



Beaverton School Board Business Meeting

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, August 11, 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. SUPERINTENDENT'S REPORT

- A. Comments by the Superintendent

III. PUBLIC COMMENTS

- A. Comments by Employee Groups
- B. Comments by Community Members

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IV. ITEMS FOR INFORMATION

- A. Superintendent's 100-Day Plan
- B. Board Committees

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V. CONSENT AGENDA

- A. Personnel
- B. Board Meeting Minutes
 - a. School Board Executive Session, June 9, 2026
 - b. School Board Work Session, June 9, 2026
 - c. School Board Business Meeting, June 9, 2026
 - d. School Board Executive Session, June 23, 2026
 - e. School Board Special Meeting, June 23, 2026
- C. Public Contracts

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VI. ITEMS FOR ACTION AT A FUTURE MEETING

- A. Board Policy Updates
 - a. KNA Immigration Enforcement on District Property

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VII. BOARD COMMUNICATION

- A. Comments & Committee Reports

VIII. CLOSE MEETING

- A. Closing Comments
- B. Adjourn

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, August 7, 2026 through 12 p.m. on Tuesday, August 11, 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
Rhonda	Baggarley	Other Community Member	Sunset Credit Union has had a long-standing relationship with many Beaverton schools by providing Financial Literacy presentations and Financial Reality Fairs. Empowering students with financial knowledge that they can take into their adulthood is our passion. In 2018 we established an In-School/Student run branch at Merlo HS. From 2018-2024 we provided many paid internships for Students, including two who are still on staff at our branch. The interns perform basic teller transactions for fellow students along with sharing additional financial and budgeting tools. Since that time, the BSD has adopted new rules or requirements regarding business partnerships. Student-run credit union branches have successfully operated in schools nationwide within established legal and regulatory frameworks. Our goal is to reinstate this program at Merlo and expand into other interested schools. I will gladly provide additional information or answer any of your questions or concerns.
Divya	Kolar	Parent/guardian	For over a decade, BSD Science Olympiad teams have represented Oregon at the National Tournament. From 2022 to 2026, BSD middle schools won every Division B State Championship. This pipeline feeds high school programs like Sunset and Westview, which also became state champions. Eliminating middle school teams jeopardizes this STEM success. BSD cites insurance limitations for restricting middle school overnight travel. Yet, BSD high schools use district-approved travel procedures successfully. Why can a comparable approach not protect middle schoolers? Furthermore, the club lacks broad access only because BSD denies it official school-sponsored status in middle schools. Financially, families fund most travel and fundraising covers logistics. Nearly 100 Stoller and Tumwater students invest hundreds of hours into advanced STEM here annually. Please advocate to preserve this critical opportunity.

First Name	Last Name	Association with BSD	Comments
Ayanendu	Paul	Parent/guardian	Beaverton School District is currently not supporting middle school participation in Science Olympiad, one of the nation's premier STEM competitions. This affects multiple teams at Stoller and Tumwater Middle Schools and numerous middle school students each year. These programs have an extraordinary record: from 2022–2026, BSD schools earned 14 of the 15 top-three finishes at the Oregon Middle School Science Olympiad State Tournament, including the state championship every year. Science Olympiad often helps students discover lasting interests in science, engineering, medicine, and other STEM fields and provides an important foundation for BSD's strong high school Science Olympiad programs. We appreciate the District administration's willingness to meet with volunteer coaches and discuss the challenges involved. We sincerely hope BSD and the coaches can work together to find a path forward that preserves this exceptional opportunity for our students.
Pavan	Akkisetty	Parent/guardian	Science Olympiad is an incredibly valuable program for BSD students because it gives them an opportunity to apply what they learn in science, engineering, math, and technology to challenging real-world problems. It develops critical thinking, teamwork, creativity, perseverance, and hands-on problem-solving skills that are difficult to replicate in a traditional classroom. BSD students have consistently earned awards and strong results at Science Olympiad competitions. Their success demonstrates both the talent of our students and the significant interest in STEM within the BSD community. Continued district support allows these students to represent their schools and BSD at regional, state, and potentially national competitions. Current times show that STEM and technology skills are becoming increasingly important so I strongly encourage BSD to continue supporting Science Olympiad teams and help make these opportunities accessible to all interested students.
Sudhprasanna	Padigi	Parent/guardian	BSD middle schools have done exceedingly well in State and National Science Olympiad. We strongly support this program and urge the school district to support our teams to register state competition. Parents are more than willing to take care of the financial commitment needed for this competition.

First Name	Last Name	Association with BSD	Comments
Chethan	Srinivasa	Parent/guardian	Dear Superintendent, Beaverton School District Leadership, and Members of the School Board, We hope this message finds you well. First, we would like to express our sincere appreciation for Beaverton School District's continued commitment to providing high-quality educational opportunities for all students. We are grateful for the dedication of BSD educators, administrators, and staff who work tirelessly to support student success. We recently learned of the decision to discontinue Middle School Science Olympiad across the district. We respectfully ask BSD to reconsider this decision and work collaboratively with families, volunteers, and the Science Olympiad community to identify a sustainable path that allows the program to continue. For more than a decade, BSD has built one of Oregon's strongest middle school Science Olympiad programs. The program has provided students with opportunities to develop scientific knowledge, engineering skills, critical thinking, teamwork, leadership
Yamini	Nimmagadda	Parent/guardian	Science Olympiad gives BSD students valuable hands-on experience in science, engineering, teamwork, and problem-solving beyond the classroom. BSD students consistently earn awards and achieve strong results, demonstrating the tremendous STEM talent and interest within our community. Continuing BSD's support is important to ensure students have the opportunity to compete, learn, and represent our district at regional, state, and national levels.
Divya	Padigi	Parent/guardian	Sad to know bsd middle schools not sponsoring national science olympiad while they are supporting at high schools. Parents sponsored all activities historically not sure why BSD can't approve the activity now? Happy to explain history...
Atul	Shah	Parent/guardian	Science Olympiad provides an invaluable competitive platform that transforms STEM from a classroom subject into a collaborative, hands-on passion. By eliminating Science Olympiad for middle school, BSD cuts off vital opportunities for teamwork, critical thinking, and advanced problem-solving during the student's formative years. This program actively prepares BSD middle-school students for future high-demand STEM

