BEAVERTON SCHOOL DISTRICT

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

II. **STUDENT PERFORMANCES & RECOGNITIONS**
- A. Tumwater Middle School Spring Musical Performance
- B. Presidential AI Challenge 3

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

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

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

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

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Belong. Believe. Achieve.

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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 COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, May 8, 2026 through 12 p.m. on Tuesday, May 12, 2026. The following comments followed all the posted guidelines listed on the form and below.

- Comments are limited to 1,000 characters. One comment per person, comments listed oldest first.
- The board will not hear charges or complaints against any district employee. District staff and board members cannot be named specifically in testimony.

BSD limits comments to 1,000 characters

First Name	Last Name	Association with BSD	Comments
Younoussa	Sylla	Parent/Guardian	I have a child who goes to elementary school in BSD and she is overwhelmed with the amount of technology in the classroom. Her teacher is leaving the profession at the end of this year, in part due to not wanting to be in this environment where young kids are see-sawing, dysregulated, fed screens at home and at school, unable to concentrate and demotivated. Now I am hearing that BSD is considering iReady, a tool which is famous around the country for its poor design, student frustration, poor teacher interface (it doesn't even show students what they did wrong, let alone provide any actionable feedback for teachers). Kids really can't stand this platform. I have friends who have pulled their children from public school due to this tool and the accompanying chaos in the classroom. Please reconsider. I know it seems like an easy solution to the math scores but I promise you it is not. Don't make the same mistake that other districts are now trying to reverse. Thank you.
Margaret	Shupe	Parent/Guardian	With ongoing public concern about extent and benefit of tech usage (especially in lower grades), I would like to express that it's ludicrous BSD is thinking about expanding their relationship with i-Ready. In a year where we've been told that we have a shortfall resulting in staffing changes amongst schools and programs and the closure of a community school, why are we looking to spend MORE on a program and service mired by complaints from parents, staff, and even students? I want my tax dollars going to supporting staffing levels and teacher pay, not more iPad usage in the classroom. I encourage you to read the NBC news article posted today that interviews a variety of i-Ready users and logs complaints about data visibility, inane cartoons, and dubious educational outcomes. Educators don't want this. Parents don't want this. This is FOR PROFIT edtech that does not belong in our community. Please continue to drive learning outcomes with HANDS ON work and collaborative projects.

Thomas	Stafford	Parent/Guardian	Do you understand how bad it looks that you are implementing iReady during this time, with it being all over the news on growing concern? BSD, be a leader in the community, state and nation. Do not pass iReady tonight. This national conversation is no longer hypothetical. NBC is now reporting on growing parent, teacher, and student backlash surrounding i-Ready and the broader overuse of technology in schools — including concerns about excessive screen time, distraction, educational quality, and student data privacy. Parents, educators, pediatricians, and even some districts are beginning to push for limits on unnecessary screen use and a return to more human-centered learning experiences. Meanwhile, districts continue investing millions into additional ed-tech platforms while many families and teachers are asking for more support, smaller class sizes, movement, play, intervention staff, and real-world learning opportunities instead. This conversation is growing nationally, and BSD
Lizz	S	Staff Member	Good evening members of the school board, My name is Lizz Schulz, and I am a student teacher who has spent the past year in a first grade classroom in BSD. I am also graduating this Sunday and earning my teaching license. I am here to advocate for a “no screens for K–3” policy, similar to what districts like LAUSD have recently begun implementing. This year has given me a close view of how young children actually respond to screens in a classroom setting. In first grade, students are still developing foundational self-regulation, attention, and social-emotional skills. Research from the American Academy of Pediatrics has consistently shown that early exposure to screens can negatively impact attention span, sleep, and self-regulation in young children. In practice, what I’ve observed is that when devices are introduced into the classroom, even for educational purposes, they immediately become a source of heightened emotional activation. (Please see email for the entirety. Thank you.)

Libby	Sanford	Parent/Guardian	I am honestly heartbroken that my child is finishing kindergarten and so little has been done to meaningfully reduce the amount of screen exposure happening *inside* the classroom. Every day, my child watches for over an hour of videos between snack time, transitions, hand washing, and brain breaks. That does not include 30 minutes of DreamBox daily or tech class time spent on apps like PBS Kids. Yes, many of the shows and apps are considered “educational” — but at school? For this amount of screen time, we could add another recess, outdoor learning opportunity, art project, reading circle, STEM activity, or free play. I deeply empathize with teachers. They are overwhelmed, under-supported, and stretched thin, and screens have become a classroom management tool in an impossible system. This is not about blaming educators. But it is about asking bigger questions: Why are we normalizing so much screen exposure for our youngest learners? Why are we investing millions into more software??
Erin	Hauck	Parent/Guardian	I completely disagree with BSD adopting a new math curriculum through iReady. Many school districts throughout the country are realizing that this is a terrible product. Both of my children have had great difficulty learning math through the current Chromebook products used by BSD. I have found that they are unable to take the concepts that they learn and apply them to pencil and paper after the fact. I have had Beaverton school teachers point this out to me as well. The District is wasting huge amounts of money purchasing software products when what our students need is math taught by teachers with books, pencils, and paper. There is a great amount of learning and brain development that occurs when you write these things out on paper. The increased reliance on software products for learning is making me consider pulling my two children from this District for the first time ever.
Halah	I	Parent/Guardian	Using iPads and computers for reading and math in schools is disturbing. This leads to less handwriting with pen/paper, less fine motor skill practice, eye strain, and comprehension issues. There are also accessibility issues for students with disabilities. What limits can BSD implement to limit the use of screens for teaching these subjects? Right now, it appears BSD delegates to each school and teacher. However, by implementing a district wide policy, limits on screen time will be better enforced. A discussion would be highly appreciated!

Rayla	Geppert	Parent/Guardian	I am writing to you today to express my concerns over the proposed reallocation of two WTV teachers and the transition to blended classrooms for the 2026-2027 school year. The District's proposal to eliminate WTV teachers while also implementing blended classrooms due to the staffing reductions at WTV and the effect it will have on our students and remaining teachers is concerning. The proposed budget highlighted a district wide class size increase of only one student but we know that at our school it would be much greater specifically in the 2/3 blend. Given that this will greatly impact our students and the community of WTV as a whole, we are requesting greater transparency regarding the long term plan for our school and how the district is planning to support the learning and experience of the students within this new model, and insight into the alternatives considered to reduce costs across the school district that would not come at the expense of classroom teachers. Thank you.
Adam	Hernandez Mendoza	Parent/Guardian	After 120+ years, you are killing off McKay Elementary. The parents in my network and I understand the need to respond to fluctuating enrollment numbers, but what we're most concerned about is where we go from here. Is closing down 1+ schools per year going to be the new norm? How is BSD going to pull itself out of this hole? To do this the distruct must not view selling off schools to developers as a quick cash grab for a budget patch. Someone pointed out the property behind Westview that you decided to sell off. That could've been affordable housing for vulnerable students, bridging equity gaps, and you could have done more to protect the natural resources on the property but you totally sold out the community and let it become private luxury housing. Is this what you're going to do with all our closing schools eventually? Figure out a way to never sell off historic long-time school district land. The price of taking away our nbhd public lands exceeds the cost of holding onto them
Tim	Roshak	Parent/Guardian	Shock. Dismay. Powerless. These emotions echo our entire West TV community following the SAM impact announcement. Please consider: 1. Disproportionate Impact: West TV’s staffing reductions are significantly out of alignment with the district. Framing this as "equity" while lowering the educational bar is a contradiction. 2. Transparency & Mixed-Grades: Two-thirds of West TV students will now be in mixed-grade classrooms for up to four years. Adding five such classrooms here nearly triples the district’s existing elementary total. The district has sidestepped questions on implementation, training, and efficacy. Combining hasty implementation with larger classes and limited training is a recipe for failure. 3. Sustainable Solutions: We need more than "concepts of a plan." While the district bemoans enrollment, meaningful changes are deferred. We cannot remain on this hamster wheel of reactive budget cuts.

			I fundamentally reject cutting foundational education for elementary learners.
Jenn	A	Parent/Guardian	If BSD does not return to teacher-led, paper-and-pencil learning — with computer labs used appropriately — I will have no choice but to seek alternative schooling. I am begging you — make BSD great again. I am a proud BSD alumni who received an excellent education here, which is why I am so alarmed by the district's shift to tech-based learning. This is not new information. Research from the CDC and NIMH shows that ADHD affects sustained attention, task organization, and filtering distractions, yet BSD's digital-heavy model intensifies these challenges with nonstop visual stimuli, rapid task-switching, and minimal structure. Mayo Clinic reports that ADHD students already struggle with focus, working memory, and multi-step tasks; screens remove the teacher-led modeling and real-time feedback they rely on. Screen-heavy instruction increases distractibility, weakens comprehension, and leads to poorer outcomes. For neurodivergent students, technology is not support — it is a barrier.
Jocelyn	Pascall	Parent/Guardian	- Did you know that my child watched a YouTube video in PE class to learn how to do jumping jacks? - Did you know that some children in our district are watching PBS kids in their Tech specials in lieu of hands-on learning? - Did you know that 41.9% of children in the US are now near-sighted, and that is attributed to increased screen time? - Did you know that kids in older grades can access porn on their Chromebooks while at school? - Did you know EEG brain scans show handwriting activates dramatically larger neural networks than typing — including the hippocampus (memory center). Replacing handwriting with keyboards in early grades interrupts the neurological development that reading and learning depend on. - Did you know that at 45 degrees of forward tilt (the typical Chromebook angle) a child's spine bears 49 lbs of force? Did you know the European Spine Journal (2025) calls this a "silent pandemic"? - Did you know it doesn't have to be this way? - Did you know you can help?

