guest speakers, resume workshops and career fairs.

## Career, College and Workforce Connection Software

We provide districts with access to SchoolLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts. The tool includes work-based learning and industry

partner components. Optional features include social-emotional learning for elementary students, course planning and forecasting. Our team will support your district with implementation.

## County Allocations

Through core, each county subset of school districts receives flexible funding to support localized regional priorities agreed upon by the school district superintendents.

## Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

## Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We also support educators to receive LETRS certification, with additional graduate credit and mentoring through Eastern Oregon's reading clinic. We view skilled reading as a civil right and design programs collaboratively to serve our region

## Emergency Closure Network

We provide districts with access to an emergency communication system (FlashAlert) for sharing emergency information, school delays and closures with their communities and the local media.



## Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

## Grant Services

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities.

## Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users.

Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

## Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.

## Regional Compensation Analysis

We contract with RS2 for statewide licensed salary and regional administrator comparisons.

## Restraint and Seclusion

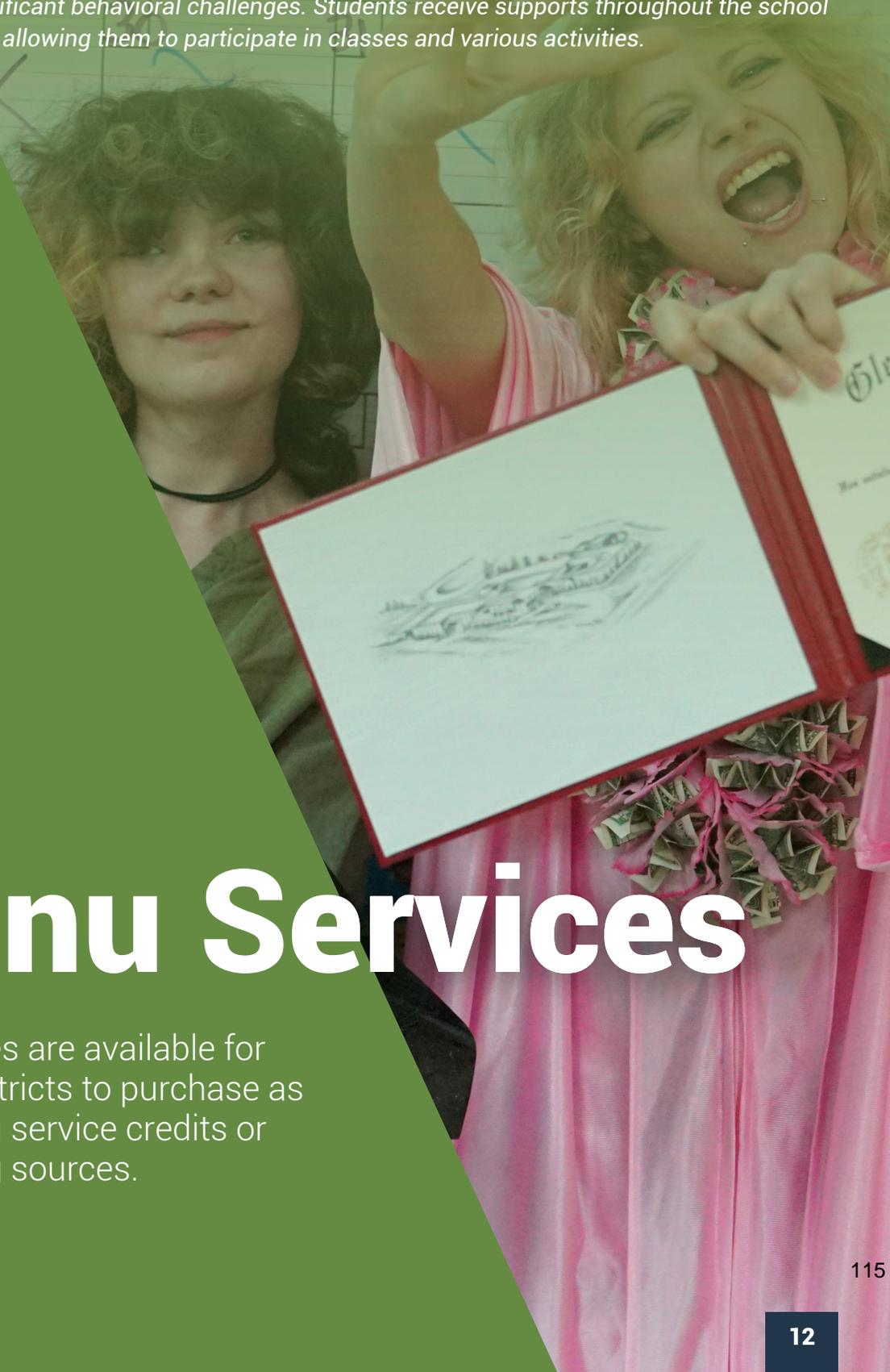
The Restraint and Seclusion Application is a custom-built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

## Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



*Students from Cascade Academy celebrated their graduation in June. This social-emotional learning school in Beaverton, which is operated by Northwest Regional Education Service District, supports about 50 middle and high school students with significant behavioral challenges. Students receive supports throughout the school day, allowing them to participate in classes and various activities.*



# Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



# Administration

## Civil Rights and Title IX Coordination

NWRESD offers support services to ensure compliance with federal and state civil rights laws, including Title IX, which prohibits discrimination based on sex in education. Services include consultation on policies and procedures, support in responding to incidents, and assistance in building systems that promote equity, access, and accountability.

## Communication Management FTE

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

## Educator Pathways

Our Educator Pathways program partners with school districts to cultivate a diverse pipeline of future teachers. The program offers three distinct tracks designed for individuals from a variety of backgrounds who aspire to become licensed educators. These tracks include current classified staff, individuals from racially and culturally diverse communities and high school students interested in pursuing education careers.

## Executive & Principal Coaching

Executive coaching is available on a weekly, biweekly, once every three weeks or monthly basis. These sessions will be specifically tailored to the district's and superintendent's needs. Coaching and problem-solving conversations will help participants build their leadership skills, understand the politics surrounding their position, find solutions to complex challenges and increase their confidence and improve their ability to make an educational impact.

## Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

## Human Resources Investigations

We provide impartial, thorough and timely investigation services to support our component districts in addressing workplace and school-related concerns. Each investigation is tailored to the situation to ensure that districts can respond to sensitive matters consistently, transparently and aligned with best practices.



## Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon.

Medicaid reimburses schools for health and related services provided to Medicaid-enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP).

The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

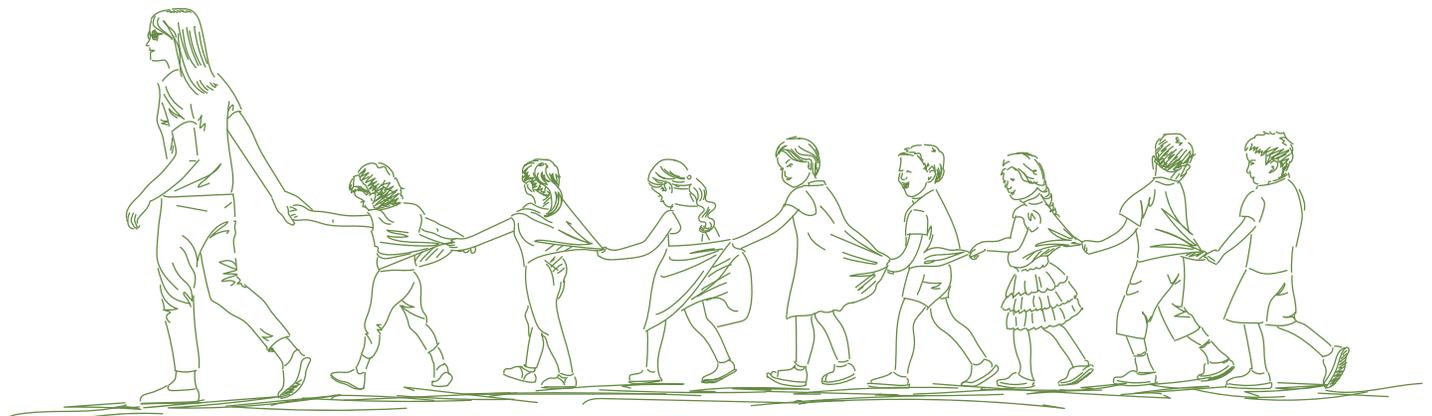
## Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts.

