



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, March 10, 2026 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

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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**Oregon Music Education Association Outstanding Administrator Award**

Zan Hess, principal at Whitford Middle School, has been awarded the 2026 Outstanding Administrator Award by the Oregon Music Education Association. This award recognizes individual administrators who have demonstrated commitment to promoting and supporting music education programs within their own school, district or region.

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PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, March 6, 2026 through 12 p.m. on Tuesday, March 10, 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.

BSD limits comments to 1,000 characters

First Name	Last Name	Association with BSD	Comments
Brian	Bovero	Staff Member	<p>Motion to reconsider the closing of the Jacob Wismer Emotional Growth Center. Would like to discuss the negative affect the closing of the EGC at Jacob Wismer Elementary will have on the remaining 7 students in the program and the expenses the district has incurred in retrofitting this location to house the program. This leaves 3 EGCs in the district with none located anywhere near Highway 26 and the north side of the district boundaries. The 2025/2026 program here has been very successful and the children in it have grown more this year than ever before, due in a large part by limiting the number of students in the program and staffing with the right people. If we overload other programs we will not be doing what's best for these students. I would be happy to discuss much more than what will fit into a 1000 word submission.</p> <p>Thank you.</p>
adam	oyster-sands	Staff Member	<p>I am writing to highlight how increasing class sizes and complexity in kindergarten is affecting the learning environment at Elemonica Elementary School.</p> <p>Staffing allocations directly affect early literacy outcomes. Across three kindergarten classes at Elmonica, 23 students fall in the Red or Yellow ranges on Star Early Literacy and require small-group intervention. Reading support for kindergarten often requires pulling staff from other grades, creating gaps elsewhere. This reflects a system stretched too thin. In kindergarten, delayed intervention has lasting consequences. Current staffing levels do not allow for consistent, timely literacy instruction for our highest-need students.</p> <p>These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>

Kevin	Foreman	Staff Member	I would like to ask whether the recent budget survey language regarding the Substance Use Support Program is being considered in decision-making. The description is misleading and fundamentally flawed. It states the program would be “centralized” into a district team to better support students, yet the proposal cuts \$916,000 by eliminating 6.5 of the 7.5 positions currently serving schools. This would leave one person to support roughly twenty schools, which is not a team and cannot realistically provide meaningful support. Without this context, parents, students, staff, and community members completing the survey do not have the information needed to understand the true impact. Consistent relationships are key to improving attendance and intervention. This is especially critical in Oregon, which ranks among the highest states for substance use while among the lowest for treatment resources.
Araceli	Rodriguez	Parent/guardian	School Board, you are supposed to represent the Beaverton public but currently are letting us down! Why do you keep ignoring the cries of community members, parents, staff and students? We are hurting from your plans to close many schools and consolidate them into 750-person mega elementary schools. Keep McKay, Raleigh Park, Montclair, Ridgewood, and all the others open, standing, and publicly-owned! We are hurting from your plans to privatize public land, like the aforementioned schools, as well as the farm between Westview High School and 174th AVenue which you allowed BSD to sell to a for-profit developer, right when you're talking about how important equity is and when hundreds of BSD students are homeless. You could've sold it to a non-profit for social/public housing, but no: YOU SOLD US OUT! You talk about "belonging" but when it comes to people's beloved schools being ripped out from underneath them, you look the other way and are complicit. DO BETTER. KEEP PUBLIC LAND PUBLIC!
Jenny	Yoshida	Staff Member	Substance use prevention is directly connected to attendance, discipline, and graduation outcomes. Oregon ranks 2nd in illicit substance use among the states, while ranking 50th in terms of access to youth treatment and prevention. If we are expecting our students to rely solely on our community providers (which has its own set of barriers), Washington County's current SUD resources have an overall service gap of 75%. This means out of the total number of services recommended (Prevention, Harm Reduction, Treatment, and Recovery), our county is missing 75%. Schools are often the ONLY place students can access SUD services. The BSD survey stated the Substance Use Specialist team would be “centralized” to 'better support students', yet the proposal cuts \$916,000 by eliminating 6.5 FTE of the mere 7.5 FTE positions currently serving schools. This would leave ONE person to support roughly twenty schools. This is not a team - it cannot and will not provide meaningful support.

Fanya	S	Staff Member	<p>I urge the district to reconsider proposed reductions to Substance Use Specialists (SUS). The SUS provides early intervention, prevention education, and confidential support for students who may have nowhere else. The SUS helps keep students engaged in school, identify concerns early, & connect families and staff with needed support.</p> <p>Oregon ranks among the states most impacted by substance use while ranking near the bottom for access to youth treatment and prevention. For many students, school-based support is their only point of access. Washington County’s current SUD resources have an overall service gap of 75%. This means out of the total number of services recommended (Prevention, Harm Reduction, Treatment, and Recovery), our county is missing 75%.</p> <p>Adolescence is a critical window for prevention: 90% of adults with substance use disorders began using before age 18. Our work improves attendance, reduces disciplinary incidents, and protects instructional time.</p> <p>Thank you.</p>
Robert	Zenk	Other Community Member	<p>Members of the Board,</p> <p>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.</p> <p>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.</p> <p>Robert Zenk</p>

dena	schreiner	Staff Member	<p>Oregon currently faces a crisis: we rank among the highest for substance use impact, yet near the bottom for youth prevention and treatment access. In Washington County, the reality is stark—our community SUD resources face a 75% service gap. If we remove school-based specialists, we aren't just cutting a program; we are removing the only point of access for our most vulnerable students.</p> <p>Substance Use Prevention Specialists are not "extra" staff; they are essential to our core mission. Their presence is directly linked to:</p> <p>Improved Attendance: Addressing the root causes of chronic absenteeism.</p> <p>Reduced Discipline: Shifting from punitive measures to proactive intervention.</p> <p>Higher Graduation Rates: Ensuring substance use doesn't derail a student's future.</p> <p>We cannot ask students to rely on a community system that is missing three-quarters of its recommended services. We must keep prevention in our halls to ensure our students remain healthy.</p>
Melissa	Bondra	Staff Member	<p>Oregon ranks among the states most impacted by substance use while ranking near the bottom for access to youth treatment and prevention. For many students, school-based support is their only point of access.</p> <p>Substance use support improves attendance, reduces disciplinary action, and preserves instructional time—key district priorities tied directly to funding and student success. At current staffing levels, services must focus on crisis and safety, leaving limited capacity for prevention and early intervention. Reducing staff would shift the system toward reactive responses and higher long-term costs.</p> <p>Early intervention saves money, improves outcomes, and keeps students connected to school. Rather than reducing funding, current trends and students needs support expanding substance use services to strengthen prevention, safety, and attendance districtwide.</p> <p>Thank you for your consideration and commitment to student wellness.</p>

Jocelin	M	Staff Member	<p>I would like to advocate for the Behavioral Health and Wellness Department. Last year's budget priorities ranked mental health third, yet the current proposal significantly reduces School Counselors, Social Workers, and Substance Use Specialists. Cutting 6.5 of the 7.5 SUS positions would leave one person serving nearly 20 schools, which cannot provide meaningful or timely support. Adolescent substance use is a growing challenge, and our students face academic pressure, trauma, family stress, and increased access to harmful substances. Removing trained professionals creates a serious gap when need is highest. SUS' provide early intervention, prevention education, confidential support, & trusted relationships that help students stay engaged and safe. Educators & families rely on this role to identify concerns early. Without this support, more students will fall through the cracks and preventable harm will increase. Maintaining these positions is a commitment to the safety & success.</p>
Taylor	Galloway	Staff Member	<p>Research suggests that since treatment providers are outside the school system, schools should have trained professionals to conduct screening and brief interventions while building strong partnerships with community providers to ensure students can access treatment when needed. This is exactly what Substance Use Specialists do. Prioritizing both prevention and intervention in school-based settings, along with outside treatment, is critical to addressing youth substance use and its long-term impacts.</p> <p>Maxey, H. L., Daulton, B. J., Moore, M., & Binion, K. (2026). Evaluating school-based substance use services: Insights from a systematic review. <i>Journal of School Health</i>, 96(1), e70095. https://doi.org/10.1111/josh.70095</p>
Erwin	Chan	Parent/guardian	<p>McKay's closure is a very sad moment in Beaverton's history, but I trust in Principal [REDACTED] and the teachers and staff of McKay to close. It is an extremely brave thing to do to prioritize the education and well-being of its students above all and I sincerely thank all of them.</p> <p>I implore the Board and the administration to support all the teachers at McKay in transitioning into new roles in a positive manner. They should be prioritized, protected, supported, and lauded for all of their work. Many also want to go to Greenway or Raleigh Hills to provide support to transitioning McKay students. A familiar face will go a long way in making the change a positive one.</p> <p>As a parent who has been with McKay for the last 6 years (two children), thank you to everyone in the McKay community. We'll miss everyone and will hopefully see you at Greenway or Raleigh Hills.</p>

Aimee	G	Staff Member	<p>I am writing to highlight how increasing class sizes and complexity in kindergarten is affecting the learning environment at Elmonica Elementary School.</p> <p>Our kindergarten class sizes are in the mid-to-high 20s, with high numbers of ELs and behavior-focused IEPs. Students who do not get their needs met in kindergarten, often continue to lag behind grade level as they progress through elementary school. Without an additional kindergarten teacher or dedicated support staff, we are operating in a reactive model. Increased staffing would improve safety, ensure IEP fidelity, and allow us to focus on proactive instruction rather than constant triage.</p> <p>These challenges are not the result of lack of effort by staff, but of class size and staffing levels that no longer match student needs. Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Chelsea	Burton	Staff Member	<p>As a Social Worker in the Beaverton School District, I acutely feel the weight of the current budget cut proposal. More often than not, I feel like the role I play within BSD is overlooked in the big picture that BSD attempts to paint with broad strokes.</p> <p>The proposed budget cuts weigh heavy on my heart for the days that I am the person helping students to navigate weights that should never be on their young shoulders. Ensuring that students feel seen, heard, and supported are vital to a student's sense of belonging.</p> <p>The elegant words speaking to creating a more efficient and centralized system for Social Workers neglects the very real work that is done on a day to day basis within the schools we work in as Social Workers.</p> <p>A regional model does not acknowledge the day to day work of building community that is vital to the efficacy of a school. The district speaks often of "belonging" yet seeks to dismantle the heart of what builds a sense of belonging for our school communities.</p>
Tina	Lee	Parent/guardian	<p>I am writing to urge the Board to maintain zero period for BSD middle schoolers. Canceling zero period effectively cancels our Meadow Park MS Jazz Ambassadors program and Early Birds choir programs. Rather than eliminating zero period, we should lean on the strength of our school community. If the concern is that zero period excludes students without private transportation, please know that parents at our school are willing to work on solutions, such as organized carpools or offering rides, to ensure interested students can participate. Jazz band has been a life changing experience for my son - it has taught him great lessons in time management, friendship, teamwork, and adaptability. Finding something for 12-14 year olds to be passionate about that's not video games is HARD, and this band director has done it successfully year after year and convinced them to come in EARLY for school. Please! Save zero period!</p> <p>Respectfully yours, Tina Lee</p>

Brock	Gordon-Suematsu	Other Community Member	<p>I am writing to highlight how increasing class sizes and complexity in kindergarten is affecting the learning environment at Elemonica Elementary School.</p> <p>Behavioral needs in our kindergarten classrooms exceed allocated support. SABERS data shows 8 of 24 students at risk in one class, 13 of 26 in another, and 8 of 27 in the third. Several students have safety plans and behavior-focused IEPs. We no longer have the 1.5 kindergarten paraprofessionals previously funded through a district grant and now rely on shared building staff. When one student is dysregulated, a single teacher must de-escalate while supervising 25+ other children. Students often report feeling unsafe during these incidents. Staffing levels directly affect safety, instructional time, and classroom climate.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Myron	Lee	Parent/guardian	<p>Hello, I wanted to comment on the importance of keeping 0 period in the Beaverton Middle Schools. It's so important to have motivated students especially in the middle school years, but that's what the two 0 periods at Meadow Park MS achieve. Programs like Early Birds and Jazz Band actually have students excited to get to school early and learn something that they are passionate about. This enthusiasm carries over to the rest of the school day and makes their educational experience much more comprehensive. The parents at the middle school work with each other to make sure every student that wants to attend 0 period can do so via coordinated carpools.</p> <p>The Jazz Band has been a staple for years, frequently performing at the Beaverton Farmers Market and representing the school district in statewide competitions. They even won first place at the West Salem Jazz Festival last month. Please consider keeping 0 period for Beaverton middle schools, its impact on students is vital.</p>
Amy	Thetford	Parent/guardian	<p>Dear BSD School Board Members,</p> <p>As a parent and part of the BSD substitute staff, I am writing in support of music in our schools. Music builds confidence, motivation, creativity, and teamwork while strengthening skills that support learning, including enhanced memorization. It keeps students engaged, supports healthy social and emotional development, and helps manage stress and anxiety. Music gives many children a place to shine, allows them to express themselves creatively, and makes school a more meaningful experience. For these reasons, I strongly encourage continued support and growth of music programs in our schools.</p> <p>Thank you for all that you do to support our students.</p>

Nathan	McNicholas	Parent/guardian	<p>I'm a parent of a Meadow Park Middle School Jazz Band student, and I strongly oppose the decision to eliminate zero hour Jazz Band (and Early Birds) next year and beyond.</p> <p>The Meadow Park Jazz Band has won many awards and represented the school at events and competitions in an extremely positive way. It is a point of pride for the school and district, and a powerful example of what our students can achieve.</p> <p>For many students, including my child, Jazz Band and Early Birds is a key reason they feel connected to school. It builds confidence, discipline, teamwork, and a sense of belonging that carries over into academics and behavior.</p> <p>Cutting these programs sends a discouraging message about the value of music education and takes away an important opportunity from current and future students. I urge you to reconsider this decision and find a way to keep zero hour Jazz Band and Early Birds at Meadow Park Middle School.</p>
Chloe	Dawson	Staff Member	<p>School social workers are vital to student success and belonging. We are highly trained mental health professionals who address systemic, family, and individual barriers through work with individuals, group skill building, participation in BH&W teams, and collaboration with families. We are trained to navigate the many systems that impact our families, giving us the unique perspective to act as the link between school and the community with a trauma-informed and culturally responsive lens. Our knowledge of mental health also allows us to offer insights into behavior, patterns of attendance, and developmental needs to create effective interventions.</p> <p>Social workers have the ethical mandate to advocate for the most vulnerable in our community, such as families who may not have the social capital to make their voices heard in forums like board meetings or public surveys. We urge the Board to center these families in decision making that could reduce their access to critical supports.</p>
Colton	Waldorf	Student	<p>I had a great experience in Meadow Park Jazz Band in 2023 and 2024 during my 7th and 8th grade years. I was able to get a lot better playing the trumpet with the additional time and variety of music and prepare for high school band and I made a lot of friends who I am still friends with today. I hope more students can have the same great experience I did in years to come. I am still playing the trumpet and am in symphonic band at BHS.</p>
Aaron	Singer	Parent/guardian	<p>I am writing in support of maintaining the Zero Period Jazz Band program at Meadow Park middle school. My son has greatly benefitted from this program - it has fostered a much deeper love of music, driven him to be diligent about practicing, and been a real source of accomplishment. He, like many of his peers, participates in a variety of sports and after-school activities throughout the year. If jazz band was not offered before the school day, he would not be able to attend and would miss out on the great learning opportunities that it provides. I urge the school board to maintain this great program - it is beloved by students and would be sorely missed.</p>

Lindsay	Baldini	Parent/guardian	<p>I am the parent of three students in this district in fifth grade, third grade, and kindergarten. I writing to ask you to continue supporting and funding music education in our schools. Music education is not just an extra. It plays an important role in how children learn and grow. Research shows that learning music strengthens memory, attention, and pattern recognition, which are the same skills children use when learning to read and solve math problems. Music education has also been shown to support language development and overall academic engagement. But the impact of music goes far beyond academics. Music gives children a way to express themselves and build confidence. Music programs also bring our community together. School concerts are moments where families gather to celebrate what our kids have created. You can feel the pride in the room. I hope we continue to value music as an essential part of education and continue to invest in these programs for all students.</p>
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ITEM FOR INFORMATION**SCHOOL SPOTLIGHT: IMPROVING STUDENT ATTENDANCE****SUMMARY**

Strong student attendance is a foundational component of student belonging and a key indicator of student achievement. Each school in the Beaverton School District has student attendance as one of its School Improvement Plan (SIP) goals. Systematically focusing on strong student attendance across all schools is a strategic action in helping BSD actualize our district goal in Safe & Thriving with each student saying, *"I belong, and I matter."*

BACKGROUND

Beaverton School District is implementing a comprehensive, systemwide strategy to improve student attendance as a key driver of belonging, engagement, and academic success. Research shows attendance is a stronger predictor of student outcomes than test scores, making it central to BSD's efforts to ensure every student is connected and supported.

BSD has embedded attendance goals into every School Improvement Plan, with schools targeting a 3–5% increase in regular attender rates and monitoring data monthly. A robust daily data infrastructure provides real-time insights that enable early intervention before patterns become chronic. Family partnerships play a critical role, shifting communication from compliance to care through welcome calls, multilingual engagement, and relationship-centered outreach.

Tier 1 supports include whole school messaging to students and families, weekly celebrations of success, intentional connection activities, and weekly meetings by a school team to analyze attendance data.

Tier 2 and 3 supports, including empathy interviews, help schools identify and remove individual and structural barriers such as transportation challenges, anxiety, or schedule conflicts. These strategies have produced measurable gains: schools using structured interventions report improvements of 2 to 6 percentage points, and early-identified students are showing stronger outcomes for the same time period than in prior years.

BSD's next steps focus on strengthening real-time dashboards, expanding professional learning, enhancing transition supports for grades 6 and 9, and continuing equity-centered analysis to address disproportionality. Together, these efforts are building more connected school communities, earlier interventions, and stronger systems to support every student, every day.

RECOMMENDATION

Staff will present information on districtwide attendance efforts. No action is needed.

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Improving Attendance to Improve Student Outcomes

Beaverton School District
March 10, 2026

Dr. Shelly Reggiani, Associate Superintendent for Teaching & Learning



Attendance: The Key Metric of Belonging, Engagement & Connection

Attendance is more than a headcount — it's a measurable signal that students feel **valued, connected, and motivated to succeed**. Research shows it predicts academic outcomes better than test scores or prior GPA.

Belonging → Motivation

Students with higher attendance report a stronger sense of belonging, driving greater academic engagement and retention. *(Lee, 2024; ImpactEd, 2023)*

Presence Predicts Success

Attendance forecasts academic success more reliably than test scores or prior GPA — it reflects genuine connection to the learning community. *(Virginia Tech, 2025)*

Proactive Outreach Works

Reaching out to absent students re-establishes belonging, reduces dropout risk, and supports overall wellbeing. *(LJMU pilot, 2023)*

Holistic Monitoring

Modern attendance tracking incorporates social-emotional factors — school membership, relationships and connectivity — as key drivers of sustained engagement. *(Attendance Works, 2020)*

Why Attendance Matters

Academic Success

Attendance is one of the strongest predictors of academic achievement from early literacy to graduation readiness.

Regular Attenders

Students attending 90% or more of school days are significantly more likely to read on grade level and stay on track for graduation.

Post-Pandemic Recovery

Following pandemic-era disruptions, BSD has worked intentionally to restore strong, consistent attendance habits districtwide.



Equity Lens



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

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

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

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

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

Additional considerations:

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

What **other possibilities** were explored?

Is the decision/outcome **sustainable** ?

Districtwide Commitment Through School Improvement Plans

Every school in BSD has embedded attendance as a measurable priority within its School Improvement Plan (SIP).

Clear Attendance Goals

Targeting a 3–5 percentage point increase in Regular Attender rates each year, school by school.

Monthly Monitoring

School leadership teams review attendance metrics at least monthly and adjust action plans accordingly.

Proactive Action Plans

Includes proactive communication, classroom engagement strategies, and consistent follow-up protocols.

Equity-Centered Analysis

Identifies disproportionality among student groups and works to address structural and systemic barriers.



Building a Strong Data Infrastructure

BSD's Daily Attendance Data Tracking System supports real-time decision-making at every level.

Daily School Dashboards

Percentage present, emerging chronic absenteeism patterns, and students approaching "nearly at risk" status

District-Level Reports

Aligned to ADM Period 1, 2 and 3 data; ODE Regular Attender metrics; and Synergy real-time estimates

Early Intervention

Principals, counselors, and family liaisons can act *early* – not months after patterns have hardened

Strengthening Family Partnerships

A major lever for improvement has been positive, strengths-based family communication — shifting from compliance to connection.

Welcome Calls

First-day and first-week outreach to families, reinforcing that every student is expected and valued

Care-Centered Messaging

"We noticed you're missing, and we care" — replacing compliance-focused language with genuine relationship-building

Multi-Lingual Outreach

Communication aligned with family language preferences, supported by cultural liaisons and community partners

Recognition & Home Connections

Families are recognized for progress. Home connections support students with persistent or complex barriers.



The Tiered Framework for Student Attendance Success



Tiers 3 : Intensive Individualized Services (Below 80%)

Wraparound Services & Case Management

Deploy multi-disciplinary teams, relationship-based home connection, and interagency coordination to address severe absenteeism.



Tier 2: Targeted Early Warning (80-89%)

Early Warning & Barrier Identification

Identify specific barriers to attendance and provide early targeted support as student engagement begins to decline.



Universal School-Wide Supports

Belonging,

Proactive Culture & Family Outreach

Build a universal culture of attendance and safety through personalized family outreach within 48 hours.



Data-Driven Decision Making

Success relies on accurate data dashboards to monitor trends and trigger timely interventions.



Equity-Focused Communication

Ensure multi-language communication and an equity lens are applied to all family engagement strategies.

TIER 2 & 3 HIGHLIGHT

Empathy Interviews

One-on-one conversations with students, and often their families, to understand what helps them attend and what gets in the way

Common Barriers Uncovered

- Transportation inconsistencies
- Schedule or class placement conflicts
- Family responsibilities at home
- Anxiety or social disconnection from peers

These insights have helped schools **redesign interventions**, adjust schedules, and remove structural barriers that no data dashboard alone could reveal.



Early Wins from Intervention Strategies

2–6 pts

Attendance Gains

Schools using structured interventions show 2–6 percentage point improvements in Regular Attender rates.

Fall 2024

Early Impact

Students identified as "nearly at risk" in fall 2024 improved as compared to previous years.



Stronger Relationships

When students and families experience a stronger sense of belonging, engagement and connection with schools, attendance improves.

Empathy interviews are most effective when paired with rapid follow-through: students and families need to see that their input leads to real change.

Continued Work & Next Steps

BSD is committed to sustaining and deepening this momentum across all schools and student groups.

01

SIP Alignment

Continued embedding of attendance goals in every building's School Improvement Plan

02

Enhanced Dashboards

Real-time reporting upgrades to give schools faster, more actionable attendance insights

03

Professional Learning

Expanded staff training on attendance MTSS practices and culturally responsive family engagement

04

Transition Supports

Strengthening 6th and 9th grade transition programs, where attendance risk increases most sharply

05

Equity Analysis

Continued review of disproportionality data and targeted interventions for underserved student groups



Every Student, Every Day

Through aligned goals, data-driven systems, family partnerships, and student-centered interventions, BSD is making measurable progress — and our work is just getting stronger.

Stronger Systems

Real-time data and aligned SIPs across every building

Earlier Interventions

Acting on warning signs weeks before they become chronic patterns

More Connected Communities

Students and families who feel seen, heard, and supported

Thank you for your dedication to supporting every student, every day.

Questions



ITEM FOR INFORMATION**10-YEAR ENROLLMENT FORECAST UPDATE****SUMMARY**

The district periodically commissions long-range enrollment forecasts to support enrollment, facility and program planning. The results of the new 10-year enrollment forecast for the Beaverton School District will be presented.

BACKGROUND

In fall 2025, long-range facilities planning staff initiated a contract with FLO Analytics, a locally based demographics and planning firm, to develop a new 10-year enrollment forecast. The district's previous long-range enrollment forecast was completed in 2023.

Charles Rynerson, Senior Data Analyst with FLO Analytics, will present the results of the new 10-year enrollment forecast for the district. Mr. Rynerson brings extensive experience analyzing enrollment and demographic patterns in Beaverton and throughout Oregon.

The new forecast uses the 2025–2026 school year as the base year and extends through 2035–2036. It incorporates updated data on districtwide population trends, residential development activity and current enrollment. The forecast provides low, middle and high scenarios; the middle scenario serves as the foundation for enrollment and facility planning.

RECOMMENDATION

Information will be presented on the district's long-range enrollment forecast. No action is needed.

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Beaverton School District

Enrollment Forecasts 2026–27 to 2035–36

Prepared for:

Beaverton School District

February 17, 2026

Project No. F2486.01.003

Prepared by:

FLO Analytics

flo-analytics.com

3140 NE Broadway, Portland, OR 97232

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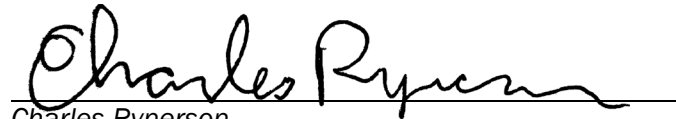


Beaverton School District

Enrollment Forecasts 2026–27 to 2035–36

The material and data in this report were prepared under the supervision and direction of the undersigned.

FLO Analytics

A handwritten signature in black ink that reads "Charles Rynerson". The signature is written in a cursive style and is positioned above a horizontal line.

Charles Rynerson
Senior Data Analyst

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Abbreviations

AA	attendance area
AAGR	annual average growth rate
ASBR	age-specific birth rates
BSD	Beaverton School District
County	Washington County
District	Beaverton School District
ES	elementary school
ESAA	elementary school attendance area
FLO	FLO Analytics
GPR	grade progression ratio
HS	high school
HSAA	high school attendance area
K	kindergarten
MF	multifamily
MS	middle school
MSAA	middle school attendance area
SF	single-family
SGR	student generation rates
SIS	student information system
TFR	total fertility rate

Summary

At the request of Beaverton School District (BSD/District), FLO Analytics (FLO) prepared enrollment forecasts for grades kindergarten (K) through 12 for the 2026–27 to 2035–36 school years. The study was completed through three main tasks: (1) demographic and residential development analysis, (2) enrollment assessment, and (3) enrollment forecasting. FLO developed three scenarios (low, middle, and high) of district-wide enrollment forecasts, representing the total number of students living within and outside of the district boundary and attending District schools and programs. These forecasts are provided as district-wide totals and by individual grade. FLO also prepared more granular forecasts of the number of students enrolled at each of the District's schools and programs, as well as the number of students residing in each of the District's elementary school (ES), middle school (MS), and high school (HS) attendance areas (AAs).

Key Findings

Demographic and Residential Development Analysis

The district population has grown by more than 84,000 residents since 2000, including growth of about 38,000 between the 2000 and 2010 censuses and an additional 46,000 between 2010 and 2025.

The school-age population (ages five to 17) grew by 3,686 between 2010 and 2020—an annual average growth rate (AAGR) of 0.8 percent—about half the rate of growth of the population age 18 and over. In contrast, the population under age five fell by 2,055 during the same period, resulting in an AAGR of negative 1.2 percent.

The number of BSD K–12 students in October 2025 living in new homes built in the previous ten years (from 2015 to 2024) ranged from 0.10 per market-rate multifamily (MF) unit to 0.65 per detached single-family (SF) home. In affordable (income-restricted) MF developments built during the same period there were 0.66 BSD students per two-or-more-bedroom unit.

Using data provided by District staff and local planning departments and supplemented by other sources, FLO identified nearly 100 developments under construction, planned, or proposed that may account for as many as 12,000 future homes within the district.

Enrollment Assessment

After a decline of 1,585 students from 2019–20 to 2020–21, largely due to the impacts of COVID-19, K–12 enrollment continued to fall each of the five following years between 2020–21 and 2025–26, amounting to an additional loss of 2,682 students (7.2 percent).

K–5 enrollment losses ranging between 114 and 295 students each year from 2020–21 to 2024–25 followed by a much larger decline of 754 students between 2024–25 and 2025–26 resulted in a five-year loss of 1,474 K–5 students (9.0 percent).

Grades 6–8 enrolled 573 (6.4 percent) fewer students in 2025–26 than in 2020–21.

Grades 9–12 grew by 57 students from 2020–21 to 2021–22 but fell in each of the four following years, resulting in a five-year loss of 635 9–12 students (5.2 percent).

Estimates based on Census Bureau surveys conducted between 2020 and 2024 indicate that 15.4 percent of K–12 students living in the district are enrolled in private schools.

Enrollment Forecasts

Births to district residents are compiled by school cohorts (September to August) to facilitate comparison to K enrollment. After exceeding 3,300 births per year from 2013–14 to 2015–16, birth totals have fallen to 2,722 in 2024–25, the most recent cohort for which data are available.

The K-to-birth ratio is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in BSD K classes. Comparing 2025–26 K enrollment of 2,183 with 2019–20 births, FLO derived a K-to-birth ratio of 0.73, meaning that, for every 100 children born to district residents, there were 73 children enrolled in BSD K five years later.

The middle scenario forecast assumes a gradual increase in the K-to-birth ratio over a five-year period, stabilizing at 0.78 in 2029–30 and beyond. Even as the ratio increases, the recent birth decline means that K enrollment remains close to its 2025–26 level, averaging 2,166 students over the ten years from 2026–27 to 2035–36.

The low scenario K-to-birth ratio falls to 0.72 in 2026–27, gradually increasing to 0.76 in 2029–30 and beyond, resulting in an average of 2,080 K students per year. The high scenario, averaging 2,255 K students per year, results from a forecast K-to-birth ratio reaching 0.80 in 2029–30 and beyond.

The growth or decline in enrollment among cohorts from one year to the next in the middle scenario reflects three-year averages of grade progression ratios (GPRs). For example, each year’s forecast 1st grade enrollment is expected to be larger than the previous year’s K enrollment, while other elementary grades show little net change from one grade to the next in subsequent years.

Table 1 summarizes the results of the three enrollment forecast scenarios by five-year increment.

Table 2 details the middle scenario forecast by grade group. Detailed annual forecasts consistent with the middle scenario by individual grade and by school/program are presented in Appendix A.

Table 1: Beaverton School District K–12 Enrollment Forecasts

School Year	Low Scenario	Middle Scenario	High Scenario
2020–21 historical	37,502	37,502	37,502
2025–26 historical	34,820	34,820	34,820
5-year change	-2,682	-2,682	-2,682
2030–31 forecast	30,559	31,856	32,893
5-year change	-4,261	-2,964	-1,927
2035–36 forecast	27,743	29,928	31,764
5-year change	-2,816	-1,928	-1,129
Sources Beaverton School District 2020–21 and 2025–26 (October headcount) enrollment. FLO Analytics 2030–31 and 2035–36 enrollment forecasts.			

Table 2: Beaverton School District Middle Scenario Enrollment Forecasts by Grade Group

School Year	K-5	6-8	9-12	K-12
2020-21 historical	16,317	9,019	12,166	37,502
2025-26 historical	14,843	8,446	11,531	34,820
5-year change	-1,474	-573	-635	-2,682
2030-31 forecast	13,300	7,504	11,052	31,856
5-year change	-1,543	-942	-479	-2,964
2035-36 forecast	13,546	6,838	9,544	29,928
5-year change	246	-666	-1,508	-1,928
Sources Beaverton School District 2020-21 and 2025-26 (October headcount) enrollment. FLO Analytics 2030-31 and 2035-36 enrollment forecasts.				

Demographic and Residential Development Analysis

Understanding the population and housing trends within the geographic area of the district and surrounding region (Appendix B, Map 1) is an integral part of the enrollment forecasting process. FLO mapped the distribution of student residences (Appendix B, Map 2); reviewed historical, current, and projected demographic characteristics of the region; and analyzed current land use policies and anticipated residential development.

Population Trends

Table 3 illustrates population change for Washington County, BSD, and the cities and unincorporated areas that comprise the district. The County grew by about 84,000 residents in the 2000s and an additional 88,000 between 2010 and 2025, resulting in 39 percent growth over the 25-year period. Adding approximately 38,000 residents in the 2000s and 46,000 between 2010 and 2025, the district also grew by 39 percent in 25 years.

Table 3: County, District, and City Population, 2000 to 2025

Area ^(a)	2000 Census	2010 Census	2020 Census	2025 ^(b) Estimate	Average Annual Growth		
					2000–10	2010–20	2020–25
Washington County	445,342	529,710	600,372	618,037	1.8%	1.3%	0.6%
Beaverton School District	214,745	252,683	288,633	299,015	1.6%	1.3%	0.7%
City of Beaverton (part)	74,981	88,350	96,059	N/A	1.7%	0.8%	N/A
City of Hillsboro (part)	4,416	7,224	10,617	N/A	5.0%	3.9%	N/A
City of Portland (part)	1,015	969	1,100	N/A	-0.5%	1.3%	N/A
City of Tigard (part)	7,273	7,394	9,685	N/A	0.2%	2.7%	N/A
BSD Unincorporated	127,060	148,746	171,172	N/A	1.6%	1.4%	N/A

Notes

^(a) Indentation signifies the nesting of geographic areas. For instance, the cities are indented because populations are reported only for the portion of each city within the BSD. The BSD is shown within Washington County, although its boundary extends into a small area of Multnomah County with a population of about 400 persons.

^(b) The BSD estimate is based on an extrapolation of the 2024 population estimate provided by the Census Bureau’s Small Area Income and Poverty Estimates (SAIPE). Population estimates are unavailable for the portions of city populations within school districts.

Sources

U.S. Census Bureau, 2000 Census. 2001. “P001, Population,” *Summary File 1*.
 U.S. Census Bureau, 2010 Census. 2011. “P1, Population,” *Redistricting Data (PL94-171)*.
 U.S. Census Bureau, 2020 Census. 2021. “P1, Population,” *Redistricting Data (PL94-171)*.
 U.S. Census Bureau, 2020 Census. 2026. “SAIPE School District Estimates for 2024.”
 Portland State University, Population Research Center. 2025, “Population Estimates for Oregon and Counties (Vintage 2025).”

One factor hindering enrollment growth has been slow growth or decline in the child population in BSD. The district’s overall population growth outpaced its child population growth in each decade between 2000 and 2020. Table 4 depicts how the proportion of the population under the age of 18 has been changing in relation to the population age of 18 and older. According to Decennial Census counts, the district added 65,349 residents (41 percent) age 18 and older between 2000 and 2020. In comparison, the school-age population (ages five to 17) grew by 8,539 (15 percent), and the number of children under the age of five declined by 365 (2 percent) in the same period. Although the population under age five grew between 2000 and 2010, those gains were reversed by a loss of 2,055 (11 percent) between 2010 and 2020. The proportion of BSD district population under the age of 18 was 26 percent in 2000, 25 percent in 2010, and 22 percent in 2020.

Table 4: District Population by Age Group 2000 to 2020

Age Group	2000	2010	2020	Average Annual Growth	
				2000–10	2010–20
Total Population	214,745	252,683	288,633	1.6%	1.3%
Age 18 and over	158,779	189,809	224,128	1.8%	1.7%
Under age 18	55,966	62,874	64,505	1.2%	0.3%
Under age 5	16,356	18,046	15,991	1.0%	-1.2%
Age 5 to 17	39,610	44,828	48,514	1.2%	0.8%
Under 18 share of total	26%	25%	22%	--	--

Sources
 U.S. Census Bureau, 2000 Census. 2001. "P12, Sex by Age," *Summary File 1*.
 U.S. Census Bureau, 2010 Census. 2011. "P12, Sex by Age for Selected Age Categories," *Summary File 1*. U.S. Census Bureau, 2020 Census. 2023. "P12, Sex by Age for Selected Age Categories," *Demographic and Housing Characteristics*.

The Portland State University Population Research Center published population projections for Washington County in June 2024. Results in Table 5 show the county increasing by about 130,000 residents between 2020 and 2040, significantly fewer than the 155,000 increase between 2000 and 2020. Following AAGRs of 1.8 percent in the 2000s and 1.3 percent in the 2010s, growth is expected to slow to rates of 1.1 percent annually in the 2020s and 0.9 percent in the 2030s.

Table 5: County Population Forecasts

Area/Scenario	2020 Estimate	2030 Forecast	2040 Forecast	Average Annual Growth	
				2020–30	2030–40
Washington County	600,372	667,025	730,778	1.1%	0.9%

Sources
 Portland State University, Population Research Center, June 2024. "Coordinated Population Forecast, 2024 Through 2074, Washington County."

Housing Types and Student Generation Rates

Housing type is an important indicator of the expected average number of students generated per housing unit. For instance, on average, SF housing units generate more students per unit than MF housing units. Student generation rates (SGRs) also vary by housing subtypes (e.g., SF detached, SF attached, MF market-rate, MF income-restricted). Factors that impact SGRs include the number of bedrooms, housing costs, neighborhood demographics, age of housing, and family-friendly amenities such as playgrounds and proximity to schools.

Table 6 includes the SGRs for SF and MF housing types, based on October 2025 student locations and new residential construction between 2015 and 2024. Homes built in 2025 are excluded from the analysis because they may not have been completed and occupied by October 2025. Of the 34,591 students residing in the district, 3,975 live in the 6,646 SF units that were built between 2015 and 2024, while 709 live in the 5,496 MF units that were built in the same period. On average, each SF unit yields 0.60 K–12 students, while each MF unit yields 0.13 K–12 students.

Table 6: Student Generation Rates, October 2025 Beaverton School District K–12 Students per Housing Unit Built 2015–2024

Housing Type	K–5	6–8	9–12	K–12
All single-family	0.28	0.15	0.17	0.60
Detached	0.30	0.16	0.18	0.65
Attached ^(a)	0.23	0.12	0.13	0.48
All multifamily ^(b)	0.07	0.03	0.03	0.13
Market-rate	0.05	0.02	0.03	0.10
Income-restricted	0.21	0.07	0.08	0.37
Students per 2+ bedroom income-restricted unit	0.38	0.13	0.15	0.66
<p>Notes Indentation signifies the nesting of variables (e.g., detached units are a subset of all single-family housing). Units built in 2025 are excluded, because they may not have been completed and occupied by October 2025. ^(a) Attached homes, townhomes, or detached homes on lots smaller than 2,750 square feet. ^(b) Excludes senior housing.</p> <p>Sources Analysis by FLO based on Beaverton School District 2025–26 (October headcount) student locations and Metro Regional Land Information System August 2025 housing inventory.</p>				

Depending on the granularity of information available, FLO also estimates SGRs for subregions or age of housing. In the Westview HSAA, which accounted for 39 percent of the SF homes built in the BSD between 2015 and 2024, the number of BSD K–12 students in October 2025 per new SF home was 0.82, significantly higher than the 0.60 SGR for the district overall. The Sunset HSAA had an SF SGR of 0.62, only slightly higher than the district rate, while the other four HSAAs had SF SGRs ranging from a low of 0.18 in the Beaverton HSAA to 0.44 in the Mountainside HSAA.

SGR estimates by age of housing may help to explain why enrollment can fall even as thousands of new homes are built. While detached SF homes built since 2015 average 0.65 BSD students each, the average number of BSD students per older home is 0.50 for homes built between 2005 and 2014 and just 0.31 for homes built before 2005. This is consistent with a typical pattern of young families moving into new homes and aging in place; therefore, on average, older SF homes include fewer school-age children. In contrast, older MF units are home to more students per unit due to increased affordability as structures age. While the newest MF units average 0.13 BSD students per unit, the average number of BSD students per older MF unit is 0.18 for those built between 2005 and 2014 and 0.24 for those built before 2005.

Planned Residential Construction

FLO gathered residential development data from the planning departments of Washington County and the Cities of Beaverton, Hillsboro, and Tigard to assess housing trends in the district. Key development data are presented in Appendix B Map B-3 and Appendix A Table A-1. Map B-3 depicts the locations of SF and MF developments that are currently in active construction or in planning stages. Table A-1 includes details of residential development data gathered by FLO about these same developments, such as development name, anticipated number of units, and current status.