Meaghan	M	Staff Member	I know the district is facing difficult decisions regarding finances and that we are in a better situation than many other districts and I do not envy those who have to make the decisions. Seeing the impact and being impacted by the cuts to student facing positions is heartbreaking. Working with current staffing levels and being constantly overwhelmed by the needs of students now scares me for the future of how schools are going to be able to address student needs. Short answer is they won't be able to. Cutting social workers and counselors in a time with unprecedented mental health challenges for our youth during May's mental health awareness month while still promoting the "believe you matter" initiative is dangerous. I worry about our students' safety. Our students' needs are not just going to magically go away because there are less counselors and less social workers, it just means that our most vulnerable will be ignored and could lead to the most grievous of consequences.
Karen	M	Other Community Member	I am writing as an angry and deeply concerned grandparent. My ADHD grandchild has made ZERO academic progress in the last two years at BSD, and the cause is clear: the district's overwhelming reliance on tech-based learning. iPads, apps, and independent screen time have replaced real teaching, real guidance, and real learning. This model is failing him. My three grown children attended CME and thrived. I have watched BSD decline over the last decade, and the shift toward screen-based instruction has been the most damaging change of all. Digital programs may keep students occupied, but they do not build skills, deepen understanding, or support children who need direct, structured instruction. My grandchild is more distracted, more frustrated, and less confident than ever — and BSD's instructional choices are directly responsible. This is unacceptable. Next year will be his last unless BSD changes its tech-use policy and returns to teacher-led instruction that actually supports student
Ave	R	Parent/Guardian	I'm very concerned with how much time my second graders are spending on iPads during their school day. They are on a screen for more than half the time they are at school. These are lower elementary students whose brains are still developing. I'm worried about both the mental health and critical thinking skills that children are missing out on without person to person teaching. I'm concerned at the security of apps like Canvas and Iready. We as a society have so much studies around screens, learning, and middle and elementary children that have been ignored. I understand that the big shift happened during COVID. I also understand that BSD is committed to the Best Practices of education - why are we failing our children by allowing them to be on devices for more than half the education hours they are getting? From learning basic handwriting skills to being able to manipulate materials to build concrete math skills. We are 48th in the US in education. We HAVE to do better. I'm also worried about the lower elementary children's regulation with all the screen time during their school day. My children are spending multiple hours a day on screens and coming home completely

			overstimulated. I'm hearing this from every other parent that I've talked to - why are we doing this to their brains? Please, I want to understand what the positives are to these children? I've noticed there are barely any effort in going into building healthy habits with screen time.
Jennifer	Metter	Parent/Guardian	If technology-based learning continues to be heavily relied upon in our elementary schools without meaningful changes, I will have no other choice but to withdraw my son from the Beaverton School District and pursue private education. The clear negative impact technology has had on my son's academic progress is enraging. The current model has not supported his growth. His assessment data has remained stagnant, which does not reflect his abilities. It reflects an instructional approach that is not meeting students needs. The district's reliance on iPad-based learning raises several concerns: Inequity for students who require explicit instruction, Increased distractibility by the app, Shallow engagement instead of deep learning and Reduced teacher interaction which ADHD learners benefit most from: direct instruction, modeling and guided practice, Weak working memory support, Inequity for students who require explicit instruction & POOR ACCOUNTABILITY FOR ACTUAL LEARNING!
Susan	O'Neill	Parent/Guardian	I am not anti-technology, but I am deeply concerned by the amount of screen use now happening throughout the elementary school day. As a parent volunteer, I regularly saw videos, apps, and gamified learning used across classrooms, PE, music, and even "brain breaks." I was even discouraged from taking my first grader to the library weekly for reading level appropriate books because she was expected to read on an iPad at home instead. Schools should help protect and foster increased attention spans, reading stamina, creativity, movement, and social development—not add to the problem. I urge the board to reevaluate how much screen time is truly necessary, especially for younger students.
Andy	C	Parent/Guardian	Technology has a place in education, but it should support learning, not replace it. Students only need dedicated instruction in essential digital skills like typing, research, and responsible internet use. In core subjects such as English, math, and history, the research consistently shows that physical books, handwriting, and face-to-face instruction lead to better comprehension, retention, focus, and critical thinking than constant laptop use.

Tosha	Jones	Parent/Guardian	I am writing to express urgent concern regarding the current implementation of 1-to-1 technology, specifically Chromebook usage. While intended as an educational tool, the reality in the classroom has shifted. My daughter, like many of her peers, frequently spends her instructional time using her device to chat with friends rather than engaging with the curriculum. This constant digital immersion is taking a measurable toll. Beyond mental health, the "always-on" nature of these devices creates persistent safety risks and distractions that teachers are spread too thin to monitor effectively. We need a reassessment of our tech-first approach. I urge the district to prioritize: * Stricter software limitations on social platforms. * Increased "off-screen" instructional time. * Greater transparency regarding safety. Our children's mental and physical health must come before digital convenience. Sincerely, Tosha jones
Samantha	Unrau	Parent/Guardian	The data is growing increasingly more clear that the impact of digital devices, social media and technology at large have profound impacts on the development of young brains. Young children are increasingly more susceptible to the mental and physical danger that can present itself when technology presented as curriculum is pushed upon them without the correct monitoring, guardrails and safety measures in place. Online predatory behavior, bullying, the negative effects of echo chambers and the commoditization of personal data puts everyone at risk, but especially young minds who lack media literacy and the ability to recognize how these online platforms target consumers. As society leans harder into tech, I urge the school district to employ common sense policies and pair the use of tech with strong media literacy education. Nothing can replace IRL play, face to face interaction, and pen and paper.
John	Sohl	Parent/Guardian	I'd like to focus specifically on class size increases and the impact on students at West Tualatin View Elementary School. While the district has communicated an average class size increase, the projected increase at our school is significantly higher, meaning some schools are shouldering a disproportionate share of the impact. This is especially concerning at the elementary level, where foundational skills and social-emotional development are critical. These impacts are compounded by the potential introduction of blended or multi-grade classrooms. Blended classrooms can work when thoughtfully planned and well supported. Rapid implementation driven by staffing constraints increases risk for both students and teachers. We respectfully ask the Board to: Re-examine class size impacts at West TV Ensure no single school experiences a disproportionate increase Provide clarity on how blended classrooms will be supported if required next year

Mieka	Nichols	Parent/Guardian	Students are still able to access inappropriate and pornographic material on Chromebooks. Just a simple search on a site like Amazon and you'll have your screen filled with "Big Boobs" or whatever you like, especially if you add "manga" to your search. While some of these are not "explicit", they certainly are not appropriate for students and should not be accessible on District provided Chromebooks. Why is the district continuing to allow non educational sites to be accessible on Chromebooks? Why is the district still allowing sites and images that are inappropriate for children? Similarly, I've never heard any parent say, "YouTube shorts are great for my kid". They are a distraction from education and supporting dopamine addiction. The district needs to revaluate the purpose of the Chromebooks and their role. Does all the non-educational content really benefit the students? Until then, can we find a way to at least prevent students from seeing scantily clad women's images?
John	Preskitt	Parent/Guardian	My name is John Preskitt, and I'm a parent in the Beaverton School District at West TV Elementary. I'm here to share concerns about how recent budget cuts—specifically staff reductions—are increasing student-teacher ratios. While I understand budgets require difficult decisions, the impact is clear. Larger class sizes make it harder for teachers to provide the individual attention students need to succeed. This affects not only academics, but also student engagement, confidence, and overall well-being. So I would respectfully ask the board to clarify: What steps are being taken to mitigate increased class sizes next year? Are there opportunities to revisit budget priorities to better protect staffing? How can parents and the community effectively advocate for solutions? We want to help—but we need guidance on where our voices can make the greatest impact. Our students only get one chance at each school year. Protecting strong teacher support is essential to their success. Thank you.
Justin	Mathes	Parent/Guardian	As a parent of a rising 2nd and 5th grader, I am writing to share my deep concerns regarding the proposed budget. While I understand the reality of fiscal gaps, the Staffing Allocation Methodology (SAM) places an inequitable burden on West TV. From a teaching perspective, we know that literacy and numeracy gaps only widen as students get older. Combining increased class sizes with 'blended' multi-grade classrooms is a radical shift that puts our children's foundational years at risk. This implementation results in a disproportionate loss of resources for our school compared to others in the district. I urge the Board to revise the SAM for better equity, release the data used for these allocations, and prioritize the stability of our neighborhood schools. Every BSD student deserves a quality education that isn't compromised by flawed methodology.