First Name	Last Name	Association with BSD	Comments
			careers and fosters an inclusive academic community where students thrive. Over the years, it has consistently inspired participants to push their boundaries and pursue higher education (high-school & university) in STEM fields. BSD middle-school and high-school teams have consistently represented Oregon at National competitions. Reinvesting in Science Olympiad is a direct investment in our community's and national's STEM future innovators. Please bring back this essential program for middle-school BSD students.
Rajasekhar	Anumula	Parent/guardian	Science Olympiad is one of BSD's most successful STEM programs. For more than a decade, BSD middle school students have represented Oregon at the National Tournament, earning medals and national recognition. Students across BSD's 9 middle schools deserve continued access to this opportunity. These students earned the right to compete through hard work and achievement. I respectfully ask the Board to preserve this program and find a path forward for national participation.
Chandu	CP	Parent/guardian	Dear Dr. Smith, BSD Leadership, and School Board Members, We respectfully ask BSD to reconsider discontinuing Middle School Science Olympiad. Over decade, BSD schools have been among Oregon's strongest Science Olympiad programs, with BSD teams consistently advancing to state and national competition. At the 2026 Oregon State Tournament, 6 of 14 participating middle school teams were from BSD. Science Olympiad develops critical STEM skills including problem-solving, engineering, teamwork, leadership, and scientific inquiry while serving hundreds of students. Demand remains exceptionally high, with many more students applying than available team spots. The concerns cited regarding travel, cost, and staffing can be addressed through the volunteer-driven model. Parents are willing to continue coaching, fundraising, organizing, and supporting travel logistics, minimizing district burden. It is also the foundation of BSD's successful high school STEM programs.
Manish	Jain	Parent/guardian	Science Olympiad is a cornerstone of STEM excellence in BSD! For 10+ years, middle schoolers from across all 9 of our schools have worked tirelessly to represent Oregon at the National Tournament and win national medals. Our students have proven their dedication—now they need the Board's support. I respectfully urge the Board to preserve Science Olympiad and keep the path open for national competition which is getting closed as per latest decision

First Name	Last Name	Association with BSD	Comments
chethan	srinivasa	Parent/guardian	Dear BSD Leadership, We respectfully ask BSD to reconsider the decision to discontinue Middle School Science Olympiad. For more than a decade, BSD has built one of Oregon's strongest Science Olympiad programs, providing students with unique opportunities to develop STEM knowledge, critical thinking, teamwork, and leadership. Middle School Science Olympiad is also an important feeder for BSD's successful high school Science Olympiad and STEM programs. Parent volunteers are committed to coaching, organizing, fundraising, and helping cover program costs. We ask BSD to consider continuing official recognition and insurance support while allowing families to help minimize the financial and administrative burden. Before discontinuing this program, we respectfully request an opportunity to discuss sustainable alternatives. Please review the attached document outlining our concerns and proposed fundraising solutions. Thank you for your consideration.
chundu	Ragesh	Parent/guardian	Families choose Beaverton School District for its strong STEM programs. However, recent budget cuts restricting middle school participation in competitions like Science Olympiad and HOSA threaten student success. Early competition builds national-level high school talent—as demonstrated by Stoller Middle School's winning history. Unlike neighboring districts and states that prioritize STEM, BSD's cuts risk driving families to upcoming private school alternatives- need to know if that is an agenda when parents are willing to pay for all expenses towards these competitions. We need transparency on budget trade-offs and renewed commitment to middle school STEM pathways.
Kaviarasi	Thangarassu	Parent/guardian	Stem program- continuation of scioly. It makes the kids to do advance learning and team effort.
Rubi	Paul	Parent/guardian	Middle School Science Olympiad is very important for many middle schoolers. My elder daughter found passion for Biology after attending Science Olympiad in middle school, and now she wants to go to medical field. My younger daughter now wants to participate in Middle School SO. I request BSD to allow Tumwater MS teams to participate in Science Olympiad.

First Name	Last Name	Association with BSD	Comments
Aditi	Venkatesan	Student	Dear Beaverton School District Board, My name is Aditi Venkatesan, and I'm a junior at Westview HS. I'm writing to ask the board to reconsider bringing the Science Olympiad competition back to BSD middle schools. I attended Stoller MS, where I began Science Olympiad in 6th grade, and I have continued to this day. It has been such an important part of my education. Science Olympiad gave me the opportunity to learn about things I may not have encountered otherwise, develop a genuine interest in a variety of STEM subjects outside the classroom, and build soft skills (like teamwork) that I still use today. Now, while I understand the district's concerns regarding financial and travel restrictions, I hope that the board can work with parents and schools to find a way to reimplement middle school Science Olympiad. I know how much Science Olympiad can mean to students, and I'd love for future (and even current) middle schoolers to have the same opportunity I did. Thank you!
Abesolom	Fidel	Parent/guardian	As a BSD parent, I respectfully ask the district to reconsider its decision regarding support for Science Olympiad. Science Olympiad is more than an academic competition—it is one of the most authentic STEM learning experiences available to students. Through months of research, experimentation, engineering, and teamwork, students learn to think critically, solve complex problems, communicate effectively, and persevere through failure. The competition itself is simply the vehicle that motivates this deeper learning. As a parent, I view competition through an educational lens. The true value isn't medals or rankings, but the curiosity, discipline, confidence, and resilience students develop along the way. These experiences prepare them not only for future STEM careers, but for lifelong learning. I understand BSD's concerns regarding liability and hope the district can work with parents to find a solution that preserves this exceptional opportunity for our students.

First Name	Last Name	Association with BSD	Comments
Sweta	S	Parent/guardian	BSD to consider participating in Science olympiad. All BSD teams have been really good and nationals worthy
Harshit	Patni	Parent/guardian	Science Olympiad builds teamwork, healthy competition, and hands-on problem solving all at once—challenges across a team, learning to rely on each other and apply science the way real STEM careers do. It's a rare space a regular classroom can't replicate, and discontinuing it takes that away. It does not foster innovation
Sujatha	Sridaran	Parent/guardian	Can BSD please make changes to its policy to support Science Olympiad? It appears that BSD is not interested in promoting Science outside of classroom. More experience kids get, better prepared they will be for the outside world. Since BSD teams are ones typically the best and selected to go to Nationals, pulling support is very discouraging and sends a bad message to the kids.
Priyanka	Katta	Parent/guardian	Science Olympiad is very useful for kids to explore and study in depth. Please support science Olympiad
May Ling	Oh	Parent/guardian	Support Middle School Science Olympiad in Beaverton School District. I am writing as a BSD parent to ask for your support in preserving middle school Science Olympiad opportunities in the BSD. As a parent, I see Science Olympiad is much more than a competition. It gives students the chance to explore science and engineering through hands-on learning, teamwork, creativity, and problem-solving. It challenges students to develop both breadth and depth knowledge across wide range of STEM disciplines, outside the school curriculum. I would sincerely appreciate for BSD district leaders and volunteer coaches to discuss and explore possible solutions to support this Science Olympiad for the students. Together, we can help ensure our future generations (students) have the opportunity to experience the curiosity, challenge, and excitement that Science Olympiad provides. Thank you!
Rajeev Kumar	Dokania	Other Community Member	Want BSF to support science olympiad teams. The community is better with hard working students from BSD, and would be a tragic to see the champion teams of oregon, not being able to participate.
Sunil	Muralidharan	Parent/guardian	With the current curriculum . Kids do not get enough exposure to stem curriculum. Science Olympiad is an excellent opportunity for kids to focus on topics , develop interest and advance their learning . The team work and time spent to prepare forms an excellent prep material for kids . Beyond just preparing for topics , kids learn time management, team work and independent planning . I would like my kid to have this opportunity to

First Name	Last Name	Association with BSD	Comments
			participate in these programs. I would hope and trust that BSD sees the potential in this program and supports the student !
Michelle	Groce	Parent/guardian	I recently heard that BSD is considering whether to continue supporting Science Olympiad. This floored me and I am writing to urge the district to continue facilitating student participation in this great extracurricular opportunity. I appreciate that there are budget concerns the district is dealing with, but cutting Science Olympiad support has to be a very minimal cost saving in exchange for giving up a formative educational experience for many students throughout the district. Science Olympiad helps students by building excitement and enthusiasm for science, developing community with other students who share their interests, and of course teaching actual science knowledge and practices in a way that can go deeper and be more engaging than typical classroom work. My own elementary-age children are looking forward to the chance to participate in Science Olympiad in middle and high school. Please preserve this opportunity for them and for their peers!
Joseph	Nordstrom	Parent/guardian	The board has many funding demands but it is my hope that Science Olympiad is a priority. Thank you.