Based on available information from October 2025, approximately 7,000 housing units are under construction, planned, or proposed in the ten-year period. Of these units, 32 percent are SF detached or attached units and 68 percent are MF units. Notable projects that are nearing completion include market-rate MF developments Alta Amberglen, Kinline, and Orrin, which will include 594, 256, and 199 units, respectively. The 81-unit Elmonica Station and 67-unit Dolores Apartments, also nearing completion, are income-restricted developments with many family-sized 2- and 3-bedroom units likely to be home to BSD students. Large SF subdivisions with ongoing homebuilding in South Cooper Mountain include Heights at Cooper Mountain, Vineyard at Cooper Mountain, and Scholls Heights. Those in North Bethany include Ridgeline and Hosford Farms. Approximately 5,000 additional units are possible in the BSD portion of the Cooper Mountain Community Plan and in the Peterkort property under current zoning but specific developments have not reached pre-application stage. These planned developments are also included in Map B-3 and Table A-1, for a total of nearly 12,000 future units.

The greatest number of new housing units is expected in the Hazeldale ESAA, followed by the Beaver Acres ESAA. Other ESAAs that are anticipated to undergo housing growth of over 600 units include McKinley, Ridgewood, and William Walker. Together, these five ESAAs include 73 percent of units in the pipeline. Among the nine MSAs, four include a large majority of prospective units—25 percent in Cedar Park MSA, 22 percent each in Highland Park and Meadow Park MSAs, and 15 percent in Five Oaks MSA. The Beaverton HSA includes 33 percent of prospective housing units, while shares in the Aloha, Mountainside, and Westview HSAs range from 18 to 24 percent each. Despite the high shares in the Cedar Park MSA and Beaverton HSA it should be noted that nearly all of the units attributed to these AAs are in MF developments that are in the proposal stage and not yet permitted.

Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical enrollment (October 2020–21 to 2025–26 headcount) based on the enrollment reports and student information system (SIS) extracts provided by the District. Students enrolled in Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, Early College or Arco Iris and Hope Chinese Charter Schools were not included in FLO’s analyses and enrollment forecasts. FLO evaluated historical GPRs, participation in special or non-traditional programs, and differences in enrollment by residence compared to individual school attendance (i.e., transfer rates).

Enrollment Trends

Table 7 shows the district-wide enrollment by individual grade for school years 2020–21 to 2025–26 and the five-year change over the period. Although 2020–21 enrollment was already buffeted by the COVID-19 pandemic, the number of K–12 students has continued to fall in every year since 2020–21, with the largest decline of 977 students occurring between 2024–25 and 2025–26. The five-year change between 2020–21 and 2025–26 amounted to a loss of 2,682 students (7.2 percent). Highlighted cells in Table 7 show the lowest (blue cells) and highest (orange cells) enrollment values per grade. During the historical period eight of the 13 grades experienced their smallest cohorts in 2025–26. Every grade experienced its largest cohort in either 2020–21 or

2021–22. Diagonal patterns of the highlighted cells show the impact of relatively large or small cohorts as they progress through grade levels. For example, the relatively small 6th grade cohort of 2022–23 has represented the smallest enrollment of the six-year period for four consecutive years, culminating in 9th grade in 2025–26.

Table 7: Historical Enrollment by Grade

Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2020–21 to 2025–26
K	2,415	2,569	2,437	2,397	2,304	2,183	-232
1	2,782	2,638	2,659	2,532	2,501	2,304	-478
2	2,705	2,787	2,625	2,704	2,563	2,457	-248
3	2,815	2,680	2,782	2,607	2,780	2,552	-263
4	2,703	2,808	2,709	2,787	2,634	2,716	13
5	2,897	2,721	2,795	2,685	2,815	2,631	-266
6	2,981	2,930	2,744	2,836	2,745	2,856	-125
7	3,030	2,977	2,859	2,731	2,889	2,744	-286
8	3,008	3,015	2,956	2,873	2,771	2,846	-162
9	3,199	3,112	3,060	3,034	2,967	2,884	-315
10	3,155	3,134	3,110	3,023	3,051	2,969	-186
11	2,944	2,980	2,964	2,930	2,889	2,894	-50
12	2,868	2,997	2,976	2,876	2,888	2,784	-84
District-Wide Total	37,502	37,348	36,676	36,015	35,797	34,820	-2,682
K–5 Total	16,317	16,203	16,007	15,712	15,597	14,843	-1,474
6–8 Total	9,019	8,922	8,559	8,440	8,405	8,446	-573
9–12 Total	12,166	12,223	12,110	11,863	11,795	11,531	-635
Notes							
Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include 2 Charters: Arco Iris & Hope Chinese. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.							
Source							
Beaverton School District 2020–21 to 2025–26 (October headcount) enrollment.							

Table 8 summarizes 2020–21 to 2025–26 enrollment by grade group (i.e., K–5, 6–8, 9–12) and school type. K–5 enrollment losses ranging between 114 and 295 students each year from 2020–21 to 2024–25 followed by a much larger decline of 754 students between 2024–25 and 2025–26 resulted in a five-year loss of 1,474 K–5 students (9.0 percent). Annual enrollment losses between 2020–21 and 2024–25 in grades 6–8 amounted to 614 students. After a gain of 41 students in 2025–26, grades 6–8 enrolled 573 (6.4 percent) fewer students than in 2020–21. Enrollment in grades 9–12 grew by 57 students from 2020–21 to 2021–22 but has fallen in each of the four following years, resulting in a five-year drop of 635 students (5.2 percent).

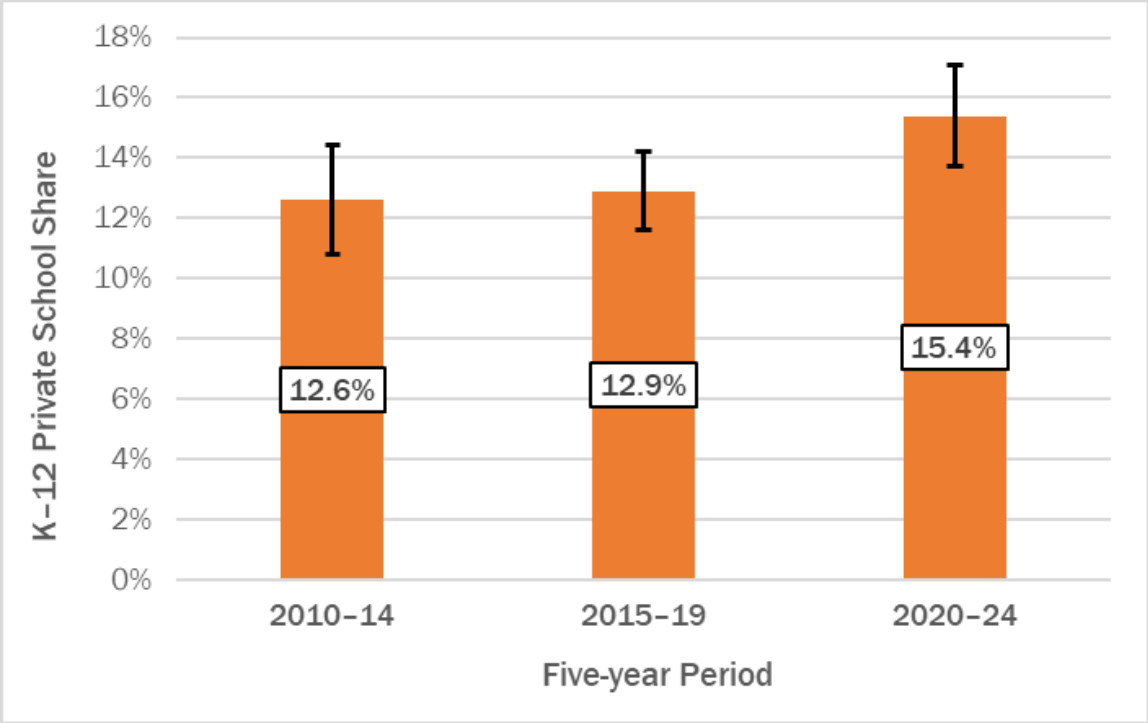
In 2025–26 over 99 percent of BSD K–5 students, about 83 percent of grade 6–8 students, and 86 percent of grade 9–12 students were enrolled in schools with neighborhood attendance areas. Other students are enrolled in district-wide programs including option schools and FLEX Online School. Appendix A Table A-2 tabulates enrollment by individual school.

Table 8: Historical Enrollment by School Type and Grade Group

School Type	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2020–21 to 2025–26
Attendance Area	15,656	15,275	15,879	15,632	15,530	14,777	-879
Other	661	928	128	80	67	66	-595
K–5 Total	16,317	16,203	16,007	15,712	15,597	14,843	-1,474
Attendance Area	7,331	7,221	7,059	6,960	6,928	6,975	-356
Other	1,688	1,701	1,500	1,480	1,477	1,471	-217
6–8 Total	9,019	8,922	8,559	8,440	8,405	8,446	-573
Attendance Area	10,605	10,543	10,470	10,249	10,189	9,909	-696
Other	1,561	1,680	1,640	1,614	1,606	1,622	61
9–12 Total	12,166	12,223	12,110	11,863	11,795	11,531	-635
Attendance Area	33,592	33,039	33,408	32,841	32,647	31,661	-1,931
Other	3,910	4,309	3,268	3,174	3,150	3,159	-751
District-Wide Total	37,502	37,348	36,676	36,015	35,797	34,820	-2,682
<p>Notes Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include 2 Charters: Arco Iris & Hope Chinese. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.</p> <p>Source Beaverton School District 2020–21 to 2025–26 (October headcount) enrollment by grade.</p>							

The U.S. Census Bureau’s American Community Survey provides estimates of the number and share of residents enrolled in public and private schools annually for geographic areas including school districts. The most reliable estimates are based on five years of survey responses, with the most recent based on surveys conducted between 2020 and 2024. Figure 1 compares estimates for the 2020–2024 period with two previous nonoverlapping periods, 2010–2014 and 2015–2019. The estimated 15.4 percent (+/-1.7 percent) private share in 2020–2024 is significantly higher at the 90 percent confidence level than the shares estimated for earlier periods.

Figure 1: Beaverton School District K-12 Private School Share American Community Survey 5-Year Estimates



Note
I-beam bars show margin of error at the 90 percent confidence level.

Source
U.S. Census Bureau. 2026. "School Enrollment," *American Community Survey 5-Year Estimates*, Table S1401. Accessed January 30, 2026. <https://data.census.gov/table/ACSST5Y2024.S1401?g=9700000US4101920>.

Residence-Attendance Matrices

Based on FLO’s analysis of district-wide K-12 transfers (Table 9), a total of 229 students living outside the district boundary were enrolled in BSD schools in 2025-26, representing 0.7 percent of enrollment. Overall, 4,735 students residing within the district boundary transferred to a school or program different from their neighborhood school, which is based on the AA in which they live. This amounts to a district-wide intra-district transfer rate of 13.7 percent. The largest percentage of transfers occurs within the 6-8 grade group, with an intra-district transfer rate total of 21.5 percent attending a different neighborhood school.

Table 9: District-Wide Transfer Rates

Grade Group	Total Enrollment	Enrollment from Within District ^(a)	Enrollment from Out-of-District ^(b)	Intra-District Transfers ^(c)	Total Transfers ^(d)	Transfer Rate From Out-of-District	Intra-District Transfer Rate	Total Transfer Rate
K-5	14,843	14,758	85	1,007	1,092	0.6%	6.8%	7.4%
6-8	8,446	8,408	38	1,809	1,847	0.4%	21.5%	21.9%
9-12	11,531	11,425	106	1,919	2,025	0.9%	16.8%	17.6%
District-Wide	34,820	34,591	229	4,735	4,964	0.7%	13.7%	14.3%

Notes

Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include 2 Charters: Arco Iris & Hope Chinese.

(a) Enrollment from Within District is the number of students who reside within the district boundary.

(b) Enrollment from Out-of-District is the number of students who reside outside the district boundary.

(c) Intra-district Transfers is the number of students who enroll in a school other than their neighborhood school based on the attendance area that they reside in.

(d) Total Transfers is the sum of Enrollment from Out-of-District and Intra-district Transfers.

Sources

Beaverton School District 2025–26 attendance areas and 2025–26 (October headcount) enrollment geocoded by FLO Analytics.

As depicted in the residence-attendance matrices (Appendix A Tables A-3 through A-5) by grade group, transfer rates also differ by school. For instance, transfer-out rates (Table A-3)—representing the number of students who live in a school's ESAA but enroll in a different school/program—range from 1.2 percent from the Scholls Heights ESAA to 45.5 percent from the Barnes ESAA. From the perspective of individual school enrollment, K-5 transfer-in rates—representing the number of students who do not live in a school's ESAA, including students residing outside the district boundary—range from 0.7 percent at West Tualatin View ES to 43.8 percent at Barnes ES. Transfer rates can help reveal patterns of student choice or quantify the effects of District policies, because high transfer rates may be due to program offerings, school locations, or individual preferences. For instance, if a particular school with a high transfer-in rate began to exceed capacity, the District may reconsider transfer policies or programming to alleviate overcrowding.

MSAA transfer-out rates (Table A-4) range from 11.3 percent from the Stoller MSAA to 28.9 percent from the Five Oaks MSAA. The Mountain View MSAA capture rate includes 114 grade 6–8 students residing in the Aloha Huber Park K-8 boundary and attending Aloha Huber Park K-8. MS transfer-in rates range from 0.5 percent at Stoller MS to 15.6 percent at both Meadow Park MS and Whitford MS. HSAA transfer-out rates (Table A-5) range from 11.1 percent from the Sunset HSAA to 25.1 percent from the Aloha HSAA. HS transfer-in rates range from 2.3 percent at Mountainside HS to 7.0 percent at Southridge HS.

Enrollment Forecasts

Historical Births and Kindergarten Enrollment

The number of students enrolled in a district is largely influenced by the number of school-age children residing in the district. FLO compared historical K class sizes to historical birth data (i.e., live births to BSD district residents from the Oregon Health Authority) to determine annual K-to-birth ratios. These values, in combination with age-group-specific population projections of childbearing-age women residing in the district, allow us to forecast the number of anticipated births to BSD district residents and thus the number of kindergarteners anticipated in future school years.

Figure 2 illustrates how the number of births to BSD district residents through 2019–20 relates to historical K enrollment and how the observed and forecasted number of births from 2020–21 to 2029–30 impacts the K forecast. Births are shown in alignment with K cohorts (e.g., births occurring between September 2013 and August 2014 would be eligible to enroll in K in the 2019–20 school year). The number of births exceeded 3,300 each year between 2013–14 and 2015–16 and then fell each year for nine consecutive years including the most recent observation in 2024–25. The 2,722 births to district residents in 2024–25 (the cohort eligible to enroll in K in fall 2030) represents a 20 percent decline from the peak nine years earlier in 2015–16.

After falling to 2,415 students 2020–21, K enrollment rebounded to 2,569 in 2021–22 before falling each of the following four years, reaching a low of 2,183 in 2025–26.

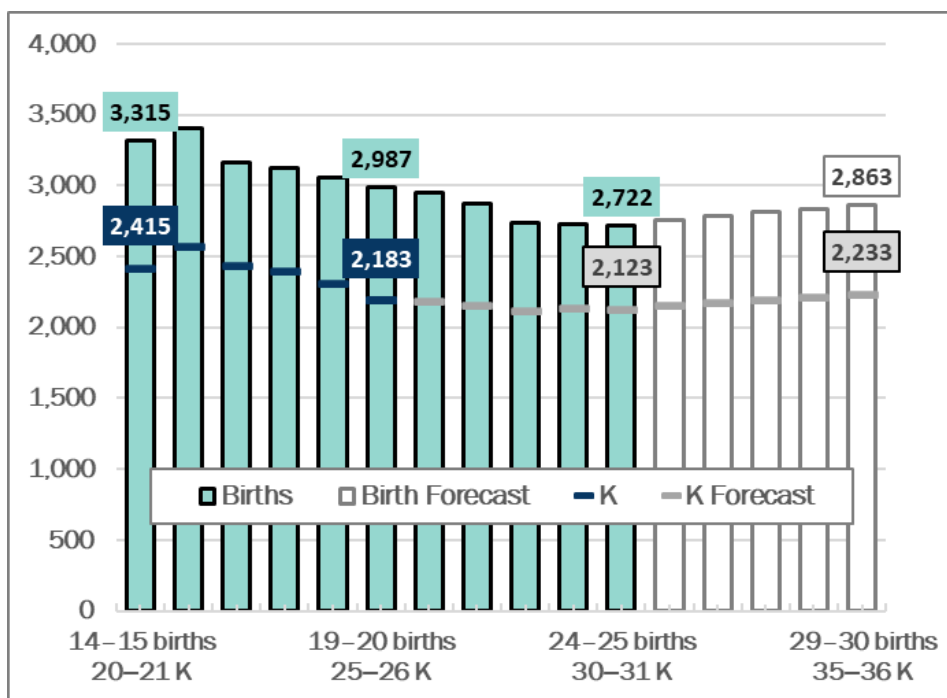
The link between births and K is the K-to-birth ratio, which is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in BSD K classes, often referred to as a capture rate. For instance, comparing 2025–26 K enrollment with 2019–20 births, FLO derived a K-to-birth ratio of 0.73, meaning that for every 100 children born to district residents, there were 73 children enrolled in BSD K five years later. Ratios for BSD appeared to be recovering from the 2020–21 low of 0.73, reaching 0.77 in 2022–23 and 2023–24 but the 2025–26 ratio fell back to the ratio observed in 2020–21.

The middle scenario assumes a K-to-birth ratio of 0.74 in 2026–27, gradually increasing to 0.78 in 2029–30 and beyond. Although mobility of families between a child's birth and age five means that births are not a perfect indicator of future enrollment, the recent birth decline combined with K-to-birth ratios well below pre-COVID ratios result in K enrollments remaining near their 2025–26 level throughout the ten-year forecast horizon, averaging 2,166 per year.

Figure 3 illustrates how different rates of population growth and K-to-birth ratios may result in divergent scenarios of future K enrollment. The number of future births differs slightly between the low, middle, and high scenarios based on the population of women in childbearing ages; adjusting the K-to-birth ratios amplifies the differences in K enrollment.

In the low scenario, the K-to-birth ratio falls to 0.72 in 2026–27, gradually increasing to 0.76 in 2029–30 and beyond. The lower ratio and a lower BSD birth forecast results in an average of 2,080 K students per year over the ten-year forecast period, 86 per year fewer than the middle scenario K forecast. Conversely, the high scenario averaging 2,255 K students per year results from a forecast K-to-birth ratio reaching 0.80 within the first four forecast years, amounting to 89 students per year more than the middle scenario. These adjustments have a cumulative impact on K–12 totals throughout the forecast period, contributing to the gap among the three scenarios.

Figure 2: District Births and Kindergarten Enrollment



Birth Year	Births	K Year	K	Ratio
2014-15	3,315	2020-21	2,415	0.73
2015-16	3,403	2021-22	2,569	0.75
2016-17	3,166	2022-23	2,437	0.77
2017-18	3,126	2023-24	2,397	0.77
2018-19	3,054	2024-25	2,304	0.75
2019-20	2,987	2025-26	2,183	0.73
2020-21	2,947	2026-27	2,181	0.74
2021-22	2,873	2027-28	2,155	0.75
2022-23	2,741	2028-29	2,111	0.77
2023-24	2,731	2030-31	2,130	0.78
2024-25	2,722	2030-31	2,123	0.78
2025-26	2,753	2031-32	2,148	0.78
2026-27	2,786	2032-33	2,173	0.78
2027-28	2,812	2033-34	2,193	0.78
2028-29	2,838	2034-35	2,213	0.78
2029-30	2,863	2035-36	2,233	0.78

Note

Historical data is shown in shaded cells; unshaded cells are forecasts.

Sources

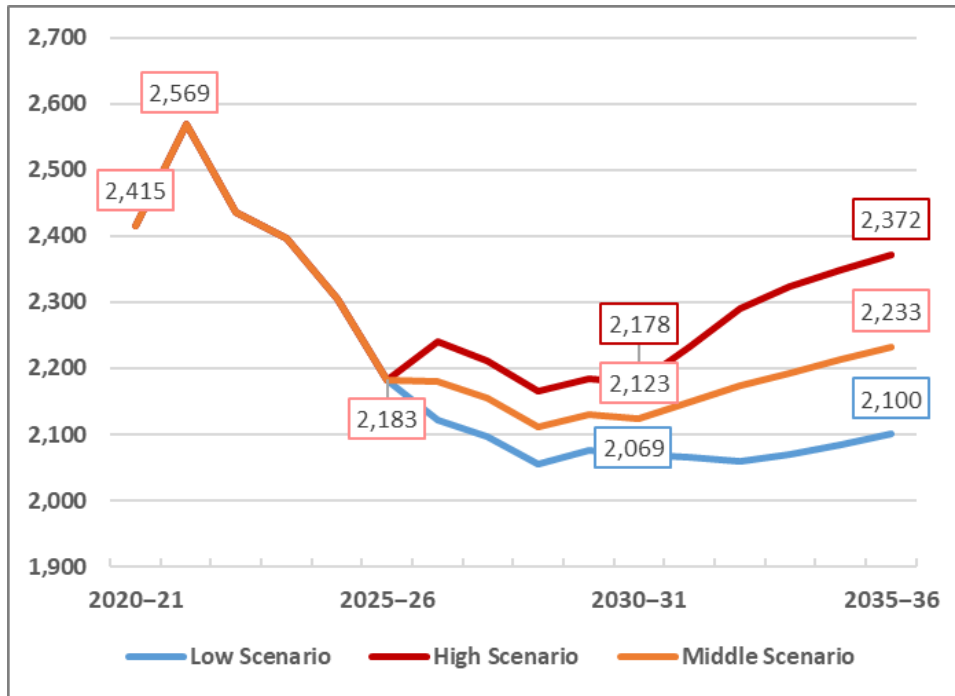
Oregon Health Authority 2014-15 to 2024-25 births to mothers residing within the district boundary, special tabulation ordered by FLO Analytics.

FLO Analytics 2025-26 to 2029-30 birth forecasts (middle scenario).

Beaverton School District 2020-21 to 2025-26 (October headcount) enrollment.

FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (middle scenario).

Figure 3: Kindergarten Enrollment and Ratio to Births



Birth Year	K Year	Low	Middle	High
2014-15	2020-21	0.73	0.73	0.73
2015-16	2021-22	0.75	0.75	0.75
2016-17	2022-23	0.77	0.77	0.77
2017-18	2023-24	0.77	0.77	0.77
2018-19	2024-25	0.75	0.75	0.75
2019-20	2025-26	0.73	0.73	0.73
2020-21	2026-27	0.72	0.74	0.76
2021-22	2027-28	0.73	0.75	0.77
2022-23	2028-29	0.75	0.77	0.79
2023-24	2030-31	0.76	0.78	0.80
2024-25	2030-31	0.76	0.78	0.80
2025-26	2031-32	0.76	0.78	0.80
2026-27	2032-33	0.76	0.78	0.80
2027-28	2033-34	0.76	0.78	0.80
2028-29	2034-35	0.76	0.78	0.80
2029-30	2035-36	0.76	0.78	0.80

Note

Historical data shown in shaded cells; unshaded cells are forecasts.

Sources

Oregon Health Authority 2014-15 to 2024-25 births to mothers residing within the district boundary, special tabulation ordered by FLO Analytics.

FLO Analytics 2025-26 to 2029-30 birth forecasts (low, middle, and high scenarios).

Beaverton School District 2020-21 to 2025-26 (October headcount) enrollment.

FLO Analytics October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).

Grade Progression Ratios

The progression of students from one grade to the next is a significant determinant of future enrollment and therefore plays an important role in FLO’s forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, if 100 kindergarteners in 2024–25 were to become 105 1st graders in 2025–26, the GPR would be 1.050. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1.000 indicates that the student cohort increased in size from one grade to the next due to students moving into the district or students choosing to transfer into the district from other districts or nonpublic schools. Conversely, a GPR value less than 1.000 indicates that the student cohort decreased in size from one grade to the next.

Table 10 depicts the GPRs for all District K–12 students from 2019–20 to 2025–26. Cohorts progressing from K to 1st and from 8th to 9th grades typically have the highest GPRs, as new students join District schools at 1st and 9th grades. GPRs at other elementary grades are close to 1.000, showing little net change among cohorts from one year to the next. The low GPRs between 10th and 11th grades are largely attributable to students enrolling in Early College who are not counted in historical or forecasted enrollments at BSD schools. The final three columns in Table 10 show FLO’s assumptions for future GPRs in the middle scenario enrollment forecast, influenced by averages of the most recent three years.

Table 10: Grade Progression Ratios

Grade Progression Ratios	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	Forecast		
						2025–26 to 2026–27	2026–27 to 2027–28	2027–28 to 2035–36
K–1	1.092	1.035	1.039	1.043	1.000	1.021	1.029	1.035
1–2	1.002	0.995	1.017	1.012	0.982	0.998	1.004	1.004
2–3	0.991	0.998	0.993	1.028	0.996	1.001	1.003	1.003
3–4	0.998	1.011	1.002	1.010	0.977	1.002	1.004	1.004
4–5	1.007	0.995	0.991	1.010	0.999	1.001	1.005	1.005
5–6	1.011	1.008	1.015	1.022	1.015	1.015	1.015	1.015
6–7	0.999	0.976	0.995	1.019	1.000	1.002	1.002	1.002
7–8	0.995	0.993	1.005	1.015	0.985	1.002	1.002	1.002
8–9	1.035	1.015	1.026	1.033	1.041	1.033	1.033	1.033
9–10	0.980	0.999	0.988	1.006	1.001	0.998	0.998	0.998
10–11	0.945	0.946	0.942	0.956	0.949	0.949	0.949	0.949
11–12	1.018	0.999	0.970	0.986	0.964	0.973	0.973	0.973

Sources

FLO Analytics analysis of Beaverton School District 2020–21 to 2025–26 (October headcount) enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (middle scenario).

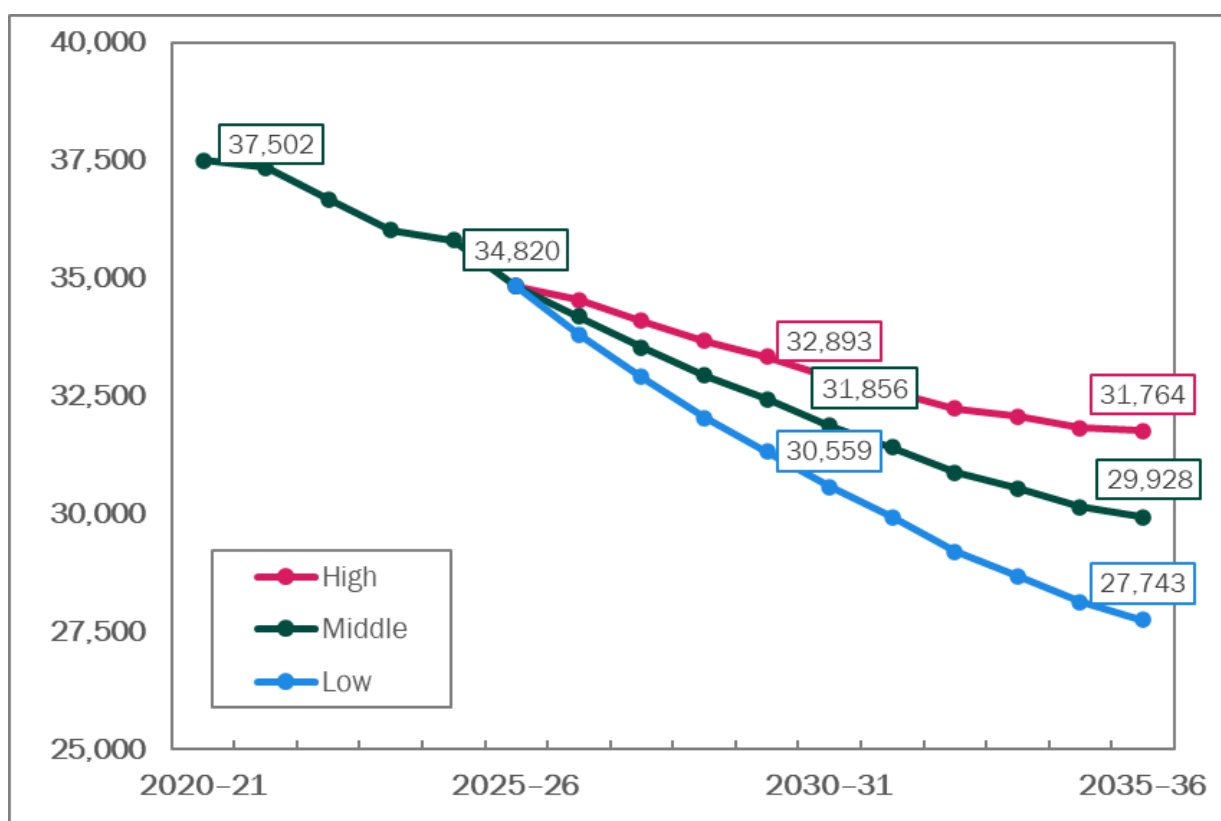
District-Wide Enrollment Forecasts

Figure 4 is an overview of the annual district-wide low, middle, and high forecast scenarios. Details of each scenario by individual grade are in Appendix A, Tables A-6, A-7, and A-8.

The middle scenario total of 29,928 students in 2035–36 depicts a K–12 decrease of 4,892 students (14.0 percent), from the 2025–26 total of 34,820. The low forecast anticipates a decrease of 7,077 students (20.3 percent) in the ten-year horizon, and the high forecast predicts a smaller loss of 3,056 students (8.8 percent). While the lines in Figure 4 show historical enrollment each year since 2020–21 and forecasted enrollment for each year through 2035–36, the labels highlight K–12 totals in five-year increments.

FLO considers the middle scenario to be the most likely, as it reflects current trends and is influenced by the size of existing enrollment in lower grades and recent birth cohorts. Forecasts for BSD students by resident AA and by individual school are consistent with the middle scenario. Higher or lower enrollment than in the middle scenario could result from shifts in the economy or housing affordability, and the level of investment in affordable housing. Levels of international migration are difficult to predict and could also play a role in BSD growth or decline.

Figure 4: District-Wide Enrollment Forecasts – Low, Middle, and High Scenarios



Sources

Beaverton School District 2020–21 to 2025–26 (October headcount) enrollment.

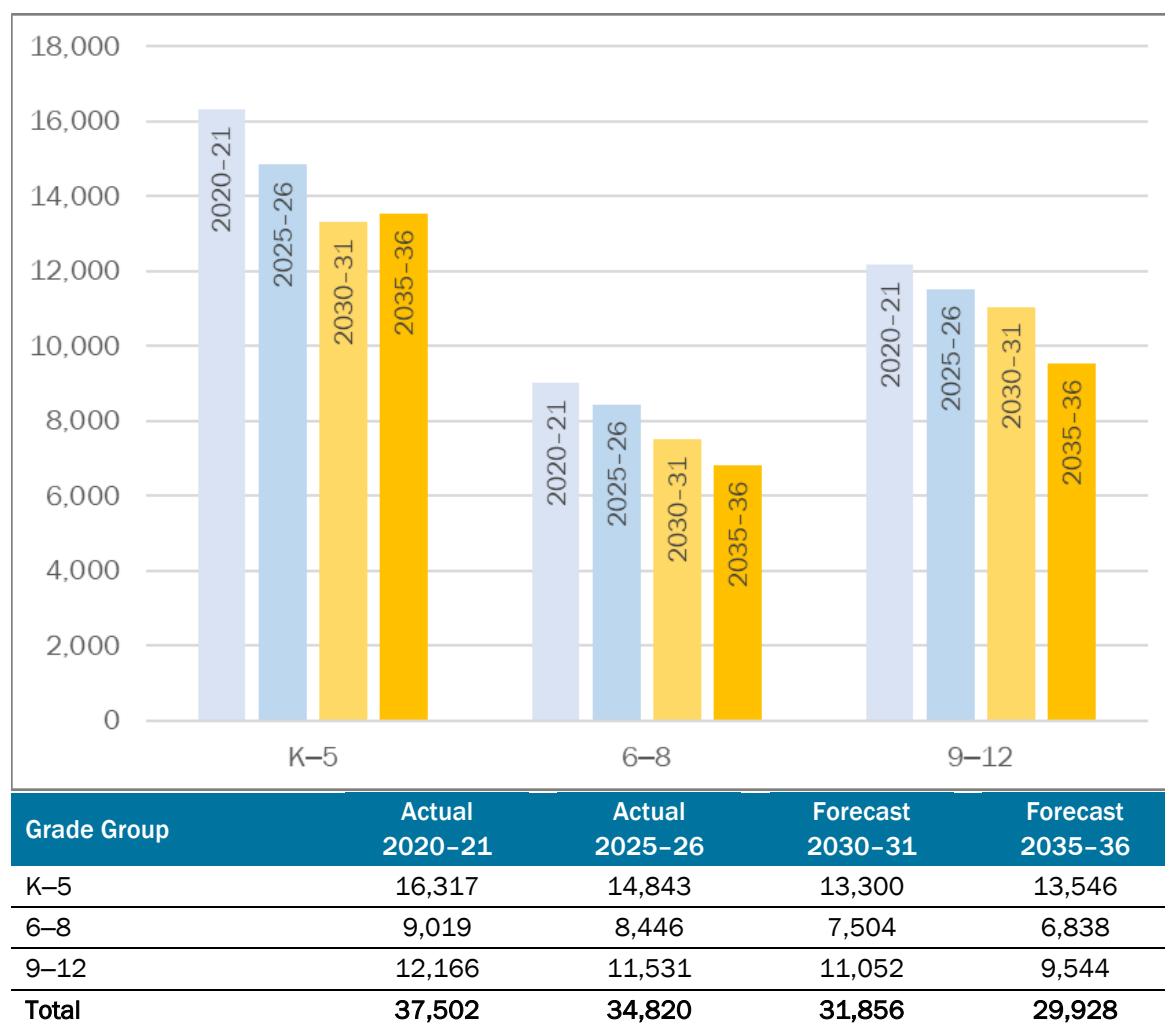
FLO Analytics October 2026–27 to 2035–36 enrollment forecasts (low, middle, and high scenarios).

Forecasts for grade level groups K–5, 6–8, and 9–12 under the middle scenario are presented by five-year increment in the chart and table in Figure 5. Grades K–5 experienced a 1,474-student enrollment loss between 2020–21 and 2025–26. A similar loss of 1,543 is forecasted from 2025–26 to 2030–31, followed by a gain of 246 students from 2030–31 to 2035–36, resulting in a ten-year net loss of 1,297 students (8.7 percent).

Grades 6–8 had a net loss of 573 students between 2020–21 and 2025–26 and are forecast to continue to lose enrollment in both five-year increments. Enrollment losses of 942 from 2025–26 to 2030–31 and 666 from 2030–31 to 2035–36 result in a ten-year net loss of 1,608 students (19.0 percent) for grades 6–8 under the middle scenario forecast.

After having lost 635 students between 2020–21 and 2025–26, grades 9–12 are expected to lose 479 students in the first five years of the middle scenario forecast. A much larger decline of 1,508 students is predicted from 2030–31 to 2035–36 as the smaller cohorts now in elementary grades enter high school. For the entire ten-year period, grades 9–12 lose 1,987 students (17.2 percent).

Figure 5: District-Wide Enrollment Forecasts by Grade Group – Middle Scenario



Sources

Beaverton School District 2020–21 to 2025–26 (October headcount) enrollment.
 FLO Analytics October 2030–31 and 2035–36 enrollment forecasts (middle scenario).

Forecasts by Resident Attendance Area and Individual School

Appendix A Tables A-9 and A-10 show the number of BSD students residing in each ESAA, MSA, and HSAA and attending each of the District's schools in 2025–26 as well as enrollment forecasts for each year from 2026–27 to 2030–31 and for 2035–36. Different demographics, rates of residential development, and GPRs contribute to differing rates of enrollment decline and growth for each AA and school. The sums of AAs and individual school and program enrollments are consistent with the district-wide middle enrollment forecast scenario.

Table A-9 includes forecasts of the number of students attending any BSD school by their resident attendance area, grouped by school level (K–5, 6–8, 9–12). Table A-10 reports FLO's forecasts of enrollment by school, including students living within and outside of each school's attendance area. For most schools, trends in enrollment are similar to trends in residence. An example is Hazeldale ES, where school enrollment and the number of residents both grow significantly due to new housing development. However, there may be differences between residence and enrollment due to changes in the number of nonresidents at each school, or the number of area residents transferring out to other schools. Examples are Beaver Acres ES, Sato ES, and Springville ES, which continue to be among the District's largest K–5 schools, but are expected to see school enrollment decline at a faster rate than their K–5 resident forecasts because dual language programs at neighboring schools are expanding and attracting a growing share of Beaver Acres, Sato, and Springville residents.

Although several MSAs and neighborhood middle schools are expected to have stable or growing numbers of BSD grades 6–8 residents and enrollments until 2027–28 or 2028–29, all show net loss in the first five-year period, 2025–26 to 2030–31, and additional declines in the remainder of the forecast period, from 2030–31 to 2035–36. The numbers of BSD grades 9–12 residents in each HSAA and enrollments at each neighborhood high school are also expected to decline in each five-year period, with greater losses at each of the six HSAs and schools in the last half of the 10-year period than in the first half.

Methodology

District-Wide Population and Enrollment Forecasts

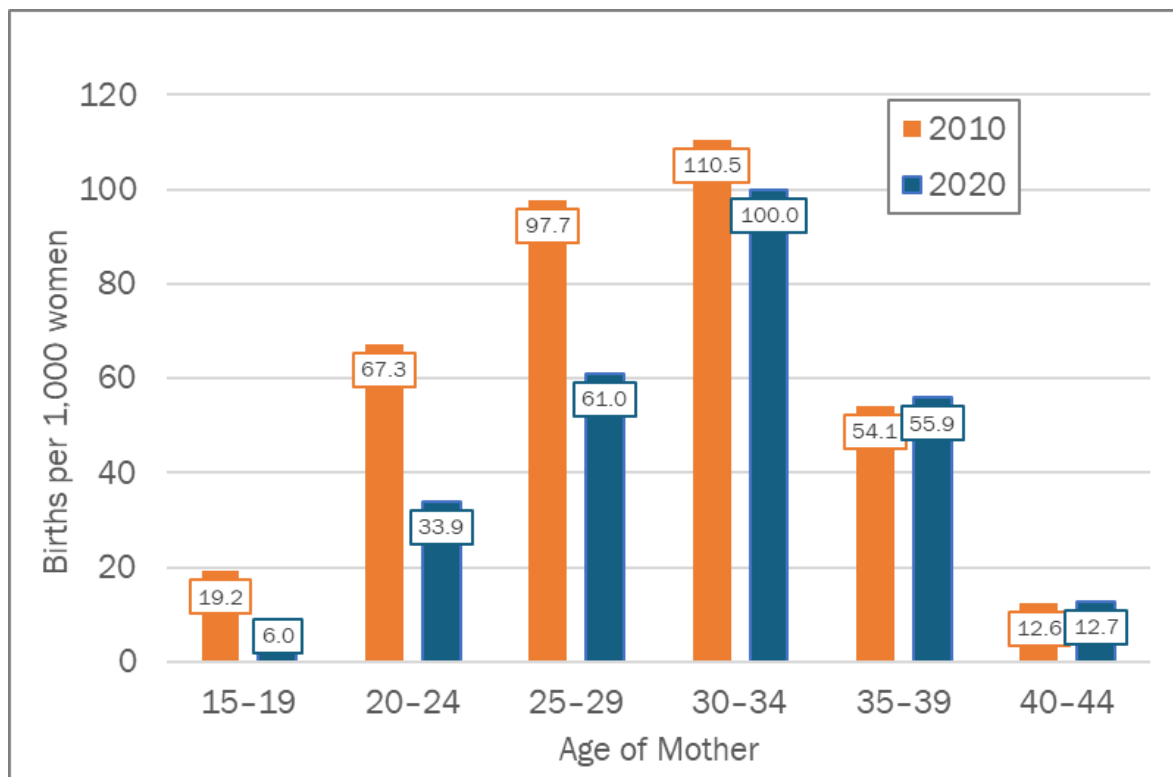
To prepare the ten-year forecasts from 2026–27 to 2035–36, FLO compiled historical births and forecasted births through 2030. The birth forecasts depend on population forecasts by age and sex and age-specific birth rates (ASBRs) for women of childbearing age. ASBRs estimated using 2019–2021 births and 2020 Census population counts, as shown in Figure 6, resulted in a total fertility rate (TFR) estimate of 1.35, significantly below the national TFR, which averaged 1.67 during the 2019–2021 period.^{1,2} FLO adjusted the 2020 baseline ASBRs to reflect further declines in the

¹ TFR is the number of children that would be born to a woman throughout her childbearing years, based on age-specific birth rates at a given time.