Gwen	Perry	Parent/Guardian	I am shocked and concerned with the current rankings of the OR education system to begin with and now we are combining classes where there will be over 30 kids in a class for 5th grade. This seems like setting my kids up for failure as they prepare for middle school. What is being done to ensure that we are improving rather than sacrificing our kids futures?
Tiffany	Mathes	Parent/Guardian	I am a BSD educator and parent of a rising 2nd and 5th grader. I am deeply troubled by the proposed budget. While fiscal gaps are real, the Staffing Allocation Methodology (SAM) creates an inequitable burden on West TV. Combining increased class sizes with multi-grade "blended" classrooms is a radical shift that compromises instructional integrity. As a teacher, I know that literacy and numeracy gaps widen with age; destabilizing these foundational years is a risk our children cannot afford. The SAM's implementation results in a disproportionate loss of resources for our school compared to others. This isn't just a budget issue; it's an emotional and educational crisis for our community. We urge the Board to: Revise the SAM to ensure proportional changes across all schools. Release the data/spreadsheets used for these allocations. Protect the stability of neighborhood schools. All BSD students deserve equity and quality.
Alice	Huang	Parent/Guardian	I'm a concerned mother of two boys [redacted] at West TV. We were given notice late this school year that 3 teachers would be cut. We started at West TV because we lived in-district. When we had to move, we made a big financial/personal decision to stay within West TV because of our good experience with school and wanting to keep continuity for the kids. I'm worried West TV will be on the chopping block for further reductions which would gut instructional capacity both in # of instructors and add the stress of adaptation to current instructors managing year-to-year stability. I would like the board to re-consider their plan in terms of WHAT is cut from West TV and have a plan for some stability in the 5-year plan for West TV students given the budget forecasts. It would be preferable in my mind for schools to share staff (eg, cut FTEs) for non-classroom instructors, like social

			work and counseling staff or even PE, Music, Technology.
Ryan	Bracken	Parent/Guardian	BSD School Board, The district's proposed budget would result in a major reduction in classroom teachers at West TV ES. This would cause the majority of students at West TV, including our children, to be placed in multi-grade classrooms with class sizes far above the BSD average. This is a massive negative change and does not appear to be a change that is common across the district. While we support BSD's equity goals and efforts to reduce large to small school subsidization, these efforts cannot explain the proposed change at West TV. West TV's projected changes are not in line with the projected changes of schools similar to West TV. We urge the School Board to carefully consider the impacts of a movement to multi-grade classrooms at elementary schools in BSD and urge the Board to request at 2 classroom teachers per grade at West TV so multi-grade classrooms can be avoided. West would still have a lower than average cost per student. Regards, Ryan Bracken
Molly	O	Parent/Guardian	I'm writing to express concern with the proposed budget & disproportionate impact it will have on small schools. Please pause. OR is ranked 47th in the nation for education. 47th. We know that smaller schools produce better educational outcomes. We know that smaller schools come at a slightly higher cost. When did the fact that smaller schools are doing comparatively well become a problem? We are ready to allocate funds (as we should) to Title1 schools. We are ready to allocate funds (as we should) to ELL programs. Why are we not ready to allocate funds to keep schools small? Small schools are being punished. The messaging feels like the significant drop in staffing we will see year-over-year is okay because our kids were somehow "over served" in years past & this is just the necessary correction? Neighborhood schools are a pillar of strong communities. If we are worried about declining enrollment, creating big schools with less teachers, and more days off isn't the solution.

Blair	Siegel	Parent/Guardian	I am a parent of a current 2nd and 4th grader at West TV Elementary and am deeply concerned with the proposed changes to our school in light of the districts budget challenges. Of the 33 elementary schools in BSD West TV is proposed to see the largest decrease in budget, the largest decrease in budget allocation per student, and the largest increase in students per licensed staff member (a good proxy for class size). The most glaring result from this in my eyes is how much variation there is across schools in terms of proposed changes from this school year to the upcoming one. One might expect that all schools in the district would be expected to experience a similar and proportional impact with a district wide budget issue. This simply isn't the case, and West TV is the biggest loser of all. While we are sympathetic to the challenges of managing a budget, we cannot accept a disproportionately negative impact on our school.
Martha	Pedden	Parent/Guardian	My son is in 1st grade at West TV Elementary School. Our school is being disproportionately impacted by proposed staffing cuts, and we urge the district to review the outliers in the algorithm. Instead of the reported district-wide 1 additional student per licensed staff, the proposed changes will result in an avg 7 more students per licensed staff. West TV will also house the Flex online school, so office staff and other resources will be more efficient. Despite a modest student decline (4%) that should be covered by incorporating Flex, our school is proposed to cut 26% of teachers, and experience the highest increase in students per licensed staff (31%). To accommodate these drastic cuts, Principal Valentine is forced to blend grades. Not only will our teachers be dealing with the highest increase in student ratios, but they'll be shifting to a new model and teaching multiple grades. I do not believe this outcome was the intent and look forward to seeing the revised plan.

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.

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.

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.

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.

Spotlight:
Multilingual Programs

School Board Meeting
May 12, 2026

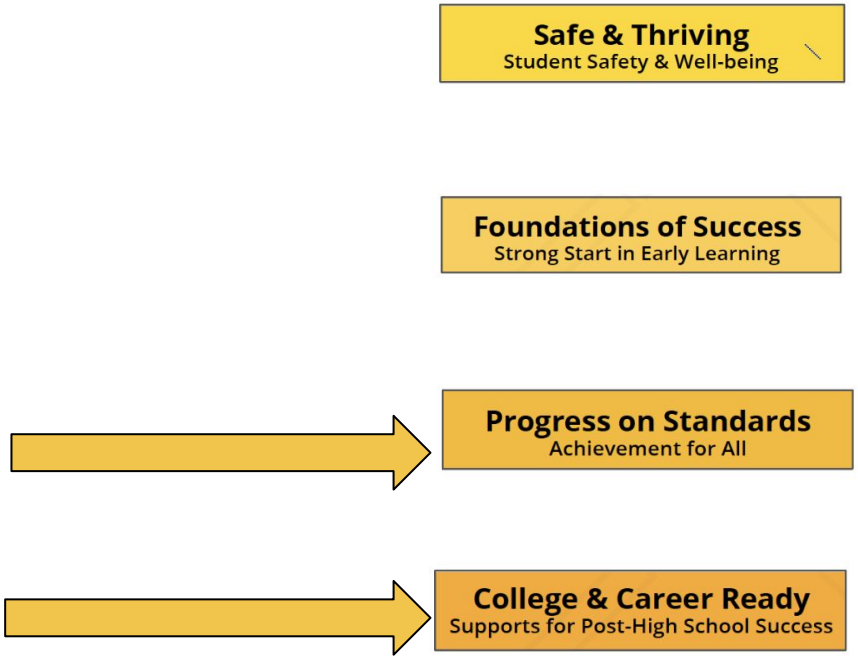
Presentation Team

- 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
On Track to ELP	2		2	2 × 30	*On Track to ELP*	2		2	2 × 15
Regular Attendance	1	0	1	1 × 15	*Regular Attendance*	1	0	1	1 × 10
Exclusionary Discipline	5	1	6	6 × 15	*Exclusionary Discipline*	3	0	3	3 × 10
ELA Achievement	3	0	3	3 × 10	*Least Restrictive Environment*	3	1	4	4 × 10
ELA Growth				× 10	*9th Grade On-Track*	3	0	3	3 × 15
Math Achievement	4	0	4	4 × 10	*5-Year Graduation*	3	0	3	3 × 30
Math Growth				× 10	*Post-Secondary Enrollment*	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			**Some Progress**		**Secondary Grades Rating**			**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
On Track to ELP	K-5	67.0		2		2	Some Progress
Regular Attendance	K-5	71.9	79.5	1	0	1	Limited Progress
Exclusionary Discipline	K-5	>95	>95	5	1	6	Notable Progress
ELA Achievement	3-8	30.3	62.5	3	0	3	Some Progress
ELA Growth	4-8						
Math Achievement	3-8	27.1	52.2	4	0	4	Notable Progress
Math Growth	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
On Track to ELP	6-12	34.8		2		2	Some Progress
Regular Attendance	6-12	59.7	69.0	1	0	1	Limited Progress
Exclusionary Discipline	6-12	91.9	94.7	3	0	3	Some Progress
Least Restrictive Environment	6-12	82.7	77.3	3	1	4	Notable Progress
9th Grade On-Track	9	88.0	92.7	3	0	3	Some Progress
5-Year Graduation	12	87.3	92.8	3	0	3	Some Progress
Post-Secondary Enrollment	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 ***Oregon***	83.0%
All students in ***Beaverton***	**88.9%**
All Recent Arriver students in ***Oregon***	66.1%
All Recent Arriver students in ***Beaverton***	**82.1%**
All Current English Learners (anytime in HS) in ***Oregon***	69.8%
All Current English Learners (anytime in HS) in ***Beaverton***	**71.8%**
All Former English Learners (exited prior to HS) in ***Oregon***	89.5%
All Former English Learners (exited prior to HS) in ***Beaverton***	**92.9%**

BEAVERTON SCHOOL DISTRICT

District Programming for EL-Classified Students

Strength of Elementary and Middle EL Programming

Strength of High School EL Programming

ELEMENTARY

Exit Rate
OTELP

MIDDLE SCHOOL

Exit Rate
OTELP

HIGH SCHOOL

4-Year Graduation Rate
5-Year Graduation Rate



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 ***Oregon***	81.3%	81.8%	83.0%
All students in ***Beaverton***	89.2%	87.9%	88.9%
All students in Migrant Education Program in ***Oregon***	81.6%	82.7%	82.9%
All students in Migrant Education Program in ***Beaverton***	76.9%	79.0%	84.4%

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.

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

Beaverton School District 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.

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

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.