ITEM FOR INFORMATION**SUPERINTENDENT'S 100-DAY ENTRY PLAN****SUMMARY**

The superintendent's 100-day entry plan identifies goals, objectives and planned activities for how the superintendent will engage in purposeful, community-engaged, systematic work to rapidly create connections and gain insights to develop and support the district's direction for long-term success.

BACKGROUND

Dr. Tony Smith began serving as superintendent of the Beaverton School District on July 1, 2026. He has established a 100-day entry plan to facilitate his transition and engagement with the community, organized around the promise of the district's strategic plan: Belong, Believe, and Achieve.

The superintendent's 100-day plan strives to meet the following overarching goals:

- Build trust through transparency throughout the process.
- Dedicate time and space to listen and engage directly with stakeholders of every type and in every community within BSD.
- Review key areas that are essential for the district's success in order to understand our current state and identify opportunities for improvement.
- Ensure BSD continues to deliver on its core promises of Belong, Believe and Achieve.

RECOMMENDATION

The superintendent's 100-day entry plan and an update on progress to date will be presented for information and discussion. No action is needed.

Belong. Believe. Achieve.



SUPERINTENDENT'S 100-DAY PLAN

Dr. Tony Smith
Superintendent



Dear BSD Families, Staff and Community Members,

I am humbled and honored to have been chosen to lead this amazing organization. The Beaverton School District has a national reputation as a leader in education, and I have been impressed by the vibrant communities that comprise our district and, of course, the unsurpassed beauty of this area. My family and I couldn't be happier to be part of BSD.

Since my first day as an English teacher 25 years ago, my career has been dedicated to ensuring all students have the opportunity to reach their goals and dreams. That will be my focus as your superintendent. My commitment to you is to always listen, be engaged and invested in this community, and develop opportunities for all of us to work together to build upon what is already an outstanding school district.

To that end, the goal of this 100-Day Plan is to create as many opportunities as possible for me to interact with our community and to hear and learn from students, families, employees and community members. I know it takes all of us working together and being committed to truly reach our goals and aspirations for BSD students. This plan is organized around three primary pillars — Belong, Believe and Achieve — aligned with the district's strategic plan. These priorities will guide both this listening and learning process and future decision making.

Stay informed about our progress and learn about ways you can participate at www.beaverton.k12.or.us/superintendent. I look forward to getting to know our community, meeting you and hearing your thoughts.

With gratitude,



Dr. Tony Smith
Superintendent
Beaverton School District





Letter from the Board Chair

On behalf of the Beaverton School Board, I am pleased to welcome Dr. Smith to our district. Throughout the superintendent selection process, we heard clearly from our community about the importance of strong relationships and centering decisions around what is best for students — their learning, well-being and a clear vision for the future. Dr. Smith embodies these qualities.

We are grateful to our staff, students, families and community members whose input helped guide this decision. Their voices continue to shape the direction of our district.

As a board, we remain committed to supporting Dr. Smith in achieving our shared goals and ensuring every student thrives. We look forward to working together with our community to build on our strengths and continue moving our district forward.

Please join us in welcoming Dr. Smith to our district.

Sincerely,

Sunita Garg

2025–26 School Board Chair
Beaverton School District

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100-DAY PLAN OVERVIEW

The purpose of this entry plan is to outline my first 100 days as superintendent. By building on the great successes of the past and creating new, long-term relationships, I believe that together we can make BSD the absolute best school district in Oregon, as well as the country. While this plan outlines specific actions for my first 100 days, I fully expect that it will grow and adjust, as I hear and learn more every day.



OBJECTIVES

This plan will strive to meet the following overarching goals:

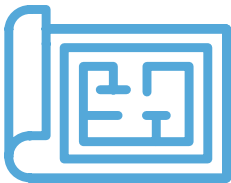
- ✚ Build trust through transparency throughout the process.
- ✚ Dedicate time and space to listen and engage directly with stakeholders of every type and in every community within BSD.
- ✚ Review key areas that are essential for the district's success in order to understand our current state and identify opportunities for improvement.
- ✚ Ensure BSD continues to deliver on its core promises of Belong, Believe and Achieve.



PREPARATION (April – June 2026)

APR • MAY • JUN

Between my hiring and first day on the job, I will work with the executive team to gather and assess information related to the operations of the district, including everything from academics to finances. I will also work with the school board to map out my community engagement plan, understand their priorities and learn more about the BSD community.



FIRST 100 DAYS (July – October 2026)

JUL • AUG • SEP • OCT

During my first 100 days as superintendent, I will focus on getting to know the people within the school system and community. My job is to listen with the intent to fully understand. I will spend meaningful time in schools across the district, prioritizing depth over quick visits. This will not be an introductory blitz, but a consistent, visible presence focused on learning from students, staff and families. Building lasting relationships is important to me, knowing that is what is required to become a servant leader and partner in the Beaverton community for many, many years to come. I am placing significant emphasis on providing an opportunity for everyone to engage with me. I look forward to hearing not only what they love about this amazing district, but areas that we can improve.





THE FUTURE OF BSD

Beaverton School District already has a strong strategic plan that reflects the values of this community and a clear commitment to ensuring every student belongs, believes and achieves. My role is to build on that foundation, not restart it.

During my first 100 days, I will focus on listening, learning and understanding how the strategic plan is experienced across our schools and community. The relationships we build and the insights we gather will help us identify where we are seeing strong progress and where we have opportunities to accelerate growth.

Working closely with our school board, staff, students and community members, we will ensure this introductory period helps strengthen alignment, sharpen our focus and ensure our efforts are having the greatest impact for students. This is not about creating a new plan — it is about ensuring the current plan is fully realized and that our work is coherent, focused and driving results for every student.

Together, we will continue moving forward with clarity and purpose, building on the strong work already underway and accelerating progress where it matters most.



BELONG

Belonging is the foundation for student success in Beaverton. When students feel seen, valued and connected, they engage and achieve at higher levels.

This takes all of us working together: teachers, staff, families, community and students. Strong relationships, clear communication and shared responsibility create schools where every voice matters. We are committed to building systems and opportunities that ensure every student feels they belong.





My commitment to the BSD community: In my first 100 days, I will ...