² Osterman, Michelle J.K., Brady E. Hamilton, Joyce A. Martin, Anne K. Driscoll, and Claudia P. Valenzuela. 2023. "Births: Final Data for 2021." *National Vital Statistics Reports* 72 (1): 1–53. <https://dx.doi.org/10.15620/cdc:122047>.

number of births to BSD district residents in 2021 to 2025, resulting in a TFR of 1.18. Cohort change ratios based on historical trends are used to forecast 2030 population ages ten and older by five-year age group and sex.³ Forecasts of populations under age ten in 2030 based on ratios of population to births are added, resulting in a 2020-to-2030 population growth of 19,064 in the low scenario, 25,631 in the middle scenario, and 32,213 in the high scenario, compared with 37,938 between 2000 and 2010 and 35,950 between 2010 and 2020.

Figure 6: Age-Specific Birth Rates, Beaverton School District Residents, 2010 and 2020



Note

Birth rates calculated by FLO Analytics using 2009–2011 and 2019–2021 births and 2010 and 2020 Census counts.

Sources

Oregon Health Authority, Beaverton School District births by age of mother
 U.S. Census Bureau, 2010 Census. 2011. “P12, Sex by Age,” Summary File 1. <https://data.census.gov/table/DECENNIALSF12010.P12?g=9700000US4101920>.
 U.S. Census Bureau, 2020 Census. 2023. “P12, Sex by Age for Selected Age Categories,” Demographic and Housing Characteristics. <https://data.census.gov/table/DECENNIALDHC2020.P12?g=9700000US4101920>.

FLO uses the historical and forecasted births through 2030 and K-to-birth ratios to forecast K through the 2035–36 school year. Forecasts for other grades use GPRs based initially on the average of the most recent three years, adjusted as needed to eliminate outliers and in consideration of expected residential development. GPRs embed implicit assumptions about the level of net migration and school choice. The middle scenario reflects observed trends, while K-to-birth ratios and GPRs are adjusted upward or downward for the high and low forecast scenarios.

³ Baker, Jack, David A. Swanson, Jeff Tayman, and Lucky M. Tedrow. 2017. *Cohort Change Ratios and Their Applications*. Cham, Switzerland: Springer International Publishing.

Forecasts of Students by Residence

Forecasts of BSD students by residence consistent with the district-wide middle scenario forecast are prepared before the individual school forecasts are prepared. The resident forecasts are geographically top-down; forecasts of students residing in each of the six HSAs by individual grade K–12 are completed first, followed by forecasts for ESAs or ESA parts. At each step, initial forecasts are made consistent with the larger area. HSA forecasts are controlled to the district resident forecast, and ESAs (whole or part, when split by MSAs or HSAs) are controlled to their parent HSA.

Initial K forecasts are based on historical HSA shares of District K and (whole or part) ESA shares of HSA K residents. Similar to the district-wide forecast, GPRs for grades 1–12 in each HSA and ESA are initially based on three-year averages and may be adjusted to remove outliers or reflect recent trends. Students from future residential development are added based on expected completion and occupancy. For example, an apartment building currently under construction may house students by the next school year, while large developments that are planned but not yet under construction are not expected to be completed and occupied until later in the forecast horizon. Sums of initial forecasts will likely differ from the forecasts of district-wide enrollment; therefore, final forecasts for AAs are derived by proportionally adjusting initial forecasts to match the district-wide resident forecasts by grade, a process referred to as controlling.

Forecasts for Individual Schools

More than 3,100 BSD students are enrolled in schools that do not have AAs. Because these schools have relatively stable enrollment, their future enrollments are assumed to remain very close to their 2025–26 level. Forecasts for these non-AA schools are prepared before the neighborhood school forecasts and are subtracted from the district-wide forecasts, resulting in control totals for neighborhood schools.

Initial forecasts for each neighborhood elementary school have two components: resident enrollment and nonresident enrollment. Resident K students are forecasted using shares of their resident K population based on the average observed over the most recent three years, except for Beaver Acres ES, Chehalem ES, Kinnaman ES, Sato ES, and Springville ES, which use a two-year average of 2024–25 and 2025–26 shares reflecting increased transfers to schools with dual language programs. Initial resident forecasts for grades 1–5 use GPRs unique to each school and grade based on three-year averages, with students added from in those areas with new residential development. Each K share and GPR is reviewed and adjusted if necessary to account for outliers that may influence the average rates. Initial nonresident K forecasts use an average of nonresident K enrollments over the most recent three years, often weighted more heavily to the current year (2025–26), and initial nonresident forecasts for grades 1–5 use GPRs with adjustments that result in nonresident totals that are consistent with trends in district-wide K–5 enrollment. After the initial resident and nonresident forecasts are combined, they are controlled to match the middle scenario district-wide neighborhood schools forecasts by grade.

Initial forecasts for the District’s neighborhood secondary schools also have resident and nonresident components. Resident forecasts for entry grades 6 and 9 use GPRs applied to feeder 5th and 8th grade classes, and subsequent grades use GPRs based on historical observations by school and grade. Each school’s share of its AA residents is monitored, and GPRs may be adjusted to ensure relatively stable forecast shares. As an example, 71 percent of grades 6–8 students residing

in the Five Oaks MSAA attended Five Oaks MS in 2025–26. The initial forecast for 2035–36 assigns 70 percent of MSAA residents to Five Oaks MS, only a slight change. If the share were to change significantly, further review and adjustment would likely be required. Nonresident forecasts for secondary schools use assumptions for entry grades and GPRs that result relatively stable nonresident enrollment, unless program changes that will impact nonresident enrollment are known. After the initial resident and nonresident forecasts are combined, they are controlled to match the middle scenario district-wide neighborhood schools forecasts by grade.

Data Sources

FLO used the following data sources to inform the enrollment forecasts:

- Enrollment data and AA boundaries, BSD
- Decennial Census and American Community Survey, U.S. Census Bureau
- Population estimates and forecasts, Portland State University Population Research Center
- Birth data, Oregon Health Authority
- Spatial data, Metro Regional Land Inventory System
- Building permits and land use data, Washington County and Cities of Beaverton, Hillsboro, and Tigard
- Email correspondence, Danielle Comer, City of Hillsboro, Senior GIS Technician
- Email correspondence, Shea Lach, City of Hillsboro, Senior GIS Technician
- Email correspondence, Alissa Maxwell, City of Beaverton, Capital Planning Project Manager
- Email correspondence, Brett Rodomsky, Washington County, GIS Technician III

Accuracy

Enrollment forecasts are expected values based on assessment of current and past data and should be considered as just one of several planning tools rather than the only criterion for the allocation of future resources. Unlike measurable data such as the results of a survey, forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared forecasts that were conducted using similar data and methodologies. The appropriate use of forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. Therefore, it is important that stakeholders monitor conditions that will affect future populations and that forecasts be updated, either at a regular frequency or when their deviation from actual enrollment is significant.

Limitations

The services undertaken in completing this report were performed consistent with generally accepted professional consulting principles and practices. No other warranty, express or implied, is made. These services were performed consistent with our agreement with our client. This report is solely for the use and information of our client unless otherwise noted. Any reliance on this report by a third party is at such party's sole risk.

Opinions and recommendations contained in this report apply to conditions existing when services were performed and are intended only for the client, purposes, locations, time frames, and project parameters indicated. We do not warrant the accuracy of information supplied by others, or the use of segregated portions of this report.

Appendix A

Detailed Tables

Table A-1: Current and Planned Residential Development (page 1 of 6)

MapID	Development Name	Type	Future Units*	Status/Timeline	Elementary School	Middle School	High School
1	Alta Amberglen	MF	594	under construction and expected to be occupied by fall 2026	McKinley ES	Five Oaks MS	Westview HS
2	Cedar Hills Apartments (Cedar Hills Shopping Center)	MF	398	approved but not yet permitted	Ridgewood ES	Cedar Park MS	Beaverton HS
3	Blackbird Farms	MF	369	approved but not yet permitted	Hazeldale ES	Highland Park MS	Mountainside HS
4	Panzer Redevelopment	MF	348	under construction and expected to be occupied after fall 2026	Beaver Acres ES	Meadow Park MS	Aloha HS
5	Specht Beaverton Creek	MF	327	pre-application or proposal	Barnes ES	Meadow Park MS	Beaverton HS
6	Broadstone Tanasbourne Apartments	MF	308	pre-application or proposal	McKinley ES	Five Oaks MS	Westview HS
7	Cedar Hills Apartments (1675 SW Marlowe Ave)	MF	287	approved but not yet permitted	Ridgewood ES	Cedar Park MS	Beaverton HS
8	Kinline	MF	256	under construction and expected to be occupied by fall 2026	Beaver Acres ES	Meadow Park MS	Aloha HS
9	Westgate & Hall Mixed Use	MF	248	pre-application or proposal	William Walker ES	Cedar Park MS	Beaverton HS
10	Lombard West	MF	231	mixed income; pre-application or proposal	William Walker ES	Cedar Park MS	Beaverton HS
11	1040 SW 66th Apartments	MF	230	pre-application or proposal	West Tualatin View ES	Cedar Park MS	Beaverton HS
12	Orrin	MF	199	under construction and expected to be occupied by fall 2026	Beaver Acres ES	Meadow Park MS	Aloha HS
13	Buffet Palace Site	MF	155	pre-application or proposal	William Walker ES	Cedar Park MS	Beaverton HS
14	Hillsdale Pointe	MF	140	pre-application or proposal	Raleigh Hills ES	Whitford MS	Beaverton HS
15	Cooper Mtn Apartments	MF	118	permitted but not yet under construction	Hazeldale ES	Highland Park MS	Mountainside HS
16	Scholls Ferry Apartments	MF	96	approved but not yet permitted	Scholls Heights ES	Conestoga MS	Mountainside HS
17	West Village Phase 1 (Peterkort)	MF	83	pre-application or proposal	West Tualatin View ES	Cedar Park MS	Beaverton HS
18	REACH Elmonica Station	MF	81	affordable; under construction and expected to be occupied by fall 2026	Beaver Acres ES	Meadow Park MS	Aloha HS 56

Table A-1: Current and Planned Residential Development (page 2 of 6)

MapID	Development Name	Type	Future Units*	Status/Timeline	Elementary School	Middle School	High School
19	Dolores	MF	67	affordable; under construction and expected to be occupied by fall 2026	McKinley ES	Five Oaks MS	Westview HS
20	West Village Building 1	MF	55	pre-application or proposal	West Tualatin View ES	Cedar Park MS	Beaverton HS
21	Henry Street Apartments	MF	52	affordable; pre-application or proposal	William Walker ES	Cedar Park MS	Beaverton HS
22	Orchards at Abbey Creek Duplexes	MF	20	under construction and expected to be occupied by fall 2026	Springville ES	Stoller MS	Westview HS
23	Alexander St Apartments	MF	18	permitted but not yet under construction	Kinnaman ES	Mountain View MS	Aloha HS
24	Henderson Ridge	MF	14	pre-application or proposal	Aloha Huber Park K8	Mountain View MS	Aloha HS
25	Pacific Ave Apartments	MF	13	under construction and expected to be occupied after fall 2026	Raleigh Hills ES	Whitford MS	Beaverton HS
26	9th & Hall Quadplex	MF	12	permitted but not yet under construction	Vose ES	Whitford MS	Beaverton HS
27	Heritage Commons	MF	12	approved but not yet permitted	Aloha Huber Park K8	Mountain View MS	Aloha HS
28	Allen Blvd Apartments	MF	12	pre-application or proposal	Vose ES	Whitford MS	Beaverton HS
29	Cedar Hills Apts Addition	MF	11	approved but not yet permitted	Ridgewood ES	Cedar Park MS	Beaverton HS
30	Lombard Edge Apartments	MF	11	pre-application or proposal	Raleigh Hills ES	Whitford MS	Beaverton HS
31	Hall Blvd Apartments	MF	10	approved but not yet permitted	Vose ES	Whitford MS	Southridge HS
32	Scholls Heights	SF	454	under construction with occupancy ongoing	Hazeldale ES	Highland Park MS	Mountainside HS
33	Fox Hollow Subdivision SFD	SF	241	approved but not yet permitted	Hazeldale ES	Highland Park MS	Mountainside HS
34	Panzer Redev SFD	SF	185	under construction and expected to be occupied after fall 2026	Beaver Acres ES	Meadow Park MS	Aloha HS
35	Vineyard at Cooper Mountain SFD	SF	105	under construction with occupancy ongoing	Hazeldale ES	Highland Park MS	Mountainside HS
36	Ridgeline at Bethany SFD	SF	88	under construction with occupancy ongoing	Sato ES	Stoller MS	Westview HS 57

Table A-1: Current and Planned Residential Development (page 3 of 6)

MapID	Development Name	Type	Future Units*	Status/Timeline	Elementary School	Middle School	High School
37	Scholls Valley Heights (future phases) SFA	SF	79	approved but not yet permitted	Hazeldale ES	Highland Park MS	Mountainside HS
38	Scholls Valley Heights (future phases) SFD	SF	76	approved but not yet permitted	Hazeldale ES	Highland Park MS	Mountainside HS
39	Pioneer Road Cottage Clusters	SF	70	pre-application or proposal	Barnes ES	Meadow Park MS	Sunset HS
40	Vineyard at Cooper Mountain SFA	SF	69	under construction with occupancy ongoing	Hazeldale ES	Highland Park MS	Mountainside HS
41	Heights at Cooper Mountain SFD	SF	68	under construction with occupancy ongoing	Scholls Heights ES	Conestoga MS	Mountainside HS
42	Bernhardt Farms	SF	62	approved but not yet permitted	Hazeldale ES	Mountain View MS	Aloha HS
43	NW 174th Subdivision	SF	58	under construction with occupancy ongoing	Bethany ES	Five Oaks MS	Westview HS
44	Hosford Farms Terra Collection	SF	54	under construction with occupancy ongoing	Sato ES	Stoller MS	Westview HS
45	Heritage Grove	SF	41	approved but not yet permitted	Beaver Acres ES	Meadow Park MS	Aloha HS
46	Noyes Mountain View Ridge	SF	40	pre-application or proposal	Jacob Wismer ES	Stoller MS	Sunset HS
47	Bonny Slope Estates	SF	36	under construction and expected to be occupied by fall 2026	Bonny Slope ES	Tumwater MS	Sunset HS
48	Thompson Subdivision	SF	29	approved but not yet permitted	Findley ES	Tumwater MS	Sunset HS
49	Deer Fern Ridge Subdivision	SF	23	under construction with occupancy ongoing	Findley ES	Tumwater MS	Sunset HS
50	Hazel Woods	SF	23	under construction and expected to be occupied by fall 2026	Kinnaman ES	Mountain View MS	Aloha HS
51	Sonny Place	SF	21	permitted but not yet under construction	Beaver Acres ES	Meadow Park MS	Aloha HS
52	Briggs Townhomes	SF	19	pre-application or proposal	Barnes ES	Meadow Park MS	Beaverton HS
53	Blanton Crossing Townhomes	SF	18	application submitted but not yet approved	Kinnaman ES	Mountain View MS	Aloha HS
54	Blanton Reserve	SF	18	pre-application or proposal	Aloha Huber Park K8	Mountain View MS	Aloha HS 58

Table A-1: Current and Planned Residential Development (page 4 of 6)

MapID	Development Name	Type	Future Units*	Status/Timeline	Elementary School	Middle School	High School
55	McDaniel Village	SF	17	pre-application or proposal	Bonny Slope ES	Tumwater MS	Sunset HS
56	Blanton Townhomes	SF	16	application submitted but not yet approved	Kinnaman ES	Mountain View MS	Aloha HS
57	Amaya's Corner	SF	16	approved but not yet permitted	Raleigh Park ES	Whitford MS	Beaverton HS
58	Karas Subdivision	SF	16	pre-application or proposal	Sato ES	Stoller MS	Westview HS
59	Estates at Leahy Park	SF	14	approved but not yet permitted	West Tualatin View ES	Cedar Park MS	Beaverton HS
60	18295 SW Farmington Subdivision	SF	13	approved but not yet permitted	Kinnaman ES	Mountain View MS	Aloha HS
61	Chahal Subdivision	SF	13	pre-application or proposal	Aloha Huber Park K8	Mountain View MS	Aloha HS
62	Ridgeline SFA	SF	12	under construction and expected to be occupied by fall 2026	Sato ES	Stoller MS	Westview HS
63	Creekside at Westview II	SF	12	pre-application or proposal	Bethany ES	Five Oaks MS	Westview HS
64	Northridge Commons Subdivision	SF	11	under construction and expected to be occupied by fall 2026	Hazeldale ES	Mountain View MS	Aloha HS
65	Puffin Lane Subdivision	SF	11	approved but not yet permitted	Scholls Heights ES	Conestoga MS	Mountainside HS
66	Cedar Canyon	SF	11	under construction and expected to be occupied by fall 2026	Hazeldale ES	Mountain View MS	Aloha HS
67	Hosford Farms	SF	11	under construction and expected to be occupied after fall 2026	Springville ES	Stoller MS	Westview HS
68	180th Cottages	SF	10	pre-application or proposal	Aloha Huber Park K8	Mountain View MS	Aloha HS
69	Cooper Mountain Community Plan	TBD	3,130	framework for future development	Cooper Mtn ES Hazeldale ES	Highland Park MS	Mountainside HS
70	Peterkort Development	TBD	1,800	master plan	West Tualatin View ES	Cedar Park MS	Beaverton HS
Not shown on map	Allen Pointe Townhomes	SF	11	approved but not yet permitted	Terra Linda ES	Tumwater MS	Sunset HS
Not shown on map	15660 SW Division Subdivision	SF	9	pre-application or proposal	Beaver Acres ES	Meadow Park MS	Aloha HS 59

Table A-1: Current and Planned Residential Development (page 5 of 6)

MapID	Development Name	Type	Future Units*	Status/Timeline	Elementary School	Middle School	High School
Not shown on map	Annamae Apartments	SF	8	permitted but not yet under construction	Cedar Mill ES	Tumwater MS	Sunset HS
Not shown on map	192nd Townhomes	SF	8	pre-application or proposal	Terra Linda ES	Tumwater MS	Sunset HS
Not shown on map	Alexander Corner	MF	8	pre-application or proposal	Cedar Mill ES	Tumwater MS	Sunset HS
Not shown on map	NW Kearny Subdivision	SF	8	pre-application or proposal	Cooper Mtn ES	Highland Park MS	Mountainside HS
Not shown on map	Deer Hill Subdivision	SF	7	under construction and expected to be occupied after fall 2026	West Tualatin View ES	Cedar Park MS	Beaverton HS
Not shown on map	NW Dale Townhomes	SF	7	approved but not yet permitted	Bonny Slope ES	Tumwater MS	Sunset HS
Not shown on map	Ellerson Vale	SF	7	under construction and expected to be occupied by fall 2026	Bonny Slope ES	Tumwater MS	Sunset HS
Not shown on map	Abigails Place	SF	7	under construction and expected to be occupied by fall 2026	Vose ES	Whitford MS	Southridge HS
Not shown on map	6365 SW 185th Townhomes	SF	7	pre-application or proposal	Montclair ES	Whitford MS	Southridge HS
Not shown on map	Bauer Homestead	SF	6	under construction and expected to be occupied by fall 2026	Beaver Acres ES	Meadow Park MS	Aloha HS
Not shown on map	Pheasant Lane Subdivision	SF	6	permitted but not yet under construction	Kinnaman ES	Mountain View MS	Aloha HS
Not shown on map	Alpenglow Subdivision	SF	6	approved but not yet permitted	Aloha Huber Park K8	Mountain View MS	Aloha HS
Not shown on map	Cascade Development	SF	6	pre-application or proposal	Cedar Mill ES	Tumwater MS	Sunset HS
Not shown on map	Hall Townhomes	MF	5	approved but not yet permitted	Raleigh Hills ES	Whitford MS	Beaverton HS
Not shown on map	Serenity View	SF	4	under construction and expected to be occupied by fall 2026	Raleigh Hills ES	Whitford MS	Beaverton HS
Not shown on map	NW 92nd Ave Subdivision	SF	4	approved but not yet permitted	Hazeldale ES	Mountain View MS	Aloha HS
Not shown on map	Loriann Subdivision	SF	4	approved but not yet permitted	Kinnaman ES	Mountain View MS	Aloha HS
Not shown on map	NW 113th Middle Housing	SF	4	under construction and expected to be occupied after fall 2026	Montclair ES	Whitford MS	Southridge HS

Table A-1: Current and Planned Residential Development (page 6 of 6)

MapID	Development Name	Type	Future Units*	Status/Timeline	Elementary School	Middle School	High School
Not shown on map	SW 78th Subdivision	SF	4	application submitted but not yet approved	Errol Hassell ES	Mountain View MS	Aloha HS
Not shown on map	Crane Landing	SF	4	permitted but not yet under construction	Beaver Acres ES	Meadow Park MS	Aloha HS
Not shown on map	Oleson Townhomes	SF	4	pre-application or proposal	Fir Grove ES	Highland Park MS	Southridge HS
Not shown on map	SW Beech Dr Quadplex	SF	4	pre-application or proposal	Aloha Huber Park K8	Mountain View MS	Aloha HS
Not shown on map	SW Kelly & SW 185th	SF	4	pre-application or proposal	Raleigh Park ES	Whitford MS	Beaverton HS
Not shown on map	Greenwood Subdivision	SF	4	pre-application or proposal	Montclair ES	Whitford MS	Southridge HS
Not shown on map	Center St Commons	SF	4	pre-application or proposal	Cedar Mill ES	Tumwater MS	Sunset HS
Not shown on map	SW 74th Ave Land Division	SF	4	pre-application or proposal	McKay ES	Whitford MS	Southridge HS
Not shown on map	Marjorie Fourplex	SF	4	pre-application or proposal	Cedar Mill ES	Tumwater MS	Sunset HS
Not shown on map	Park Place Estates	SF	4	pre-application or proposal	Chehalem ES	Mountain View MS	Mountainside HS
Total MF		MF	4,788				
Total SF		SF	2,219				
Total TBD		TBD	4,930				
Total Units			11,937				

Notes

*In partially completed subdivisions Future Units excludes homes that were completed and sold as of September 2025.

MF = multifamily

SF = single-family attached or detached

TBD = unit mix to be determined in future land use applications

Plans are subject to change; not all information has been verified to reflect latest status or plans. Completion dates are approximate.

Source

Information gathered by Beaverton School District and FLO Analytics from city and county planning departments and other sources.

Table A-2: Historical Enrollment by School and Grade Group

(page 1 of 3)

School Name	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2020–21 to 2025–26
Aloha Huber Park K8	646	674	725	763	761	737	91
Barnes ES	526	513	478	435	452	400	-126
Beaver Acres ES	671	677	727	729	744	672	1
Bethany ES	447	375	429	418	414	388	-59
Bonny Slope ES	573	608	683	632	603	587	14
Cedar Mill ES	368	375	356	329	350	357	-11
Chehalem ES	413	367	372	378	384	347	-66
Cooper Mtn ES	383	401	392	382	360	326	-57
Elmonica ES	466	433	418	407	438	428	-38
Errol Hassell ES	340	341	355	337	326	289	-51
Findley ES	539	476	527	559	551	504	-35
Fir Grove ES	348	335	362	343	338	340	-8
Greenway ES	301	299	273	267	273	249	-52
Hazeldale ES	420	393	412	414	453	484	64
Hiteon ES	536	492	477	463	473	458	-78
Jacob Wismer ES	658	570	592	566	577	541	-117
Kinnaman ES	535	494	460	455	438	394	-141
McKay ES	262	243	249	233	225	212	-50
McKinley ES	588	566	628	636	646	642	54
Montclair ES	254	277	283	282	282	264	10
Nancy Ryles ES	516	498	507	464	447	409	-107
Oak Hills ES	464	504	485	486	471	424	-40
Raleigh Hills ES	290	278	280	271	259	262	-28
Raleigh Park ES	316	312	299	291	289	256	-60
Ridgewood ES	331	362	371	358	314	310	-21
Rock Creek ES	418	420	431	398	374	356	-62
Sato ES ^(a)	651	698	762	848	862	858	207
Scholls Heights ES	570	577	619	614	596	596	26
Sexton Mountain ES	447	441	440	412	393	389	-58
Springville ES ^(a)	695	581	727	728	742	711	16
Terra Linda ES	287	271	258	265	246	259	-28
Vose ES	682	665	694	696	653	584	-98
West Tualatin View ES	266	292	305	294	304	276	10
William Walker ES	449	467	503	479	492	468	19
FLEX Online School	661	928	128	80	67	66	-595
K–5 Total	16,317	16,203	16,007	15,712	15,597	14,843	-1,474

Table A-2: Historical Enrollment by School and Grade Group

(page 2 of 3)

School Name	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2020–21 to 2025–26
Cedar Park MS ^(b)	816	439	454	438	443	451	-365
Conestoga MS ^(b)	878	838	769	804	791	788	-90
Five Oaks MS ^(b)	777	731	749	749	777	738	-39
Highland Park MS ^(b)	678	682	635	626	574	612	-66
Meadow Park MS ^(b)	629	586	596	586	583	593	-36
Meadow Park SUMMA ^(b)	182	93	85	83	75	72	-110
Mountain View MS ^(b)	781	874	867	804	774	754	-27
Stoller MS ^(b)	952	693	636	762	788	848	-104
Stoller SUMMA ^(b)	437	326	266	252	252	258	-179
Tumwater MS ^(c)	--	662	760	752	787	768	768
Tumwater SUMMA ^(c)	--	203	219	210	194	186	186
Whitford MS ^(b)	590	660	678	651	627	634	44
Whitford SUMMA ^(b)	120	98	111	98	121	117	-3
Aloha Huber Park K8	176	175	167	145	142	156	-20
Raleigh Hills K8 ^(d)	154	75	27	--	--	--	-154
Springville K8 ^(d)	161	86	40	--	--	--	-161
Arts and Comm-unication (ACMA)	335	324	323	328	339	346	11
International School of Beaverton (ISB)	474	473	455	447	461	446	-28
Rachel Carson	175	175	179	184	182	180	5
Beaverton Academy of Science and Engineering (BASE)	385	382	382	398	402	403	18
FLEX Online School	319	347	161	123	93	96	-223
6–8 Total	9,019	8,922	8,559	8,440	8,405	8,446	-573

Table A-2: Historical Enrollment by School and Grade Group

(page 3 of 3)

School Name	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2020-21 to 2025-26
Aloha HS	1,718	1,696	1,609	1,563	1,576	1,506	-212
Beaverton HS	1,508	1,425	1,430	1,427	1,381	1,333	-175
Mountainside HS	1,701	1,721	1,715	1,679	1,696	1,734	33
Southridge HS	1,437	1,474	1,460	1,420	1,403	1,314	-123
Sunset HS	1,953	1,947	1,903	1,811	1,761	1,717	-236
Westview HS	2,288	2,280	2,353	2,349	2,372	2,305	17
Arts and Comm-unication (ACMA)	372	369	370	340	352	351	-21
Community School	106	90	130	121	150	147	41
International School of Beaverton (ISB)	393	384	432	423	412	429	36
Beaverton Academy of Science and Engineering (BASE)	456	446	441	453	450	448	-8
FLEX Online School	234	391	267	277	242	247	13
9-12 Total	12,166	12,223	12,110	11,863	11,795	11,531	-635

District-wide Total	37,502	37,348	36,676	36,015	35,797	34,820	-2,682
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Notes

- (a) boundary change 2022
- (b) boundary change 2021
- (c) school opened 2021
- (d) middle grades phase out; grades 6-8 in 2020-21, 7-8 in 2021-22, grade 8 in 2022-23

The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

Source

Beaverton School District October 2020-21 to 2025-26 enrollment (headcount) by school and grade group. Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, or Early College. Does not include 2 Charters: Arco Iris & Hope Chinese.

Table A-3: Grade K–5 Residence-Attendance Matrix (page 1 of 4)

School of Attendance Attendance Area	Residence Count	Aloha Huber Park K8	Barnes ES	Beaver Acres ES	Bethany ES	Bonny Slope ES	Cedar Mill ES	Chehalem ES	Cooper Mtn ES	Elmonica ES	Errol Hassell ES	Findley ES
Aloha Huber Park K8	673	646	1	3	0	0	0	1	6	0	2	0
Barnes ES	413	1	225	76	3	1	1	1	2	54	1	0
Beaver Acres ES	674	9	55	587	0	0	0	1	2	3	3	0
Bethany ES	379	0	1	0	373	0	0	0	0	0	0	0
Bonny Slope ES	561	0	0	0	1	551	2	0	0	0	0	0
Cedar Mill ES	378	0	0	0	0	13	350	1	0	0	0	0
Chehalem ES	348	11	1	0	0	0	0	325	0	0	2	0
Cooper Mtn ES	316	1	0	0	0	0	0	1	305	0	0	0
Elmonica ES	448	4	67	0	0	0	0	2	0	365	0	0
Errol Hassell ES	304	20	6	0	0	0	0	0	0	0	273	0
Findley ES	531	0	0	0	0	10	1	0	0	0	0	500
Fir Grove ES	374	0	0	0	0	0	0	3	1	0	1	0
Greenway ES	266	0	0	0	0	0	0	3	0	1	0	0
Hazeldale ES	480	9	2	0	0	0	0	0	2	0	1	0
Hiteon ES	453	0	0	0	0	0	0	0	0	0	0	0
Jacob Wismer ES	484	0	0	0	0	0	0	0	0	0	0	1
Kinnaman ES	443	23	1	2	1	0	0	2	2	0	5	0
McKay ES	200	0	1	0	0	0	0	0	0	0	0	0
McKinley ES	652	2	9	0	2	0	0	1	0	0	0	0
Montclair ES	271	2	0	0	0	1	0	0	0	0	0	0
Nancy Ryles ES	421	1	3	0	0	0	0	1	0	0	0	0
Oak Hills ES	423	0	2	1	0	1	0	0	0	0	0	0
Raleigh Hills ES	284	1	0	0	0	0	0	2	0	2	0	0
Raleigh Park ES	267	0	3	0	0	0	0	1	0	0	0	0
Ridgewood ES	311	0	0	0	0	0	0	0	0	0	0	0
Rock Creek ES	352	0	2	0	3	0	0	0	0	0	0	0
Sato ES	883	0	1	0	0	0	0	0	1	0	0	2
Scholls Heights ES	598	0	0	0	0	0	0	0	0	0	0	0
Sexton Mountain ES	390	1	0	0	0	0	0	1	1	1	0	0
Springville ES	730	0	4	0	0	0	0	0	0	0	0	0
Terra Linda ES	255	0	1	0	0	1	3	0	0	0	0	1
Vose ES	487	2	0	0	0	0	0	0	2	0	0	0
West Tualatin View ES	281	0	2	0	0	1	0	0	0	0	0	0
William Walker ES	428	0	8	0	0	3	0	1	0	0	0	0
K-5 Subtotals	14,758	733	395	669	383	582	357	347	324	426	288	504
From Out-of-District ^(a)	85	4	5	3	5	5	0	0	2	2	1	0
K–5 Totals	14,843	737	400	672	388	587	357	347	326	428	289	504
Transfer-In Student Total ^(b)	1,092	91	175	85	15	36	7	22	21	63	16	4
Transfer-In Rate	7.4%	12.3%	43.8%	12.6%	3.9%	6.1%	2.0%	6.3%	6.4%	14.7%	5.5%	0.8%

Table A-3: Grade K–5 Residence-Attendance Matrix (page 2 of 4)

School of Attendance Attendance Area	Residence Count	Fir Grove ES	Greenway ES	Hazeldale ES	Hiteon ES	Jacob Wismer ES	Kinnaman ES	McKay ES	McKinley ES	Montclair ES	Nancy Ryles ES	Oak Hills ES
Aloha Huber Park K8	673	0	0	6	2	1	1	0	0	0	0	0
Barnes ES	413	0	0	1	0	0	0	1	1	0	0	0
Beaver Acres ES	674	0	0	1	0	3	1	0	0	0	2	0
Bethany ES	379	0	0	0	0	0	0	0	1	0	0	2
Bonny Slope ES	561	0	0	0	0	4	0	0	0	0	0	0
Cedar Mill ES	378	0	0	0	0	2	0	0	2	0	0	1
Chehalem ES	348	0	0	0	0	0	0	0	0	0	0	0
Cooper Mtn ES	316	0	0	0	0	0	0	1	0	0	1	0
Elmonica ES	448	0	0	0	1	3	0	2	0	0	0	1
Errol Hassell ES	304	0	0	3	1	0	0	0	0	0	0	0
Findley ES	531	0	0	0	0	13	0	0	0	0	0	3
Fir Grove ES	374	335	0	0	2	1	0	0	0	0	0	0
Greenway ES	266	1	242	0	6	0	0	3	0	0	1	0
Hazeldale ES	480	0	0	447	2	0	0	3	0	0	2	0
Hiteon ES	453	0	2	0	436	0	0	1	0	0	1	0
Jacob Wismer ES	484	0	0	0	0	475	0	2	0	0	0	2
Kinnaman ES	443	0	0	15	0	0	385	0	0	0	0	0
McKay ES	200	1	0	0	1	1	0	188	0	0	0	0
McKinley ES	652	0	0	1	0	4	0	0	619	0	0	0
Montclair ES	271	0	1	0	0	0	0	1	0	261	0	0
Nancy Ryles ES	421	0	2	0	4	0	0	3	0	0	397	0
Oak Hills ES	423	0	0	0	0	4	0	0	0	0	0	404
Raleigh Hills ES	284	0	0	0	0	0	0	2	0	2	0	0
Raleigh Park ES	267	0	0	1	0	0	0	1	0	0	0	0
Ridgewood ES	311	0	0	0	0	2	0	1	0	0	1	0
Rock Creek ES	352	0	0	0	0	2	0	0	0	0	0	1
Sato ES	883	0	0	0	0	15	0	0	0	0	0	1
Scholls Heights ES	598	0	0	0	0	0	0	1	0	0	0	0
Sexton Mountain ES	390	0	0	0	1	0	0	0	0	0	2	0
Springville ES	730	0	0	0	0	9	0	0	4	0	0	2
Terra Linda ES	255	0	0	0	0	2	0	0	0	0	0	1
Vose ES	487	1	0	1	1	0	0	0	0	0	0	0
West Tualatin View ES	281	0	0	0	0	0	0	0	0	0	0	0
William Walker ES	428	1	0	1	0	0	4	1	0	0	0	0
K-5 Subtotals	14,758	339	247	477	457	541	391	211	627	263	407	418
From Out-of-District ^(a)	85	1	2	7	1	0	3	1	15	1	2	6
K–5 Totals	14,843	340	249	484	458	541	394	212	642	264	409	424
Transfer-In Student Total ^(b)	1,092	5	7	37	22	66	9	24	23	3	12	20
Transfer-In Rate	7.4%	1.5%	2.8%	7.6%	4.8%	12.2%	2.3%	11.3%	3.6%	1.1%	2.9%	4.7%

Table A-3: Grade K–5 Residence-Attendance Matrix (page 3 of 4)

School of Attendance Attendance Area	Residence Count	Raleigh Hills ES	Raleigh Park ES	Ridgewood ES	Rock Creek ES	Sato ES	Scholls Heights ES	Sexton Mountain ES	Springville ES	Terra Linda ES	Vose ES	West Tualatin View ES
Aloha Huber Park K8	673	0	0	0	0	0	0	0	0	0	1	0
Barnes ES	413	0	0	5	0	0	0	0	0	3	1	0
Beaver Acres ES	674	0	0	0	0	0	0	0	0	0	1	1
Bethany ES	379	0	0	0	0	0	0	0	0	0	0	0
Bonny Slope ES	561	0	0	0	0	0	0	0	0	0	0	0
Cedar Mill ES	378	0	0	0	3	0	0	0	0	2	0	0
Chehalem ES	348	0	0	0	0	0	0	2	0	0	5	0
Cooper Mtn ES	316	0	0	0	0	0	0	2	0	0	4	0
Elmonica ES	448	0	0	0	0	0	0	0	0	0	1	0
Errol Hassell ES	304	0	0	0	0	0	0	0	0	0	0	0
Findley ES	531	0	0	0	0	0	0	0	1	2	1	0
Fir Grove ES	374	0	0	0	0	0	0	2	0	0	27	0
Greenway ES	266	0	0	0	0	0	0	1	0	0	6	0
Hazeldale ES	480	0	0	0	0	0	2	1	0	1	2	0
Hiteon ES	453	2	0	0	0	0	1	1	0	0	8	0
Jacob Wismer ES	484	0	0	0	0	1	0	0	0	0	0	0
Kinnaman ES	443	0	0	0	0	0	0	0	0	0	4	0
McKay ES	200	0	0	1	1	0	0	0	0	0	6	0
McKinley ES	652	0	0	0	1	0	0	0	1	2	2	0
Montclair ES	271	0	0	0	1	0	0	0	0	0	4	0
Nancy Ryles ES	421	0	0	0	0	0	0	1	0	0	5	0
Oak Hills ES	423	0	0	0	1	0	0	0	0	4	3	0
Raleigh Hills ES	284	258	3	0	0	0	0	0	0	0	12	0
Raleigh Park ES	267	1	249	0	0	0	0	0	0	0	3	0
Ridgewood ES	311	0	0	301	0	0	0	0	0	0	1	0
Rock Creek ES	352	0	0	0	341	1	0	0	1	0	0	0
Sato ES	883	0	0	0	0	849	0	0	5	3	1	0
Scholls Heights ES	598	0	0	0	0	0	591	2	0	0	3	0
Sexton Mountain ES	390	0	0	0	0	0	1	374	0	0	3	0
Springville ES	730	0	0	0	2	6	0	0	702	0	0	0
Terra Linda ES	255	0	0	3	0	1	0	0	0	240	0	0
Vose ES	487	0	0	0	0	0	0	0	0	0	478	0
West Tualatin View ES	281	0	1	0	0	0	0	2	0	0	1	274
William Walker ES	428	1	1	0	0	0	0	0	0	0	0	0
K-5 Subtotals	14,758	262	254	310	350	858	595	388	710	257	583	275
From Out-of-District ^(a)	85	0	2	0	6	0	1	1	1	2	1	1
K–5 Totals	14,843	262	256	310	356	858	596	389	711	259	584	276
Transfer-In Student Total ^(b)	1,092	4	7	9	15	9	5	15	9	19	106	2
Transfer-In Rate	7.4%	1.5%	2.7%	2.9%	4.2%	1.0%	0.8%	3.9%	1.3%	7.3%	18.2%	0.7%

Table A-3: Grade K–5 Residence-Attendance Matrix (page 4 of 4)

School of Attendance Attendance Area	Residence Count	William Walker ES	FLEX Online HS	Capture Rate	Transfer-Out Student Total ^(c)	Transfer-Out Rate
Aloha Huber Park K8	673	2	1	96.0%	27	4.0%
Barnes ES	413	33	3	54.5%	188	45.5%
Beaver Acres ES	674	4	1	87.1%	87	12.9%
Bethany ES	379	0	2	98.4%	6	1.6%
Bonny Slope ES	561	0	3	98.2%	10	1.8%
Cedar Mill ES	378	4	0	92.6%	28	7.4%
Chehalem ES	348	2	0	93.4%	23	6.6%
Cooper Mtn ES	316	0	1	96.5%	11	3.5%
Elmonica ES	448	0	2	81.5%	83	18.5%
Errol Hassell ES	304	0	1	89.8%	31	10.2%
Findley ES	531	0	0	94.2%	31	5.8%
Fir Grove ES	374	1	1	89.6%	39	10.4%
Greenway ES	266	0	2	91.0%	24	9.0%
Hazeldale ES	480	0	6	93.1%	33	6.9%
Hiteon ES	453	0	1	96.2%	17	3.8%
Jacob Wismer ES	484	1	2	98.1%	9	1.9%
Kinnaman ES	443	0	3	86.9%	58	13.1%
McKay ES	200	0	0	94.0%	12	6.0%
McKinley ES	652	2	6	94.9%	33	5.1%
Montclair ES	271	0	0	96.3%	10	3.7%
Nancy Ryles ES	421	0	4	94.3%	24	5.7%
Oak Hills ES	423	0	3	95.5%	19	4.5%
Raleigh Hills ES	284	0	2	90.8%	26	9.2%
Raleigh Park ES	267	6	2	93.3%	18	6.7%
Ridgewood ES	311	4	1	96.8%	10	3.2%
Rock Creek ES	352	0	1	96.9%	11	3.1%
Sato ES	883	0	5	96.1%	34	3.9%
Scholls Heights ES	598	1	0	98.8%	7	1.2%
Sexton Mountain ES	390	0	5	95.9%	16	4.1%
Springville ES	730	0	1	96.2%	28	3.8%
Terra Linda ES	255	1	1	94.1%	15	5.9%
Vose ES	487	0	2	98.2%	9	1.8%
West Tualatin View ES	281	0	0	97.5%	7	2.5%
William Walker ES	428	405	2	94.6%	23	5.4%
K-5 Subtotals	14,758	466	64	93.2%	1,007	6.8%
From Out-of-District ^(a)	85	2	2	--	--	--
K–5 Totals	14,843	468	66	--	--	--
Transfer-In Student Total ^(b)	1,092	63	66	--	--	--
Transfer-In Rate	7.4%	13.5%	100%	--	--	--

Notes

- (a) From Out-of-District is the number of students who reside outside the district boundary.
- (b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.
- (c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Source

Beaverton School District 2025–26 attendance areas and October 2025–26 enrollment geocoded by FLO.

