BEAVERTON SCHOOL DISTRICT

Beaverton School Board Business Meeting

District Office
1260 NW Waterhouse Avenue
Beaverton, Oregon 97006
Tuesday, April 14, 2026 7:00 PM
Video Stream: www.youtube.com/beavertonschools
Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. **OPEN MEETING**
- A. Call to Order
- B. Attendance
- C. Agenda Review

II. **STUDENT PERFORMANCES & RECOGNITIONS**
- A. *- none -*

III. **SUPERINTENDENT'S REPORT**
- A. Comments by the Interim Superintendent

IV. **PUBLIC COMMENTS**
- A. Comments by Employee Groups
- B. Comments by Community Members: **Live Public Testimony:** The board welcomes public comments during a designated time in its regular business meetings. Up to 10 people will be invited to speak for up to 2 minutes each. To request to speak in-person, fill out and submit a speaker card in the lobby before the meeting begins. To request to speak virtually, submit a request via the form on the district website by noon on the day of the board meeting. 3

  Selection of Speakers: If the board receives more requests to comment than available spots, priority will be given to students, district residents and speakers who have not already provided public comment during a recent board meeting. Speakers will be selected based on topic variety and no consideration will be given to the speaker's stance on a particular issue.

  Written Public Testimony: The board accepts written public comments via an electronic form on the district's website. The comment window opens on Friday at noon prior to the board meeting and closes at noon the day of the board meeting.

V. **ITEMS FOR INFORMATION**
- A. Spotlight: Graduation Rates & 9th Grade On Track 5
- B. Department Report: Human Resources 23
- C. Monthly Financial Update 35

VI. **CONSENT AGENDA**
- A. Personnel 51
- B. Board Meeting Minutes
  - a. School Board Work Session (Budget 101), March 10, 2026 52
  - b. School Board Business Meeting, March 10, 2026 54
- C. Public Contracts 58

VII. **ITEMS FOR ACTION AT THIS MEETING**
- A. Budget Committee Appointment 62
- B. Board Policy Revisions 63
  - a. BHD Board Member Stipends & Reimbursements 64
  - b. DBDB Financial Reserves 66

VIII. **ITEMS FOR ACTION AT A FUTURE MEETING**
- A. School Board Meeting Calendar for 2026-27 School Year 68
- B. Budget Calendar for 2027-28 Budget 70
- C. Math Curriculum Adoption 72
- D. Board Policy Revisions 109
  - a. BCFAA Community Partnership Teams (delete) 110
  - b. GDA Instructional Assistants (delete) 111
  - c. IF District Curriculum (delete and replace) 113

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

BEAVERTON SCHOOL DISTRICT

IX. **BOARD COMMUNICATION**
- A. Comments & Committee Reports

X. **CLOSE MEETING**
- A. Closing Comments
- B. Adjourn

Belong. Believe. Achieve.

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PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, April 10 2026 through 12 p.m. on Tuesday, April 14, 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
Soumya	Sah	Parent / Guardian	I'm writing on behalf of my daughter who is a 8th grader at Stoller middle school. She has been participating in Science Olympiad since 6th grade and competed with other middle schoolers from across Oregon and US. Three years of hard work has culminated in their team being selected to represent Oregon at National Science Olympiad on May 23rd but we are being held up by BSD Risk Management because of which they may miss the deadline to register the team and submit required to National Science Olympiad paperwork. All 15 students earned their spot and are traveling with their parents/legal guardians. Almost 10+ parents volunteer for BSD and have background checks done. We are wiling to sign liability waivers for BSD. So why are we still being held up because of BSD's insurance limitations ? The team which was so excited to win 1st at State level is now not sure to even make it to Nationals. BSD can do better for the kids who are our brilliant future and not block their path to success!!
Fanya	Stein	Other Community Member	Over the past several school years, expulsions have declined dramatically, indicating a significant shift in student discipline outcomes. In the 2018–2019 school year, there were 70 total expulsions, with 48 of them having a disposition related to drugs and alcohol. By 2025–2026, that number has dropped to just 5 total expulsions, with only 1 having a disposition related to drugs an alcohol. This downward trend suggests progress in prevention strategies, intervention efforts, and changes in disciplinary practices within our district. While there isn't one reason as to why this progress has occurred, some reasons could be that the district has implemented BH&W teams, CASE, Social Workers, Substance Use Specialists, and using Restorative Practices. The district has made substantial progress in reducing overall expulsions and drug-related incidents, suggesting that current prevention and intervention strategies are having a positive impact. We can't let budget cuts end our progress.

Robert	Zenk	Other Community Member	Members of the Board, My name is Robert Zenk, Director of Andégo Internships Abroad, a Forest Grove–based organization partnering with Oregon schools on short-term international school visitor programs. For years, we have facilitated two-week visits for screened high school students from France, Spain, Mexico, and Italy to observe classes, shadow peers, practice English, and share their culture. Teachers report increased engagement, authentic language practice, and meaningful cultural exchange. I respectfully ask the Board to reconsider its prohibition on short-term international visitors and explore how a structured, well-supervised program could align with Beaverton's educational mission. This is not an exchange or enrollment program. Students earn no credit, do not displace instruction, are insured, chaperoned, and participate briefly. Districts across Oregon find these visits low-impact, well organized, and academically enriching. Thank you for your consideration. Robert Zenk
Allison	B	Parent / Guardian	I have concerns that BSD is considering adopting Curriculum Associates' iReady for grades K-5. There is currently a federal class action lawsuit against Curriculum Associates which "alleges that its i-Ready platform unlawfully collects and shares students' sensitive data without proper parental consent, setting up a major legal battle over privacy rights in education technology" (https://theeducatorsroom.com/lawsuit-targets-i-ready-maker-over-student-data-privacy-concerns/). As a parent of young kids in the district, I am incredibly concerned about the increasing use of EdTech for a number of reasons. Data privacy is one that I do not feel the district takes seriously enough. I am also concerned about the increased use of and reliance on screens and games for learning. Our principal has sent out newsletters about noticing decreased student stamina and focused attention and how "quick dopamine" effects kids ability to learn. I can't help but wonder what the impact of EdTech is here too.

ITEM FOR INFORMATION

SCHOOL SPOTLIGHT: 9th GRADE SUCCESS & GRADUATION RATES

SUMMARY
This spotlight report provides an overview of 9th grade on-track achievement and graduation rates across comprehensive high schools and option schools. The presentation will highlight the critical relationship between strong 9th grade academic success and improved long-term outcomes, including increased graduation completion rates. Emphasis will be placed on how early credit attainment, attendance, and engagement in 9th grade serve as key predictors of future high school success.

BACKGROUND
Research and district data consistently show that 9th grade success is one of the strongest indicators of a student's likelihood to graduate on time. Students who remain on track during their first high school year—earning sufficient credits, passing core courses, and maintaining regular attendance—are significantly more likely to persist through high school and earn a diploma.

This presentation will include an overview of current 9th grade supports and intervention strategies implemented at both option schools and comprehensive high schools. These supports may include targeted academic interventions, credit recovery opportunities, advisory and mentoring structures, attendance monitoring, social-emotional supports, and enhanced transitions from middle school to high school. The impact of these strategies will be demonstrated through recent trends showing increased percentages of students on track to graduate.

RECOMMENDATION
Staff will present data and analysis related to 9th grade success and graduation rates, including progress trends and the effectiveness of current supports. No board action is requested.

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.



Beaverton School District 9th Grade Success

April 14th, 2026

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**?

Presentation Team

- Todd Corsetti
  Executive Administrator for High Schools/Athletics/Activities
- Jill O'Neill
  Executive Administrator for Teaching & Learning and Option Schools
- Christina Schulz
  Assistant Administrator for FLEX Credit



Why 9th Grade?

A student's 9th grade year is the single most influential factor in high school graduation —predicting success far more accurately than past test scores, poverty levels, or race and ethnicity.

9th Grade Success is a **stronger graduation predictor** than test scores, demographics, including poverty and race/ethnicity.

More than 95% of students with a B average or better in their freshman year **graduate.**

Students who finish 9th grade on track are **3.5 times** more likely to graduate high school **in four years**.

Our Commitment to Equity

Prioritizing 9th-grade success is how we ensure every student — especially those from historically marginalized communities — receives an equitable education and the foundational support necessary to graduate.

What do students need to succeed in high school?





9th Grade Success







BSD's 9th Grade Success initiative, launched in 2017, is a collaboration with NWRESD to ensure that by the end of their freshmen year, all students are "on track" to graduate on time.



Every number represents a student voice.

TEAM ORGANIZATION
Identify teachers, counselors, staff members, support team for freshmen.

DATA REVIEW (PRE-CYCLE)
Identify students in Yellow Zone (at risk) that may be in need of support. Could also be based on referrals from BH&W or Grad Mentors.

INTERVENTION PLANNING
Identify interventions for students based on team discussion and data analysis.

TEST INTERVENTIONS
Develop and test change ideas to improve outcomes.

COLLABORATE
Meet with NWRESD Mentor, Regional or District Network, share change ideas, discuss interventions, analyze data.

CONDUCT EMPATHY INTERVIEWS
Connect with students to get feedback on intervention.

SHARE & INTEGRATE
Working interventions into practice with district and network partners.

DATA REVIEW (POST-CYCLE)
Evaluate effectiveness of interventions, make data-driven adjustments, and initiate the next cycle.

CYCLE CONTINUES

From Data to Promise:
Continuous Improvement Model



Proactive Interventions

Beaverton relies on meticulous data tracking—using team-created tools and NWRESD resources like the Sortercer—to shift from reactive to proactive support across five main drivers:

- **Attendance:** Prioritizing family communication and system-wide data reviews. Missing more than 10% of school days triggers engagement calls, empathy interviews, and outreach
- **Robust Structures and Systems:** Adapting adult practices to improve student outcomes, monitoring "On Track" data closely for poor credit accumulation (fewer than six credits by Semester 1)
- **Connected and Inclusive School Culture:** Fostering strong student-adult relationships, honoring cultural identities, promoting student-led improvement, and supporting critical 8th and 9th-grade transitions
- **Student-Centered Instructional Supports:** Ensuring academic safety and engagement to meet diverse learner needs, stepping in the moment students begin to struggle or fail in core classes
- **Equitable Grading and Assessments:** Evaluating classroom practices and tracking real-time course performance to catch early “D”s and “F”s, rather than waiting for midterms or finals

Fostering Belonging and Relationships



Students who feel connected to their school are more likely to attend regularly and engage academically.





Student-Led Component

Data has shown having upperclassmen help freshmen navigate the social and academic transition helps.

9th Grade Success incorporates student interns - mostly juniors and seniors - to review student data, listen to their classmates, provide direct feedback to educators, and lead initiatives such as:

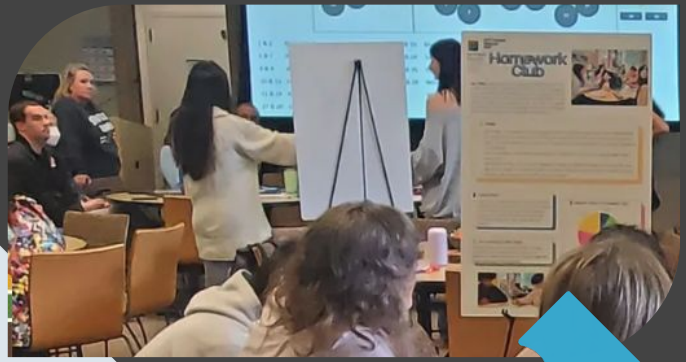
Story Circles:
Freshmen share experiences with interns without adults present (and has led to 10% increase in attendance for participating students)

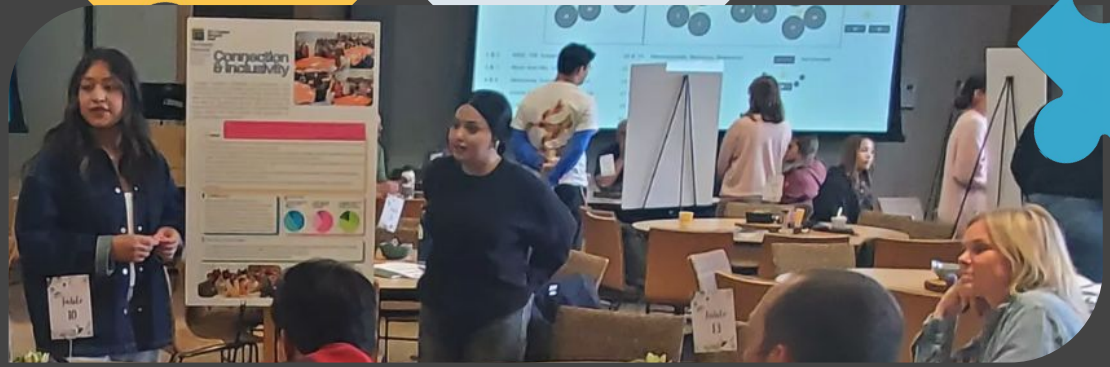
Peer Presentations:
Interns also present to 8th and 9th graders what it means to be 'on track'

Connection Activities:
Interns develop games and activities to help freshmen overcome feelings of isolation



The Results





On Time Graduation Rate Successes

Higher than Statewide Average Graduation Rates

Since 2019, Beaverton has consistently maintained graduation rates between **5.6%** and **7.9%** higher than Oregon Statewide Average

District-Wide Success

Overall On-Track Rate is 91.4%

Overall Increase in Race/Ethnicities Graduation Rates

All race/ethnicities demonstrated an increase in graduation rates from the Class of 2024 to the Class of 2025, except American Indian/Alaska Native students

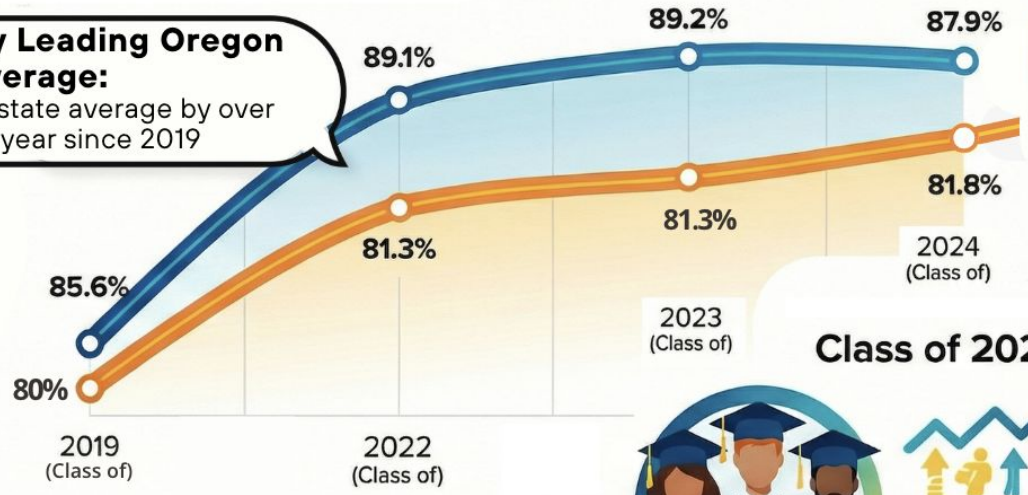
On-Time Graduation (Class of 2025)

BSD Graduation Rate is **88.9%**
Up 1% from previous year





Consistently Leading Oregon Average:
Outperformed state average by over 5% every year since 2019





83.0%
State
2025
(Class of)

BSD District Graduation Rate
BSD Maintained a high achievement level for the Class of 2025.