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

Beaverton School District
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

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

	YTD Actuals	Current Encumb.	Actuals & Encumb.	Final Budget	Year-End Forecast	Variance
APPROPRIATIONS:						
Instruction	$ 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

BEAVERTON SCHOOL DISTRICT

2025-26 Classroom Teacher Staffing By School
As of 4/24/26

School	Budgeted Enrollment	4/24/26 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				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**	

BEAVERTON SCHOOL DISTRICT

2025-26 Classroom Teacher Staffing By School
As of 4/24/26

School	Budgeted Enrollment	4/24/26 Enrollment	Enrollment Change	Budgeted FTE General Fund	Budgeted FTE Levy	Budgeted FTE SIA	Budgeted FTE TOTAL	Actual FTE General Fund	Actual FTE Levy	Actual FTE SIA	Actual FTE TOTAL
Cedar Park	634	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**

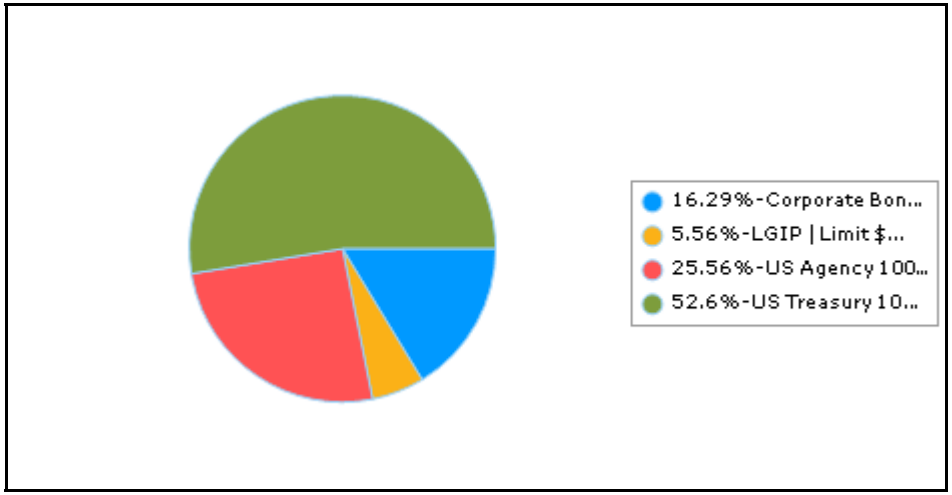
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Beaverton School District
Distribution by Asset Category - Market Value

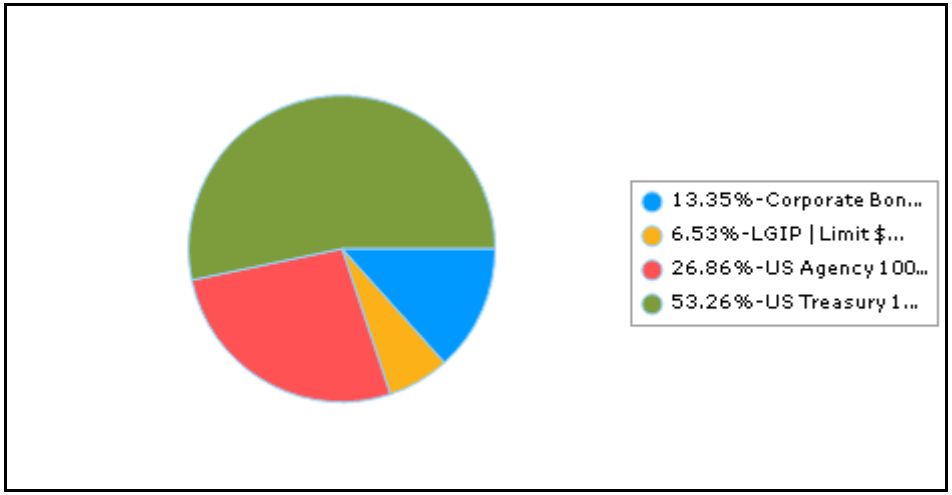
Begin Date: 3/31/2026, End Date: 4/24/2026

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

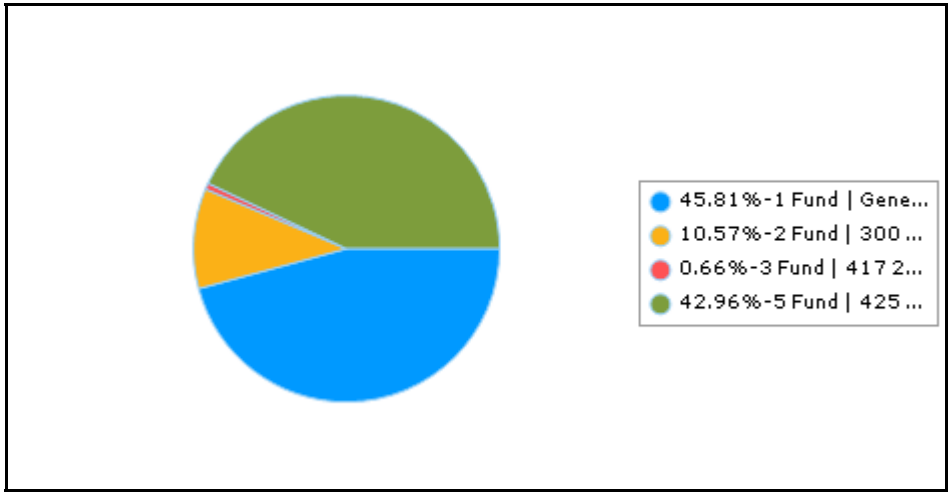


Beaverton School District
Distribution by Main Fund - Market Value

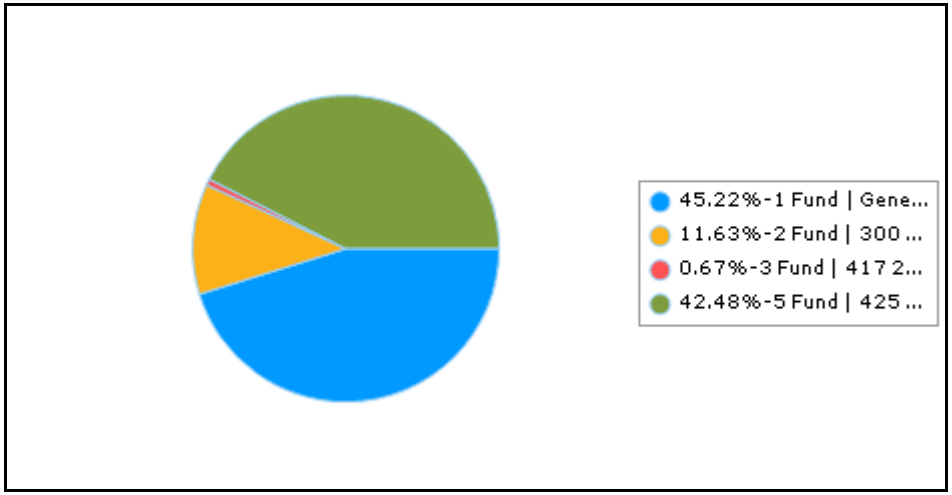
Begin Date: 3/31/2026, End Date: 4/24/2026

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**

Portfolio Holdings as of 3/31/2026



Portfolio Holdings as of 4/24/2026



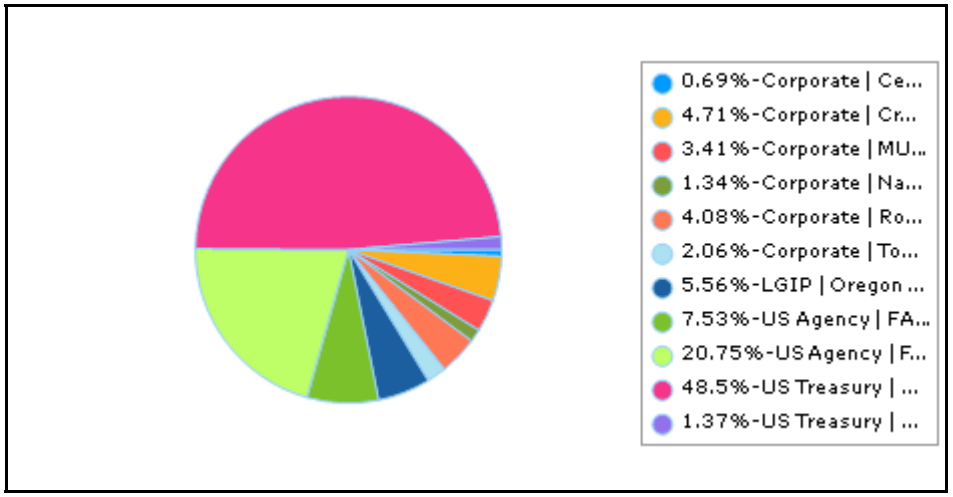
Beaverton School District
Distribution by Asset Class - Market Value