Table A-4: Grade 6–8 Residence-Attendance Matrix

School of Attendance Attendance Area	Residence Count	School of Attendance															Capture Rate	Transfer-Out Student Total ^(d)	Transfer-Out Rate
		Cedar Park MS	Conestoga MS	Five Oaks MS	Highland Park MS	Meadow Park MS	Mountain View MS	Stoller MS	Tumwater MS	Whitford MS	Aloha Huber Park K8	ACMA	ISB	BASE	FLEX Online HS	Rachel Carson			
Cedar Park MS	596	437	1	1	1	25	2	0	0	4	5	40	21	29	6	24	73.3%	159	26.7%
Conestoga MS	987	0	779	1	1	2	0	1	0	42	0	37	48	38	13	25	78.9%	208	21.1%
Five Oaks MS	980	1	0	697	0	61	3	2	2	0	6	46	59	62	18	23	71.1%	283	28.9%
Highland Park MS	827	1	5	0	594	3	0	0	0	48	2	48	63	29	11	23	71.8%	233	28.2%
Meadow Park MS	720	4	0	18	0	561	7	0	2	1	0	25	28	51	9	14	77.9%	159	22.1%
Mountain View MS	1,176	1	1	1	13	7	741	0	2	18	141 ^(a)	55	85	78	16	17	72.7%	321	27.3%
Stoller MS	1,241	0	0	3	0	2	0	1,101	2	0	0	23	55	42	6	7	88.7%	140	11.3%
Tumwater MS	1,089	2	0	2	0	2	0	1	941	0	0	28	52	35	6	20	86.4%	148	13.6%
Whitford MS	792	5	1	1	1	2	1	0	1	634	1	41	34	38	5	27	80.1%	158	19.9%
6-8 Subtotals	8,408	451	787	724	610	665	754	1,105	950	747	155	343	445	402	90	180	77.1%	1,923	22.9%
From Out-of-District ^(b)	38	0	1	14	2	0	0	1	4	4	1	3	1	1	6	0	--	--	--
6-8 Totals	8,446	451	788	738	612	665	754	1,106	954	751	156	346	446	403	96	180	--	--	--
Transfer-In Student Total ^(c)	1,847	14	9	41	18	104	13	5	13	117	42	346	446	403	96	180	--	--	--
Transfer-In Rate	21.9%	3.1%	1.1%	5.6%	2.9%	15.6%	1.7%	0.5%	1.4%	15.6%	26.9%	100%	100%	100%	100%	100%	--	--	--

Notes

(a) 114 of the Mountain View MSAA residents attending Aloha Huber Park K8 are also residents of the Aloha Huber Park K8 attendance area and are excluded from the Transfer In Student Total.

(b) From Out-of-District is the number of students who reside outside the district boundary.

(c) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(d) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Source

Beaverton School District 2025–26 attendance areas and October 2025–26 enrollment geocoded by FLO.

Table A-5: Grade 9–12 Residence-Attendance Matrix

School of Attendance Attendance Area	Residence Count	Aloha HS	Beaverton HS	Mountainside HS	Southridge HS	Sunset HS	Westview HS	ACMA	BASE	Community School	FLEX Online HS	ISB	Capture Rate	Transfer-Out Student Total ^(c)	Transfer-Out Rate
Aloha HS	1,906	1,427	21	12	18	13	13	81	119	46	45	111	74.9%	479	25.1%
Beaverton HS	1,516	18	1,256	4	17	19	6	65	53	22	27	29	82.8%	260	17.2%
Mountainside HS	2,038	16	19	1,694	42	2	2	51	62	11	37	102	83.1%	344	16.9%
Southridge HS	1,447	5	16	10	1,222	1	3	59	30	20	45	36	84.5%	225	15.5%
Sunset HS	1,867	4	8	0	1	1,659	15	26	58	12	24	60	88.9%	208	11.1%
Westview HS	2,651	7	4	1	1	20	2,248	65	125	33	61	86	84.8%	403	15.2%
9-12 Subtotals	11,425	1,477	1,324	1,721	1,301	1,714	2,287	347	447	144	239	424	83.2%	1,919	16.8%
From Out-of-District ^(a)	106	29	9	13	13	3	18	4	1	3	8	5	--	--	--
9–12 Totals	11,531	1,506	1,333	1,734	1,314	1,717	2,305	351	448	147	247	429	--	--	--
Transfer-In Student Total ^(b)	2,025	79	77	40	92	58	57	351	448	147	247	429	--	--	--
Transfer-In Rate	17.6%	5.2%	5.8%	2.3%	7.0%	3.4%	2.5%	100%	100%	100%	100%	100%	--	--	--

Notes

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

Sources

Beaverton School District 2025–26 attendance areas and October 2025–26 enrollment geocoded by FLO.

Table A-6: Enrollment Forecasts by Individual Grade – Low Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K	2,183	2,122	2,097	2,056	2,076	2,069	2,065	2,060	2,069	2,085	2,100
1	2,304	2,207	2,180	2,162	2,120	2,141	2,133	2,129	2,124	2,133	2,150
2	2,457	2,277	2,211	2,173	2,155	2,113	2,134	2,126	2,122	2,117	2,126
3	2,552	2,435	2,278	2,201	2,164	2,146	2,104	2,125	2,117	2,113	2,108
4	2,716	2,532	2,440	2,271	2,195	2,158	2,140	2,098	2,119	2,111	2,107
5	2,631	2,692	2,532	2,428	2,260	2,184	2,147	2,129	2,088	2,108	2,100
6	2,856	2,645	2,706	2,545	2,441	2,272	2,195	2,158	2,140	2,099	2,119
7	2,744	2,832	2,623	2,683	2,523	2,420	2,253	2,176	2,140	2,122	2,081
8	2,846	2,721	2,808	2,601	2,660	2,502	2,400	2,234	2,158	2,122	2,104
9	2,884	2,912	2,784	2,887	2,680	2,740	2,578	2,475	2,307	2,231	2,194
10	2,969	2,850	2,877	2,751	2,853	2,648	2,707	2,547	2,445	2,279	2,204
11	2,894	2,787	2,676	2,701	2,583	2,678	2,486	2,541	2,391	2,295	2,139
12	2,784	2,788	2,684	2,578	2,602	2,488	2,579	2,395	2,448	2,303	2,211
K–5	14,843	14,265	13,738	13,291	12,970	12,811	12,723	12,667	12,639	12,667	12,691
6–8	8,446	8,198	8,137	7,829	7,624	7,194	6,848	6,568	6,438	6,343	6,304
9–12	<u>11,531</u>	<u>11,337</u>	<u>11,021</u>	<u>10,917</u>	<u>10,718</u>	<u>10,554</u>	<u>10,350</u>	<u>9,958</u>	<u>9,591</u>	<u>9,108</u>	<u>8,748</u>
K–12	34,820	33,800	32,896	32,037	31,312	30,559	29,921	29,193	28,668	28,118	27,743

Notes

Darker shading represents higher values and lighter shading represents lower values.

Sources

Beaverton School District October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (low scenario). Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, Early College, or two charters: Arco Iris & Hope Chinese.

Table A-7: Enrollment Forecasts by Individual Grade – Middle Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K	2,183	2,181	2,155	2,111	2,130	2,123	2,148	2,173	2,193	2,213	2,233
1	2,304	2,229	2,245	2,231	2,185	2,205	2,198	2,223	2,249	2,270	2,291
2	2,457	2,300	2,238	2,254	2,240	2,193	2,214	2,206	2,232	2,258	2,279
3	2,552	2,460	2,306	2,244	2,260	2,246	2,199	2,220	2,212	2,238	2,264
4	2,716	2,558	2,470	2,315	2,253	2,269	2,255	2,208	2,229	2,221	2,247
5	2,631	2,720	2,571	2,482	2,327	2,264	2,280	2,266	2,219	2,240	2,232
6	2,856	2,671	2,761	2,610	2,520	2,362	2,298	2,315	2,300	2,253	2,274
7	2,744	2,860	2,675	2,765	2,614	2,524	2,366	2,302	2,319	2,304	2,256
8	2,846	2,748	2,864	2,679	2,769	2,618	2,528	2,370	2,306	2,323	2,308
9	2,884	2,941	2,839	2,959	2,773	2,866	2,710	2,619	2,459	2,395	2,412
10	2,969	2,878	2,935	2,833	2,953	2,768	2,860	2,705	2,614	2,454	2,390
11	2,894	2,817	2,731	2,785	2,688	2,802	2,626	2,714	2,566	2,480	2,328
12	2,784	2,816	2,742	2,658	2,710	2,616	2,727	2,556	2,641	2,497	2,414
K–5	14,843	14,448	13,985	13,637	13,395	13,300	13,294	13,296	13,334	13,440	13,546
6–8	8,446	8,279	8,300	8,054	7,903	7,504	7,192	6,987	6,925	6,880	6,838
9–12	<u>11,531</u>	<u>11,452</u>	<u>11,247</u>	<u>11,235</u>	<u>11,124</u>	<u>11,052</u>	<u>10,923</u>	<u>10,594</u>	<u>10,280</u>	<u>9,826</u>	<u>9,544</u>
K–12	34,820	34,179	33,532	32,926	32,422	31,856	31,409	30,877	30,539	30,146	29,928

Notes

Darker shading represents higher values and lighter shading represents lower values.

Sources

Beaverton School District October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (middle scenario). Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, Early College, or two charters: Arco Iris & Hope Chinese.

Table A-8: Enrollment Forecasts by Individual Grade – High Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K	2,183	2,240	2,212	2,165	2,185	2,178	2,232	2,291	2,323	2,348	2,372
1	2,304	2,251	2,305	2,299	2,250	2,271	2,263	2,319	2,381	2,414	2,440
2	2,457	2,323	2,260	2,321	2,315	2,265	2,287	2,279	2,335	2,397	2,431
3	2,552	2,484	2,336	2,280	2,341	2,335	2,285	2,307	2,299	2,355	2,418
4	2,716	2,583	2,499	2,357	2,301	2,362	2,356	2,306	2,328	2,320	2,376
5	2,631	2,747	2,596	2,519	2,376	2,319	2,381	2,375	2,324	2,347	2,339
6	2,856	2,689	2,808	2,654	2,575	2,429	2,370	2,434	2,428	2,376	2,399
7	2,744	2,883	2,715	2,829	2,674	2,594	2,447	2,388	2,452	2,446	2,394
8	2,846	2,770	2,911	2,736	2,850	2,694	2,614	2,465	2,406	2,471	2,464
9	2,884	2,964	2,884	3,020	2,843	2,961	2,799	2,718	2,567	2,508	2,575
10	2,969	2,907	2,988	2,901	3,038	2,860	2,979	2,816	2,734	2,583	2,523
11	2,894	2,847	2,787	2,859	2,776	2,907	2,736	2,850	2,694	2,616	2,471
12	2,784	2,845	2,799	2,729	2,800	2,718	2,847	2,679	2,791	2,638	2,562
K–5	14,843	14,628	14,208	13,941	13,768	13,730	13,804	13,877	13,990	14,181	14,376
6–8	8,446	8,342	8,434	8,219	8,099	7,717	7,431	7,287	7,286	7,293	7,257
9–12	<u>11,531</u>	<u>11,563</u>	<u>11,458</u>	<u>11,509</u>	<u>11,457</u>	<u>11,446</u>	<u>11,361</u>	<u>11,063</u>	<u>10,786</u>	<u>10,345</u>	<u>10,131</u>
K–12	34,820	34,533	34,100	33,669	33,324	32,893	32,596	32,227	32,062	31,819	31,764

Notes

Darker shading represents higher values and lighter shading represents lower values.

Sources

Beaverton School District October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (high scenario). Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, Early College, or two charters: Arco Iris & Hope Chinese.

Table A-9: Forecasts of BSD Students Residing by Attendance Area

(page 1 of 2)

Attendance Area	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2035–36
Aloha Huber Park ESAA	673	664	633	611	588	573	595
Barnes ESAA	413	392	390	381	376	378	402
Beaver Acres ESAA	674	671	670	660	668	648	656
Bethany ESAA	379	377	380	379	370	366	378
Bonny Slope ESAA	561	570	540	503	497	494	502
Cedar Mill ESAA	378	369	343	337	340	321	327
Chehalem ESAA	347	330	321	310	306	300	307
Cooper Mtn ESAA	316	309	294	280	275	273	278
Elmonica ESAA	448	440	437	436	409	408	410
Errol Hassell ESAA	305	283	267	263	253	248	256
Findley ESAA	531	514	492	457	447	450	458
Fir Grove ESAA	374	347	343	336	338	338	327
Greenway ESAA	266	264	253	249	251	248	247
Hazeldale ESAA	480	488	503	540	569	597	626
Hiteon ESAA	453	428	404	387	376	369	380
Jacob Wismer ESAA	484	448	435	420	407	402	414
Kinnaman ESAA	443	431	410	404	386	390	396
McKay ESAA	200	189	171	169	171	173	176
McKinley ESAA	652	662	628	625	615	606	618
Montclair ESAA	271	265	254	238	233	233	233
Nancy Ryles ESAA	421	420	412	407	402	387	398
Oak Hills ESAA	423	396	384	365	358	350	356
Raleigh Hills ESAA	284	282	272	268	262	254	261
Raleigh Park ESAA	267	256	241	246	238	233	243
Ridgewood ESAA	311	306	288	284	288	300	298
Rock Creek ESAA	352	326	311	294	290	286	295
Sato ESAA	883	880	888	847	812	806	808
Scholls Heights ESAA	598	571	559	543	523	519	522
Sexton Mountain ESAA	390	363	342	325	306	313	320
Springville ESAA	730	707	689	677	662	649	651
Terra Linda ESAA	255	261	252	248	236	245	237
Vose ESAA	487	468	443	423	418	416	419
West Tualatin View ESAA	281	269	247	248	249	245	255
William Walker ESAA	428	417	404	392	391	397	412
Nonresident BSD Students	85	85	85	85	85	85	85
K–5 Total	14,843	14,448	13,985	13,637	13,395	13,300	13,546

Table A-9: Forecasts of BSD Students Residing by Attendance Area

(page 2 of 2)

Attendance Area	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2035–36
Cedar Park MSAA	596	572	589	584	564	515	509
Conestoga MSAA	987	950	955	900	875	822	761
Five Oaks MSAA	980	971	960	962	943	889	814
Highland Park MSAA	827	791	786	760	733	709	674
Meadow Park MSAA	720	729	746	705	670	659	619
Mountain View MSAA	1,176	1,141	1,150	1,117	1,142	1,107	958
Stoller MSAA	1,241	1,240	1,232	1,174	1,142	1,109	980
Tumwater MSAA	1,089	1,071	1,068	1,089	1,083	1,006	889
Whitford MSAA	792	776	776	725	713	650	596
Nonresident BSD Students	38	38	38	38	38	38	38
6–8 Total	8,446	8,279	8,300	8,054	7,903	7,504	6,838

Aloha HSAA	1,906	1,873	1,775	1,770	1,761	1,775	1,580
Beaverton HSAA	1,516	1,505	1,420	1,424	1,413	1,416	1,227
Mountainside HSAA	2,038	2,044	2,025	2,027	1,992	1,922	1,656
Southridge HSAA	1,447	1,395	1,365	1,396	1,372	1,383	1,114
Sunset HSAA	1,867	1,833	1,822	1,809	1,741	1,740	1,449
Westview HSAA	2,651	2,696	2,734	2,703	2,739	2,710	2,412
Nonresident BSD Students	106	106	106	106	106	106	106
9–12 Total	11,531	11,452	11,247	11,235	11,124	11,052	9,544

District-wide Total	34,820	34,179	33,532	32,926	32,422	31,856	29,928
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Notes

ESAA = Elementary school attendance area

MSAA = Middle school attendance area

HSAA = High school attendance area

Source

Beaverton School District October 2025–26 enrollment (headcount) and FLO Analytics 2026–27 to 2030–31 and 2035–36 forecasts. Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, Early College, or two charters: Arco Iris & Hope Chinese.

Table A-10: Enrollment Forecasts by School/Program

(page 1 of 3)

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2035–36	2025–26 to 2035–36
Aloha Huber Park K8	737	730	698	678	653	632	650	-87
Barnes ES	400	402	387	383	383	377	395	-5
Beaver Acres ES	672	651	647	635	637	631	635	-37
Bethany ES	388	383	392	388	377	371	386	-2
Bonny Slope ES	587	593	558	517	513	513	523	-64
Cedar Mill ES	357	345	327	320	322	312	318	-39
Chehalem ES	347	328	320	307	306	296	304	-43
Cooper Mtn ES	326	322	309	296	292	288	290	-36
Elmonica ES	428	421	421	427	401	406	404	-24
Errol Hassell ES	289	268	253	244	233	233	243	-46
Findley ES	504	489	469	429	416	418	429	-75
Fir Grove ES	340	320	319	309	311	310	296	-44
Greenway ES	249	246	234	230	228	226	226	-23
Hazeldale ES	484	502	523	574	617	642	669	185
Hiteon ES	458	439	419	404	395	391	395	-63
Jacob Wismer ES	541	529	538	547	556	552	566	25
Kinnaman ES	394	381	363	356	339	341	350	-44
McKay ES	212	198	185	187	190	185	190	-22
McKinley ES	642	651	619	618	608	606	617	-25
Montclair ES	264	259	251	233	227	226	228	-36
Nancy Ryles ES	409	402	384	378	366	357	370	-39
Oak Hills ES	424	399	380	362	352	341	353	-71
Raleigh Hills ES	262	262	256	247	246	238	242	-20
Raleigh Park ES	256	244	227	231	223	220	231	-25
Ridgewood ES	310	303	286	282	281	289	290	-20
Rock Creek ES	356	328	312	295	288	286	293	-63
Sato ES	858	849	847	803	765	754	756	-102
Scholls Heights ES	596	572	556	536	513	508	509	-87
Sexton Mountain ES	389	360	336	316	298	298	307	-82
Springville ES	711	688	665	651	629	614	614	-97
Terra Linda ES	259	257	252	245	233	240	232	-27
Vose ES	584	556	524	499	491	493	497	-87
West Tualatin View ES	276	265	244	243	246	242	251	-25
William Walker ES	468	453	437	422	416	417	440	-28
FLEX Online School	66	53	47	45	44	47	47	-19
K–5 Total	14,843	14,448	13,985	13,637	13,395	13,300	13,546	-1,297

Table A-10: Enrollment Forecasts by School/Program

(page 2 of 3)

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2035–36	2025–26 to 2035–36
Cedar Park MS	451	447	452	450	438	402	376	-75
Conestoga MS	788	750	748	706	689	644	582	-206
Five Oaks MS	738	740	727	737	724	671	592	-146
Highland Park MS	612	576	582	565	551	535	498	-114
Meadow Park MS	593	601	634	618	589	566	516	-77
Meadow Park SUMMA	72	63	49	42	42	42	42	-30
Mountain View MS	754	725	743	713	716	687	598	-156
Stoller MS	848	852	863	841	813	786	678	-170
Stoller SUMMA	258	226	200	153	152	150	137	-121
Tumwater MS	768	774	792	819	811	745	648	-120
Tumwater SUMMA	186	158	132	119	116	104	88	-98
Whitford MS	634	625	656	629	610	544	492	-142
Whitford SUMMA	117	106	86	58	57	56	54	-63
Aloha Huber Park K8	156	160	167	156	166	161	137	-19
Arts and Communication (ACMA)	346	348	345	340	338	336	334	-12
International School of Beaverton (ISB)	446	451	449	448	446	444	442	-4
Rachel Carson	180	179	180	177	177	177	171	-9
Beaverton Academy of Science and Engineering (BASE)	403	404	406	405	405	405	405	2
FLEX Online School	96	94	89	78	63	49	48	-48
6–8 Total	8,446	8,279	8,300	8,054	7,903	7,504	6,838	-1,608

Table A-10: Enrollment Forecasts by School/Program

(page 3 of 3)

School Name	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2035–36	2025–26 to 2035–36
Aloha HS	1,506	1,506	1,412	1,394	1,385	1,379	1,189	-317
Beaverton HS	1,333	1,304	1,234	1,251	1,244	1,269	1,044	-289
Mountainside HS	1,734	1,745	1,714	1,704	1,681	1,627	1,369	-365
Southridge HS	1,314	1,281	1,254	1,259	1,222	1,211	997	-317
Sunset HS	1,717	1,681	1,694	1,705	1,660	1,679	1,386	-331
Westview HS	2,305	2,361	2,384	2,362	2,356	2,308	1,976	-329
Arts and Communication (ACMA)	351	352	364	366	367	367	356	5
Community School	147	121	111	107	122	122	122	-25
International School of Beaverton (ISB)	429	412	406	399	395	399	389	-40
Beaverton Academy of Science and Engineering (BASE)	448	450	454	453	454	455	456	8
FLEX Online School	247	239	220	235	238	236	260	13
9–12 Total	11,531	11,452	11,247	11,235	11,124	11,052	9,544	-1,987

District-wide Total	34,820	34,179	33,532	32,926	32,422	31,856	29,928	-4,892
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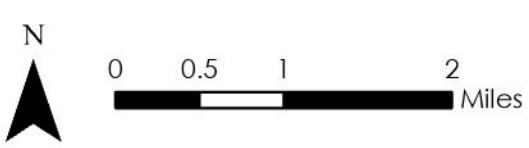
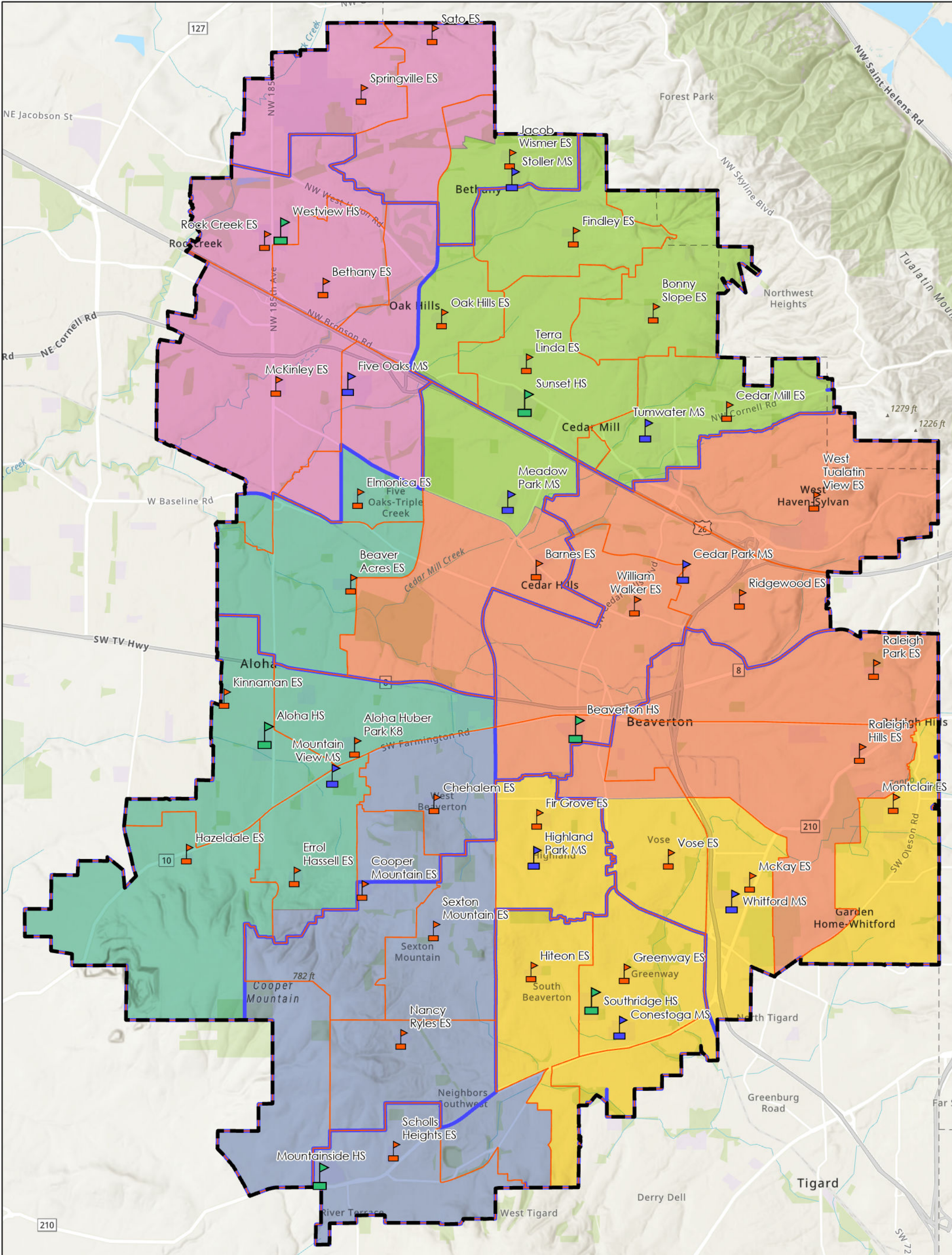
Source

Beaverton School District October 2022–23 enrollment (headcount) and FLO Analytics 2023–24 to 2032–33 forecasts. Does not include Pre-Kindergarten/Early Learning, Self-Contained Specialized Programs, Alternative Programs, Special Placement, Early College, or two charters: Arco Iris & Hope Chinese.

Appendix B

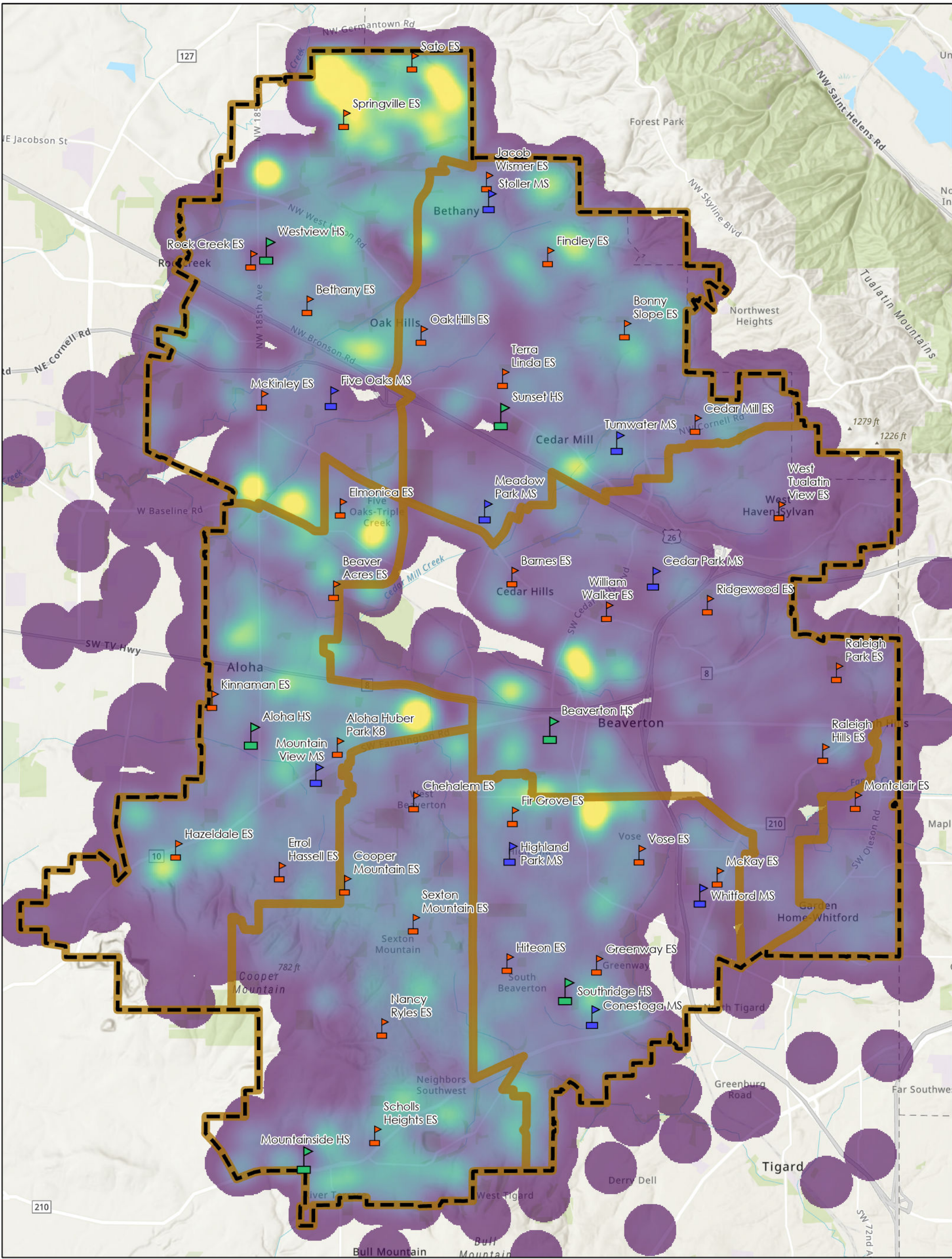
Maps

Map 1: District Overview

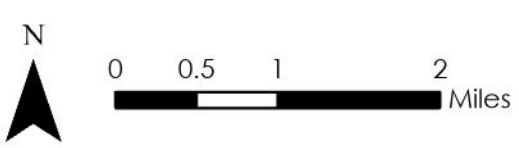


- | | | |
|-------------------------|-----------------------------------|------------------------------------|
| School Locations | District Boundary | High School Attendance Area |
| Elementary School | Elementary School Attendance Area | Aloha HS |
| Middle School | Middle School Attendance Area | Beaverton HS |
| High School | | Mountainside HS |
| | | Southridge HS |
| | | Sunset HS |
| | | Westview HS |

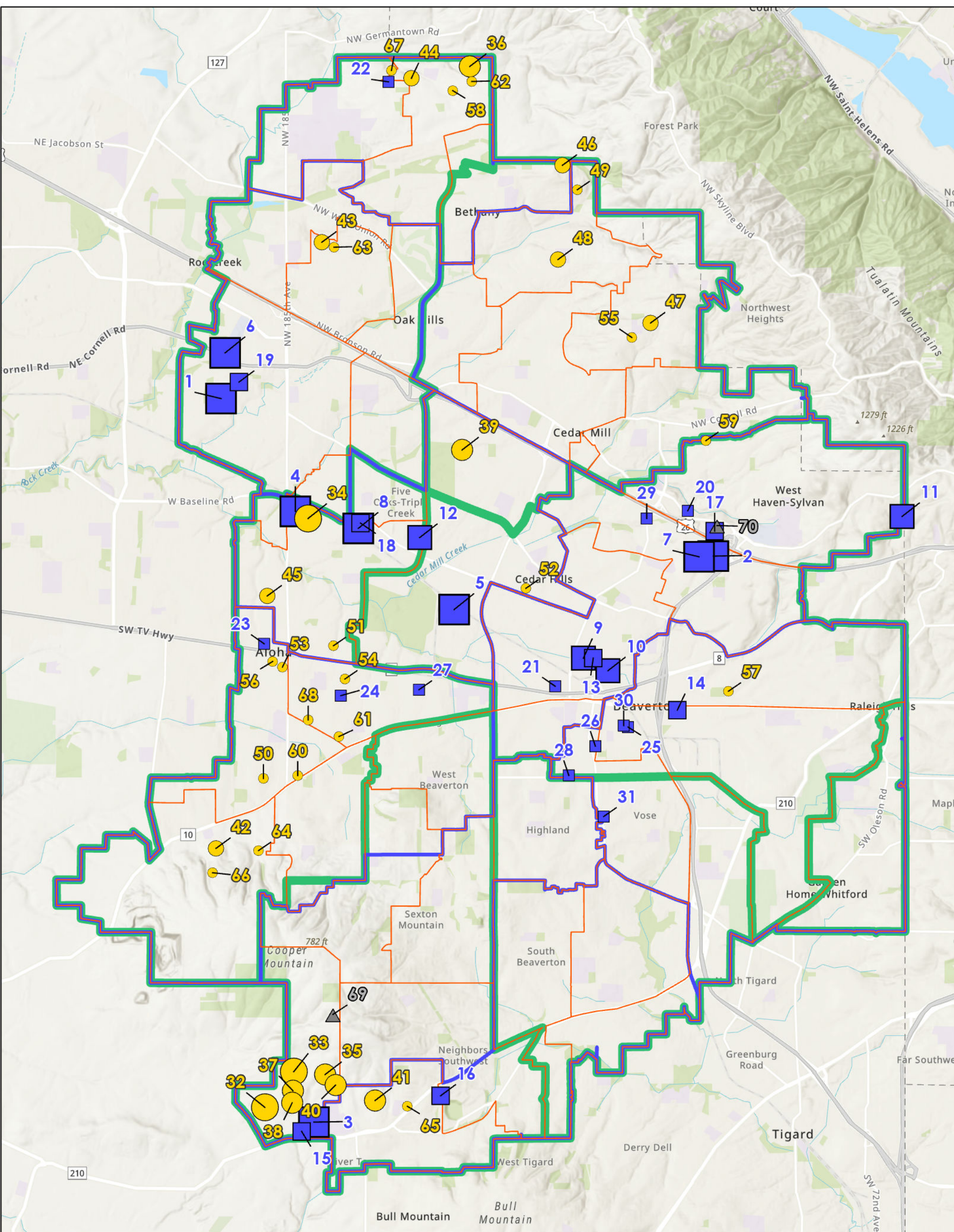
Map 2: Student Density



- District Boundary
- High School Attendance Area
- Elementary School
- Middle School
- High School
- Student Density
- Sparse
- Dense



Map 3: Residential Development



- Elementary School Attendance Area
- Middle School Attendance Area
- High School Attendance Area

- Multifamily Units**
- 10-55
 - 56-155
 - 156-255
 - 256-594

- Single-family Units**
- 10-25
 - 26-65
 - 66-105
 - 106-454
 - Planned Developments

Label
Correspond to Map IDs in Table A-1.

Developments with fewer than 10 total units are not shown.

Residential development data provided by Washington County and the cities of Beaverton and Hillsboro.



Education



Enrollment Forecasts 2026-27 to 2035-36

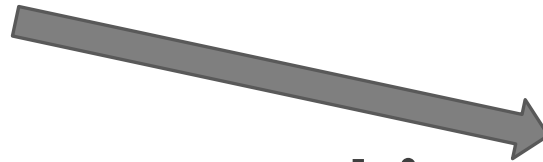
Beaverton School District

March 10, 2026

Overarching Process



**Enrollment
Assessment**



**Demographic
Trends**



**Enrollment
Forecasts**



**Residential
Development**



A photograph of a classroom with students raising their hands, overlaid with a semi-transparent blue filter. The text 'Enrollment Assessment' is centered in white.

Enrollment Assessment

Student Density

School Locations

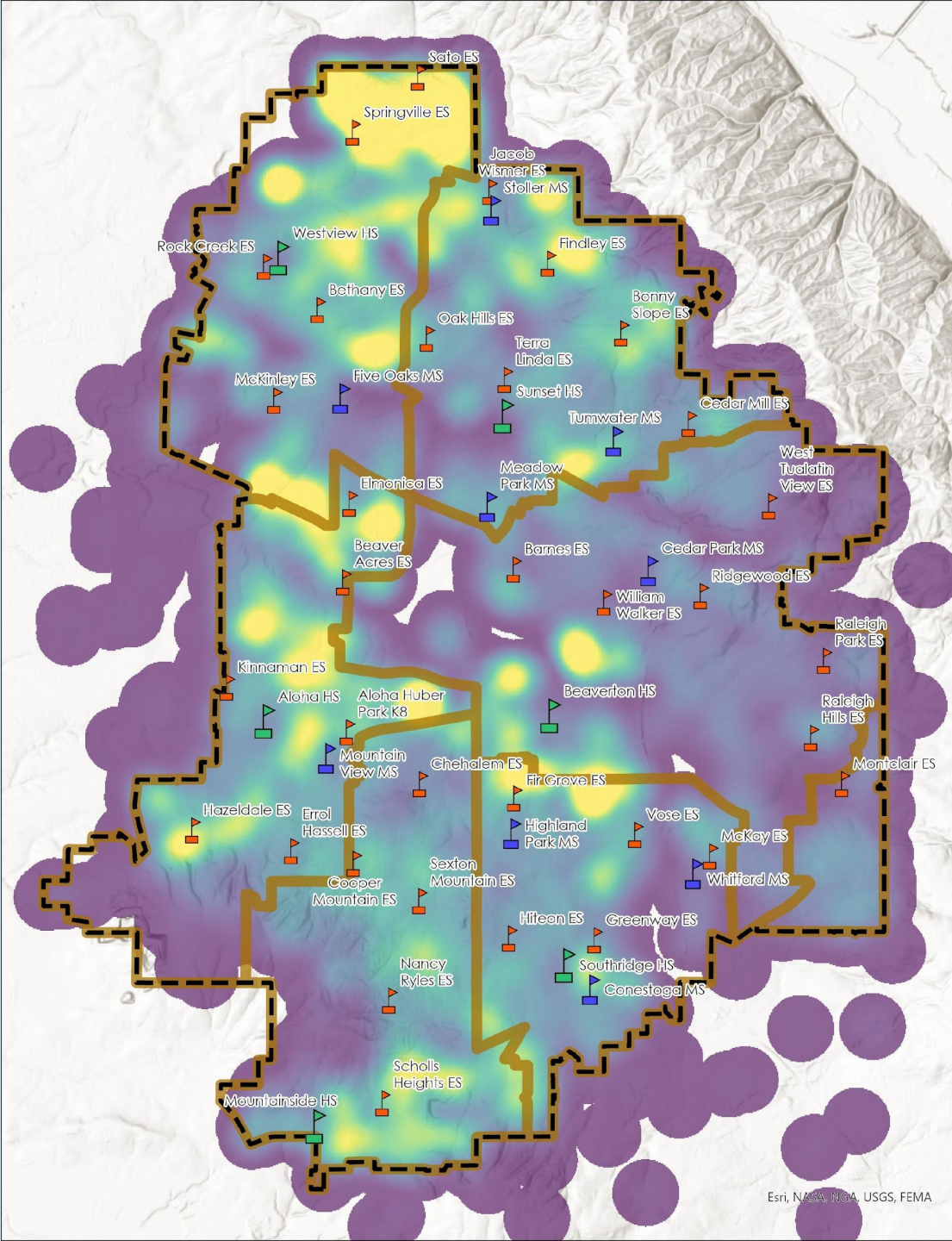
- Elementary School
- Middle School
- High School

Boundary

- District Boundary
- High School Attendance Area

Student Density

- Sparse
- Dense



Historical Enrollment by Grade

Grade	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2020–21 to 2025–26
K	2,415	2,569	2,437	2,397	2,304	2,183	-232
1	2,782	2,638	2,659	2,532	2,501	2,304	-478
2	2,705	2,787	2,625	2,704	2,563	2,457	-248
3	2,815	2,680	2,782	2,607	2,780	2,552	-263
4	2,703	2,808	2,709	2,787	2,634	2,716	13
5	2,897	2,721	2,795	2,685	2,815	2,631	-266
6	2,981	2,930	2,744	2,836	2,745	2,856	-125
7	3,030	2,977	2,859	2,731	2,889	2,744	-286
8	3,008	3,015	2,956	2,873	2,771	2,846	-162
9	3,199	3,112	3,060	3,034	2,967	2,884	-315
10	3,155	3,134	3,110	3,023	3,051	2,969	-186
11	2,944	2,980	2,964	2,930	2,889	2,894	-50
12	2,868	2,997	2,976	2,876	2,888	2,784	-84
District-wide Total	37,502	37,348	36,676	36,015	35,797	34,820	-2,682
K–5 Total	16,317	16,203	16,007	15,712	15,597	14,843	-1,474
6–8 Total	9,019	8,922	8,559	8,440	8,405	8,446	-573
9–12 Total	12,166	12,223	12,110	11,863	11,795	11,531	-635

Darker shades of green represent higher values, and lighter shades represent lower values.