# Early Learning

## Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.





# Instruction

## **Attendance**

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections.

## **Cascade Education Corps**

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

## **Dual Credit Programming - Willamette Promise**

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. Willamette Promise focuses on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.

## **Junior Achievement: Biztown and Finance Park**

We offer districts the opportunity to use service credits to partner with Junior Achievement and Biztown. This partnership offers students in the region

a simulated experience to practice real-world business and entrepreneurial skills at the local Finance Park.

## **Multi-tiered Systems of Support (MTSS) Data System Platform and Technical Support**

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

## **Northwest Regional Outdoor Science School**

Northwest Regional Outdoor Science School is an overnight experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

## **Oregon Virtual Education (ORVED)**

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.

## **PCC Mobile Welding Outreach and Training Center**

In partnership with Union Pacific, this mobile training center brings state-of-the-art welding instruction directly to high schools across Washington and



Columbia counties. Students gain hands-on experience using professional equipment while earning microcredentials and college credit through Portland Community College (WLD190A/B). The program provides accessible, career-connected learning pathways that prepare students for high-demand jobs in the skilled trades and help address regional workforce needs.

### **Re-engagement Services**

We employ a team of attendance advisers to work directly with school districts on returning as many students as possible to the classroom. Acting on attendance referrals from schools, our team uses a restorative and culturally responsive approach when contacting parents. Along with providing resources and identifying the root cause of absenteeism, the adviser can also provide information on Oregon laws that require students to attend school.

Our team's focus is first on re-engagement while still meeting Oregon attendance laws, as re-engagement has proven much more effective than truancy citations.



# K-12 Special Education

## **Audiology**

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for Deaf and hard-of-hearing special education services.

## **Augmentative and Alternative Communication and Assistive Technology**

We help educational teams identify, select and acquire alternative communication and assistive technology devices and/or systems. We also provide any needed training, resources and technical assistance for using those devices and systems.

## **Autism Spectrum Disorder (ASD) Services**

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

## **Behavioral Support Consultation**

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment or

behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

## **Blind Visually Impaired (BVI) Student Services**

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

## **Cascade Academy**

Cascade Academy is an educational behavioral program located in Beaverton, serving students in grades 7 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special education teachers to meet the student's academic, social, emotional and behavioral needs.

Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

### Cascade/Pacific Intensive Classroom

The classroom functions as a self-contained program within Cascade and Pacific Academy, serving students in grades 6-10 who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits.

Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

### Columbia Academy K-6

Columbia Academy K-6 program annual slots can be purchased as well as daily rates pending availability. The Columbia Academy K-6 program is a special education placement targeting students in grades K-6 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary-age students.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return

to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

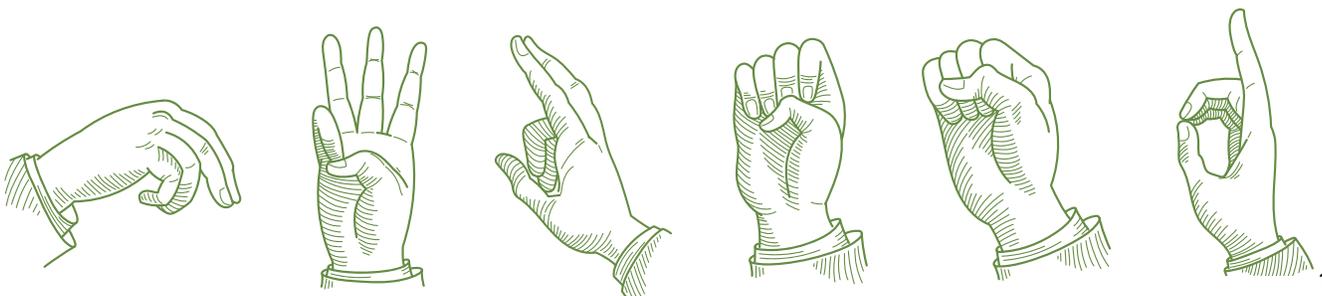
Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

### Deaf and Hard-of-Hearing Classroom

Our Deaf and hard-of-hearing classroom hosts kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

### Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.



## FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

## Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills.

Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners.

The teacher works with other instructional providers to ensure equitable access to teaching and learning.

## Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day.

Classroom staff are trained in trauma-informed care and collaborative problem solving and coordinate with the St. Mary's behavioral support team.

## Meadowlark Academy K-5 (Columbia County)

Meadowlark Academy K-5 program annual slots can be purchased as well as daily rates pending availability. The Meadowlark program is a special education placement targeting students in grades K-5 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into classrooms based on grade level and programming needs.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

## Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.



## **Occupational Therapy (OT) Services**

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners – occupational therapists and occupational therapy assistants – provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting.

They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

## **Pacific Academy**

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus.

A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

## **Physical Therapy (PT) Services**

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants

teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

## **Pre-Employment Transition Services (Pre-ETS, Formerly YTP)**

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

## **School Psychology Services**

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

## **Speech-Language Pathology Services**

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services.

Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

# Technology

## Attendance Reconnection System

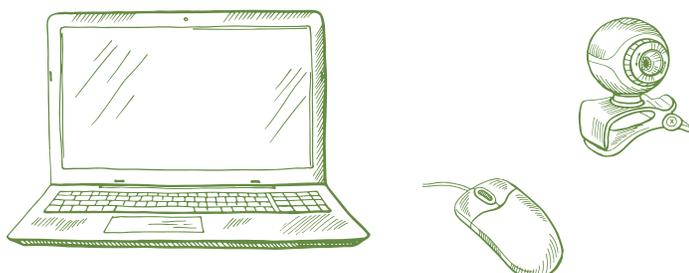
Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

## Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

## District Technology Purchasing

We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.



## Help Desk

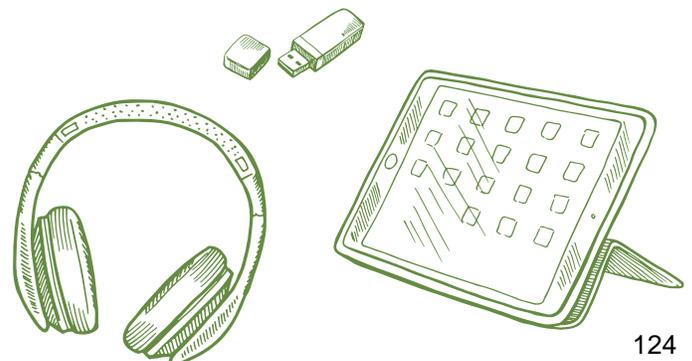
We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

## Learning360 Streaming Video

We contract with Infobase to provide Learn360, a Technology Services streaming digital content service for K-12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any internet-enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

## Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.





## Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities.

Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

## School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment.

Modules include: general ledger, budget, accounts receivable, accounts payable, payroll, human resources, grant tracking and inventory.

The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

## Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking.

Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

## Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



*A student in the Jewell School District proudly displays the star performer medal she received after graduating from third grade. In one school year, Jewell School District increased regular attendance by 25 percentage points by putting research-based systems and structures into place to better support students and families.*

# Student Success Act/Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.



## 9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

## Behavior, Attendance, and Social Emotional Supports (BASES)

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides attendance and school safety and prevention services, social-emotional learning support and MTSS coaching for districts and/or schools.

## Communications Technical Assistance

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role.

We are available to assist with:

- crisis response
- Student Investment Account community relations plans
- translation and interpretation, including training on how to work with an interpreter
- graphic design
- messaging
- convening and networking around regionally relevant topics

## Community Engagement and Family Partnerships Technical Assistance

Oregon districts feature communities, families and students who have been historically and contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through

training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners.

Structures of accountability and feedback will bring a sense of transparency and authenticity to district planning. Specific services include access to community surveys and ThoughtExchange and training on how to facilitate story circles and empathy interviews.

## Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI)

We serve as a vital link between the Oregon Department of Education and our component districts, helping schools identified for Comprehensive or Targeted Support and Improvement (CSI/TSI) develop goals and strategies to improve student outcomes. We support districts through technical assistance, planning facilitation, and coordination with state initiatives like the Student Investment Account. Our role ensures that school improvement efforts are strategic, equity-driven and aligned with their Integrated Programs plan.

## Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We view skilled reading as a civil right and design programs collaboratively to serve our region.



## **Instructional Rounds**

Instructional Rounds is run through our Instructional Coaching Network (ICN). Instructional Rounds is a collaborative, evidence-based process in which educators observe learning across classrooms to identify patterns of practice and determine high-leverage next steps. This disciplined inquiry strengthens instructional systems and supports building more equitable learning experiences for all students and improving student outcomes. The foundation of Instructional Rounds is that it is experience-based professional learning where teachers learn with and from each other, a more powerful and effective method of improving teacher practice in order to move student outcomes.

## **Small/Rural Grant Support Technical Assistance**

Our instructional services team provides grant writing services to small and rural school districts in order to fulfill the requirements of Integrated Guidance.

## **Workforce Development and Career and College Readiness**

We provide educators with professional learning communities, career and technical education (CTE) teacher mentoring, curriculum (e.g. Oregon Employability Skills), resources, summer externships, and grants. Student support includes career fairs, career kits, internships and experiential events. We also provide districts with access to SchoolLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts.



# Appendix



A child who receives Early Childhood Special Education Services plays with blocks. After receiving services from our specialists, she was able to say mama for the very first time.

## Resolution Authorizing NWRES D Local Service Plan for 2026-27

BE IT RESOLVED by the Board of Directors of Beaverton School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2026-27 school year.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_ 2026.

ATTEST:

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Superintendent

**Please email or mail the signed document by March 1, 2026 to:**

Valerie White [vwhite@nwresd.k12.or.us](mailto:vwhite@nwresd.k12.or.us)  
Northwest Regional Education Service District  
5825 NE Ray Circle Hillsboro, Oregon, 97124



*A preschooler from Columbia County plays on the playground during an Early Childhood Special Education class during the summer. Last year, 2,800 students received Early Intervention and Early Childhood Special Education services from our agency.*

# Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.



## **Autism Spectrum Disorder (ASD) Services**

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

## **Blind Visually Impaired (BVI) Student Services**

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

## **Blind Visually Impaired Student Fund**

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for all students in the state who experience blindness or visual impairment.

## **Career and Technical Education Washington County Revitalization**

This regional initiative expands access to high-quality career and technical education in aerospace, diesel technology, and bioscience. By sharing program slots across districts, students gain college credit, industry credentials, and real-world experience in high-demand fields. The project strengthens equity and collaboration across Washington County, ensuring all students can access pathways to meaningful careers.

## **Cascade Alliance for Equity (Regional Educator Network)**

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Cascade Alliance for Equity offers twice-yearly summits, county belonging collaboratives and employee affinity groups to all districts in our region. Summits reverse traditional roles and place students as the experts and educators as the learners in our shared mission to create more equitable and inclusive learning environments.

## **Child Care Resource and Referral (CCR&R)**

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

## **Courier**

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites.

## **Deaf and Hard-of-Hearing Services**

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.



## DeafBlind Services

Through our DeafBlind services as part of Oregon's Regional Inclusive Services, we provide materials and tools that facilitate learning, ensuring that content is accessible and engaging for DeafBlind students. Teachers of the Visually Impaired and Teachers of the Deaf and Hard of Hearing can provide consultation and help support specialized training to educational teams. Through State and National DeafBlind projects, we connect students and families to programs and initiatives that offer additional support and resources.

## Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy.

Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

## Early Intervention (EI)

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

## Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children from birth to age five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility.

Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

## Early Literacy Supports (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. The Regional Educator Network provides educators with access to LETRS (Language Essentials for Teachers of Reading and Spelling) training with an option to participate in graduate-level courses on the science of reading. The grant also reimburses districts for substitute and mileage costs.

## Early Learning Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.





## English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

## Equity and Family Partnerships (Regional Educator Network)

We work to ensure every student can achieve their full potential by fostering inclusive, antiracist school environments. Our efforts include promoting culturally sustaining teaching, diversifying the educator workforce, removing barriers for marginalized groups, and supporting educators of color through community and advocacy.

## Health Education Training Application

This health-related training database provides on-demand training on topics like CPR, medication administration, anaphylaxis and seizure protocols to every educator in our region. This program enables districts to create training records for every educator and ensures educators are up-to-date on their training requirements.

## Instructional Coaching Network (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Instructional Coaching Network provides customized coaching, professional learning and

support with instructional rounds. Our team tailors these services and supports to ensure they align with a school's and/or district's improvement goals.

## Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education.

The program focuses on:

- family partnership
- kindergarten preparation
- student empowerment
- high school completion

## Northwest Early Learning and Parenting Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive. Our regional parenting education hub ensures parents have access to parenting education programs, educational workshops and family engagement opportunities.

## Oregon Math Project (STEM Hub)

The Oregon Math Project, facilitated by the Northwest STEM Hub, helps promote the Oregon Department of Education's 2+1 Math Pathways pilots, establish professional learning communities focused on equitable math practices, and offer professional development on K-12 Data Reasoning standards.



## Oregon Response to Instruction & Intervention (ORTII)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing response to intervention systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with specific learning disabilities. The focus of the project is on literacy, early intervention, and the use of evidence-based practices. ORTII has been supported by the Oregon Department of Education since 2006.

## Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

## Regional Equipment Center

The Regional Equipment Center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or Deaf or hard-of-hearing. Equipment center staff consult with therapists to determine students' equipment needs.

## Regional Mentoring (Regional Educator Network)

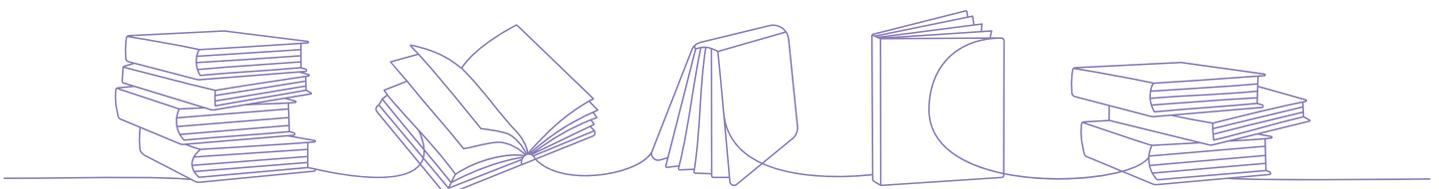
The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our regional mentoring program provides ongoing, individualized support for mentors and novice educators through professional learning opportunities, in-field coaching and cross-district connections. Differentiated strands of support include licensed educators, career and technical educators and classified staff.

## Regional Technical Assistance Provider (RTAP)

Through a collaboration with the Oregon Department of Education's Office of Enhancing Student Opportunities and the Oregon Association of Education Service Districts, we provide no-cost regional professional development and targeted technical assistance through a regional technical assistance provider. This provider delivers in-person and virtual support to special education teachers, case managers and directors, which ensures consistent high-quality services for students across Oregon. This support is delivered as part of the state's general supervision requirements.

## School Safety and Prevention System

The School Safety and Prevention System was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system provides an integrative approach for aligning





school safety, public education and health systems that is centered in equity, racial equity and access to mental health services.

The program provides technical expertise, consultation, training and system development in responding to threats of violence, sexual incidents, suicidal ideation, bias incidents, and tragedies in the school community.

The program's multi-tiered system of support also includes universal prevention programs aimed at promoting mental health and belonging in schools and preventing bullying, harassment and intimidation.

### **Spot Vision Screener**

The spot vision screener is a device that quickly identifies potential vision problems and determines whether a child needs a more comprehensive eye assessment. This equipment is available for check-out in our professional library.

### **STEM (Science, Technology, Engineering, Math) Hub**

The Northwest STEM Hub serves 15 school districts and their surrounding communities throughout Clatsop, Columbia, Tillamook and rural Washington counties. The team empowers students by removing barriers to STEM education by offering integrated learning experiences for students and families, providing professional development and resources to rural teachers, and partnering with local industry, community organizations, and post-secondary institutions to promote career-connected learning opportunities.

