



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, May 12, 2026 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING	
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B. Attendance	
C. Agenda Review	
II. STUDENT PERFORMANCES & RECOGNITIONS	
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A. Comments & Committee Reports	
X. CLOSE MEETING	
A. Closing Comments	
B. Adjourn	



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RECOGNITION OF STUDENTS, STAFF AND COMMUNITY

SUMMARY

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

BACKGROUND

Presidential AI Challenge

Congratulations to Sato Elementary School fifth graders Mishika Chauhan and Madhesh Saravanan, winners of both the state and regional rounds of the Presidential AI Challenge, Elementary Track 2. They will advance to the national competition in Washington, D.C., this June.

The winning project created by Mishika and Madhesh, along with a third team member, Hillsboro School District student Aariv Kumar, is focused on [AI Safety for Kids](#). Their project includes an app, a training video and policy proposals designed to make AI safer for children. Going beyond a technical solution, the team researched real-world risks children face when using AI, developed practical safeguards, and authored policy recommendations shared with state and federal policymakers.

The [Presidential AI Challenge](#) is a nationwide initiative that brings together K–12 students, educators, mentors and community partners to develop AI-powered solutions that address real-world challenges. Selected teams have the opportunity to showcase their work on a national stage.

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PUBLIC HEARING**INSTRUCTIONAL TIME EXEMPTIONS****SUMMARY**

Oregon law requires that schools provide students a certain number of instructional hours each year. Beaverton's school schedules meet or exceed these standards. Certain students may be exempted from being included in the calculation of instructional time, with annual approval by the board after a public hearing. Exemptions are requested for seniors who are on track to meet graduation requirements and students enrolled in alternative education programs.

BACKGROUND

Oregon Administrative Rule 581-022-2320 requires school districts to provide a specified number of hours of instructional time (900 hours for grades K–8, 990 hours for grades 9–11, 966 hours for grade 12). Districts report on this annually as part of their required Division 22 reporting.

Beaverton's school schedules meet or exceed the instructional time standards based on actual class time, without applying any allowances provided in state law to credit time for recess, professional development or parent-teacher conferences. No waivers or allowances are required.

Districts also must ensure at least 92% of all students in the district and at least 80% of students at each school are scheduled to receive the required hours of instructional time. The state provides that selected groups of students may be exempted from the requirement and not included in the district's calculation of instructional time, with approval of the local school board after a public hearing.

The school board may approve exemptions to the instructional time requirement for seniors on track to meet graduation requirements and students in the Passages program at the Merlo Campus. These exemptions have been approved annually in past years.

RECOMMENDATION

A public hearing will be held regarding the proposed exemptions. Community members may provide testimony following the same procedures as for general public comment.

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ITEM FOR INFORMATION**SPOTLIGHT: MULTILINGUAL PROGRAMS****SUMMARY**

This presentation will focus on the impact, key successes, ongoing challenges and equity-driven needs of our multilingual programs in the Beaverton School District.

BACKGROUND

BSD's multilingual programs team supports several programs including English learner, dual language, newcomer, migrant education and world language programs, as well as all translation and interpretation services for the district.

RECOMMENDATION

Staff will present a spotlight on multilingual programs for the board to receive and discuss. No action is needed.

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Spotlight: Multilingual Programs

School Board Meeting
May 12, 2026

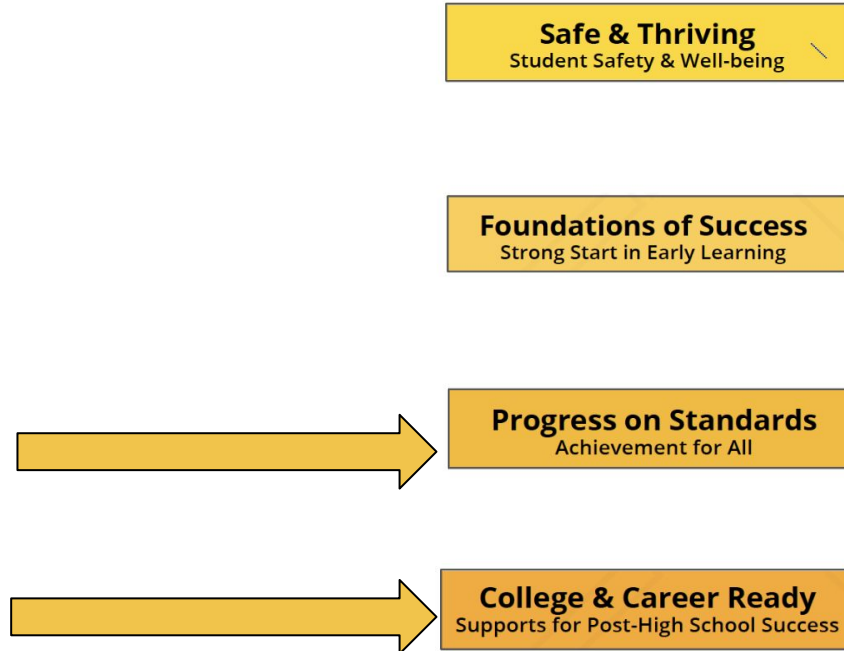
Presentation Team

- Dr. Toshiko Maurizio, *Administrator for Multilingual Programs*
- Andrew Robinson, *Assistant Administrator for Multilingual Programs*

Purpose

This presentation highlights the impact, key successes, ongoing challenges and equity-driven needs across the district's multilingual programs.

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/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** ?

Elementary & Secondary Multilingual Programming

On Track to English Language Proficiency

- “On Track to English Language Proficiency” (OTELP) in Oregon is a state accountability measure used to determine if English Learner (EL) classified students are making sufficient progress to become proficient in English within a designated time frame.
- Elementary and Secondary On Track to English Language Proficiency is **“Some Progress.”**
- First year in several years that Secondary programs reached **“Some Progress.”**

Determination and Ratings

Elementary Grades Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points	Secondary Grades Indicators	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points
<i>On Track to ELP</i>	2	X	2	2 × 30	<i>On Track to ELP</i>	2	X	2	2 × 15
<i>Regular Attendance</i>	1	0	1	1 × 15	<i>Regular Attendance</i>	1	0	1	1 × 10
<i>Exclusionary Discipline</i>	5	1	6	6 × 15	<i>Exclusionary Discipline</i>	3	0	3	3 × 10
<i>ELA Achievement</i>	3	0	3	3 × 10	<i>Least Restrictive Environment</i>	3	1	4	4 × 10
<i>ELA Growth</i>	X	X	X	× 10	<i>9th Grade On-Track</i>	3	0	3	3 × 15
<i>Math Achievement</i>	4	0	4	4 × 10	<i>5-Year Graduation</i>	3	0	3	3 × 30
<i>Math Growth</i>	X	X	X	× 10	<i>Post-Secondary Enrollment</i>	4	0	4	4 × 10
Total Weighted Points				235	Total Weighted Points				285
Total Weighted Points Available				400	Total Weighted Points Available				500
Percent of Weighted Points				58.8	Percent of Weighted Points				57.0
Elementary Grades Rating					Secondary Grades Rating				
Some Progress					Some Progress				

Ratings Criteria:

Notable Progress: ≥ 75.0% of weighted points available
Some Progress: 50.0 to 74.9% of weighted points available
Limited Progress: < 50.0% of weighted points available

Note. Districts may earn a bonus point for each indicator if the performance for Ever English Learners is greater than the performance for Never English Learners. The bonus point does not apply to *On Track to ELP*. ‘-’ refers to not applicable due to small n-size.

Determination: None

Transformation:
Limited Progress on both ratings

Target:
Limited Progress on one rating

None:
Some Progress or **Notable Progress** on both ratings

On Track to English Language Proficiency

- On Track to ELPs, exclusionary discipline, ELA and math achievement, ELA and math growth, least restrictive environment, 9th grade on track, 5-year graduation, and post secondary enrollment are areas of success and areas showing some and notable progress.
- Area of growth for both elementary and secondary is **attendance**.

Elementary Grades Indicators, Values, Levels, and Ratings

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Indicator Rating
<i>On Track to ELP</i>	K-5	67.0		2		2	Some Progress
<i>Regular Attendance</i>	K-5	71.9	79.5	1	0	1	Limited Progress
<i>Exclusionary Discipline</i>	K-5	>95	>95	5	1	6	Notable Progress
<i>ELA Achievement</i>	3-8	30.3	62.5	3	0	3	Some Progress
<i>ELA Growth</i>	4-8						
<i>Math Achievement</i>	3-8	27.1	52.2	4	0	4	Notable Progress
<i>Math Growth</i>	4-8						

Note. On Track to ELP relies on Current English Learners as the focal student group. All other indicators use Ever English Learners as the focal student group. "*" suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent. "--" refers to not applicable due to small n-size.

Secondary Grades Indicators, Values, Levels, and Ratings

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 to 1)	Points (1-6)	Indicator Rating
<i>On Track to ELP</i>	6-12	34.8		2		2	Some Progress
<i>Regular Attendance</i>	6-12	59.7	69.0	1	0	1	Limited Progress
<i>Exclusionary Discipline</i>	6-12	91.9	94.7	3	0	3	Some Progress
<i>Least Restrictive Environment</i>	6-12	82.7	77.3	3	1	4	Notable Progress
<i>9th Grade On-Track</i>	9	88.0	92.7	3	0	3	Some Progress
<i>5-Year Graduation</i>	12	87.3	92.8	3	0	3	Some Progress
<i>Post-Secondary Enrollment</i>	12	59.2	71.8	4	0	4	Notable Progress

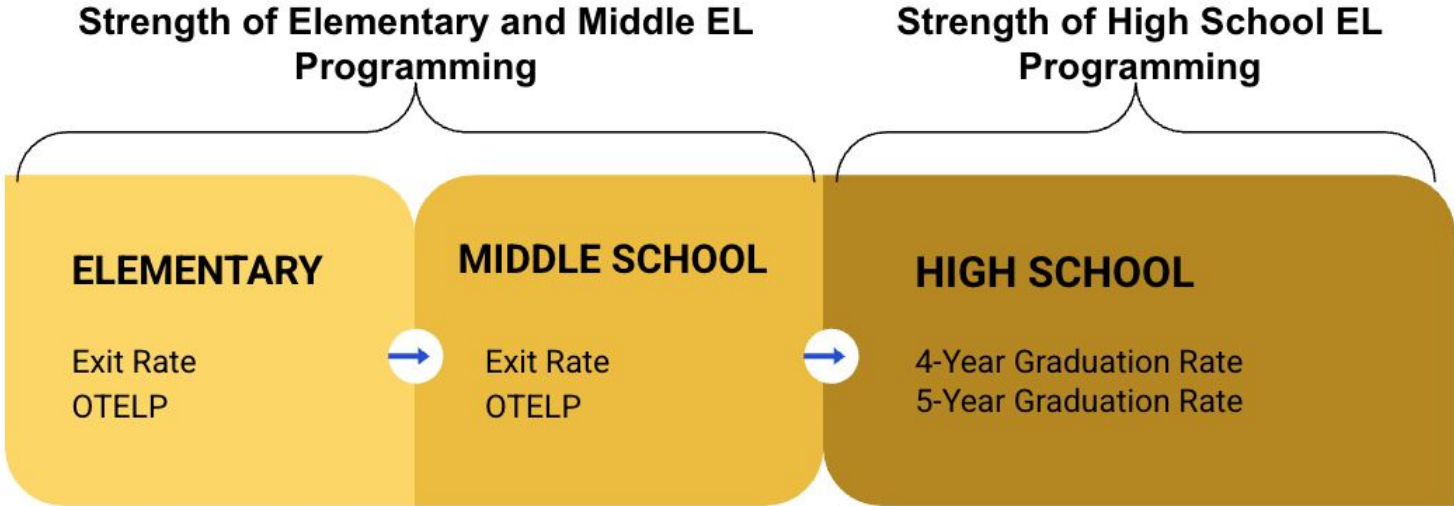
Note. On Track to ELP relies on Current English Learners as the focal student group. All other indicators use Ever English Learners as the focal student group. "*" suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent. "--" refers to not applicable due to small n-size.

4-Year Graduation Data

- Recent arrivers, current ELs and former ELs in Beaverton graduated at a higher rate than the state average.
- Recent arrivers saw a +16.0% percentile difference between state and BSD (last year was +9.2% difference).
- Former ELs graduation rate marks the highest on-time completion rate for this student group AND it is higher than the district and state all student graduation rates.
- Additionally, former ELs' graduation rate is higher than the all student graduation rate at every high school/options school with the exception of Mountainside.

Student Group	Graduation August 2025
All students in <i>Oregon</i>	83.0%
All students in <i>Beaverton</i>	88.9%
All Recent Arriver students in <i>Oregon</i>	66.1%
All Recent Arriver students in <i>Beaverton</i>	82.1%
All Current English Learners (anytime in HS) in <i>Oregon</i>	69.8%
All Current English Learners (anytime in HS) in <i>Beaverton</i>	71.8%
All Former English Learners (exited prior to HS) in <i>Oregon</i>	89.5%
All Former English Learners (exited prior to HS) in <i>Beaverton</i>	¹⁴ 92.9%

District Programming for EL-Classified Students



4-Year Graduation Rate for Former ELs: Exited Prior to HS → **ELs Participate fully in HS Programming; Monitored**

Dual Language Programs

Dual Language Programming

- Dual language is a form of bilingual education in which students are taught literacy skills and content in two languages that are woven strategically with the goals of bilingualism/biliteracy, grade level academic achievement in both program languages, and sociocultural competence and critical consciousness.
- Participation in Beaverton's DL programs has a positive academic impact on students, with the greatest benefits for students who were classified as ELs. Compared to other similar students, dual language students classified as ELs scored higher on state ELA and math assessments, had higher rates of reclassification after grade 8, and were more likely to be on track to graduate from high school ([EDNW, 2024](#)).
- Expansion of programs: AHP, Barnes, Vose, Whitford, Meadow Park, Aloha, Beaverton, SRHS; Hazeldale, McKinley, William Walker, Jacob Wismer; provided access by creating regional hub programs with transportation.

Newcomer Program

Newcomer Program

- Specialized program that supports students at the emerging-proficiency level, new to the U.S., and have had limited or interrupted education, or experienced trauma.
- Focus on English literacy skills and acclimating students to the new culture.
- Grades 2-12
- One elementary school, one middle school, and four high schools. Students from all schools may be referred to the Newcomer Centers. Transportation is provided.
- Students participate for up to one year only (it is designed to be a temporary support).
- Expected upcoming graduation data for current or former Newcomer Program students:
 - 26 will graduate in June 2026
 - 8 will graduate after summer school 2026
 - 11 will graduate in January 2027
- Family engagement workshops: various subjects such as how to support literacy at home, school safety

World Language Program

8th Grade Language Testing

- Learned these languages at home and/or in dual language programs.
- Awards high school world language credit.
- Honors students' multilingual skills and home languages.
- If world language credit is earned, provides opportunities to take other courses in high school.

8th Grade STAMP/ALTA Language Testing Summary-January 2026	
Total students tested	275
Number of different languages tested	27
Total credits earned in years	897 years of World Language
Total credits earned in semesters	1,794 semesters of World Language
Number of students that earned at least 1 credit	261
Average credits earned per student (in years)	3.3

Migrant Education Program

Migrant Education Program

- Supplemental federal program to reduce the challenges that children of migratory workers experience.
- 261 students pre-K through grade 12, five staff members
- Evening Pre-K Academy, after-school tutoring, student check-ins and on-track monitoring, student leadership institutes, summer school, family engagement

Student Group, 4-Year Graduation	Graduation August 2023	Graduation August 2024	Graduation August 2025
All students in <i>Oregon</i>	81.3%	81.8%	83.0%
All students in <i>Beaverton</i>	89.2%	87.9%	88.9%
All students in Migrant Education Program in <i>Oregon</i>	81.6%	82.7%	82.9%
All students in Migrant Education Program in <i>Beaverton</i>	76.9%	79.0%	84.4% ²³

Translation & Interpretation Services

Translation & Interpretation Services

- Translator/interpreter staff: 33 based in schools, 13 based at the district office
- 10 languages on-staff: Arabic, Chinese, Dari, Japanese, Korean, Pashto, Russian, Somali, Spanish, Vietnamese. Contract-out other languages.
- Written translations
 - Technology: ParentSquare, website, translation software
 - Curriculum materials for dual language programs (as needed), parent surveys, nutritional services and transportation updates, school communication, etc.
 - Year-to-date: approximately 3,200 pages translated by staff
- Verbal interpretation
 - School events (ex: Back to School Night), parent meetings, special education IEP meetings
- Staff support multilingual families — they are frequently parents' points-of-contact.
- Staff also help schedule parent-teacher conferences, administer ELPA screener and ELPA summative test, and support the enrollment process for new students.

Questions?

ITEM FOR INFORMATION**BOND ACCOUNTABILITY COMMITTEE REPORT****SUMMARY**

The chair of the bond accountability committee will provide an overview of the committee's report regarding the performance of the 2022 bond program.

BACKGROUND

The bond accountability committee provides the school board with periodic written reports and presents an annual report on their assessment of the performance of the 2022 bond program. The report addresses the criteria set by the school board goals for the bond.

RECOMMENDATION

The bond accountability committee chair and staff will present information on the bond program. No action is needed.

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Beaverton School District Capital Construction Bond Citizen Accountability Committee (BAC) Report 2026

Committee Members

Keith Hobson (chair), Josh Durham (vice-chair), Randy Smith, Lori Baker, Ryan Bansbach, Janis Hill, David Remos, Aaron Watt. School board member Dr. Karen Pérez also attends and participates in BAC meetings.

Meeting Highlights Beyond Project Updates and Financial Report

June 18, 2025

- We toured project sites including:
 - Westview High School
 - Stoller Middle School
 - Oak Hills Elementary School

August 20, 2025

- We toured project sites including:
 - Aloha High School
 - Mountain View Middle School
 - Meadow Park Middle School

September 10, 2025

- We reviewed a presentation on the summer project activity. Despite a very busy project season, all projects are proceeding within expected timelines and budgets.
- We received an update on the Internship Program, which is in its third year.
- We received budget update with special emphasis on the staff recommendation to allocate program-wide contingency funds to increase budgets on projects needing additional funding, and in limited circumstances, to expand the scope of existing projects.
 - Committee members asked several questions about potential risks in the remaining projects and how those risks were being mitigated and ultimately had no questions or concerns with the staff recommendation that was eventually approved by the Board.