Historical and Projected Grade Progression Ratios

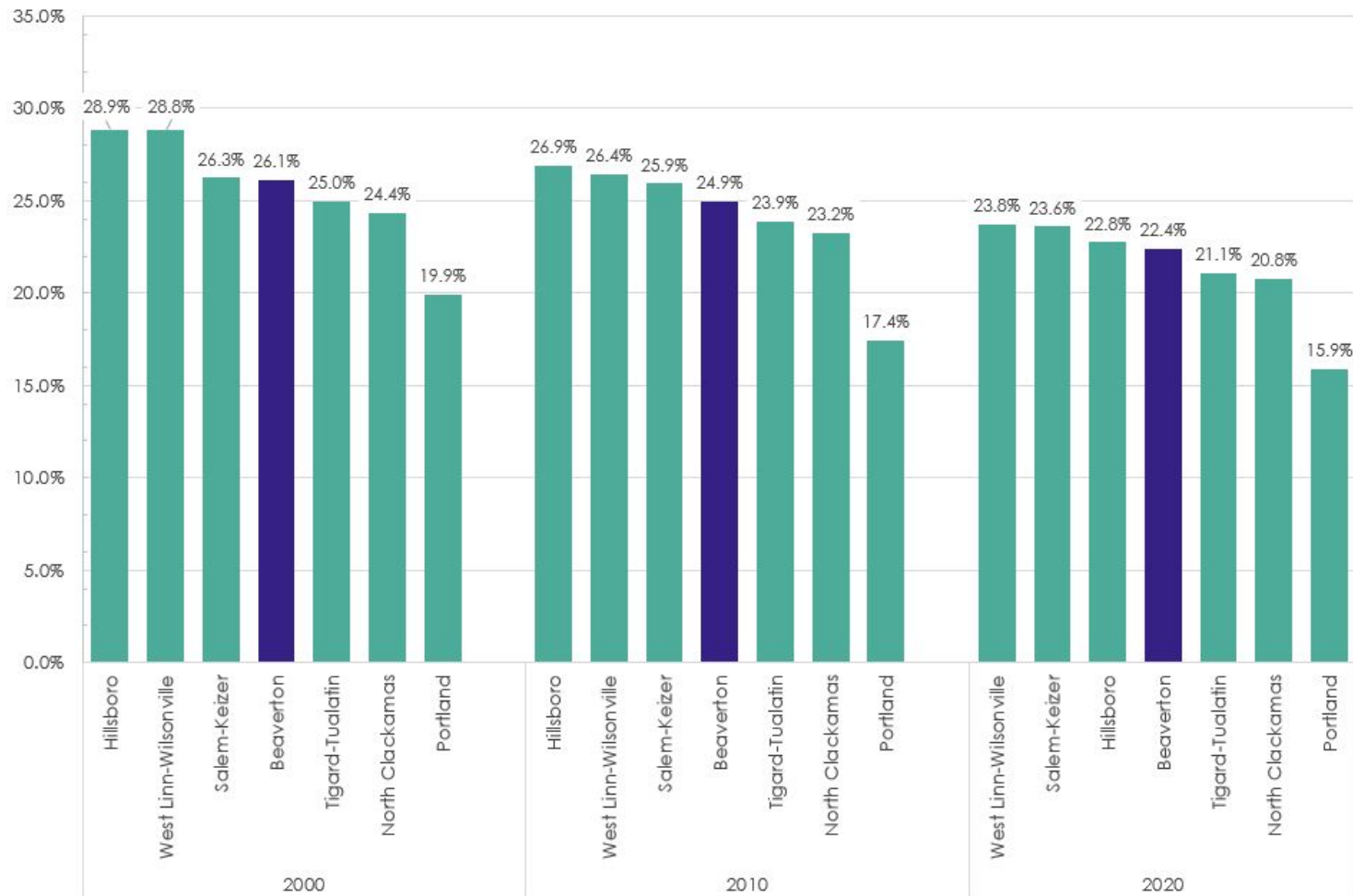
Grade Progression Ratios	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	2025–26 to 2026–27	2026–27 to 2027–28	2027–28 to 2035–36
K–1	0.956	1.092	1.035	1.039	1.043	1.000	1.021	1.029	1.035
1–2	0.950	1.002	0.995	1.017	1.012	0.982	0.998	1.004	1.004
2–3	0.946	0.991	0.998	0.993	1.028	0.996	1.001	1.003	1.003
3–4	0.950	0.998	1.011	1.002	1.010	0.977	1.002	1.004	1.004
4–5	0.965	1.007	0.995	0.991	1.010	0.999	1.001	1.005	1.005
5–6	0.977	1.011	1.008	1.015	1.022	1.015	1.015	1.015	1.015
6–7	0.966	0.999	0.976	0.995	1.019	1.000	1.002	1.002	1.002
7–8	0.973	0.995	0.993	1.005	1.015	0.985	1.002	1.002	1.002
8–9	1.025	1.035	1.015	1.026	1.033	1.041	1.033	1.033	1.033
9–10	0.979	0.980	0.999	0.988	1.006	1.001	0.998	0.998	0.998
10–11	0.929	0.945	0.946	0.942	0.956	0.949	0.949	0.949	0.949
11–12	0.974	1.018	0.999	0.970	0.986	0.964	0.973	0.973	0.973

A GPR value greater than 1.00 (green color) indicates that the student cohort increased in size from one grade to the next. Conversely, a GPR value less than 1.00 (blue color) indicates that the student cohort decreased in size from one grade to the next. Darker shades of green represent higher values and darker shades of blue represent lower values.

Demographic and Residential Development Analysis

Percent of Population Under Age 18: 2000 to 2020

Selected School Districts



Beaverton School District Student Generation Rates




K–12 Students per Housing Unit Built 2015–2024

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	6,646	1,889	971	1,115	3,975	0.28	0.15	0.17	0.60
Detached	4,769	1,451	750	877	3,078	0.30	0.16	0.18	0.65
Attached ^(a)	1,877	438	221	238	897	0.23	0.12	0.13	0.48
Multifamily ^(b)	5,496	365	155	189	709	0.07	0.03	0.03	0.13
Market-rate	4,772	232	108	136	476	0.05	0.02	0.03	0.10
Income-restricted	687	133	47	53	233	0.19	0.07	0.08	0.34
Students per 2+ bedroom income-restricted unit						0.38	0.13	0.15	0.66





Indentation signifies the nesting of variables (e.g., detached units are a subset of all single-family housing). Units built in 2025 are excluded, because they may not have been completed and occupied by October 2025.

- (a) Attached homes, townhomes, or detached homes on lots smaller than 2,750 square feet.
- (b) Excludes senior housing.





Residential Development


-  Elementary School Attendance Area
-  Middle School Attendance Area
-  High School Attendance Area

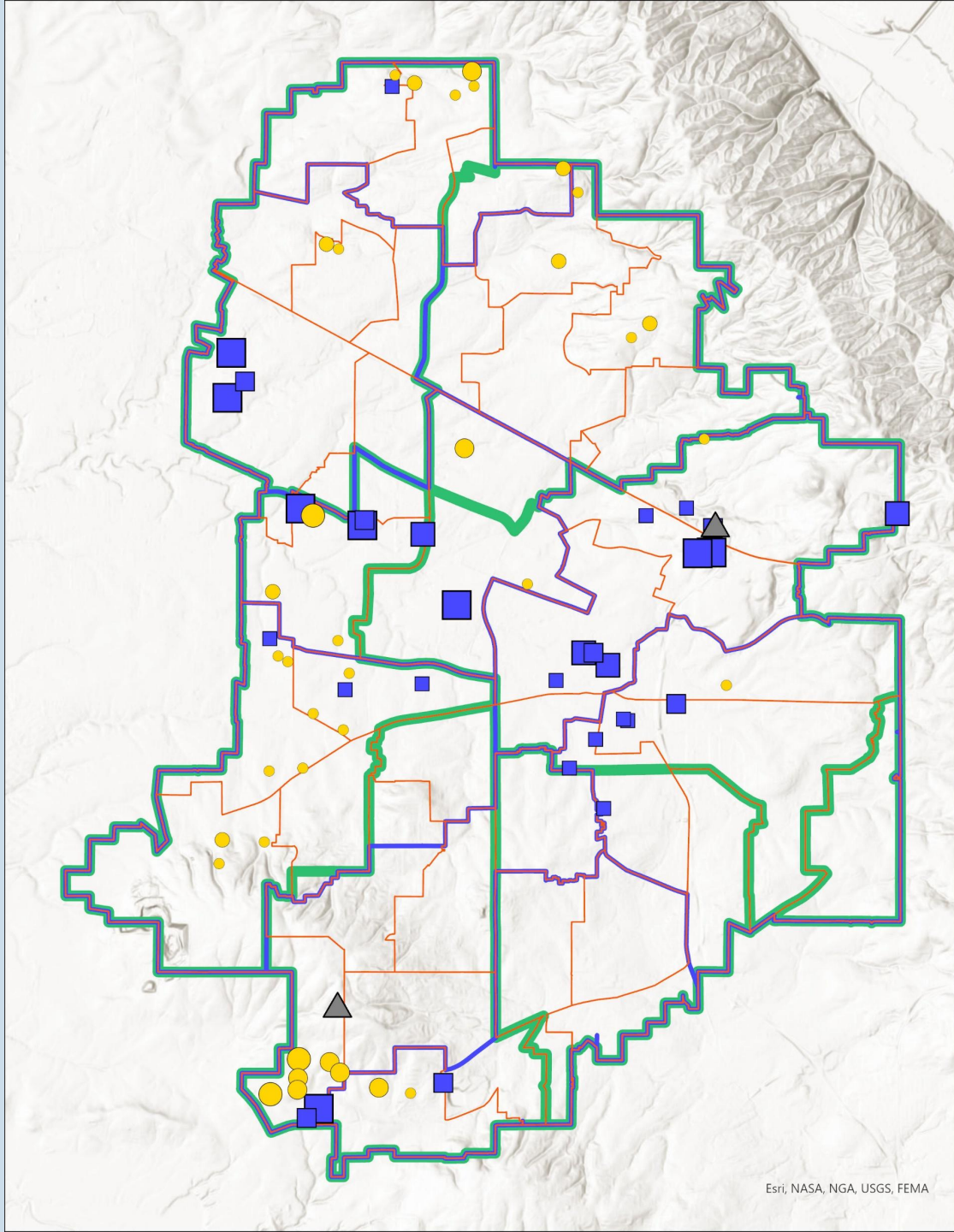
Multifamily Units

-  10-55
-  56-155
-  156-255
-  256-594

Single-family Units

-  10-25
-  26-65
-  66-105
-  106-454

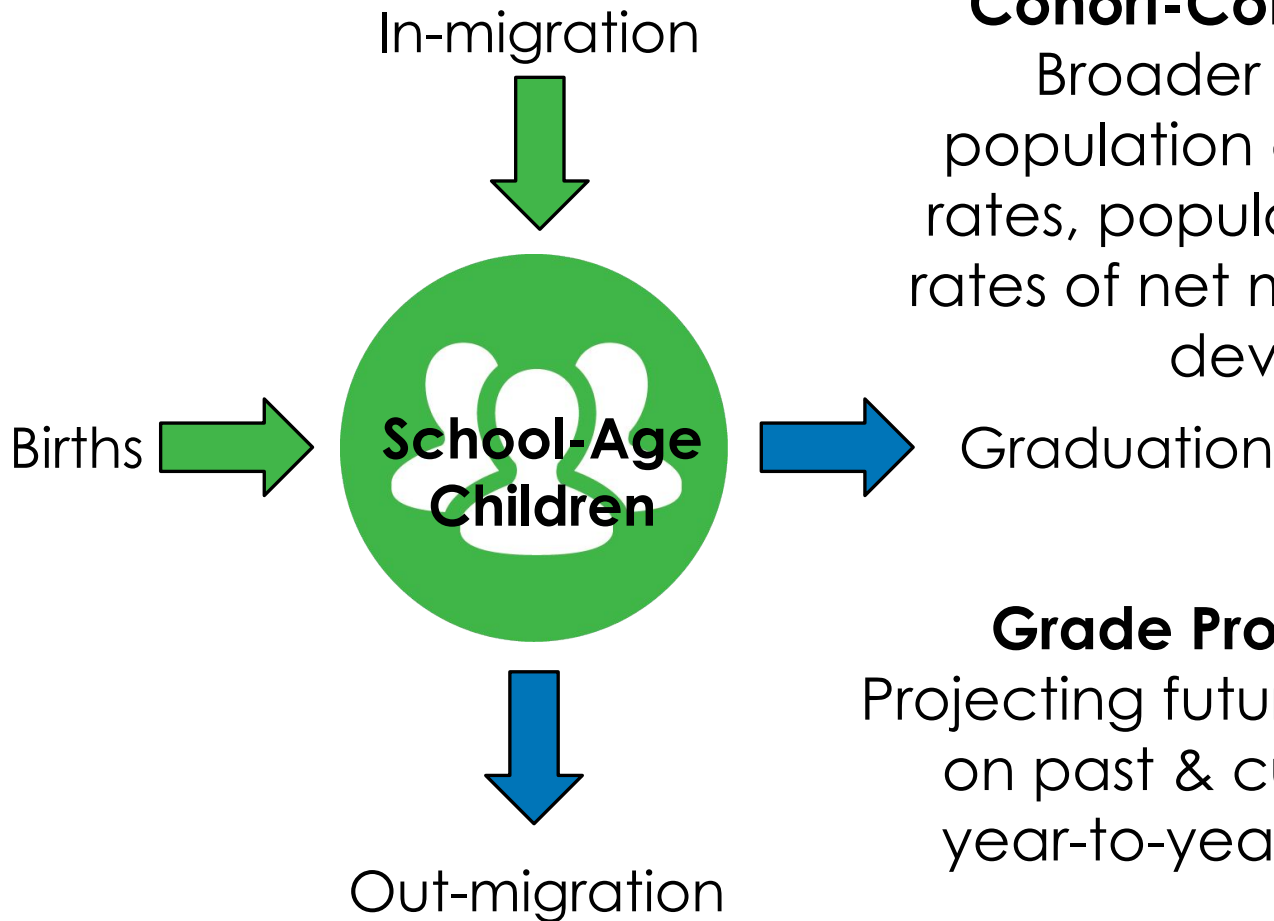
 Planned Developments





Enrollment Forecasts

Methodology / Models



Cohort-Component Method:

Broader components of population change (e.g., birth rates, population age structure, rates of net migration, residential development)

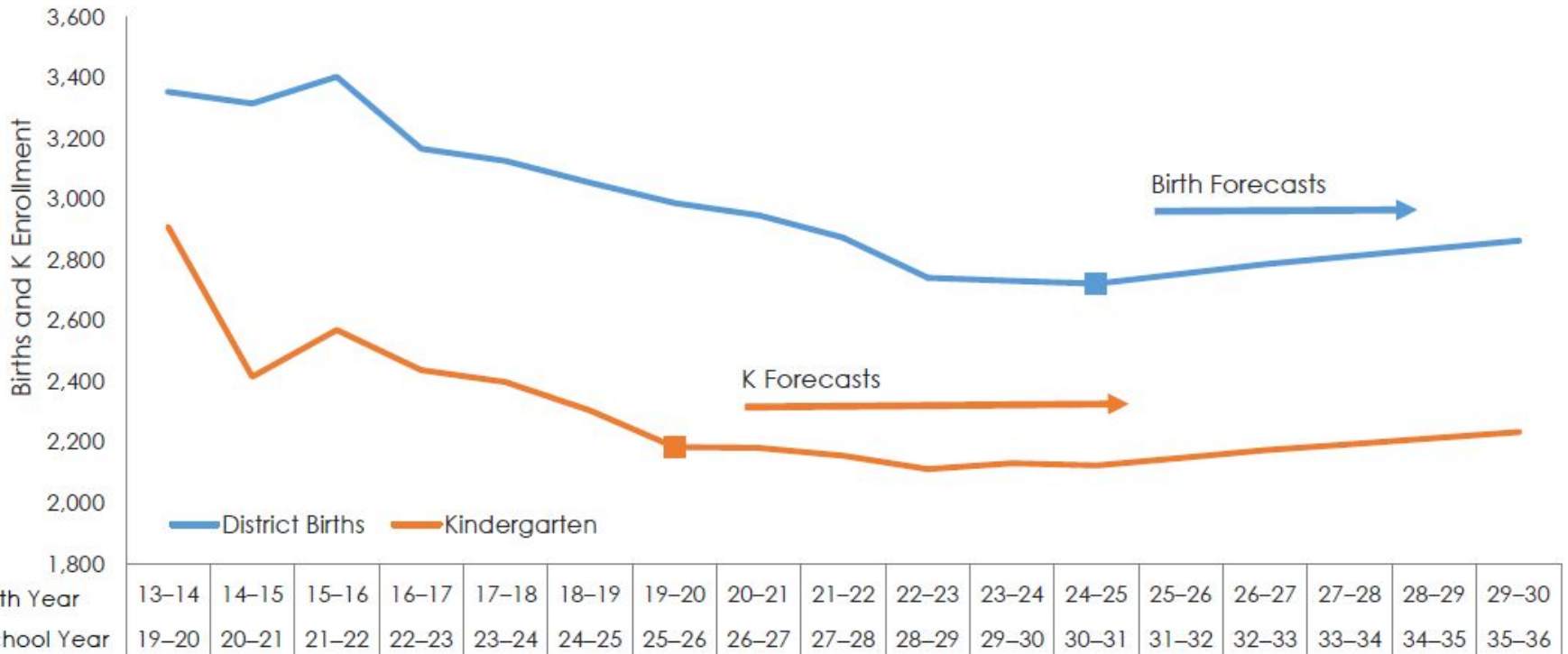
Grade Progression Ratios:

Projecting future enrollment based on past & current trends (i.e., year-to-year cohort change)

Birth and Kindergarten Enrollment – Middle Scenario

Birth Year	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Forecasts				
Births	3,353	3,315	3,403	3,166	3,126	3,054	2,987	2,947	2,873	2,741	2,731	2,722	2,753	2,786	2,812	2,838	2,863

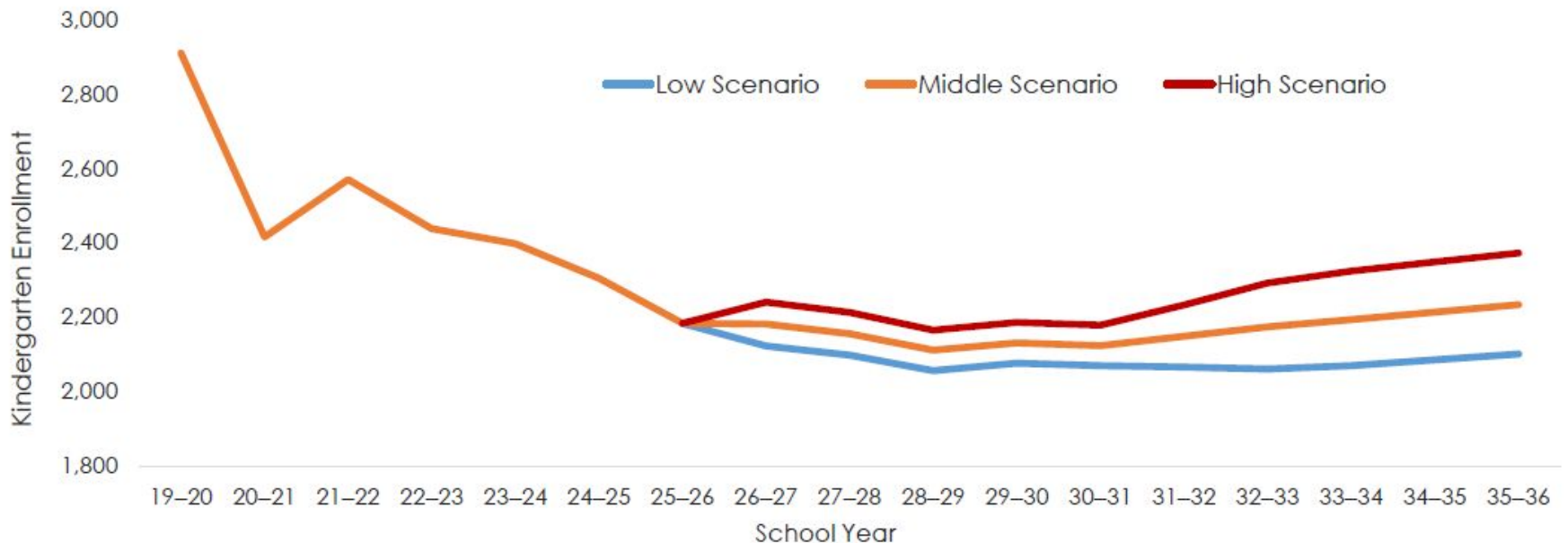
School Year	19-20	20-21	21-22	22-23	23-24	24-25	25-26	Forecasts									
Kindergarten	2,909	2,415	2,569	2,437	2,397	2,304	2,183	2,181	2,155	2,111	2,130	2,123	2,148	2,173	2,193	2,213	2,233
Ratio to Births	0.87	0.73	0.75	0.77	0.77	0.75	0.73	0.74	0.75	0.77	0.78	0.78	0.78	0.78	0.78	0.78	0.78



Oregon Health Authority September 2013 to August 2025 births to mothers residing within the district boundary and FLO September 2025 to August 2030 birth forecasts. Beaverton School District October 2019-20 to 2025-26 enrollment and FLO October 2026-27 to 2035-36 enrollment forecasts (middle scenario).

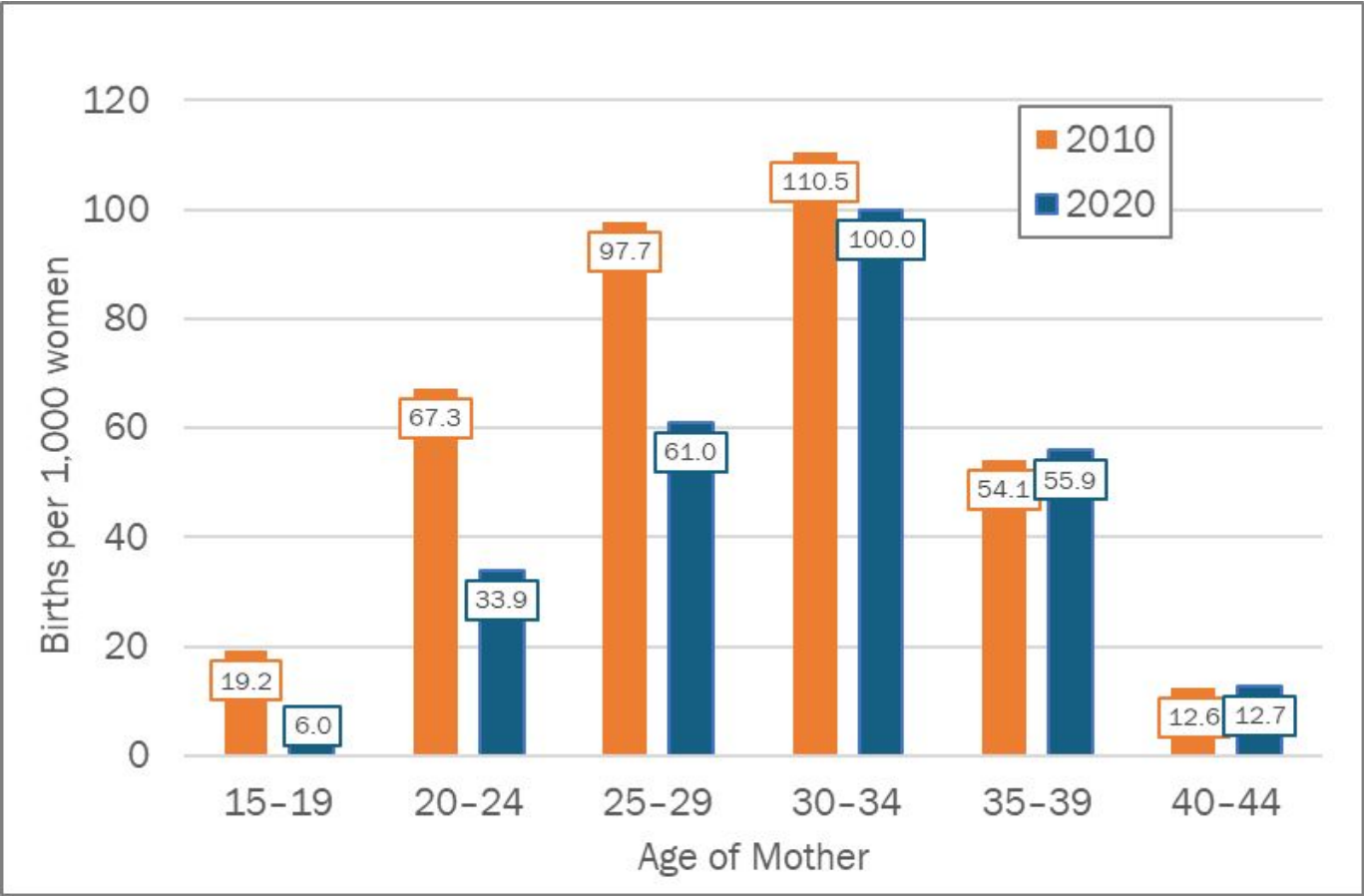
Kindergarten Enrollment and Ratio to Births

Scenario	K Enrollment							Forecasts									
	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36
Low							2,183	2,122	2,097	2,056	2,076	2,069	2,065	2,060	2,069	2,085	2,100
Ratio to Births							0.73	0.72	0.73	0.75	0.76	0.76	0.76	0.76	0.76	0.76	0.76
Middle	2,909	2,415	2,569	2,437	2,397	2,304	2,183	2,181	2,155	2,111	2,130	2,123	2,148	2,173	2,193	2,213	2,233
Ratio to Births	0.87	0.73	0.75	0.77	0.77	0.75	0.73	0.74	0.75	0.77	0.78	0.78	0.78	0.78	0.78	0.78	0.78
High							2,183	2,240	2,212	2,165	2,185	2,178	2,232	2,291	2,323	2,348	2,372
Ratio to Births							0.73	0.76	0.77	0.79	0.80	0.80	0.80	0.80	0.80	0.80	0.80



Oregon Health Authority September 2013 to August 2025 births to mothers residing within the district boundary and FLO September 2025 to August 2030 birth forecasts. Beaverton School District October 2019-20 to 2025-26 enrollment and FLO October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).

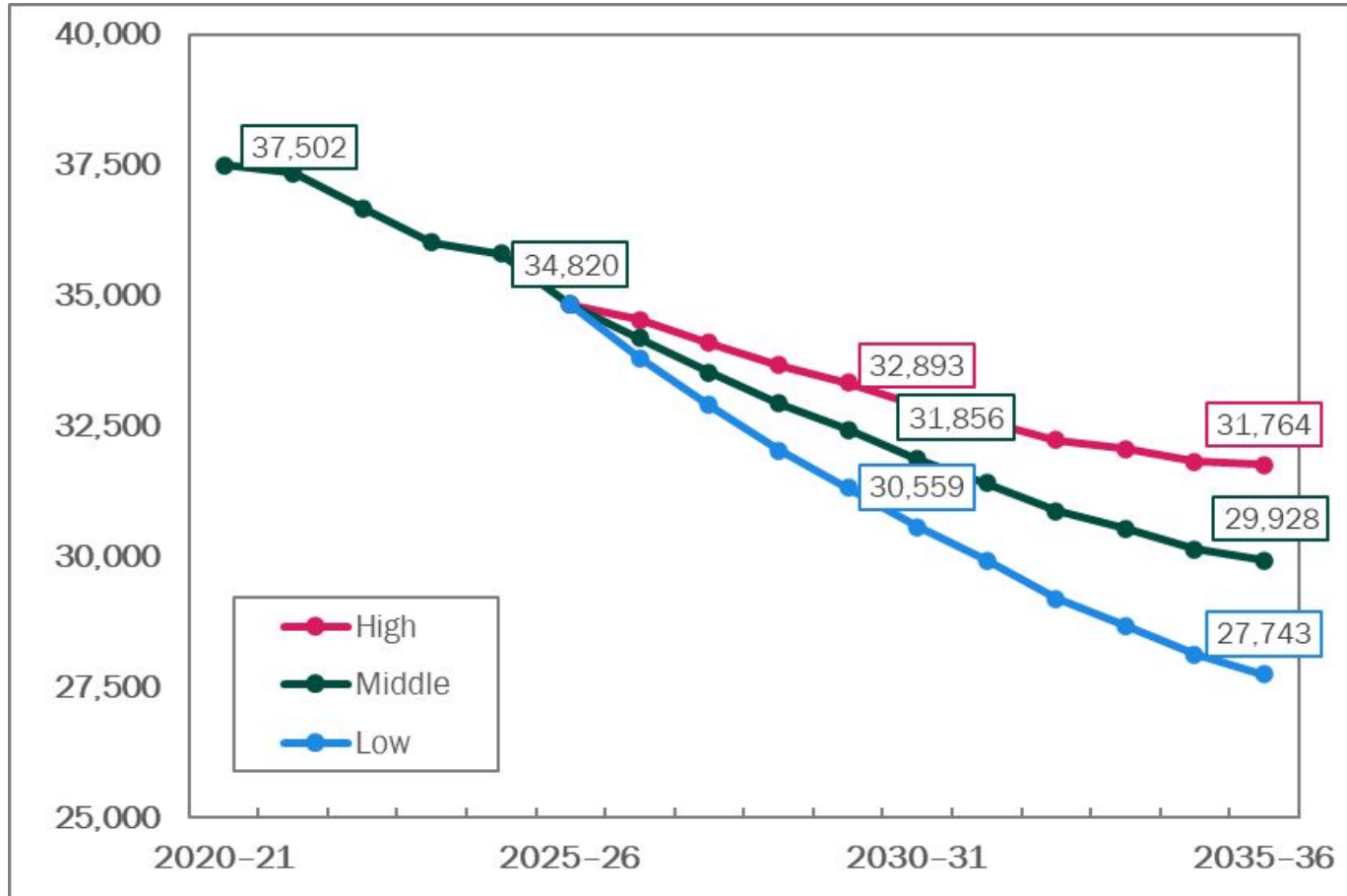
Age-Specific Birth Rates, BSD Residents



Birth rates calculated by FLO Analytics using 2009–2011 and 2019–2021 births to BSD residents by age of mother provided by special request from Oregon Health Authority, and 2010 and 2020 Census counts.

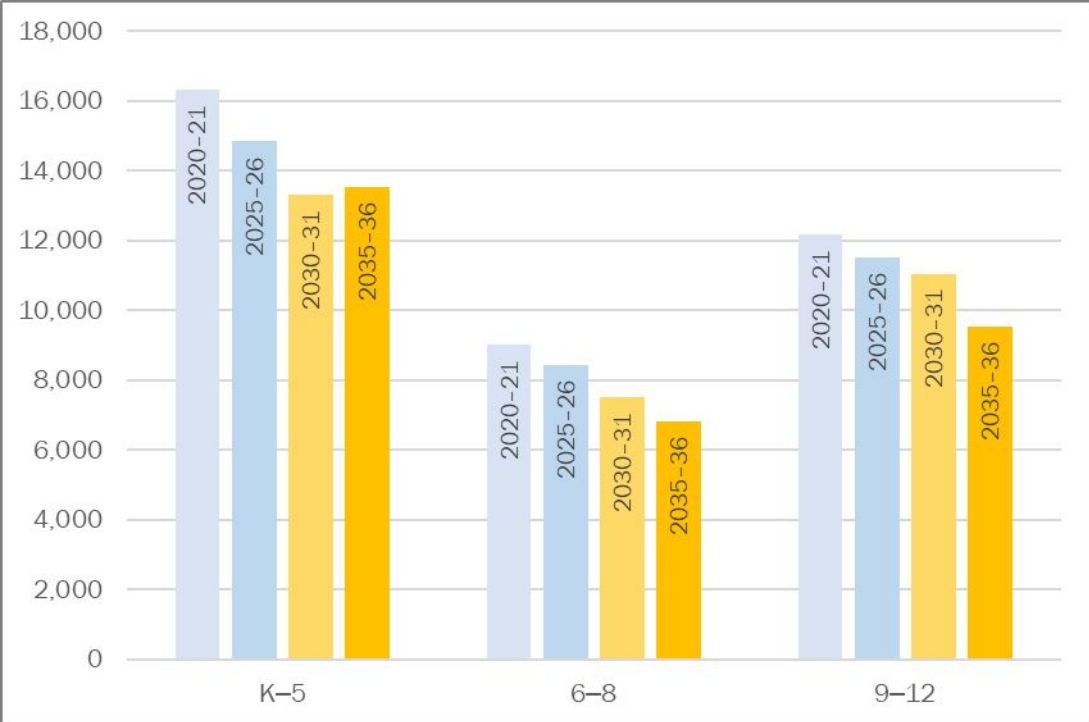
District-wide K-12 Enrollment Forecasts

Low, Middle, and High Scenarios



District-wide Enrollment Forecasts by Grade Group

Middle Scenario



Grade Group	Actual 2020-21	Actual 2025-26	Forecast 2030-31	Forecast 2035-36
K-5	16,317	14,843	13,300	13,546
6-8	9,019	8,446	7,504	6,838
9-12	12,166	11,531	11,052	9,544
Total	37,502	34,820	31,856	29,928

QUESTIONS?



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

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

BACKGROUND

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

- 2026 summer internships
- Construction projects underway
- Seismic upgrades update

RECOMMENDATION

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

Belong. Believe. Achieve.

Bond Program Update

School Board Meeting
March 10, 2026

Agenda

- 2026 Summer Internships
- Construction Projects Underway
- Seismic Upgrades Update

2026 Summer Internships

Just like the last 3 summers, we will be offering internship opportunities for BSD high school juniors and seniors.

Stats since inception:

2023: 8 applicants with 3 hired by BSD

2024: 31 applicants with 4 hired by BSD
and 4 hired by partners

2025: 50+ applicants with 6 hired by BSD
and 12 hired by partners

2026: Will be a bit smaller, hoping for
12-15 positions.

Schedule

- 2/10 & 2/12 Partner info sessions
- 3/9–3/19 Classroom visits
- 4/16–4/22 Review & rank applications
- 5/6 & 5/7 Interviews
- 5/11 Offers extended
- 6/15 Internship starts
- 8/20 Internship ends

Construction Projects Underway

Projects Underway:

- Beaverton High School Replacement
- Raleigh Hills Elementary Replacement
- Oak Hills Classroom Addition



Upcoming Projects:

- Allen Transportation – Starts in March!
- Beaver Acres Cafeteria
- Capital Center Field
- Cedar Park Seismic
- Sunset HVAC
- Westview SB/BB

Beaverton HS Replacement

Schedule Status: On Track
Scheduled Completion: 8/2026 – Building
8/2027 – Site
Budget Status: On Track
Project Budget: \$253,630,000



Raleigh Hills ES Replacement

Schedule Status: **COMPLETE**
Scheduled Completion: 8/2026
Budget Status: On Track
Project Budget: \$66,983,222

Work on site is now (mostly) complete!

We will be working with the school to create some opportunities for families and the broader community to check out the school between now and when it opens in the fall.



Raleigh Hills ES Replacement



Oak Hills Classroom Addition

Classroom Addition, Covered Play/Outdoor Learning, and Modernization

- The project is now complete and the school has moved into the new space!
- We are working on fixing some drainage issues onsite.

Schedule Status: **COMPLETE**
Scheduled Completion: 1/2026
Budget Status: On Track
Project Budget: \$4,733,717



Seismic Upgrades Update



At the outset of the 2022 capital construction bond, the school board established some clear goals for the program. One of these is related to seismic upgrades:

“Facility design and renovation will ensure that our school environments are comfortable, safe, secure and seismically sound.”

Additionally we have ORS 455.400 that says:

“Subject to available funding, all seismic rehabilitations or other actions to reduce seismic risk must be completed before January 1, 2032.”

In this report, we will review the following:

- Background of Seismic Upgrades
- 2022 Bond Projects
- Looking Ahead

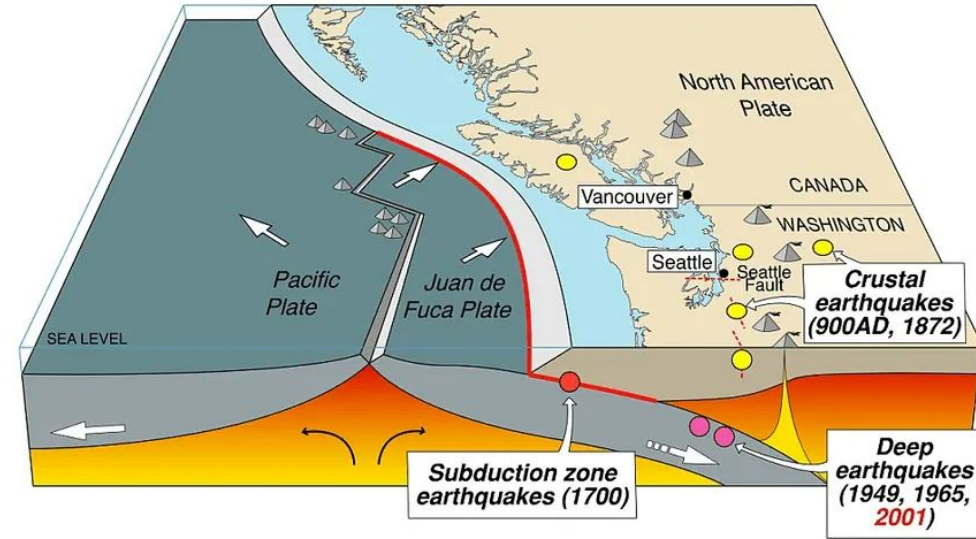
Seismic Upgrades – Background

Why?

Beaverton is located in a seismically active part of the world. We are in the Cascades which is part of the “ring of fire” surrounding the Pacific Plate.

Additionally, we have the Cascadia subduction zone earthquake, which is “overdue.”

Current structural codes reflect these hazards, but this wasn't the case until about 20 years ago.



Source	Affected area	Max. Size	Recurrence
● Subduction Zone	W.WA, OR, CA	M 9	500-600 yr ¹¹⁰
● Deep Juan de Fuca plate	W.WA, OR,	M 7+	30-50 yr
● Crustal faults	WA, OR, CA	M 7+	Hundreds of yr?

Seismic Upgrades – Background

BSD Seismic Upgrade Targets

New Buildings:

Immediate Occupancy

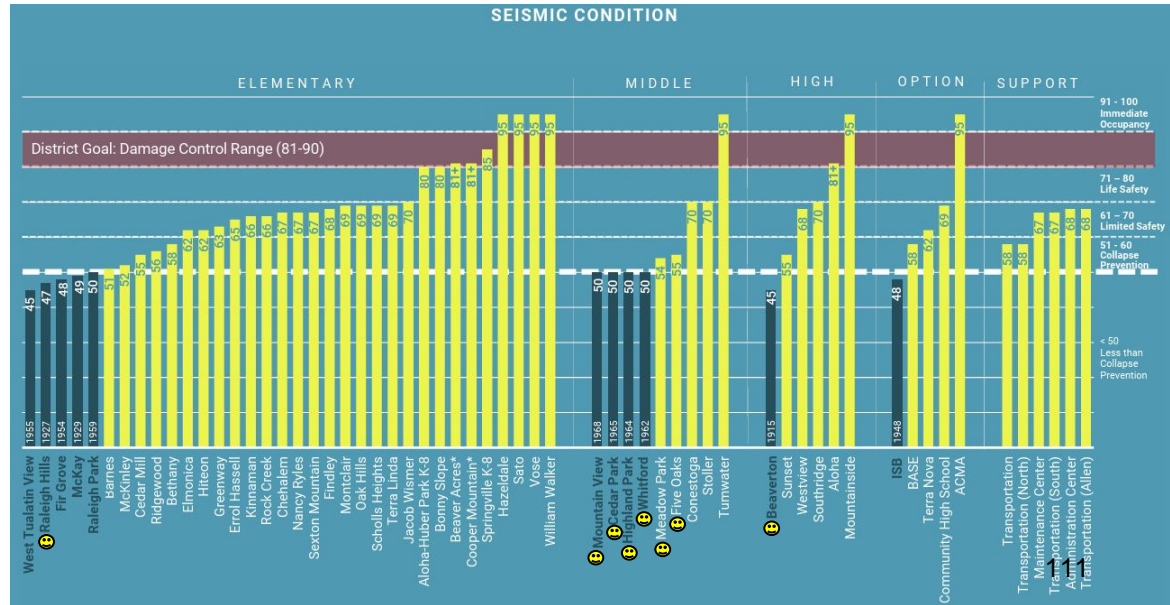
Remodeled Buildings:

Life Safety/Damage Control

Existing Buildings:

Collapse Prevention

<https://www.beaverton.k12.or.us/departments/facilities-development/2014-bond-construction-projects/seismic-projects>



Seismic Upgrades – Background

What is involved in seismic upgrades?