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

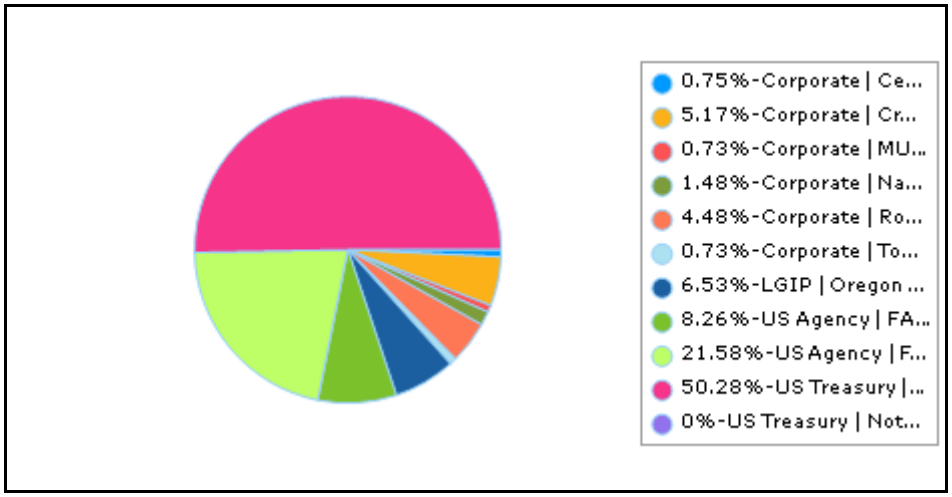
Asset Class Allocation

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 CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
Corporate | Century Housing Corp								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.02	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 CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
			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	Moodys-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%	Moodys-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%	Moodys-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 CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
FHLB 0 5/15/2026		12/11/2025	20,691,679.17	99.79	20,955,900.00	3.16%	Moodys-Aa1	15
313385WV4	21,000,000.00	3.46	20,970,162.50	5.05	0.00	-14,262.50	S&P-AA+	0.04
FHLB 0 5/15/2026		12/22/2025	2,957,820.00	99.79	2,993,700.00	0.45%	Moodys-Aa1	15
313385WV4	3,000,000.00	3.57	2,995,606.25	5.05	0.00	-1,906.25	S&P-AA+	0.04
FHLB 0 5/21/2026		3/23/2026	1,988,658.89	99.73	1,994,600.00	0.3%	S&P-AA+	21
313385XB7	2,000,000.00	3.48	1,995,963.33	4.64	0.00	-1,363.33	Moodys-Aa	0.06
FHLB 0 5/8/2026		8/27/2025	973,153.61	99.86	998,600.00	0.15%	S&P-AA+	8
313385WN2	1,000,000.00	3.91	999,154.44	6.31	0.00	-554.44	Moodys-Aa1	0.02
FHLB 0 5/8/2026		2/24/2026	4,965,223.61	99.86	4,993,000.00	0.75%	S&P-AA+	8
313385WN2	5,000,000.00	3.45	4,996,188.89	6.31	0.00	-3,188.89	Moodys-Aa1	0.02
FHLB 0 5/8/2026		2/24/2026	2,481,699.31	99.86	2,496,500.00	0.38%	S&P-AA+	8
313385WN2	2,500,000.00	3.64	2,497,994.44	6.31	0.00	-1,494.44	Moodys-Aa1	0.02
FHLB 0 6/16/2026		12/4/2025	29,425,275.00	99.47	29,841,000.00	4.49%	S&P-AA+	47
313385YD2	30,000,000.00	3.62	29,860,762.50	4.08	0.00	-19,762.50	Moodys-Aa1	0.13
FHLB 0 7/16/2026		12/4/2025	19,561,955.56	99.17	19,834,000.00	2.99%	S&P-AA+	77
313385ZK5	20,000,000.00	3.60	19,849,422.22	3.91	0.00	-15,422.22	Moodys-Aa1	0.21
FHLB 0 8/24/2026		2/24/2026	4,916,036.11	98.78	4,939,150.00	0.74%	S&P-AA+	116
313385D29	5,000,000.00	3.40	4,946,188.89	3.82	0.00	-7,038.89	Moodys-Aa1	0.32
FHLB 0 8/7/2026		12/4/2025	24,403,663.19	98.95	24,738,250.00	3.73%	Moodys-Aa1	99
313385A97	25,000,000.00	3.58	24,760,010.80	3.85	0.00	-21,760.80	S&P-AA+	0.27
FHLB 0 9/15/2026		12/11/2025	29,228,550.00	98.56	29,569,200.00	4.46%	S&P-AA+	138
313385F84	30,000,000.00	3.42	29,617,050.00	3.80	0.00	-47,850.00	Moodys-Aa1	0.38
			141,593,714.45		**143,353,900.00**	**21.6%**		**73**
Sub Total US Agency | FHLB	**144,500,000.00**	**3.53**	**143,488,504.26**	**4.25**	**0.00**	**-134,604.26**		**0.2**
US Treasury | Bill - Slug								

Beaverton School District
Portfolio Holdings by Asset Class

Date: 4/24/2026

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

Beaverton School District
Portfolio Holdings by Asset Class

Date: 4/24/2026

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

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

DRAFT MEETING MINUTES – BOARD WORK SESSION 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	Interim Superintendent
Kerry Delf	Chief of Staff
Dr. Shelly Reggiani	Associate Superintendent for Teaching & Learning
Jill O'Neill	Executive Administrator for Teaching & Learning and Option Schools
Todd Corsetti	Executive Administrator for High Schools
Bao Vang	Executive Administrator for PreK-8 Schools
Chris Frazier	Executive Administrator for PreK-8 Schools
Lori Krumm	Executive Administrator for Student Services
Sho Shigeoka	Administrator for Support Services
Kara Yunck	Communications Coordinator
Marcie Davis	Executive Assistant

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

I. OPEN MEETING

Chair Sunita Garg called the meeting to order at 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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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

BEAVERTON SCHOOL DISTRICT
School Board Meeting
District Office, 1260 NW Waterhouse Ave.
Tuesday, April 14, 2026

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING APRIL 14, 2026

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

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

Staff Present:	
Michael Schofield	Interim Superintendent
Dr. Shelly Reggiani	Associate Superintendent for Teaching & Learning
Casey Waletich	Associate Superintendent for Operations & Support Services
Kerry Delf	Chief of Staff
Steffanie Frost	Chief Human Resources Officer
Curtis Semana	Executive Administrator for Human Resources
Erica Marson	Executive Administrator for Human Resources
Janine Mobley	Executive Administrator for Human Resources
Alfonso Giardiello	Executive Administrator for Talent Acquisition
Jill O'Neill	Executive Admin for Teaching & Learning and Option Schools
Todd Corsetti	Executive Administrator for High Schools
Bao Vang	Executive Administrator for PreK–8 Schools
Veronica Galvan	Administrator for Curriculum, Instruction & Assessment
Toshiko Maurizio	Administrator for Multilingual Programs
Christina Schulz	Assistant Administrator for Academic Options
Tisa Meador	Teacher on Special Assignment, Multilingual Programs
Jennifer Mann	Teacher on Special Assignment, Multilingual Programs
Kara Yunck	Communications Coordinator
Marcie Davis	Executive Assistant

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

draft

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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

i. BCFAA Community Partnership Teams (delete)
ii. GDA Instructional Assistants (delete)
iii. 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.

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.

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

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

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 Busses

- **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

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.

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.

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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.

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

BEAVERTON SCHOOL DISTRICT

BUDGET CALENDAR
FOR 2027-28 BUDGET

REVISED DRAFT

October 13, 2026 **Tuesday**	***School Board Meeting - 7:00 p.m.*** · Budget committee openings · Application process discussion	*District Office*
February 16, 2027 **Tuesday**	***School Board Meeting - 7:00 p.m.*** · Appoint budget committee members to fill vacancies	*District Office*
March 16, 2027 **Tuesday**	***Budget 101 - 5:45 p.m. (before board meeting)*** · Provide up-to-date budget information prior to budget proposal · Budget committee to ask questions about process and significant factors influencing the budget	*District Office*
May 4, 2027 **Tuesday**	***Budget Committee Meeting - 5:45 p.m.*** · Election of budget committee officers · Superintendent proposes the budget and delivers the budget message · Public testimony	*District Office*
May 20, 2027 **Thursday**	***Budget Committee Meeting - 5:45 p.m.*** · Budget committee discussion · Approval of budget and tax levies	*District Office*
June 8, 2027 **Tuesday**	***School Board Meeting - 7:00 p.m. (during board meeting)*** · Budget public hearing · Board makes appropriations · Adoption of budget and tax levies	*District Office*

<u>District Contacts in 2026–27</u>
Dr. Tony Smith, Superintendent
Jessica Jones, Chief Financial Officer
Michael Schofield, Senior Financial Advisor
Marcie Davis, Executive Assistant

Approved by board _____ 2026

Belong. Believe. Achieve.

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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*

LEGAL FRAMEWORK

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*

CONTRACTUAL SAFEGUARDS

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.

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.a4l.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.





CURRICULUM SELECTION

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



STUDENT & TEACHER VOICE

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

ELEMENTARY CLASSROOM

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.



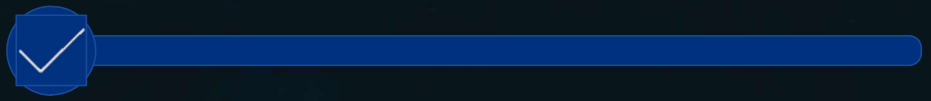
Hands-On Exploration

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.



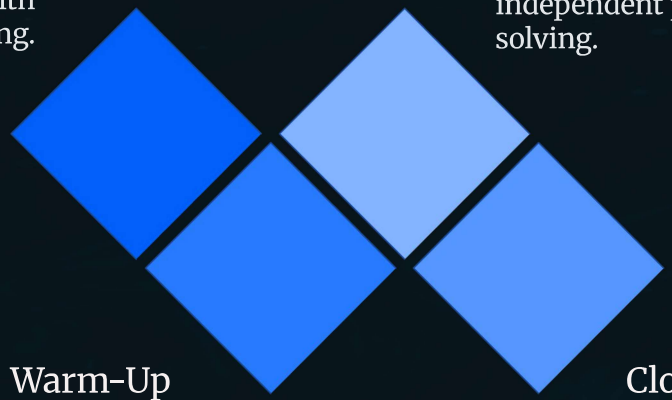
Closing as Formative Assessment

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

SECONDARY CLASSROOM

What a Secondary Math Lesson Looks Like

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



Mini-Lesson

Direct instruction with teacher modeling.

Practice

Small-group and independent problem solving.

Warm-Up

Activate prior knowledge and routines.

Closing

Exit ticket to check for understanding.

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.



Teacher-Student Relationships

Strong relationships support trust, guidance, and growth.



Age-Appropriate Learning

Match tools and experiences to students' developmental stage.