Class of 2025: Demographic Trends



Broad Growth Across Ethnicities

Most race/ethnicity groups demonstrated an increase in graduation rates for 2025.

Steady Growth Since 2019
District graduation rates rose from 85.6% in 2019 to nearly 89% today.

NotebookLM

Successes: On-Track Graduation Rates

Growth Across Student Groups: The Class of 2025 saw graduation rate increases across nearly every demographic and student group. Notably, several groups that have historically faced barriers to graduation showed gains:

- Black/African-American students: increased by 0.6 percentage points to 88.8%, in line with BSD overall graduation rate
- Recent arrivers: increased by 6.1 percentage points to 82.1%
- Migrant students: increased by 5.5 percentage points to 84.4%
- Students with disabilities: increased by 2.9 percentage points to 79.2%
- English learners: increased by 3.3 percentage points to 71.8%
- Native Hawaiian/Pacific Islander students: increased by 5.8 percentage points to 77.3%
- Students experiencing houselessness: increased by 6.4 percentage points to 63.9%



BSD Successes and On-Track Graduation Rates



Strong Success for Former English Learners

From 2021 to 2025, consistently met or beat the overall BSD District Average, surpassing it in 2022, 2023, and 2025, with a peak of 92%

Clear Upward Trend for Recent Arrivers

Shows a steady increase since 2023, climbing 10% in the last 2 years

Improvement for Students with Disabilities

Has increased from 73% in 2021 to steady 79% in 2023, 2025

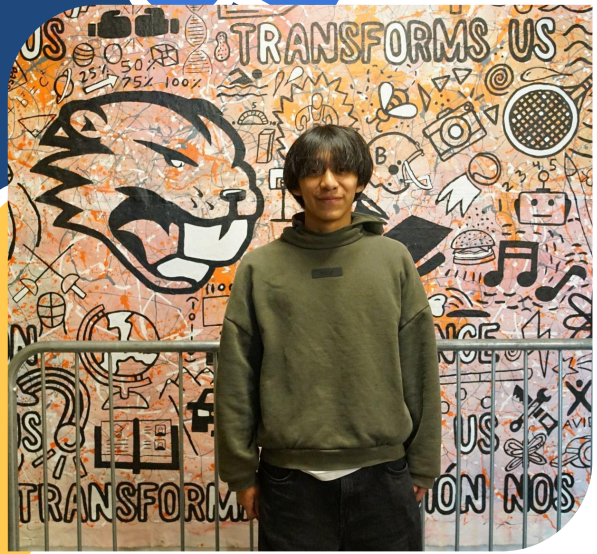
Resilience of Migrant Students

Graduation rate of migrant students consistently stays at or above state average, with notable uptick in 2025





Questions?



Thank You



ITEM FOR INFORMATION

HUMAN RESOURCES DEPARTMENT UPDATE

SUMMARY
The Human Resources Department will provide an update to the board on the work the department has been focused on for the 2025-26 school year. This work is directly tied to the district's strategic plan.

BACKGROUND
The Human Resources Department serves as foundational support for the district's 2023 Strategic Plan: Belong, Believe, Achieve. We operate under the belief that student success is a direct result of the stability and wellness of the adults in the building. The 2025-26 academic year reflects a significant period of stability and strategic growth for the Beaverton School District. Our staff retention rates averaging 94% for administrators and licensed staff not only exceed our five-year historical averages but also signal a high level of professional satisfaction and commitment to our students. Furthermore, our focused recruitment efforts under the Equity & Belonging initiative have yielded exceptional results, with 56% of new administrator hires identifying as diverse. This intentional diversification of our leadership and staff ensures that our workforce increasingly mirrors the vibrant diversity of the student body we serve, moving us closer to our goal of collective belonging and dignity.

RECOMMENDATION: Staff will present information on the Human Resources Department. No action is needed.

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.

Steffanie Frost
Chief Human Resources Officer
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www.beaverton.k12.or.us

Human Resources Department Update: Strengthening People, Systems, and Student Outcomes

To: Beaverton School Board of Directors

From: Department of Human Resources

Date: April 6, 2026

Strategic Alignment: The "Why" Behind Our Work

The Human Resources Department serves as foundational support for the district's **2023 Strategic Plan: Belong, Believe, Achieve**. We believe student success is directly connected to the stability and wellness of the adults in our buildings.

The 2025–26 academic year reflects a period of stability and strategic growth for Beaverton School District. Retention is strong (averaging **94%** for administrators and licensed staff), and focused recruitment under Equity & Belonging has strengthened representation in leadership, with **56%** of new administrator hires identifying as diverse.

Our work aligns to district priorities in four key ways:

- **Student Success:** Providing a consistent learning environment by reducing staff turnover and vacancies.

Staff retention

Measure	Administrators	Licensed	Classified
Staff retention 2025–26	94% (9 new)	94% (156 new)	91% (210 new)
Five-year average	91%	91%	83%

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- **Equity & Belonging:** Implementing standardized HR practices to eliminate “pockets” of inconsistency. This supports the **Belonging and Dignity** value.

Diverse new hires

Measure	Administrators	Licensed	Classified
Diverse new hires 2025–26	56%	33%	38%
Five-year average	36%	27%	40%

- **Operational Excellence:** Reducing organizational risk through predictable, documented systems.
- **Trust & Transparency:** Enhancing shared understanding between the district and labor partners.

Investing in Leaders: Targeted HR Professional Learning

Our strategic goal is to move HR expertise closer to students by empowering building-level leaders.

- **Investigations & Due Process:** Training leaders on timelines and documentation to protect procedural integrity.
    - Legal and Healthy Documentation Practices with Empathy Drive Leadership
    - Conducting Investigations with Brian Hungerford
    - Classified and Certified Employee Evaluations and Supervisions
    - Mandatory Reporting Procedures
    - Social Media Best Practices
- **Supportive Evaluations:** Shifting the culture from “compliance” to “growth” (the **Academic Excellence** value).
- **Empathy-Informed Leadership:** Equipping leaders to navigate high-stakes conversations while maintaining psychological safety.

Efficiency & Operational Excellence: Modernizing Our Systems

Operational excellence focuses on designing systems that reduce friction and free HR capacity.

We are transitioning from legacy paperwork to agile, digital workflows to increase transparency and efficiency.

- **ERP Workflow Automation:** Streamlining the hiring-to-onboarding pipeline.
- **Digital Personnel Files:** 85% of historical records have been digitized as of March 2026.

- **Automated Leave Tracking:** Reducing administrative burden on school secretaries.

Recognition & Culture Building: The BSD Achievers Awards

Recognition is a core retention strategy.

- **Celebrating Excellence:** Honoring both licensed and classified staff across all departments. Honoring professionalism, innovation, and genuine care.
    - **Spotlight: BSD Achievers:** Our recognition program continues to thrive. This year, we received **202 nominations** from across the district, resulting in **23 awards** given to staff who embody the "Belong, Believe, Achieve" spirit. Use this link to view our BSD Achiever Videos.

Future Outlook: Sustaining Momentum for 2026–27

As we look toward the next academic year, the Human Resources Department is committed to evolving from "modernizing systems" to "optimizing the employee experience." Our strategic focus will center on three key pillars:

- **Targeted Retention Initiatives:** While our current retention rates (93.5% for licensed staff) are strong, we will focus on exploring why staff choose to leave BSD by implementing "stay interviews." This initiative aims to identify and address the specific needs of early-career educators before they reach the traditional 5-year turnover window.
- **Expansion of the BIPOC Leadership Pipeline:** Building on our success in hiring (34% BIPOC new hires), HR will continue to partner with Teaching & Learning to enhance the "Leading Forward" mentorship program. This will provide clear pathways for our diverse staff to transition into administrative and specialized leadership roles.
- **Staff Wellness & the "Standard of Care":** We will expand our "Standard of Care" training to include a focus on secondary trauma and staff burnout. By prioritizing the mental health of our workforce, we directly support the "Belong" promise of the district's strategic plan.

Beaverton School District Human Resources

Strengthening People, Systems, and Student Outcomes



How HR Advances the BSD Strategic Plan

Human Resources advances BSD's Strategic Plan by ensuring we attract, support, and retain excellent staff while building workplaces rooted in equity, belonging, and trust. Every system we build and every decision we make flows from a shared commitment to people.

Student Success

Stable, well-supported adults create strong, consistent learning environments for every child.

Equity & Belonging

Consistent, fair, and humane practices across all schools and roles—no exceptions.

Operational Excellence

Clear, predictable systems that reduce disruption, confusion, and organizational risk.

Trust & Transparency

Clear communication and shared understanding of expectations at every level.

Our Operating Commitments

These six commitments guide how HR shows up every day—in every interaction, system, and decision we make.

01

Meeting people where they are

02

Listening deeply and responding with humanity

03

Communicating clearly, early, and transparently

04

Teaching, empowering, and building understanding

05

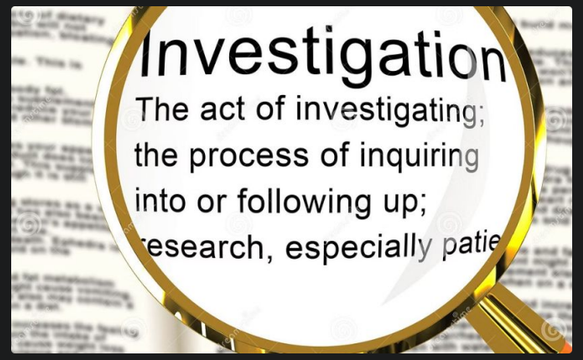
Honoring the individual, even in high-volume work

06

Designing efficient, predictable, and scalable processes

Investing in Leaders Through Targeted HR Professional Learning

Our strategic goal is clear: equip principals and leaders with timely, relevant HR learning so that challenges are addressed early, consistently, and effectively—improving school climate and reducing the need for escalation.



Investigations

- Understanding roles, timelines, and documentation requirements
- Sound decision-making grounded in fairness and due process
- Protecting all parties while maintaining procedural integrity



Supportive Plans & Evaluations

- Using evaluations as genuine tools for growth and improvement
- Aligning support with accountability, clarity, and documentation
- Building confidence in delivering feedback with care



Leading with Empathy & Improving Climate

- Empathy-informed leadership in high-stakes situations
- Navigating difficult conversations with dignity and care
- Creating psychological safety and trust across the building

Efficiency & Operational Excellence in HR

Operational excellence is not about doing more with less—it is about designing systems that reduce friction, prevent errors, and free HR capacity for the high-impact, people-centered work that matters most. We are actively improving ERP workflows to be clearer, more predictable, and scalable across the district.

Streamlined ERP Workflows

Clearer, more predictable processes that leaders can navigate with confidence and consistency.

Proactive Early Support

Reducing reactive, last-minute work through timely guidance that prevents escalation.

Freed Capacity for People

When systems run smoothly, HR can invest more time in coaching, relationships, and culture.

Impact on District Systems

- Fewer errors and costly rework across schools
- More consistent practice and equity in every building
- Increased leader confidence and strengthened staff trust
- Earlier resolution of issues—less disruption to learning

Efficient systems reduce frustration and inequity. Positive culture supports staff wellness, engagement, and performance.

Recognition & Culture Building

BSD ACHIEVERS AWARDS

Recognition is one of the most powerful tools a district has for sustaining engagement, retention, and a sense of belonging. The **BSD Achievers Awards** celebrate districtwide excellence among both licensed and classified staff—honoring the people who show up every day and make BSD a place where students and adults can thrive.



Celebrating Excellence

Districtwide recognition of outstanding contributions by licensed and classified staff across all schools and departments.



What We Honor

Professionalism, innovation, collaboration, and genuine care for students and colleagues—values that define BSD at its best.



Culture of Appreciation

Consistent recognition reinforces morale, pride, and a shared sense of purpose across the entire district community.

> When people feel seen, valued, and appreciated, they bring their best selves to work—and that energy flows directly into classrooms and student outcomes.

BSD Achievers









Questions?

Thank you for your time and attention. We're happy to answer any questions you may have about how HR contributes to the Beaverton School District's strategic goals and operational excellence.

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 March 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 March 20, 2026
- Investment monthly board report as of March 27, 2026
- Investment portfolio – allocation by asset category, main fund, asset class
- Portfolio holdings by asset class

NOTES:

- Minor modifications to revenue line items include an increase in projected property tax revenue of $2.6 million and a reduction in other revenues of $0.5 million.
- Minor modification to expenditure line item includes an increase in projected salary of $1.3 million. This appears to be driven by an increase in substitute usage during the year.
- Minor modification to expenditure line item includes a decrease in associated payroll costs of $0.5 million.
- The next economic forecast for the State of Oregon is May 20, 2026.

RECOMMENDATION

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

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Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For March 2026

($ in millions)

	YTD Actuals	Current Encumb.	Actuals & Encumb.	2025-26 Budget	Year-End Forecast	Variance
REVENUES:						
State School Fund	$ 477.5	$ -	$ 477.5	$ 550.0	$ 546.8	$ (3.2)
Local Option Levy	42.1	-	42.1	44.0	43.0	(1.0)
Investment Earnings	6.5	-	6.5	10.0	10.0	-
NWRESD Appointment	7.4	-	7.4	13.4	13.4	-
Other	7.2	-	7.2	11.5	10.3	(1.2)
Total Revenues	$ 540.7	$ -	$ 540.7	$ 628.9	$ 623.5	$ (5.4)
EXPENDITURES:						
Salaries	$ 238.6	$ -	$ 238.6	$ 353.9	$ 354.5	$ 0.6
Benefits	144.0	-	144.0	224.2	219.0	(5.2)
Purchased services	26.4	4.8	31.2	40.9	36.9	(4.0)
Supplies & materials	15.4	1.9	17.3	22.7	19.7	(3.0)
Capital outlay	0.1	0.1	0.2	0.5	0.5	-
Other	2.0	0.1	2.1	3.1	3.1	-
Transfers out	2.9	-	2.9	2.9	2.9	-
Total Expenditures	$ 429.4	$ 6.9	$ 436.3	$ 648.2	$ 636.6	$ (11.6)
Surplus / (Deficit) from Operations				**$ (19.3)**	**$ (13.1)**	$ 6.2

Projected Ending Fund Balance	2025-26 Budget	Year-End Forecast
Beginning Fund Balance	$ 158.0	$ 163.4
Surplus / (Deficit) from Operations	(19.3)	(13.1)
Contingency	138.7	-
Projected Ending Fund Balance	$ -	$ 150.3
Projected Ending Fund Balance as Percentage of Total Resources		19.1%

	YTD Actuals	Current Encumb.	Actuals & Encumb.	Final Budget	Year-End Forecast	Variance
APPROPRIATIONS:						
Instruction	$ 261.0	$ 2.6	$ 263.6	$ 398.2	$ 395.3	$ (2.9)
Support Services	164.3	4.3	168.6	245.1	236.4	(8.7)
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	$ 429.4	$ 6.9	$ 436.3	$ 786.9	$ 775.3	$ (11.6)