November 19, 2025

- We received updates on a few key project areas:
 - Allen Transportation Project
 - Modernization – there was a good discussion on balancing the benefits vs the challenges of managing multiple small projects at multiple school sites
 - Critical equipment and bus replacements
- We reviewed a presentation leveraging funding for energy savings improvements through Senate Bill 1149 and the Energy Trust of Oregon. This presentation also covered the energy cost savings and the payback of investing in these improvements.
- We received the independent auditor's report attesting that bond proceeds were expended for projects consistent with the bond measure.

BAC Report 2026
April 22, 2026

February 18, 2026

- We received a presentation on bond financing and the impact to the bond tax levy rate. This presentation answered specific questions provided by committee members.
- We reviewed a presentation on seismic upgrades which addressed the state of existing facilities and the plans to address facilities not yet meeting district standards.
 - This presentation also reviewed the history of improvements made through the past two bond measures and the progress in bringing facilities up to standards.
- We reviewed an update on the Board Goals for the bond program, which is an annual update to the committee.

April 22, 2026

- This written report was prepared prior to the April 22, 2026 BAC meeting, but key highlights will be included in the verbal presentation to the Board.

BAC Consensus on Committee Charter Objectives

(a) Bond revenues are used only for the purposes consistent with the voter-approved bond measure ballot and consisted with state law.

Committee members agree that bond revenues are being used appropriately based on project status reports and financial data provided by facilitates development staff, and as substantiated by the annual third-party financial examination.

(b) Projects align with the Bond Program Goals approved by the School Board and Board policies.

Committee members agree that the bond program goals are being met. We review an update on the Board Goals each year, and specific elements are also included in updates of individual projects.

(c) Projects reduce long-term maintenance, construction costs, improve efficiency and longevity, and utilize innovative practices that achieve these; consistent with district standards and best practices.

Committee members agree that projects are being designed and managed in a manner that reduces long-term maintenance, construction and operating costs. For example we have reviewed how seismic projects are combined with other projects like roof replacements to provide project efficiency. We have also reviewed how projects like energy savings improvements and modernization can improve operating efficiencies.

(d) Key information related to the bond is communicated to District stakeholders.

Committee members agree that key information is being communicated to District stakeholders. The staff continues to post BAC meeting documents (progress photos and reports) on the district website and shares that information in other ways (social media, BSD Briefs, newsletters, ParentSquare). BAC materials also contain links to videos produced by staff that communicate project successes and updates in an informative, positive, and fun way.

(e) Receive and review bond program performance and financial reports, request school and grounds inspections lead by District staff as deemed necessary.

Committee members receive and review monthly Bond Financial Reports, which include key project updates. In months where the committee meets, these reports are reviewed in the committee meeting, and in other months committee members review these materials and either submit questions to staff or bring questions to the next meeting. Staff has been responsive in answering questions posed by the BAC during our meetings and providing

BAC Report 2026
April 22, 2026

additional information as requested. As noted in the meeting highlights the BAC is also touring project sites multiple times per year.

Recommendation

The committee recommends that the School Board receive this report as the committee's required report at the May 12, 2026 board meeting.

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 April 2026:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2025-26 classroom teacher staffing by school as of April 24, 2026
- Investment monthly board report as of April 24, 2026
- Investment portfolio – asset category allocation
- Investment portfolio – main fund allocation
- Investment portfolio – asset class allocation
- Portfolio holdings by asset class
- Quarterly grant report as of March 31, 2026

NOTES:

- General Fund Forecast
 - No change to the forecast
- Next state revenue forecast scheduled for Wednesday, 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 April 2026
(\$ in millions)

	YTD Actuals	Current Encumb.	Actuals & Encumb.	2025-26 Budget	Year-End Forecast	Variance
REVENUES:						
State School Fund	\$ 506.5	\$ -	\$ 506.5	\$ 550.0	\$ 546.8	\$ (3.2)
Local Option Levy	42.2	-	42.2	44.0	43.0	(1.0)
Investment Earnings	7.2	-	7.2	10.0	10.0	-
NWRESD Appointment	9.3	-	9.3	13.4	13.4	-
Other	7.7	-	7.7	11.5	10.3	(1.2)
Total Revenues	\$ 572.9	\$ -	\$ 572.9	\$ 628.9	\$ 623.5	\$ (5.4)
EXPENDITURES:						
Salaries	\$ 268.1	\$ -	\$ 268.1	\$ 353.9	\$ 354.5	\$ 0.6
Benefits	162.5	-	162.5	224.2	219.0	(5.2)
Purchased services	29.1	4.1	33.2	40.9	36.9	(4.0)
Supplies & materials	16.2	1.6	17.8	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	\$ 480.9	\$ 5.9	\$ 486.8	\$ 648.2	\$ 636.6	\$ (11.6)
Surplus / (Deficit) from Operations				\$ (19.3)	\$ (13.1)	\$ 6.2

	2025-26 Budget	Year-End Forecast
Projected Ending Fund Balance		
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	\$ 293.1	\$ 2.7	\$ 295.8	\$ 398.2	\$ 395.3	\$ (2.9)
Support Services	183.7	3.2	186.9	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	\$ 480.9	\$ 5.9	\$ 486.8	\$ 786.9	\$ 775.3	\$ (11.6)

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For April 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	322.0	-	322.0	353.6
Property Taxes	180.0	180.0	181.3	-	181.3	186.5
Common School Fund	5.4	5.4	2.8	-	2.8	5.7
County School Fund	1.0	1.0	0.4	-	0.4	1.0
Local Option Levy	44.0	44.0	42.2	-	42.2	43.0
Investment Earnings	10.0	10.0	7.2	-	7.2	10.0
NWRESD Appointment	13.4	13.4	9.3	-	9.3	13.4
Other	11.5	11.5	7.7	-	7.7	10.3
Total	\$ 786.9	\$ 786.9	\$ 736.3	\$ -	\$ 736.3	\$ 786.9
EXPENDITURES:						
Salaries	\$ 353.9	\$ 353.9	\$ 268.1	\$ -	\$ 268.1	\$ 354.5
Benefits	224.2	224.2	162.5	-	162.5	219.0
Purchased services	40.9	40.9	29.1	4.1	33.2	36.9
Supplies & materials	22.7	22.7	16.2	1.6	17.8	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	\$ 480.9	\$ 5.9	\$ 486.8	\$ 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	\$ 293.1	\$ 2.7	\$ 295.8	\$ 395.3
Support Services	245.1	245.1	183.7	3.2	186.9	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	\$ 480.9	\$ 5.9	\$ 486.8	\$ 775.3

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For April 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	\$ 11,995,974	\$ 4,846,342	\$ 600,694	\$ 5,447,036	40.00%	\$ 6,548,938
Equipment Replacement Fund	10,727,012	12,263,983	6,883,573	872,119	7,755,692	72.30%	4,508,291
Scholarship Fund	550,000	603,793	73,650	18,500	92,150	16.75%	511,643
Grant Fund	122,059,101	33,490,443	64,460,005	7,000,672	71,460,677	58.55%	(37,970,234)
Long-Term Planning Fund	40,650,000	39,785,945	-	-	-	0.00%	39,785,945
Nutrition Services Fund	27,996,407	21,577,561	15,411,112	4,882,260	20,293,372	72.49%	1,284,189
Debt Service Fund	121,012,843	121,865,171	19,681,729	-	19,681,729	16.26%	102,183,443
Capital Projects Fund	517,340,000	487,247,490	176,745,377	151,073,689	327,819,066	63.37%	159,428,424
Insurance Reserve Fund	13,502,493	14,733,759	4,957,587	914,600	5,872,187	43.49%	8,861,571
Workers' Compensation Fund	6,427,860	6,040,108	2,663,559	63,660	2,727,219	42.43%	3,312,889
Total	\$ 873,884,716	\$ 749,604,227	\$ 295,722,934	\$ 165,426,194	\$ 461,149,128		\$ 288,455,099

2025-26 Classroom Teacher Staffing By School

As of 4/24/26

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	4/24/26 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	911	873	(38)	30.0	8.0	2.0	40.0	31.0	7.0	2.0	40.0
Barnes	418	383	(35)	13.0	4.0	1.0	18.0	12.0	4.0	1.0	17.0
Beaver Acres	734	669	(65)	22.0	7.0	3.0	32.0	23.0	6.0	3.0	32.0
Bethany	398	400	2	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Bonny Slope	591	581	(10)	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	355	(19)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Cooper Mountain	367	350	(17)	11.0	3.0		14.0	10.0	3.0		13.0
Elmonica	430	415	(15)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Errol Hassell	315	292	(23)	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Findley	536	512	(24)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Fir Grove	340	338	(2)	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
FLEX (K-5)	58	72	14	3.0	-	-	3.0	3.0			3.0
Greenway	264	246	(18)	7.0	3.0	2.0	12.0	7.0	3.0	2.0	12.0
Hazeldale	517	510	(7)	15.0	4.0	3.0	22.0	15.0	4.0	3.0	22.0
Hiteon	469	476	7	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	582	541	(41)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Kinnaman	437	417	(20)	13.0	4.0	1.0	18.0	13.0	4.0	1.0	18.0
McKay	225	242	17	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
McKinley	658	642	(16)	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	436	(14)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	18.0
Oak Hills	474	449	(25)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Raleigh Hills	254	251	(3)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Raleigh Park	307	278	(29)	9.0	3.0	1.0	13.0	9.0	3.0	1.0	13.0
Ridgewood	317	334	17	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Rock Creek	396	390	(6)	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Sato	831	863	32	24.0	6.0	4.0	34.0	24.0	6.0	4.0	34.0
Scholls Heights	598	626	28	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Sexton Mountain	396	417	21	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	283	25	10.0	2.0		12.0	10.0	2.0		12.0
Vose	630	577	(53)	20.0	6.0	2.0	28.0	20.0	6.0	2.0	28.0
West TV	295	274	(21)	8.0	3.0	1.0	12.0	9.0	3.0	1.0	13.0
William Walker	498	486	(12)	15.0	5.0	2.0	22.0	13.0	4.0	1.5	18.5
Elementary School Total	15,650	15,296	(354)	462.0	134.0	62.0	658.0	464.0	130.0	61.5	655.5
Average Elementary School Staffing Ratio				33.9	26.3	23.8		33.0	25.8	23.3	

2025-26 Classroom Teacher Staffing By School

As of 4/24/26

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	4/24/26 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	634	628	(6)	22.2	5.8	0.6	28.6	23.1	4.8	0.6	28.5
Conestoga	828	788	(40)	28.8	7.8	0.8	37.4	29.8	6.8	0.8	37.4
Five Oaks	793	735	(58)	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	659	(41)	26.4	7.0	0.6	34.0	25.6	6.0	0.6	32.2
Mountain View	797	755	(42)	30.0	8.0	0.6	38.6	28.7	7.0	0.6	36.3
Stoller	1,127	1,112	(15)	35.8	9.6	1.0	46.4	36.8	8.6	1.0	46.4
Tumwater	976	959	(17)	30.8	8.2	0.8	39.8	31.2	7.2	0.8	39.2
Whitford	783	740	(43)	28.0	7.2	0.8	36.0	28.2	6.2	0.8	35.2
Middle School Total	7,243	7,009	(234)	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	22.0	
Aloha	1,545	1,459	(86)	59.0	13.6	1.4	74.0	55.9	12.6	1.4	69.9
Beaverton	1,330	1,277	(53)	52.0	11.2	1.2	64.4	52.8	10.2	1.2	64.2
Mountainside	1,691	1,691	-	53.2	12.6	1.4	67.2	55.9	11.6	1.4	68.9
Southridge	1,342	1,274	(68)	47.0	11.2	1.2	59.4	48.5	10.2	1.2	59.9
Sunset	1,775	1,691	(84)	55.2	13.2	1.4	69.8	55.9	12.2	1.4	69.5
Westview	2,360	2,290	(70)	77.2	18.6	2.0	97.8	77.6	17.6	2.0	97.2
High School Total	10,043	9,682	(361)	343.6	80.4	8.6	432.6	346.6	74.4	8.6	429.6
Average High School Staffing Ratio				29.2	23.7	23.2		27.9	23.0	22.5	
Arts & Communication Magnet Academy (6-12)	693	671	(22)	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	145	8	7.0	1.4	0.2	8.6	6.5	1.4	0.2	8.1
FLEX Online School (6-12)	349	405	56	18.8	2.2	1.0	22.0	19.3	2.2	1.0	22.5
International School of Beaverton (6-12)	885	855	(30)	31.2	7.4	0.6	39.2	32.6	6.4	0.6	39.6
Options Schools Total	2,911	2,910	(1)	112.4	24.6	2.6	139.6	112.3	23.6	2.6	138.5
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	34,897	(950)	1,188.6	305.4	79.8	1,573.8	1,177.0	285.4	79.3	1,541.7

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

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



BEAVERTON SCHOOL DISTRICT | OREGON
Monthly Board Report
04/24/2026

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%	90,000,000.00	88,673,376.20	88,765,497.21	13.36	3.90	130
LGIP Limit \$ 63,387,000	43,370,628.81	43,370,628.81	43,370,628.81	6.53	4.00	1
US Agency 100%	179,500,000.00	178,417,400.00	178,568,932.74	26.87	3.58	54
US Treasury 100%	362,000,000.00	353,796,930.00	353,855,253.13	53.25	3.82	221
Total / Average	674,870,628.81	664,258,335.01	664,560,311.89	100.00	3.77	150

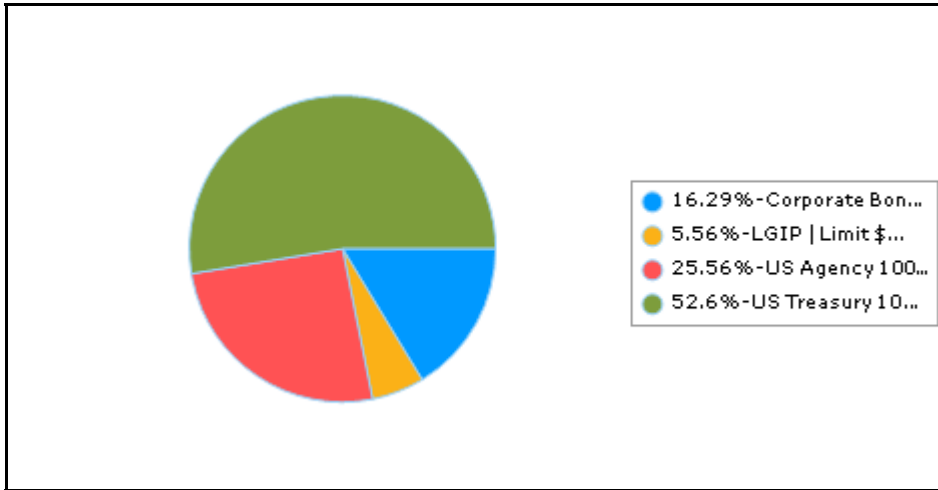
Beaverton School District Distribution by Asset Category - Market Value

Begin Date: 3/31/2026, End Date: 4/24/2026

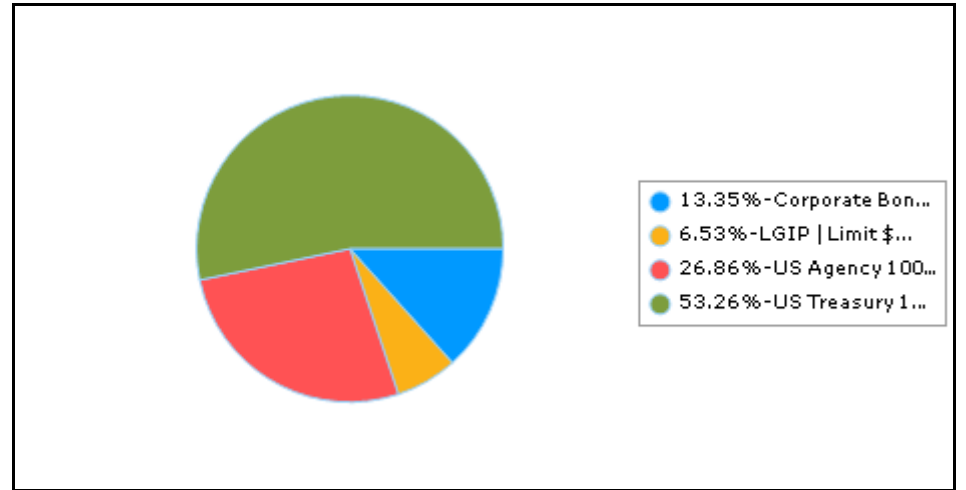
Asset Category Allocation

Asset Category	Market Value 3/31/2026	% of Portfolio 3/31/2026	Market Value 4/24/2026	% of Portfolio 4/24/2026
Corporate Bonds 35%	118,537,104.90	16.29	88,673,376.20	13.35
LGIP Limit \$ 63,387,000	40,450,364.91	5.56	43,370,628.81	6.53
US Agency 100%	185,966,885.00	25.56	178,417,400.00	26.86
US Treasury 100%	382,738,820.00	52.60	353,796,930.00	53.26
Total / Average	727,693,174.81	100.00	664,258,335.01	100.00