- | | |
|---|---|
| <p>1.1 Visit BSD schools and facilities to meet with students, principals, teachers and support staff.</p> <p>1.2 Hold community meetings in each region of the district.</p> <p>1.3 Meet individually with each school board member monthly.</p> <p>1.4 Meet with local municipal and county leaders to learn about our community.</p> | <p>1.5 Meet with local chambers of commerce, foundations and community partners to learn about our community and connections to BSD.</p> <p>1.6 Conduct frequent outreach toward families, staff and community members.</p> <p>1.7 Attend community events within the district to connect with community members.</p> <p>1.8 Attend existing advisory meetings with students, parents and teachers.</p> |
|---|---|

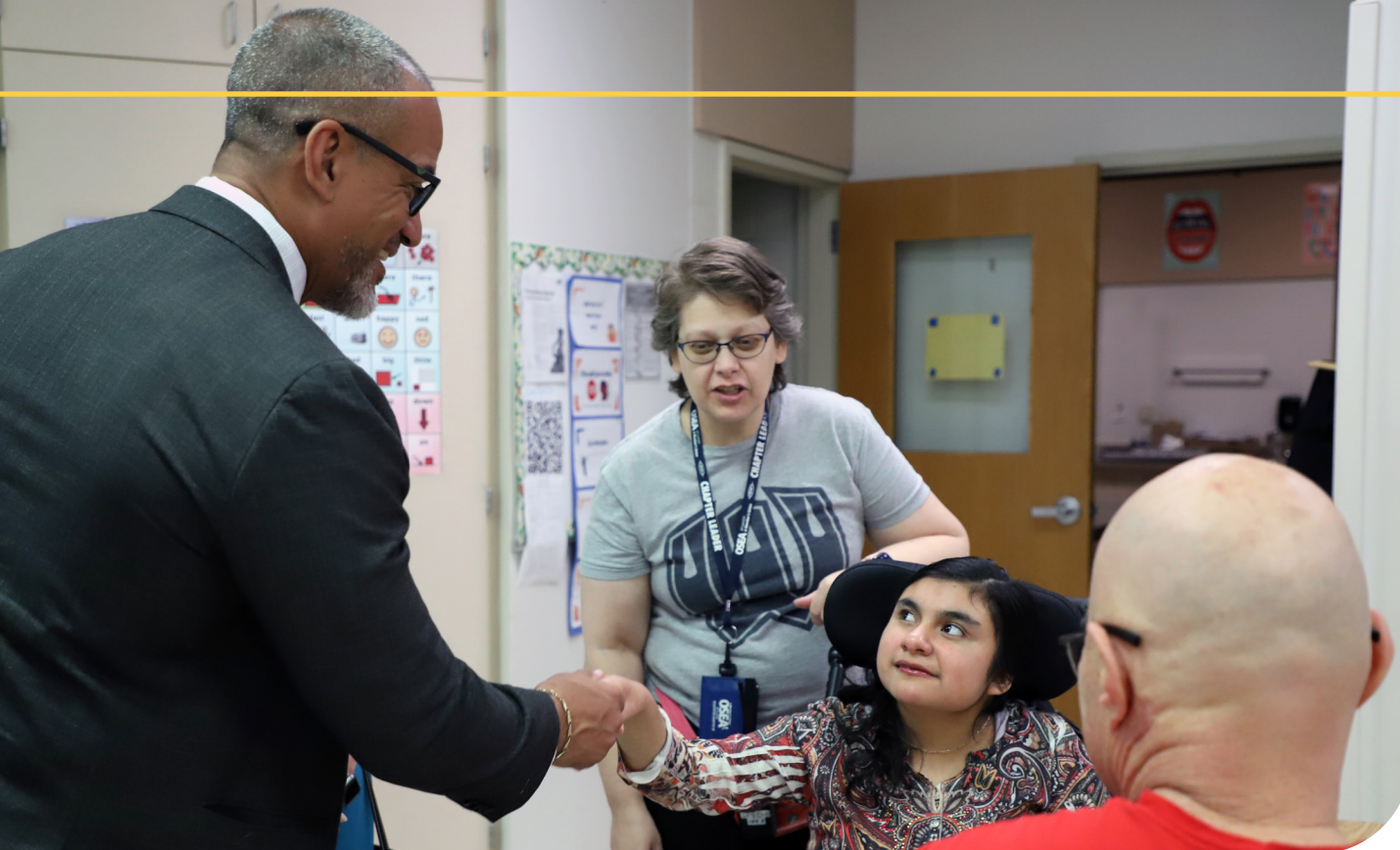


BELIEVE

In Beaverton, we believe in the potential of every student. We honor the strengths, identities and experiences of our students, families and staff, and we expect every student to succeed.

We recognize that students have different needs and face different challenges. Those differences do not define limits, they guide how we support each student. Our responsibility is to ensure every student has what they need to grow academically, develop socially and emotionally, and build confidence in who they are and what they can achieve.

2



My commitment to the BSD community: In my first 100 days, I will ...

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| <p>2.1 Review current efforts and prioritize actions that strengthen our collective belief in every student's ability to succeed.</p> | <p>2.6 Review curriculum and instructional experiences to ensure they reflect high expectations, relevance and access for every student.</p> |
| <p>2.2 Engage with the equity advisory committee, which includes students, parents, teachers, other staff and community members, to listen to the experiences of those closest to the work and understand how the district works to support all learners.</p> | <p>2.7 Analyze hiring practices that build a workforce aimed at reflecting our community and reinforcing our belief in every student.</p> |
| <p>2.3 Connect with district leadership to align on how our practices reflect a shared belief in every student's potential.</p> | <p>2.8 Engage with advisory groups to elevate diverse voices and help ensure all students feel valued and supported.</p> |
| <p>2.4 Engage families and community partners to ensure our work reflects the experiences and aspirations of those we serve.</p> | <p>2.9 Identify and expand on systems that support students' social, emotional and academic development so each student can thrive.</p> |
| <p>2.5 Assess practices across district and school improvement efforts to identify where we can improve student support in meeting high expectations.</p> | <p>2.10 Champion equitable access to rigorous learning opportunities that prepare students for high school, college and careers.</p> |



ACHIEVE

In Beaverton, we are committed to achieving at the highest levels in every part of our system. From instruction to operations, every area of our work is focused on delivering results for students.

We expect excellence in teaching and learning. Our educators continuously refine their practice, set high expectations and ensure every student is challenged, supported and growing. At the same time, our systems, from transportation to nutrition to facilities and beyond, are designed to operate effectively and reliably so schools can stay focused on student success.

Each day, we are focused on outcomes. We prepare students with the knowledge, skills and experiences they need to succeed in a changing world, and we hold ourselves accountable for ensuring every student reaches their full potential.

3



My commitment to the BSD community: In my first 100 days, I will ...

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|--|---|
| <p>3.1 Build a strong, collaborative partnership with the school board that is focused on clear goals, accountability and student outcomes.</p> | <p>3.6 Analyze and identify opportunities to improve organizational efficiency to better align resources and time for student success.</p> |
| <p>3.2 Convene a governance team retreat to review policies, clarify roles and responsibilities, and establish clear communication norms.</p> | <p>3.7 Partner with the board to ensure alignment with district priorities and a focus on results.</p> |
| <p>3.3 Review strategic plan implementation efforts to identify strengths and opportunities that will accelerate progress and improve results for students.</p> | <p>3.8 Evaluate systems that develop and support teachers, leaders and other staff to ensure high performance across the district.</p> |
| <p>3.4 Fully understand the district's budgeting process and focus on building transparency, clarity and alignment of resources to student outcomes.</p> | <p>3.9 Examine early literacy systems to ensure every student is set up to read at grade level by the end of third grade.</p> |
| <p>3.5 Participate in a variety of recognition systems that highlight and reinforce excellence across students, staff, schools and the broader community.</p> | <p>3.10 Inventory advanced learning opportunities to understand how well they prepare students for high school, college and careers.</p> |

PROGRESS MONITORING

Educational leader and thinker Dick Elmore reminds us that accountability must be reciprocal — for every increment of performance we ask of you, we carry an equal responsibility to build your capacity to meet it. That belief will guide how we show up as a system. When we set expectations, we will also ensure the tools, training, time and support to deliver. When we ask for results, we will stay alongside to problem solve, remove barriers and adjust based on what we learn.