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For March 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	293.4	-	293.4	353.6
Property Taxes	180.0	180.0	181.0	-	181.0	186.5
Common School Fund	5.4	5.4	2.8	-	2.8	5.7
County School Fund	1.0	1.0	0.3	-	0.3	1.0
Local Option Levy	44.0	44.0	42.1	-	42.1	43.0
Investment Earnings	10.0	10.0	6.5	-	6.5	10.0
NWRESD Appointment	13.4	13.4	7.4	-	7.4	13.4
Other	11.5	11.5	7.2	-	7.2	10.3
Total	$ 786.9	$ 786.9	$ 704.1	$ -	$ 704.1	$ 786.9
EXPENDITURES:						
Salaries	$ 353.9	$ 353.9	$ 238.6	$ -	$ 238.6	$ 354.5
Benefits	224.2	224.2	144.0	-	144.0	219.0
Purchased services	40.9	40.9	26.4	4.8	31.2	36.9
Supplies & materials	22.7	22.7	15.4	1.9	17.3	19.7
Capital outlay	0.5	0.5	0.1	0.1	0.2	0.5
Other	3.1	3.1	2.0	0.1	2.1	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	$ 429.4	$ 6.9	$ 436.3	$ 775.3

Projected Surplus / (Deficit) from Operations	**$ (13.1)**
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	**$ 150.3**
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2026 *	**19.1%**

***Projected ending fund balance breakdown:**	Projected EFB	
General Operating Fund	$ 149.3	**18.9%**
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	$ 261.0	$ 2.6	$ 263.6	$ 395.3
Support Services	245.1	245.1	164.3	4.3	168.6	236.4
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	$ 429.4	$ 6.9	$ 436.3	$ 775.3

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For March 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	$ 11,453,911	$ 4,012,195	$ 739,745	$ 4,751,941	34.89%	$ 6,701,970
Equipment Replacement Fund	10,727,012	12,217,147	6,467,278	1,034,257	7,501,535	69.93%	4,715,611
Scholarship Fund	550,000	590,977	72,450	19,000	91,450	16.63%	499,527
Grant Fund	122,059,101	33,311,776	58,251,496	7,844,778	66,096,275	54.15%	(32,784,499)
Long-Term Planning Fund	40,650,000	39,013,985	-	-	-	0.00%	39,013,985
Nutrition Services Fund	27,996,407	19,744,597	13,631,855	5,222,284	18,854,139	67.34%	890,458
Debt Service Fund	121,012,843	119,518,100	19,681,728	-	19,681,728	16.26%	99,836,372
Capital Projects Fund	517,340,000	487,010,293	165,646,848	146,209,788	311,856,637	60.28%	175,153,656
Insurance Reserve Fund	13,502,493	14,489,686	4,702,040	895,925	5,597,965	41.46%	8,891,721
Workers' Compensation Fund	6,427,860	5,802,665	2,392,488	60,359	2,452,846	38.16%	3,349,819
Total	$ 873,884,716	$ 743,153,136	$ 274,858,379	$ 162,026,137	$ 436,884,516		$ 306,268,620

BEAVERTON SCHOOL DISTRICT

2025-26 Classroom Teacher Staffing By School
As of 3/20/26

				Budgeted FTE				Actual FTE			
School	Budgeted Enrollment	3/20/26 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	911	861	(50)	30.0	8.0	2.0	40.0	31.0	7.0	2.0	40.0
Barnes	418	381	(37)	13.0	4.0	1.0	18.0	12.0	4.0	1.0	17.0
Beaver Acres	734	675	(59)	22.0	7.0	3.0	32.0	23.0	6.0	3.0	32.0
Bethany	398	397	(1)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Bonny Slope	591	583	(8)	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Cedar Mill	345	358	13	9.0	3.0	2.0	14.0	10.0	3.0	2.0	15.0
Chehalem	374	356	(18)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Cooper Mountain	367	353	(14)	11.0	3.0		14.0	10.0	3.0		13.0
Elmonica	430	416	(14)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Errol Hassell	315	295	(20)	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Findley	536	504	(32)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Fir Grove	340	334	(6)	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
FLEX (K-5)	58	75	17	3.0	-	-	3.0	3.0			3.0
Greenway	264	243	(21)	7.0	3.0	2.0	12.0	7.0	3.0	2.0	12.0
Hazeldale	517	512	(5)	15.0	4.0	3.0	22.0	15.0	4.0	3.0	22.0
Hiteon	469	475	6	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	582	536	(46)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Kinnaman	437	419	(18)	13.0	4.0	1.0	18.0	13.0	4.0	1.0	18.0
McKay	225	244	19	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
McKinley	658	630	(28)	21.0	6.0	2.0	29.0	21.0	6.0	2.0	29.0
Montclair	265	259	(6)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	450	433	(17)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	18.0
Oak Hills	474	446	(28)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Raleigh Hills	254	249	(5)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Raleigh Park	307	280	(27)	9.0	3.0	1.0	13.0	9.0	3.0	1.0	13.0
Ridgewood	317	328	11	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Rock Creek	396	388	(8)	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Sato	831	853	22	24.0	6.0	4.0	34.0	24.0	6.0	4.0	34.0
Scholls Heights	598	625	27	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Sexton Mountain	396	419	23	10.0	3.0	2.0	15.0	11.0	3.0	2.0	16.0
Springville	712	701	(11)	19.0	6.0	3.0	28.0	20.0	5.0	3.0	28.0
Terra Linda	258	282	24	10.0	2.0		12.0	10.0	2.0		12.0
Vose	630	578	(52)	20.0	6.0	2.0	28.0	20.0	6.0	2.0	28.0
West TV	295	276	(19)	8.0	3.0	1.0	12.0	9.0	3.0	1.0	13.0
William Walker	498	482	(16)	15.0	5.0	2.0	22.0	13.0	4.0	1.5	18.5
Elementary School Total	**15,650**	**15,246**	**(404)**	**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**		**32.9**	**25.7**	**23.3**	

BEAVERTON SCHOOL DISTRICT

2025-26 Classroom Teacher Staffing By School
As of 3/20/26

School	Budgeted Enrollment	3/20/26 Enrollment	Enrollment Change	Budgeted FTE General Fund	Budgeted FTE Levy	Budgeted FTE SIA	Budgeted FTE TOTAL	Actual FTE General Fund	Actual FTE Levy	Actual FTE SIA	Actual FTE TOTAL
Cedar Park	634	625	(9)	22.2	5.8	0.6	28.6	23.1	4.8	0.6	28.5
Conestoga	828	794	(34)	28.8	7.8	0.8	37.4	29.8	6.8	0.8	37.4
Five Oaks	793	732	(61)	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	663	(37)	26.4	7.0	0.6	34.0	25.6	6.0	0.6	32.2
Mountain View	797	759	(38)	30.0	8.0	0.6	38.6	28.7	7.0	0.6	36.3
Stoller	1,127	1,111	(16)	35.8	9.6	1.0	46.4	36.8	8.6	1.0	46.4
Tumwater	976	962	(14)	30.8	8.2	0.8	39.8	31.2	7.2	0.8	39.2
Whitford	783	745	(38)	28.0	7.2	0.8	36.0	28.2	6.2	0.8	35.2
Middle School Total	**7,243**	**7,024**	**(219)**	**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**		**27.6**	**22.5**	**22.1**	
Aloha	1,545	1,462	(83)	59.0	13.6	1.4	74.0	55.9	12.6	1.4	69.9
Beaverton	1,330	1,278	(52)	52.0	11.2	1.2	64.4	52.8	10.2	1.2	64.2
Mountainside	1,691	1,695	4	53.2	12.6	1.4	67.2	54.9	11.6	1.4	67.9
Southridge	1,342	1,275	(67)	47.0	11.2	1.2	59.4	48.5	10.2	1.2	59.9
Sunset	1,775	1,690	(85)	55.2	13.2	1.4	69.8	55.9	12.2	1.4	69.5
Westview	2,360	2,296	(64)	77.2	18.6	2.0	97.8	77.6	17.6	2.0	97.2
High School Total	**10,043**	**9,696**	**(347)**	**343.6**	**80.4**	**8.6**	**432.6**	**345.6**	**74.4**	**8.6**	**428.6**
Average High School Staffing Ratio				**29.2**	**23.7**	**23.2**		**28.1**	**23.1**	**22.6**	
Arts & Communication Magnet Academy (6-12)	693	677	(16)	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	834	(13)	30.6	7.4	0.4	38.4	29.8	7.4	0.4	37.6
Community School (9-12)	137	146	9	7.0	1.4	0.2	8.6	6.5	1.4	0.2	8.1
FLEX Online School (6-12)	349	404	55	18.8	2.2	1.0	22.0	19.3	2.2	1.0	22.5
International School of Beaverton (6-12)	885	856	(29)	31.2	7.4	0.6	39.2	32.8	6.4	0.6	39.8
Options Schools Total	**2,911**	**2,917**	**6**	**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**		**25.9**	**21.4**	**21.0**	
Address Extreme Class Size K-12	**-**	**-**	**-**	**20.0**	**-**	**-**	**20.0**	**-**	**-**	**-**	**-**
District Total	**35,847**	**34,883**	**(964)**	**1,188.6**	**305.4**	**79.8**	**1,573.8**	**1,176.2**	**285.4**	**79.3**	**1,540.9**

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
03/27/2026

COMPLIANCE | Beaverton School District, Prepared by Business Office

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

Asset Category	Face Amount/Shares	Market Value	Book Value	% of Portfolio	YTM @ Cost	Days To Maturity
Corporate Bonds 35%	120,000,000.00	118,460,473.15	118,599,459.72	16.19	3.98	112
LGIP | Limit $ 63,387,000	45,263,197.80	45,263,197.80	45,263,197.80	6.18	4.00	1
US Agency 100%	187,500,000.00	185,867,000.00	186,025,730.41	25.39	3.57	82
US Treasury 100%	392,000,000.00	382,229,430.00	382,728,317.36	52.24	3.82	232
Total / Average	**744,763,197.80**	**731,820,100.95**	**732,616,705.29**	**100.00**	**3.79**	**160**

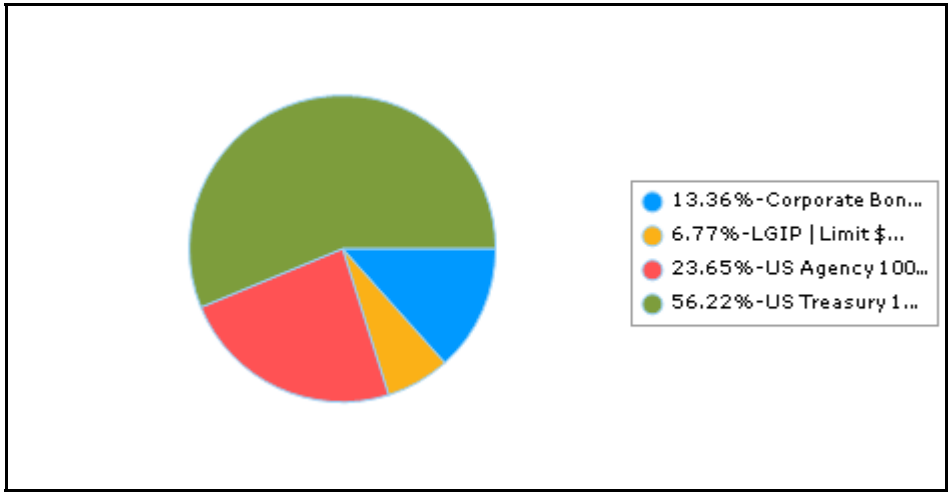
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Beaverton School District
Distribution by Asset Category - Market Value

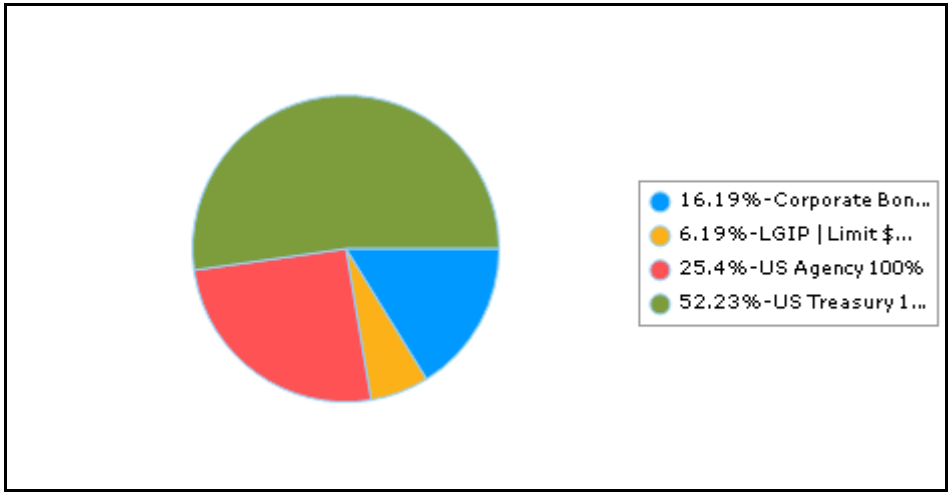
Begin Date: 2/28/2026, End Date: 3/27/2026

Asset Category Allocation				
Asset Category	**Market Value 2/28/2026**	**% of Portfolio 2/28/2026**	**Market Value 3/27/2026**	**% of Portfolio 3/27/2026**
Corporate Bonds 35%	99,177,386.95	13.36	118,460,473.15	16.19
LGIP | Limit $ 63,387,000	50,224,290.73	6.77	45,263,197.80	6.19
US Agency 100%	175,474,015.00	23.65	185,867,000.00	25.40
US Treasury 100%	417,196,330.00	56.22	382,229,430.00	52.23
Total / Average	**742,072,022.68**	**100.00**	**731,820,100.95**	**100.00**

Portfolio Holdings as of 2/28/2026



Portfolio Holdings as of 3/27/2026

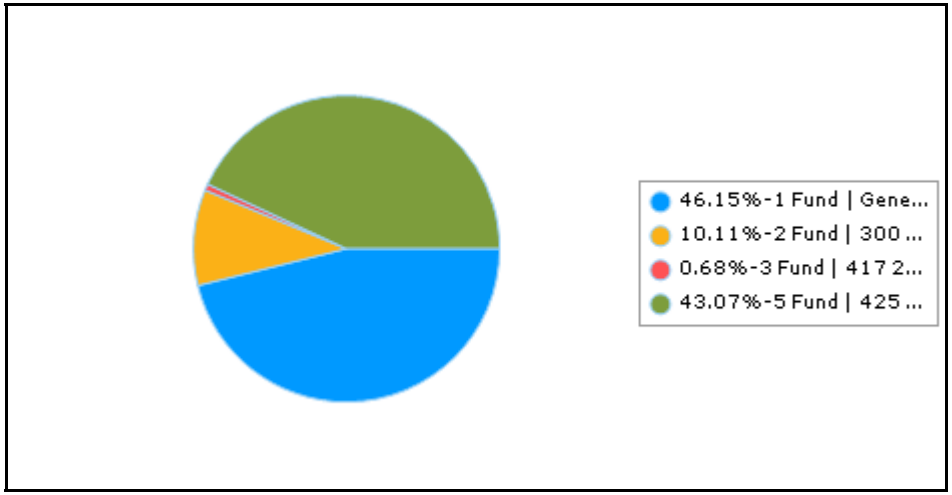


Beaverton School District
Distribution by Main Fund - Market Value

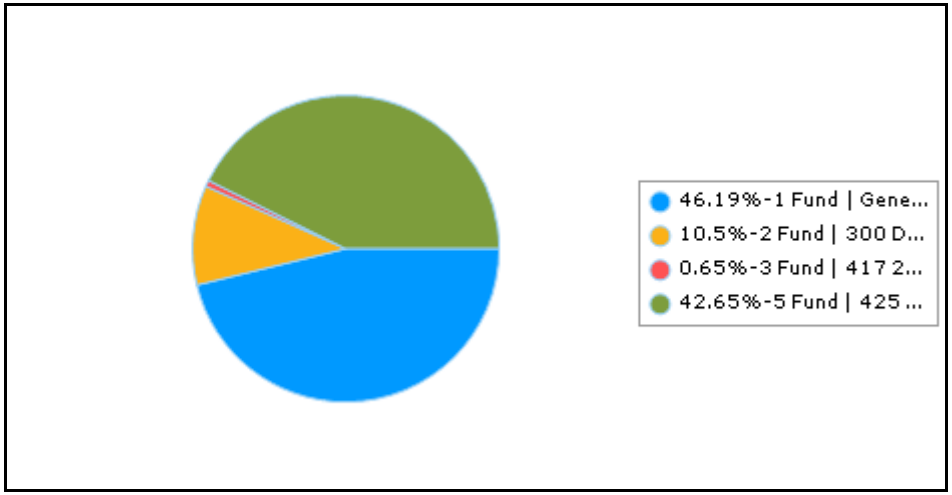
Begin Date: 2/28/2026, End Date: 3/27/2026