### **Traumatic Brain Injury (TBI) Services**

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

Fourth and fifth graders at  
Vernonia Elementary



# About Northwest Regional Education Service District

# Our Service Area



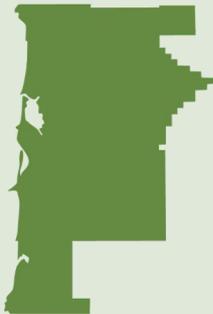
## Clatsop County

Astoria  
Jewell  
Knappa  
Seaside  
Warrenton-Hammond



## Columbia County

Clatskanie  
Rainier  
Scappoose  
St. Helens  
Vernonia



## Tillamook County

Neah-Kah-Nie  
Nestucca Valley  
Tillamook



## Washington County

Banks	Hillsboro
Beaverton	Sherwood
Forest Grove	Tigard-Tualatin
Gaston	

# Our Leadership



Dan Goldman,  
Superintendent



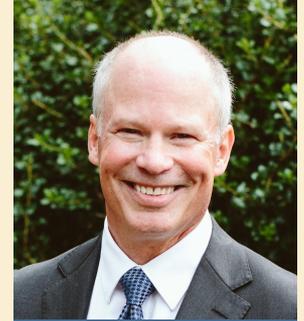
Becky Tymchuk, Chair  
Zone 5



Maureen Wolf,  
Vice Chair, Board  
Member At-Large



Christine Riley  
Zone 1



Doug Dougherty  
Zone 2



Dorian Russell  
Zone 3



Michelle Graham  
Zone 4



Paul Jarrell  
Higher Education



Mjere Simantel  
Social Services



Ernest Stephens  
Business



## How We're Working Together to Support Beaverton Kids

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Knowyn says when he first arrived in the fall, he wanted to do everything on his own but quickly realized he couldn't. All the late work piled up, and he found himself short on credits.

That's when he met Kellie Rosenberger, Norma Gonzalez and Amy Hattendorf, teachers who are part of Beaverton's 9th Grade Success team. After that, **his freshman year started to turn around**. He was expecting a boring class, but what he found instead was **a group of caring teachers** who helped him get caught up on his classwork and his credits.

[Story: Freshman Year Isn't What It Used to Be – That's a Good Thing](#)

# Spotlight on Data: Beaverton by the Numbers



**2,209** 6th graders and **372** high school student leaders attended Outdoor Science School (2024-25).



**891** kids served through EI/ECSE (May 2025).



**82** students attended a social emotional learning school and **4** students attended the Groner Deaf and Hard-of-Hearing program (2024-25).



**14** special ed. staff support the district in specialty areas (as of fall 2025).



**18** staff participating in the Aspiring Administrators program (as of fall 2025).

## Notable participation in professional learning and systems support

- 9th Grade Success Network
- Attendance Services
- Career & College Readiness
- Early Literacy Supports
- Outdoor Science School
- Regional Mentoring Network
- School Safety & Prevention Services
- Willamette Promise



# 2026-27 Local Service Plan

# The Scope of the **Local Service Plan**

- A. **Core services**, i.e. shared services, available to all component school districts
- B. **Menu of services** available by district request
- C. **Integrated Guidance Technical Assistance Plan**

*Note: While the Local Service Plan does not include grant and other value added services for the purpose of board approval, we cover that information in jobalike conversations for the purpose of evaluation and submit in board packets to provide context of the full scope of services provided.*



# Role of the School Board

ORS 334.175

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Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



# 4.5% of the State School Fund ADMw flows through ESDs.

Here's how that gets sliced up

---

**10%**  
funds ESD  
operations

**90%**  
directed by school districts

**75%**  
goes to individual school district accounts  
based on ADMw

**25%\***  
of school district allocations  
are spent on core services  
(i.e., shared services)

\*4% for BSD and HSD

# Core Services

*According to ORS 334.15, the goal of our core services are to:*

- a) Assist component school districts in meeting the requirements of state and federal law;
- b) Improve student learning;
- c) Enhance the quality of instruction provided to students;
- d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- e) Maximize operational and fiscal efficiencies for component school districts.



# Local Service Plan Development Timeline

**April-October**

Jobalike feedback  
& plan co-creation

**November**

Superintendents  
agree on plan

**Unanimous Approval  
from Supts on 11/14/25**

**December**

NWRESD board  
adopts plan

**December 15**

Plan & resolution  
distributed to  
school boards

**February**

NWRESD/school  
districts discuss prelim.  
services costs

**March 1**

Deadline for  
school board  
resolution

**March to April**

LSP online  
opens for district  
selections

**April 15**

Deadline for  
districts to make  
prelim. selections

## County Allocations

### Technology

- Cybersecurity Services
- Emergency Closure Network (FlashAlert)
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Services
- Restraint and Seclusion App
- Technical Engineering Cooperative
- Career, College and Workforce Connection Software (SchoolLinks)

### Administration

- Regional Compensation Analysis
- Aspiring Administrators

## Education Programs

- Instructional Services
  - Early Literacy
  - 9th Grade Success Network
  - BASES: Behavior Attendance and Social Emotional Supports
    - *Attendance Services*
    - *Social Emotional Learning*
    - *MTSS Coaching*
    - *School Safety & Prevention*
  - Grant Writing
- Workforce Development
  - Career & College Readiness (CCR)



Cascade Academy Graduation

# Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



## Administration

- Communications Management FTE
- Educator Pipeline Programs (formerly Grow Your Own, Classified Mentoring & Diverse Educator Pathways)
- Executive & Principal Coaching
- Fiscal Services (Payroll, Business Office Management, etc.)
- Human Resources Investigations
- Civil Rights and Title IX Coordination
- Medicaid Reimbursement
- Spanish Language Interpretation and Translation

## Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations



## Education Programs

- Attendance & Re-engagement Services
- Cascade Education Corps
- Dual Credit Programming - Willamette Promise
- Junior Achievement: Biztown and Finance Park
- MTSS Data System Platform & Technical Support
- Northwest Regional Outdoor Science School
- Oregon Virtual Education (ORVED)
- PCC Mobile Welding Outreach and Training Center



## K-12 Special Education

- Audiology
- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard-of-Hearing Services and Classrooms
- FM Rentals
- Learning Specialists
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Pre-Employment Transition Services (Pre-ETS, Formerly YTP)
- School Psychology Services
- Speech-Language Pathology Services
- Social Emotional Learning Schools
  - Cascade Academy
  - Cascade/Pacific Intensive Classroom
  - Columbia Academy K-6
  - Levi Anderson Learning Center
  - Meadowlark Academy K-5
  - Pacific Academy



## Technology

- Attendance Reconnection System
- Criminal Background Check System
- District Technology Purchasing
- Help Desk
- Learn360 Streaming Video
- Oregon Data Suite
- Public School Works
- Restraint and Seclusion
- School ERP Pro
- Synergy Student Information System
- Technical Engineering Cooperative



# Student Success Act/ Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts to make progress toward the goals of the Student Success Act.



# Student Success Act/Integrated Guidance Technical Assistance Plan

- 9th Grade Success Network
- Behavior Attendance and Emotional Supports (BASES)
  - Attendance Services
  - Social Emotional Learning
  - School Safety & Prevention
- Communications Technical Assistance
- Community Engagement and Family Partnerships Technical Assistance
- Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI)
- **Early Literacy Supports**
- Instructional Rounds
- Small/Rural Grant Support Technical Assistance
- Workforce Development and Career and College Readiness



ODE Proposed \$7.5m Cut to  
SSA TA (Early Literacy  
braided with REN funding)





Columbia EI/ECSE Classroom

# Grant-Funded and Value-Add Services

Through federal, state and private grants, NWRES D provides certain services at no cost to school districts. *(Not part of the Local Service Plan.)*



- Attendance Services
- Child Care Resource and Referral (Clatsop, Columbia, Tillamook)
- Courier
- CTE Revitalization Washington County
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Early Learning Hub (Clatsop, Columbia, Tillamook)
- English Language Learner Consortium (Title III)
- Health Education Training Application
- Instructional Technology Professional Learning
- Migrant Education Program
- Oregon Math Project (STEM HUB)
- Oregon Response to Instruction and Intervention (ORTIi)
- Regional Educator Network (REN)
  - **Projected Programs:**
    - *Early Literacy Supports*
    - *Instructional Coaching Network*
    - *Regional Mentoring*
    - *Cascade Alliance for Equity*
- Regional Inclusive Services
  - *Autism Spectrum Disorder Services*
  - *Blind Visually Impaired (BVI) Student Services*
  - *Deaf and Hard-of-Hearing Services*
  - *Deafblind Services*
  - *Regional Equipment Center*
  - *Traumatic Brain Injury Team*
- School Safety and Prevention System
- SPED Regional Technical Assistance Program (RTAP)
- Spot Vision Screener
- STEM Hub (Clatsop, Columbia, Tillamook)
- Youth Transition Program (YTP)

# Proposed Motion

*I move to approve the 2026-27  
Local Service Plan as presented.*

**ITEM FOR ACTION****BUDGET COMMITTEE MEMBER SELECTION****SUMMARY**

The budget committee has two vacancies, in Zone 4 and Zone 7. The school board will appoint community representatives from these zones to serve three-year terms on the committee.