I am excited to begin this journey and invite you to join along the way. This work will be transparent and shared. You can track our progress at www.beaverton.k12.or.us/superintendent, where we will post updates, key decisions and lessons learned. We will also provide a clear schedule of opportunities to engage with me, including sessions dedicated to listening, collaborating and gathering your feedback. Your voice matters in shaping both the direction and the outcomes of this work.

Thank you in advance for your participation, your support and your partnership.







ITEM FOR INFORMATION**COMMITTEE ASSIGNMENTS****SUMMARY**

The board chair annually assigns board members to board committees and seats on associated bodies.

BACKGROUND

Board members are assigned to various additional roles beyond their service on the school board.

- *Committees of the board:* The board may appoint board committees for specific purposes, consisting of up to three members of the board. Standing committees are appointed to serve on an ongoing basis. Ad hoc committees are appointed for a specific, temporary purpose.
- *Advisory committees:* The board or the superintendent may appoint advisory committees to gain community involvement and input on important decisions. These committees may or may not include one or more board members.
- *Representation on associated bodies:* The board may be invited to nominate or appoint one or more board members to serve on district committees and other associated bodies. In some cases the process established by an associated body may require that the board votes on selection of representatives.

The board chair makes assignments of board members to committees and associated bodies, considering the preferences expressed by individual board members.

RECOMMENDATION

The chair's assignment of board members to committees and associated bodies for the 2026–27 school year is presented for information and discussion. No action is needed.

Belong. Believe. Achieve.

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

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

RECOMMENDATION

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

Belong. Believe. Achieve.

DRAFT MEETING MINUTES – BOARD WORK SESSION JUNE 9, 2026

Board Members Present:

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

Board Members Absent:

Staff Present:

Michael Schofield
Kerry Delf
Steve Langford
Kara Yunch
Marcie Davis
Kristen Miles

Interim Superintendent
Chief of Staff
Chief Information Officer
Communications Coordinator
Executive Assistant
Oregon School Boards Association

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 6:30 p.m.

II. BOARD SELF-ASSESSMENT PROCESS

Kristen Miles, director of board development with the Oregon School Boards Association (OSBA), presented information about the self-assessment process the school board would be undertaking soon.

III. CLOSE MEETING

Chair Sunita Garg adjourned the work session at 6:44 p.m.

Belong. Believe. Achieve.

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 BUSINESS MEETING JUNE 9, 2026**Board Members Present:**

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

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

Isabelle Riley

Student Representatives Absent:

Chermia Clouser
Vihaan Paliwal
Jordyn Sargent

Staff Present:

Michael Schofield
Casey Waletich
Kerry Delf
Steve Langford
Steffanie Frost
Veronica Galvan
Stafford Boyd
Dra. Perla Rodriguez
Emma Graves
Aaron Boyle
Ron Umali
Dr. Tatiana Cevallos
Kara Yunch
Marcie Davis

Interim Superintendent
Associate Superintendent for Operations & Support Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Administrator for Curriculum, Instruction & Assessment
Administrator for Curriculum, Instruction & Assessment
Executive Administrator for Early Learning
Teacher on Special Assignment for Early Learning
Administrator for Facilities Development
Administrator for Maintenance
Administrator for Equity and Inclusion
Communications Coordinator
Executive Assistant

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

I. OPEN MEETING

Chair Sunita Garg called the meeting to order at 7:00 p.m.

II. STUDENT PERFORMANCES & RECOGNITIONS

A. *Bonny Slope Elementary School Music Performance*

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Use the following links to access board meeting information:

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

The meeting opened with a music performance by students from Bonny Slope Elementary School led by music teacher Claire Borwin.

B. Dedication to Education Retiree Award

The board recognized 130 retiring staff members for their service and highlighted Loni Gobel, a speech language pathologist retiring after 39 years, who was the recipient of the district's 2026 Dedication to Education Award for her long service.

III. SUPERINTENDENT'S REPORT

Interim Superintendent Mike Schofield delivered his final report, thanking the board, leadership team, and partners for their support; noting successful budget work and the hiring of a new superintendent; and expressing appreciation for the opportunity to serve.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

OSEA President Kyrsti Sackman commented to the board.

B. Comments by Community Members

The board heard public comments from four speakers and also received 37 written comments.

C. Public Hearing: 2026-27 Budget

The budget hearing started at 7:45 p.m. and adjourned at 8:01 p.m. The board heard public comments from seven speakers.

V. ITEMS FOR INFORMATION

A. Spotlight: Spatial Proficiency & Elementary Furniture

The board heard an update on the district's spatial proficiency work for elementary classrooms, which is focused on how classroom design can better support student learning. Staff explained that this work began with the 2022 bond and includes new furniture standards along with ongoing training for teachers. The goal is not just updating furniture, but shifting classroom practices to create more flexible, movement-friendly spaces that increase student engagement, belonging, and collaboration. Early feedback from teachers and students has been positive, with noticeable improvements in participation and learning dynamics. Staff noted interest in expanding this work to middle and high schools, although funding limitations remain.

B. Facilities Department Report

The facilities team provided a high-level update on bond projects. The 2022 bond program is progressing well overall, with projects on schedule and within budget. Raleigh Hills Elementary has been completed, and the new Beaverton High School building is nearing completion with additional site work continuing into next year. The district continues to make progress on upgrades across the district such as roofing, HVAC and seismic improvements. Staff also noted external challenges, including rising construction costs and limited access to state seismic grant funding, and shared that planning for a future bond is already underway.

The board also received an update on maintenance and operations. Staff highlighted new apprenticeship programs in HVAC and electrical trades designed to build a pipeline of skilled workers and address staffing shortages. Early results are promising. In addition, the district's

energy and resource conservation efforts continue to bring in outside funding while improving efficiency. These efforts are helping offset rising utility costs through reduced energy use and long-term savings. During the discussion, board members asked about expanding solar energy use, improving custodial staffing and retention, and strengthening onboarding and training practices. Staff shared that retention is improving through mentorship, structured training and better onboarding processes.

C. Equity Advisory Committee Report

The board heard the annual report on the Equity Advisory Committee, which provides guidance to the superintendent on equity-related issues. The committee includes students, families, staff and community members, and meets regularly to discuss topics affecting underserved students. This year's work included developing guidance for cultural events, contributing input to the superintendent hiring process, reviewing access to career technical education programs, and promoting inclusive practices in schools. The committee also discussed ways to improve family engagement, support immigrant and refugee students, and strengthen inclusion in special education. Board members expressed appreciation for the committee's work and requested further updates about its recommendations and activities moving forward.