Main Fund Allocation				
Main Fund	**Market Value 2/28/2026**	**% of Portfolio 2/28/2026**	**Market Value 3/27/2026**	**% of Portfolio 3/27/2026**
1 Fund | General Fund	342,456,941.98	46.15	338,060,212.87	46.19
2 Fund | 300 Debt Service	74,988,376.55	10.11	76,841,599.43	10.50
3 Fund | 417 2017 Bond Tax	5,045,761.71	0.68	4,764,177.98	0.65
5 Fund | 425 2025 Bond Issue	319,580,942.44	43.07	312,154,110.67	42.65
Total / Average	**742,072,022.68**	**100.00**	**731,820,100.95**	**100.00**

Portfolio Holdings as of 2/28/2026



Portfolio Holdings as of 3/27/2026



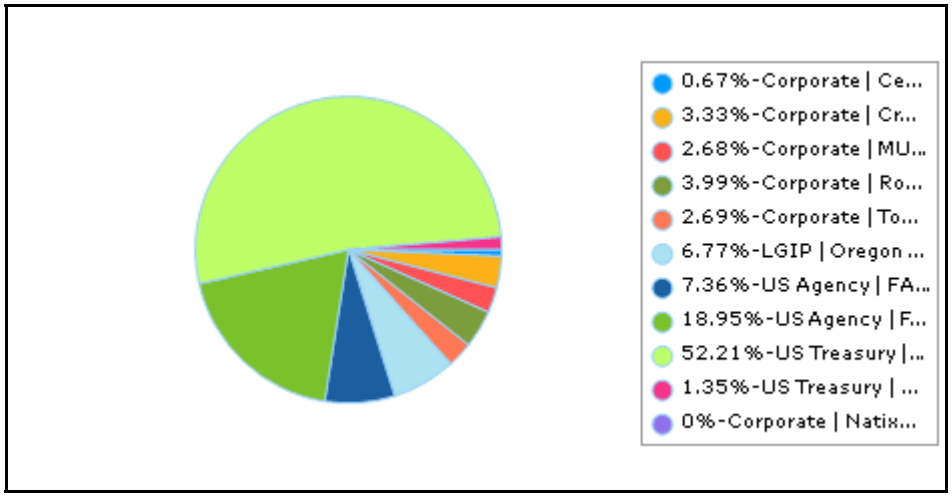
Beaverton School District
Distribution by Asset Class - Market Value

Begin Date: 2/28/2026, End Date: 3/27/2026

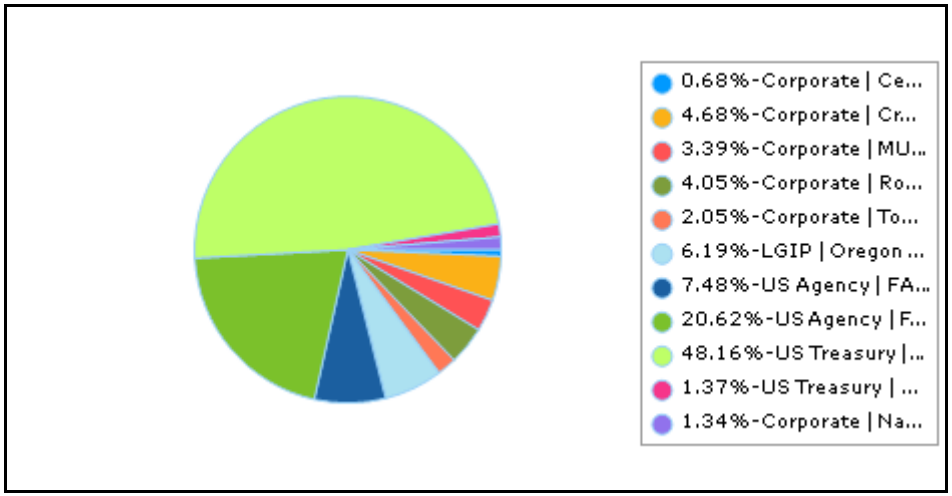
Asset Class Allocation

Asset Class	Market Value 2/28/2026	% of Portfolio 2/28/2026	Market Value 3/27/2026	% of Portfolio 3/27/2026
Corporate | Century Housing Corp	5,003,250.00	0.67	5,001,650.00	0.68
Corporate | Credit Agricole	24,733,060.90	3.33	34,230,088.80	4.68
Corporate | MUFG Bank LTD	19,903,383.25	2.68	24,808,698.55	3.39
Corporate | Royal Bank Canada	29,596,977.60	3.99	29,658,660.90	4.05
Corporate | Toyota	19,940,715.20	2.69	14,990,874.90	2.05
LGIP | Oregon State	50,224,290.73	6.77	45,263,197.80	6.19
US Agency | FAMC	54,594,750.00	7.36	54,738,000.00	7.48
US Agency | FHLB	140,607,065.00	18.95	150,903,800.00	20.62
US Treasury | Bill - Slug	387,468,230.00	52.21	352,454,730.00	48.16
US Treasury | Note	10,000,300.00	1.35	9,999,900.00	1.37
Corporate | Natixis Bank NY	0.00	0.00	9,770,500.00	1.34
Total / Average	**742,072,022.68**	**100.00**	**731,820,100.95**	**100.00**

Portfolio Holdings as of 2/28/2026



Portfolio Holdings as of 3/27/2026



Beaverton School District
Portfolio Holdings by Asset Class

Date: 3/27/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
Corporate | Century Housing Corp								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.03	5,001,650.00	0.68%	S&P-AA	45
15654VBP2	5,000,000.00	4.60	5,000,000.00	4.30	29,388.89	1,650.00	Moodys-Aa	0.12
			5,000,000.00		**5,001,650.00**	**0.68%**		**45**
Sub Total Corporate | Century Housing Corp	**5,000,000.00**	**4.60**	**5,000,000.00**	**4.30**	**29,388.89**	**1,650.00**		**0.12**
Corporate | Credit Agricole								
Credit Agricole CIB NY 0 11/17/2026		3/23/2026	19,480,838.89	97.34	19,467,688.80	2.66%	S&P-A+	231
22533ULH4A	20,000,000.00	4.01	19,498,216.67	4.26	0.00	-30,527.87	Moodys-A1	0.63
Credit Agricole CIB NY 0 8/17/2026		12/11/2025	14,623,387.50	98.42	14,762,400.00	2.02%	S&P-AA	139
22533UHH9	15,000,000.00	3.72	14,789,762.50	4.17	0.00	-27,362.50	Moodys-P1	0.38
			34,104,226.39		**34,230,088.80**	**4.68%**		**191**
Sub Total Corporate | Credit Agricole	**35,000,000.00**	**3.89**	**34,287,979.17**	**4.22**	**0.00**	**-57,890.37**		**0.52**
Corporate | MUFG Bank LTD								
MUFGBK 0 12/14/2026		3/23/2026	4,857,025.00	97.03	4,851,697.20	0.66%	S&P-A+	258
62479MME0	5,000,000.00	3.98	4,861,325.00	4.27	0.00	-9,627.80	Moodys-A1	0.71
MUFGBK 0 4/13/2026		8/27/2025	14,613,562.50	99.81	14,972,025.00	2.04%	S&P-A+	13
62479MDD2	15,000,000.00	4.16	14,978,062.50	5.17	0.00	-6,037.50	Moodys-A1	0.04
MUFGBK 0 4/24/2026		7/29/2025	4,842,336.11	99.70	4,984,976.35	0.68%	Moodys-P1	24
62479MDQ3	5,000,000.00	4.36	4,985,933.33	4.52	0.00	-956.98	S&P-A	0.07
			24,312,923.61		**24,808,698.55**	**3.38%**		**63**
Sub Total Corporate | MUFG Bank LTD	**25,000,000.00**	**4.16**	**24,825,320.83**	**4.86**	**0.00**	**-16,622.28**		**0.18**
Corporate | Natixis Bank NY								
Natixis NY 0 10/16/2026		3/23/2026	9,778,625.00	97.71	9,770,500.00	1.34%	S&P-A+	199
63873KKG1	10,000,000.00	3.94	9,787,180.56	4.25	0.00	-16,680.56	Moodys-A1	0.55
			9,778,625.00		**9,770,500.00**	**1.34%**		**199**
Sub Total Corporate | Natixis Bank NY	**10,000,000.00**	**3.94**	**9,787,180.56**	**4.25**	**0.00**	**-16,680.56**		**0.55**
Corporate | Royal Bank Canada								

Beaverton School District
Portfolio Holdings by Asset Class

Date: 3/27/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
Royal Bank of Canada 0 6/3/2026		12/4/2025	19,625,933.33	99.25	19,850,883.20	2.71%	S&P-AA+	64
78009BF31	20,000,000.00	3.79	19,867,733.33	4.23	0.00	-16,850.13	Moodys-Aa1	0.18
Royal Bank of Canada 0 9/15/2026		12/22/2025	9,734,483.33	98.08	9,807,777.70	1.34%	S&P-AA+	168
78009BJF0	10,000,000.00	3.68	9,832,933.33	4.20	0.00	-25,155.63	Moodys-Aa1	0.46
			29,360,416.66		**29,658,660.90**	**4.05%**		**98**
Sub Total Corporate | Royal Bank Canada	**30,000,000.00**	**3.75**	**29,700,666.66**	**4.22**	**0.00**	**-42,005.76**		**0.27**
Corporate | Toyota								
Toyota Motor Credit Corp 0 4/1/2026		8/27/2025	14,633,812.50	99.94	14,990,874.90	2.05%	S&P-A+	1
89233HD19	15,000,000.00	4.15	14,998,312.50	21.91	0.00	-7,437.60	Moodys-A1	0
			14,633,812.50		**14,990,874.90**	**2.05%**		**1**
Sub Total Corporate | Toyota	**15,000,000.00**	**4.15**	**14,998,312.50**	**21.91**	**0.00**	**-7,437.60**		**0**
LGIP | Oregon State								
Oregon State | 417 2017 Bond Tax LGIP		6/30/2024	4,764,177.98	100.00	4,764,177.98	0.65%	NR	1
LGIP4972	4,764,177.98	4.00	4,764,177.98	4.00		0.00	NR	0
Oregon State | Debt Service LGIP		6/30/2024	1,712,129.43	100.00	1,712,129.43	0.23%	NR	1
LGIP5173	1,712,129.43	4.00	1,712,129.43	4.00		0.00	NR	0
Oregon State | Fund 425 Bond Issue LGIP		5/29/2025	6,961,500.67	100.00	6,961,500.67	0.95%	None	1
LGIP6795	6,961,500.67	4.00	6,961,500.67	4.00		0.00	None	0
Oregon State | General Fund LGIP		6/30/2024	31,825,389.72	100.00	31,825,389.72	4.34%	NR	1
LGIP4010	31,825,389.72	4.00	31,825,389.72	4.00		0.00	NR	0
			45,263,197.80		**45,263,197.80**	**6.17%**		**1**
Sub Total LGIP | Oregon State	**45,263,197.80**	**4.00**	**45,263,197.80**	**4.00**		**0.00**		**0**
US Agency | FAMC								
FAMC 0 5/11/2026		11/21/2025	24,562,406.25	99.54	24,885,000.00	3.4%	Moodys-Aa1	41
31315LWR5	25,000,000.00	3.75	24,895,079.86	4.06	0.00	-10,079.86	S&P-AA+	0.11
FAMC 0 5/14/2026		12/4/2025	29,517,000.00	99.51	29,853,000.00	4.08%	Moodys-Aa1	44
31315LWU8	30,000,000.00	3.66	29,868,000.00	4.03	0.00	-15,000.00	S&P-AA+	0.12

Beaverton School District
Portfolio Holdings by Asset Class

Date: 3/27/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
			54,079,406.25		**54,738,000.00**	**7.48%**		**43**
Sub Total US Agency | FAMC	**55,000,000.00**	**3.70**	**54,763,079.86**	**4.04**	**0.00**	**-25,079.86**		**0.12**
US Agency | FHLB								
FHLB 0 4/24/2026		3/23/2026	7,975,395.56	99.71	7,976,800.00	1.09%	S&P-AA+	24
313385VY9	8,000,000.00	3.47	7,981,546.67	4.36	0.00	-4,746.67	Moodys-Aa1	0.07
FHLB 0 5/15/2026		12/11/2025	20,691,679.17	99.50	20,895,000.00	2.85%	Moodys-Aa1	45
313385WV4	21,000,000.00	3.46	20,910,487.50	4.02	0.00	-15,487.50	S&P-AA+	0.12
FHLB 0 5/15/2026		12/22/2025	2,957,820.00	99.50	2,985,000.00	0.41%	Moodys-Aa1	45
313385WV4	3,000,000.00	3.57	2,986,818.75	4.02	0.00	-1,818.75	S&P-AA+	0.12
FHLB 0 5/21/2026		3/23/2026	1,988,658.89	99.44	1,988,800.00	0.27%	S&P-AA+	51
313385XB7	2,000,000.00	3.48	1,990,196.67	3.98	0.00	-1,396.67	Moodys-Aa	0.14
FHLB 0 5/8/2026		8/27/2025	973,153.61	99.57	995,700.00	0.14%	S&P-AA+	38
313385WN2	1,000,000.00	3.91	995,983.61	4.09	0.00	-283.61	Moodys-Aa1	0.1
FHLB 0 5/8/2026		2/24/2026	4,965,223.61	99.57	4,978,500.00	0.68%	S&P-AA+	38
313385WN2	5,000,000.00	3.45	4,981,897.22	4.09	0.00	-3,397.22	Moodys-Aa1	0.1
FHLB 0 5/8/2026		2/24/2026	2,481,699.31	99.57	2,489,250.00	0.34%	S&P-AA+	38
313385WN2	2,500,000.00	3.64	2,490,473.61	4.09	0.00	-1,223.61	Moodys-Aa1	0.1
FHLB 0 6/16/2026		12/4/2025	29,425,275.00	99.18	29,753,700.00	4.06%	S&P-AA+	77
313385YD2	30,000,000.00	3.62	29,771,887.50	3.87	0.00	-18,187.50	Moodys-Aa1	0.21
FHLB 0 7/16/2026		12/4/2025	19,561,955.56	98.87	19,774,800.00	2.7%	S&P-AA+	107
313385ZK5	20,000,000.00	3.60	19,790,755.56	3.83	0.00	-15,955.56	Moodys-Aa1	0.29
FHLB 0 8/24/2026		2/24/2026	4,916,036.11	98.48	4,924,000.00	0.67%	S&P-AA+	146
313385D29	5,000,000.00	3.40	4,932,272.22	3.81	0.00	-8,272.22	Moodys-Aa1	0.4
FHLB 0 8/7/2026		12/4/2025	24,403,663.19	98.65	24,662,750.00	3.37%	Moodys-Aa1	129
313385A97	25,000,000.00	3.58	24,687,286.80	3.82	0.00	-24,536.80	S&P-AA+	0.35