**BACKGROUND**

The budget committee is composed of the seven elected 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. Members who previously served on the budget committee are not excluded from reappointment.

The terms of the budget committee members in Zone 4 and Zone 7 expired June 30, 2025. Candidates for the openings were solicited, reviewed and recommended following the process established by the board in its meeting on November 4, 2025.

- Applications were accepted between November 5, 2025 and January 19, 2026. Openings were publicized using the district's communication channels.
- Candidates were asked to submit a letter of interest and résumé through an online application form.
- The board member from each zone with an open position (Chair Sunita Garg in Zone 4 and Dr. Tammy Carpenter in Zone 7) reviewed applications submitted for their zone and recommended a candidate for appointment.
- Recommended appointees are presented for board action in the meeting on February 3, 2026.

**RECOMMENDATION**

The board members in Zone 4 and Zone 7 recommend that the school board approve appointing the following applicants to the budget committee for three-year terms ending June 30, 2028:

- Zone 4: Tarek Chaibederraine
- Zone 7: Stephanie Silver

**SUGGESTED MOTION**

I move to approve appointing the two budget committee members as presented.

**Belong. Believe. Achieve.**

**ITEM FOR ACTION****APPROVE BOARD RESOLUTION REAFFIRMING SUPPORT OF IMMIGRANT STUDENTS & FAMILIES****SUMMARY**

The board will review and consider reaffirming a resolution articulating the board's commitment to supporting all students and families including those who are immigrants to the U.S.

**BACKGROUND**

Responsive to the current political climate and recent activities related to immigration enforcement, families, staff and board members have expressed concern for members of our community who may feel unsafe, anxious and uncertain about school policies and procedures related to students and families who are immigrants to the United States.

All children have a constitutional right to equal access to education regardless of their immigration status or that of their parents, as affirmed by the U.S. Supreme Court. Oregon public agencies, including police and schools, are prohibited by law from aiding immigration enforcement. Beaverton School District is committed to creating a safe and welcoming school climate for all students, families and staff.

In January 2025 the Beaverton School Board approved a resolution affirming the board's commitment to supporting all students and families, and directing the district to maintain and reemphasize its practices consistent with law and policy to safeguard the rights of all students, regardless of national origin, citizenship or immigration documentation status. This resolution has been updated following discussion by the board, and is presented for board approval to reaffirm the board's support of BSD's immigrant students and families.

**RECOMMENDATION**

It is recommended that the board affirm the resolution in support of immigrant students and families.

**SUGGESTED MOTION**

I move to approve the board resolution in support of immigrant students and families as submitted.

**Belong. Believe. Achieve.**

**RESOLUTION AFFIRMING SUPPORT OF ALL STUDENTS AND FAMILIES REGARDLESS OF  
NATIONAL ORIGIN, CITIZENSHIP OR IMMIGRATION DOCUMENTATION STATUS**

WHEREAS, the Beaverton School District is home to families from all over the world, and the diversity of our students, families and staff is a source of strength and must be honored and reflected in our policies and practices; and

WHEREAS, equity is a core value of our district and a foundation of the district's strategic plan, with a steadfast commitment to eliminating barriers and creating a welcoming school climate where all staff, students and families can belong, believe and achieve; and

WHEREAS, the fundamental purpose of our public schools is to provide all students a high-quality, well-rounded education that meets each student's abilities and needs and prepares them for their future; and

WHEREAS, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202 (1982)), requires that all students be provided with equal access to public education, regardless of their immigration status or that of their parents or guardians; and

WHEREAS, Oregon sanctuary laws (ORS 180.805, 180.810, and 181A.820 to 829) prohibit public bodies — including public schools and law enforcement — from releasing information or providing assistance to immigration officials for federal immigration enforcement, subject to the exceptions of the law; and

WHEREAS, public schools in Oregon are subject to all federal and state laws and constitutional provisions prohibiting discrimination, and the district promotes an environment free of discrimination or harassment based on an individual's race, national origin, ethnic origin, religion, sex, sexual orientation, gender identity, gender expression, disability or other protected characteristics, as per board policies including AC Nondiscrimination, ACB Every Student Belongs—Hate Symbols and Bias Incidents, JFCF Hazing/Harassment/Intimidation/Bullying, and JBB Educational Equity; and

WHEREAS, the board recognizes that escalated immigration enforcement actions have caused uncertainty and anxiety for many in our community, and that it is critical for our schools to continue to be safe and welcoming spaces where students, families and staff from all backgrounds feel they belong;

NOW, THEREFORE, BE IT RESOLVED that the Beaverton School District will maintain practices consistent with supporting all students regardless of national origin, citizenship or immigration status. The district:

1. Will not ask about, document or maintain records related to students' immigration documentation status, or the status of students' or employees' family members;
2. Will not disclose student educational records without parental permission, court order or other legal authority, pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law;
3. Will not permit law enforcement to enter a school or take a student from school for the purpose of immigration enforcement without parental permission or a judicial warrant or other legal authority;
4. Will require, to the maximum extent permitted by law, that any court order or legal authority seeking student educational records, access into a school, or a student's removal from school must be presented directly to the superintendent's office, so that the superintendent or designee can assess the request and consult legal counsel before any action is taken; and

5. Will share resources for families to make an emergency plan for any situation that would prevent them from being present to care for their children, and will contact designated emergency contacts or appropriate state child protective services to provide for the student’s care in the event that a student’s parent or guardian is unavailable.

BE IT FURTHER RESOLVED that the Board of Directors of the Beaverton School District directs the superintendent to ensure that:

1. The district will review and strengthen as needed its relevant policies, procedures and practices related to supporting all students and families regardless of national origin, citizenship or immigration documentation status, to ensure they are consistent with this resolution and its intent, to the extent permitted by law;
2. The district will continue to communicate consistent expectations to all employees and provide training for staff to understand and follow the policies, procedures and practices which are supported and reaffirmed by this resolution;
3. The district will continue to communicate and partner with government bodies, public agencies and other organizations as appropriate to provide families access to resources and support while prioritizing the safety and confidentiality of personal information;
4. The district will continue to provide clear and accessible information to families and the community about its policies, procedures, and practices that relate to supporting all students and families regardless of national origin, citizenship or immigration documentation status, including clear communication about what related supports the district and its staff can and cannot provide;
5. This information will be made available and updated as needed on the district website and intranet; and
6. The superintendent will carry out this resolution and communicate its content as needed to inform and support our community.

This resolution is intended to be consistent with the district’s legal obligations under federal and state law. Accordingly, this resolution shall be interpreted as to not violate any requirement of federal or state law. Should federal or state law change so as to give rise to a conflict with any provision of this resolution, such provision shall be of no further effect, and the remainder will continue to be valid and enforceable.

ADOPTED by the Beaverton School District Board of Directors this 3rd day of February 2026.