D. Financial Update

The board received an update on the district's financial outlook. Staff noted that the May state revenue forecast showed little change; however, the upcoming state budget environment may be more challenging due to federal pressures and shifting Medicaid costs. Staff highlighted a few key changes in the general fund. State school funding came in slightly lower than expected, and at the same time, salary costs continue to increase, largely due to higher use of substitute staff. This increase is tied to staff leave and expanded use of paid family medical leave, as well as professional development needs. The district is actively monitoring this trend and reviewing possible adjustments moving forward. There were also increased costs for supplies and materials, primarily related to absorbing some of the elementary math curriculum purchase this year to help ease next year's budget. Overall, the projected budget deficit has increased to about \$22 million, up from earlier estimates. Despite this, staff emphasized that the district remains in a stable financial position with strong reserves, allowing time to monitor trends and plan for next year's budget decisions.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Work Session, May 12, 2026
- ii. School Board Business Meeting, May 12, 2026
- iii. Budget Meeting, May 19, 2026

C. Public Contracts

D. Budget Appropriation Transfer for 2025-26 Budget

E. Appointment of Budget Officer for 2026-27

F. Appointment of Clerk and Deputy Clerks for 2026-27

G. Designate Custodians of School Funds for 2026-27

H. Designate Depositories for 2026-27

I. Appointment of Financial Auditor for 2026-27

J. Appointment of Legal Counsel for 2026-27

Dr. Karen Perez moved to approve the consent agenda as presented. The motion was seconded by Justice Rajee. The motion passed unanimously 7:0.

VII. ITEMS FOR ACTION

A. *Adopt 2026-27 Budget*

Board members acknowledged staff and community input, noting ongoing financial challenges and the need for proactive planning.

First, Dr. Karen Pérez moved to approve Resolution 26-609A to adopt the 2026-27 budget as submitted, and Justice Rajee seconded. The motion passed unanimously 7:0.

Second, Dr. Karen Pérez moved to approve Resolution 26-609B to make appropriations as presented, and Justice Rajee seconded. The motion passed unanimously 7:0.

Third, Dr. Karen Pérez moved to approve Resolution 26-609C to impose and categorize taxes as presented, and Justice Rajee seconded. The motion passed unanimously 7:0.

B. *Social Studies Curriculum Readoption*

Dr. Karen Pérez moved to approve the elementary social studies curriculum readoption as submitted and Justice Rajee seconded. The motion passed unanimously 7:0.

C. *Nonprofit Affordable Housing Property Tax Exemption Renewal*

Dr. Karen Pérez moved to approve the nonprofit affordable housing property tax exemption program as submitted and Justice Rajee seconded. The motion passed 6:1, with Dr. Tammy Carpenter opposing.

D. *Elect School Board Chair and Vice Chair*

Dr. Vân Truong moved to approve the election of Justice Rajee for board chair. The motion passed unanimously 7:0.

Dr. Karen Pérez moved to approve the election of Dr. Melissa Potter for vice chair and Dr. Tammy Carpenter moved to approve the election of Syed Qasim for vice chair. The board voted 4:2 to elect Dr. Melissa Potter as vice chair, with Dr. Vân Truong, Dr. Karen Pérez, Dr. Melissa Potter and Sunita Garg voting for Dr. Potter, and Syed Qasim and Tammy Carpenter voting for Mr. Qasim. Justice Rajee abstained.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

-none-

IX. BOARD COMMUNICATION

Board members and the attending student representative shared reflections on a challenging year, including budget impacts and staffing changes, while expressing appreciation for staff, students, and community support. Comments highlighted graduations, student success, and community engagement, along with gratitude for board leadership, interim superintendent service, and retirees. Members closed with a shared commitment to support the incoming superintendent and continue improving outcomes for students.

X. CLOSE MEETING

Chair Sunita Garg adjourned the meeting at 10:02 p.m.

DRAFT MEETING MINUTES – BOARD SPECIAL MEETING JUNE 23, 2026

Board Members Present:

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

Board Members Absent:

Staff Present:

Michael Schofield
Kerry Delf
Mike Porter

Interim Superintendent
Chief of Staff
External Counsel, Miller Nash

I. OPEN MEETING

Chair Sunita Garg called the special meeting to order at 8:12 p.m. All seven board members were present.

II. BOARD ACTION ON COMPLAINT

Dr. Karen Pérez moved to uphold the Level 2 response to a complaint appeal the board had heard in executive session. Justice Rajee seconded the motion. The board voted 5:2 to approve the motion, with board members Syed Qasim and Dr. Tammy Carpenter opposing.

III. CLOSE MEETING

Chair Garg adjourned the meeting at 8:13 p.m.

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

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

BACKGROUND

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

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

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

RECOMMENDATION

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

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Contract Name	Recommended By	Contract Selection Process	Contractor / Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Enterprise Resource Planning Implementation Support	Steve Langford, Chief Information Officer	Equalis Group Cooperative Contract R10-1126A	Plante Moran	\$268,203	8/2026	6/2027	Authorization to Award Contract
Ignite Reading High-Dosage Tutoring	Robin Kobrowski, Executive Director for PreK-5 Schools	Sole Source	Ignite Reading, PBC	\$870,000	8/2026	6/2027	Authorization to Award Contract
Hot Works Refrigeration Services and Repairs	Ron Umali, Director of Facilities Maintenance	Request for Proposal (RFP) #25-0027	EEC Acquisition, LLC dba Smart Care Equipment Solutions	\$700,000	8/2026	6/2031	Authorization to Award Contract
Hot Works Refrigeration Services and Repairs	Ron Umali, Director of Facilities Maintenance	Request for Proposal (RFP) #25-0027	Evergreen Commercial Kitchen Equipment LLC	\$700,000	8/2026	6/2031	Authorization to Award Contract
Propane School Bus Purchase	Joel Feldhan, Director of Transportation Services	Cooperative Contract Hillsboro School District RFP #1-24	Western Bus Sales, Inc.	\$2,603,604	6/2026	6/2028	Authorization to Award Contract
Professional Learning Services	Shelly Reggiani, Associate Superintendent for Teaching & Learning	Sole Source	Project Wayfinder, Inc.	\$309,650	8/2026	7/2028	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Enterprise Resource Planning Implementation Support

Contract Scope: Project and change management support for enterprise resource planning implementation.

- **Contract Timeline:** 8/11/2026 – 6/30/2027
- **Contract Amount:** \$268,203
- **Contractor/Vendor:** Plante Moran
- **Funding Source:** General Fund
- **Solicitation Method:** Equalis Group Cooperative Contract R10-1126A
- **Recommended By:** Steve Langford, Chief Information Officer

ASSOCIATED PROJECT: Enterprise Resource Planning System Implementation

- **Project Scope:** Re-Implement a system of software, services and business processes that support the district's finance and human resources functions.
- **Project Budget:** \$2,000,000 annual budget
- **Project Timeline:** 10/2024 – 6/2027 (projected timeline for implementing new system)

BACKGROUND: The enterprise resource planning (ERP) system implementation phase 2 is complete. The final phase will be the implementation of applications including professional development, evaluation and records, Allovue Manage and Allovue Budget. Plante Moran will provide project management and change management staffing support for the final implementation phase, system stabilization and project closeout.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Ignite Reading High-Dosage Tutoring Services

- **Contract Scope:** High-dosage tutoring will provide daily, 1:1, individualized, systematic and explicit reading instruction for students who are not yet meeting grade-level reading standards.
- **Contract Timeline:** 8/2026 – 6/2027
- **Contract Amount:** \$870,000
- **Contractor/Vendor:** Ignite Reading, PBC
- **Funding Source:**
 - K-3: Early Literacy Grant – Oregon Department of Education (ODE)
 - 4-5: Comprehensive Literacy State Development (CLSD) Grant – Oregon Department of Education (ODE)
- **Solicitation Method:** Sole source pursuant to ORS 279B.075 and OAR 137-047-0275
- **Recommended By:** Robin Kobrowski, Executive Director for PreK-5 Schools

ASSOCIATED PROJECT: Elementary and Secondary Language Arts/English Language Proficiency Adoptions

- **Project Scope:** Elementary: Houghton-Mifflin Harcourt, Secondary: Savvas
- **Project Budget:** Elementary: \$5,000,000; Secondary: \$4,600,000
- **Project Timeline:** 7/2024 – 6/2030

BACKGROUND: High-dosage tutoring is one of the key requirements of the Early Literacy Success Grant awarded to the district for the 2025–2027 biennium. Intervention and acceleration are requirements of the Comprehensive Literacy State Development Grant award to the district for 2025–2029.