Beaverton School District
Portfolio Holdings by Asset Class

Date: 3/27/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
FHLB 0 9/15/2026		12/11/2025	29,228,550.00	98.27	29,479,500.00	4.03%	S&P-AA+	168
313385F84	30,000,000.00	3.42	29,533,800.00	3.78	0.00	-54,300.00	Moodys-Aa1	0.46
			149,569,110.01		**150,903,800.00**	**20.61%**		**99**
Sub Total US Agency | FHLB	**152,500,000.00**	**3.53**	**151,053,406.11**	**3.90**	**0.00**	**-149,606.11**		**0.27**
US Treasury | Bill - Slug								
T-Bill 0 10/1/2026		2/24/2026	29,381,325.00	98.11	29,433,300.00	4.02%	Moodys-Aa1	184
912797SA6	30,000,000.00	3.51	29,480,200.00	3.82	0.00	-46,900.00	S&P-AA+	0.5
T-Bill 0 4/16/2026		10/28/2025	4,915,000.00	99.80	4,989,900.00	0.68%	S&P-AA+	16
912797QD2	5,000,000.00	3.71	4,992,000.00	4.62	0.00	-2,100.00	Moodys-Aa1	0.04
T-Bill 0 5/14/2026		7/29/2025	968,691.67	99.52	995,170.00	0.14%	Moodys-Aa1	44
912797QN0	1,000,000.00	4.08	995,233.33	4.03	0.00	-63.33	S&P-AA+	0.12
T-Bill 0 5/14/2026		10/28/2025	9,807,500.00	99.52	9,951,700.00	1.36%	Moodys-Aa1	44
912797QN0	10,000,000.00	3.62	9,957,222.22	4.03	0.00	-5,522.22	S&P-AA+	0.12
T-Bill 0 5/14/2026		12/4/2025	14,761,183.33	99.52	14,927,550.00	2.04%	Moodys-Aa1	44
912797QN0	15,000,000.00	3.67	14,934,733.33	4.03	0.00	-7,183.33	S&P-AA+	0.12
T-Bill 0 6/11/2026		10/28/2025	4,895,161.11	99.24	4,961,850.00	0.68%	Moodys-Aa1	72
912797QX8	5,000,000.00	3.46	4,966,600.00	3.90	0.00	-4,750.00	S&P-AA+	0.2
T-Bill 0 7/9/2026		12/4/2025	14,692,583.33	98.96	14,843,700.00	2.03%	S&P-AA+	100
912797RF6	15,000,000.00	3.52	14,858,333.33	3.84	0.00	-14,633.33	Moodys-Aa1	0.27
T-SLGS 0 10/15/2026		5/29/2025	9,474,600.00	97.95	9,794,900.00	1.34%	Moodys-Aa1	198
912821NH4	10,000,000.00	3.95	9,793,592.86	3.87	0.00	1,307.14	S&P-AA+	0.54
T-SLGS 0 11/15/2026		5/29/2025	9,446,900.00	97.63	9,762,600.00	1.33%	Moodys-Aa1	229
9128205Y9	10,000,000.00	3.93	9,763,252.52	3.89	0.00	-652.52	S&P-AA+	0.63
T-SLGS 0 11/15/2027		5/29/2025	18,212,200.00	93.66	18,731,600.00	2.57%	Moodys-Aa1	594
912833QB9	20,000,000.00	3.84	18,820,052.00	4.08	0.00	-88,452.00	S&P-AA+	1.63

Beaverton School District
Portfolio Holdings by Asset Class

Date: 3/27/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
T-SLGS 0 12/15/2026		5/29/2025	18,834,400.00	97.30	19,460,000.00	2.66%	Moodys-Aa1	259
912821NT8	20,000,000.00	3.92	19,465,680.71	3.90	0.00	-5,680.71	S&P-AA+	0.71
T-SLGS 0 2/15/2027		5/29/2025	23,401,250.00	96.64	24,158,750.00	3.3%	Moodys-Aa1	321
9128206P7	25,000,000.00	3.89	24,181,501.20	3.94	0.00	-22,751.20	S&P-AA+	0.88
T-SLGS 0 2/15/2028		5/29/2025	13,524,450.00	92.72	13,908,300.00	1.91%	Moodys-Aa1	686
912833RY8	15,000,000.00	3.85	13,979,609.58	4.06	0.00	-71,309.58	S&P-AA+	1.88
T-SLGS 0 4/15/2026		5/29/2025	14,481,300.00	99.80	14,970,450.00	2.04%	Moodys-Aa1	15
912821LA1	15,000,000.00	4.04	14,975,761.68	4.79	0.00	-5,311.68	S&P-AA+	0.04
T-SLGS 0 5/15/2026		5/29/2025	15,399,040.00	99.50	15,920,160.00	2.17%	Moodys-Aa1	45
9128202R7	16,000,000.00	4.02	15,922,953.85	4.03	0.00	-2,793.85	S&P-AA+	0.12
T-SLGS 0 5/15/2027		5/29/2025	23,206,750.00	95.67	23,917,750.00	3.27%	Moodys-Aa1	410
912833PD6	25,000,000.00	3.83	23,973,138.97	3.98	0.00	-55,388.97	S&P-AA+	1.12
T-SLGS 0 5/15/2028		5/29/2025	8,937,100.00	91.79	9,179,300.00	1.26%	Moodys-Aa1	776
912833WQ9	10,000,000.00	3.83	9,237,698.34	4.07	0.00	-58,398.34	S&P-AA+	2.13
T-SLGS 0 6/15/2026		5/29/2025	23,982,250.00	99.21	24,802,000.00	3.38%	Moodys-Aa1	76
912821LL7	25,000,000.00	4.01	24,797,515.71	3.82	0.00	4,484.29	S&P-AA+	0.21
T-SLGS 0 7/15/2026		5/29/2025	23,908,500.00	98.89	24,722,000.00	3.37%	Moodys-Aa1	106
912821LQ6	25,000,000.00	3.99	24,719,177.18	3.84	0.00	2,822.82	S&P-AA+	0.29
T-SLGS 0 8/15/2026		5/29/2025	19,066,800.00	98.56	19,711,400.00	2.69%	Moodys-Aa1	137
912821LV5	20,000,000.00	3.97	19,711,403.16	3.87	0.00	-3.16	S&P-AA+	0.38
T-SLGS 0 8/15/2027		5/29/2025	22,989,500.00	94.63	23,657,750.00	3.24%	Moodys-Aa1	502
912833PE4	25,000,000.00	3.82	23,750,902.23	4.04	0.00	-93,152.23	S&P-AA+	1.38
T-SLGS 0 9/15/2026		5/29/2025	14,258,400.00	98.27	14,740,950.00	2.01%	Moodys-Aa1	168
912821ND3	15,000,000.00	3.95	14,737,154.43	3.85	0.00	3,795.57	S&P-AA+	0.46

Beaverton School District
Portfolio Holdings by Asset Class

Date: 3/27/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
T-SLGS 0 9/15/2026		2/24/2026	4,906,950.00	98.27	4,913,650.00	0.67%	Moodys-Aa1	168
912821ND3	5,000,000.00	3.43	4,922,993.10	3.85	0.00	-9,343.10	S&P-AA+	0.46
			343,451,834.44		**352,454,730.00**	**48.16%**		**245**
Sub Total US Treasury | Bill - Slug	**362,000,000.00**	**3.84**	**352,936,709.73**	**3.98**	**0.00**	**-481,979.73**		**0.67**
US Treasury | Note								
T-Note 3.75 4/15/2026		10/28/2025	10,009,600.00	100.00	9,999,900.00	1.37%	S&P-AA+	15
91282CGV7	10,000,000.00	3.54	10,000,852.07	3.71	172,046.70	-952.07	Moodys-Aa1	0.04
			10,009,600.00		**9,999,900.00**	**1.37%**		**15**
Sub Total US Treasury | Note	**10,000,000.00**	**3.54**	**10,000,852.07**	**3.71**	**172,046.70**	**-952.07**		**0.04**
			719,563,152.66		**731,820,100.95**	**100.00%**		**160**
TOTAL PORTFOLIO	**744,763,197.80**	**3.79**	**732,616,705.29**	**4.39**	**201,435.59**	**-796,604.34**		**0.44**

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.

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 & BUDGET COMMITTEE WORK SESSION MARCH 10, 2026

Board Members Present:	**Absent:**
Sunita Garg, Chair	
Justice Rajee, Vice Chair	
Dr. Vân Truong (virtual)	
Dr. Karen Pérez	
Dr. Melissa Potter	
Syed Qasim	
Dr. Tammy Carpenter (virtual, joined in-person at 6:41 p.m.)	

Budget Committee Members Present:	**Absent:**
Jessica McBride	Brian Bean
Dr. Jasmine Sears	Tarek Chaibederraine
Rekha Sridhar	
Amy Webb	
Stephanie Silver	

Staff Present:	
Michael Schofield	Interim Superintendent
Dr. Shelly Reggiani	Associate Superintendent for Teaching & Learning
Casey Waletich	Associate Superintendent for Operations & Support Services
Kerry Delf	Chief of Staff
Steve Langford	Chief Information Officer
Steffanie Frost	Chief Human Resources Officer
Shellie Bailey-Shah	Public Communications Officer
Jessica Jones	Budget Manager
Marcie Davis	Executive Assistant
Kristie Starr	Budget Analyst

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 5:46 p.m. She noted that all seven board members were present with Dr. Vân Truong and Dr. Tammy Carpenter attending virtually. Dr. Carpenter later arrived in-person at 6:41 p.m. Five budget committee members were present and two members were absent.

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.

II. BUDGET 101

Interim Superintendent Mike Schofield and Budget Manager Jessica Jones presented an overview of the district budget revenues, expenditures and process. They also shared feedback from the budget priorities survey, which received input from more than 4,000 students, staff and community members. Questions and comments from board members and budget committee members included concerns about possible program and staffing cuts, while others asked clarifying questions on the district's staffing allocation model ("SAM").

III. CLOSE MEETING

Chair Garg adjourned the work session at 6:55 p.m.

draft

BEAVERTON SCHOOL DISTRICT
School Board Meeting
District Office, 1260 NW Waterhouse Ave.
Tuesday, March 10, 2026

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING MARCH 10, 2026

Board Members Present:
Sunita Garg, Chair
Justice Rajee, Vice-Chair
Dr. Vân Truong (virtual)
Dr. Karen Pérez
Dr. Melissa Potter
Syed Qasim
Dr. Tammy Carpenter

Board Members Absent:

Student Representatives Present:
Vihaan Paliwal
Isabelle Riley
Jordyn Sargent
Chermia Clouser

Student Representatives Absent:

Staff Present:

Michael Schofield	Interim Superintendent
Dr. Shelly Reggiani	Associate Superintendent for Teaching & Learning
Casey Waletich	Associate Superintendent for Operations & Support Services
Kerry Delf	Chief of Staff
Steve Langford	Chief Information Officer
Steffanie Frost	Chief Human Resources Officer
Shellie Bailey-Shah	Public Communications Officer
Marcie Davis	Executive Assistant

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

I. OPEN MEETING

Chair Sunita Garg called the meeting to order at 7:04 p.m. She noted that all seven board members were present with Dr. Vân Truong attending virtually, and all four student representatives were present.

II. STUDENT PERFORMANCES & RECOGNITIONS

A. Cedar Park Middle School Band performed for the school board, led by Jenn Stone.

B. Zan Hess, principal at Whitford Middle School, was recognized for having received the *Music Education Association Outstanding Administrator Award*.

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III. SUPERINTENDENT'S REPORT

Interim Superintendent Michael Schofield stated the budget priorities listening & learning survey had concluded, with over 4,000 responses. Mr. Schofield expressed his appreciation for BEA and OSEA's partnership and 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 comments from 8 speakers as well as received 23 written comments.

V. ITEMS FOR INFORMATION

A. Program Spotlight: Attendance

Associate Superintendent Shelly Reggiani shared with the board the importance of school attendance. BSD is using a districtwide strategy to boost student attendance with the belief that it strongly influences belonging and achievement. Schools set attendance goals, use real-time data to intervene early, and build caring, relationship-based partnerships with families to keep students connected.

B. Enrollment Forecast Update

Associate Superintendent Casey Waletich, district demographer Robert McCracken and Charles Rynerson from FLO Analytics presented a 10-year enrollment forecast update. The new forecast uses 2025–26 as its starting year and projects enrollment through 2035–36. It incorporates updated population trends, housing development data, and current enrollment. It provides low, middle, and high scenarios, with the middle scenario serving as the basis for district planning. District enrollment is projected to continue to decline more sharply than previously predicted.

BREAK: 9:05 p.m.
RETURNED FROM BREAK: 9:14 p.m.

C. Bond Program Update

Associate Superintendent Casey Waletich and Facilities Development Administrator Aaron Boyle presented an update on the bond program, including the summer internship program, seismic upgrades, and other school improvement projects that are underway or upcoming across the district.

D. 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, February 3, 2026
ii. School Board Work Session, February 3, 2026
iii. School Board Business Meeting, February 3, 2026
iv. School Board Executive Session, February 5, 2026
v. School Board Executive Session, February 6, 2026
vi. School Board Executive Session, February 19, 2026
vii. School Board Executive Session, February 20, 2026

viii. School Board Executive Session, February 21, 2026
ix. School Board Work Session, February 24, 2026
x. School Board Special Meeting, March 3, 2026

C. Public Contracts
D. Interdistrict Transfers
E. Construction Excise Tax

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

VII. ITEMS FOR ACTION

A. 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 support long-range, data-informed planning to ensure students have access to safe, equitable and well-maintained learning environments. The superintendent's recommendations based on the committee's recommendations were presented and discussed with the school board on February 3. The recommendations were revised following board feedback and presented for action in this meeting. Dr. Karen Pérez moved to approve the revised long-range facility planning recommendations as presented. Vice-Chair Rajee seconded. The motion passed unanimously 7:0.