- Larger footings
- Footing to wall connections
- Sheer walls
- Roof to wall connections
- Roof diaphragms
- Non-structural upgrades

During an earthquake, the ground (and buildings) will move. We want all of the building parts to move together.



Seismic Upgrades – 2022 Bond Projects

Major Seismic Projects in 2022 Bond:

- | | |
|-----------------------------|--------------------|
| ● BHS Replacement | Almost done |
| ● Raleigh Hills Replacement | Done |
| ● Five Oaks MS | Done |
| ● Mountain View MS | Done |
| ● Meadow Park MS | Halfway done |
| ● Cedar Park MS | Starts this summer |
| ● Whitford MS | Summer 2027-28 |
| ● Highland Park MS | Summer 2027-28 |

We are making good progress on the seismic projects included in the 2022 bond.

- They are difficult projects with significant risk.
- The planned budgets for these projects have been strained.
- We have been able to address many unrelated systems in the course of these upgrades.
- There is great efficiency in doing these along with roof replacements.

Seismic Upgrades – Looking Ahead

We are making great progress towards this goal. However, the work will not be complete in this bond. We have a number of schools to address, and there are a few different approaches to how we will deal with them:

1. Replacement: The seismic condition of a building is strongly correlated with its age and condition. Often a replacement makes sense.
2. Major renovation: When a building is not a good candidate for replacement, but has major seismic deficiencies throughout, this is a good approach.
3. Incremental improvements: We would look to do targeted incremental improvements in a building that is not a good candidate for either replacement or renovation.

Seismic Upgrades – Looking Ahead

Some challenges:

- Funding from the state has been difficult to come by. The demand for funding via the Seismic Resiliency Grant Program far exceeds the need.
- The summers are very short for putting this much work in place.
- Because of the nature of the upgrades, there are a lot of unknown conditions that affect the complexity of the work.

In order to complete the seismic improvements we have planned, we will need another future bond measure.

We are working to get more detailed cost information and specifics for what this might look like.

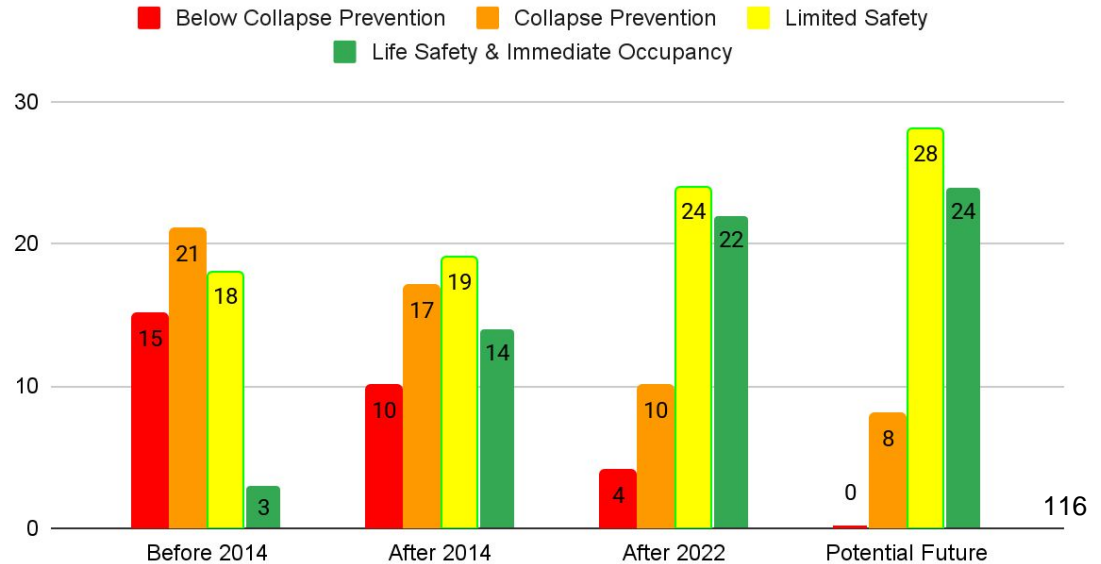
Bond planning will be undertaken with the board next school year.

Seismic Upgrades – Looking Ahead

Since the beginning of the 2014 bond, we have completed the following:

- 6 Schools Replaced
- 10 Schools with Major Upgrades
- 13 Schools with Minor Upgrades

Before 2014, After 2014, After 2022 and Future Bonds



Questions?

ITEM FOR INFORMATION
MONTHLY FINANCIAL UPDATE

SUMMARY

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

BACKGROUND

Attached is the financial report for February 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 February 20, 2026
- Investment monthly board report as of February 23, 2026
- Investment portfolio – allocation by asset category, main fund, asset class
- Portfolio holdings by asset class

NOTES

- Overall reductions in expenditures of \$5.9 million in the estimate based on current spending trends

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 February 2026
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 158.0	\$ 158.0	\$ 163.4	\$ -	\$ 163.4	\$ 163.4
State School Fund:						
State School Fund	363.6	363.6	264.9	-	264.9	353.3
Property Taxes	180.0	180.0	177.7	-	177.7	184.5
Common School Fund	5.4	5.4	2.8	-	2.8	5.4
County School Fund	1.0	1.0	0.3	-	0.3	1.0
Local Option Levy	44.0	44.0	41.3	-	41.3	43.0
Investment Earnings	10.0	10.0	5.7	-	5.7	10.0
NWRESD Appointment	13.4	13.4	1.9	-	1.9	13.4
Other	11.5	11.5	6.7	-	6.7	10.8
Total	\$ 786.9	\$ 786.9	\$ 664.7	\$ -	\$ 664.7	\$ 784.8
EXPENDITURES:						
Salaries	\$ 353.9	\$ 353.9	\$ 207.9	\$ -	\$ 207.9	\$ 353.2
Benefits	224.2	224.2	127.2	-	127.2	219.5
Purchased services	40.9	40.9	23.3	5.5	28.8	36.9
Supplies & materials	22.7	22.7	14.4	1.4	15.8	19.7
Capital outlay	0.5	0.5	0.1	0.1	0.2	0.5
Other	3.1	3.1	1.9	0.1	2.0	3.1
Transfers out	2.9	2.9	2.9	-	2.9	2.9
Contingency	138.7	138.7	-	-	-	138.7
Total	\$ 786.9	\$ 786.9	\$ 377.7	\$ 7.1	\$ 384.8	\$ 774.5

Projected Surplus / (Deficit) from Operations	\$ (14.4)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 149.0
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2026 *	
	19.0%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 148.0	18.8%
Local Option Levy Fund		1.0	0.2%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 398.2	\$ 398.2	\$ 228.5	\$ 2.9	\$ 231.4	\$ 396.5
Support Services	245.1	245.1	145.1	4.2	149.3	234.4
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
Total	\$ 786.9	\$ 786.9	\$ 377.7	\$ 7.1	\$ 384.8	\$ 774.5

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

	YTD Actuals	Current Encumb.	Actuals & Encumb.	2025-26 Budget	Year-End Forecast	Variance
REVENUES:						
State School Fund	\$ 445.7	\$ -	\$ 445.7	\$ 550.0	\$ 544.2	\$ (5.8)
Local Option Levy	41.3	-	41.3	44.0	43.0	(1.0)
Investment Earnings	5.7	-	5.7	10.0	10.0	-
NWRESD Appointment	1.9	-	1.9	13.4	13.4	-
Other	6.7	-	6.7	11.5	10.8	(0.7)
Total Revenues	\$ 501.3	\$ -	\$ 501.3	\$ 628.9	\$ 621.4	\$ (7.5)
EXPENDITURES:						
Salaries	\$ 207.9	\$ -	\$ 207.9	\$ 353.9	\$ 353.2	\$ (0.7)
Benefits	127.2	-	127.2	224.2	219.5	(4.7)
Purchased services	23.3	5.5	28.8	40.9	36.9	(4.0)
Supplies & materials	14.4	1.4	15.8	22.7	19.7	(3.0)
Capital outlay	0.1	0.1	0.2	0.5	0.5	-
Other	1.9	0.1	2.0	3.1	3.1	-
Transfers out	2.9	-	2.9	2.9	2.9	-
Total Expenditures	\$ 377.7	\$ 7.1	\$ 384.8	\$ 648.2	\$ 635.8	\$ (12.4)
Surplus / (Deficit) from Operations				\$ (19.3)	\$ (14.4)	\$ 4.9

	2025-26 Budget	Year-End Forecast
Projected Ending Fund Balance		
Beginning Fund Balance	\$ 158.0	\$ 163.4
Surplus / (Deficit) from Operations	(19.3)	(14.4)
Contingency	138.7	-
Projected Ending Fund Balance	\$ -	\$ 149.0
Projected Ending Fund Balance as Percentage of Total Resources		19.0%

	YTD Actuals	Current Encumb.	Actuals & Encumb.	Final Budget	Year-End Forecast	Variance
APPROPRIATIONS:						
Instruction	\$ 228.5	\$ 2.9	\$ 231.4	\$ 398.2	\$ 396.5	\$ (1.7)
Support Services	145.1	4.2	149.3	245.1	234.4	(10.7)
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	-
Total	\$ 377.7	\$ 7.1	\$ 384.8	\$ 786.9	\$ 774.5	\$ (12.4)

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

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body / Special Purpose Fund	\$ 13,619,000	\$ 10,711,075	\$ 3,239,916	\$ 868,037	\$ 4,107,953	30.16%	\$ 6,603,122
Equipment Replacement Fund	10,727,012	12,151,858	5,775,936	1,608,431	7,384,367	68.84%	4,767,491
Scholarship Fund	550,000	587,124	72,450	19,000	91,450	16.63%	495,674
Grant Fund	122,059,101	33,052,744	51,517,750	10,119,278	61,637,028	50.50%	(28,584,284)
Long-Term Planning Fund	40,650,000	38,206,614	-	-	-	0.00%	38,206,614
Nutrition Services Fund	27,996,407	17,727,854	11,727,502	6,044,288	17,771,790	63.48%	(43,936)
Debt Service Fund	121,012,843	115,374,517	19,681,728	-	19,681,728	16.26%	95,692,789
Capital Projects Fund	517,340,000	485,570,106	152,743,127	133,490,099	286,233,226	55.33%	199,336,880
Insurance Reserve Fund	13,502,493	14,207,862	4,589,126	880,990	5,470,116	40.51%	8,737,746
Workers' Compensation Fund	6,427,860	5,526,186	2,087,817	88,207	2,176,024	33.85%	3,350,162
Total	\$ 873,884,716	\$ 733,115,940	\$ 251,435,352	\$ 153,118,330	\$ 404,553,682		\$ 328,562,258

2025-26 Classroom Teacher Staffing By School As of 2/20/26

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	2/20/26 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	911	870	(41)	30.0	8.0	2.0	40.0	31.0	7.0	2.0	40.0
Barnes	418	386	(32)	13.0	4.0	1.0	18.0	12.0	4.0	1.0	17.0
Beaver Acres	734	679	(55)	22.0	7.0	3.0	32.0	23.0	6.0	3.0	32.0
Bethany	398	396	(2)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Bonny Slope	591	592	1	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Cedar Mill	345	360	15	9.0	3.0	2.0	14.0	10.0	3.0	2.0	15.0
Chehalem	374	357	(17)	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	419	(11)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Errol Hassell	315	292	(23)	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	337	(3)	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
FLEX (K-5)	58	73	15	3.0	-	-	3.0	3.0			3.0
Greenway	264	246	(18)	7.0	3.0	2.0	12.0	7.0	3.0	2.0	12.0
Hazeldale	517	514	(3)	15.0	4.0	3.0	22.0	15.0	4.0	3.0	22.0
Hiteon	469	476	7	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	582	541	(41)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Kinnaman	437	422	(15)	13.0	4.0	1.0	18.0	13.0	4.0	1.0	18.0
McKay	225	246	21	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
McKinley	658	639	(19)	21.0	6.0	2.0	29.0	21.0	6.0	2.0	29.0
Montclair	265	256	(9)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	450	435	(15)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	18.0
Oak Hills	474	447	(27)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Raleigh Hills	254	250	(4)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Raleigh Park	307	276	(31)	9.0	3.0	1.0	13.0	9.0	3.0	1.0	13.0
Ridgewood	317	336	19	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Rock Creek	396	387	(9)	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Sato	831	849	18	24.0	6.0	4.0	34.0	24.0	6.0	4.0	34.0
Scholls Heights	598	618	20	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Sexton Mountain	396	424	28	10.0	3.0	2.0	15.0	11.0	3.0	2.0	16.0
Springville	712	704	(8)	19.0	6.0	3.0	28.0	20.0	5.0	3.0	28.0
Terra Linda	258	286	28	10.0	2.0		12.0	10.0	2.0		12.0
Vose	630	580	(50)	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	490	(8)	15.0	5.0	2.0	22.0	13.0	4.0	1.5	18.5
Elementary School Total	15,650	15,315	(335)	462.0	134.0	62.0	658.0	464.0	130.0	61.5	655.5
Average Elementary School Staffing Ratio				33.9	26.3	23.8		33.0	25.8	23.4	

2025-26 Classroom Teacher Staffing By School

As of 2/20/26

School	Budgeted Enrollment	2/20/26 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	634	625	(9)	22.2	5.8	0.6	28.6	23.1	4.8	0.6	28.5
Conestoga	828	800	(28)	28.8	7.8	0.8	37.4	29.8	6.8	0.8	37.4
Five Oaks	793	731	(62)	28.4	7.4	0.8	36.6	29.3	6.4	0.8	36.5
Highland Park	605	633	28	20.2	5.4	0.6	26.2	21.4	4.4	0.6	26.4
Meadow Park	700	669	(31)	26.4	7.0	0.6	34.0	25.6	6.0	0.6	32.2
Mountain View	797	767	(30)	30.0	8.0	0.6	38.6	28.7	7.0	0.6	36.3
Stoller	1,127	1,112	(15)	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	749	(34)	28.0	7.2	0.8	36.0	28.2	6.2	0.8	35.2
Middle School Total	7,243	7,039	(204)	250.6	66.4	6.6	323.6	254.2	57.4	6.6	318.2
Average Middle School Staffing Ratio				28.9	22.8	22.4		27.7	22.6	22.1	
Aloha	1,545	1,476	(69)	59.0	13.6	1.4	74.0	55.9	12.6	1.4	69.9
Beaverton	1,330	1,290	(40)	52.0	11.2	1.2	64.4	52.8	10.2	1.2	64.2
Mountainside	1,691	1,702	11	53.2	12.6	1.4	67.2	54.9	11.6	1.4	67.9
Southridge	1,342	1,282	(60)	47.0	11.2	1.2	59.4	48.5	10.2	1.2	59.9
Sunset	1,775	1,694	(81)	55.2	13.2	1.4	69.8	56.1	12.2	1.4	69.7
Westview	2,360	2,309	(51)	77.2	18.6	2.0	97.8	77.6	17.6	2.0	97.2
High School Total	10,043	9,753	(290)	343.6	80.4	8.6	432.6	345.8	74.4	8.6	428.8
Average High School Staffing Ratio				29.2	23.7	23.2		28.2	23.2	22.7	
Arts & Communication Magnet Academy (6-12)	693	681	(12)	24.8	6.2	0.4	31.4	24.1	6.2	0.4	30.7
Beaverton Academy of Science and Engineering (6-12)	847	837	(10)	30.6	7.4	0.4	38.4	29.8	7.4	0.4	37.6
Community School (9-12)	137	158	21	7.0	1.4	0.2	8.6	6.5	1.4	0.2	8.1
FLEX Online School (6-12)	349	395	46	18.8	2.2	1.0	22.0	19.3	2.2	1.0	22.5
International School of Beaverton (6-12)	885	859	(26)	31.2	7.4	0.6	39.2	32.8	6.4	0.6	39.8
Options Schools Total	2,911	2,930	19	112.4	24.6	2.6	139.6	112.5	23.6	2.6	138.7
Average Options Staffing Ratio				25.9	21.2	20.9		26.0	21.5	21.1	
Address Extreme Class Size K-12	-	-	-	20.0	-	-	20.0	-	-	-	-
District Total	35,847	35,037	(810)	1,188.6	305.4	79.8	1,573.8	1,176.4	285.4	79.3	1,541.1

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 229-255 in the 2025-26 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations. Secondary AVID, CTE, Dual Language & Specialized Program Elective teachers not allocated by the classroom teacher ratio are included.

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



BEAVERTON SCHOOL DISTRICT | OREGON
Monthly Board Report
02/23/2026

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%	100,000,000.00	99,115,835.50	99,174,870.82	13.38	4.03	83
LGIP Limit \$ 63,387,000	49,992,390.67	49,992,390.67	49,992,390.67	6.75	4.00	1
US Agency 100%	177,500,000.00	175,341,511.11	175,517,705.34	23.68	3.58	116
US Treasury 100%	427,000,000.00	416,838,995.00	416,466,108.40	56.19	3.84	243
Total / Average	754,492,390.67	741,288,732.28	741,151,075.23	100.00	3.81	175

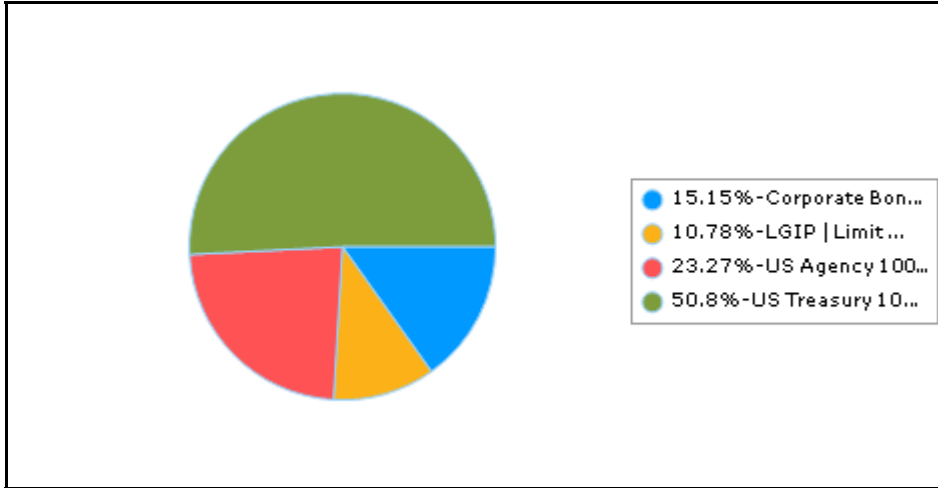
Beaverton School District Distribution by Asset Category - Market Value

Begin Date: 1/31/2026, End Date: 2/23/2026

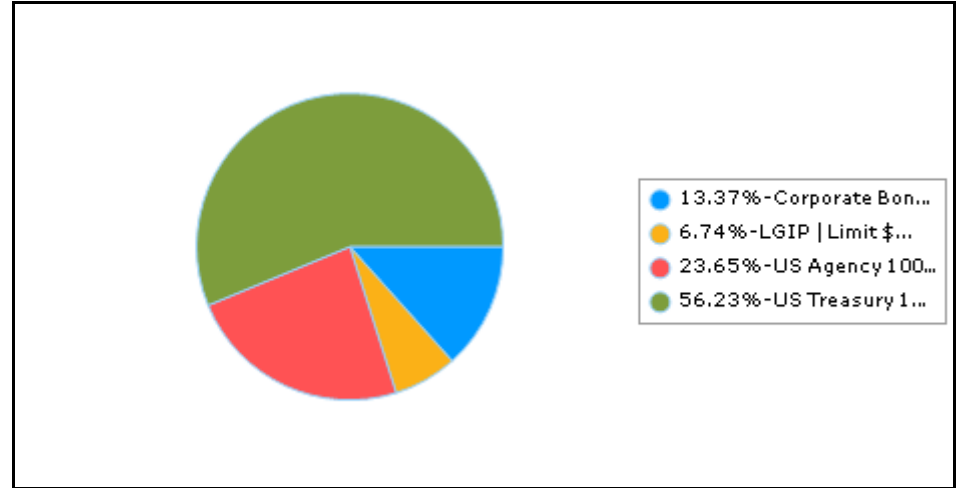
Asset Category Allocation

Asset Category	Market Value 1/31/2026	% of Portfolio 1/31/2026	Market Value 2/23/2026	% of Portfolio 2/23/2026
Corporate Bonds 35%	118,885,581.60	15.15	99,115,835.50	13.37
LGIP Limit \$ 63,387,000	84,592,924.19	10.78	49,992,390.67	6.74
US Agency 100%	182,636,150.00	23.27	175,341,511.11	23.65
US Treasury 100%	398,746,400.00	50.80	416,838,995.00	56.23
Total / Average	784,861,055.79	100.00	741,288,732.28	100.00

Portfolio Holdings as of 1/31/2026



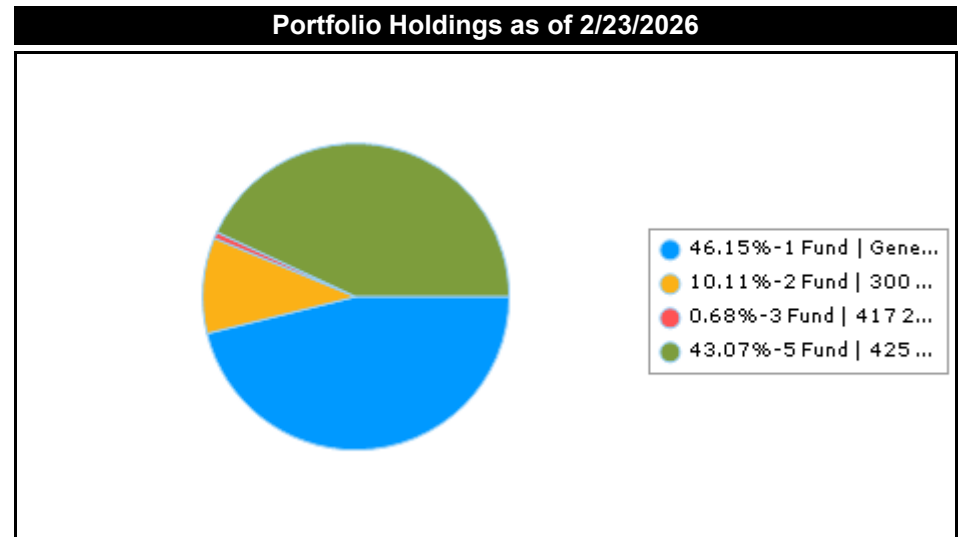
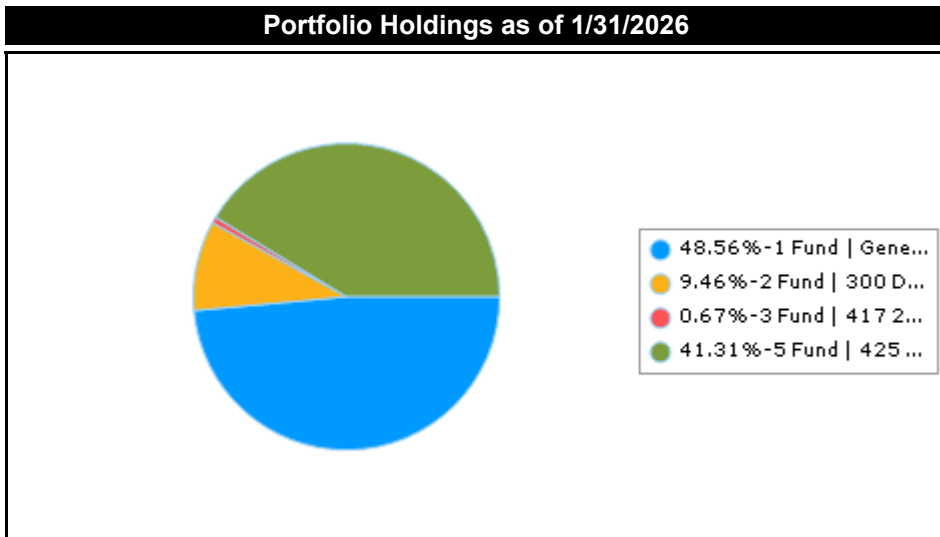
Portfolio Holdings as of 2/23/2026



Beaverton School District Distribution by Main Fund - Market Value

Begin Date: 1/31/2026, End Date: 2/23/2026

Main Fund Allocation				
Main Fund	Market Value 1/31/2026	% of Portfolio 1/31/2026	Market Value 2/23/2026	% of Portfolio 2/23/2026
1 Fund General Fund	381,123,719.84	48.56	342,082,089.92	46.15
2 Fund 300 Debt Service	74,261,864.78	9.46	74,923,353.19	10.11
3 Fund 417 2017 Bond Tax	5,225,287.68	0.67	5,029,816.63	0.68
5 Fund 425 2025 Bond Issue	324,250,183.49	41.31	319,253,472.54	43.07
Total / Average	784,861,055.79	100.00	741,288,732.28	100.00

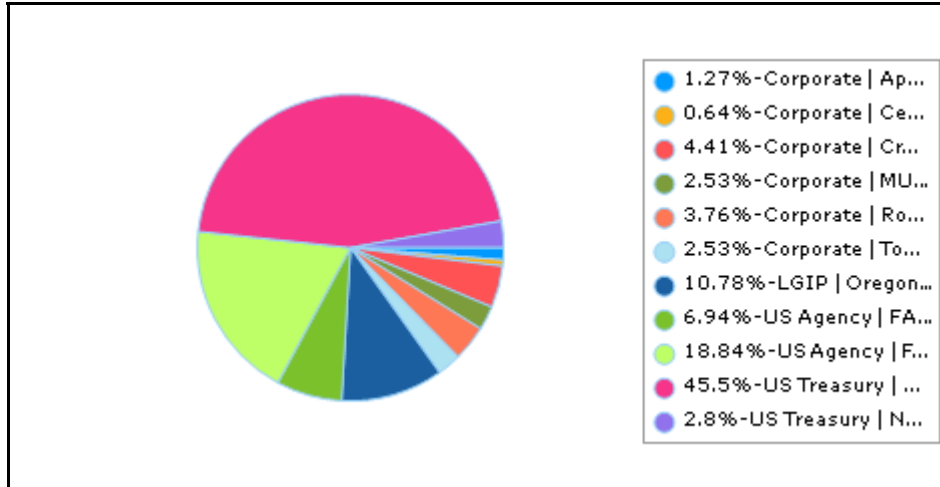


Beaverton School District Distribution by Asset Class - Market Value

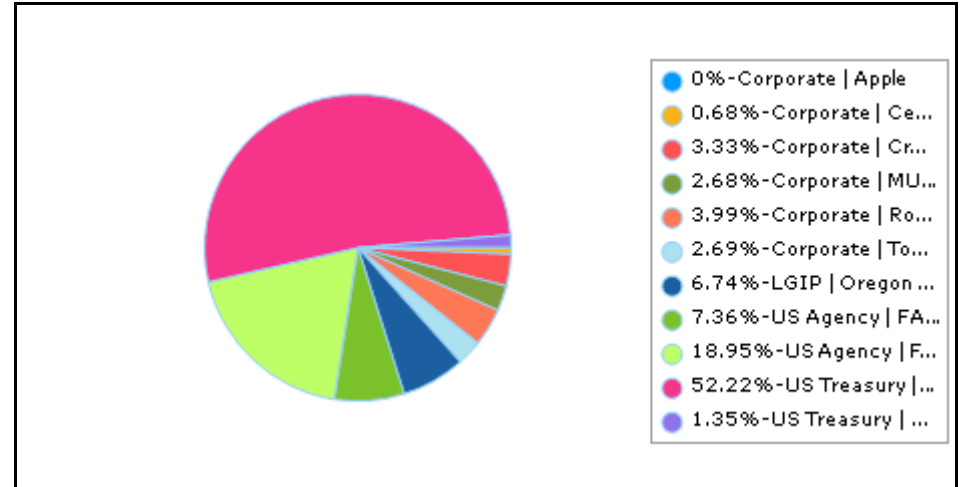
Begin Date: 1/31/2026, End Date: 2/23/2026

Asset Class Allocation				
Asset Class	Market Value 1/31/2026	% of Portfolio 1/31/2026	Market Value 2/23/2026	% of Portfolio 2/23/2026
Corporate Apple	9,996,500.00	1.27	0.00	0.00
Corporate Century Housing Corp	5,005,200.00	0.64	5,004,800.00	0.68
Corporate Credit Agricole	34,644,883.30	4.41	24,716,110.95	3.33
Corporate MUFG Bank LTD	19,845,101.35	2.53	19,890,937.45	2.68
Corporate Royal Bank Canada	29,509,919.30	3.76	29,575,472.00	3.99
Corporate Toyota	19,883,977.65	2.53	19,928,515.10	2.69
LGIP Oregon State	84,592,924.19	10.78	49,992,390.67	6.74
US Agency FAMC	54,439,350.00	6.94	54,551,550.00	7.36
US Agency FHLB	147,869,800.00	18.84	140,501,561.11	18.95
US Treasury Bill - Slug	357,081,100.00	45.50	387,126,595.00	52.22
US Treasury Note	21,992,300.00	2.80	10,000,800.00	1.35
Total / Average	784,861,055.79	100.00	741,288,732.28	100.00

Portfolio Holdings as of 1/31/2026



Portfolio Holdings as of 2/23/2026





Beaverton School District Portfolio Holdings by Asset Class

Date: 2/23/2026

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
Corporate Century Housing Corp								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.10	5,004,800.00	0.67%	S&P-AA	76
15654VBP2	5,000,000.00	4.60	5,000,000.00	4.14	8,305.56	4,800.00	Moodys-Aa	0.21
			5,000,000.00		5,004,800.00	0.67%		76
Sub Total Corporate Century Housing Corp	5,000,000.00	4.60	5,000,000.00	4.14	8,305.56	4,800.00		0.21
Corporate Credit Agricole								
Credit Agricole CIB NY 0 3/2/2026		7/29/2025	9,747,400.00	99.92	9,991,844.40	1.35%	Moodys-P1	2
22533UC27	10,000,000.00	4.32	9,997,661.11	14.69	0.00	-5,816.71	S&P-A+	0.01
Credit Agricole CIB NY 0 8/17/2026		12/11/2025	14,623,387.50	98.16	14,724,266.55	1.99%	S&P-AA	170
22533UHH9	15,000,000.00	3.72	14,742,875.00	3.97	0.00	-18,608.45	Moodys-P1	0.47
			24,370,787.50		24,716,110.95	3.34%		102
Sub Total Corporate Credit Agricole	25,000,000.00	3.96	24,740,536.11	8.30	0.00	-24,425.16		0.28
Corporate MUFG Bank LTD								
MUFGBK 0 4/13/2026		8/27/2025	14,613,562.50	99.48	14,922,708.30	2.01%	S&P-A+	44
62479MDD2	15,000,000.00	4.16	14,925,750.00	4.24	0.00	-3,041.70	Moodys-A1	0.12
MUFGBK 0 4/24/2026		7/29/2025	4,842,336.11	99.36	4,968,229.15	0.67%	Moodys-P1	55
62479MDQ3	5,000,000.00	4.36	4,967,763.89	4.19	0.00	465.26	S&P-A	0.15
			19,455,898.61		19,890,937.45	2.68%		47
Sub Total Corporate MUFG Bank LTD	20,000,000.00	4.21	19,893,513.89	4.23	0.00	-2,576.44		0.13
Corporate Royal Bank Canada								
Royal Bank of Canada 0 6/3/2026		12/4/2025	19,625,933.33	98.95	19,789,583.20	2.67%	S&P-AA+	95
78009BF31	20,000,000.00	3.79	19,803,666.66	4.03	0.00	-14,083.46	Moodys-Aa1	0.26
Royal Bank of Canada 0 9/15/2026		12/22/2025	9,734,483.33	97.86	9,785,888.80	1.32%	S&P-AA+	199
78009BJF0	10,000,000.00	3.68	9,802,105.55	3.96	0.00	-16,216.75	Moodys-Aa1	0.55
			29,360,416.66		29,575,472.00	3.99%		129
Sub Total Corporate Royal Bank Canada	30,000,000.00	3.75	29,605,772.21	4.01	0.00	-30,300.21		0.36
Corporate Toyota								

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Beaverton School District Portfolio Holdings by Asset Class

Date: 2/23/2026

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
Toyota Motor Credit Corp 0 3/19/2026		6/26/2025	4,846,680.56	99.75	4,987,256.90	0.67%	Moodys-Aa	19
89233HCK8	5,000,000.00	4.28	4,989,048.61	4.84	0.00	-1,791.71	S&P-AA+	0.05
Toyota Motor Credit Corp 0 4/1/2026		8/27/2025	14,633,812.50	99.61	14,941,258.20	2.02%	S&P-A+	32
89233HD19	15,000,000.00	4.15	14,946,000.00	4.42	0.00	-4,741.80	Moodys-A1	0.09
Sub Total Corporate Toyota	20,000,000.00	4.18	19,480,493.06	4.53	19,928,515.10	2.69%		29
LGIP Oregon State								
Oregon State 417 2017 Bond Tax LGIP		6/30/2024	5,029,816.63	100.00	5,029,816.63	0.68%	NR	1
LGIP4972	5,029,816.63	4.00	5,029,816.63	4.00	0.00	0.00	NR	0
Oregon State Debt Service LGIP		6/30/2024	2,028,328.19	100.00	2,028,328.19	0.27%	NR	1
LGIP5173	2,028,328.19	4.00	2,028,328.19	4.00	0.00	0.00	NR	0
Oregon State Fund 425 Bond Issue LGIP		5/29/2025	7,146,116.43	100.00	7,146,116.43	0.96%	None	1
LGIP6795	7,146,116.43	4.00	7,146,116.43	4.00	0.00	0.00	None	0
Oregon State General Fund LGIP		6/30/2024	35,788,129.42	100.00	35,788,129.42	4.83%	NR	1
LGIP4010	35,788,129.42	4.00	35,788,129.42	4.00	0.00	0.00	NR	0
Sub Total LGIP Oregon State	49,992,390.67	4.00	49,992,390.67	4.00	49,992,390.67	6.74%		1
US Agency FAMC								
FAMC 0 5/11/2026		11/21/2025	24,562,406.25	99.20	24,800,250.00	3.35%	Moodys-Aa1	72
31315LWR5	25,000,000.00	3.75	24,815,750.00	4.03	0.00	-15,500.00	S&P-AA+	0.2
FAMC 0 5/14/2026		12/4/2025	29,517,000.00	99.17	29,751,300.00	4.02%	Moodys-Aa1	75
31315LWU8	30,000,000.00	3.66	29,775,000.00	4.01	0.00	-23,700.00	S&P-AA+	0.21
Sub Total US Agency FAMC	55,000,000.00	3.70	54,590,750.00	4.02	54,551,550.00	7.37%		74
US Agency FHLB								
FHLB 0 5/15/2026		12/11/2025	20,691,679.17	99.16	20,823,810.00	2.81%	Moodys-Aa1	76
313385WV4	21,000,000.00	3.46	20,848,823.34	4.01	0.00	-25,013.34	S&P-AA+	0.21

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Beaverton School District Portfolio Holdings by Asset Class

Date: 2/23/2026

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
FHLB 0 5/15/2026		12/22/2025	2,957,820.00	99.16	2,974,830.00	0.4%	Moodys-Aa1	76
313385WV4	3,000,000.00	3.57	2,977,738.33	4.01	0.00	-2,908.33	S&P-AA+	0.21
FHLB 0 5/8/2026		8/27/2025	973,153.61	99.23	992,310.00	0.13%	S&P-AA+	69
313385WN2	1,000,000.00	3.91	992,707.08	4.04	0.00	-397.08	Moodys-Aa1	0.19
FHLB 0 5/8/2026		2/24/2026	4,965,223.61	99.23	4,961,550.00	0.67%	S&P-AA+	69
313385WN2	5,000,000.00	3.45	4,967,129.17	4.04	0.00	-5,579.17	Moodys-Aa1	0.19
FHLB 0 5/8/2026		2/24/2026	2,481,699.31	99.23	2,480,775.00	0.33%	S&P-AA+	69
313385WN2	2,500,000.00	3.64	2,482,702.09	4.04	0.00	-1,927.09	Moodys-Aa1	0.19
FHLB 0 6/16/2026		12/4/2025	29,425,275.00	98.85	29,653,500.00	4%	S&P-AA+	108
313385YD2	30,000,000.00	3.62	29,680,050.00	3.90	0.00	-26,550.00	Moodys-Aa1	0.3
FHLB 0 7/16/2026		12/4/2025	19,561,955.56	98.56	19,711,600.00	2.66%	S&P-AA+	138
313385ZK5	20,000,000.00	3.60	19,730,133.34	3.82	0.00	-18,533.34	Moodys-Aa1	0.38
FHLB 0 8/24/2026		2/24/2026	4,916,036.11	98.32	4,916,036.11	0.66%	S&P-AA+	177
313385D29	5,000,000.00	3.40	4,917,891.67	3.47	0.00	-1,855.56	Moodys-Aa1	0.48
FHLB 0 8/7/2026		12/4/2025	24,403,663.19	98.36	24,589,250.00	3.32%	Moodys-Aa1	160
313385A97	25,000,000.00	3.58	24,612,138.66	3.76	0.00	-22,888.66	S&P-AA+	0.44
FHLB 0 9/15/2026		12/11/2025	29,228,550.00	97.99	29,397,900.00	3.97%	S&P-AA+	199
313385F84	30,000,000.00	3.42	29,447,775.00	3.71	0.00	-49,875.00	Moodys-Aa1	0.55
Sub Total US Agency FHLB	142,500,000.00	3.53	139,605,055.56	3.83	140,501,561.11	18.95%		135
US Treasury Bill - Slug						-155,527.57		0.37
T-Bill 0 10/1/2026		2/24/2026	29,381,325.00	97.94	29,381,325.00	3.97%	Moodys-Aa1	215
912797SA6	30,000,000.00	3.51	29,392,625.00	3.58	0.00	-11,300.00	S&P-AA+	0.59
T-Bill 0 3/19/2026		5/27/2025	4,838,844.44	99.76	4,988,050.00	0.67%	Moodys-Aa1	19
912797PV3	5,000,000.00	4.11	4,989,655.56	4.60	0.00	-1,605.56	S&P-AA+	0.05