Active Engagement

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



Student Well-Being

Prioritize student well-being alongside academic learning.



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

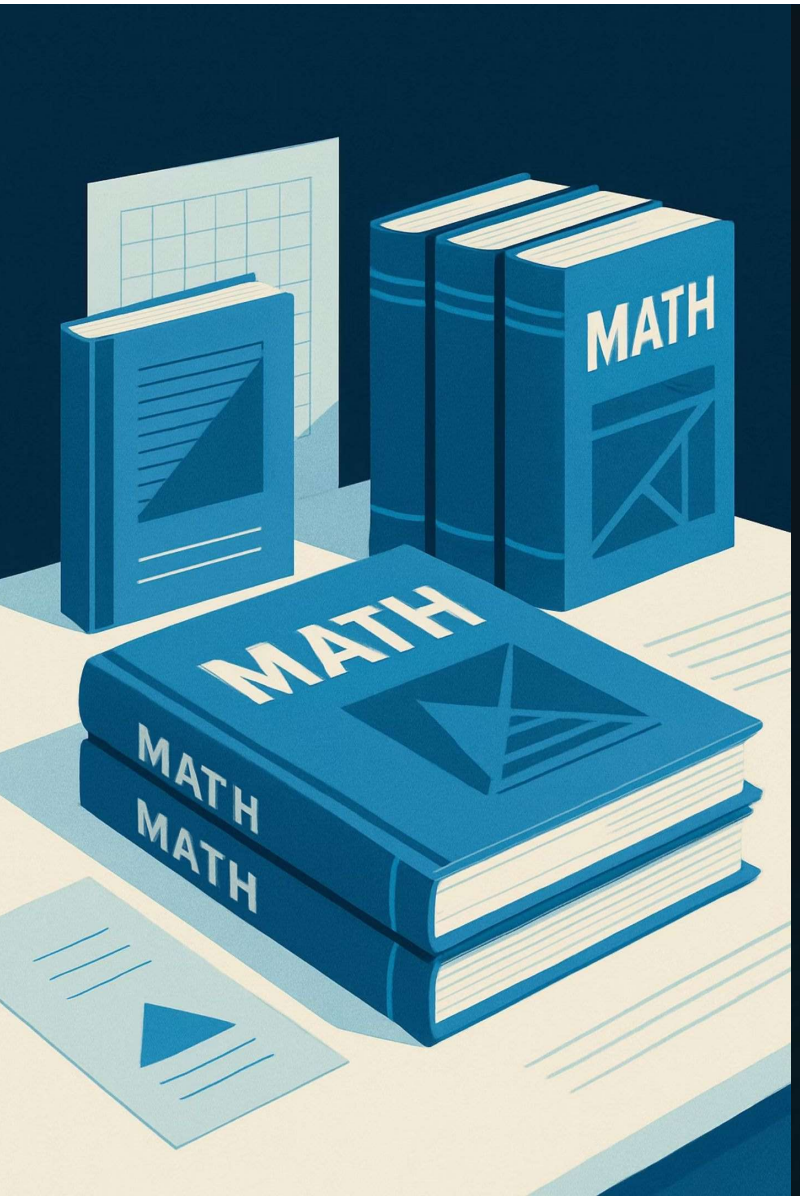
Professional Development

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.

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.



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.



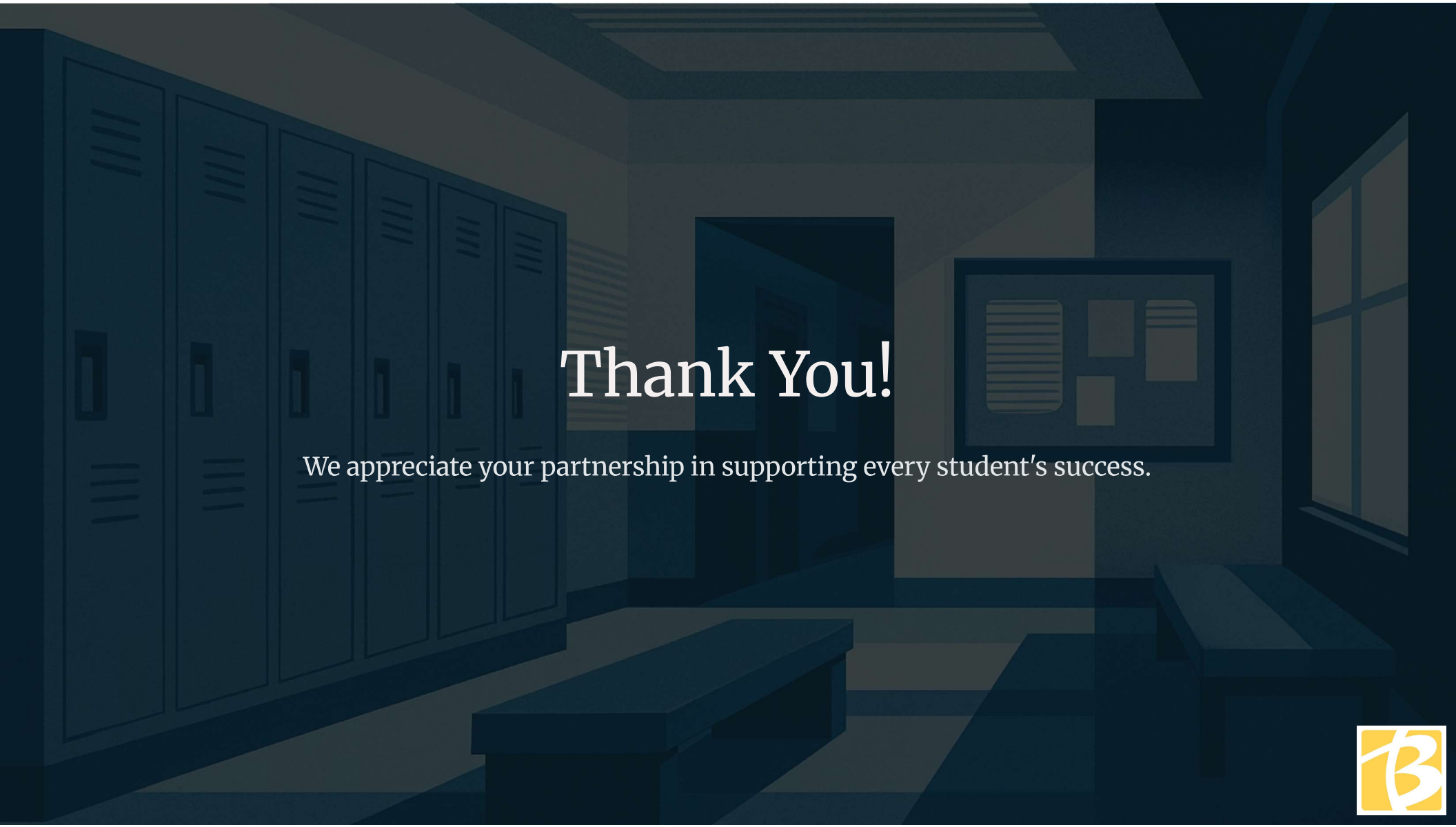
Personalized Tier 2 Instruction

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



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

BEAVERTON SCHOOL DISTRICT

Presentation Team

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

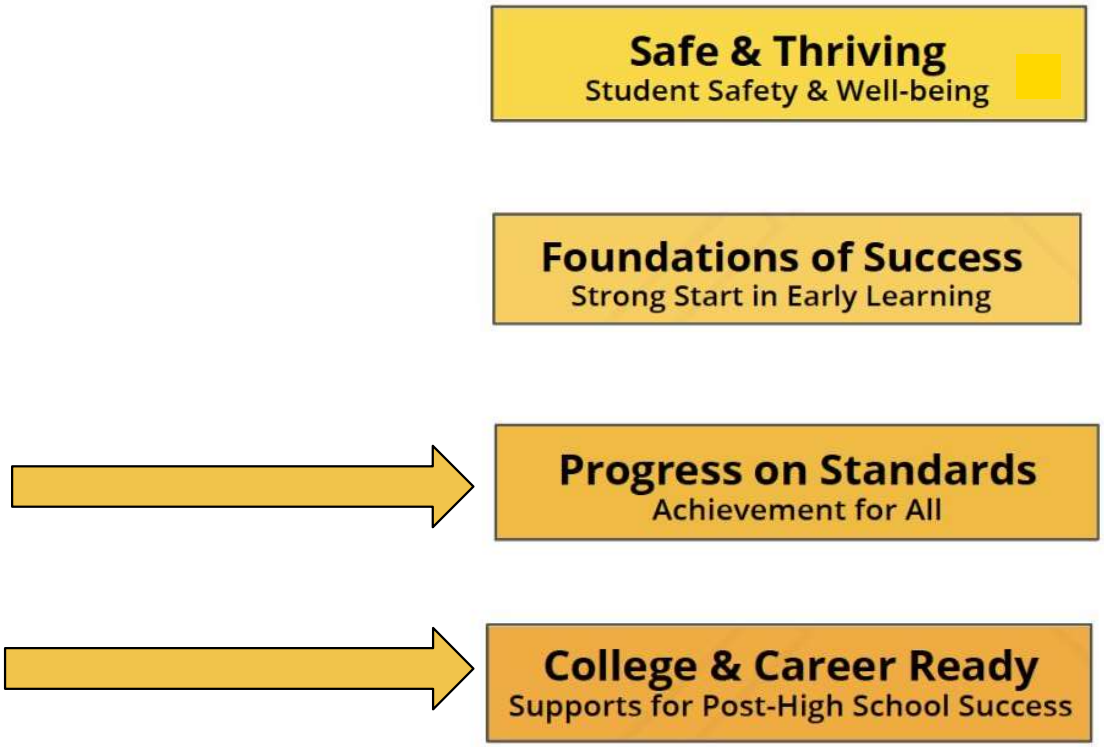
BEAVERTON SCHOOL DISTRICT

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.