B. *McKay Elementary Closure & Consolidation*

McKay Elementary School has experienced more than a decade of declining enrollment and was projected to fall below 200 resident students next year. The McKay Elementary School staff and community have requested that the school close at the end of the 2025–26 school year and consolidate with neighboring schools. This recommendation was presented to and discussed with the board in a work session on February 24. School staff shared that the ongoing enrollment decline makes it increasingly difficult to provide the learning environment to best support the needs of McKay students, and consolidating would best support students' educational experience. Dr. Karen Pérez moved to approve the McKay Elementary School closure and consolidation as presented. Vice-Chair Rajee seconded. After discussion and comments by board members, the motion passed unanimously 7:0.

C. Boundary Change Due to School Closure

Associate Superintendents Casey Waletich and Dr. Shelly Reggiani presented the proposed boundary changes to divide the McKay attendance area between neighboring Greenway and Raleigh Hills elementary schools beginning with the 2026-27 school year. Students residing west of Hwy 217 will attend Greenway and those residing east of Hwy 217 will attend Raleigh Hills. Dr. Karen Pérez moved to approve the boundary changes as submitted. Vice-Chair Rajee seconded. After discussion and comments by board members, the motion passed unanimously 7:0.

D. Board Policy Revisions

i. GCBDE Military Leave of Absence
ii. JGA Corporal Punishment

Dr. Karen Pérez moved to approve the revisions to policies GCBDE and JGA as submitted. Vice-Chair Rajee seconded. The motion passed unanimously 7:0.

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

A. Board Policy Revisions

i. BHD Board Member Stipends and Reimbursements

Board members Truong, Perez, Potter, Garg, Qasim, Rajee and Carpenter each declared a potential conflict of interest, noting that the topic under discussion could result in a financial benefit to them and future board members, but that they believed they could participate in the discussion and vote objectively. Chief of Staff Kerry Delf then presented proposed revisions to board policy BHD, reflecting sample policy language changes generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices.

ii. DBDB Financial Reserves

Chief of Staff Kerry Delf and Interim Superintendent Mike Schofield presented proposed revisions to board policy DBDB. 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%. Holding adequate reserves supports the district's credit profile, which can result in direct savings to the community as higher rated bonds can translate into lower interest rates and a lower cost to taxpayers.

IX. BOARD AND STUDENT REPRESENTATIVE COMMUNICATION

Student representatives shared thoughts about student attendance and about the importance of music programs in the district. Students expressed they were excited about the incoming superintendent and looking forward to his leadership and the possibilities it brings, especially through the student advisory council. They also thanked and recognized classified staff during Classified School Employees Week.

Board members acknowledged challenges facing the district, including attendance issues, low third-grade reading proficiency, Oregon's short instructional days, financial pressures, and declining enrollment. They expressed deep appreciation for McKay staff's courage and community-centered decision-making, as well as gratitude for others who engaged in the process. Multiple board members welcomed Dr. Smith and offered thanks and farewells to outgoing Public Communications Officer Shellie Bailey-Shah for her years of service. They recognized ongoing efforts across the district—from CTE programs to school visits, budget work, and legislative advocacy. Comments highlighted pride in student and staff resilience, excitement about future opportunities, and empathy for community members affected by global events. Board members emphasized their commitment to navigating budget challenges together and supporting students, families, and staff through this difficult period.

The board also reflected on the recently completed legislative short session. They highlighted the importance of the Education Stability Fund and expressed concern that the state has not deployed it to ensure preventing cuts to K–12 education. Board members emphasized gratitude for Beaverton's reserves—built by previous boards and intentionally used now to soften cuts—which have kept BSD less affected than neighboring districts.

X. CLOSE MEETING

Chair Sunita Garg adjourned the meeting at 10:28 p.m.

Draft

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	
Aloha High School Track Resurface	Aaron Boyle, Administrator for Facilities Development	Cooperative Contract: InterMountain Education Service District (IMESD) Association of Educational Purchasing Agencies (AEPA) Invitation for Bid (IFB) #024-A	FieldTurf USA, Inc (Beynon Sports Surfaces, Inc.)	$390,406	04/2026	11/2027	Authorization to Award Contract
Provision of Food Bars, Worktables, and Point of Sale Carts	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) #25-0021	Curtis Restaurant Equipment, Inc.	$320,000	04/2026	06/2031	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Aloha High School Track Resurface

- **Contract Scope:** Replace existing track surface
- **Contract Timeline:** 04/2026 – 11/2026
- **Contract Amount:** $390,405.40
- **Contractor/Vendor:** FieldTurf USA, Inc. (Beynon Sports Surfaces, Inc.)
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Cooperative Contract: InterMountain ESD (IMESD) Association of Educational Purchasing Agencies (AEPA) Invitation for Bid (IFB) #024-A
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha High School Softball/Baseball

- **Project Scope:** Replace existing track surface for multi-use
- **Project Budget:** $390,405.40
- **Project Timeline:** 04/2026 – 11/2026

BACKGROUND: Aloha High School is replacing their existing track surface. This will allow Aloha High school to use their track year-round for a variety of sports, physical education and community activities.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Provision of Food Bars, Worktables, and Point of Sale Carts

- **Contract Scope:** Provision of Food Bars, Worktables, and Point of Sale Carts
- **Contract Timeline:** 04/2026 – 06/2031
- **Contract Amount:** $320,000
- **Contractor/Vendor:** Curtis Restaurant Equipment
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid (ITB) 25-0021
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: Content

Project Scope: Provision of Food Bars, Worktables, and Point of Sale Carts

- **Contract Scope:** Provision of Food Bars, Worktables, and Point of Sale Carts
- **Project Budget:** $375,000
- **Project Timeline:** 04/2026 – 06/2031

BACKGROUND: Most existing food bars, worktables, and point-of-sale carts currently used in cafeterias throughout the district are more than 15 years old and are in poor condition, necessitating replacement. This contract will replace these outdated food bars, worktables, and point-of-sale carts.

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

ITEM FOR ACTION

BUDGET COMMITTEE MEMBER VACANCY AND SELECTION

SUMMARY
In February 2026, the school board appointed a community member to fill the budget committee vacancy for Zone 4. The appointee has made no further contact beyond submitting their application, and the district has been unable to reach them after numerous attempts by email and telephone. Board leadership and district administration recommend declaring the position vacant and reappointing the previous committee member to complete the term.

BACKGROUND
The budget committee is composed of the seven elected school board members and seven appointed community members, one from each board electoral zone. Budget committee members serve three-year terms.

There were two budget committee vacancies in 2025–26 due to completed terms: Zone 4 and Zone 7. The district received one application to serve in the Zone 4 position. The application was reviewed and moved forward for board consideration for appointment. In February 2026, the board approved appointing the sole applicant, Tarek Chaibederraine, to fill the vacancy for Zone 4.

Since submitting their application, the appointee has made no further contact. The administration and board leadership have been unable to reach them after numerous attempts by email and telephone. They did not appear for the Budget 101 work session with the budget committee in March.

After consultation with board leadership on next steps, in order to ensure a full complement of diverse community voices participating in the budget process, it is recommended to fill the position. Board leadership has reached out to the previous Zone 4 budget committee member, Alok Mehrotra, and they are willing to volunteer to serve another term for Zone 4.

RECOMMENDATION
Because the district has been unable to contact the Zone 4 budget committee appointee, it is recommended that the board rescind the appointment of Tarek Chaibederraine and declare the position vacant. Due to time constraints, since the key steps in the budget committee process will take place next month, board leadership and district administration recommend waiving the typical selection process and reappointing Alok Mehrotra for the Zone 4 budget committee position and term.

SUGGESTED MOTION
I move to:
- Declare the Zone 4 budget committee position vacant,
- Waive the typical process for soliciting applicants, and
- Appoint Alok Mehrotra to the Zone 4 budget committee position.

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ITEM FOR ACTION

APPROVE 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 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

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

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

- Revisions to board policy BHD
- Revisions to board policy DBDB

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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BEAVERTON SCHOOL DISTRICT

Code: BHD
Adopted: 3/09/09
Readopted: 4/24/17
Orig. Code(s):

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):

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[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

BEAVERTON SCHOOL DISTRICT

Code: DBDB
Adopted: 5/18/15
Readopted: 5/24/21
Orig. Code(s): DBA

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 annual~~ly report~~ progress reports to the board. ~~against the plan. Prior to the reserves becoming less than~~

~~projected, t~~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

ITEM FOR ACTION AT A FUTURE MEETING

SCHOOL BOARD MEETING CALENDAR FOR 2026–27 SCHOOL YEAR

SUMMARY
The board annually approves a calendar of meetings for the school year. The proposed schedule for 2026–27 is recommended for consideration.

BACKGROUND
The board holds its business meetings once per month. As proposed, board business meetings generally will be held on the second Tuesday of each month and will start at 7 p.m. The board also will meet as needed for work sessions and executive sessions at 5:45 p.m. prior to board business meetings and on selected additional Tuesdays. This schedule may be adjusted and additional meetings may be scheduled at the discretion of the board chair.

RECOMMENDATION
The proposed board meeting calendar is presented for initial consideration and will come before the board for approval at its next meeting.

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.

2026–27 SCHOOL BOARD MEETING CALENDAR
BEAVERTON SCHOOL BOARD

DRAFT

Board Business Meetings

Tuesday, August 11, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, September 15, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, October 13, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, November 10, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, December 8, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, January 12, 2027	7:00 p.m.	Regular Business Meeting
Tuesday, February 16, 2027	7:00 p.m.	Regular Business Meeting
Tuesday, March 16, 2027	7:00 p.m.	Regular Business Meeting
Tuesday, April 13, 2027	7:00 p.m.	Regular Business Meeting
Tuesday, May 11, 2027	7:00 p.m.	Regular Business Meeting
Tuesday, June 8, 2027	7:00 p.m.	Regular Business Meeting

Additional Board Sessions

Prior to each business meeting	5:45 p.m.	Board Session TBD (if needed)
Tuesday, September 1, 2026	Time TBD	Board Retreat
Tuesday, January 26, 2027	Time TBD	Board Retreat
Tuesday, May 11, 2027	5:45 p.m.	Budget Committee / Board Session TBD (if needed)
Tuesday, May 25, 2027	5:45 p.m.	Budget Committee / Board Session TBD (if needed)

About School Board Meetings

The board holds regular business meetings once per month. The board also will meet as needed for work sessions, study sessions, special meetings and/or executive sessions prior to board business meetings and on selected additional dates. This meeting schedule may be adjusted and additional meetings may be scheduled if needed.

Unless otherwise announced, board meetings will be held at the Beaverton School District Administrative Office at 1260 Waterhouse Ave. in Beaverton. The meeting location is accessible to persons with disabilities. Meetings are livestreamed for virtual viewing. Executive sessions are not open to the public to attend or view.

To request an interpreter for the hearing impaired or other accommodations for persons with disabilities, or to request language interpretation services, please call 503-356-3755 or submit a request via the district website at least 48 hours in advance of the meeting.

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Approved by board _____ 2026

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ITEM FOR ACTION AT A FUTURE MEETING

BUDGET CALENDAR FOR 2027–28 BUDGET

BACKGROUND
The board annually approves a budget calendar for the coming school year. The proposed schedule of dates during the 2026–27 school year for the 2027–28 budget process is recommended for consideration.

BACKGROUND
The proposed budget calendar includes dates during the 2026–27 school year for the appointment of budget committee members, a budget information session, budget committee meetings, budget public hearing and board adoption of the budget for 2027–28.

RECOMMENDATION
The proposed budget calendar is presented for initial consideration and will come before the board for approval at its next meeting.

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BUDGET CALENDAR FOR 2027-28 BUDGET		
October 13, 2026 Tuesday	***School Board Meeting - 7:00 p.m.*** · Budget committee openings · Application process discussion	*District Office*
February 16, 2027 Tuesday	***School Board Meeting - 7:00 p.m.*** · Appoint budget committee members to fill vacancies	*District Office*
March 16, 2027 Tuesday	***Budget 101 - 5:45 p.m. (before board meeting)*** · Provide up-to-date budget information prior to budget proposal · Budget committee to ask questions about process and significant factors influencing the budget	*District Office*
May 11, 2027 Tuesday	***Budget Committee Meeting - 5:45 p.m.*** · Elect budget committee officers · Superintendent proposes the budget and delivers the budget message · Public testimony	*District Office*
May 25, 2027 Tuesday	***Budget Committee Meeting - 5:45 p.m.*** · Budget committee discussion · Approval of budget and tax levies	*District Office*
June 8, 2027 Tuesday	***School Board Meeting - 7:00 p.m. (during board meeting)*** · Budget public hearing · Board makes appropriations · Adoption of budget and tax levies	*District Office*
<u>District Contacts in 2026–27</u> Dr. Anthony Smith, Superintendent Jessica Jones, Chief Financial Officer Michael Schofield, Senior Financial Advisor Marcie Davis, Executive Assistant		

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ITEM FOR ACTION AT A FUTURE MEETING

K-12 MATH MATERIALS ADOPTION

SUMMARY
The K-12 math materials adoption committee was formed and charged to develop a recommendation for instructional materials for math for grades K-12, following the process outlined in the Beaverton School District adoption process in alignment with board policy IIA and administrative regulation II/IIA-AR. The committee has completed its review and has recommended Curriculum Associates' iReady for grades K-5 and Imagine Learning's Illustrative Math for grades 6-12. District administration recommends adoption of the curriculum identified by the adoption committee.

BACKGROUND
The Oregon State Board of Education adopted updated math standards in October 2021 and instructional materials in October 2022. An updated Oregon Department of Education Division 22 corrective action plan for instructional materials adoption was approved by the school board in November 2023. As part of the updated action plan, the district agreed to complete its adoption of math instructional materials for grades K-12 in the 2025-26 school year for implementation in classrooms in fall 2026.

The K-12 math materials adoption committee began meeting in September 2025 and has followed the Beaverton School District adoption process in alignment with policy IIA and administrative regulationII/IIA-AR. The committee read and discussed best math instructional practices and language-rich strategies for math instruction to support multilingual learners. They did a careful review of data, including student achievement, teacher and community input, and evaluations from classroom teachers who piloted the two finalist programs.

RECOMMENDATION
The superintendent recommends adoption of the curriculum selected for recommendation by the K–12 math materials adoption committee: Curriculum Associates' iReady for the elementary level and Imagine Learning's Illustrative Math for the middle and high school level. This is presented for initial consideration and will come before the board for approval at its next business meeting.