Beaverton School District Portfolio Holdings by Asset Class

Date: 2/23/2026

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
T-Bill 0 3/19/2026 912797PV3	15,000,000.00	7/29/2025 4.15	14,612,637.50 14,968,412.50	99.76 4.60	14,964,150.00 0.00	2.02% -4,262.50	Moody's-Aa1 S&P-AA+	19 0.05
T-Bill 0 4/16/2026 912797QD2	5,000,000.00	10/28/2025 3.71	4,915,000.00 4,976,500.00	99.48 4.08	4,973,850.00 0.00	0.67% -2,650.00	S&P-AA+ Moody's-Aa1	47 0.13
T-Bill 0 5/14/2026 912797QN0	1,000,000.00	7/29/2025 4.08	968,691.67 991,875.00	99.20 3.93	992,000.00 0.00	0.13% 125.00	Moody's-Aa1 S&P-AA+	75 0.21
T-Bill 0 5/14/2026 912797QN0	10,000,000.00	10/28/2025 3.62	9,807,500.00 9,927,083.33	99.20 3.93	9,920,000.00 0.00	1.34% -7,083.33	Moody's-Aa1 S&P-AA+	75 0.21
T-Bill 0 5/14/2026 912797QN0	15,000,000.00	12/4/2025 3.67	14,761,183.33 14,888,750.00	99.20 3.93	14,880,000.00 0.00	2.01% -8,750.00	Moody's-Aa1 S&P-AA+	75 0.21
T-Bill 0 6/11/2026 912797QX8	5,000,000.00	10/28/2025 3.46	4,895,161.11 4,952,219.44	98.92 3.86	4,946,150.00 0.00	0.67% -6,069.44	Moody's-Aa1 S&P-AA+	103 0.28
T-Bill 0 7/9/2026 912797RF6	15,000,000.00	12/4/2025 3.52	14,692,583.33 14,814,416.66	98.66 3.80	14,798,250.00 0.00	2% -16,166.66	S&P-AA+ Moody's-Aa1	131 0.36
T-SLGS 0 10/15/2026 912821NH4	10,000,000.00	5/29/2025 3.95	9,474,600.00 9,761,276.59	97.73 3.70	9,772,800.00 0.00	1.32% 11,523.41	Moody's-Aa1 S&P-AA+	229 0.63
T-SLGS 0 11/15/2026 9128205Y9	10,000,000.00	5/29/2025 3.93	9,446,900.00 9,731,203.74	97.49 3.61	9,748,900.00 0.00	1.31% 17,696.26	Moody's-Aa1 S&P-AA+	260 0.71
T-SLGS 0 11/15/2027 912833QB9	20,000,000.00	5/29/2025 3.84	18,212,200.00 18,758,472.22	94.11 3.58	18,822,200.00 0.00	2.53% 63,727.78	Moody's-Aa1 S&P-AA+	625 1.71
T-SLGS 0 12/15/2026 912821NT8	20,000,000.00	5/29/2025 3.92	18,834,400.00 19,401,727.43	97.23 3.57	19,446,400.00 0.00	2.62% 44,672.57	Moody's-Aa1 S&P-AA+	290 0.79
T-SLGS 0 2/15/2027 9128206P7	25,000,000.00	5/29/2025 3.89	23,401,250.00 24,102,456.14	96.67 3.54	24,168,000.00 0.00	3.25% 65,543.86	Moody's-Aa1 S&P-AA+	352 0.96



Beaverton School District Portfolio Holdings by Asset Class

Date: 2/23/2026

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
T-SLGS 0 2/15/2028		5/29/2025	13,524,450.00	93.28	13,992,150.00	1.88%	Moodys-Aa1	717
912833RY8	15,000,000.00	3.85	13,933,498.64	3.57	0.00	58,651.36	S&P-AA+	1.96
T-SLGS 0 3/15/2026		5/29/2025	14,528,700.00	99.80	14,969,550.00	2.02%	Moodys-Aa1	15
912821KW4	15,000,000.00	4.05	14,975,622.41	4.91	0.00	-6,072.41	S&P-AA+	0.04
T-SLGS 0 4/15/2026		5/29/2025	14,481,300.00	99.50	14,924,850.00	2.01%	Moodys-Aa1	46
912821LA1	15,000,000.00	4.04	14,925,669.16	3.98	0.00	-819.16	S&P-AA+	0.13
T-SLGS 0 5/15/2026		5/29/2025	15,399,040.00	99.18	15,869,120.00	2.14%	Moodys-Aa1	76
9128202R7	16,000,000.00	4.02	15,869,877.61	3.93	0.00	-757.61	S&P-AA+	0.21
T-SLGS 0 5/15/2027		5/29/2025	23,206,750.00	95.80	23,950,750.00	3.22%	Moodys-Aa1	441
912833PD6	25,000,000.00	3.83	23,895,498.26	3.58	0.00	55,251.74	S&P-AA+	1.21
T-SLGS 0 5/15/2028		5/29/2025	8,937,100.00	92.48	9,247,700.00	1.24%	Moodys-Aa1	807
912833WQ9	10,000,000.00	3.83	9,207,245.56	3.57	0.00	40,454.44	S&P-AA+	2.21
T-SLGS 0 6/15/2026		5/29/2025	23,982,250.00	98.90	24,724,250.00	3.33%	Moodys-Aa1	107
912821LL7	25,000,000.00	4.01	24,714,923.43	3.79	0.00	9,326.57	S&P-AA+	0.29
T-SLGS 0 7/15/2026		5/29/2025	23,908,500.00	98.61	24,651,500.00	3.32%	Moodys-Aa1	137
912821LQ6	25,000,000.00	3.99	24,637,049.76	3.74	0.00	14,450.24	S&P-AA+	0.38
T-SLGS 0 8/15/2026		5/29/2025	19,066,800.00	98.30	19,659,800.00	2.65%	Moodys-Aa1	168
912821LV5	20,000,000.00	3.97	19,646,100.23	3.73	0.00	13,699.77	S&P-AA+	0.46
T-SLGS 0 8/15/2027		5/29/2025	22,989,500.00	94.90	23,724,250.00	3.19%	Moodys-Aa1	533
912833PE4	25,000,000.00	3.82	23,673,766.71	3.61	0.00	50,483.29	S&P-AA+	1.46
T-SLGS 0 9/15/2026		5/29/2025	14,258,400.00	98.05	14,707,950.00	1.98%	Moodys-Aa1	199
912821ND3	15,000,000.00	3.95	14,688,653.16	3.67	0.00	19,296.84	S&P-AA+	0.55
T-SLGS 0 9/15/2026		2/24/2026	4,906,950.00	98.05	4,902,650.00	0.66%	Moodys-Aa1	199
912821ND3	5,000,000.00	3.43	4,908,783.50	3.67	0.00	-6,133.50	S&P-AA+	0.55
Sub Total US Treasury Bill - Slug	397,000,000.00	3.86	377,432,016.38	3.79	387,126,595.00	52.15%		253
			386,733,362.04		0.00	393,232.96		1.52



Beaverton School District Portfolio Holdings by Asset Class

Date: 2/23/2026

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
US Treasury Note								
T-Note 3.75 4/15/2026		10/28/2025	10,009,600.00	100.01	10,000,800.00	1.35%	S&P-AA+	46
91282CGV7	10,000,000.00	3.54	10,002,613.02	3.64	140,109.89	-1,813.02	Moodys-Aa1	0.13
			10,009,600.00		10,000,800.00	1.35%		46
Sub Total US Treasury Note	10,000,000.00	3.54	10,002,613.02	3.64	140,109.89	-1,813.02		0.13
			728,786,064.69		741,288,732.28	100.00%		175
TOTAL PORTFOLIO	754,492,390.67	3.81	741,151,075.23	4.02	148,415.45	137,657.05		0.48

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

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

RECOMMENDATION

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

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

DRAFT MEETING MINUTES – BOARD WORK SESSION FEBRUARY 3, 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:**

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

Interim Superintendent
Associate Superintendent for Teaching & Learning
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Executive Administrator for Long-Range Planning
Executive Assistant & Board Secretary

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 6:03 p.m. She noted that all seven board members were present.

II. LONG-RANGE FACILITY PLANNING

Associate Superintendent Casey Waletich presented an update on the district's long-range facility planning (LRFP) process, which is designed to guide future decisions about Beaverton's schools and infrastructure. He highlighted the extensive public engagement that has anchored this process, including numerous community listening sessions and the work of the Long-Range Facility Planning Committee from February 2024 through January 2026.

The final recommendations from the committee included undertaking an annual enrollment trend report and school utilization study, a review of attendance boundaries and feeder patterns, evaluation of facility investments related to school condition and age, and a review of the educational specifications for school facilities. Board members asked questions and provided feedback on the recommendations.

III. CLOSE MEETING

Chair Sunita Garg adjourned the work session at 7:02 p.m.

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DRAFT MEETING MINUTES – BOARD BUSINESS MEETING FEBRUARY 3, 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
Jordyn Sargent

Student Representatives Absent:

Chermia Clouser

Staff Present:

Michael Schofield
Dr. Shelly Reggiani
Casey Waletich
Kerry Delf
Steve Langford
Steffanie Frost
Stafford Boyd
Craig Beaver
Sarah Weiland

Interim Superintendent
Associate Superintendent for Teaching & Learning
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Administrator for Curriculum, Instruction & Assessment
Administrator for Transportation
Executive Assistant & 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 7:04 p.m. She noted that all seven board members were present and three 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. Cello Solo Performance**

BASE student Andrew Shin performed Waltzing Matilda Variations by Richard Narroway on the cello.

B. Distinguished Latinx Educator Award**Belong. Believe. Achieve.**

Use the following links to access board meeting information:

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

Administrator for Curriculum, Instruction & Assessment Veronica Galvan was recognized for having been awarded 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.

III. SUPERINTENDENT’S REPORT

Interim Superintendent Michael Schofield shared that the budget listening and learning video is now live and currently in use. Mr. Schofield reminded board members that community members may reach out to them directly regarding budget concerns and encouraged them to direct those constituents to the survey so feedback can be collected and centralized for district leadership and the board to review. Mr. Schofield also expressed his appreciation for BEA and OSEA’s contributions to budget-related communication and messaging.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

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

B. Comments by Community Members

The board heard public comment from eight speakers. The board also received 44 written comments.

V. ITEMS FOR INFORMATION

A. Program Spotlight: Career Technical Education

Administrator for Curriculum, Instruction & Assessment Stafford Boyd shared with the board an overview of BSD’s 33 existing career technical education programs and efforts to expand and increase student access and success through these programs. He explained that this program is 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.

B. Department Report: Transportation

Administrator for Transportation Craig Beaver presented a report on the transportation department. The department’s primary responsibility is to ensure that students arrive at school safely, on time and ready to learn. The department consists of about 320 employees—including 275 drivers, 30 staff members, and 15 repair technicians—and 312 school buses—to include 95 electric buses by the end of the school year—to transport approximately 25,000 students to and from school daily.

C. Monthly Financial Report

Interim Superintendent / 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, January 13, 2026
- ii. School Board Work Session, January 13, 2026
- iii. School Board Business Meeting, January 13, 2026
- iv. School Board Retreat, January 27, 2026
- v. School Board Executive Session, January 29, 2026

C. Transportation Supplemental Plan

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. Approve NWRES D Service Plan

Dr. Karen Pérez moved to approve the resolution to authorize the Northwest Regional Education Service District's Local Service Plan and approve agreements for services as recommended. Justice Rajee seconded. The motion passed unanimously 7:0.

B. Budget Committee Member Selection

Dr. Karen Pérez moved to approve appointing the two budget committee members as presented. Justice Rajee seconded. The motion passed unanimously 7:0.

C. Reaffirm Board Resolution in Support of Immigrant Students & Families

Dr. Karen Pérez moved to approve the board resolution in support of immigrant students and families as submitted. Justice Rajee seconded.

The board discussed the merits of the resolution, emphasizing that while this statement is a vital declaration of their values, board members had a shared commitment to ensuring that these words are backed by sustained, measurable action rather than serving as a standalone gesture.

The motion passed 6:1 with Dr. Tammy Carpenter opposing.

D. Board Policy Revisions

i. KG Facilities Use

ii. CBC Superintendent Contract

iii. EH Records and Data Management

Dr. Karen Pérez moved to approve the revisions to policies CBC, EH and KG as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Long-Range Facility Planning

Associate Superintendent for Operations & Support Services Casey Waletich provided a brief recap of the information presented in the earlier work session regarding the district's long-range facility planning process and the recommendations brought forward by the Long-Range Facility Planning Committee, a body composed of community members from across the district, after extensive public engagement and committee work.

The final recommendations from the committee included undertaking an annual enrollment trend report and school utilization study, a review of attendance boundaries and feeder patterns, evaluation of facility investments related to school condition and age, and a review of the educational specifications for school facilities.

Board members asked questions and provided feedback on the recommendations. It was clarified that no action would be taken in the current meeting, and in a future meeting board members would vote on whether to adopt the recommendations. Some board members indicated a need for more time to ask questions and digest information. (Following the board meeting an additional work session was scheduled and board members were invited to ask questions and meet with staff to gain deeper understanding.)

B. Board Policy Revisions

i. JGA Corporal Punishment

ii. GCBDE Military Leave of Absence

Chief of Staff Kerry Delf presented proposed revisions to board policies JGA and GCBDE. Changes were generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices, and integrated and recommended by staff.

IX. BOARD AND STUDENT REPRESENTATIVE COMMUNICATION

Board members shared reflections on recent student-centered events and testimony, expressing appreciation for student voice, community engagement, staff presentations, and union and association partners. Several members emphasized the emotional and practical impact of current budget pressures, encouraged continued participation through formal feedback channels such as surveys and testimony, and reaffirmed the board's commitment to centering students—particularly those whose voices may be less often heard—in decision-making. Comments also highlighted the value of arts, extracurriculars, nutrition supports, transportation considerations, and the contributions of classified staff. Board members acknowledged broader social and civic contexts, including legislative advocacy, equity, Black History Month, and community solidarity, and underscored the importance of perseverance, collaboration, and shared leadership during challenging times. Appreciation was expressed for student representatives, interim leadership support, and the board's collective work on the superintendent search, with a shared commitment to moving forward thoughtfully and transparently in service of students and the community.

X. CLOSE MEETING

Chair Sunita Garg adjourned the meeting at 9:42 p.m.

DRAFT MEETING MINUTES – BOARD WORK SESSION FEBRUARY 24, 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:**

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

Interim Superintendent
Associate Superintendent for Teaching & Learning
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Public Communications Officer
Executive Assistant

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

I. OPEN MEETING

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

II. MCKAY ELEMENTARY CONSOLIDATION PROPOSAL

The principal, staff and a parent from McKay Elementary School spoke to the board about the school's recommendation to close the school and consolidate its student attendance area with neighboring Greenway and Raleigh Hills elementary schools at the end of the 2025–26 school year, sharing the rationale, key considerations and anticipated impacts of the proposal. Board members shared questions and feedback. This item will be presented for action in the board's next business meeting.

III. LONG-RANGE FACILITY PLANNING RECOMMENDATIONS

The Long-Range Facility Planning Committee, an advisory group of community members from across the district, was convened to study current conditions and develop recommendations to ensure students have access to safe, equitable and well-maintained learning environments. The committee developed shared "North Star" principles; reviewed extensive data on enrollment, facilities, boundaries, and finances; examined key challenges and risks of inaction; and developed recommendations to support long-range, data-informed planning. The superintendent's recommendations based on the committee's recommendations were presented and discussed with the school board on February 3. In this work

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session the board further reviewed the recommendations and shared questions and feedback. This item will be presented for action in the board's next business meeting.

IV. CLOSE MEETING

Chair Sunita Garg adjourned the work session at 7:28 p.m.

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MEETING MINUTES – BOARD SPECIAL MEETING MARCH 3, 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:**

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

Interim Superintendent
Associate Superintendent for Teaching & Learning
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Public Communications Officer
Budget Manager
Executive Assistant & Board Secretary
Human Capital Enterprises

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

I. OPEN MEETING

Chair Sunita Garg called the special meeting to order at 6:15 p.m.

II. SUPERINTENDENT SELECTION & CONTRACT APPROVAL

The chair asked for a motion to select the superintendent and approve the employment contract. Dr. Karen Pérez made the motion to select Dr. Andrew Smith and Justice Rajee seconded.

Board members warmly welcomed Dr. Smith as the district's next superintendent and expressed strong confidence in his selection. Speakers highlighted the deeply collaborative and community-informed search process, emphasizing gratitude to families, staff, students, community members, board colleagues, district leadership and Human Capital Enterprises for their guidance and participation. Board members noted Dr. Smith's authenticity, cultural humility, strong communication, instructional leadership, equity-centered approach and commitment to student well-being, belonging and achievement. Several reflected on the rigor of the process, alignment with the superintendent criteria, and the board's growth

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and cohesion throughout the search. Board members expressed enthusiasm for partnering with Dr. Smith and the community to advance student success and the district's future.

The vote was unanimous, 7:0.

Dr. Smith thanked the board for their trust and confidence and expressed deep appreciation for the opportunity to serve Beaverton. He acknowledged the support of his family and shared his excitement about joining the community. Dr. Smith emphasized his eagerness to listen, learn and grow alongside students, staff and families, and conveyed strong enthusiasm for engaging with the district and beginning the work ahead.

III. CLOSE MEETING

Chair Garg adjourned the meeting at 6:32 p.m.

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

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

BACKGROUND

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

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

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

RECOMMENDATION

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

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Contract Name	Recommended By	Contract Selection Process	Contractor / Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Southridge High School Flooring Replacement	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #25-0018	Rubenstein's Contract Carpet, L.L.C.	\$379,641	03/2026	09/2026	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) for Allen Transportation Replacements Project	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0020	Robinson Construction Co.	\$8,775,000	03/2026	02/2027	Authorization to Award GMP Amendment
Sunset High School HVAC Upgrades Early Work Agreement	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0020	Pence Contractors, LLC	\$1,521,539	03/2026	09/2027	Authorization to Award Early Work Agreement
Cedar Park Seismic and Re-Roof Roofing Materials	Aaron Boyle, Administrator for Facilities Development	Association of Educational Purchasing Agencies (AEPA) Cooperative Contract #IFB 025-D	Weatherproofing Technologies, Inc.	\$1,971,319.48	03/2026	09/2027	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) for Cedar Park Middle School Seismic and Re-Roof Guaranteed Maximum Price Amendment	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0020	P & C Construction Co.	\$19,773,303	03/2026	09/2027	Authorization to Award GMP Amendment
Water Quality Facilities Maintenance and Repair Services	Ron Umali, Administrator for Maintenance Services	Request for Proposal (RFP) 25-0013	Desantis Landscapes, Inc.	\$1,050,000	03/2026	06/2031	Authorization to Award Contract
USDA Foods Processing	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) 25-0011	Land O Lakes, Inc.	\$260,000	03/2026	06/2031	Authorization to Award Contract
USDA Foods Processing	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) 25-0011	Schwan's Sales Co., Inc.	\$795,000	03/2026	06/2031	Authorization to Award Contract

USDA Foods Processing	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) 25-0011	Batish Home Bake LLC, DBA Roadrunner	\$1,020,000	03/2026	06/2031	Authorization to Award Contract
USDA Foods Processing	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) 25-0011	Schwan's Sales Co., Inc.	\$1,665,000	03/2026	06/2031	Authorization to Award Contract
USDA Foods Processing	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) 25-0011	Goodman Food Products, Inc. DBA Don Lee Farms	\$290,000	03/2026	06/2031	Authorization to Award Contract
USDA Foods Processing	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) 25-0011	JTM Provisions Company, Inc.	\$285,000	03/2026	06/2031	Authorization to Award Contract
USDA Foods Processing	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) 25-0011	Tyson Prepared Foods, Inc.	\$330,000	03/2026	06/2031	Authorization to Award Contract
USDA Foods Processing	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) 25-0011	JTM Provisions Company, Inc.	\$1,150,000	03/2026	06/2031	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Southridge High School Flooring Replacement

- **Contract Scope:** General contracting (GC) services to remove and replace flooring in general classrooms, corridors, and stair landings at Southridge High School
- **Contract Timeline:** 03/2026 – 9/2026
- **Contract Amount:** \$379,641
- **Contractor/Vendor:** Rubenstein’s Contract Carpet, L.L.C.
- **Funding Source:** 2022 Bond; Southridge HS Modernization
- **Solicitation Method:** Invitation to Bid (ITB) 25-0018
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Southridge HS Modernization

- **Project Scope:** Flooring replacement in various areas of the school
- **Project Budget:** \$456,216
- **Project Timeline:** 5/2026 – 8/2026

BACKGROUND: The 2022 bond measure includes funds for improvements to modernize school facilities. At Southridge HS, the originally installed flooring remains to this day. It has reached beyond its useful life and is in need of replacement. This project will remove the existing carpet in general classrooms, corridors, and stair landings. New flooring will be updated with carpet tiles and floor tiles.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Rubenstein’s Contract Carpet, L.L.C., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Construction for Allen Transportation Replacement

- **Contract Scope:** Construction Manager/General Contractor Construction for Allen Transportation Replacement.
- **Contract Timeline:** 03/2026 – 02/2027
- **Contract Amount:** \$8,775,000
- **Contractor/Vendor:** Robinson Construction Co.
- **Funding Source:** 2022 Bond; Allen Transportation Replacement
- **Solicitation Method:** Request for Proposal (RFP) 22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Allen Transportation Replacement

- **Project Scope:** Allen Transportation Facility Replacement
- **Project Budget:** \$13,900,000
- **Project Timeline:** 01/2024 – 07/2027

BACKGROUND: The 2022 bond measure approved by voters included funds for the replacement or substantial renovation to the Allen Transportation Facility. The construction manager/general contractor (CM/GC) pre-construction contract was presented to and approved by the board at the January 30, 2024, meeting. The initial contract amount (\$79,000) covered pre-construction services fees. This contract is being re-presented to the board for the construction portion of the contract.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Procurement of Materials for Sunset High School HVAC Upgrades

- **Contract Scope:** Early Work Agreement for Construction Manager/General Contractor (CM/GC) early equipment purchase on long lead items in order to get the equipment in time for summer installation.
- **Contract Timeline:** 03/2026 – 09/2027
- **Contract Amount:** \$1,521,539
- **Contractor/Vendor:** Pence Contractors, LLC
- **Funding Source:** 2022 Bond – Deferred Maintenance
- **Solicitation Method:** RFP 22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Sunset High School HVAC Upgrades

- **Project Scope:** Upgrade of the HVAC system with the main objective to get cooling in the classrooms. Replace the existing boilers and all appurtenant fixtures, replacement of uni-vents in classrooms, replace select air handlers, convert pneumatic controls to digital controls. Balance the HVAC system throughout the school. This will be a two-phase project spanning over two summers.
- **Project Budget:** \$14,500,000
- **Project Timeline:** 02/2025 – 10/2027

BACKGROUND: The 2022 bond measure included funds for deferred maintenance at our schools. At Sunset High School, the HVAC system is past its lifespan and portions are failing. Some classrooms do not have cooling. Maintenance is having difficulty keeping the existing system functioning. It is in need of an upgrade. This authorization will allow us to procure long lead materials and equipment in time for summer.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Procuring roofing materials for the Cedar Park seismic and re-roof project

- **Contract Scope:** Roof materials contract for the Cedar Park Middle School Seismic and re-roof project
- **Contract Timeline:** 03/2026 – 09/2027
- **Contract Amount:** \$1,971,319.48
- **Contractor/Vendor:** Weatherproofing Technologies, Inc.
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Cooperative Contact AEPA IFB 025-D
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Cedar Park Seismic

- **Project Scope:** Complete seismic and re-roof
- **Project Budget:** \$25,041,629.42
- **Project Timeline:** 08/2025 – 10/2027

BACKGROUND: The 2022 bond included funds for seismic renovations. This contract provides CM/GC pre-construction services to assist with the design and pricing of the seismic upgrades and re-roofing work at Cedar Park Middle School.

Materials are being purchased through a cooperative contract which is separated from the CM/GC GMP contract to save the district money.

If approved, district staff will execute a contract to provide all material and services necessary to construct and deliver the project.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager/General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment for Cedar Park Middle School Seismic and re-roof project

- **Contract Scope:** GMP Amendment to the CM/GC contract for the Cedar Park Middle School Seismic and re-roof project
- **Contract Timeline:** 03/2025 – 09/2027
- **Contract Amount:** \$19,773,303
- **Contractor/Vendor:** P. & C. Construction Co
- **Funding Source:** 2022 Bond;
- **Solicitation Method:** Request for Proposal (RFP) #22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Cedar Park Seismic

- **Project Scope:** Complete seismic and re-roof
- **Project Budget:** \$25,041,629.42
- **Project Timeline:** 08/2025 – 10/2027

BACKGROUND: The 2022 bond included funds for seismic renovations. This contract provides CM/GC pre-construction services to assist with the design and pricing of the seismic upgrades and re-roofing work at Cedar Park Middle School.

The initial contract was for a CM/GC to provide pre-construction renovating services which included constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a GMP proposal.

If approved, district staff will execute a GMP amendment to the contract for the CM/GC to provide all material, services, labor and other items necessary to construct and deliver the project.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract amendment described herein with P. & C. Construction Co, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Water Quality Facilities Maintenance and Repair Services

- **Contract Scope:** Provide all labor, materials, and equipment to maintain a Clean Water Services rating of two (2) (Good) or better at all Beaverton School District facilities.
- **Contract Timeline:** 7/2026 – 6/2031
- **Contract Amount:** \$1,050,000
- **Contractor/Vendor:** Desantis Landscapes, Inc.
- **Funding Source:** Maintenance General Fund
- **Solicitation Method:** Request for Proposal (RFP) 25-0013
- **Recommended By:** Ron Umali, Administrator for Maintenance Services

ASSOCIATED PROJECT: Water Quality Facilities Maintenance and Repair Services

- **Project Scope:** At all facilities provide labor, materials, and equipment to improve and maintain facilities as directed by the Beaverton School District. All facilities to be maintained at a Clean Water Services rating of 2 (Good). Maintenance duties to include but not limited to hand weeding of invasive species/non-desirable plantings, removal of built-up sediment, replanting of lost plants up to 15% of total swale area, and removal of debris found on site.
- **Project Budget:** \$1,050,000
- **Project Timeline:** 7/2026 – 6/2031

BACKGROUND: Clean Water Services requires water quality facilities to be maintained at a level of two (2) (Good) or better rating.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Cheese – Land O Lakes, Inc.

- **Contract Scope:** USDA Foods Processing Cheese
- **Contract Timeline:** 03/2026 – 06/2031
- **Contract Amount:** \$260,000
- **Contractor/Vendor:** Land O Lakes, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** RFP 25-0011
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing Cheese

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$2,438,000
- **Project Timeline:** 03/2026 – 06/2031

BACKGROUND: The district requires an approved USDA foods processor for processing cheese into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Cheese – Schwan’s Sales Co., Inc.

- **Contract Scope:** USDA Foods Processing Cheese
- **Contract Timeline:** 03/2026 – 06/2031
- **Contract Amount:** \$795,000
- **Contractor/Vendor:** Schwan’s Sales Co., Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** RFP 25-0011
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing Cheese

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$2,438,000
- **Project Timeline:** 03/2026 – 06/2031

BACKGROUND: The district requires an approved USDA foods processor for processing cheese into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Schwan’s Sales Co., Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Pizza – Batish Home Bake LLC, DBA Roadrunner

- **Contract Scope:** USDA Foods Processing Pizza
- **Contract Timeline:** 03/2026 – 06/2031
- **Contract Amount:** \$1,020,000
- **Contractor/Vendor:** Batish Home Bake LLC, DBA Roadrunner Pizza
- **Funding Source:** Nutrition Services
- **Solicitation Method:** RFP 25-0010
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing Pizza

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$2,969,000
- **Project Timeline:** 03/2026 – 06/2031

BACKGROUND: The district requires an approved USDA foods processor for processing cheese into pizza that meets the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Batish Home LLC, DBA Roadrunner Pizza, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Pizza – Schwan’s Sales Co., Inc.

- **Contract Scope:** USDA Foods Processing Pizza
- **Contract Timeline:** 03/2026 – 06/2031
- **Contract Amount:** \$2,969,000
- **Contractor/Vendor:** Schwan’s Sales Co., Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** RFP 25-0010
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing Pizza

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$2,685,000
- **Project Timeline:** 03/2026 – 06/2031

BACKGROUND: The district requires an approved USDA foods processor for processing cheese into pizza that meets the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Schwan’s Sales Co., Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Beef – Goodman Food Products, Inc. DBA Don Lee Farms

- **Contract Scope:** USDA Foods Processing Beef
- **Contract Timeline:** 03/2026 – 06/2031
- **Contract Amount:** \$290,000
- **Contractor/Vendor:** Goodman Food Products, Inc. DBA Don Lee Farms
- **Funding Source:** Nutrition Services
- **Solicitation Method:** RFP 25-0012
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Processing Beef

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$1,001,000
- **Project Timeline:** 03/2026 – 06/2031

BACKGROUND: The district requires an approved USDA foods processor for processing beef into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Goodman Food Products, Inc. DBA Don Lee Farms, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Beef – JTM Provisions Company, Inc.

- **Contract Scope:** USDA Foods Processing Beef
- **Contract Timeline:** 03/2026 – 06/2031
- **Contract Amount:** \$285,000
- **Contractor/Vendor:** JTM Provisions Company, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** RFP 25-0012
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing Beef

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$1,001,000
- **Project Timeline:** 03/2026 – 06/2031

BACKGROUND: The district requires an approved USDA foods processor for processing beef into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Beef – Tyson Prepared Foods, Inc.

- **Contract Scope:** USDA Foods Processing Beef
- **Contract Timeline:** 03/2026 – 06/2031
- **Contract Amount:** \$330,000
- **Contractor/Vendor:** Tyson Prepared Foods, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** RFP 25-0012
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing Beef

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$1,001,000
- **Project Timeline:** 03/2026 – 06/2031

BACKGROUND: The district requires an approved USDA foods processor for processing beef into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Cheese – JTM Provisions Company, Inc.

- **Contract Scope:** USDA Foods Processing Cheese
- **Contract Timeline:** 03/2026 – 06/2031
- **Contract Amount:** \$1,150,000
- **Contractor/Vendor:** JTM Provisions Company, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** RFP 25-0011
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing Cheese

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$2,438,000
- **Project Timeline:** 03/2026 – 06/2031

BACKGROUND: The district requires an approved USDA foods processor for processing cheese into finished products that meet the requirements of the various USDA meal programs (NSLP, SFSP, etc.) the district sponsors.

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

CONSENT AGENDA — ITEM FOR ACTION**INTERDISTRICT TRANSFERS FOR 2026–27****SUMMARY**

The board must annually approve the number of interdistrict transfers that will be granted for the coming school year.

BACKGROUND

Residents of other districts may request to enroll in Beaverton schools under the “interdistrict transfer” process established in state law. State school funding follows the student to the district in which they enroll. Both BSD and the student's home district must consent to the transfer. The board has established standards for such transfers in board policy JECB – Admission of Nonresident Students.

It is proposed that the board authorize the district to approve the following interdistrict transfers for the 2026–27 school year:

- Hardship requests into and out of the Beaverton School District as defined by Senate Bill 709 (2015) for student health and/or safety interests
- Seats will be open to interdistrict transfers at the following schools and/or as authorized by the superintendent:

Elementary Schools:

All schools excluding Sato, Bonny Slope, Aloha Huber Park K–8, Scholls Heights, Springville
15 spots total per school, any grade

Middle Schools:

All schools excluding Stoller, Conestoga, Whitford, Meadow Park, Highland Park
15 spots total per school, any grade

High Schools:

All schools excluding Westview High School
15 spots total per school, any grade

FLEX Online School*

Grades K-5 — 40 open slots for students

Grades 6-12 — 100 open slots for students

*An interdistrict transfer to Flex Online School entitles students to attend Flex Online School only. They may not transfer to another Beaverton School District school or program unless a new interdistrict transfer is approved.

RECOMMENDATION

The superintendent recommends that the school board authorize interdistrict transfers as proposed for the 2026-27 school year.

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CONSENT AGENDA

CONSTRUCTION EXCISE TAX INCREASE

SUMMARY

Oregon school districts may impose construction excise taxes to fund capital improvements to school facilities. The tax rate limits that are set by the state are indexed to inflation and increase each year. The board is recommended to approve a corresponding annual rate change.

BACKGROUND

Chapter 829, Oregon Laws 2007 (Senate Bill 1036), authorizes school districts, as defined in ORS 330.005, to impose construction excise taxes to fund capital improvements to school facilities.

Passed in 2007, SB 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code.

SB 1036 set tax rate limits of \$1.00 per square foot for residential use and \$0.50 for nonresidential use, along with a \$25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, the Oregon Department of Revenue (DOR) is responsible for updating tax rate limits and notifying affected districts. To notify affected districts DOR has partnered with the Department of Education which receives updated limit calculations from DOR and notifies the affected districts.

An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4% of tax revenue. Department of Consumer and Business Services is allowed to establish an administration fee of .25% of tax revenue. School districts with construction tax revenue are required to develop long-term facility plans. Construction taxes may be used for repayment of capital improvement debt.

The DOR has updated tax rate limits for 2026-27 as follows:

	2025-26	2026-27
Residential	\$1.67	\$1.70
Non-Residential	\$0.84	\$0.85
Non-Residential Max*	\$41,800	\$42,400

*Not to exceed per building permit or per structure, whichever is less)

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Beaverton School District's jurisdiction includes properties located within the cities of Beaverton, Tigard, Hillsboro and Portland, as well as properties within unincorporated portions of Washington and Multnomah counties.

RECOMMENDATION

It is recommended that the school board approve increasing the construction excise tax and amending the intergovernmental agreements with Washington County, City of Beaverton, City of Tigard, City of Hillsboro and City of Portland to impose and collect the increased tax rates.

Beaverton School District School Board Chair

Date

ITEM FOR ACTION**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 any specific 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 launched in 2024 and reconvened and expanded in spring 2025, and met 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 brought forward the recommendations (with some rewording for clarity) to the school board for consideration to guide future facility planning.

Following the board's discussion and feedback on February 3 and 24, revised recommendations are presented for consideration for approval.

RECOMMENDATION

It is recommended that the board approve the long-range facility planning recommendations.

SUGGESTED MOTION

I move to approve the long-range facility planning recommendations as submitted.

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Long-Range Facility Planning Recommendations

presented March 10, 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. The recommendations were reviewed and discussed with the school board on February 3 and February 24, then revised based on board feedback and presented for final consideration for approval on March 10.

* * * * *

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 Building Utilization Study

A. The superintendent should direct district staff to undertake an ~~establish an annual~~ administrative school building utilization study, to identify challenges and consider solutions for enrollment balancing. ~~be initiated after October 1 of each school year when:~~

B. The administrative study should identify schools where:

- Enrollment at an elementary school ~~falls~~ is below 350 students (or below 300 students at a school with a permanent capacity estimate under 350), or above 800 students.¹

¹ 350 is approximately 2 classrooms per grade plus 2 preschool classes. 800 is approximately 5 classrooms per grade plus 2 preschool classes.

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- Enrollment at any school ~~falls is~~ below 65% or above 95% of the building's permanent capacity.

C. B. ~~Where schools are identified as above or below these enrollment parameters,~~ ~~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.

D. G. 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

E. 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).

F. The district should monitor enrollment trends and revisit the administrative school building utilization study as enrollment patterns change.

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

approved March 10, 2026

The following long-range facility planning recommendations were approved by the Beaverton School Board on March 10, 2026. The recommendations by the superintendent and staff to the board were based on the work of the Long-Range Facility Planning Committee and the recommendations it developed in 2025–26 and approved on January 14, 2026. The recommendations were reviewed and discussed with the school board on February 3 and February 24, then revised based on board feedback and presented for final consideration on March 10.

* * * * *

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

School Building Utilization Study

A. The superintendent should direct district staff to undertake an administrative school building utilization study, to identify challenges and consider solutions for enrollment balancing.

B. The administrative study should identify schools where:

- Enrollment at an elementary school is below 350 students (or below 300 students at a school with a permanent capacity estimate under 350), or above 800 students.¹

¹ 350 is approximately 2 classrooms per grade plus 2 preschool classes. 800 is approximately 5 classrooms per grade plus 2 preschool classes.

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- Enrollment at any school is below 65% or above 95% of the building's permanent capacity.

C. Where schools are identified as above or below these enrollment parameters, 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.

D. 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

E. 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).

F. The district should monitor enrollment trends and revisit the administrative school building utilization study as enrollment patterns change.

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.

ITEM FOR ACTION**MCKAY ELEMENTARY CLOSURE & CONSOLIDATION****SUMMARY**

This item presents a proposal brought forward by the McKay Elementary School staff and community to consolidate the school at the end of the 2025–26 school year.

BACKGROUND

The McKay Elementary School staff and community have recommended to district leadership that the school close at the end of the 2025–26 school year. McKay has experienced more than a decade of declining enrollment and is projected to fall below 200 resident students by 2026–27. School staff shared that, given the continued decline, consolidating would best support students' educational experience. Staff emphasized that the ongoing enrollment decline makes it increasingly difficult to provide the learning environment to best support the needs of McKay students. For these reasons, McKay staff recommend closing the school at the conclusion of the 2025–26 school year.

Because only the school board may approve school closures under Policy FL, this proposal is presented for board action. Representatives of the McKay staff and parent community presented this proposal to the school board in a public meeting on February 24. Their presentation and the attached report provide the information necessary to inform board action.

If approved, the closure of McKay Elementary School will also require an attendance boundary adjustment to consolidate the school attendance area with neighboring Greenway and Raleigh Hills elementary schools. The attendance boundary will be considered as a separate item for action.

RECOMMENDATION

The superintendent recommends the board approve the closure of McKay Elementary at the end of the 2025–26 school year.

SUGGESTED MOTION

I move to approve the closure of McKay Elementary School as presented.

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McKay Elementary Closure and Consolidation Interim Superintendent’s Recommendation

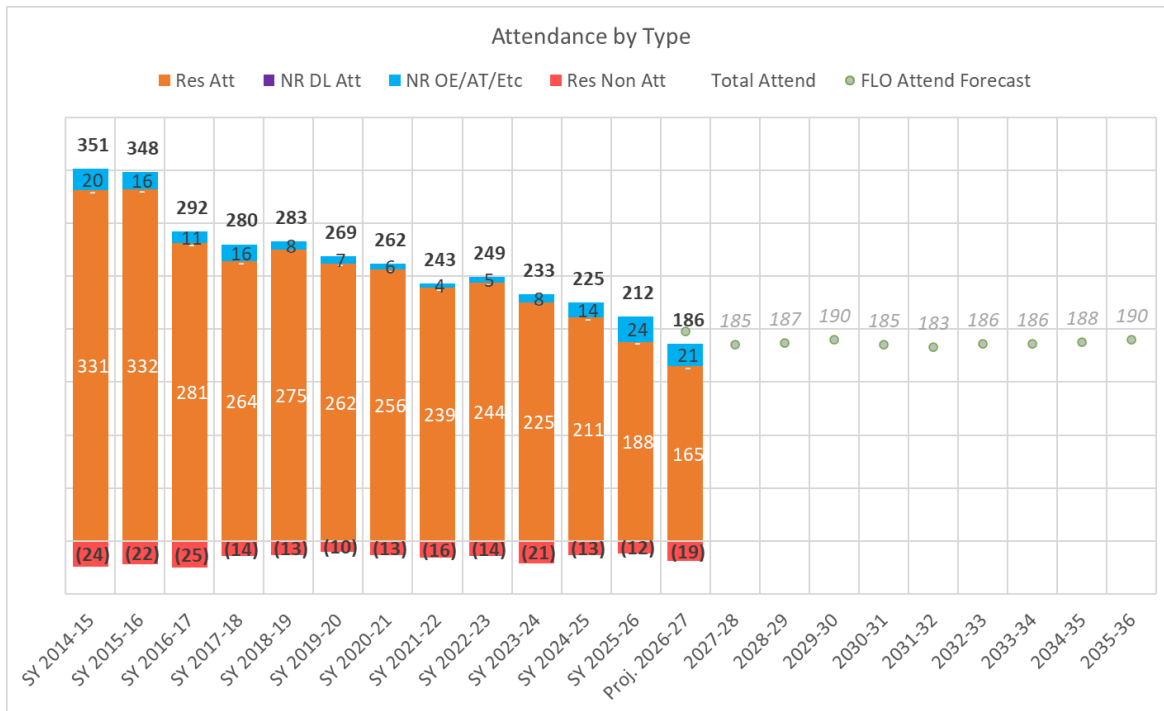
March 10, 2026

A. Introduction

McKay Elementary School has experienced a gradual yet steady decline in enrollment for more than 10 years. The district projects that for school year 2026-2027, McKay ES enrollment will be below 200 resident students. School staff shared that, given the continued decline, consolidating would best support students’ educational experience. Staff emphasized that the ongoing enrollment decline makes it increasingly difficult to provide the learning environment to best support the needs of McKay students.

Chart 1 below shows McKay ES’s historic total attending enrollment, disaggregated by resident and non-resident students. According to the most recent FLO Analytics 10-year forecast, if McKay were to remain open, it would maintain an enrollment below 200 students.

Chart 1: Historic and Forecast McKay Elementary Attendance by Type



The staff at McKay ES, under the guidance and leadership of Principal Erin Kollings, discussed the proposed proportional staffing model and the potential impacts to the educational and learning experience of the McKay ES student body. Principal Kollings and the staff have come to the conclusion that consolidating McKay ES with two adjacent elementary schools, Greenway ES

and Raleigh Hills ES, will have the best result for the current and future McKay ES student body's educational experience.