Ignite Reading’s high-dosage tutoring was used by 15 district Title I elementary schools for the 2025-26 school year. The program has been well-received by staff at the schools, and more importantly, student data from those who participated in the program demonstrates strong growth in foundation literacy skills. The program will continue in 14 Title I elementary schools for the 2026-27 school year.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Hot Works – Refrigeration Service and Repair

- **Contract Scope:** Provide service and repairs for commercial hot works and refrigeration equipment on an as-needed basis at any district site.
- **Contract Timeline:** 8/1/2026 – 6/30/2031
- **Contract Amount:** \$700,000 (estimated value of task orders over life of contract)
- **Contractors/Vendors:** EEC Acquisition, LLC dba Smart Care Equipment Solutions
- **Funding Source:** General Fund
- **Solicitation Method:** Request for Proposal (RFP) #25-0027
- **Recommended By:** Ron Umali, Director of Facilities Maintenance

ASSOCIATED PROJECT: Hot Works Equipment and Maintenance

- **Project Scope:** Provide service and repairs for commercial hot works and refrigeration equipment on an as-needed basis.
- **Project Budget:** \$1,400,000
- **Project Timeline:** 8/1/2026 – 6/30/2031

BACKGROUND: The Beaverton School District requires the services of qualified contractors to provide commercial kitchen hot works and refrigeration maintenance, repair, and emergency service on an as-needed basis at district facilities. These services are necessary to ensure the safe, reliable and efficient operation of kitchen equipment that supports daily meal preparation and food service programs throughout the district.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the contract described herein with EEC Acquisition, LLC dba Smart Care Equipment Solutions, subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Hot Works – Refrigeration Service and Repair

- **Contract Scope:** Provide service and repairs for commercial hot works and refrigeration equipment on an as-needed basis at any district site.
- **Contract Timeline:** 8/1/2026 – 6/30/2031
- **Contract Amount:** \$700,000 (estimated value of task orders over life of contract)
- **Contractors/Vendors:** Evergreen Commercial Kitchen Equipment LLC
- **Funding Source:** General Fund
- **Solicitation Method:** Request for Proposal (RFP) #25-0027
- **Recommended By:** Ron Umali, Director of Facilities Maintenance

ASSOCIATED PROJECT: Hot Works Equipment and Maintenance

- **Project Scope:** Provide service and repairs for commercial hot works and refrigeration equipment on an as-needed basis.
- **Project Budget:** \$1,400,000
- **Project Timeline:** 8/1/2026 – 6/30/2031

BACKGROUND: The Beaverton School District requires the services of qualified contractors to provide commercial kitchen hot works and refrigeration maintenance, repair, and emergency service on an as-needed basis at district facilities. These services are necessary to ensure the safe, reliable and efficient operation of kitchen equipment that supports daily meal preparation and food service programs throughout the district.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME: Propane School Bus Purchase**

- **Contract Scope:** Procurement of twelve (12) Type C propane school buses
- **Contract Timeline:** 8/2026 – 6/2028
- **Contract Amount:** \$2,603,604
- **Contractor/Vendor:** Western Bus Sales, Inc.
- **Funding Source:** BSD School Bus Replacement Fund 265
- **Solicitation Method:** Sourcewell Cooperative Contract
- **Recommended By:** Joel Feldhan, Director of Transportation

ASSOCIATED PROJECT: Propane School Bus Purchase

- **Project Scope:** Purchase twelve (12) Type C propane school buses to replace twelve (12) diesel buses.
- **Project Budget:** \$2,603,604
- **Project Timeline:** 6/2026 – 6/2028

BACKGROUND: Per OAR 581-023-0040 (Approved Transportation Costs for Payments from the State School Fund), approved transportation costs include depreciation at a rate of 10% for buses purchased outright by school districts. The district uses these annual depreciation funds to support the ongoing replacement of aging school buses within the transportation fleet. Approval of this purchase will authorize the replacement of ten 2016 diesel-powered school buses with ten new propane-powered school buses, improving fleet reliability, reducing maintenance costs and emissions, and supporting continued safe and efficient transportation service for students.

Compared to older diesel buses, propane buses produce substantially lower tailpipe emissions, reducing student exposure to diesel exhaust and improving air quality during daily transportation. This supports healthier ride environments for students, particularly those with asthma or other respiratory sensitivities.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Project Wayfinder Inc.

- **Contract Scope:** Professional learning services, implementation support, and impact report for site administrators and counselors
- **Contract Timeline:** 8/2026 – 7/2028 (including renewal)
- **Contract Amount:** \$309,650
- **Contractors/Vendors:** Project Wayfinder, Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** Sole Source
- **Recommended By:** Dr. Shelly Reggiani, Associate Superintendent for Teaching & Learning

ASSOCIATED PROJECT: Professional Learning Services

- **Project Scope:** Professional learning services, implementation support, and impact report for site administrators and counselors.
- **Project Budget:** \$309,650
- **Project Timeline:** 8/2026 – 7/2028

BACKGROUND: Multi-Tiered System of Supports (MTSS) behavior and social-emotional wellbeing tiers use three levels of prevention and intervention: Tier 1 (Universal), Tier 2 (Targeted), and Tier 3 (Intensive). These tiers provide proactive, data-driven behavioral and emotional strategies scaled to fit each student's needs.

School counselors are key members of each school's Behavior, Health and Wellness (BH&W) team and often the lead individual supporting the tiered system of MTSS for behavior and social-emotional wellbeing. Wayfinder for Counselors provides professional support for all BSD counselors (or similar staff in an MTSS driven implementation) in supporting the tiered system of MTSS for behavior and social-emotional wellbeing and provides resources for tiered intervention.

Ed on Purpose Professional Development for BSD leaders provides professional leadership development for school leaders focused on purpose-driven leadership, trust and belonging, and leading change. Professional development sessions deepen leadership skills rooted in the district strategic plan values of Academic Excellence, Belonging and Dignity, and Community Connection, while promoting retention of a high-quality and diverse workforce.

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

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED ADOPTION OF BOARD POLICY KNA****SUMMARY**

It is recommended that the board adopt policy KNA. Policy language was generated by the Oregon School Boards Association, which provides policy recommendations to reflect changes in state statutes and/or regulations and best practices, and integrated and recommended by staff.