Portfolio Holdings as of 3/31/2026



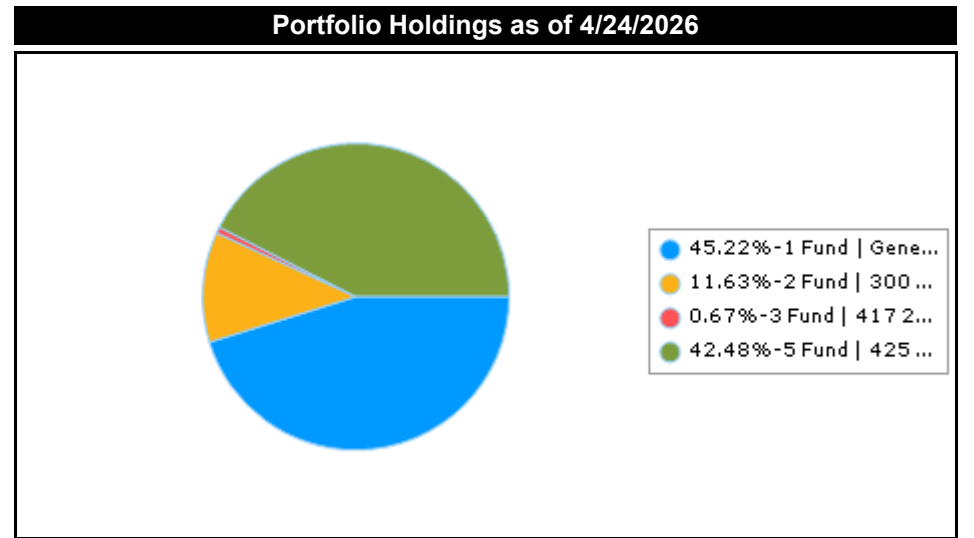
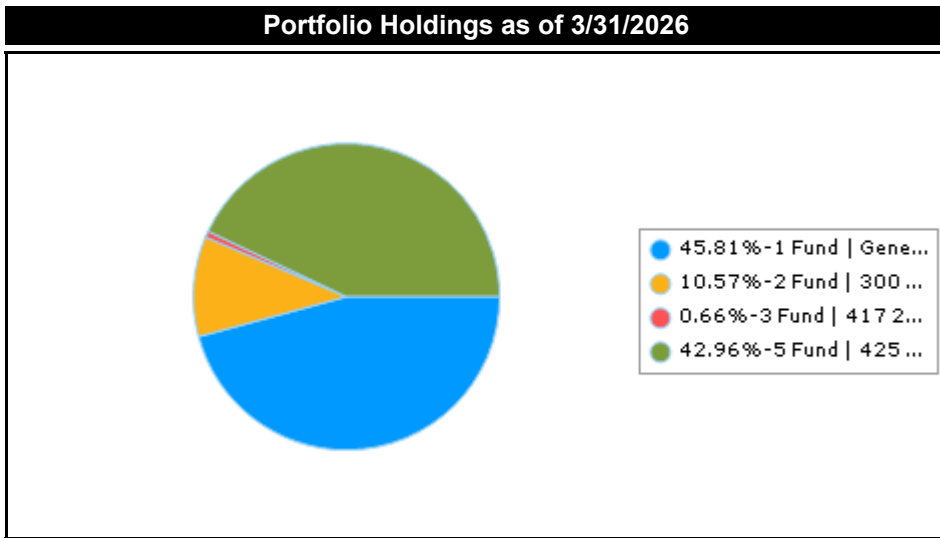
Portfolio Holdings as of 4/24/2026



Beaverton School District Distribution by Main Fund - Market Value

Begin Date: 3/31/2026, End Date: 4/24/2026

Main Fund Allocation				
Main Fund	Market Value 3/31/2026	% of Portfolio 3/31/2026	Market Value 4/24/2026	% of Portfolio 4/24/2026
1 Fund General Fund	333,381,872.91	45.81	300,361,703.03	45.22
2 Fund 300 Debt Service	76,886,196.79	10.57	77,275,498.33	11.63
3 Fund 417 2017 Bond Tax	4,780,947.69	0.66	4,426,461.89	0.67
5 Fund 425 2025 Bond Issue	312,644,157.42	42.96	282,194,671.76	42.48
Total / Average	727,693,174.81	100.00	664,258,335.01	100.00

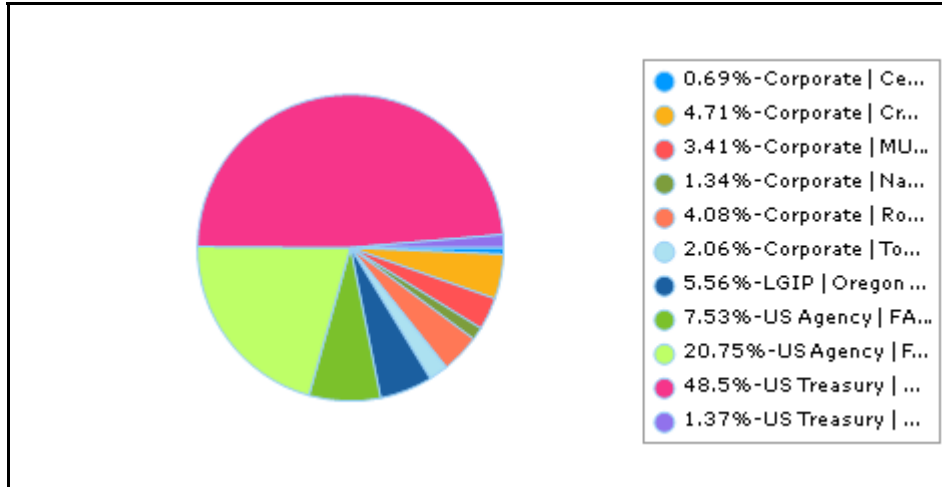


Beaverton School District Distribution by Asset Class - Market Value

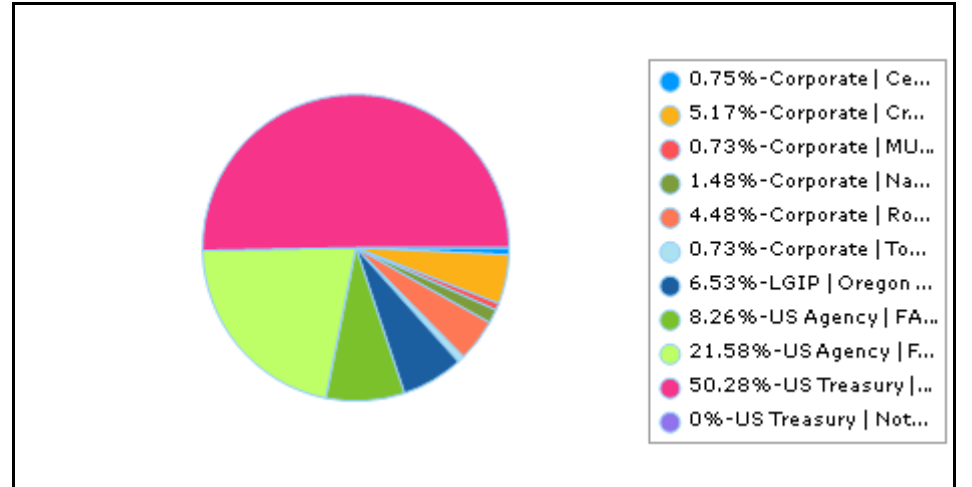
Begin Date: 3/31/2026, End Date: 4/24/2026

Asset Class Allocation				
Asset Class	Market Value 3/31/2026	% of Portfolio 3/31/2026	Market Value 4/24/2026	% of Portfolio 4/24/2026
Corporate Century Housing Corp	5,002,150.00	0.69	5,000,850.00	0.75
Corporate Credit Agricole	34,257,770.65	4.71	34,361,941.60	5.17
Corporate MUFG Bank LTD	24,823,758.20	3.41	4,870,975.00	0.73
Corporate Natixis Bank NY	9,778,888.80	1.34	9,809,444.40	1.48
Corporate Royal Bank Canada	29,676,066.50	4.08	29,760,844.40	4.48
Corporate Toyota	14,998,470.75	2.06	4,869,320.80	0.73
LGIP Oregon State	40,450,364.91	5.56	43,370,628.81	6.53
US Agency FAMC	54,764,950.00	7.53	54,897,500.00	8.26
US Agency FHLB	150,987,935.00	20.75	143,353,900.00	21.58
US Treasury Bill - Slug	352,952,920.00	48.50	333,962,930.00	50.28
US Treasury Note	9,999,900.00	1.37	0.00	0.00
Total / Average	727,693,174.81	100.00	664,258,335.01	100.00

Portfolio Holdings as of 3/31/2026



Portfolio Holdings as of 4/24/2026





Beaverton School District Portfolio Holdings by Asset Class

Date: 4/24/2026

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
Corporate Century Housing Corp								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.02	5,000,850.00	0.75%	S&P-AA	15
15654VBP2	5,000,000.00	4.60	5,000,000.00	4.15	47,916.67	850.00	Moodys-Aa	0.04
			5,000,000.00		5,000,850.00	0.75%		15
Sub Total Corporate Century Housing Corp	5,000,000.00	4.60	5,000,000.00	4.15	47,916.67	850.00		0.04
Corporate Credit Agricole								
Credit Agricole CIB NY 0 11/17/2026		3/23/2026	19,480,838.89	97.73	19,546,900.00	2.94%	S&P-A+	201
22533ULH4A	20,000,000.00	4.01	19,563,383.33	4.15	0.00	-16,483.33	Moodys-A1	0.55
Credit Agricole CIB NY 0 8/17/2026		12/11/2025	14,623,387.50	98.77	14,815,041.60	2.23%	S&P-AA	109
22533UHH9	15,000,000.00	3.72	14,835,137.50	4.12	0.00	-20,095.90	Moodys-P1	0.3
			34,104,226.39		34,361,941.60	5.17%		161
Sub Total Corporate Credit Agricole	35,000,000.00	3.89	34,398,520.83	4.14	0.00	-36,579.23		0.44
Corporate MUFG Bank LTD								
MUFGBK 0 12/14/2026		3/23/2026	4,857,025.00	97.42	4,870,975.00	0.73%	S&P-A+	228
62479MME0	5,000,000.00	3.98	4,877,450.00	4.18	0.00	-6,475.00	Moodys-A1	0.62
			4,857,025.00		4,870,975.00	0.73%		228
Sub Total Corporate MUFG Bank LTD	5,000,000.00	3.98	4,877,450.00	4.18	0.00	-6,475.00		0.62
Corporate Natixis Bank NY								
Natixis NY 0 10/16/2026		3/23/2026	9,778,625.00	98.09	9,809,444.40	1.48%	S&P-A+	169
63873KKG1	10,000,000.00	3.94	9,819,263.89	4.14	0.00	-9,819.49	Moodys-A1	0.46
			9,778,625.00		9,809,444.40	1.48%		169
Sub Total Corporate Natixis Bank NY	10,000,000.00	3.94	9,819,263.89	4.14	0.00	-9,819.49		0.46
Corporate Royal Bank Canada								
Royal Bank of Canada 0 6/3/2026		12/4/2025	19,625,933.33	99.58	19,916,444.40	3%	S&P-AA+	34
78009BF31	20,000,000.00	3.79	19,929,733.33	4.44	0.00	-13,288.93	Moodys-Aa1	0.09
Royal Bank of Canada 0 9/15/2026		12/22/2025	9,734,483.33	98.44	9,844,400.00	1.48%	S&P-AA+	138
78009BJF0	10,000,000.00	3.68	9,862,766.66	4.12	0.00	-18,366.66	Moodys-Aa1	0.38



Beaverton School District Portfolio Holdings by Asset Class

Date: 4/24/2026

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
			29,360,416.66		29,760,844.40	4.48%		68
Sub Total Corporate Royal Bank Canada	30,000,000.00	3.75	29,792,499.99	4.34	0.00	-31,655.59		0.19
Corporate Toyota								
Toyota Motor Credit Corp 0 12/17/2026		4/23/2026	4,874,058.33	97.39	4,869,320.80	0.73%	S&P-AA+	231
89233HMH4	5,000,000.00	3.91	4,877,762.50	4.18	0.00	-8,441.70	Moody's-A1	0.63
			4,874,058.33		4,869,320.80	0.73%		231
Sub Total Corporate Toyota	5,000,000.00	3.91	4,877,762.50	4.18	0.00	-8,441.70		0.63
LGIP Oregon State								
Oregon State 417 2017 Bond Tax LGIP		6/30/2024	4,426,461.89	100.00	4,426,461.89	0.67%	NR	1
LGIP4972	4,426,461.89	4.00	4,426,461.89	4.00		0.00	NR	0
Oregon State Debt Service LGIP		6/30/2024	1,923,238.33	100.00	1,923,238.33	0.29%	NR	1
LGIP5173	1,923,238.33	4.00	1,923,238.33	4.00		0.00	NR	0
Oregon State Fund 425 Bond Issue LGIP		5/29/2025	8,677,401.76	100.00	8,677,401.76	1.31%	None	1
LGIP6795	8,677,401.76	4.00	8,677,401.76	4.00		0.00	None	0
Oregon State General Fund LGIP		6/30/2024	28,343,526.83	100.00	28,343,526.83	4.27%	NR	1
LGIP4010	28,343,526.83	4.00	28,343,526.83	4.00		0.00	NR	0
			43,370,628.81		43,370,628.81	6.54%		1
Sub Total LGIP Oregon State	43,370,628.81	4.00	43,370,628.81	4.00		0.00		0
US Agency FAMC								
FAMC 0 5/11/2026		11/21/2025	24,562,406.25	99.83	24,957,500.00	3.76%	Moody's-Aa1	11
31315LWR5	25,000,000.00	3.75	24,971,850.70	5.57	0.00	-14,350.70	S&P-AA+	0.03
FAMC 0 5/14/2026		12/4/2025	29,517,000.00	99.80	29,940,000.00	4.51%	Moody's-Aa1	14
31315LWU8	30,000,000.00	3.66	29,958,000.00	5.15	0.00	-18,000.00	S&P-AA+	0.04
			54,079,406.25		54,897,500.00	8.27%		13
Sub Total US Agency FAMC	55,000,000.00	3.70	54,929,850.70	5.34	0.00	-32,350.70		0.04
US Agency FHLB								



Beaverton School District Portfolio Holdings by Asset Class

Date: 4/24/2026

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
FHLB 0 5/15/2026 313385WV4	21,000,000.00	12/11/2025 3.46	20,691,679.17 20,970,162.50	99.79 5.05	20,955,900.00 0.00	3.16% -14,262.50	Moodys-Aa1 S&P-AA+	15 0.04
FHLB 0 5/15/2026 313385WV4	3,000,000.00	12/22/2025 3.57	2,957,820.00 2,995,606.25	99.79 5.05	2,993,700.00 0.00	0.45% -1,906.25	Moodys-Aa1 S&P-AA+	15 0.04
FHLB 0 5/21/2026 313385XB7	2,000,000.00	3/23/2026 3.48	1,988,658.89 1,995,963.33	99.73 4.64	1,994,600.00 0.00	0.3% -1,363.33	S&P-AA+ Moodys-Aa	21 0.06
FHLB 0 5/8/2026 313385WN2	1,000,000.00	8/27/2025 3.91	973,153.61 999,154.44	99.86 6.31	998,600.00 0.00	0.15% -554.44	S&P-AA+ Moodys-Aa1	8 0.02
FHLB 0 5/8/2026 313385WN2	5,000,000.00	2/24/2026 3.45	4,965,223.61 4,996,188.89	99.86 6.31	4,993,000.00 0.00	0.75% -3,188.89	S&P-AA+ Moodys-Aa1	8 0.02
FHLB 0 5/8/2026 313385WN2	2,500,000.00	2/24/2026 3.64	2,481,699.31 2,497,994.44	99.86 6.31	2,496,500.00 0.00	0.38% -1,494.44	S&P-AA+ Moodys-Aa1	8 0.02
FHLB 0 6/16/2026 313385YD2	30,000,000.00	12/4/2025 3.62	29,425,275.00 29,860,762.50	99.47 4.08	29,841,000.00 0.00	4.49% -19,762.50	S&P-AA+ Moodys-Aa1	47 0.13
FHLB 0 7/16/2026 313385ZK5	20,000,000.00	12/4/2025 3.60	19,561,955.56 19,849,422.22	99.17 3.91	19,834,000.00 0.00	2.99% -15,422.22	S&P-AA+ Moodys-Aa1	77 0.21
FHLB 0 8/24/2026 313385D29	5,000,000.00	2/24/2026 3.40	4,916,036.11 4,946,188.89	98.78 3.82	4,939,150.00 0.00	0.74% -7,038.89	S&P-AA+ Moodys-Aa1	116 0.32
FHLB 0 8/7/2026 313385A97	25,000,000.00	12/4/2025 3.58	24,403,663.19 24,760,010.80	98.95 3.85	24,738,250.00 0.00	3.73% -21,760.80	Moodys-Aa1 S&P-AA+	99 0.27
FHLB 0 9/15/2026 313385F84	30,000,000.00	12/11/2025 3.42	29,228,550.00 29,617,050.00	98.56 3.80	29,569,200.00 0.00	4.46% -47,850.00	S&P-AA+ Moodys-Aa1	138 0.38
Sub Total US Agency FHLB	144,500,000.00	3.53	141,593,714.45 143,488,504.26	4.25	143,353,900.00 0.00	21.6% -134,604.26		73 0.2
US Treasury Bill - Slug								