BEAVERTON SCHOOL DISTRICT

Connection to District Strategic Plan



BEAVERTON SCHOOL DISTRICT

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**?

BEAVERTON SCHOOL DISTRICT

Math Materials Selection Background and Summary

BEAVERTON SCHOOL DISTRICT

Background and Summary

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

BEAVERTON SCHOOL DISTRICT

Math Materials Selection Process and Timeline

BEAVERTON SCHOOL DISTRICT

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

BEAVERTON SCHOOL DISTRICT

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

BEAVERTON SCHOOL DISTRICT

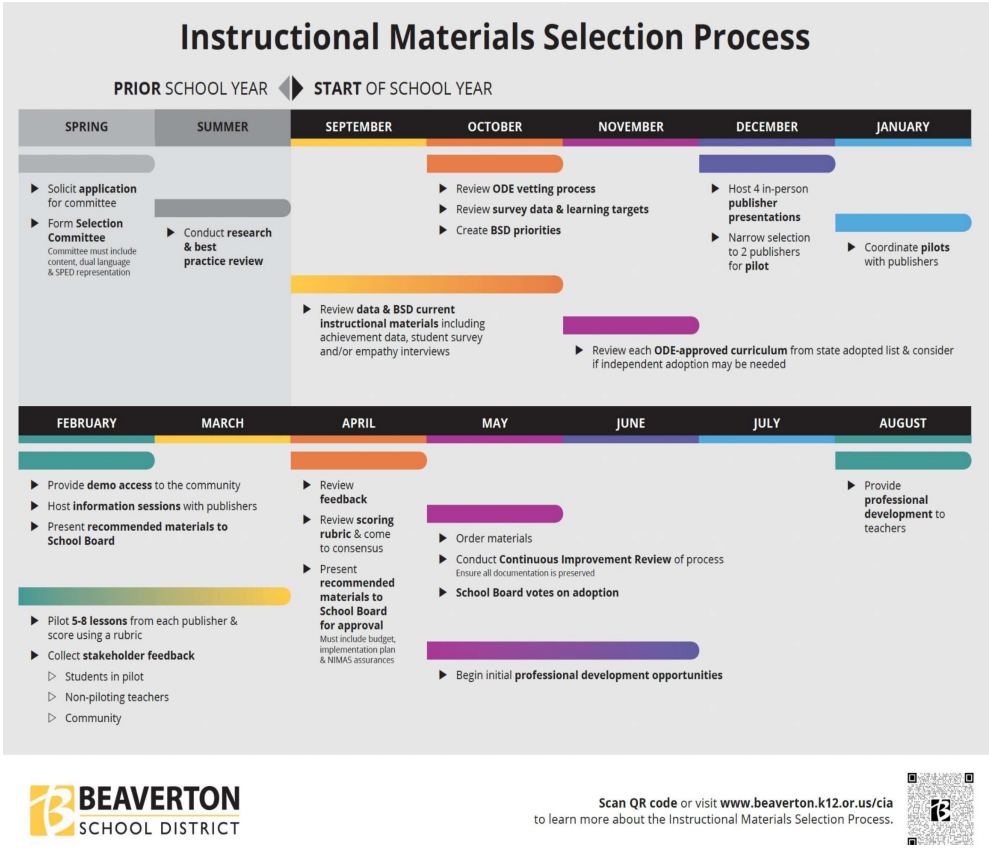
Math Materials Selection Process (cont.)

- 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.

BEAVERTON SCHOOL DISTRICT

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.



K-12 Math Committee Membership

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

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

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

Teaching & Learning
District Administrators - 3

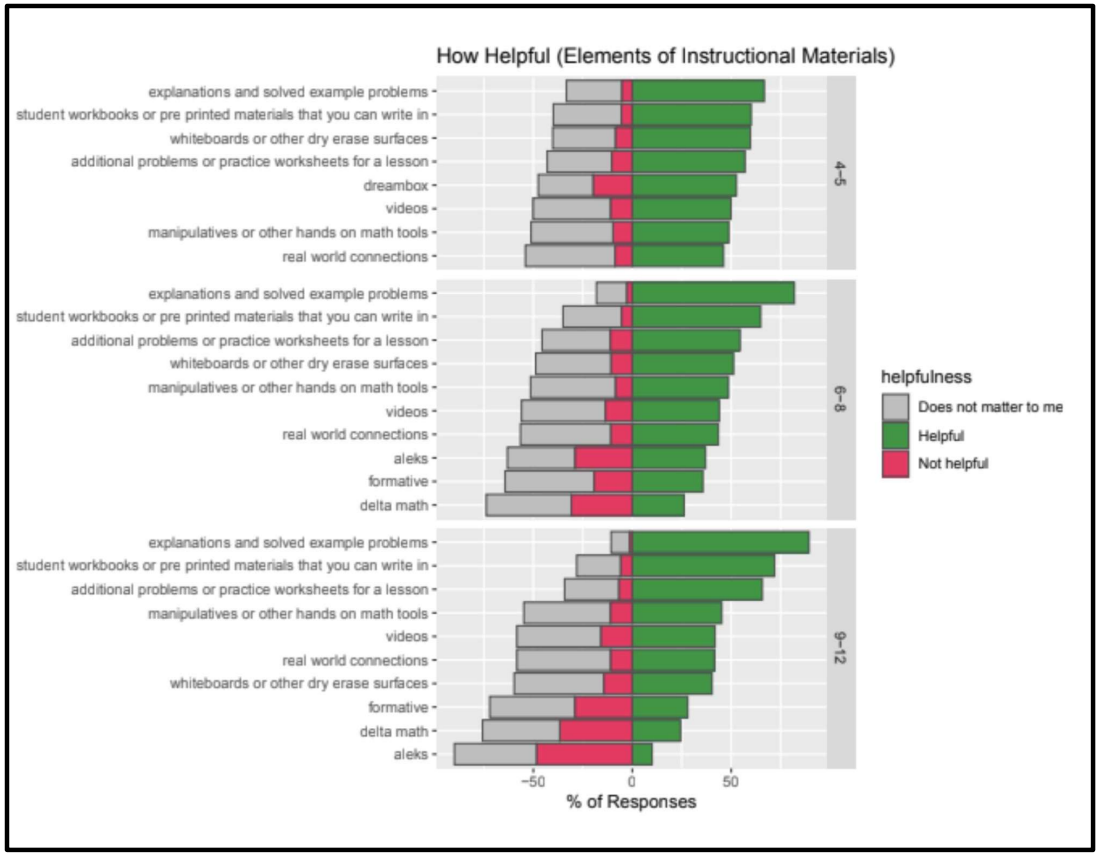
Math Materials Selection Committee Roster