*SIGNED by:*

\_\_\_\_\_  
Sunita Garg, Board Chair

\_\_\_\_\_  
Justice Rajee, Vice Chair

*On behalf of the Beaverton School Board:*

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

*ATTESTED by:*

\_\_\_\_\_  
Michael Schofield, Interim Superintendent

## CHANGES FROM PREVIOUS BOARD RESOLUTION ADOPTED IN JANUARY 2025

### RESOLUTION AFFIRMING SUPPORT OF ALL STUDENTS AND FAMILIES REGARDLESS OF NATIONAL ORIGIN, CITIZENSHIP OR IMMIGRATION DOCUMENTATION STATUS

WHEREAS, the Beaverton School District is home to families from all over the world, and ~~¶ WHEREAS~~ the diversity of our students, families and staff is a source of strength and must be honored and reflected in our policies and practices; and

WHEREAS, equity is a core value of our district and a foundation of the district's strategic plan, with a steadfast commitment to eliminating barriers and creating a welcoming school climate where all staff, students and families can belong, believe and achieve; and

WHEREAS, the fundamental purpose of our public schools is to provide all students a high-quality, well-rounded education that meets each student's abilities and needs and prepares them for their future; and

WHEREAS, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202 (1982)), requires that all students be provided with equal access to public education, regardless of their immigration status or that of their parents or guardians; and

WHEREAS, [Oregon sanctuary laws \(ORS 180.805, 180.810, and 181A.820 to 829\) prohibit public bodies — including public schools and law enforcement — from releasing information or providing assistance to immigration officials for federal immigration enforcement](#), ~~Oregon law (ORS 181A.820) prohibits law enforcement agencies from using public resources for the purpose of detecting or apprehending persons whose only violation is being present in the United States in violation of federal immigration laws~~, subject to the exceptions of ~~that~~ [the](#) law; and

WHEREAS, public schools in Oregon are subject to all federal and state laws and constitutional provisions prohibiting discrimination, and the district promotes an environment free of discrimination or harassment based on an individual's race, national [origin](#), ~~or~~ ethnic origin, religion, sex, sexual orientation, gender identity, gender expression, disability or other protected characteristics, as per board policies including AC Nondiscrimination, ACB Every Student Belongs—Hate Symbols and Bias Incidents, JFCF Hazing/Harassment/Intimidation/Bullying, and JBB Educational Equity; and

WHEREAS, the board recognizes that [escalated immigration enforcement actions](#) ~~the current political climate and national events~~ have caused uncertainty and anxiety for many in our community, ~~that the district shares in the responsibility to respond to these concerns on behalf of our BSD students, families and staff~~, and that it is critical for our schools to continue to be safe and welcoming spaces where students, ~~and~~ families [and staff](#) from all backgrounds feel they belong;

NOW, THEREFORE, BE IT RESOLVED that the Beaverton School District will maintain ~~its~~ practices consistent with supporting all students regardless of national origin, citizenship or immigration status. The district:

1. Will not ask about, document or maintain records related to students' immigration documentation status, or the status of students' or employees' family members;
2. Will not disclose student educational records without parental permission, court order or other legal authority, pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law;

3. Will not permit law enforcement to enter a school ~~access school property~~ or take a student from school for the purpose of immigration enforcement without parental permission, or a judicial warrant court order or other legal authority;
4. Will require, to the maximum extent permitted by law, that any court order or legal authority seeking student educational records, access ~~to school property~~ into a school, or a student's removal from school must be presented directly to the superintendent's office, ~~with adequate notice~~ so that the superintendent or designee can assess the request and consult legal counsel before any action is taken; and
5. Will share resources for families to make an emergency plan for any situation that would prevent them from being present to care for their children, and will contact designated emergency contacts or appropriate state child protective services to provide for the student's care in the event that a student's parent or guardian is unavailable.

BE IT FURTHER RESOLVED that the Board of Directors of the Beaverton School District directs the superintendent to ensure that, ~~within 120 days following adoption of this resolution:~~

1. The district will review and strengthen as needed its relevant policies, procedures and practices related to supporting all students and families regardless of national origin, citizenship or immigration documentation status, to ensure they are consistent with this resolution and its intent, to the extent permitted by law;
2. The district will continue to communicate consistent expectations to all employees and ~~will~~ provide training for ~~affected~~ staff ~~such as school administrators and school office assistants~~ to understand and follow the policies, procedures and practices ~~related to supporting all students regardless of national origin, citizenship or immigration documentation status~~, which are supported and reaffirmed by this resolution;
3. The district will continue to communicate and partner with government bodies, public agencies and other organizations as appropriate to provide families access to resources and support while prioritizing the safety and confidentiality of personal information;
4. The district will continue to provide clear and accessible information to families and the community about its policies, procedures, and practices that relate to supporting all students and families regardless of national origin, citizenship or immigration documentation status, ~~which are supported and reaffirmed by this resolution~~ including clear communication about what related supports the district and its staff can and cannot provide;
5. This information will be made available and updated as needed on the district website and intranet; and
6. The superintendent will carry out this resolution and communicate its content as needed to inform and support our community.

This resolution is intended to be consistent with the district's legal obligations under federal and state law. Accordingly, this resolution shall be interpreted as to not violate any requirement of federal or state law. Should federal or state law change so as to give rise to a conflict with any provision of this resolution, such provision shall be of no further effect, and the remainder will continue to be valid and enforceable.

ADOPTED by the Beaverton School District Board of Directors this \_\_\_\_ day of \_\_\_\_\_, ~~2025~~ 2026.

**ITEM FOR ACTION****REVISIONS TO BOARD POLICIES CBC, EH, GCAB, KG****SUMMARY**

Revisions are recommended to update school board policies CBC, EH, GCAB and KG. 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****CBC – Superintendent's Contract**

Revisions add language reflecting changes in state law, including clarifying that the board cannot include any contract terms requiring the superintendent to violate the law or penalize them for complying with the law, and if the contract allows termination without cause, the board must provide 12 months' advance notice before ending the agreement.

**EH – Records and Data Management**

Revisions add language stating public records must follow retention rules and cannot be destroyed if requested or involved in litigation. Employees must use the Oregon Archives Division schedule and EH-AR for retention periods.

**GCAB – Personal Communication Devices and Social Media – Staff**

OSBA recommends revising this policy regarding staff usage of personal electronic devices. The recommended revisions reflect existing practice and guidance for staff. The policy draft presented for approval has been revised in response to feedback.

**KG – Use of District Facilities**

Proposed revisions make minor adjustments in language to support changes in district practices to increase community access to school facilities outside of school hours.

**RECOMMENDATION**

It is recommended that the board approve the proposed revisions to board policies CBC, EH, GCAB and KG.

**SUGGESTED MOTION**

I move to approve the policy revisions as submitted.

**Belong. Believe. Achieve.**

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## Superintendent's Contract

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The superintendent, upon appointment by the board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. [The board may not issue a contract that includes terms which direct the superintendent<sup>1</sup> to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to the district, or which allows the board to take an adverse employment action against the superintendent for complying with such laws.](#)

Contracts shall not be issued for more than three years at a time. The contract shall automatically expire at the end of its term. The board may, however, elect to issue a subsequent contract for not more than an additional three years at any time.

The compensation and benefits for the position of superintendent will be fixed by the board, based upon the responsibilities required of the superintendent in performing ~~his/her~~ [their](#) duties. The board may not enter into an employment contract that contains provisions that expressly obligates ~~the district or school~~ to compensate the superintendent for work that is not performed.

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

Provisions for termination of the superintendent's employment, either by the board or the superintendent, will also be set forth in the superintendent's employment contract. [The employment contract, if it includes a mutually agreed to provision for termination-without-cause by the board, will include a 12-month notice of termination for such provision.](#)

For a period of one year after termination of the contract, the superintendent may not;

1. Purchase property or surplus property owned by the district or school; or
2. Use property owned by the district or school in a manner other than the manner permitted for the general public.

The contract will meet all requirements of state law.

END OF POLICY

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<sup>1</sup> [The term "superintendent" includes an interim superintendent.](#)

<sup>2</sup> ["Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.](#)

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**Legal Reference(s):**

[ORS 332.432](#)

[ORS 332.505](#)

[ORS 342.549](#)

[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

**Cross Reference(s):**

CBB - Recruitment and Appointment of the Superintendent

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## Electronic Records and Data Management

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The superintendent or designee will provide for the preparation and maintenance of records and reports as are required by law.

If a record is a public record then it may be subject to retention requirements based on the content of the message. Records shall not be destroyed if they have been requested under public records law or if they are part of litigation, even if their retention period has expired.

Employees will retain and destroy records in accordance with the Oregon Archives Division records retention schedule and administrative regulation EH-AR. Employees should consult the retention schedule to determine the retention period of the record.