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K-12 Math Materials Adoption

Teaching & Learning

School Board Meeting
April 14, 2026

BEAVERTON SCHOOL DISTRICT

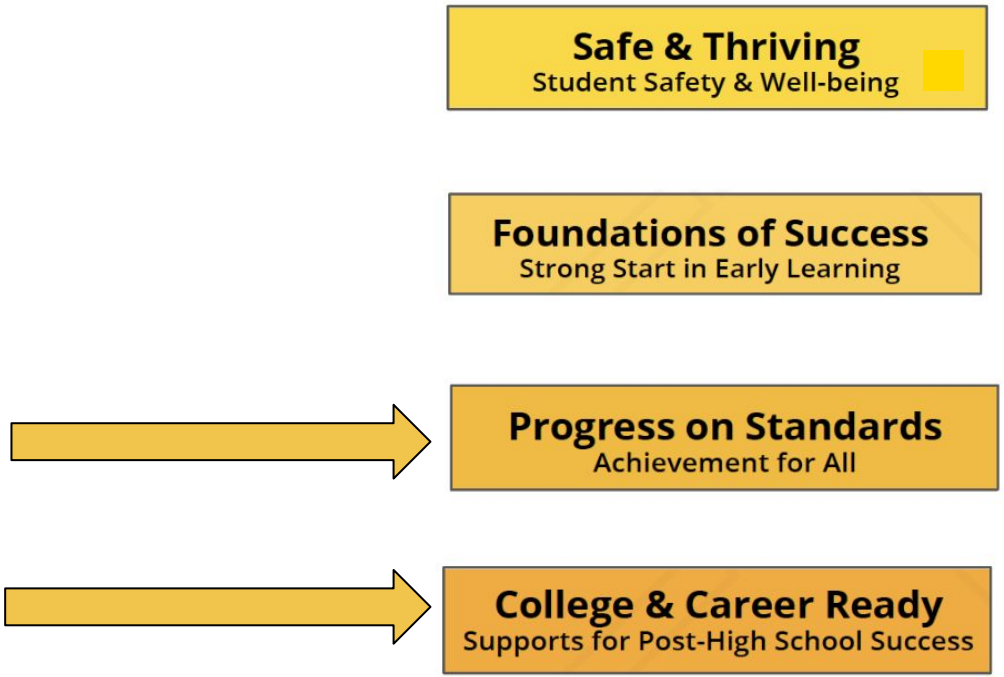
Presentation Team

- Dr. Shelly Reggiani, *Associate Superintendent for Teaching and Learning*
- Bao Vang, *PreK-8 Executive Administrator*
- Veronica Galvan, *Administrator for Curriculum, Instruction & Assessment*
- Dr. Toshiko Maurizio, *Administrator for Multilingual Programs*
- Jennifer Mann, *Teacher on Special Assignment, Secondary Math*
- Tisa Meador, *Teacher on Special Assignment, Multilingual Programs*

Purpose

This presentation provides an overview of the math adoption committee's recommended K–12 mathematics curriculum, including the professional development and implementation plan and budget to support effective implementation.

Connection to District Strategic Plan



Connection to District Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools and departments.

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**?

Math Materials Selection Background and Summary

Background and Summary

- State Board of Education adopted updated mathematics standards in October 2021and instructional materials in October 2022.
- The last BSD math adoption was completed in 2016
- BSD should have completed a math adoption in 2023
- Corrective action plan approved by the board in November 2023

Math Materials Selection Process and Timeline

Math Materials Selection Process

- In spring 2025, formed a K-12 math materials selection committee that included classroom teachers (including dual language), specialists, students, community members
- Book study on math instructional best practices
- Accompanying videos and articles on language-rich strategies for math instruction to support multilingual learners
- Reviewed key math data and disaggregated student groups
- Reviewed math standards

Math Materials Selection Process (cont.)

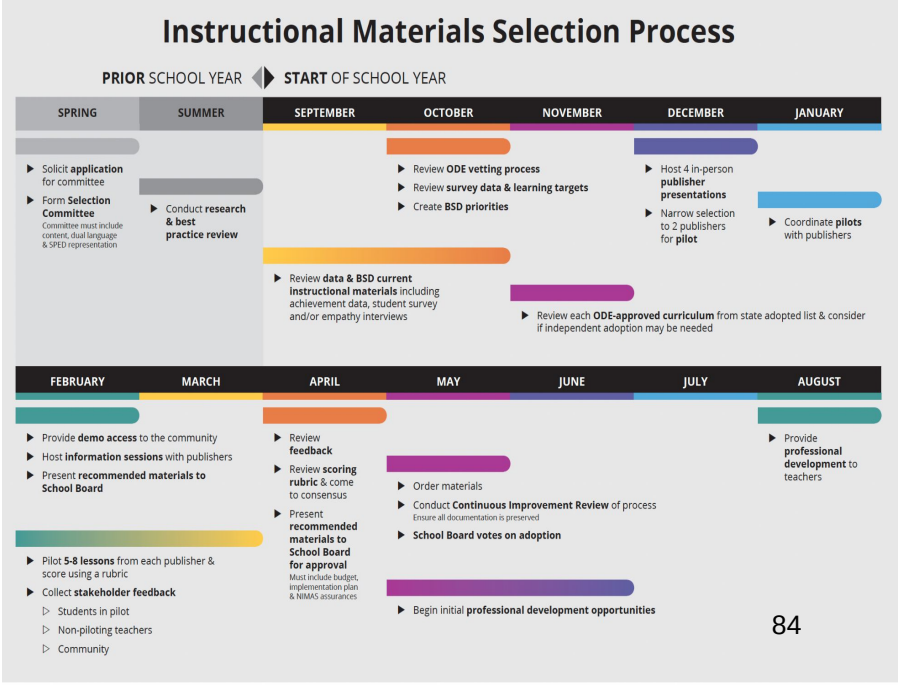
- Gathered feedback from teachers, staff, students, and community on current math curriculum and practices
- Developed district priorities for math materials selection
- Developed selection rubric based on priorities
- Committee reviewed publisher materials and narrowed down choices to top four
- Listened to publisher presentations and narrowed down to top two publishers
- Pilot teachers completed four-week pilots of both curricula

Math Materials Selection Process (cont.)

- Community reviewed the curriculum choices
- Committee reviewed the following data:
  - Pilot teacher surveys
  - Student teacher surveys
  - Community feedback on top two curricula
- On April 6th, the committee met to review key data and voted on their recommendations.

BSD Instructional Materials Selection Process

- The district was asked to complete the K-12 math review process during the 2025-2026 school year.
- New K-12 math instructional materials will be implemented in classrooms in fall 2026.
- The K-12 math selection committee began meeting in September 2025 and has met every month.
- The committee has followed guidance in the [BSD Instructional Material Selection Process] in alignment with Policy II/IIAR.



BEAVERTON SCHOOL DISTRICT

Scan QR code or visit **www.beaverton.k12.or.us/cia** to learn more about the Instructional Materials Selection Process.

K-12 Math Committee Membership

Elementary
Teachers - 9
Coaches - 4
DL Teachers - 2
District TOSAs - 2
SPED - 1
Administrator - 1
Parents - 2

Middle
Teachers - 5
Coach - 1
DL Teacher - 1
Parents - 1
Students - 2
District TOSA - 1
Administrator - 1

High
Teachers - 6
School Support Specialist - 1
DL TOSA - 1
Parents - 1
Student - 1
ELD/AVID - 1
SPED - 1
District TOSA - 1
Administrator - 1

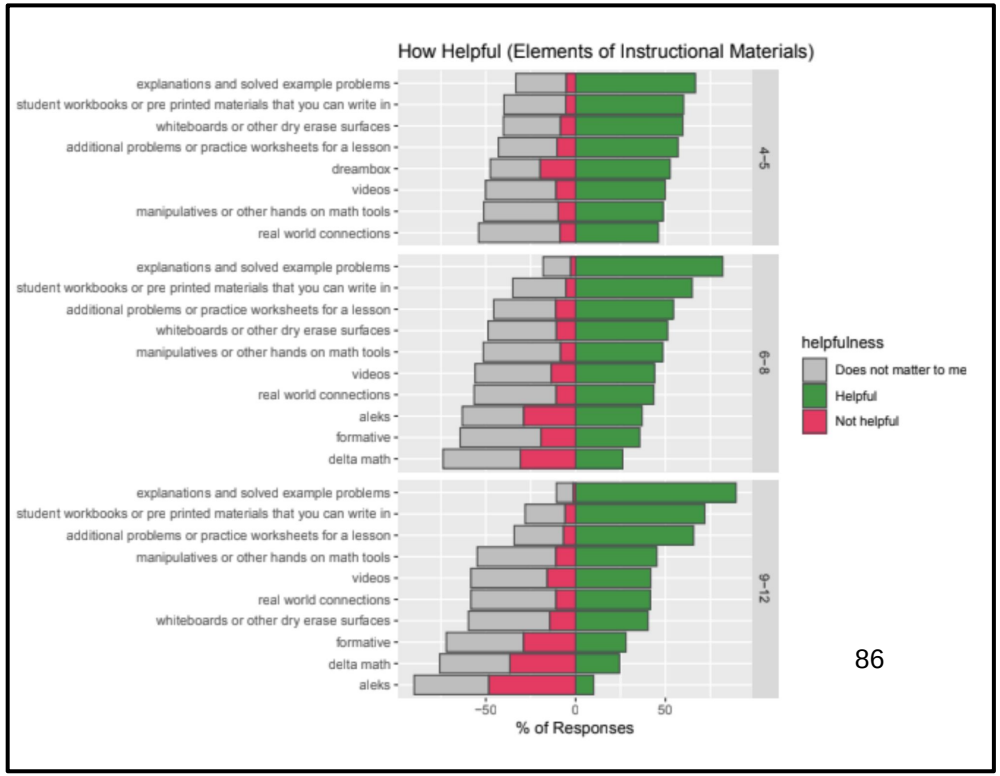
Teaching & Learning
District Administrators - 3

Math Materials Selection Committee Roster

Instructional Materials Review

Selection committee

- Reviewed survey results including responses from students, staff and parents about our current K-12 math materials and instructional practices.
- Learned about High Quality Instructional Materials (HQIM) and impact on student learning
- Studied Oregon's IMET (Instructional Materials Evaluation Tool)

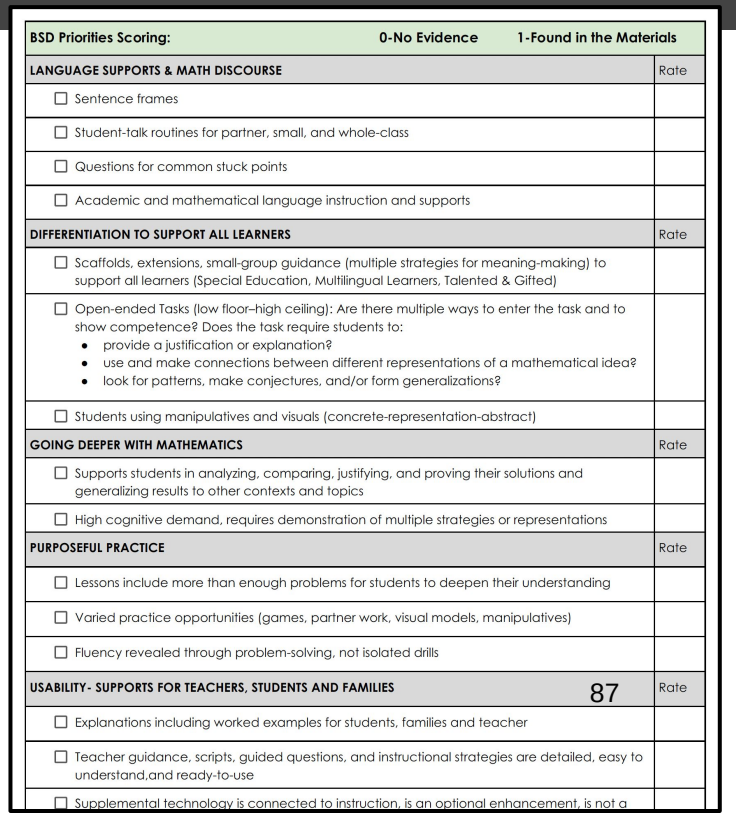


BEAVERTON SCHOOL DISTRICT

Instructional Materials Review

BSD Math Instructional Materials Rubric (K-12) to evaluate all the publishers on the list that met:

- Oregon's IMET criteria (all criteria included)
- BSD priorities & alignment to strategic plan (added criteria to rubric)



BSD Priorities Scoring:	0-No Evidence	1-Found in the Materials	
LANGUAGE SUPPORTS & MATH DISCOURSE			Rate
☐ Sentence frames			
☐ Student-talk routines for partner, small, and whole-class			
☐ Questions for common stuck points			
☐ Academic and mathematical language instruction and supports			
DIFFERENTIATION TO SUPPORT ALL LEARNERS			Rate
☐ Scaffolds, extensions, small-group guidance (multiple strategies for meaning-making) to support all learners (Special Education, Multilingual Learners, Talented & Gifted)			
☐ Open-ended Tasks (low floor–high ceiling): Are there multiple ways to enter the task and to show competence? Does the task require students to: • provide a justification or explanation? • use and make connections between different representations of a mathematical idea? • look for patterns, make conjectures, and/or form generalizations?			
☐ Students using manipulatives and visuals (concrete-representation-abstract)			
GOING DEEPER WITH MATHEMATICS			Rate
☐ Supports students in analyzing, comparing, justifying, and proving their solutions and generalizing results to other contexts and topics			
☐ High cognitive demand, requires demonstration of multiple strategies or representations			
PURPOSEFUL PRACTICE			Rate
☐ Lessons include more than enough problems for students to deepen their understanding			
☐ Varied practice opportunities (games, partner work, visual models, manipulatives)			
☐ Fluency revealed through problem-solving, not isolated drills			
USABILITY- SUPPORTS FOR TEACHERS, STUDENTS AND FAMILIES			Rate
☐ Explanations including worked examples for students, families and teacher			
☐ Teacher guidance, scripts, guided questions, and instructional strategies are detailed, easy to understand,and ready-to-use			
☐ Supplemental technology is connected to instruction, is an optional enhancement, is not a			

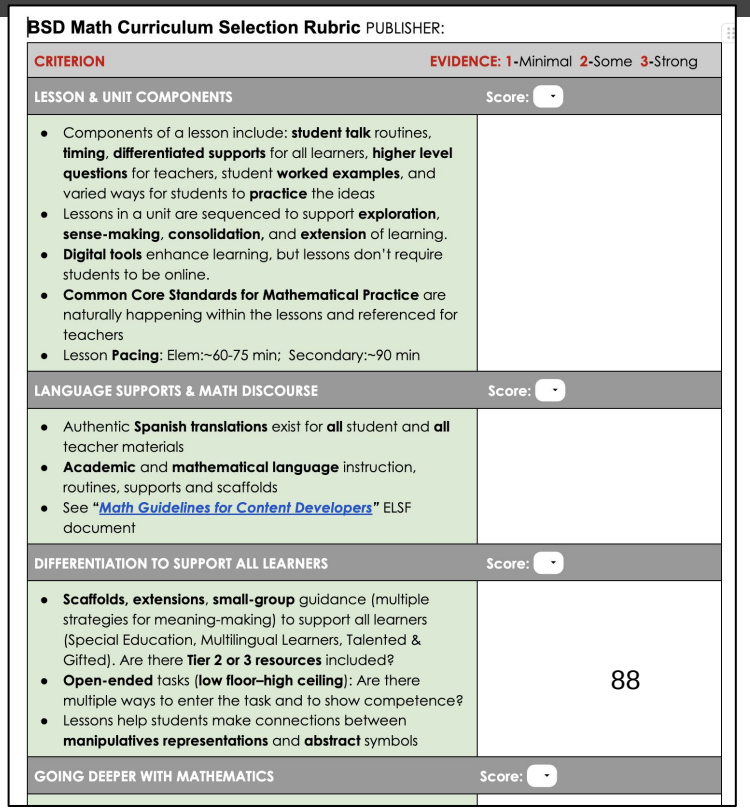
Instructional Materials Review

BSD Math Instructional Materials Rubric used to evaluate 4 programs on state approved list:

Elementary - Savvas, Curriculum Associates, Accelerate Learning, Imagine Learning

Middle - Imagine Learning, Savvas, Curriculum Associates, McGraw Hill

High - Carnegie, Imagine Learning, McGraw Hill, Big Ideas



BSD Math Curriculum Selection Rubric PUBLISHER:

CRITERION	EVIDENCE: 1-Minimal 2-Some 3-Strong
LESSON & UNIT COMPONENTS	Score:
• Components of a lesson include: **student talk** routines, **timing**, **differentiated supports** for all learners, **higher level questions** for teachers, student **worked examples**, and varied ways for students to **practice** the ideas • Lessons in a unit are sequenced to support **exploration**, **sense-making**, **consolidation**, and **extension** of learning. • **Digital tools** enhance learning, but lessons don't require students to be online. • **Common Core Standards for Mathematical Practice** are naturally happening within the lessons and referenced for teachers • Lesson **Pacing**: Elem:~60-75 min; Secondary:~90 min	
LANGUAGE SUPPORTS & MATH DISCOURSE	Score:
• Authentic **Spanish translations** exist for **all** student and **all** teacher materials • **Academic** and **mathematical language** instruction, routines, supports and scaffolds • See "*Math Guidelines for Content Developers*" ELSF document	
DIFFERENTIATION TO SUPPORT ALL LEARNERS	Score:
• **Scaffolds**, **extensions**, **small-group** guidance (multiple strategies for meaning-making) to support all learners (Special Education, Multilingual Learners, Talented & Gifted). Are there **Tier 2 or 3 resources** included? • **Open-ended** tasks (**low floor–high ceiling**): Are there multiple ways to enter the task and to show competence? • Lessons help students make connections between **manipulatives representations** and **abstract** symbols	88
GOING DEEPER WITH MATHEMATICS	Score:

BEAVERTON SCHOOL DISTRICT

OREGON MATH PROJECT

Meaningful Math for Every Student

The Oregon Math Project has identified cornerstones that come together to create a more modern and equitable system for mathematics within the state.