Beaverton School District Portfolio Holdings by Asset Class

Date: 4/24/2026

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-Bill 0 10/1/2026 912797SA6	30,000,000.00	2/24/2026 3.51	29,381,325.00 29,564,950.00	98.44 3.77	29,530,800.00 0.00	4.45% -34,150.00	Moodys-Aa1 S&P-AA+	154 0.42
T-Bill 0 5/14/2026 912797QN0	1,000,000.00	7/29/2025 4.08	968,691.67 998,483.33	99.83 4.41	998,310.00 0.00	0.15% -173.33	Moodys-Aa1 S&P-AA+	14 0.04
T-Bill 0 5/14/2026 912797QN0	10,000,000.00	10/28/2025 3.62	9,807,500.00 9,986,388.89	99.83 4.41	9,983,100.00 0.00	1.5% -3,288.89	Moodys-Aa1 S&P-AA+	14 0.04
T-Bill 0 5/14/2026 912797QN0	15,000,000.00	12/4/2025 3.67	14,761,183.33 14,979,233.33	99.83 4.41	14,974,650.00 0.00	2.25% -4,583.33	Moodys-Aa1 S&P-AA+	14 0.04
T-Bill 0 6/11/2026 912797QX8	5,000,000.00	10/28/2025 3.46	4,895,161.11 4,980,516.67	99.55 3.94	4,977,450.00 0.00	0.75% -3,066.67	Moodys-Aa1 S&P-AA+	42 0.12
T-Bill 0 7/9/2026 912797RF6	15,000,000.00	12/4/2025 3.52	14,692,583.33 14,900,833.33	99.27 3.82	14,890,950.00 0.00	2.24% -9,883.33	S&P-AA+ Moodys-Aa1	70 0.19
T-SLGS 0 10/15/2026 912821NH4	10,000,000.00	5/29/2025 3.95	9,474,600.00 9,824,866.67	98.32 3.73	9,831,500.00 0.00	1.48% 6,633.33	Moodys-Aa1 S&P-AA+	168 0.46
T-SLGS 0 11/15/2026 9128205Y9	10,000,000.00	5/29/2025 3.93	9,446,900.00 9,794,267.48	97.99 3.79	9,798,900.00 0.00	1.47% 4,632.52	Moodys-Aa1 S&P-AA+	199 0.55
T-SLGS 0 11/15/2027 912833QB9	20,000,000.00	5/29/2025 3.84	18,212,200.00 18,879,645.33	94.36 3.80	18,872,400.00 0.00	2.84% -7,245.33	Moodys-Aa1 S&P-AA+	564 1.55
T-SLGS 0 12/15/2026 912821NT8	20,000,000.00	5/29/2025 3.92	18,834,400.00 19,527,570.97	97.71 3.74	19,541,600.00 0.00	2.94% 14,029.03	Moodys-Aa1 S&P-AA+	229 0.63
T-SLGS 0 2/15/2027 9128206P7	25,000,000.00	5/29/2025 3.89	23,401,250.00 24,257,996.41	97.09 3.75	24,271,750.00 0.00	3.65% 13,753.59	Moodys-Aa1 S&P-AA+	291 0.8
T-SLGS 0 2/15/2028 912833RY8	15,000,000.00	5/29/2025 3.85	13,524,450.00 14,024,233.06	93.43 3.82	14,013,750.00 0.00	2.11% -10,483.06	Moodys-Aa1 S&P-AA+	656 1.8



Beaverton School District Portfolio Holdings by Asset Class

Date: 4/24/2026

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-SLGS 0 5/15/2026 9128202R7	16,000,000.00	5/29/2025 4.02	15,399,040.00 15,974,317.95	99.82 4.30	15,971,520.00 0.00	2.4% -2,797.95	Moodys-Aa1 S&P-AA+	15 0.04
T-SLGS 0 5/15/2027 912833PD6	25,000,000.00	5/29/2025 3.83	23,206,750.00 24,048,275.14	96.20 3.75	24,051,000.00 0.00	3.62% 2,724.86	Moodys-Aa1 S&P-AA+	380 1.04
T-SLGS 0 5/15/2028 912833WQ9	10,000,000.00	5/29/2025 3.83	8,937,100.00 9,267,168.76	92.54 3.83	9,254,100.00 0.00	1.39% -13,068.76	Moodys-Aa1 S&P-AA+	746 2.04
T-SLGS 0 6/15/2026 912821LL7	25,000,000.00	5/29/2025 4.01	23,982,250.00 24,877,443.72	99.52 3.86	24,878,750.00 0.00	3.74% 1,306.28	Moodys-Aa1 S&P-AA+	46 0.13
T-SLGS 0 7/15/2026 912821LQ6	25,000,000.00	5/29/2025 3.99	23,908,500.00 24,798,655.34	99.22 3.76	24,804,000.00 0.00	3.73% 5,344.66	Moodys-Aa1 S&P-AA+	76 0.21
T-SLGS 0 8/15/2026 912821LV5	20,000,000.00	5/29/2025 3.97	19,066,800.00 19,774,599.55	98.88 3.82	19,776,800.00 0.00	2.98% 2,200.45	Moodys-Aa1 S&P-AA+	107 0.29
T-SLGS 0 8/15/2027 912833PE4	25,000,000.00	5/29/2025 3.82	22,989,500.00 23,825,549.50	95.27 3.78	23,817,000.00 0.00	3.59% -8,549.50	Moodys-Aa1 S&P-AA+	472 1.29
T-SLGS 0 9/15/2026 912821ND3	15,000,000.00	5/29/2025 3.95	14,258,400.00 14,784,091.14	98.62 3.72	14,793,450.00 0.00	2.22% 9,358.86	Moodys-Aa1 S&P-AA+	138 0.38
T-SLGS 0 9/15/2026 912821ND3	5,000,000.00	2/24/2026 3.43	4,906,950.00 4,936,744.34	98.62 3.72	4,931,150.00 0.00	0.74% -5,594.34	Moodys-Aa1 S&P-AA+	138 0.38
Sub Total US Treasury Bill - Slug	342,000,000.00	3.83	324,055,534.44 334,005,830.91	3.86	333,962,930.00 0.00	50.24% -42,900.91		229 0.63
TOTAL PORTFOLIO	674,870,628.81	3.77	651,073,635.33 664,560,311.89	4.12	664,258,335.01 47,916.67	100.00% -301,976.88		150 0.41

Beaverton School District

Grant Report as of 3/31/26

	2025-26 Award Amount	2025-26 Budget	Actual Expenditures through 3/31/26
Federal			
21st Century Community Learning	\$ 425,000	\$ 581,973	\$ 229,326
Child Care Food Program	3,597	-	1,961
Comprehensive Literacy State Development grant	2,201,160	2,201,160	822,090
Comprehensive Sport & Improvement/Targeted Support & Improvement (CSI/TSI)	430,600	625,526	387,758
DEQ Clean Heavy Duty Vehicle grant	-	2,446,605	1,850,418
Environmental Protection Agency Clean School Bus	-	13,213,309	8,785,481
Fresh Fruits & Vegetables	111,520	111,538	78,231
Foster Care Transportation	67,132	67,132	67,132
Individuals with Disabilities Education Act (IDEA)	5,023,949	5,420,479	2,927,933
Federal Lead Testing	28,206	18,040	18,040
Library Services and Tech (LSTA) Grant	3,000	3,000	-
McKinney Vento	-	87,258	40,034
Oregon Department of Transportation Safe Routes to School	-	23,526	22,696
Oregon Department of Transportation, Transportation Options Sponsorship	5,000	8,800	3,200
Oregon Department of Human Services Child Care Development	383,424	-	36,026
Perkins	372,914	428,851	224,729
Metro Safe Routes to school	500	126,729	39,070
Title IA	7,719,822	9,251,021	5,044,957
Title IC Migrant	698,432	819,631	460,759
Title IC Preschool	-	33,145	13,407
Title IC Summer School	-	81,988	14,910
Title IIA	1,035,953	1,226,838	690,208
Title III	735,773	1,000,831	515,353
Title III Immigrant	94,947	146,530	79,342
Title IVA	599,903	900,621	439,933
Title VI Indian Education	48,663	48,663	8,486
	19,989,494	38,873,193	22,801,479
State			
Student Investment Account 2025-26	37,199,766	37,199,766	23,876,061
High School Success 2025-26	11,001,491	11,001,491	7,630,322
Career Pathways	276,836	276,836	127,617
Early Indicator and Intervention System	130,991	130,991	75,222
Early Literacy Success	2,722,496	2,722,496	1,971,807
Farm to Child Nutrition	168,788	168,788	132,033
Oregon Health Authority Behavioral Health Incentive	-	48,032	-
House Bill 3294 Menstrual Dignity Act	164,794	164,794	-
Oregon Department of Education Lead Testing	-	10,166	6,449
U of O Southridge NICE	-	9,700	-
Vision Screening Program	-	351	-
Outdoor School	1,815,513	1,815,513	776,924
Preschool Promise	576,000	576,000	356,709
	54,056,675	54,124,924	34,953,143
Local			
Washington County Social Emotional Learning Pre K-12	33,456	33,456	29,272
Washington County Early Learning & Youth Development	-	-	147,189
	33,456	33,456	176,462

**Beaverton School District
Grant Report as of 3/31/26**

	2025-26 Award Amount	2025-26 Budget	Actual Expenditures through 3/31/26
Private			
Beaverton Education Foundation Grants	124,905	287,686	201,800
Children's Institute	20,000	22,689	10,570
Sunset High School Oregon Child & Family Center	-	21,918	19,593
Meyer Memorial Trust Native Learning Garden	-	365	365
Portland General Electric, Electric Buses	447,160	1,233,198	87,569
National Education Association Five Oaks Envision Equity	-	3,750	3,750
Nutrition Services Well-Being Trust Capacity-Building grant	10,000	9,367	9,367
Lemelson Foundation, Adoption of Invention in schools	9,999	9,999	9,978
Tualatin Soil and Water Conservation District Tree WHS	-	83,283	30,730
Worksystems Construction	20,000	20,000	18,948
	632,064	1,692,254	392,668
Grand Total	\$ 74,711,689	\$ 94,723,827	\$ 58,323,752

* Award amounts include estimates for the current year if grant agreement has not yet been received.
 Note: Current year budget may be higher than current year award due to carryover allowances in certain grants.

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

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

RECOMMENDATION

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

Belong. Believe. Achieve.

DRAFT MEETING MINUTES – BOARD WORK SESSION APRIL 14, 2026**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Michael Schofield
Kerry Delf
Dr. Shelly Reggiani
Jill O’Neill
Todd Corsetti
Bao Vang
Chris Frazier
Lori Krumm
Sho Shigeoka
Kara Yunck
Marcie Davis

Interim Superintendent
Chief of Staff
Associate Superintendent for Teaching & Learning
Executive Administrator for Teaching & Learning and Option Schools
Executive Administrator for High Schools
Executive Administrator for PreK-8 Schools
Executive Administrator for PreK-8 Schools
Executive Administrator for Student Services
Administrator for Support Services
Communications Coordinator
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 5:45 p.m. She noted that all seven board members were present.

II. STUDENT WELL-BEING AND DISCIPLINE PRACTICES: TRENDS AND SUPPORTS

Dr. Shelly Reggiani and the Teaching & Learning leadership team presented an overview of the district’s discipline processes and data. The presentation included information related to intervention strategies, restorative practices and discipline data from the first semester of 2025–26.

Dr. Reggiani framed the presentation as a reframing of traditional “discipline” toward a system focused on understanding and tracking student behaviors as part of a broader system of care. She emphasized that the district’s approach prioritizes connection, belonging, and strong adult-student relationships

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

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

rather than punitive responses. Conduct and discipline data was described as one tool used to identify patterns, respond intentionally to student needs, and strengthen learning environments.

District leaders shared that current discipline practices align with the School Improvement Plans and the district's commitment to prevention, equity, and proactive supports. The presentation highlighted significant investments in staff learning, including trauma-informed practices, restorative approaches, equity training, consistent behavior calibration, and the addition of a neutral hearings administrator for expulsion processes.

The district's multi-tiered system of supports (MTSS) serves as the framework for both academic and social-emotional support, with most students receiving Tier 1 supports and decreasing numbers requiring more intensive interventions. Exclusionary discipline rates remain low across all grade bands and continue to trend downward, including a notable reduction in expulsions. Leaders noted continued monitoring is needed for students with disabilities and English learners.

Student experience survey data showed positive trends in belonging, engagement, and respectful treatment by staff, with elementary students reporting the strongest outcomes and opportunities for growth identified at the secondary level.

Board members shared questions and comments around data interpretation, survey methodology, staff feedback, MTSS consistency, terminology related to discipline, and sustaining effective practices during budget reductions. District leadership reaffirmed its commitment to the Belong, Believe, Achieve promise, emphasizing that a strong sense of belonging is foundational to student success, safety, and improved long-term outcomes.

III. CLOSE MEETING

Chair Sunita Garg adjourned the work session at 6:52 p.m.

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING APRIL 14, 2026**Board Members Present:**

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

Board Members Absent:**Student Representatives Present:**

Vihaan Paliwal
Isabelle Riley
Jordyn Sargent

Student Representatives Absent:

Chermia Clouser

Staff Present:

Michael Schofield
Dr. Shelly Reggiani
Casey Waletich
Kerry Delf
Steffanie Frost
Curtis Semana
Erica Marson
Janine Mobley
Alfonso Giardiello
Jill O’Neill
Todd Corsetti
Bao Vang
Veronica Galvan
Toshiko Maurizio
Christina Schulz
Tisa Meador
Jennifer Mann
Kara Yunck
Marcie Davis

Interim Superintendent
Associate Superintendent for Teaching & Learning
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Human Resources Officer
Executive Administrator for Human Resources
Executive Administrator for Human Resources
Executive Administrator for Human Resources
Executive Administrator for Talent Acquisition
Executive Admin for Teaching & Learning and Option Schools
Executive Administrator for High Schools
Executive Administrator for PreK–8 Schools
Administrator for Curriculum, Instruction & Assessment
Administrator for Multilingual Programs
Assistant Administrator for Academic Options
Teacher on Special Assignment, Multilingual Programs
Teacher on Special Assignment, Multilingual Programs
Communications Coordinator
Executive Assistant

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

Belong. Believe. Achieve.

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I. OPEN MEETING

Chair Sunita Garg called the meeting to order at 7:01 p.m. She noted that all seven board members were present.

II. PERFORMANCES & RECOGNITIONS

A. *None*

III. SUPERINTENDENT'S REPORT

Interim Superintendent Michael Schofield expressed appreciation to district staff for their ongoing efforts as the staffing process begins. He acknowledged current budget challenges, including enrollment decline, local option levy revenues and federal program funding not keeping pace, and the board-directed target of \$10 million in reductions to reduce the district's ongoing structural deficit. He noted that the coming weeks and month will be particularly busy and thanked staff for their continued hard work and dedication.

IV. PUBLIC COMMENTS

A. *Comments by Employee Groups*

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

B. *Comments by Community Members*

i. The board heard public comments from ten speakers and also received four written comments.

V. ITEMS FOR INFORMATION

A. *Program Spotlight: 9th Grade On-Track & Graduation Rates*

Todd Corsetti, Jill O'Neill and Christina Schultz presented to the board an overview of the ninth grade success (9GS) initiative, highlighting that strong ninth grade systems, grounded in equity, relationships, and intentional intervention, are contributing to improved graduation outcomes. The district remains committed to refining supports, extending interventions across grade levels, and addressing broader conditions for student belonging, engagement and success.

B. *Department Report: Human Resources*

The Human Resources team presented an overview of HR work aligned with the district's strategic plan. Priorities in student success, equity and transparency were highlighted. Key updates included implementing Phase 1 of the ERP system, operating commitments and employee recognition through the BSD Achievers Program. Board discussion included benefits of the new ERP system being implemented, upcoming collective bargaining timelines, and tuition reimbursement and credit programs for staff. The board shared appreciation for HR's collaborative work with employee groups, their focus on retention, and support of a positive district culture.

C. *Monthly Financial Report*

Interim Superintendent Schofield presented the monthly financial report, which included general fund activity and forecast, as well as a summary of revenues and expenditures. He noted an increase in state school fund revenue offset by a slight reduction in other revenues. Salary expenditures are now projected to exceed budget, driven primarily by significantly higher substitute costs, with monthly expenditures exceeding historical norms. Preliminary indicators for prior-year state funding adjustments and high-cost disability reimbursement

are unfavorable. Budget development updates will continue throughout the month of May, with the next state economic forecast to be delivered on May 20.

VI. CONSENT AGENDA

- A. *Personnel*
- B. *Meeting Minutes*
 - i. School Board Work Session, March 10, 2026
 - ii. School Board Business Meeting, March 10, 2026
- C. *Public Contracts*

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

VII. ITEMS FOR ACTION

A. *Budget Committee Appointment*

The board considered an action item to fill the position on the budget committee for Zone 4. The individual who had been the sole applicant and was appointed to the position in February had been unresponsive despite numerous contact attempts. To maintain a full committee, the board considered declaring the position vacant and appointing a replacement. Former committee member Alok Mehrotra, who had previously completed the full vetting process and been selected to serve on the committee, expressed willingness to serve again and was recommended for reappointment.

Dr. Karen Pérez moved 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. Justice Rajee seconded. The motion passed unanimously 7:0.

B. *Board Policy Revisions*

- i. *BHD Board Member Stipends & Reimbursements*
- ii. *DBDB Financial Reserves*

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.

Dr. Karen Pérez moved to approve the revisions to policies BHD and DBDB as submitted. Justice Rajee seconded. Discussion and comments by board members focused on policy BHD. The discussion included multiple comments about reducing barriers to board service for community members of varied means and circumstances, and confirmation that the action being considered in this meeting was to update policy in alignment with a change in state law, not to implement stipends for board members. Implementing stipends would require taking an additional action in a future meeting.

The motion passed unanimously 7:0.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. *School Board Meeting Calendar for 2026-27*

Chief of Staff Kerry Delf presented the proposed board calendar for 2026–27, continuing monthly board meetings on Tuesday evenings, with a July hiatus and regular monthly

business meetings from August through June. Business meetings would be held on the second or third Tuesday of each month, with dates set to avoid conflicts and major religious holidays. The board would continue to begin business meetings at 7 p.m., and hold work sessions or executive sessions at 5:45 p.m. before each business meeting as needed. Additional meetings may be scheduled if needed.

B. Budget Calendar for 2027-28 Budget

Chief of Staff Kerry Delf presented the proposed budget calendar for development of the 2027–28 budget, including meetings of the budget committee. No questions or comments were raised by the board. The calendar was acknowledged, and thanks were extended to staff for the presentation.

C. Math Curriculum Adoption

Associate Superintendent Dr. Shelly Reggiani and a team from Teaching & Learning presented the recommended K–12 math curriculum adoption. In a year-long, equity-centered process aligned with Oregon standards and district policy, a 50-member committee reviewed data, gathered community input, and piloted materials with 148 teachers. Selections were based on instructional quality, usability, multilingual supports (especially Spanish), cultural relevance, assessment tools, and accessibility. The selected programs were the clear preference of teachers and students who participated in piloting curriculum options. Both programs offer a blend of print and digital materials and options, and passed district technology and student data privacy vetting.

Recommended materials:

- Elementary (K–5): Curriculum Associates *i-Ready Mathematics*
- Secondary (6–12): Imagine Learning *Illustrative Mathematics*

Implementation is planned for fall 2026. A comprehensive multi-year implementation plan was outlined, including professional development for teachers, teacher leader cohorts, grade-level collaboration, administrator and special education PD, and ongoing support beyond initial rollout.

Board discussion included questions on screen time, data privacy, support for dual-language programs, and implementation monitoring. Staff committed to providing additional data privacy information prior to board action.