Principal Kollings has worked with Principal Jennifer DeMartino of Raleigh Hills ES and Principal Jennifer Whitten of Greenway ES in reviewing the potential for the McKay ES student body joining the student bodies of Raleigh Hills ES and Greenway ES. All three (3) principals have conducted community engagement with the families of each elementary school. At the end of this outreach and meeting with school staff, the principals presented a recommendation to the school board to consolidate the existing McKay ES attendance area with the Raleigh Hills ES and Greenway ES attendance areas. The end result of this recommendation is the closing of McKay ES effective SY 2026-27.

Only the school board can decide to close a school pursuant to board policy FL. The potential closure of McKay ES will also require an attendance boundary adjustment pursuant to board policy JC. This report provides the information for the board's consideration to accept the recommendation to close McKay ES effective for SY 2026-27. The attendance boundary will be considered separately.

B. Policy FL – Retirement of Facilities

Board policy FL has been adopted to address the closing of school facilities. While the policy does not contain explicit factors to consider, policy FL does provide guidance for reaching a decision on a closure. Policy FL is attached in Appendix A. The following addresses the guidance contained in the policy.

1. Information: *Information concerning student enrollment, building capacity, residential development and the cost of operating facilities.*

The district has been tracking the enrollment trend for McKay ES for several years and has determined that the decline of enrollment in the McKay ES attendance area is consistent on an annual basis and enrollment forecasting does not see a reversal of this trend. There is no anticipated new residential development which would improve the enrollment at McKay ES. Furthermore, Greenway ES and Raleigh Hills ES have sufficient permanent capacity to accommodate the students from McKay ES. Consolidating McKay ES with two existing elementary schools (Greenway ES and Raleigh Hills ES) will save on the operating costs of the facility. There is no expectation to lease, sell or demolish the existing structure. The district has other programs which may benefit from relocating to a school facility such as McKay ES. The district will study these potential relocations in due course.

2. Advisory Committee: *The board shall determine whether to close a school and whether a citizens' committee should be appointed for the purpose of recommending which particular school(s) to close.*

The principals at Greenway, McKay and Raleigh Hills elementary schools have conducted robust community engagement with the families and staff of each school concerning the closure of McKay ES by consolidating with Greenway ES and Raleigh Hills ES. Multiple community meetings, staff meetings, and deliberate communication with Spanish-speaking families has taken place, led by the school principals. An advisory committee will not improve upon the engagement which has already taken place.

3. Criteria: *Criteria for determining the most appropriate school to close will include, but may not be limited to, demographic projections, economics of operation, physical condition of the building and safety factors.*

As noted previously, the enrollment at McKay ES has experienced a continued, steady decline over the past 10 or more years, and is not expected to increase. The student projection for McKay ES in SY 2026-27 is fewer than 200 K-5 students which would result in a staffing allocation which could potentially have an adverse affect on the educational experience of the students at McKay ES. Moving the students to two adjacent elementary schools will result in the students having more programming choice and opportunities.

4. Communication Plan: *When it is decided a school is to be closed, time should be allowed to communicate with the public, plan and carry out the attendance boundary changes, reassign students and staff and coordinate activities among the schools involved.*

As noted previously, the principals of the three affected schools have conducted robust communications with their families and staff. If the board determines to close McKay ES, additional communications will occur with the families and staff about the next steps for welcoming them to their new schools.

Retirement of Facilities

The district will maintain current information concerning student enrollment, building capacity, residential development and the cost of operating facilities. The information will serve as the basis for determining trends and making projections of future enrollments and costs. If projections indicate a substantial and continuing enrollment decline in an area of the district, the superintendent or designee will develop a plan of action. The plan may include a recommendation to close one or more schools.

The Board may take immediate action to close a school to protect the health and safety of students and staff and other unforeseen circumstances.

The Board shall determine whether to close a school and whether a citizens' committee should be appointed for the purpose of recommending which particular school(s) to close. If a citizens' committee is appointed, the Board will be responsible for making the appointments. The committee will be a Board advisory committee, and the establishment of such committee will be in accordance with Board policy BCF - Advisory Committees to the Board.

Criteria for determining the most appropriate school to close will include, but may not be limited to, demographic projections, economics of operation, physical condition of the building and safety factors.

When it is decided a school is to be closed, time should be allowed to communicate with the public, plan and carry out the attendance boundary changes, reassign students and staff and coordinate activities among the schools involved.

A school closed for regular school purposes should be considered for alternative uses or sale.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 332.155

OAR 437-001-0760

OAR 437-002-0020 to -0075

OAR 581-022-2345

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2016).

February 9, 2026

Dear Beaverton School Board Members,

The staff at McKay Elementary are writing to express our support for consolidating McKay at the end of this school year, with students reassigned to Raleigh Hills or Greenway based on residency. We urge you to carefully consider this recommendation, which centers the needs of students, staff, and families.

McKay is more than a building; it is a close-knit community where students are known by name, families have built deep and lasting relationships with staff, and many of our most vulnerable students have found stability and care. Recommending its closure is not a decision any of us take lightly. McKay is not only our workplace, but a second home—one shaped by years of dedication, collaboration, and a shared commitment to creating a safe and positive learning environment. However, when faced with the reality of what McKay would look like next year with significantly reduced staffing and resources, we believe that consolidation at this time is the best path forward for students, staff, and the broader community.

Below are the key reasons staff believe consolidating McKay at the end of the 2025–2026 school year is in the best interest of all:

- **Reduced resources and staffing:** Projected enrollment declines would substantially limit staffing and student supports if McKay remains open. Students would experience a decrease in the quality of instruction and access to services they need and deserve.
- **Stronger transitions for students:** Consolidating now allows students to move into better-resourced school communities before supports are reduced. Additionally, transitioning McKay students to Greenway or Raleigh Hills while those schools are also undergoing change allows communities to come together and build one new, unified school culture.
- **Support for staff stability and well-being:** Ongoing uncertainty and stretched resources negatively impact staff morale and retention. A clear and timely consolidation provides educators with the ability to plan ahead and better support students through the transition.
- **Stronger transitions for staff:** Consolidating now would allow McKay staff to transition alongside students and families to Raleigh Hills and Greenway, preserving important relationships and continuity. We respectfully request that, as new positions are created at Greenway and Raleigh Hills due to increased enrollment, priority be given to McKay staff to promote stability for students, families, and educators.
- **Grounded in fiscal reality:** The district's financial constraints with declining enrollment are real. Consolidating now acknowledges those realities while prioritizing student well-being.

This recommendation is difficult, but it comes from those who know McKay best. We believe this approach minimizes long-term disruption and prioritizes what is best for students. We respectfully ask that you support the recommendation to consolidate McKay at the end of this school year, centering student and staff well-being while honoring the challenges we collectively face.

Sincerely,

McKay Staff

ITEM FOR ACTION**BOUNDARY CHANGE DUE TO SCHOOL CLOSURE & CONSOLIDATION****SUMMARY**

This item presents a proposal to adjust the attendance boundaries for Greenway and Raleigh Hills elementary schools to incorporate the McKay attendance area beginning in the 2026–27 school year.

BACKGROUND

The McKay Elementary School staff and community have recommended to district leadership that the school close at the end of the 2025–26 school year. McKay has experienced more than a decade of declining enrollment and is projected to fall below 200 resident students by 2026–27. School staff shared that, given the continued decline, consolidating would best support students' educational experience. Staff emphasized that the ongoing enrollment decline makes it increasingly difficult to provide the learning environment to best support the needs of McKay students. For these reasons, McKay staff recommend closing the school at the conclusion of the 2025–26 school year and consolidating the school attendance area with neighboring Greenway and Raleigh Hills elementary schools.

In accordance with board policy JC, district staff have evaluated the required boundary review factors, including student body composition, current and future space availability, feeder patterns, and neighborhood proximity and accessibility. The school principals from McKay, Greenway and Raleigh Hills have reviewed consolidation logistics and engaged with their school communities to help inform the proposal.

Following this review and engagement the superintendent recommends merging the McKay attendance area with the Greenway and Raleigh Hills attendance areas beginning in the 2026–27 school year.

Boundary adjustments must be recommended by the superintendent and approved by the school board under board policy JC. The attached report provides details of the boundary change and the information necessary for board consideration.

RECOMMENDATION

The superintendent recommends the board approve adjustments to attendance boundaries to merge the McKay Elementary attendance area with the Greenway and Raleigh Hills boundaries beginning in 2026–27.

SUGGESTED MOTION

I move to approve the attendance boundary adjustments for McKay, Greenway and Raleigh Hills elementary schools as submitted.

Belong. Believe. Achieve.

McKay Elementary Boundary Change Due to School Closure Interim Superintendent's Recommendation

March 10, 2026

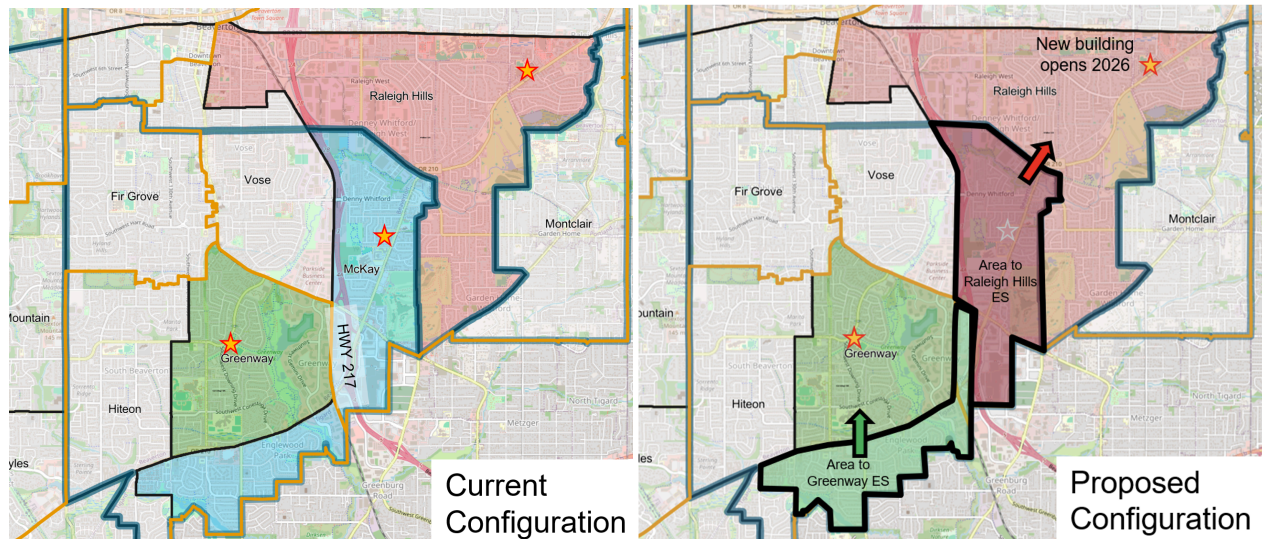
A. Introduction

In a separate action item on March 10, 2026, the school board was presented with a proposal to close and consolidate McKay Elementary with two nearby schools, Raleigh Hills Elementary and Greenway Elementary. This report addresses the boundary adjustment needed to implement that consolidation, effective for the 2026-27 school year.

B. Proposed Boundary Adjustment

The proposed boundary adjustment to accommodate McKay Elementary's closure is to assign the areas east of Highway 217 to Raleigh Hills Elementary, and residential areas west of Highway 217 to Greenway Elementary. This dividing line follows existing middle school boundaries and groups nearby neighborhoods together so students attend the schools closest to where they live. The maps below illustrate the current boundary configuration and the proposed configuration after McKay Elementary's closure.

Maps 1 & 2: Current and Proposed Boundary Configuration



C. Policy JC – School Attendance Areas

Board policy JC, attached as Appendix A, lays out how the district may adjust attendance boundaries. Contained within the board policy are four factors for evaluating boundary adjustments. The factors are as follows, in no particular priority order:

- Student body composition;
- Current and future availability of space at a school;
- Feeder patterns from elementary, middle to high school; and
- Neighborhood proximity and accessibility.

D. Findings

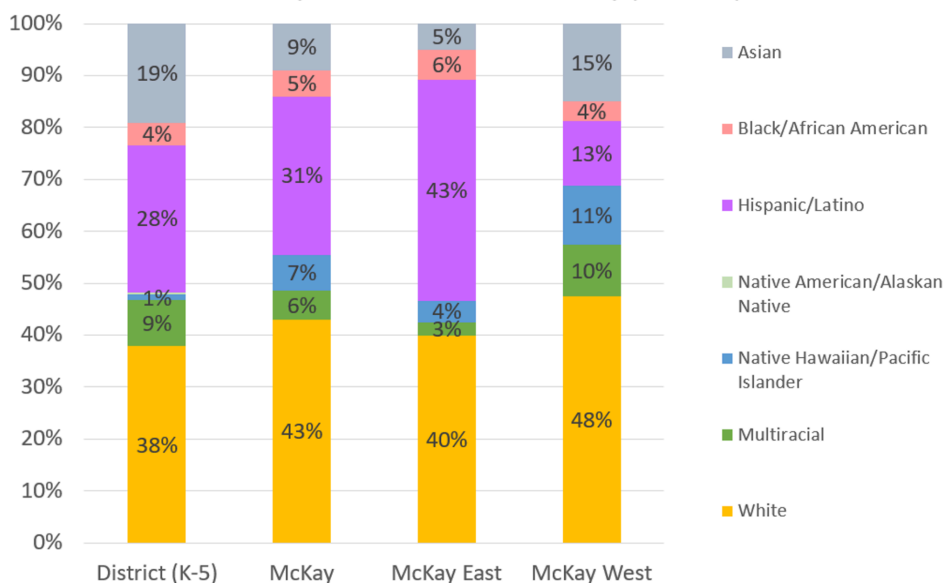
1. Student body composition

a. Race / Ethnicity Characteristics

i. McKay Elementary

Chart 2 shows that McKay Elementary’s resident population for 2025–26 differs from districtwide K–5 demographics, with higher proportions of White and Hispanic/Latino residents and a lower proportion of Asian residents than the district overall. The McKay East and McKay West areas reflect similar patterns, each with an even larger share of White residents and varying proportions of Hispanic/Latino and Asian residents. Smaller groups—Black/African American, Native American/Alaskan Native, Native Hawaiian/Pacific Islander and Multiracial—represent relatively small percentages across all areas.

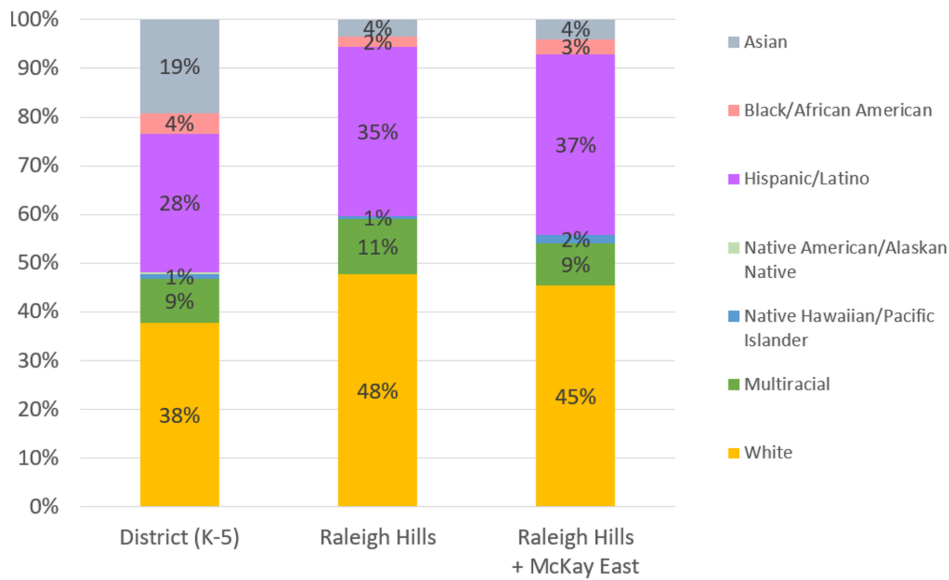
Chart 2: Race/Ethnicity Profile – District and McKay (with east and western portions)
McKay Residents: Race / Ethnicity (2025-26)



Raleigh Hills Elementary Current and With New Boundary

Chart 3 shows that Raleigh Hills Elementary differs from the districtwide K–5 demographics primarily by having a higher proportion of White residents and a lower proportion of Asian residents, while maintaining a comparable share of Hispanic/Latino residents. When McKay East is added to form the resulting Raleigh Hills + McKay East boundary, the overall demographic profile shifts only slightly—White residents decrease modestly from the original Raleigh Hills Elementary share, and Hispanic/Latino residents increase by a small amount. The remaining racial and ethnic groups remain relatively small in all categories. Overall, the resulting boundary maintains a demographic composition similar to Raleigh Hills Elementary, with only minor shifts in the proportions of White and Hispanic/Latino residents.

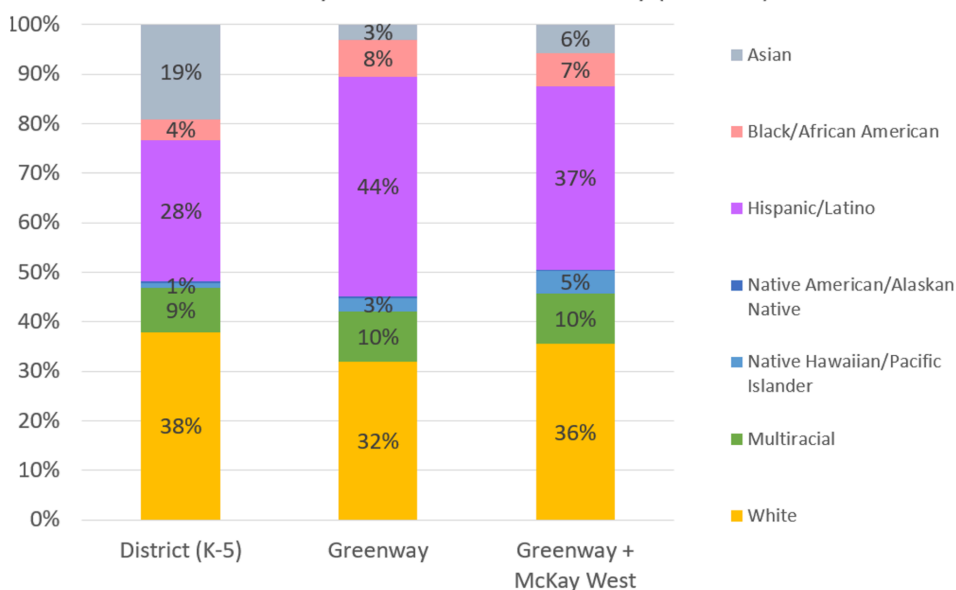
Chart 3: Race/Ethnicity Profile – District and Raleigh Hills (current and proposed)
 Raleigh Hills Residents: Race / Ethnicity (2025-26)



Greenway Elementary Current and With New Boundary

Chart 4 shows that Greenway Elementary differs from the districtwide K-5 demographics by having a higher proportion of Hispanic/Latino residents and a lower proportion of White and Asian residents compared with the district bar. When McKay West is added to form the resulting Greenway + McKay West boundary, the share of White residents increases slightly while the proportion of Hispanic/Latino residents decreases, resulting in a demographic profile that remains generally similar to the original Greenway Elementary with only modest shifts in the balance of these groups. The remaining racial and ethnic groups—Black/African American, Native American/Alaskan Native, Native Hawaiian/Pacific Islander and Multiracial—remain relatively small across all categories with limited variation.

Chart 4: Race/Ethnicity Profile – District and Greenway (current and proposed)
 Greenway Residents: Race / Ethnicity (2025-26)



b. Poverty Rates

Table 1 summarizes the estimated student poverty percentages for each school under current boundaries and with the proposed reassignment of McKay Elementary students. Greenway’s estimated poverty rate decreases slightly under the proposal, shifting from 55.6% to 53.1%. Raleigh Hills Elementary shows a modest increase, rising from 35.7% to 39.6%. Because McKay Elementary would close under the proposal, no “proposed” value is shown for McKay. Overall, the changes reflect relatively small adjustments toward the mean in each receiving school’s student poverty percentage.

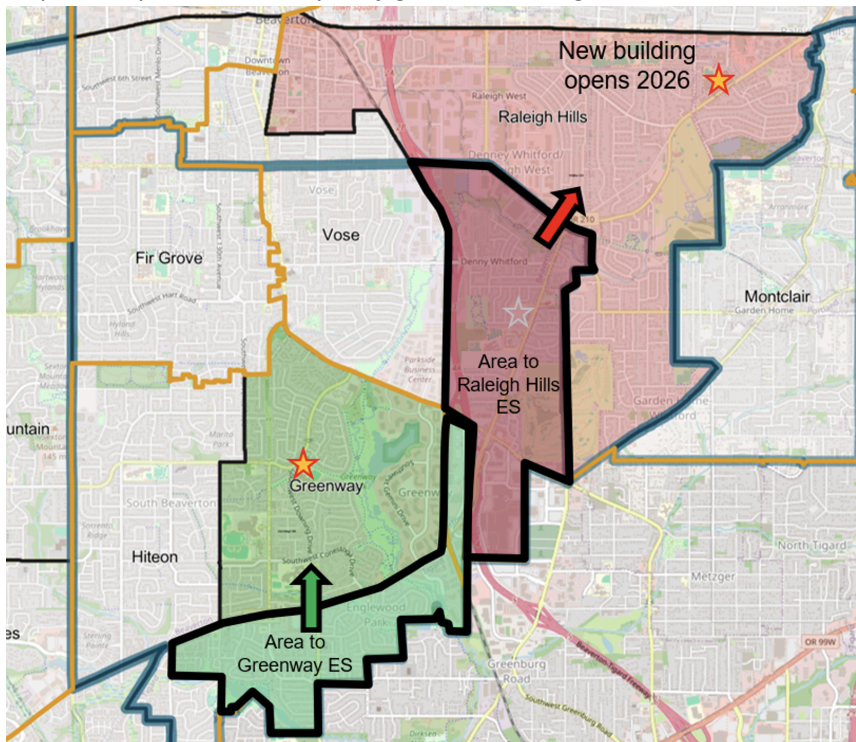
Table 1: Estimated Student Body Poverty Percentage (current and proposed)

School	Current	Proposed Boundary	Change
McKay	45.5%	N/A	
Greenway	55.6%	53.1%	-2.5%
Raleigh Hills	35.7%	39.6%	+3.9%

2. Current and future availability of space at a school

The enrollment declines in the southeastern quadrant of the district (generally bounded by SW Murray and SW Beaverton Hillsdale Highway) have been consistent over the past several school years. McKay ES has experienced enough enrollment decline to a point where the district is projecting an enrollment of fewer than 200 resident students in 2026-2027. Nearby elementary schools at Greenway ES and Raleigh Hills ES have sufficient permanent capacity to be able to accommodate all or a portion of the McKay ES resident student enrollment.

Map 3: Proposed boundary configuration (enlarged)



Greenway ES has a permanent capacity of 475 K-5 students. The enrollment for SY 26-27 is projected to be 249 general education students. Raleigh Hills ES has been rebuilt as a part of the 2022 capital bond program. The permanent capacity of the new building is 750 general education students. The enrollment for SY 26-27 is projected to be 269 general education students. The recommended boundary adjustment will effectively divide the existing McKay ES attendance boundary in half using Highway 217 as the common boundary between Raleigh Hills ES and Greenway ES.

Using this new boundary, the portion of the current McKay ES attendance boundary east and north of Highway 217 will attend Raleigh Hills ES and the portion of the boundary including residential areas west of Highway 217 will attend Greenway ES. The number of McKay ES students that will attend the two schools and the projected enrollment at the two schools is illustrated in the charts below.

Sufficient capacity exists at both schools to accommodate the student populations from McKay, as illustrated in charts 5 and 6.

Chart 5: Greenway Historic and Projected Enrollment with Boundary Change (K-5 only)

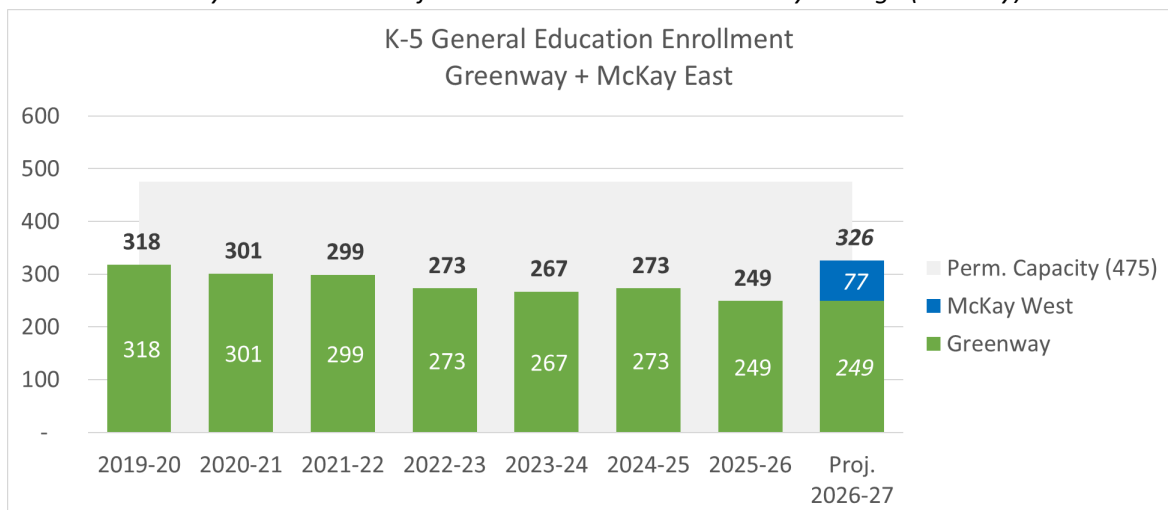
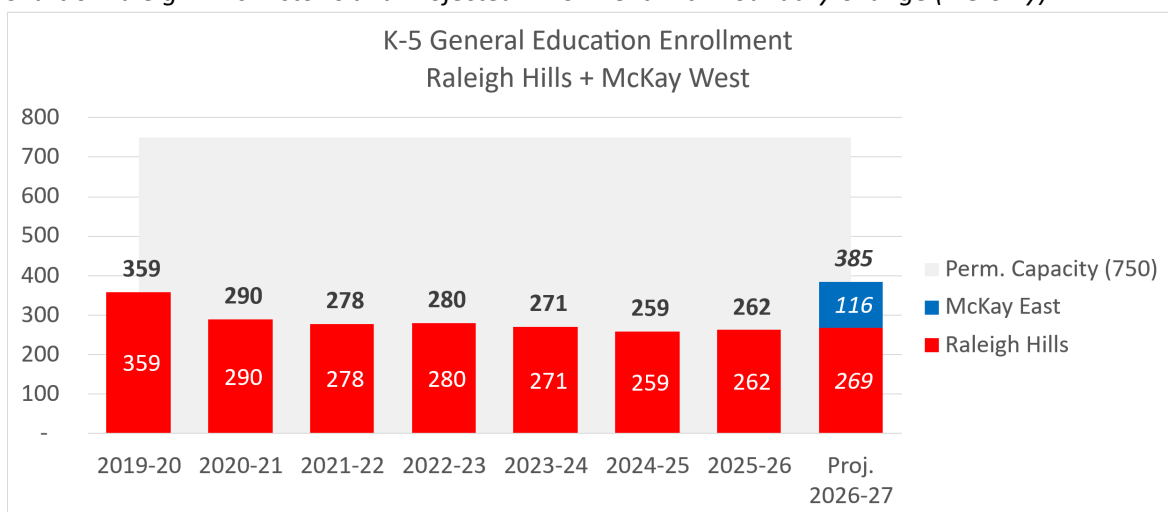


Chart 6: Raleigh Hills Historic and Projected Enrollment with Boundary Change (K-5 only)



The Academic Learning Center (ALC) special education program currently located at McKay ES will be accommodated at Greenway ES. Greenway ES has sufficient specialized classroom space to house this program.

Staff have reviewed the potential for residential development in the southeastern quadrant of the district. The area is almost completely developed with limited opportunities for small land divisions on older, larger parcels. There are some properties which could be the subject of new residential or redevelopment in the future. The two most substantial properties in the area for potential residential development are two golf courses. The likelihood of large-scale development is minimal based on history and the substantial investment that would be required.

Therefore, we find that sufficient capacity exists in the area to accommodate projected enrollment from this area.

3. Feeder patterns from elementary to middle to high school

Former McKay ES students reassigned to Raleigh Hills ES will continue on to Whitford Middle School and then to Southridge High School. Whitford MS's existing pattern—feeding roughly 50/50 into Beaverton High School and Southridge—will remain unchanged. Former McKay students reassigned to Greenway will follow the Conestoga Middle School and Southridge High School feeder path, as they currently do. Currently, about 60% of McKay's attendance area feeds to Whitford Middle School and 40% to Conestoga, with the split defined by the commuter and freight rail line just west of Highway 217. For high school, 100% of McKay ES students feed into Southridge, meaning that even students split at the middle school level ultimately reunite at the same high school.

With the recommended boundary adjustment; the western portion of the existing McKay ES attendance area will move to Greenway ES. All of Greenway ES students matriculate to Conestoga MS and Southridge HS. The eastern part of the McKay ES attendance area will move to Raleigh Hills ES. Raleigh Hills ES feeds 100% to Whitford MS. This area of the McKay ES attendance boundary also feeds 100% to Whitford MS. However, this area currently feeds to Southridge HS and 100% of Raleigh Hills ES currently feeds to Beaverton HS. This would create a new split feeder at the middle school level. The SY 2026-27 fifth grade class will not matriculate to high school until SY 30-31. The district expects to conduct an analysis of split feeder patterns over the next 12 to 24 months with the intention of minimizing split feeders to the extent practicable.

We find that the recommended attendance boundary will improve feeder patterns at the middle school level. While high school feeder patterns may create a new split, the district has the time and a process by which this new split feeder may be eliminated.

4. Neighborhood proximity and accessibility

The western portion of the existing McKay ES attendance area is closer to Greenway ES than McKay ES. By having this area moved to Greenway ES, students will live closer to more of their peers, families will be closer to their students while they are in school, and the students will have a shorter bus ride to and from school.

The students located in the eastern portion of the existing McKay ES attendance area will no longer reside in a walk zone as they currently do for McKay ES. These students will now take a bus to Raleigh Hills ES. The route to Raleigh Hills ES will be on Scholls Ferry Road. The distance between McKay ES and

Raleigh Hills ES is approximately 1.5 miles. The time of the route from the current McKay ES attendance area is estimated to be less than 15 minutes. However, the time of the route will be determined once the route has been established.

For additional transportation analysis, please see Transportation Impact Analysis – Proposed McKay Elementary Closure, Appendix B.

We find that the recommended boundary adjustment will benefit the students and their families with the proximity to Greenway ES and Raleigh Hills ES.

School Attendance Areas

The superintendent shall establish and, when warranted, adjust school attendance areas which shall be defined to support the established goals of the district and the welfare of its students.

The superintendent may initiate the review and act on attendance boundary adjustments if any of the following conditions exist:

- Actual or projected student enrollment changes;
- Programming changes that affect the utilization capacity in school;
- The closing of an existing school or opening of a new school;
- Changes to the district's external boundary.

To initiate the boundary adjustment, the superintendent shall present the basis and proposed objective(s) for the adjustment to the Board for consideration. The Board shall approve the final objectives by which the boundary adjustment will be judged. The superintendent's boundary adjustment recommendation shall be based on these objectives.

The district is committed to a boundary adjustment process that is transparent, collaborative and inclusive. The superintendent shall promote consistent and timely communication among the affected schools, parents and other community members regarding the boundary adjustment process.

At the beginning of the boundary adjustment process the Board may require the superintendent to appoint the creation of an advisory committee. District employees will not be voting members of a boundary adjustment committee.

The superintendent shall establish and execute a public involvement plan for the boundary adjustment process and its implementation following adoption. The superintendent shall establish and promote opportunities for residents, parents and students of the district to review and provide input on proposed boundary adjustments.

The Board recognizes that there are multiple factors to consider in satisfying the objectives of a boundary adjustment. Those factors may include, in no particular priority:

- Student body composition;
- Current and future availability of space at a school;
- Feeder patterns from elementary, middle to high school; and
- Neighborhood proximity and accessibility.

The superintendent shall recommend to the Board the proposed boundary adjustment. The proposal shall detail how the proposal meets the Board-approved objectives, explain how the applicable factors were considered and summarize the public input received. This proposal may also describe measures to address student transitions.

If the Board finds that the superintendent's proposal 1) meets the Board-approved objectives; and 2) reasonably 185 considers the relevant factors and public input, the Board shall approve the proposed boundary adjustment. If the

Board does not find that the recommendation satisfies those conditions, the superintendent may provide additional information or modify the recommendation.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 339.010 to -339.090

MEMORANDUM

TO: Steve Sparks, Executive Administrator for Long-Range Planning
FROM: Craig Beaver, Administrator for Transportation
CC: Casey Waletich, Associate Superintendent for Operations & Support Services
DATE: February 27, 2026
SUBJECT: Transportation Impact Analysis – Proposed McKay Elementary Closure

Executive Summary

This memo outlines the transportation and financial implications associated with the proposed closure of McKay Elementary and reassignment of students to Greenway and Raleigh Hills Elementary schools.

Currently, Transportation serves approximately 53% of McKay's student population (100 students). Under the proposed closure scenario, transportation eligibility would increase to 100% of the reassigned McKay population (approximately 187 students) due to boundary changes and distance considerations.

As a result, the district would experience a net increase of one additional transportation route and an estimated annual cost increase of \$9,774.

Operational Impact

Current Conditions

- Raleigh Hills operates 4 general education routes serving approximately 254 students.
- McKay operates 2 general education routes serving 100 students (53% of enrollment).
- Greenway operates no general education routes, as its current boundary lies entirely within the one-mile non-transportation zone.

Proposed Closure Scenario

- Transportation service would increase from 100 McKay students to approximately 187 students.
- Two McKay routes would be eliminated.
- One new route would be established at Greenway to serve reassigned students.

- Two additional routes would be required at Raleigh Hills to absorb increased enrollment.

This represents a shift from transporting just over half of McKay's students to transporting the entire reassigned population, resulting in a net increase from 6 to 7 total routes across the three affected schools.

	# Routes		Cost		
	Current	Proposed	Current	Proposed	Diff
Greenway	0	1	\$0	\$8,580	\$8,580
McKay	2	0	\$14,449	\$0	-\$14,449
Raleigh Hills	4	6	\$37,520	\$53,163	\$15,643
Total	6	7	\$51,969	\$61,743	\$9,774

Strategic Considerations

- The closure substantially increases transportation reliance for former McKay students.
- Despite this expanded service level, the overall fiscal impact remains moderate.
- Implementation can be accommodated within existing fleet capacity, though one additional driver assignment would be required.
- Final routing efficiencies may adjust slightly once enrollment and boundary decisions are finalized.

Equity and Access Considerations

Expanding transportation eligibility from 53% to 100% for former McKay students ensures consistent access to school regardless of distance, family transportation capacity, or neighborhood walkability. From an equity standpoint, the proposed change removes variability in transportation access and provides a uniform level of service to all reassigned students.

Conclusion

From a transportation operations standpoint, the proposed McKay closure results in a manageable expansion of service, driven primarily by the shift from partial to full transportation eligibility for former McKay students. The projected annual net increase is approximately \$9,774 and requires one additional route districtwide.

ITEM FOR ACTION**APPROVE 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

Blue Underlined Recommended language additions or changes
~~Red Strikethrough~~ Removed outdated language
Black Italicized 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

It is recommended that the board approve the proposed revisions to board policies GCBDE and JGA.

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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Military Leave of Absence

The district will grant a military leave of absence to an employees on duty¹ with a uniformed service² 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 leave³ of absence from duties for up to 21 work ~~training leave exceeding 15 calendar~~ days in any one training year⁴ 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 contributions⁵ 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:

¹"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.

²"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.

³ 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.

⁴ "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

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](#)).

Corporal Punishment**

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

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

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

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

POLICY DRAFT KEY

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

BACKGROUND**BHD – Board Member Stipends and Reimbursements**

New language clarifies that board members may receive a stipend under state law and the district budget, with prorating, opt-out, and tax obligations noted. The superintendent will also establish procedures for submitting reimbursement requests.

DBDB – Financial Reserves

Proposed changes would update the district's financial reserve policy to base the minimum reserve on a percentage of expenditures rather than revenues, and would increase the general fund reserve target from 5% to 8%. Basing the reserve level on expenditures rather than revenues more accurately reflects the district's ongoing cost structure and avoids reducing reserve requirements during periods of declining revenue. Raising the reserve target to 8% is a step toward recommended best practice of reserving approximately two months of operating expenditures. The district has maintained reserves well above 8% in recent years. Holding adequate reserves also supports the district's credit profile, which can result in direct savings to our community as higher rated bonds can translate into lower interest rates and a lower cost to taxpayers.

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 BHD
- Revisions to board policy DBDB

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Board Member ~~Compensation and Expense~~ Stipends and Reimbursements

Board members may receive a stipend for their service in accordance with state law and the board-adopted district budget.¹ [The amount of the stipend is limited to the amount included in the budget.²] Board members may choose not to accept the stipend by notifying the business office. Stipends will be issued monthly and may be pro-rated for service for incomplete months. Stipends will be paid in accordance with the district's business practices. Board members are responsible for any tax obligations resulting from the stipends.

~~No~~ Board members may be ~~will receive any compensation for services other than~~ reimbursed ment for approved expenses actually incurred on district business. Such expenses may include the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the board.

The superintendent will establish and communicate procedures regarding submission of expenses for reimbursement.

When paid admission is required of the public, board members may be reimbursed for attending district events and other activities when their attendance is consistent with board responsibilities and district operations.

The district will establish accounting procedures consistent with this policy.

END OF POLICY

Legal Reference(s):

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

[Senate Bill 983 \(2025\)](#)

Cross Reference(s):

¹ After declaring an actual conflict of interest during meetings in which the budget is being discussed, Board members are allowed to discuss and vote on the district's budget that includes providing compensation of benefits to themselves or relatives in accordance with Senate Bill 983 (2025).

² The maximum amount of the monthly stipend will be limited to the total amount budgeted, divided by the total number of board members, divided by 12]. Stipend amounts are also limited by ORS 332.018(3).

BBAA - Individual Board Member's Authority and Responsibilities

BHB - Board Member Development

DLC - Employee Expenses

Financial Reserves

The board recognizes the importance of financial reserves to deliver sustainable and stable levels of instruction, staffing, number of instructional days and operation of facilities.

The reserves are necessary to:

1. Maintain financial stability for program continuity and public confidence;
2. Ensure budget and financial compliance with Oregon Revised Statutes and Oregon Administrative Rules;
3. Provide an emergency reserve to balance risk of availability and liquidity of resources in other funds as well as the potential drain upon general fund resources; liquidity; and designations. Such factors will be reviewed annually;
4. Protect the district from unnecessary borrowing in order to meet cash flow needs;
5. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events and accommodate volatile PERS rates;
6. Meet the uncertainties of state and federal funding; and
7. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

District reserves include both a sufficient general fund ending fund balance and a financial reserve [held outside the general fund](#).

General Fund Balance

The board directs the superintendent to manage the adopted district budget in such a way as to ensure an ending general fund balance of at least ~~five~~ [eight](#) percent of total [budgeted general fund expenditures net of contingency actual revenues](#).

Financial Reserve (PERS)

The board also directs the superintendent to maintain a financial reserve of five percent of the total [budgeted expenditures resources](#) of the general fund [net of contingency](#).

Use of Reserves

The board may authorize use of the general fund balance to address unanticipated, nonrecurring needs and may authorize use of the financial reserve to address adverse conditions which negatively affect the district's revenues or ability to meet the needs of students.

Replenishment of Reserves/Notice of Shortfall

~~If in the event~~ the board authorizes use of reserves, the superintendent shall, [as soon as practicable](#), ~~propose present~~ a plan for ~~the replenishing ment of~~ the reserves ~~as soon as practicable, considering state financial reserves~~ and [provide](#) annually ~~report~~ progress [reports to the board](#). ~~against the plan. Prior to the reserves becoming less than~~

~~projected, †~~The superintendent [shall provide timely notice to the board when projections indicate that](#) ~~will notify the board of the possibility the~~ reserves may fall below the minimum targeted level.

END OF POLICY

Legal Reference(s):

[ORS 294.311\(18\)](#)

[ORS 294.398](#)

[ORS 332.107](#)