BEAVERTON SCHOOL DISTRICT

Instructional Materials Review

Selection committee

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

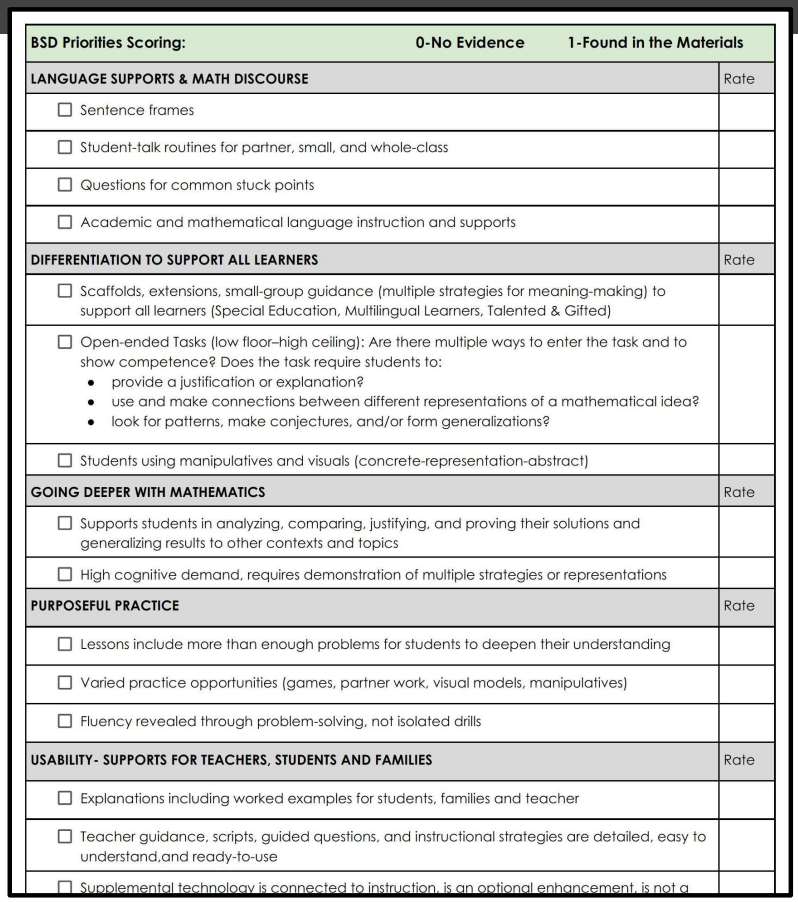


BEAVERTON SCHOOL DISTRICT

Instructional Materials Review

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

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



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

BEAVERTON SCHOOL DISTRICT

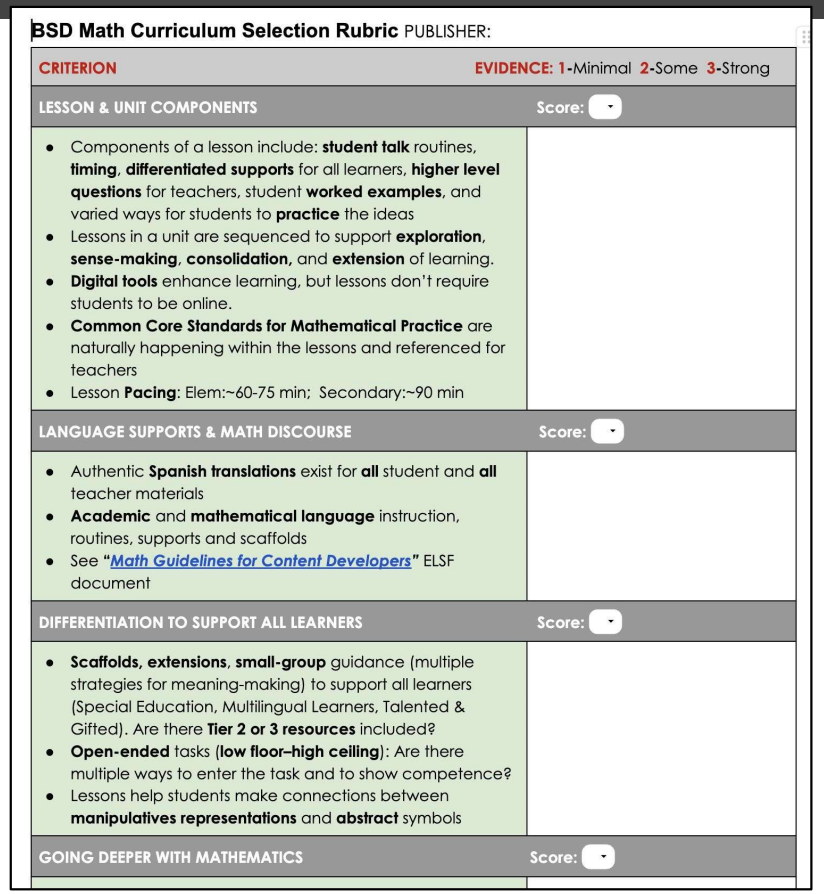
Instructional Materials Review

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

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

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

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



BSD Math Curriculum Selection Rubric PUBLISHER:

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

BEAVERTON SCHOOL DISTRICT

OREGON MATH PROJECT

Meaningful Math for Every Student

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



Oregon Math Project

BEAVERTON SCHOOL DISTRICT

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

BEAVERTON SCHOOL DISTRICT

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

BEAVERTON SCHOOL DISTRICT

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

BEAVERTON SCHOOL DISTRICT

Summary of Input

BEAVERTON SCHOOL DISTRICT

Pilot Teacher & Student Evaluations and Public Survey Input

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

Math Materials Selection Recommendation

BEAVERTON SCHOOL DISTRICT

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



Elementary
Curriculum Associates' iReady

Middle and High School
Imagine Learning's
Illustrative Math

BEAVERTON SCHOOL DISTRICT

Math Materials: Elementary

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

Strengths:	**Limitations:**
• 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	• Navigating online resources • High quality supports for differentiation • Primary level preparation • Online materials enhanced learning

BEAVERTON SCHOOL DISTRICT

Elementary Teacher and Student Voices

Student:	**Teachers:**
“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 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 like how it made me look forward to math…” (5th grader)	“I especially appreciated the emphasis on reflection and writing, which helped deepen their understanding of the vocabulary and strategies taught.”
“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)	“My students loved the math talks and cultural connection slides.”
“Another thing I really liked was the strategies the textbook taught us.” (3rd grader)	“Great sentence frames and opportunities for student talk.”

Math Materials: Middle & High

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

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

BEAVERTON SCHOOL DISTRICT

Middle School Teacher and Student Voices

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

Alignment to NIMAS, Implementation Plan & Budget

BEAVERTON SCHOOL DISTRICT

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

BEAVERTON SCHOOL DISTRICT

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

BEAVERTON SCHOOL DISTRICT

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.

BEAVERTON SCHOOL DISTRICT

Math Materials Selection Budget

BEAVERTON SCHOOL DISTRICT

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

BEAVERTON SCHOOL DISTRICT

Thank You

BEAVERTON SCHOOL DISTRICT

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

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

BACKGROUND

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

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

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

RECOMMENDATION
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.

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

BEAVERTON SCHOOL DISTRICT

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

Community Partnership Teams

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.

DELETE

BEAVERTON SCHOOL DISTRICT

Code: GDA
Adopted: 11/16/15
Readopted: 9/25/17
Orig. Code(s): GDA

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;

DRAFT

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.

DELETED

BEAVERTON SCHOOL DISTRICT

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

Curriculum Development

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

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

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

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

END OF POLICY

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

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

DRAFT

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

DELETE

BEAVERTON SCHOOL DISTRICT

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

District Curriculum

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

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

END OF POLICY

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

Senate Bill 1098 (2025)

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.

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.

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 Process



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.



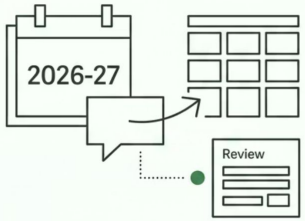
Division 22 Correction

The Issue

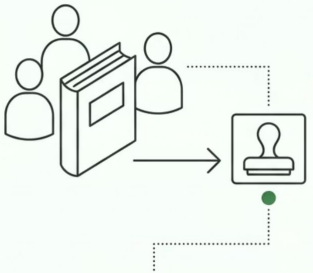
After previously finding differently, upon reconsideration in 2025-26 ODE found BSD to have not met Division 22 standards for some portions of the adoption of the 2022 K-5 social science curriculum.

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 must be trained in the adoption process.

Two Corrective Actions Taken in Spring 2026

1

Community Review Opportunity

BSD offered the 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

T&L worked with CCI to broadly inform stakeholders of review opportunities through district communications channels.



Materials Review Sessions

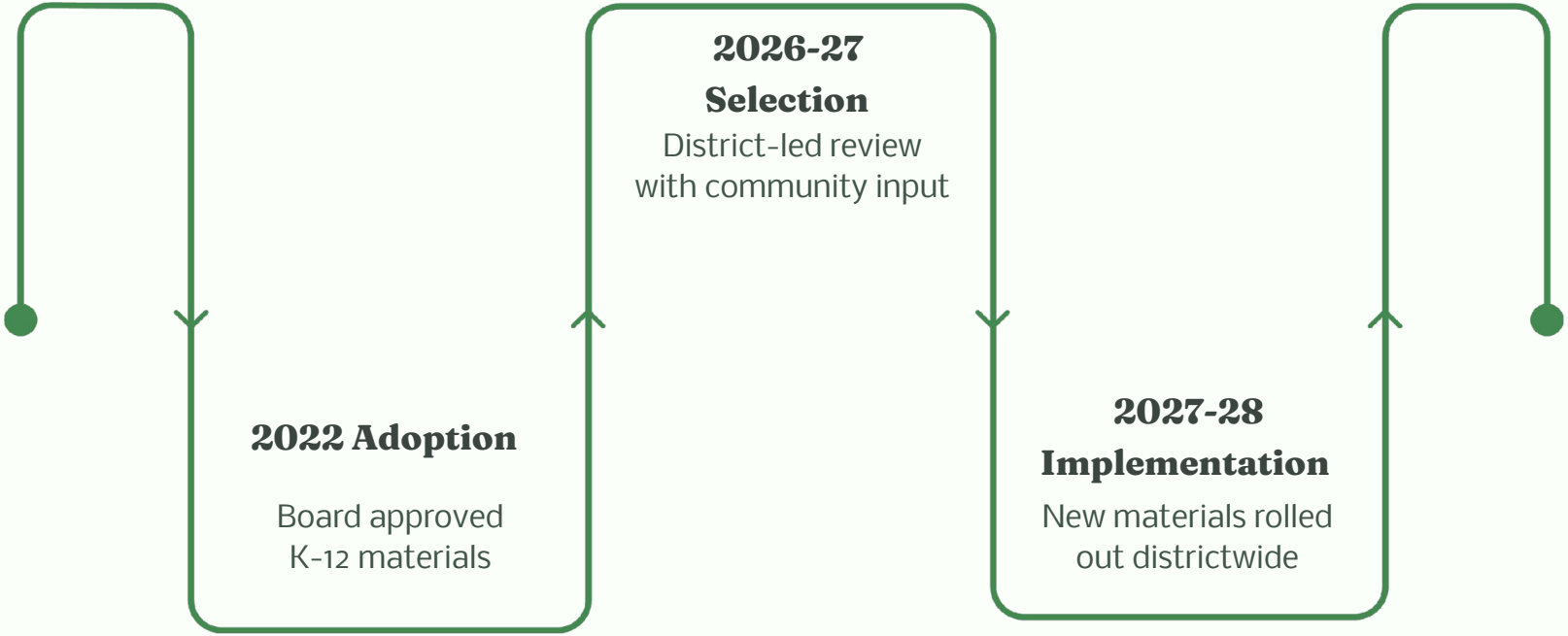
Community members were invited to examine the K-5 Social Sciences materials and submit structured feedback.



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

BSD is actively fulfilling both corrective actions issued by the Oregon Department of Education.

Community Voice Honored

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

Process Strengthened

Staff training and 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.

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.