D. Board Policy Revisions

- BCFAA Community Partnership Teams (delete)*
- GDA Instructional Assistants (delete)*
- IF District Curriculum (delete and replace)*

Chief of Staff Kerry Delf presented proposed revisions to board policies. The recommendation was to delete policy BCFAA Community Partnership Teams, which is not required, is unique to Beaverton, and is no longer aligned with current practice; delete policy GDA Instructional Assistants, which is not required, is the sole board policy that addresses a specific job role, and includes content that is appropriately contained in job descriptions rather than board policy; and deleting and replacing policy IF District Curriculum, reflecting recent changes in state law prohibiting discrimination in curriculum acquisition based on whether materials were created by or address protected classes named in law.

IX. **BOARD AND STUDENT REPRESENTATIVE COMMUNICATION**

Student representatives expressed appreciation for being included as active participants and for the opportunity to represent student experiences. Strong support was voiced for maintaining mental health and substance use counseling services due to their positive impact on students. Concerns were raised about digital curriculum, particularly at middle and high school levels, potential negative impacts, and balancing benefits with risks.

Board members thanked staff, educators, unions, district leaders and community members for their testimony, presentations, and advocacy. Comments by board members acknowledged the challenges posed by budget reductions, declining enrollment and limited instructional time, and reaffirmed a commitment to student-centered, data-informed decision-making, prioritizing teaching and learning, and improving outcomes for all students.

X. **CLOSE MEETING**

Chair Sunita Garg adjourned the meeting at 10:11 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	
CM/GC Services for Sunset High School HVAC Upgrades – GMP	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0020	Pence Construction	\$7,572,928	5/2026	10/2027	Authorization to Award Contract
Capital Center Outdoor Turf Field	Aaron Boyle, Administrator for Facilities Development	Cooperative Contract Association of Educational Purchasing Agencies (AEPA) IFB #024-A	Tarkett Sports Construction	\$1,780,274	5/2026	9/2026	Authorization to Award Contract
Southridge High School Flooring Replacement – Phase 1	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #25-0025	Brandsen Hardwood Floors Inc. dba Brandsen Floors	\$498,549	5/2026	9/2026	Authorization to Award Contract
Westview High School Baseball/Softball/Multi-Use Synthetic Turf	Aaron Boyle, Administrator for Facilities Development	Cooperative Contract Association of Educational Purchasing Agencies (AEPA) IFB #024-A	Field Turf USA, Inc.	\$4,706,945	4/2026	11/2026	Authorization to Award Contract
General Contractor (GC) Staging Improvements Services for Meadow Park and Mountain View Middle School	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #25-0022	Hollywood Lights Inc.	\$1,098,101	5/2026	9/2026	Authorization to Award Contract
Barnes Elementary School Secure Entrance Project	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	Howard S. Wright Construction	\$700,000	5/2026	9/2027	Authorization to Award Contract
USDA Foods Commodity Processing – Apples	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) #24-0024	National Food Group Inc.	\$727,000	7/2026	7/2030	Authorization to Award Contract
Bread Products	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) #24-0018	Goody Man Distributing Inc.	\$1,559,000	7/2026	7/2030	Authorization to Award Contract

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Broadline Groceries and Storage and Distribution of USDA Food Products	Charity Ralls, Nutrition Services Administrator	Request for Proposal (RFP) #23-0007	Sysco Portland, Inc.	\$14,398,000	7/2026	6/2029	Authorization to Award Contract
USDA Foods Commodity Processing Chicken – Tyson	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) #24-0003	Tyson Foods, Inc.	\$2,063,000	7/2026	6/2030	Authorization to Award Contract
Dairy Products	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) #23-0015	Spring Valley Dairy	\$5,197,400	7/2026	6/2029	Authorization to Award Contract
USDA Foods Commodity Processing – Peanuts	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) #24-0017	Smucker Foodservice, Inc.	\$1,683,000	7/2026	6/2030	Authorization to Award Contract
Produce	Charity Ralls, Nutrition Services Administrator	Invitation to Bid (ITB) #23-0034	Caruso Produce, Inc.	\$5,260,400	7/2026	6/2029	Authorization to Award Contract
ERP Staff Augmentation	Steve Langford, Chief Information Officer	Cooperative Agreement NASPO Contract #AR2472	Carahsoft Technology Corp.	\$313,207	7/2026	3/2027	Authorization to Award Contract
E-Rate Firewall Equipment	Mac McMillian, Information Technology Administrator	Request for Proposal (RFP) #25-0019	CDW Government Inc.	\$1,383,636	7/2026	6/2027	Authorization to Award Contract
Patriot Managed Detection and Response	Mac McMillian, Information Technology Administrator	Cooperative Contract TIPS Contract #260105	Patriot Consulting LLC	\$825,536	7/2026	6/2029	Authorization to Award Contract
DC Fast Charger Replacement for Electric Bus Use	Craig Beaver, Transportation Services Administrator	City of Portland Cooperative Contract No. 30007944	OpConnect, Inc.	\$300,000	5/2026	6/2029	Authorization to Award Contract
Instructional Programming for Students with Disabilities	Lori Krumm, Executive Administrator for Student Services	TIPS Cooperative Contract awarded through RFP# 240804	ChanceLight, Inc. (Spectrum Center, Inc.)	\$4,366,212	5/2026	6/2029	Authorization to Award Contract
Secondary Language Arts Classroom Novels	Jill O'Neill, Executive Administrator for Teaching and Learning	TIPS Cooperative Contract #230904 and #802-26	Follette Content Solutions, LLC	\$445,526.30	5/2026	6/2027	Authorization to Award Contract

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PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: CM/GC Services for Sunset High School HVAC Upgrades – Guaranteed Maximum Price (GMP)

- **Contract Scope:** CM/GC services include replacement of electrical panels and transformers; replacement of existing unit ventilators to provide cooling for classrooms in the east portion of the school; conversion of pneumatic and other disparate control systems to a single digital control system; and conversion of steam heating to hot water heating.
- **Contract Timeline:** 05/2026 – 10/2027
- **Contract Amount:** \$7,572,928
- **Contractor/Vendor:** Pence Construction
- **Funding Source:** 2022 Bond – Deferred Maintenance
- **Solicitation Method:** Request For Proposal (RFP) #22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Sunset High School HVAC Upgrades

- **Project Scope:** HVAC system upgrades include replacement of existing electrical panels and transformers; replacement of unit ventilators; replacement of select air handlers; conversion of pneumatic and various electronic controls to a single Metasys digital control system; and balancing of the HVAC system throughout the school.
- **Project Budget:** \$14,500,000
- **Project Timeline:** 09/2024 – 10/2027

BACKGROUND: The 2022 bond measure included funds to address deferred maintenance across our schools. At Sunset High School, the HVAC system has exceeded its expected lifespan, and portions of the system are inoperable. Maintenance staff are experiencing increasing difficulty keeping the system functioning, and a full upgrade is needed.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Capital Center Outdoor Turf Field

- **Contract Scope:** General contracting (GC) services to construct a new outdoor turf field
- **Contract Timeline:** 5/2026 - 9/2026
- **Contract Amount:** \$1,780,274
- **Contractor/Vendor:** Tarkett Sports Construction
- **Funding Source:** 2022 Bond; Outdoor Learning; Capital Center
- **Solicitation Method:** Cooperative Contract Association of Educational Purchasing Agencies (AEPA) IFB #024-A
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Outdoor Learning; Capital Center

- **Project Scope:** New outdoor turf field
- **Project Budget:** \$2,000,000
- **Project Timeline:** 6/2026 - 8/2026

BACKGROUND: The 2022 bond measure includes funds for improvements to modernize school facilities. The Capital Center houses several district programs. Onsite student programs include Beaverton Academy of Science and Engineering (BASE) option school, Community Transition Program (CTP), and FLEX Online option school. The current property lacks a safe and sizable space to allow outdoor learning activities, curriculum, and programs. This project will provide a shared outdoor space for district programs at the Capital Center.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Southridge High School Flooring Replacement - Phase 1

- **Contract Scope:** General contracting (GC) services for Phase 1 to remove and replace flooring in general classrooms and corridors on the second floor only, and stair landings at Southridge High School
- **Contract Timeline:** 5/2026 - 9/2026
- **Contract Amount:** \$498,549
- **Contractor/Vendor:** Brandsen Hardwood Floors Inc. dba Brandsen Floors
- **Funding Source:** 2022 Bond; Southridge HS Modernization
- **Solicitation Method:** Invitation to Bid (ITB) 25-0025
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Southridge HS Modernization

- **Project Scope:** Flooring replacement in various areas of the school
- **Project Budget:** \$756,216
- **Project Timeline:** 6/2026 - 8/2026

BACKGROUND: The 2022 bond measure includes funds for improvements to modernize school facilities. At Southridge High School, the originally installed flooring remains to this day. It has reached beyond its useful life and is in need of replacement. This project will remove the existing carpet in general classrooms, corridors, and stair landings in a phased approach and begin with the second floor and stair landings in Phase 1. New flooring will be updated with carpet tiles and floor tiles.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Westview High School Baseball/Softball/Multi-Use Synthetic Turf

- **Contract Scope:** Replace existing natural grass with synthetic turf at baseball, softball and multi-use fields.
- **Contract Timeline:** 4/2026 – 11/2026
- **Contract Amount:** \$4,706,945
- **Contractor/Vendor:** Field Turf USA, Inc.
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Cooperative Contract Association of Educational Purchasing Agencies (AEPA) IFB #024-A
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Westview High School Synthetic Turf Replacement

- **Project Scope:** Replace existing natural grass with synthetic turf at baseball, softball and multi-use fields.
- **Project Budget:** \$5,450,000.00
- **Project Timeline:** 06/2025 – 11/2026

BACKGROUND: Westview High School is replacing their existing natural grass varsity softball, varsity baseball and multi-purpose fields with synthetic turf. All high school varsity softball and baseball fields will be replaced with synthetic turf in the current 2022 bond. This will allow Westview High School to use their fields year-round for a variety of sports at all levels, including softball, baseball, soccer, football, band practices, PE classes and school functions. Construction services will include replacing existing natural grass with synthetic turf.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor (GC) Staging Improvement Services for Meadow Park and Mountain View Middle School

- **Contract Scope:** GC to provide all labor, tools and materials to upgrade staging for Meadow Park and Mountain View Middle School.
- **Contract Timeline:** 5/2026 – 9/2026
- **Contract Amount:** \$1,098,101
- **Contractor/Vendor:** Hollywood Lights Inc.
- **Funding Source:** 2022 Deferred Maintenance Bond
- **Solicitation Method:** Invitation to Bid (ITB) 25-0022
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Stage Improvements to Middle and High Schools

- **Project Scope:** Upgrade staging at Meadow Park and Mountain View Middle Schools
- **Project Budget:** \$1,207,911
- **Project Timeline:** 05/2026 – 09/2026

BACKGROUND: The 2022 bond measure approved by voters includes funds for deferred maintenance of existing buildings. This general contractor contract will provide all labor, tools and materials to upgrade staging at Meadow Park and Mountain View Middle School.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Barnes Elementary School Secure Entrance Project

- **Contract Scope:** Preconstruction services for renovation and upgrades of the school's entrance vestibule to create a secured entrance compliant with Beaverton School District standards. Replacement or upgrades to vestibule glazing systems, doors, hardware, and security infrastructure. Renovation of the current Resource Center and build-out of new administration space. Renovation of the existing administration space to create dedicated counseling work rooms and offices.
- **Contract Timeline:** 5/2026 – 9/2027
- **Contract Amount:** Pre-Construction Services: \$25,839, Estimated Guaranteed Maximum Price (GMP) \$700,000
- **Contractor/Vendor:** Howard S. Wright Construction
- **Funding Source:** Bond 2022, Security Upgrades
- **Solicitation Method:** Request for Proposal #RFP 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Barnes ES Secure Entrance Project

- **Project Scope:** Constructing a new secured entrance for Barnes Elementary School. Renovating the existing student resource and counselor office space and the existing administration offices. The scope of work is focused at the intersection of the 1971 addition, which currently houses the administration offices, and the 2007 addition, which contains the student resource offices. The renovation is expected to encompass approximately 5,000 gross square feet (GSF) and will include selective demolition, reconfiguration of interior walls, updates to finishes and systems, and integration of new security and access control features.
- **Project Budget:** \$1,000,000
- **Project Timeline:** 1/2027 – 9/2027

BACKGROUND: Barnes Elementary has a need to update the existing entrance. Currently, the existing layout allows individuals to access the entirety of the school building immediately upon entry. To enhance our safety protocols, we are planning the construction of a secure vestibule. Once this project is completed, all visitors will be required to check in with the main office to gain authorized access to the rest of the school. If the negotiated GMP amount exceeds this estimate by more than 10%, then the GMP amendment will be brought before the board for approval.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing – Apples

Contract Scope: To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.

- **Contract Timeline:** 07/2026 – 06/2030
- **Contract Amount:** \$727,000
- **Contractor/Vendor:** National Food Group Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid (ITB) #24-0024
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing - Apples

Project Scope: To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.

- **Project Budget:** \$727,000
- **Project Timeline:** 07/2026 – 06/2030

BACKGROUND: The district requires an approved USDA Foods processor to process apples into finished products that comply with the requirements of the USDA meal programs sponsored by the district, including the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP).

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Bread Products

Contract Scope: Provision of bread products to all district kitchen locations.

Contract Timeline: 07/2026 – 06/2030

- **Contract Amount:** \$1,559,000
- **Contractor/Vendor:** Goody Man Distributing
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid (ITB) #24-0018
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: Bread Products

Project Scope: Provision of bread products to all district kitchen locations.

- **Project Budget:** \$1,559,000
- **Project Timeline:** 07/2026 – 06/2030

BACKGROUND: The district requires a distributor of bread products to deliver various bread items to all district schools in order to meet the requirements of the USDA meal programs sponsored by the district, including the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP).

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Broadline Groceries and Storage and Distribution of USDA Food Products

Contract Scope: Year-round provision of broadline groceries and supplies and the storage and distribution of the district's USDA commodity foods products.

Contract Timeline: 07/2026 – 06/2029

- **Contract Amount:** \$14,398,000
- **Contractor/Vendor:** Sysco, Portland
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Request for Proposal #RFP 23-0007
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: Broadline Groceries and Storage and Distribution of USDA Food Products

Project Scope: Year-round provision of broadline groceries and supplies and the storage and distribution of the district's USDA commodity foods products.

- **Project Budget:** \$14,398,000
- **Project Timeline:** 07/2026 – 06/2029

BACKGROUND: The district requires a broadline grocery products distributor to deliver grocery and USDA Foods products to all district locations in order to meet the requirements of the USDA meal programs sponsored by the district, including the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP).

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing Chicken – Tyson

Contract Scope: To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.

- **Contract Timeline:** 07/2026 – 06/2030
- **Contract Amount:** \$2,063,000
- **Contractor/Vendor:** Tyson Foods, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid #ITB 24-0003
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: Provision of USDA Foods Processing Chicken

- **Project Scope:** To provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.
- **Project Budget:** \$2,063,000
- **Project Timeline:** 07/2026 – 06/2030

BACKGROUND: The district requires an approved USDA Foods processor to process chicken into finished products that comply with the requirements of the USDA meal programs sponsored by the district, including the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP).

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Dairy Products

Contract Scope: Provision of dairy products to all district kitchen locations.

Contract Timeline: 07/2026 – 06/2029

- **Contract Amount:** \$5,197,400
- **Contractor/Vendor:** Spring Valley Dairy
- **Funding Source:** Nutrition Services
- **Solicitation Method:** Invitation to Bid #ITB 23-0015
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: Dairy Products

Project Scope: Provision of dairy products to all district kitchen locations.

- **Project Budget:** \$5,197,400
- **Project Timeline:** 07/2026 – 06/2029

BACKGROUND: The district requires a dairy distributor to deliver dairy products to all district schools in order to meet the requirements of the USDA meal programs sponsored by the district, including the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP).

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: USDA Foods Commodity Processing – Peanuts

Contract Scope: Provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.

- **Contract Timeline:** 07/2026 – 06/2030
- **Contract Amount:** \$1,683,000
- **Contractor/Vendor:** Smucker Foodservice, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** ITB 24-0017
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: USDA Foods Commodity Processing – Peanuts

Project Scope: Provide commodity processing services of United States Department of Agriculture (USDA) Foods items into end products and the provision of commercial products.

- **Project Budget:** \$1,683,000
- **Project Timeline:** 07/2026 – 06/2030

BACKGROUND: The district requires an approved USDA Foods processor to process peanuts into finished products that comply with the requirements of the USDA meal programs sponsored by the district, including the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP).

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Produce**Contract Scope:** Year-round provision of fresh produce to all 53 district kitchens.**Contract Timeline:** 7/2026 – 6/2029

- **Contract Amount:** \$1,514,400
- **Contractor/Vendor:** Caruso Produce, Inc.
- **Funding Source:** Nutrition Services
- **Solicitation Method:** ITB 23-0034
- **Recommended By:** Charity Ralls, Nutrition Services Administrator

ASSOCIATED PROJECT: Produce**Project Scope:** Year-round provision of fresh produce to all 53 district kitchens.