~~Electronic records will be kept in accordance with administrative regulations as prescribed in administrative regulation EH-AR — Electronic Data Management.~~

The district will comply with all **other** state and federal laws and regulations concerning the custody and maintenance of public records.

END OF POLICY

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### Legal Reference(s):

[ORS 192.001 to -192.505](#)

[ORS 192.650](#)

[ORS 326.565 – 326.580](#)

[ORS 336.184 – 336.187](#)

[OAR 166-405-0010 to -166-400-0065](#)

[OAR 581-022-2260](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-023-0006](#)

[OAR 581-053-0070](#)

### Cross Reference(s):

DIC - Financial Reports and Statements

DIE - Audits

DJ - District Purchasing

DJC - Bidding Requirements

EBBB - Injury/Illness Reports

GBL - Personnel Records

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## Use of District Facilities

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The district believes that schools are at the heart of our community and active community engagement is a critical factor in the success of all students. The district supports strengthening our community and providing enhancements to our own programs through the responsible use of district facilities.

While the primary use of district facilities is for the delivery of public education programs, community engagement and effective use of taxpayers' capital investments are also important.

District facilities and grounds may be approved annually for use. District facilities shall not be open for rental during the hours when school is in session.

Community use of district facilities must be appropriate to the available space and shall not interfere with the normal operations of schools or jeopardize student safety.

Charges for facility use shall be assessed consistently [with the established schedule of charges](#). Charges are designed to ~~recover any~~ [offset](#) operation and staff costs associated with the specific use. *Users shall be held responsible for any property damage or loss caused by the user and so must have proper insurance coverage to use district facilities.*

The superintendent will develop administrative regulations to implement this policy and will ensure that the public has access to a schedule of charges and availability of district facilities. The district shall process applications for facility use in a non-discriminatory and timely fashion.

END OF POLICY

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**Legal Reference(s):**

[ORS Chapter 244](#)

[ORS 260.432](#)

[ORS 332.107](#)

[ORS 332.172](#)

**Cross Reference(s):**

EDC/KGF - Authorized Use of District Equipment and Materials

KGF/EDC - Authorized Use of District Equipment and Materials

**ITEM FOR ACTION AT A FUTURE MEETING****LONG RANGE FACILITY PLANNING RECOMMENDATIONS****SUMMARY**

Long-range facility planning recommendations are presented for board consideration. The superintendent's recommendations, which stem from the work of the Long-Range Facility Planning Committee, do not suggest changes for school locations, attendance boundaries or facility use, but provide guidance for future facility planning.

**BACKGROUND**

The Long-Range Facility Planning Committee, an advisory committee composed of community members from across the district, was reconvened and expanded in spring 2025, and since then has been meeting regularly to study the district's current circumstances and develop recommendations to support every student to have access to safe, well-maintained schools and high-quality, equitable learning environments.

The committee first created a set of guiding principles, called "North Stars," to shape its review. These principles focused on making sure our school facilities support the goals that students are known and supported, resources are used equitably and sustainably, schools foster belonging and students are prepared for future success.

The committee reviewed extensive data about enrollment forecasts, school boundaries, building conditions and utilization, and district finances; considered key challenges facing the district, including declining enrollment, aging facilities, uneven enrollment patterns and budget pressures; identified the impacts if no action is taken, such as growing inequities between schools and reduced resources for students; agreed on a shared problem statement; and considered planning implications to guide next steps.

The committee developed a set of recommendations to the superintendent intended to support data-informed decision-making and long-range planning aligned with projected enrollment and facility availability and needs. The superintendent and staff reviewed the committee's output and are bringing forward the recommendations (with some rewording for clarity) to the school board for consideration to guide future facility planning.

**RECOMMENDATION**

These recommendations for future facility planning are presented for initial consideration and will come before the board for approval at its next meeting in March.

**Belong. Believe. Achieve.**

## Long-Range Facility Planning Recommendations

February 3, 2026

*The following recommendations by the superintendent and staff to the school board are based on the work of the Long-Range Facility Planning Committee and the facility planning recommendations it developed in 2025–26 and approved on January 14, 2026.*

\* \* \* \* \*

### Annual Enrollment Trend Report

A. The superintendent should direct district staff to provide the board each fall with an annual enrollment trend report. The report should include but not be limited to:

- School utilization data
- Enrollment counts by grade level
- An evaluation of how current enrollment is tracking against the district's 10-year enrollment forecast

### Annual School Utilization Study

A. The superintendent should establish an annual administrative school building utilization study, to be initiated after October 1 of each school year when:

- Enrollment at an elementary school falls below 350 students (or below 300 students at a school with a permanent capacity estimate under 350), or
- Enrollment at any school falls below 65% of the building's permanent capacity.

B. The administrative study should be designed to:

- Determine whether enrollment levels reflect a consistent trend and are forecasted to continue, and
- Identify and evaluate potential solutions to balance enrollment and resources.

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C. Where applicable, potential solutions identified through the administrative study may include, but are not limited to:

- Adjustments to resource allocation
- Implementation of blended classrooms
- Modifications to specials (e.g., art, music, physical education)
- Review of attendance boundaries
- Consolidation of schools
- Other strategies to increase or balance enrollment

D. The superintendent or school board should consider establishing an advisory committee if the outcome of the administrative study includes attendance boundary adjustments (pursuant to Policy JC) or school consolidation (pursuant to Policy FL).

## **Attendance Boundaries & Feeder Patterns**

A. The school board and superintendent should direct staff to review Policy JC and report back to the school board within six months of initiating the review, to include:

- Whether the four existing factors used to consider attendance boundary adjustments remain applicable and relevant, and whether additional language is needed to ensure district equity goals are adequately addressed; and
- Whether to recommend amendments to discourage split feeder patterns and to clearly articulate the circumstances under which split feeders may be acceptable.

B. The district should evaluate existing examples of split feeder patterns, with the goal of increasing clean feeders and minimizing the use of noncontiguous attendance boundaries for different school levels.

C. Guiding principles for school feeder patterns should include:

- Split feeder patterns should be avoided whenever feasible.
- When a split is unavoidable, the following considerations should apply:
  - Splits should occur at the elementary-to-middle school level where possible.
  - Student cohorts should be split no more than once during a student's tenure.
  - Split cohorts should be generally equal in size.
  - Split feeder patterns should preserve access to programmatic opportunities, such as dual language programs.

## **School Condition Assessment**

The 2027 Long-Range Facilities Plan should:

A. Evaluate the merit of making long-term deferred maintenance capital investments in structures that:

- Are more than 75 years old; or
- Have a Facilities Condition Index (FCI) score greater than 0.3; or
- Have a seismic score below 51.

B. Evaluate the cost of replacing or updating existing structures that are more than 75 years old.

C. Include replacement or upgrade analyses based on a matrix of factors, including but not limited to:

- Facilities Condition Index (FCI) score
- Structure age
- Seismic condition
- Enrollment forecasts
- Quantitative community impact analysis
- District design specifications

## **Plan & Policy Review**

A. Prior to the next capital bond program, the superintendent should direct the Facilities Department to review and revise the 2014 Educational Specifications for district facilities to reflect current and future educational needs, standards, practices and student enrollment trends.

B. Prior to the next capital bond program or any boundary adjustment process, the school board should consider potential revisions to Policy JC School Attendance Areas as articulated above.