Oregon Math Project

Elementary Pilot: Savvas & Curriculum Associates

- Committee members voted on two publishers to advance to the pilot phase of the materials selection process.
- Results:
  - Savvas (enVision+)
  - Curriculum Associates (iReady)
- K-5 teachers (including dual language) were invited to pilot both programs.
  - 119 staff selected to pilot (30 schools represented)
  - Four weeks for each pilot with one day of training from each publisher
  - **Savvas:** Feb. 2–26 and **Curriculum Associates:** March 3–April 3
  - Evaluations collected from each pilot teacher & their students

Middle School Pilot: Savvas & Imagine Learning

- Committee members voted on two publishers per instructional level to advance to the pilot phase of the materials selection process.
- Results:
  - Savvas (enVision+)
  - Imagine Learning (Illustrative Math)
- Middle school math teachers (including dual language) were invited to pilot both programs.
  - 14 staff selected to pilot (9 schools represented)
  - Four weeks for each pilot with one day of training from publisher
  - **Savvas:** Feb. 2–26 and **Imagine Learning:** March 2–April 3
  - Evaluations collected from each pilot teacher & their students

High School Pilot: Carnegie Learning & Imagine Learning

- Committee members voted on two publishers per instructional level to advance to the pilot phase of the materials selection process.
- Results:
  - Carnegie Learning (High School Math Solutions)
  - Imagine Learning (Illustrative Math)
- High school math teachers (including dual language) were invited to pilot both programs.
  - 15 staff selected to pilot (4 schools represented)
  - Four weeks for each pilot with one day of training from publisher
  - **Carnegie Learning:** Feb. 2–26 & **Imagine Learning:** March 2–April 3
  - Evaluations collected from each pilot teacher & their students

Summary of Input

BEAVERTON SCHOOL DISTRICT

Pilot Teacher & Student Evaluations and Public Survey Input

- Pilot 1.0
  - Student Feedback (K-5, 6-8, 9-12)
  - Elementary Feedback
  - Middle Feedback
  - High Feedback
- Pilot 2.0
  - Fixed-form Teacher & Student
  - Open Response (k-5, 6-8, 9-12)
- Comparisons
  - Fixed form: Teacher
  - Teacher & Community Open Response: K-5, 6-8, 9-12
- A set of weighted counts were also done of pilot feedback which assigned each school 1-total vote: teacher comparison, pilot 2-0 teacher, pilot 1-0 teacher

Math Materials Selection Recommendation

Math Materials: iReady (K-5) and Illustrative (6-12)



Elementary
Curriculum Associates' iReady

Middle and High School
Imagine Learning's
Illustrative Math

BEAVERTON SCHOOL DISTRICT

Math Materials: Elementary

After review of data, the math materials selection committee recommended **Curriculum Associates: iReady**.

Strengths:

- Quality of teacher and student Spanish resources (transadapted vs. translated; crosslinguistic connections)
- Student talk, collaboration and engagement opportunities
- Balance between conceptual understanding, application and fluency
- Student centered with strong access points
- Connected to students' culture, language, and life experiences

Limitations:

- Navigating online resources
- High quality supports for differentiation
- Primary level preparation
- Online materials enhanced learning

Elementary Teacher and Student Voices

Student:

“I liked the fun math games … the games made learning fun and they didn't feel like math games which to me is a good thing because they helped me learn math…” (5th grader)

“I like how it made me look forward to math…” (5th grader)

“I liked the games because they are really challenging and I think that I am growing my mind with the games they are also fun.” (4th grader)

“Another thing I really liked was the strategies the textbook taught us.” (3rd grader)

Teachers:

“I absolutely LOVED that everything was editable, which allowed me to customize everything from worksheets to games to assessments to fit the needs of my students.”

“I especially appreciated the emphasis on reflection and writing, which helped deepen their understanding of the vocabulary and strategies taught.”

“My students loved the math talks and cultural connection slides.”

“Great sentence frames and opportunities for student talk.”

Math Materials: Middle & High

After review of data, the math materials selection committee recommended **Imagine Learning's Illustrative Mathematics**

Strengths	Limitations
• High quality tasks and activities • Quality of Spanish resources (transadapted vs. translated) • Student talk, collaboration, and engagement opportunities • Balance between conceptual understanding and fluency • Student-centered, problem-based learning with more resources and practice • Materials connected to students' culture, language, and life experiences • Formative assessments were easy to use, frequent, and effective	• Online experience received negative feedback from students/teachers • Teachers identified errors in answer keys • Materials reflect more inquiry based engagement, but some teachers and students seek more explicit teaching/materials

Middle School Teacher and Student Voices

Students:	**Teachers:**
“I liked the word problems, because they made sense, and I could actually relate to some of them. I also liked the word problems, because the equations/questions were obvious, but at the same time they didn't give away the answers.”	“The scope and sequence is thoughtful and makes so much sense ...With an early lens on proportionality kids can spend the rest of the year making connections and understanding.”
“Me gusto un poco la tecnología porque puedo hacer las tareas en línea y en español.” *[I like technology A LITTLE because I can do my homework online and in Spanish]*	“It would be nice to get away from the chrome books. Our students sit in front of screens enough.”
	“Illustrative does such a great job helping students with conceptual understanding. It also does a magnificent job of teacher concept knowledge. If the resources are used, it can create awesome thinkers. “

High School Teacher and Student Voices

Students:	**Teachers & Community:**
“Me gusto que tenia mas espacio por que haci podemos escribir o poner notas.” *[I liked that it had more space because that way we can write or put notes.]*	“…Material is likely more understandable for the majority of students. Educational Guide to families is a nice touch.” – *Parent*
“i liked it, it was pretty interesting. compared to the last one, this one was a bit easier to follow along with.”	“I went in to this experience expecting to prefer the Carnegie materials, and I was thoroughly surprised to see myself, my students, and my colleagues who were also piloting these curricula have a noticeably more positive experience with the Imagine Learning curriculum.”
“I liked how they worded the problems and made them clear and concise. I also liked that it was paper not digital. I over all much preferred it to the mathia one and also the pacing was more decent and also it had a lesson summary that made sense”	“My students strongly preferred the Imagine Learning materials.”

Alignment to NIMAS, Implementation Plan & Budget

Compliance with NIMAS

Curriculum Associates (from here) and Imagine Learning support compliance with the National Instructional Materials Accessibility Standard (NIMAS). When instructional materials are adopted with required NIMAS contract language and meet eligibility criteria under IDEA, NIMAS-conformant files are provided to the National Instructional Materials Access Center (NIMAC), where they can be used to produce accessible formats such as braille, large print, audio, and accessible digital text for qualifying students.

Under federal law:

- Publishers of **K–12 textbooks and related printed core instructional materials** must provide **NIMAS-conformant source files**
- When a state or district includes **NIMAS contract language**, those files are submitted to **NIMAC**
- NIMAC then makes the files available for conversion into **braille, large print, audio, or accessible digital formats** for eligible students

K-12 Math Professional Development and Implementation Plan

Implementation Plan (Starting Spring 2026)

Professional Development - Provided for all math K-12 staff, focusing on pedagogy and best practices, with the Oregon Math Project as the foundation:

- **April –** Best Practices in Math Across K-12 Levels
- **May –** New Curriculum Overview PD for K-5
- **May/Summer/Fall –** New Curriculum Overview PD for 6-12

Implementation Plan (2026-2027)

- **Teacher Leader Cohort** – Build the capacity of teacher leaders to support teachers in buildings with implementation of new curriculum and math best practices
- **Grade Level Cohorts** – Teams will collaborate on scope & sequence alignment, implementing instructional routines, and scaffolding for multilingual learners (all learners).
- **K-12 School-Based Teams** – Implementation fidelity – Work on previewing the next unit. Provide guidance, scaffolds for priority lessons, and common assessments. Revise scope and sequence as needed.

Math Materials Selection Budget

Budget

Instructional Materials

- Elementary: Curriculum Associates iReady
  - 7 yrs – $4,200,000
- Secondary: Imagine Learning Illustrative
  - 4 yrs – $3,200,000

Professional Development

- **Spring 2026:** $589,960
- **2026-2027:** $500,000

Thank You

ITEM FOR ACTION AT A FUTURE MEETING

CONSIDER PROPOSED REVISIONS TO BOARD POLICIES IF, BCFAA, GDA

SUMMARY
Revisions are recommended to update school board policies IF, BCFAA and GDA. 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

BCFFA Community Partnership Teams – DELETE
Deletion of policy BCFFA is recommended, as it is out of date with current practice and is not a required policy. The district will continue to value and engage in community partnerships absent this policy.

GDA Instructional Assistants – DELETE
Deletion of policy GDA is recommended because the information it contains is more appropriately addressed within a job description rather than in a non-required board policy. There is no change in actual positions, hiring requirements or other practices regarding instructional assistant staff.

IF District Curriculum–- DELETE and REPLACE
OSBA recommends changes to update the policy and reflect changes in state law. It is proposed that the old policy be deleted and replaced with the updated OSBA language which reflects current legal requirements, ensures nondiscrimination, and bars rejecting materials solely for including perspectives of protected groups under Oregon law.

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

- Deletion of existing policy BCFAA
- Deletion of existing policy GDA
- Deletion of existing policy IF and adoption of new policy IF

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.

BEAVERTON SCHOOL DISTRICT

Code: BCFAA
Adopted: 6/2/14
Readopted: 4/24/17
Orig. Code(s):

Community Partnership Teams

DELETE

The district shall support the establishment of Community Partnership Teams (CPT) at each school for the purpose of engaging the broader community in school volunteer and engagement activities to support students and staff and student success.

Community Partnership Teams, under the direction and leadership of school or department leaders, will promote and assist with developing collaborative, school-based community outreach, engagement and volunteer activities with parents, nonparents, business, faith communities and community organizations. The Community Partnership Team and the school principal shall meet on a regular basis to assess school needs, and collaboratively and strategically set measurable goals, plan activities, track progress and evaluate outcomes.

Team members will also serve as a communication link between the public in their school attendance area and the Board.

Each school shall regularly publicize their Community Partnership Team goals, work and accomplishments in their school newsletters, at school gatherings, etc. The district will also use these stories to further community engagement and increase understanding of the work happening in our schools.

The Communications and Community Involvement Department will provide technical support and assistance to help schools develop their Community Partnership Teams.

The superintendent or designee is instructed to develop administrative regulations to implement this policy and provide guidelines for the Community Partnership Teams.

END OF POLICY

Legal Reference(s):
ORS 192.610
ORS 192.630
ORS 294.414
ORS 329.704
ORS 332.107

Or. Dep't of Justice, Or. Att'y General's Model Public Contract Rules Manual.

Instructional Assistants

Instructional assistants shall be hired by the superintendent or designee.

All instructional assistants must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of all educators by statute.

In addition to the above, instructional assistants providing translation services must have knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants who work in Title I programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title I programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

Instructional assistants may be assigned to:

1. Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
2. Assist with classroom management, such as organizing instructional and other materials;
3. Provide assistance in a computer laboratory;
4. Conduct parental involvement activities;
5. Provide support in a library or media center;

DELETE

6. Act as a translator; or

7. Provide instructional services to students while working under the direct supervision of a teacher.

Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

The district may require individuals newly hired as Title I instructional assistants who have met another district's academic assessment as set forth by the No Child Left Behind Act of 2001, to meet the district's academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor with instruction. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but not limited to are: clerical support, student control, personal care, translation or parent/family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom instruction remains with the teacher at all times.

END OF POLICY

Legal Reference(s):
ORS 332.107
ORS 332.505
ORS 342.120
OAR 581-022-2400(2)
OAR 581-037-0005 to -0025
OAR 584-005-0005(27),(41)

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).
Title II of the Genetic Information Nondiscrimination Act of 2008.
Section 503 of the Rehabilitation Act of 1973.

DELETE

BEAVERTON SCHOOL DISTRICT

Code: IF
Adopted: 5/14/07
Readopted: 2/26/18
Orig. Code(s): IF

Curriculum Development

The Board recognizes that to improve the quality of instructional programs and to respond to changing needs, it cannot permit the curriculum to remain static. The Board deems it essential that the district develop and implement an instructional management system which will modify the curricula to meet changing needs exploring a variety of options, ensuring quality educational programs serving each individual student's interests.

While the Board retains its full rights and responsibilities to "prescribe textbooks and courses of study" under the laws and regulations of the state of Oregon with regard to determining curriculum, the Board will charge the superintendent or designee to conduct instructional program evaluations and curriculum reviews. The superintendent or designee is responsible for the establishment and implementation of procedures that ensure that these processes are conducted in a timely, comprehensive and effective manner.

Decision making within these processes should be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, surveys of parent perceptions and recommendations from administrators and professional staff. Additionally, the requirements of law and the insights of educational research will be addressed.

The administration will provide the Board with periodic progress reports for each of the major steps in program evaluations and curriculum reviews. The administration will also submit the final program evaluation and curriculum review reports to the Board for consideration and approval. In addition, the administration will provide the Board with budget estimates for all costs associated with recommendations for inclusion in the annual budget.

END OF POLICY

Legal Reference(s):
ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067

OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030

DELETE

OAR 581-022-2250
OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

DELETE

BEAVERTON SCHOOL DISTRICT

Code: IF
Adopted: 5/14/07
Readopted: 2/26/18
Orig. Code(s): IF

District Curriculum

The board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the board on needed curriculum changes. Decision making within the curriculum review process should also be based on reliable data and student needs.

The board or a committee or administrator responsible for making a decision regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):
ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067
ORS 337.260
ORS 659.850
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2250
OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

Senate Bill 1098 (2025)