- **Project Budget:** \$5,260,400
- **Project Timeline:** 7/2024 – 6/2029

BACKGROUND: As a recipient agency of United States Department of Agriculture (USDA) funds for various meal programs, including the National School Lunch Program (NSLP), Summer Food Service Program (SFSP), and Child and Adult Care Food Program (CACFP), the district is required to provide fresh produce as part of a reimbursable meal. This contract enables the district to meet that requirement.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** ERP Staff Augmentation

- **Contract Scope:** Provide project and change management resources for the enterprise resource planning (ERP) implementation
- **Contract Timeline:** 7/2026 – 3/2027
- **Contract Amount:** \$313,207
- **Contractor/Vendor:** Carahsoft Technology Corp.
- **Funding Source:** General Fund
- **Solicitation Method:** Cooperative Agreement NASPO Contract #AR2472
- **Recommended By:** Steve Langford, Chief Information Officer

ASSOCIATED PROJECT: Beaverton School District – Product Delivery Manager Support

- **Project Scope:** Act as the primary point of contact for the PowerSchool project manager by coordinating project activities and required customer personnel, assisting with the timely delivery of project milestones and adherence to the project timeline, and facilitating communication between all stakeholders to support project alignment and overall success.
- **Project Budget:** \$313,207
- **Project Timeline:** 7/2026– 3/2027

BACKGROUND: The Beaverton School District is using Axian, a provider of Carahsoft Technology Corp, to provide project management and change management staffing support for the ERP implementation, including post-go-live support, system stabilization, and project closeout. The initial contract was approved in the amount of \$195,732; however, the amendment associated with expanded scope and extended support increase the total contract value to \$313,207. Approval by the board of this revised total contract amount is required.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** E-Rate Firewall Equipment

- **Contract Scope:** Replace District Firewalls
- **Contract Timeline:** 7/2026 – 6/2027
- **Contract Amount:** \$1,383,636
- **Contractor/Vendor:** CDW Government Inc.
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Request for Proposal (RFP) #25-0019
- **Recommended By:** Mac McMillian, Administrator for Information Technology

ASSOCIATED PROJECT: District Firewall Replacement

- **Project Scope:** Replace the district's aging firewall infrastructure to ensure secure and reliable network operations across all Beaverton School District facilities.
- **Project Budget:** \$2,208,599
- **Project Timeline:** 7/2026 – 7/2029

BACKGROUND: Replacement of the district's aging firewall infrastructure to maintain secure, reliable network operations across all Beaverton School District facilities. Upgrading end-of-life firewalls strengthens protection against increasing cyber threats, improves system performance, and ensures continued support for instructional, operational, and safety systems that rely on the district network. This action aligns with nationally recommended K-12 cybersecurity practices and supports continuity of learning and business operations and keeps the district in compliance with the Child Internet Protection Act (CIPA).

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Patriot Managed Detection and Response

- **Contract Scope:** MDR Services
- **Contract Timeline:** 7/2026 – 6/2029
- **Contract Amount:** \$825,536
- **Contractor/Vendor:** Patriot Consulting LLC
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Cooperative Contract TIPS Contract #260105
- **Recommended By:** Mac McMillian, Administrator for Information Technology

ASSOCIATED PROJECT: District Firewall Replacement

- **Project Scope:** Replace the district's aging firewall infrastructure to ensure secure and reliable network operations across all Beaverton School District facilities.
- **Project Budget:** \$2,208,599
- **Project Timeline:** 7/2026 – 6/2029

BACKGROUND: Managed Detection and Response (MDR) cybersecurity services provide 24/7 monitoring and rapid response to cyber threats targeting the Beaverton School District. MDR augments existing IT staffing by detecting and containing incidents before they disrupt instruction or expose student and staff data. This proactive investment reduces operational risk, supports continuity of learning, and aligns with national K-12 cybersecurity best practices. MDR is also increasingly becoming a requirement for Cyber Security Insurance.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Replacement of Direct Current Fast Chargers as Transportation Service Center (TSC)

- **Contract Scope:** Procure and install three (3) DC fast chargers at the Transportation Service Center (TSC) to improve charging efficiency and reduce operational costs associated with electric school bus service. The infrastructure will support student transportation operations in compliance with ORS 327.043 and IEP requirements. Eligible project expenses qualify for up to 70% reimbursement through the SSF transportation program.
- **Contract Timeline:** 5/2026 – 6/2027
- **Contract Amount:** \$300,000
- **Contractor/Vendor:** OpConnect, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** City of Portland Cooperative Contract No. 30007944
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

ASSOCIATED PROJECT: Replacement of DC Fast Chargers for Use by Electric School Buses

- **Project Scope:** Remove and replace three (3) existing DC fast chargers, including procurement, installation, system commissioning, and completion of all associated electrical work and permitting requirements.
- **Project Budget:** \$300,000
- **Project Timeline:** 5/2026 – 6/2027

BACKGROUND: The district currently operates approximately 100 electric-powered school buses to provide home-to-school transportation in accordance with state and federal requirements. High-voltage DC fast-charging infrastructure is essential to maintaining efficient fleet operations by enabling rapid vehicle turnaround and maximizing daily bus utilization.

Replacement of the existing chargers is necessary due to the manufacturer discontinuing production and service support, as well as the current equipment's inability to reliably perform vehicle-to-grid (V2G) energy transfer with Portland General Electric (PGE).

Upgrading the chargers will allow the district to participate in a PGE rebate program, which is expected to cover the full cost of the charging units and reduce installation expenses. Additionally, planned utility system enhancements may enable future revenue generation through V2G operations.

OpConnect is the district's current provider for charge management, maintenance, and repair services for approximately 110 chargers. The vendor was selected through a cooperative, competitively awarded contract administered by the City of Portland, which includes equipment, service, and network management.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:**

- **Contract Scope:** Instructional programming for students with disabilities that require intensive academic, behavioral, communication and therapeutic services.
- **Contract Timeline:** 05/2026 – 06/2027, with two annual renewal options which district administration may exercise.
- **Contract Amount:** \$1,358,000 for initial term. Renewal terms, if exercised, are anticipated to include approximately 5% annual cost increases, resulting in an estimated three-year contract value of \$4,366,212.
- **Contractor/Vendor:** ChanceLight, Inc. (Spectrum Center, Inc)
- **Funding Source:** General Fund
- **Solicitation Method:** TIPS Cooperative Contract awarded through RFP# 240804
- **Recommended By:** Lori Krumm, Executive Administrator for Student Services

ASSOCIATED PROJECT: Instructional programming for students with disabilities

- **Project Scope:** The project scope aligns with the contract scope provides instruction for school-age students with disabilities that require intensive academic, behavioral, communication and therapeutic services.
- **Project Budget:** \$1,358,000.00
- **Project Timeline:** 05/2026 – 06/2029

BACKGROUND: The district has a need for additional placement options to serve students with disabilities that require intensive supports. This contract will create a program that provides an option that could serve up to 16 students, with a minimum of 2 students per staff. Utilizing evidence-based practices to help student skills in the areas of communication, independent functioning, self-management, social skills, behavior and academics, the program focuses on increasing levels of independence. This program would help ensure provision of services in compliance with the Individuals with Disabilities Education Act (IDEA), and is designed to service students whose individualized education program (IEP) team has determined that the student requires specially designed instruction in the areas of communication, academic and behavioral services, and that the student requires services offered by the program in order to receive a free and appropriate public education in the least restrictive environment.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with ChanceLight, Inc. (Spectrum Center, Inc), subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Secondary Language Arts Classroom Novels Purchase – Follett Content Solutions

- **Contract Scope:** Purchase of classroom novel sets for middle and high school language arts courses to support whole-class instruction, aligned to district curriculum, scope and sequence, and academic learning targets.
- **Contract Timeline:** 5/2026 – 6/2027
- **Contract Amount:** \$445,526.30
- **Contractor/Vendor:** Follett Content Solutions, LLC
- **Funding Source:** 2022 Bond – Secondary Language Arts
- **Solicitation Method:** TIPS Cooperative Contract #230904 and #802-26
- **Recommended By:** Jill O’Neill, Executive Administrator for Teaching and Learning

ASSOCIATED PROJECT: Content

- **Project Scope:** Districtwide acquisition of classroom novel sets to ensure all students have access to grade-level, whole-class texts that support literacy instruction, engagement, and equitable access to curriculum.
- **Project Budget:** \$445,526.30
- **Project Timeline:** 5/2026 – 6/2027

BACKGROUND: The district is implementing a comprehensive secondary language arts curriculum aligned to state standards and district academic learning targets. As part of this work, schools identified the need for consistent, high-quality classroom novel sets to support whole-class instruction.

This purchase ensures equitable access to core instructional materials across all middle and high schools, allowing students to engage in shared reading experiences, annotation, and text-based discussion. The selected novels align to unit essential questions and have been vetted through a district-wide selection process involving teachers, instructional coaches, and library services. Funding through the secondary language arts bond funds allows the district to make a one-time investment in durable instructional materials that will support implementation for multiple years.

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

CONSENT AGENDA — ITEM FOR ACTION
INSTRUCTIONAL TIME EXEMPTIONS
SUMMARY

Oregon law requires that schools provide students a certain number of instructional hours each year. Beaverton’s school schedules meet or exceed these standards. Certain students may be exempted from being included in the calculation of instructional time, with annual approval by the board. Exemptions are requested for seniors who are on track to meet graduation requirements and students enrolled in alternative education programs.

BACKGROUND

Oregon Administrative Rule 581-022-2320 requires districts to ensure at least 92% of all students in the district and at least 80% of students at each school are scheduled to receive a specified number of hours of instructional time (900 hours for grades K–8, 990 hours for grades 9–11, 966 hours for grade 12). Districts report on this annually as part of their required Division 22 reporting.

Beaverton’s school schedules meet or exceed the instructional time standards based on actual class time, without applying any allowances provided in state law to credit time for recess, professional development or parent-teacher conferences. No waivers or allowances are required.

The state provides that selected groups of students may be exempted from the requirement and not included in the district’s calculation of instructional time, with approval of the local school board.

Oregon school districts may exempt seniors who are on track to graduate from this requirement, so they are not included in the district’s calculation of instructional time. This allows seniors who don’t need more high school credits to have a late start or early release schedule which accommodates work, sports, participation in higher education courses, etc.

Across the district, 2,230 students are eligible for this exemption. These students have the following demographic characteristics:

Race/Ethnicity	
Asian	435
Black/African American	72
Hispanic/Latinx	468
Multiracial	215
Native American/Alaskan Native	3
Native Hawaiian/Pacific Islander	12
White	1025

Gender	
F	1105
M	1114
X	1

English Language Learners	103
---------------------------	-----

Students with Disabilities	148
----------------------------	-----

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Similarly, students in an alternative education program may be exempted from this instructional minutes requirement. Within BSD, 108 students enrolled in the Passages program at the Merlo Campus have personalized education plans allowing time for credit recovery and post high school planning. These students typically attend 2.5 hours per day, 4 days per week.

Race/Ethnicity	
Asian	1
Black/African American	4
Hispanic/Latinx	61
Multiracial	6
Native American/Alaskan Native	1
Native Hawaiian/Pacific Islander	0
White	35

Gender	
F	44
M	61
X	3

English Language Learners	14
---------------------------	----

Students with Disabilities	26
----------------------------	----

Board approval is required in order to apply these exemptions for instructional time for these two specific groups of students. These exemptions have been approved annually by the board since the return to in-person instruction in 2021.

RECOMMENDATION

It is recommended that the school board approve exemptions to the instructional time requirement for both seniors on track to meet graduation requirements and students in the Passages program at the Merlo Campus.

ITEM FOR ACTION**SCHOOL BOARD MEETING CALENDAR FOR 2026–27 SCHOOL YEAR****SUMMARY**

The board annually approves a calendar of regular business 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 or third 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.

This schedule may be adjusted and additional meetings may be scheduled at the discretion of the chair.

RECOMMENDATION

It is recommended that the board approve the school board meeting calendar for 2026–27.

SUGGESTED MOTION

I move to approve the school board meeting calendar as submitted.

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2026–27 SCHOOL BOARD MEETING CALENDAR BEAVERTON SCHOOL BOARD



REVISED 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 Work Sessions (if needed)
Scheduled as needed		Additional Board Sessions TBD
Summer & winter dates to be scheduled		Board Retreats

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 submit a request at least 48 hours in advance of the meeting.

Approved by board _____ 2026

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ITEM FOR ACTION**BUDGET CALENDAR FOR 2027–28 BUDGET****SUMMARY**

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 approval.

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.

This calendar has been revised since it was presented for initial consideration, due to a previously unknown change in publication timelines for the statutorily required notice of budget hearing. The dates of the budget committee meetings in May 2027 have been adjusted to provide additional time between meetings for this notice to be published.

RECOMMENDATION

It is recommended that the board approve the revised budget calendar for the 2027–28 budget.

SUGGESTED MOTION

I move to approve the budget calendar as submitted.

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BUDGET CALENDAR FOR 2027-28 BUDGET REVISED DRAFT		
October 13, 2026 Tuesday	School Board Meeting - 7:00 p.m. <ul style="list-style-type: none"> · Budget committee openings · Application process discussion 	<i>District Office</i>
February 16, 2027 Tuesday	School Board Meeting - 7:00 p.m. <ul style="list-style-type: none"> · Appoint budget committee members to fill vacancies 	<i>District Office</i>
March 16, 2027 Tuesday	Budget 101 - 5:45 p.m. (before board meeting) <ul style="list-style-type: none"> · Provide up-to-date budget information prior to budget proposal · Budget committee to ask questions about process and significant factors influencing the budget 	<i>District Office</i>
May 4, 2027 Tuesday	Budget Committee Meeting - 5:45 p.m. <ul style="list-style-type: none"> · Election of budget committee officers · Superintendent proposes the budget and delivers the budget message · Public testimony 	<i>District Office</i>
May 20, 2027 Thursday	Budget Committee Meeting - 5:45 p.m. <ul style="list-style-type: none"> · Budget committee discussion · Approval of budget and tax levies 	<i>District Office</i>
June 8, 2027 Tuesday	School Board Meeting - 7:00 p.m. (during board meeting) <ul style="list-style-type: none"> · Budget public hearing · Board makes appropriations · Adoption of budget and tax levies 	<i>District Office</i>
<u>District Contacts in 2026–27</u> Dr. Tony Smith, Superintendent Jessica Jones, Chief Financial Officer Michael Schofield, Senior Financial Advisor Marcie Davis, Executive Assistant		

Approved by board _____ 2026

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ITEM FOR ACTION**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’ i-Ready 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 regulation II/IIA-AR. The committee read and discussed best math instructional practices and did a careful review of data, including student achievement, teacher and community input, and evaluations from classroom teachers who piloted the two finalist programs. Additionally, the committee read articles and engaged in discussions on language-rich strategies for math instruction to support multilingual learners.

RECOMMENDATION

The superintendent recommends adoption of the curriculum selected for recommendation by the K–12 math adoption committee: Curriculum Associates’ iReady and Imagine Learning’s Illustrative Math. The superintendent further recommends that the board authorizes the superintendent or designee to enter into contracts obligating district funds for the purchase of materials necessary to implement the i-Ready and Imagine Learning curriculum within approved budgetary parameters and in compliance with purchasing policies. This authorization shall remain in force throughout the entire i-Ready and Imagine Learning math adoption cycle.

SUGGESTED MOTION

I move to approve adopting Curriculum Associates’ i-Ready curriculum for elementary grades and Imagine Learning’s Illustrative Math curriculum for secondary grades, and authorizing their purchase as recommended.

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Safeguarding Student Data and Supporting Responsible Technology Use in the K-12 Math Adoption

Beaverton School District

Steve Langford, Chief Information Officer

Dr. Shelly Reggiani, Associate Superintendent

Veronica Galvan, Administrator for Curriculum & Instruction

Bao Vang, K-8 Executive Administrator

Dr. Toshiko Maurizio, Administrator for Multilingual Programs



Student Data Privacy Laws

BSD's data privacy practices are grounded in a layered set of federal and state protections that govern how student information is collected, used, and safeguarded.

1

FERPA — 1974

Family Educational Rights and Privacy Act. Governs access to and disclosure of student education records. *20 U.S.C. § 1232g*

2

PPRA — 1978

Protection of Pupil Rights Amendment. Protects students from invasive surveys and data collection. *20 U.S.C. § 1232h*

3

COPPA — 1998

Children's Online Privacy Protection Act. Restricts online collection of personal data from children under 13. *15 U.S.C. §§ 6501–6506*

4

OSIPA — 2015

Oregon Student Information Protection Act. Strengthens protections specific to Oregon students. *ORS § 329A.900*

BSD Master Personal Services Contract



Every vendor providing technology services to Beaverton School District must sign the **BSD Master Personal Services Contract**. This binding agreement establishes baseline expectations for data handling, security, and compliance before any tool is approved for classroom use.

- ③ The contract serves as BSD's primary legal lever — ensuring vendors are held accountable to district standards before students ever interact with a product.

NATIONAL PARTNERSHIP

Student Data Privacy Agreement (SDPA)

2017

Year BSD Joined

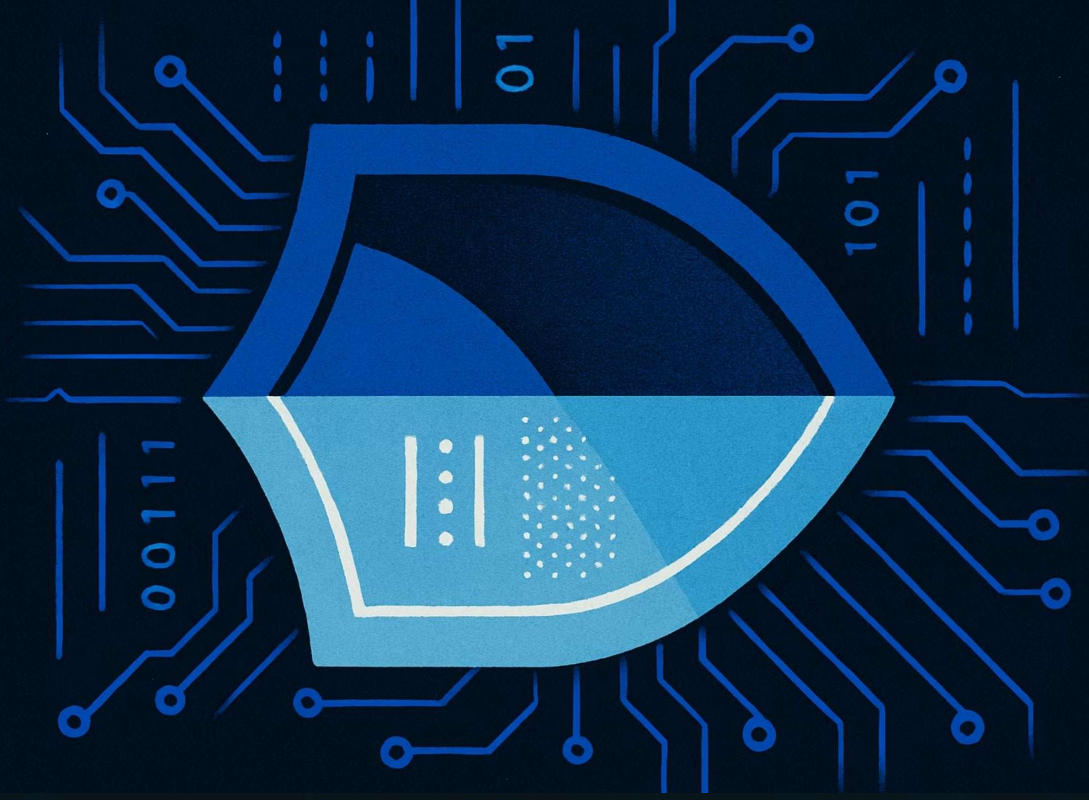
Early adopter of the national framework

1,019

Apps Covered

Software applications represented as of April 28, 2026

BSD participates in the **National Student Data Privacy Agreement (SDPA)**, a standardized, legally vetted contract used by thousands of districts nationwide. View BSD's full agreement registry at sdpc.a41.org.