# Long Range Facility Planning Recommendations

School Board Meeting

February 3, 2026

# Long Range Facility Planning Overview

- Background
- Timeline
- Phases of Process
- Long-Range Facility Planning Committee
- Recommendations
- Next Steps

# Background

- Facilities Planning Committee (FPC) Established February 2024
  - Advisory committee to superintendent
  - The FPC advises the superintendent on district facilities, focusing on current conditions and use, future planning, and how enrollment trends affect facility needs.
- Long-Range Facility Planning (LRFP) Expanded Process Summer 2024
  - Expanded to include conversations about enrollment decline, school boundaries, feeder patterns, etc.
  - 12-18 month timeline established

# Timeline Overview



# Phases of Process

## Phase I

- Review of previous data and outreach

## Phase II

- Community Engagement

## Phase III

- Expanded Long-Range Facility Planning Committee
- Development of Guiding Principles

## Phase IV

- Review of District Data
- Development of Problem Statement
- Formulation of Recommendations

# Engagement Summary

## Community Forums (9)

- Six in-person
- Three virtual

## Audiences to Center (9)

## Educator Meetings (3)

- District leaders & school administrators
- Elementary teachers
- LGBTQ staff resource group

## Engagement Summary Presented to Board

- [August 26 Meeting](#)

# Long-Range Facility Planning Committee

## Key Goals

- Review Community Engagement Input
- Establish Guiding Principles
- Review Data and Trends
- Identify Problem Statement
- Develop Recommendations

# Recommendations

- Annual Enrollment Trend Report
- Annual School Utilization Study
- Attendance Boundaries & Feeder Patterns
- School Condition Assessment
- Plan & Policy Review

# Annual Enrollment Trend Report

The superintendent should direct district staff to provide the board each fall with an annual enrollment trend report. The report should include but not be limited to:

- School utilization data
- Enrollment counts by grade level
- An evaluation of how current enrollment is tracking against the district's 10-year enrollment forecast

# Annual School Utilization Study

The superintendent should establish an annual administrative school building utilization study, to be initiated after October 1 of each school year when:

- Enrollment at an elementary school falls below 350 students (or below 300 students at a school with a permanent capacity estimate under 350), or
- Enrollment at any school falls below 65% of the building's permanent capacity.

The administrative study should be designed to:

- Determine whether enrollment levels reflect a consistent trend and are forecasted to continue, and
- Identify and evaluate potential solutions to balance enrollment and resources.

# Annual School Utilization Study (cont.)

Where applicable, potential solutions identified through the administrative study may include, but are not limited to:

- Adjustments to resource allocation
- Implementation of blended classrooms
- Modifications to specials (e.g., art, music, physical education)
- Review of attendance boundaries
- Consolidation of schools
- Other strategies to increase or balance enrollment

The superintendent or school board should consider establishing an advisory committee if the outcome of the administrative study includes attendance boundary adjustments (pursuant to Policy JC) or school consolidation (pursuant to Policy FL).

# Attendance Boundaries & Feeder Patterns

The school board and superintendent should direct staff to review Policy JC and report back to the school board within six months of initiating the review, to include:

- Whether the four existing factors used to consider attendance boundary adjustments remain applicable and relevant, and whether additional language is needed to ensure district equity goals are adequately addressed; and
- Whether to recommend amendments to discourage split feeder patterns and to clearly articulate the circumstances under which split feeders may be acceptable.

# Attendance Boundaries & Feeder Patterns (cont.)

The district should evaluate existing examples of split feeder patterns, with the goal of increasing clean feeders and minimizing the use of noncontiguous attendance boundaries for different school levels.

Guiding principles for school feeder patterns should include:

- Split feeder patterns should be avoided whenever feasible.
- When a split is unavoidable, the following considerations should apply:
- Splits should occur at the elementary-to-middle school level where possible.
- Student cohorts should be split no more than once during a student's tenure.
- Split cohorts should be generally equal in size.
- Split feeder patterns should preserve access to programmatic opportunities, such as dual language programs.

# School Condition Assessment

The 2027 Long-Range Facilities Plan should:

Evaluate the merit of making long-term deferred maintenance capital investments in structures that:

- Are more than 75 years old; or
- Have a Facilities Condition Index (FCI) score greater than 0.3; or
- Have a seismic score below 51.

Evaluate the cost of replacing or updating existing structures that are more than 75 years old.

# School Condition Assessment (cont.)

The 2027 Long-Range Facilities Plan should:

Include replacement or upgrade analyses based on a matrix of factors, including but not limited to:

- Facilities Condition Index (FCI) score
- Structure age
- Seismic condition
- Enrollment forecasts
- Quantitative community impact analysis
- District design specifications

# Plan & Policy Review

Prior to the next capital bond program, the superintendent should direct the Facilities Department to review and revise the 2014 Educational Specifications for district facilities to reflect current and future educational needs, standards, practices and student enrollment trends.

Prior to the next capital bond program or any boundary adjustment process, the school board should consider potential revisions to Policy JC School Attendance Areas as articulated above.

# Next Steps

- Board Review and Approval
- Complete Comprehensive Report
- Review Recommendations with New Leadership

# Questions

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

Revisions are recommended to update school board policies GCBDE and JGA. 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****GCBDE Military Leave of Absence**

Revisions add language updating military leave to 21 days and clarifying leave parameters.

**JGA Corporal Punishment**

Updated language clarifies the definition of corporal punishment.

**RECOMMENDATION**

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

- Revisions to board policy GCBDE
- Revisions to board policy JGA

**Belong. Believe. Achieve.**

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## Corporal Punishment\*\*

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The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain. [Corporal punishment does not include the use of physical force authorized in ORS 161.205 \(2\), \(4\) or \(5\) for the reasons specified therein, or physical pain or discomfort resulting from or caused by participation in athletic competition or other such recreational activity voluntarily engaged in by a student.](#)

~~Corporal punishment does not include physical pain or discomfort resulting from or caused by:~~

- ~~1.— Training for or participation in athletic competition voluntarily engaged in by a student;~~
- ~~2.— Recreational activity voluntarily engaged in by a student;~~
- ~~3.— Physical exertion shared by all students in a teacher directed class activity, which may include, but is not limited to, physical education exercises, field trips, or vocational education projects; or~~
- ~~4.— Physical restraint or seclusion when used as provided in Oregon Revised Statute (ORS) 339.291 and Oregon Administrative Rule (OAR) 581-021-0553.~~

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under ~~his/her~~ [their](#) supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent/guardian, person in parental relationship or school official.

A staff member is authorized to employ [reasonable](#) physical force [upon a student only to the extent that the application of physical force is consistent with ORS 339.285 – 339.303 and is not corporal punishment as defined in ORS 339.250\(9\).](#) ~~when, in his/her professional judgment, the physical force is necessary to prevent a student from harming self, others or doing harm to district property.~~ Physical force shall not be used to discipline or punish a student.

[A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.](#)

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.205](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

[OAR 584-020-0040](#)

**Cross Reference(s):**

JGAB - Use of Restraint and Seclusion

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## Military Leave of Absence

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The district will grant a military leave of absence to an employees on duty<sup>1</sup> with a uniformed service<sup>2</sup> in accordance with applicable state and federal law. An employees requesting military leave ~~are~~ is required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

An employee may apply for a mMilitary leave<sup>3</sup> of absence from duties for up to 21 work ~~training leave exceeding 15 calendar~~ days in any one training year<sup>4</sup> or in accordance with ORS 408.290 is unpaid leave. Upon request, An employees may use any accrued vacation or similar leave during the period of service exceeding ~~15-calendar~~ 21 days. Military leave shall be in addition to any other leave the employee is entitled to.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee shall be required to pay any employee contributions<sup>5</sup> required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium.
2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System ~~Uniform Services Employment and Reemployment Rights Act of 1994 (USERRA) reemployment, the employee must meet USERRA eligibility criteria in order for the district to provide retroactive employer contributions to the Public Employees Retirement System (PERS). These contributions will be provided~~ on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of leave. The employee ~~shall~~ may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of ~~his/her~~ their intent to return as follows:

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<sup>1</sup>"Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty, ~~active duty for training, initial active duty for training,~~ or inactive duty training, ~~full-time~~ U.S. National Guard active duty, U.S. Armed Forces active duty, and absence to determine fitness for duty.

<sup>2</sup>"Uniformed service" means being a member of the Armed Forces, the U.S. National Guard, National Guard Reserve or any reserve component of the U.S. Armed Forces, or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

<sup>3</sup> The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

<sup>4</sup> "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component of the U.S. Armed Forces.

1. An employees who ~~are is a~~ veterans and reservists returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period.
2. An employees returning from active duty must notify the district of their intention to return to their former jobs within 90 days after the employee is relieved of release from duty, or from hospitalization continuing after discharge for a period of not more than one year.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.505](#)

[ORS 408.238](#)

[ORS 408.240](#)

[ORS 408.270](#)

[ORS 408.290](#)

[ORS 659A.082](#)

[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (~~2012~~ [2024](#)).

I.R.C., U.S.C. 26 § 4980B(f)(4) (~~2012~~ [2024](#)).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (~~2012~~ [2024](#)).