BACKGROUND**KNA – Immigration Enforcement on District Property**

The 2026 Oregon Legislature adopted three bills, Senate Bills 1538 and 1594 and House Bill 4079, that establish new requirements related to immigration enforcement in Oregon schools. The laws reaffirm that students cannot be treated differently based on their immigration or citizenship status, and require school districts to adopt policy affirming certain requirements for responding to federal immigration enforcement activities on school property by September 30, 2026.

The district-adopted policy must designate an individual to be the primary contact for immigration enforcement; include training requirements for designated individuals; include requirements for notifying students, parents, staff and community partners if federal immigration officials are confirmed to be on district property for enforcement purposes; be posted in culturally appropriate languages on the district's website; and include any other requirements provided by law. Adoption of policy KNA will ensure compliance with state law, protect students' educational rights, and provide clear guidance to staff on responding if federal immigration enforcement activities were to occur on district property.

RECOMMENDATION

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

- Adoption of board policy KNA

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Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statutes (ORS) 180.805 and 181.826, and this policy and accompanying administrative regulations, when responding to requests from federal immigration authorities regarding immigration enforcement.

Absent a judicially authorized warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information¹ that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

¹ Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Designation of Primary Point of Contact

The public safety director is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"). The public safety manager shall serve as an alternative point of contact during the director's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information, and this policy;
4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement, the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement, and if confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 6 and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and

- d. Community-based service providers² that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the immigration liaison at the district office.

- 2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority.
- 3. Notice must not disclose:
 - a. Personally identifiable information;
 - b. Other information that may not be legally disclosed; or
 - c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

- 1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
- 2. The training must be provided at the time of designation and at least once every two years thereafter.

This policy will be provided to staff and made available in the student handbook and on the district's website.

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2026)
Oregon Attorney General's K12 School Model Policy
Senate Bill 1538 (2026)
Senate Bill 1594 (2026)
House Bill 4079 (2026)

² "Community-based service provider" is defined as a person or organization that provides services to students at a school as a contractor, agent or volunteer.



BEAVERTON SCHOOL DISTRICT

SUPPORTING IMMIGRANT STUDENTS

BSD Framework:

Supporting Immigrant Students and Families

1

Proactive Training for Staff

- Clear values and expectations
- Training for all staff on BSD policies, practices, and expectations of support
- Ongoing updates

3

Safe & Supportive Schools

- School practices to support students in times of stress, crisis, and emergency
- Reporting protocols
- Trauma-informed practices

2

Resources for Families

- Information and connection to legal and emergency services and training for families
- Accessible materials for families
- Centralized resources for staff
- Focused communication

4

Social Service Connections

- Connecting families to community resources
- Coordinated training with administrators, counselors, and social workers
- Trauma-informed practices to support students
- Connection to CBOs

PROACTIVE TRAINING FOR STAFF

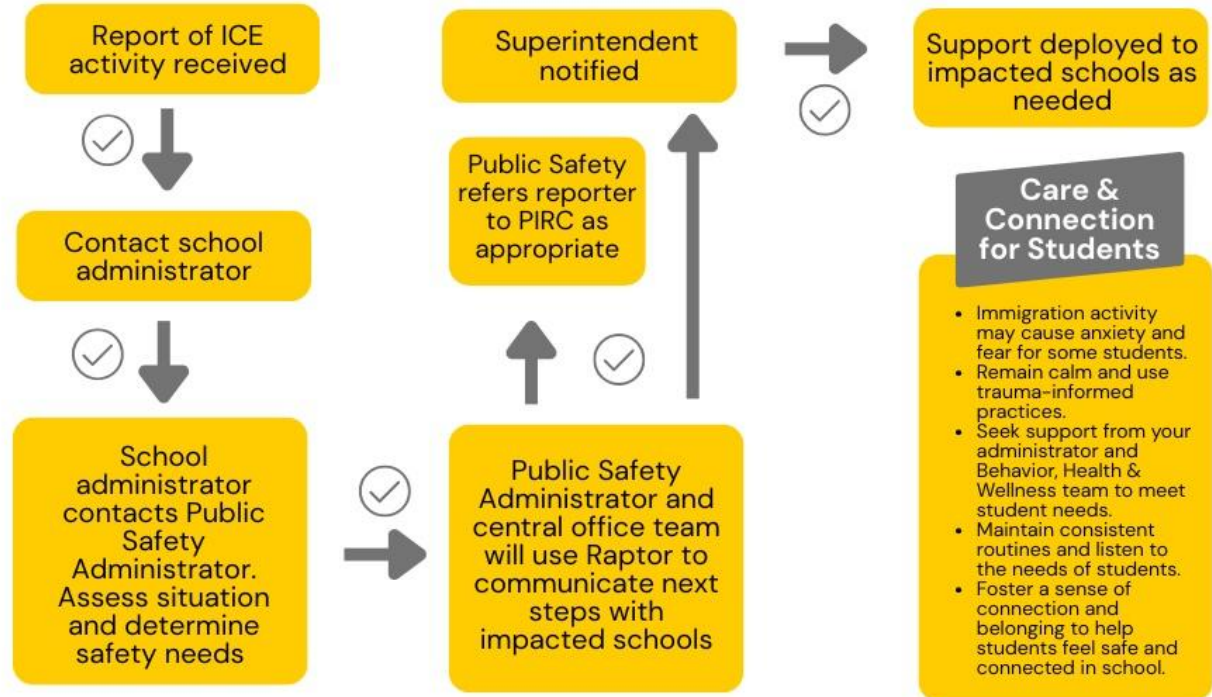
- Clear values and expectations
- Training for all staff on BSD practices, policies, and protocols that support immigrant students
- Additional focused training for administrators, office professionals, counselors, social workers, bus drivers, and bilingual facilitators
- Updates shared with all BSD staff
- Protocols regarding ICE - aligned with Oregon requirements
- Protocols for supporting students





COMMUNICATION PROTOCOL: REPORTS OF IMMIGRATION ACTIVITY

Protocol for when a report of ICE activity on or near a school campus is shared by students, staff, or community members



Public Safety tracks area ICE activity to inform district leaders of the potential impact on the school system.

RESOURCES FOR FAMILIES

- Training from CBO - Virtual and in-person events
- Emergency preparedness - English and Spanish
- All-district and focused communications on information and support through district communication channels
- Strategic communication to all families and focal populations
- Notary services
- Connection to social services and CBOs
- Resources available through schools, key staff, district website

SAFE AND SUPPORTIVE SCHOOLS



- Focus of belonging in each school
- Attendance tracking and communication with families — a focused goal for every school
- Supportive plans for students with academic and social-emotional needs
- Trauma-informed practices and instructional protocols for all staff
- Advisory lessons for students
- Protocols for reporting if ICE is near campus
- Protocols regarding family separation
- Transfer to an online school in cases of emergency or hardship
- Regular communication with administrators, counselors, and social workers on district practices

SOCIAL SERVICES CONNECTION

- Counselors and social workers connecting families to services and CBOs
- Bilingual support as needed
- Connection to health services
- Communication regarding local resources
- BH&W teams support in cases of family separation
- Rooted in trauma-informed practices





BEAVERTON SCHOOL DISTRICT

SUPPORTING IMMIGRANT STUDENTS