KEY PROVISIONS

What the SDPA Requires of Every Vendor



Legal Compliance

Full adherence to all applicable state and federal student data privacy laws



Data Transparency

Vendors must disclose all student information collected and stored



Security Measures

Vendors must implement robust safeguards to protect stored student data



Breach Notification

Mandatory and timely reporting in the event of any data breach



No Sharing or Selling

Student data may never be shared with or sold to third parties



Data Deletion

All student data must be permanently deleted upon contract completion

RESOURCES

For More Information

BSD's Digital Curriculum page provides a comprehensive overview of all approved software tools, active SDPA agreements, and vendor compliance status. Staff and board members can review current digital curriculum decisions and data privacy documentation at any time.

beaverton.k12.or.us — [Digital Curriculum & Data Privacy](#)

- 🕒 Questions about a specific tool or vendor agreement? Contact the BSD Information Technology department directly through the link above.



Math Materials Selection: A Community-Informed Process

The selection of new K-12 math materials was not made in isolation. BSD engaged students, families, and staff throughout the review process.

Community Review

Community members reviewed all curriculum choices under consideration and provided structured feedback throughout the process.

Committee Analysis

A dedicated committee examined [survey results](#) from students, staff, and parents reflecting on current K-12 math materials and instructional practices.



Meeting the Digital Privacy & Pedagogical Standards



Input That Shaped the Decision

"Teachers and students were specific about the importance of balance — they want technology-enhanced learning alongside **traditional materials** like textbooks, workbooks, and paper-and-pencil activities."

This feedback directly informed the criteria used to evaluate each curriculum option — ensuring the final recommendation honors both innovation and the instructional approaches educators and students trust.



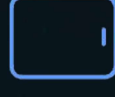
Traditional Materials

Textbooks and printed workbooks remain central to the learning experience



Paper & Pencil Practice

Handwritten problem-solving and note-taking valued by both teachers and students



Digital Tools

Technology used purposefully to responsibly supplement, not replace, core instruction

What an Elementary Math Lesson Looks Like

Elementary math lessons are designed to balance structured instruction with hands-on exploration, building number sense, conceptual understanding, and problem-solving confidence from an early age.



Whole Group Instruction

The lesson opens with whole group instruction to introduce concepts and build shared understanding.



Hands-On Exploration

Students use math manipulatives, visual models, and collaborative activities to build number sense and conceptual understanding.



Small Group & Independent Practice

Students work in small groups or independently, with targeted reteaching provided as needed.

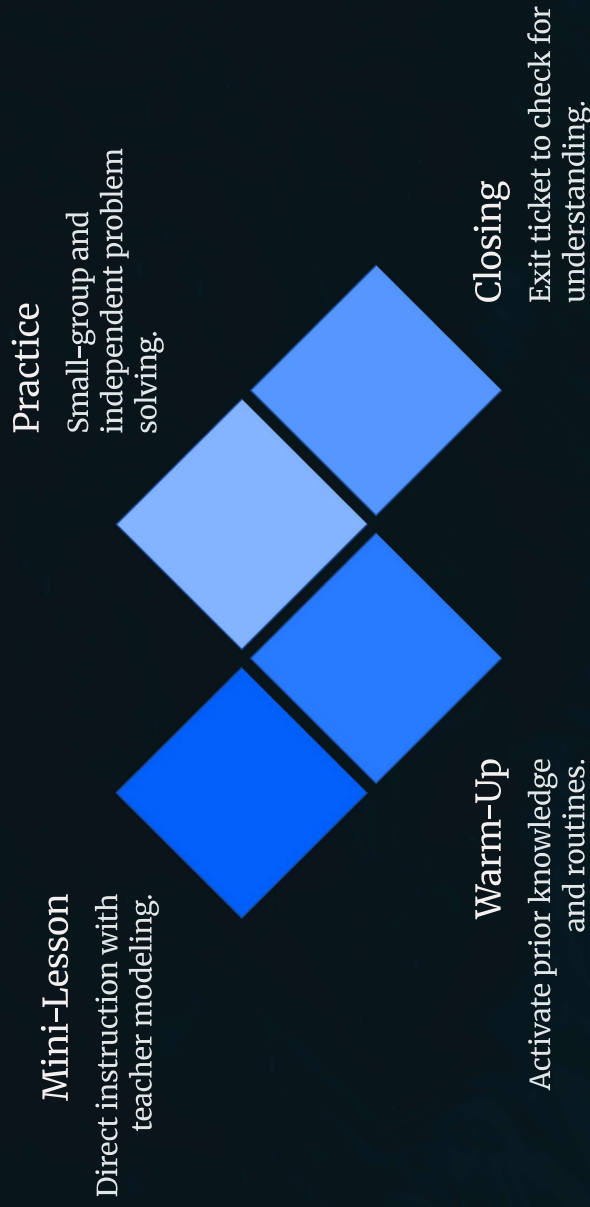


Closing as Formative Assessment

Each lesson closes with a structured activity that serves as a formative assessment of student understanding.

What a Secondary Math Lesson Looks Like

Secondary math periods run 88–90 minutes, structured to support depth of learning and frequent formative feedback.

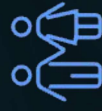


This consistent structure gives teachers flexibility to differentiate instruction while ensuring every student receives direct instruction, guided practice, and an opportunity to demonstrate understanding before the period ends.

Calibrating the Classroom: An ecosystem of learning based on human connection



The Human-Centric Classroom: Where Technology Aligns with Pedagogy



Prioritize Human Interaction

Keep human connection at the center of learning.



Age-Appropriate Learning

Match tools and experiences to students' developmental stage.



Student Well-Being

Prioritize student well-being alongside academic learning.



Teacher-Student Relationships

Strong relationships support trust, guidance, and growth.



Active Engagement

Age-appropriate technology to support participation and learning, not replace it.



Digital Citizenship & Responsible Use

Teach responsible, age-appropriate use of technology and preparedness for college and career.

District Road Map of Technology Use



System Audit of Use

Review technology use by grade band



Pedagogical Approach

Define instructional approach by grade band and content area across the full school day



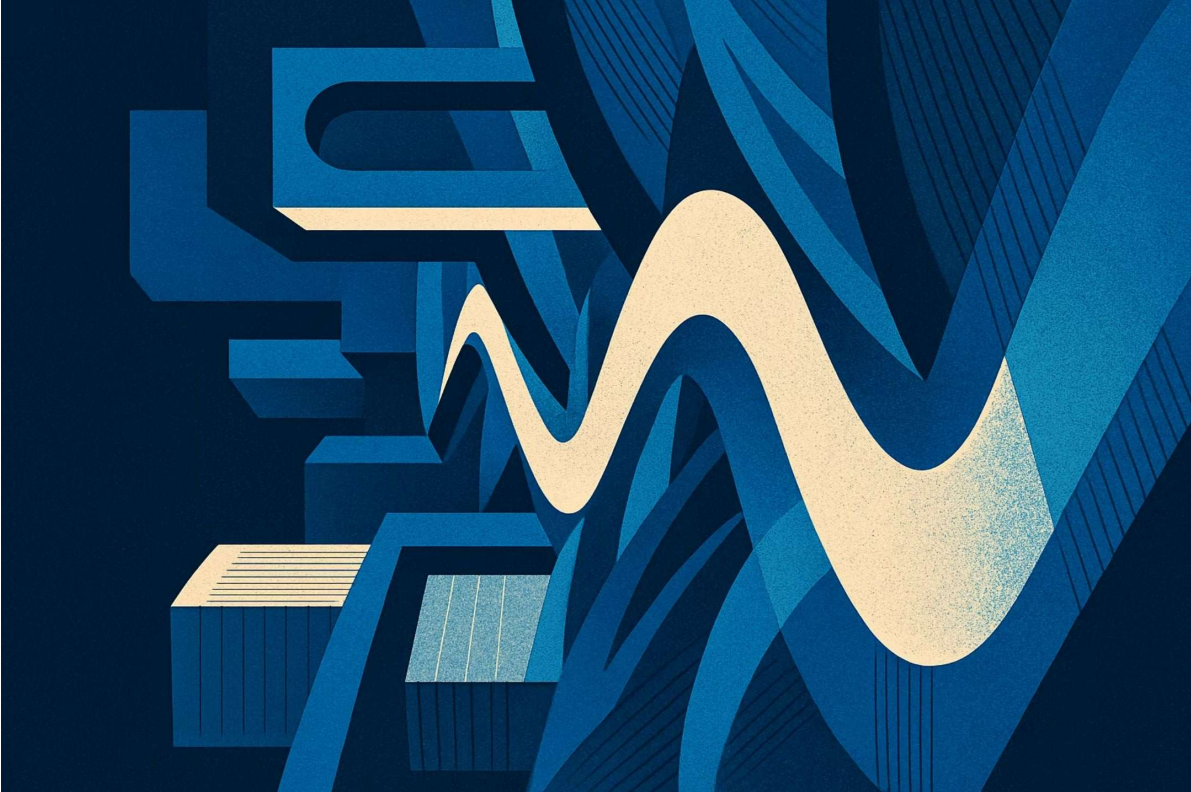
Professional Development

Establish standards across the system and provide teachers with training and resources



Partnership with Families

Strengthen engagement and communication with families



ADOPTION REQUEST

Materials BSD Is Requesting to Purchase

Following the community review process and committee analysis, BSD is presenting a formal request for board approval to adopt new K-12 math materials that reflect the instructional values, privacy standards, and student needs identified throughout this process.

- ① All digital components of the proposed materials have been reviewed for compliance with FERPA, COPPA, OSIPA, and the BSD Master Personal Services Contract prior to this adoption request.



Supports for Multilingual Learners

- Spanish Dual Language Materials – Available in Spanish
- Mandarin Chinese Dual Language Materials – Translated to Chinese (current practice that mirrors that of PPS and Lake Oswego, who also use i-Ready)
- Instructional Practices that Support Language Acquisition



Math Interim Assessment & Diagnostic Tools



STAR Math Interim Assessment

BSD administers STAR Math three times per year (fall, winter, and spring) as the district's primary interim assessment.



Personalized Tier 2 Instruction

i-Ready instructional materials support differentiation for targeted Tier 2 instruction based on individual student needs.



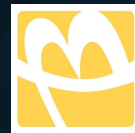
i-Ready as a Diagnostic Tool

iReady's ODE-vetted formative assessment component may be used to further evaluate students who may require Tier 2 support.



Tools That Work Together

i-Ready's diagnostic and instructional tools complement, but do not replace, STAR Math as the interim assessment.



Thank You!

We appreciate your partnership in supporting every student's success.

K-12 Math Materials Adoption

Teaching & Learning

School Board Meeting
April 14, 2026

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.

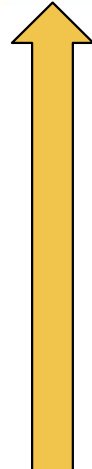
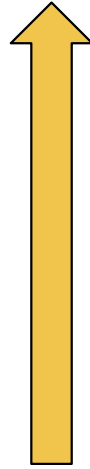
Connection to District Strategic Plan

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success



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 2021 and 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.)

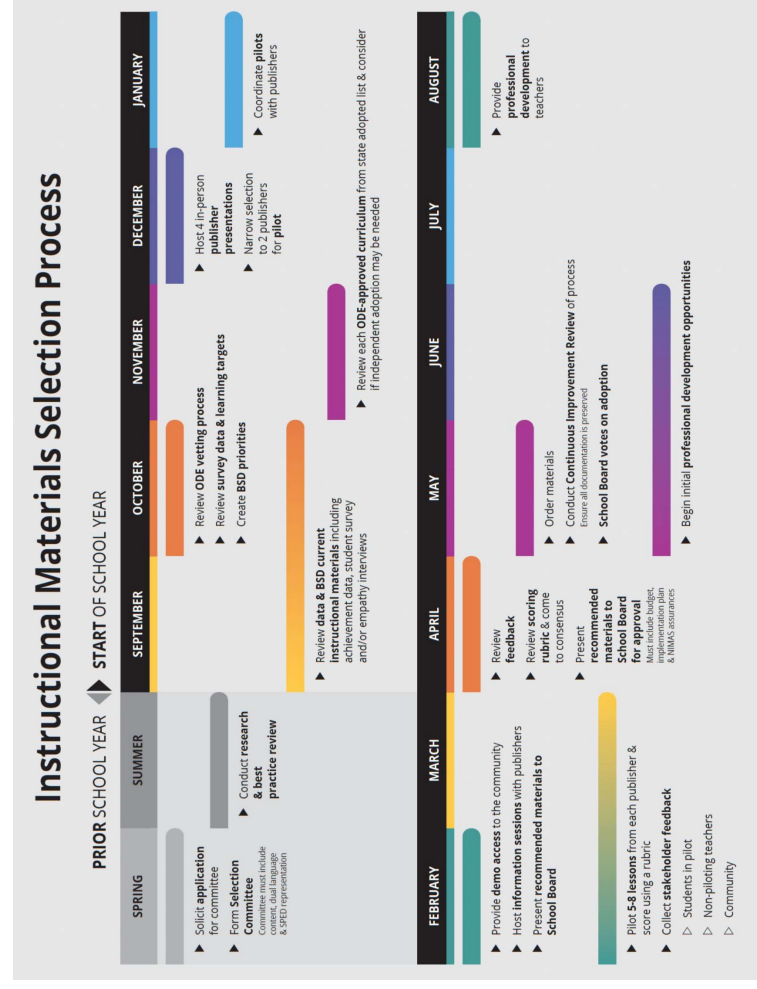
- Gathered feedback from teachers, staff, students, and community on current math curriculum and practices
- Developed district priorities for math materials selection
- Developed selection rubric based on priorities
- Committee reviewed publisher materials and narrowed down choices to top four
- Listened 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.



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

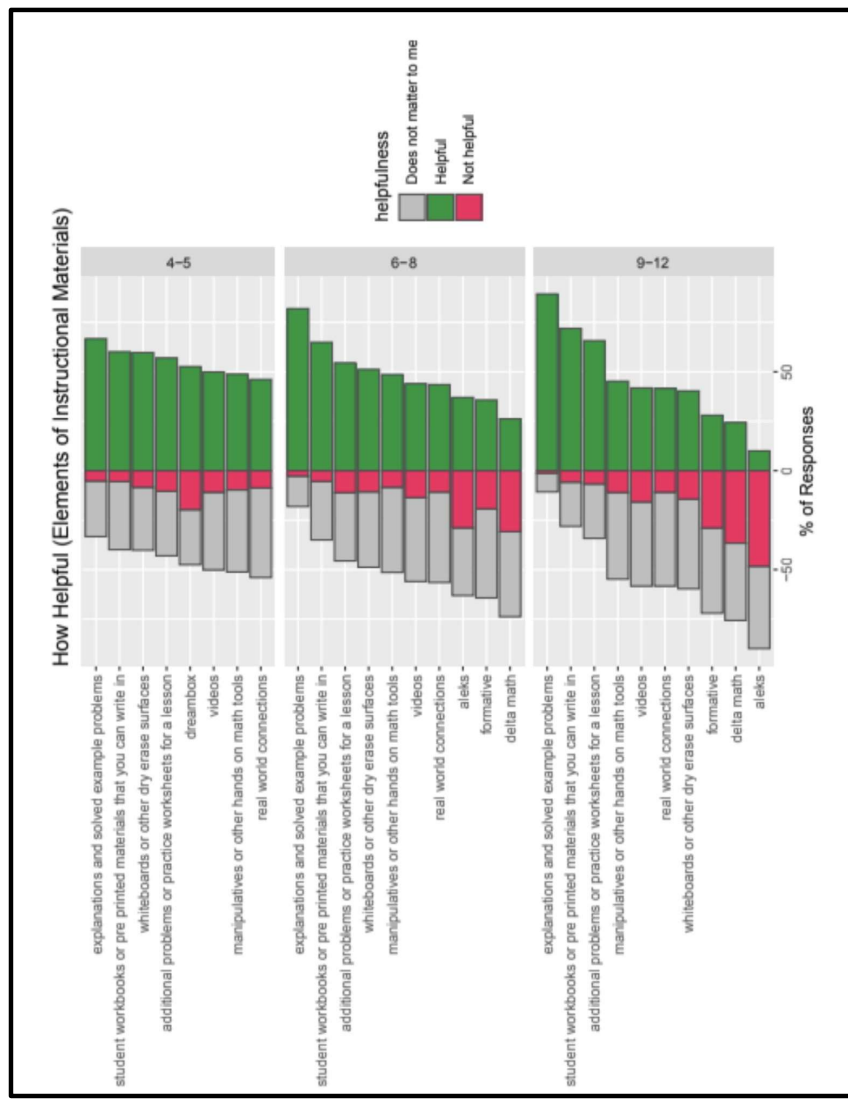
High
Teachers - 6
School Support
Specialist - 1
DL TOSA - 1
Parents - 1
Student - 1
ELD/AVID - 1
SPED - 1
District TOSA - 1
Administrator - 1

Teaching & Learning
District Administrators - 3

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](#))



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	Rate
LANGUAGE SUPPORTS & MATH DISCOURSE			
<input type="checkbox"/>	Sentence frames		
<input type="checkbox"/>	Student-talk routines for partner, small, and whole-class		
<input type="checkbox"/>	Questions for common stuck points		
<input type="checkbox"/>	Academic and mathematical language instruction and supports		
DIFFERENTIATION TO SUPPORT ALL LEARNERS			
<input type="checkbox"/>	Scaffolds, extensions, small-group guidance (multiple strategies for meaning-making) to support all learners (Special Education, Multilingual Learners, Talented & Gifted)		
<input type="checkbox"/>	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: <ul style="list-style-type: none"> • 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? 		
<input type="checkbox"/>	Students using manipulatives and visuals (concrete-representation-abstract)		
GOING DEEPER WITH MATHEMATICS			
<input type="checkbox"/>	Supports students in analyzing, comparing, justifying, and proving their solutions and generalizing results to other contexts and topics		
<input type="checkbox"/>	High cognitive demand, requires demonstration of multiple strategies or representations		
PURPOSEFUL PRACTICE			
<input type="checkbox"/>	Lessons include more than enough problems for students to deepen their understanding		
<input type="checkbox"/>	Varied practice opportunities (games, partner work, visual models, manipulatives)		
<input type="checkbox"/>	Fluency revealed through problem-solving, not isolated drills		
USABILITY - SUPPORTS FOR TEACHERS, STUDENTS AND FAMILIES			
<input type="checkbox"/>	Explanations including worked examples for students, families and teacher		
<input type="checkbox"/>	Teacher guidance, scripts, guided questions, and instructional strategies are detailed, easy to understand, and ready-to-use		
<input type="checkbox"/>	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

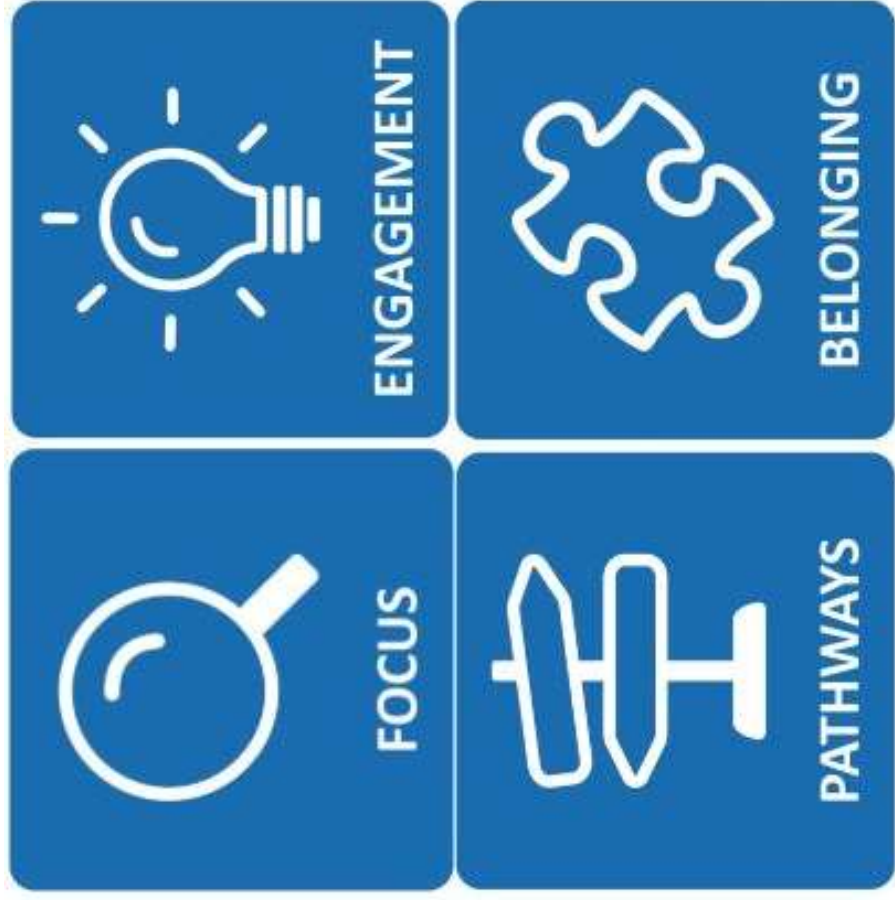
High - Carnegie, Imagine Learning, McGraw Hill, Big Ideas

BSD Math Curriculum Selection Rubric PUBLISHER:

CRITERION		EVIDENCE: 1-Minimal 2-Some 3-Strong	Score: <input type="radio"/>
LESSON & UNIT COMPONENTS			
<ul style="list-style-type: none"> 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 			Score: <input type="radio"/>
LANGUAGE SUPPORTS & MATH DISCOURSE			
<ul style="list-style-type: none"> 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 			Score: <input type="radio"/>
DIFFERENTIATION TO SUPPORT ALL LEARNERS			
<ul style="list-style-type: none"> 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 			Score: <input type="radio"/>
GOING DEEPER WITH MATHEMATICS			
			Score: <input type="radio"/>



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



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

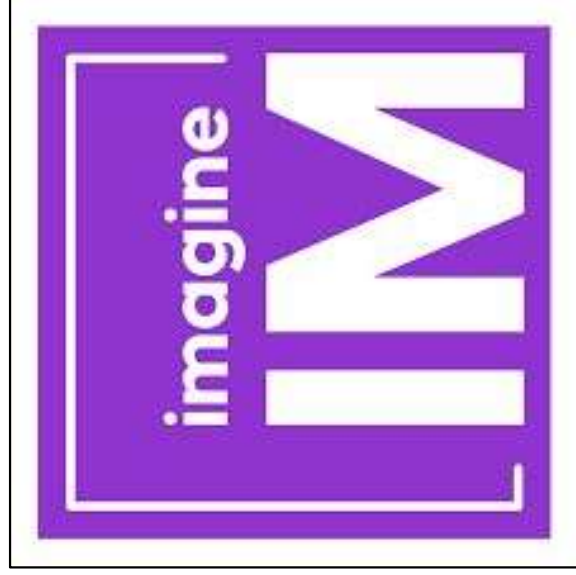
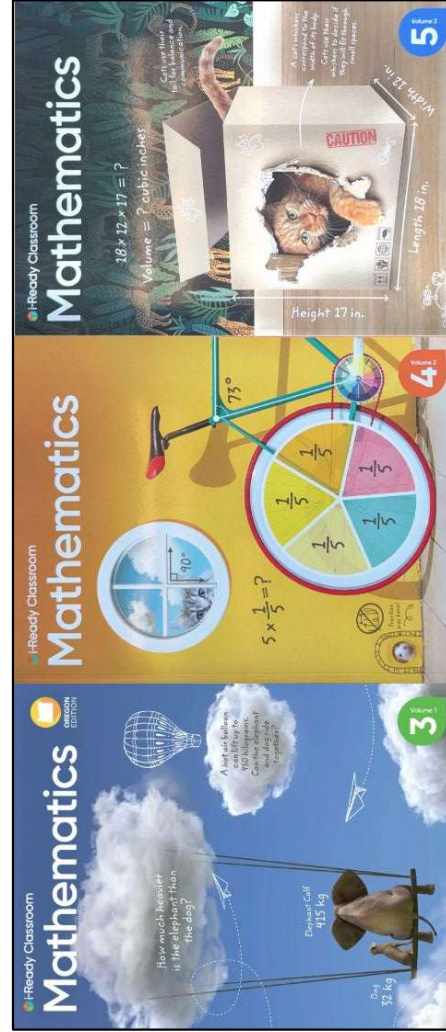
Summary of Input

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



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**

<p>Strengths</p> <ul style="list-style-type: none">• 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	<p>Limitations</p> <ul style="list-style-type: none">• 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:

"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."

"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]

Teachers:

"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."

"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:

“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.]

“i liked it, it was pretty interesting. compared to the last one, this one was a bit easier to follow along with.”

“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”

Teachers & Community:

“ ..Material is likely more understandable for the majority of students. Educational Guide to families is a nice touch.” – Parent

“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.”

“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**APPROVE REVISIONS TO BOARD POLICIES BCFAA, GDA, IF****SUMMARY**

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

POLICY DRAFT KEY

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

BACKGROUND**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

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

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

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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Community Partnership Teams

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;

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.

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](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

DELETED

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)

ITEM FOR ACTION AT A FUTURE MEETING**K-5 SOCIAL SCIENCES ADOPTION****SUMMARY**

The Oregon Department of Education has directed BSD to formally go through a readoption process for the current K-5 social science instructional materials in order to meet a Division 22 corrective action.

BACKGROUND

In 2022, BSD conducted a comprehensive K-12 social sciences materials adoption process. The Oregon Department of Education requires districts to provide the community with a meaningful opportunity to review and give feedback on recommended instructional materials before board adoption. At the time of the adoption, some of the K-5 materials voted on and adopted by the board had not yet been created.

After an initial ruling that the adoption was in compliance, upon review in 2025–26 ODE reconsidered and found that since some of the materials for K-5 had not been developed, BSD had not fully met Division 22 standards for the adoption of the 2022 K-5 social science curriculum. ODE issued two corrective actions for the district to address:

1. The district must readopt the K-5 materials before the end of the current school year, including offering community review and feedback on 2022 materials that will be used through 2026-27, and
2. All staff who participate in materials adoption must attend a training by the Oregon Department of Education on the materials adoption process.

In spring 2026, BSD offered the community and staff the opportunity to review and provide feedback on the K-5 social sciences materials that were adopted in 2022. Teaching & Learning partnered with CCI to notify and invite the community to review and provide feedback on the K-5 materials being recommended to the board for continuation in the 2026-27 school year.

All Teaching & Learning staff who lead or assist with the materials adoption process attended an ODE training on adopting curriculum materials on April 7, 2026. Former BSD staff involved in the 2022 social sciences adoption are no longer present, but staff who will be involved in curriculum adoptions going forward participated in the training.

During the 2026-2027 school year, BSD will undergo a new K-12 social science curriculum adoption as part of ODE's required adoption cycle for instructional materials.

RECOMMENDATION

The superintendent recommends readoption of the K-5 social sciences curriculum previously selected in 2022, pending a new social sciences curriculum adoption. This is presented for initial consideration and will come before the board for approval at its next business meeting.

Belong. Believe. Achieve.

K-5 Social Science Instructional Materials Review & Adoption

Beaverton School District

Dr. Shelly Reggiani, Associate Superintendent Teaching & Learning

Veronica Galvan, Administrator for Curriculum and Instruction



Background: 2022 K-12 Adoption



In 2022, BSD conducted a comprehensive K-12 Social Sciences materials adoption process.

Some of the K-5 materials voted on and adopted by the board had not yet been created at the time of adoption, leaving no opportunity for detailed community review prior to adoption.

ODE Requirement: Community Review

Oregon Department of Education requires districts to provide the community with a meaningful opportunity to review and give feedback on recommended instructional materials before board adoption.



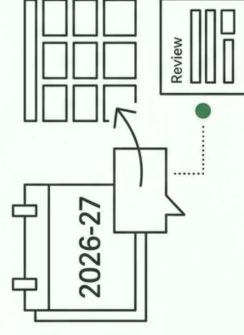
Division 22 Correction

The Issue

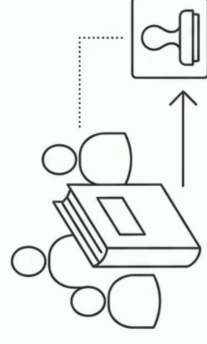
After previously finding differently, upon reconsideration in 2025-26 ODE found BSD to have not met Division 22 standards for some portions of the adoption of the 2022 K-5 social science curriculum.

ODE's Response

ODE issued two corrective actions for the district to address:



BSD must offer community review and feedback on 2022 K-5 materials used through 2026-27.



All materials adoption staff must be trained in the adoption process.

Two Corrective Actions Taken in Spring



1

Community Review

Opportunity community a chance to review and provide feedback on the K-5 materials adopted in 2022 – materials still in use for the 2026-27 school year.

2

Staff Training

All Teaching & Learning staff who lead or assist with the materials adoption process attended an ODE training about adopting curriculum materials.

Community Engagement in Action

Teaching & Learning partnered with Communications & Community Involvement to notify and invite the community to review and provide feedback on the K-5 Social Sciences materials being recommended to the board for the 2026-27 school year.



How We Engaged the

Community



Community

Notification inform stakeholders of review opportunities through district communications channels.

Materials Review

Sessions members were invited to examine the K-5 Social Sciences materials and submit structured feedback.

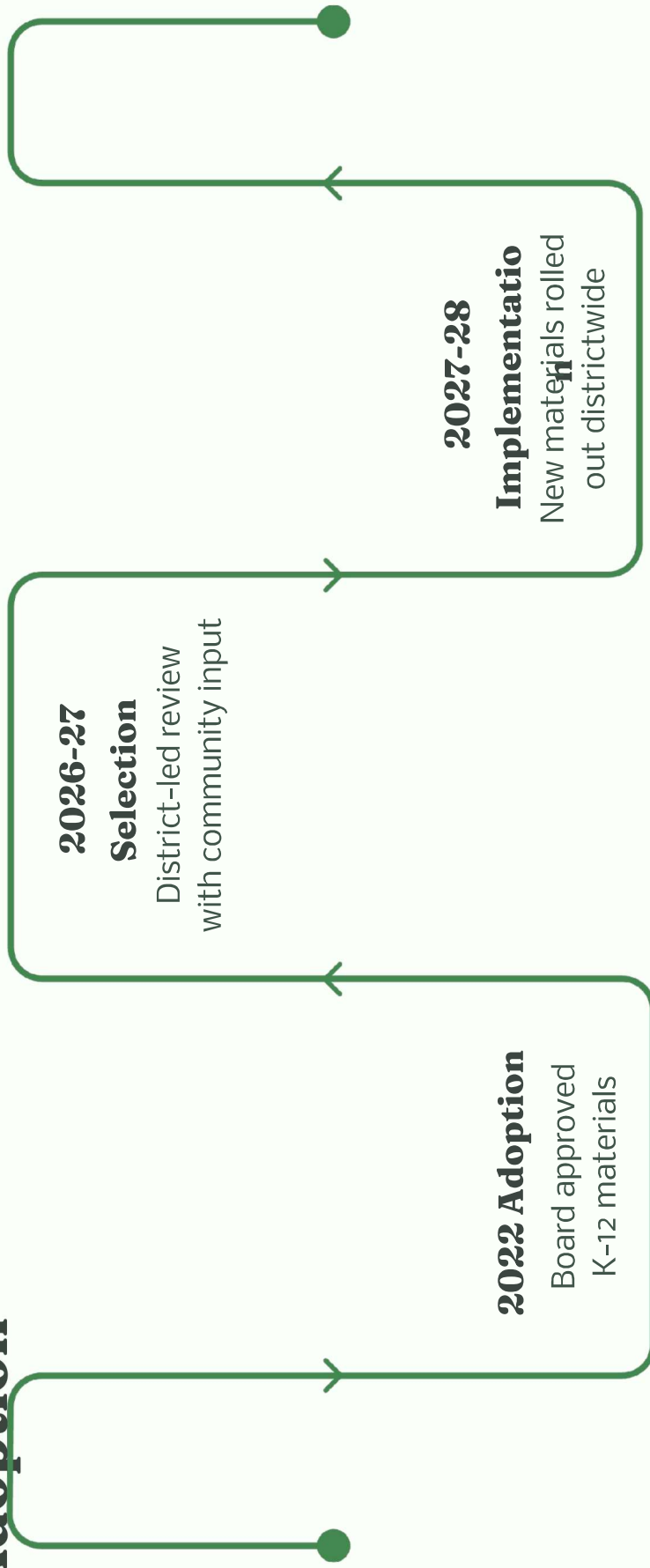


Staff & Community Input

T&L received input from staff and community from both in-person meetings and in writing.

Looking Ahead: 2026-27 Full

Adoption



BSD will conduct a full K-12 Social Sciences material selection process in 2026-27, with new materials implemented in the 2027-28 school year – ensuring proper community review at every stage.



Key Takeaways

✓ ODE Division 22 Correction

Addressed fulfilling both corrective actions issued by the Oregon Department of Education.

✓ Community Voice

Honored parents have been given opportunity to review and provide feedback on K-5 materials before board adoption.

✓ Process

Strengthened improved procedures ensure future adoptions meet ODE requirements from the start.



Thank You

ITEM FOR ACTION AT A FUTURE MEETING**NONPROFIT AFFORDABLE HOUSING PROPERTY TAX EXEMPTION RENEWAL****SUMMARY**

The district for many years has participated in a program to provide an affordable housing tax exemption for qualifying nonprofit entities, coordinated through Washington County and the City of Beaverton. The district has been asked to renew its participation.

BACKGROUND

Beaverton School District has long participated in a program coordinated through Washington County and the City of Beaverton to provide an affordable housing tax exemption for qualifying nonprofit entities.

The program is tailored to assist households earning less than 60% of the area median income in their first year of tenancy and 80% or less in subsequent years. The assistance is possible through property tax savings of the nonprofit owner and operator. The exemption is significant as it allows the nonprofit developers the ability to lower operating costs that convert to lower rents.

This year, the program will support a housing inventory of 20 projects consisting of 1,768 units. Of the 1,768 occupied units, 9% of occupants identified as Asian, 2% American Indian or Alaska Native, 10% Black or African American, 24% Hispanic or Latino, 2% Pacific Islander, 37% white, 6% multiracial, and 10% race or ethnicity not listed.

For the City of Beaverton, this year's approved affordable housing property tax exemption program totaled \$1,138,939, of which \$437,353 is directly attributable to Beaverton School District. For Washington County (unincorporated), this year's approved affordable housing property tax exemption program totaled \$1,268,300, of which \$515,800 is directly attributable to Beaverton School District.

Because of State School Fund formula redistribution, the impact to Beaverton School District's revenue is a fraction of the total tax-exempt amount, and may be mitigated by providing for more students in neighborhood schools.

The board last approved this property tax exemption for nonprofit affordable housing in Beaverton and unincorporated Washington County in May 2021 for a period of five years, and approved a similar exemption for nonprofit affordable housing in Hillsboro in October 2024.

RECOMMENDATION

The board is asked to approve the use of exemptions from district-assessed property taxes on the value of certain properties that qualify for the affordable housing tax exemption program administered by the City of Beaverton and Washington County, as provided in the nonprofit corporation low-income housing program authorized under ORS 307.540 through 307.548. Board approval of this exemption will extend through June 30, 2031. This is presented for initial consideration. The administration recommends the board take action at its next meeting in June on approval of renewing the exemption.

Belong. Believe. Achieve.