



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, January 13, 2026 7:00 PM
 Video Stream: www.youtube.com/beavertonschools
 Meeting Materials: beavertonsd.org/boardmeetings

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A. Closing Comments	
B. Adjourn	



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RECOGNITION OF STUDENTS, STAFF AND COMMUNITY**SUMMARY**

The district recognizes the following for their achievements and contributions to the Beaverton School District and the community.

BACKGROUND**School Board Recognition Month**

January is designated as School Board Recognition Month, an annual observance to honor the locally elected officials who volunteer their time and leadership to govern and support public schools. In Oregon and across the United States, this month provides an opportunity to publicly acknowledge and thank school board members for their commitment to student success, stewardship of public resources, and service to their communities.

National School District of the Year

The Beaverton School District has been named the national “District of the Year” by K-12 Dive, a publication covering news and trends shaping K-12 education. The publication annually selects a school district based on student achievement, whole-child programming, postsecondary pathways and community engagement. BSD was recognized for its systemwide successes in both academics and operations, including its expanding dual-language, pre-K and career technical education opportunities, innovative fentanyl awareness program and growing electric bus fleet. Read more on the [K-12 Dive website](#).

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PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, January 9, 2026 through 12 p.m. on Tuesday, January 13, 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.

First Name	Last Name	Association with BSD	Comments
John	Vogler	Other Community member	<p>Date: December 17, 2025 Subject: Concern regarding Five Oaks Middle School Student Protests During School Hours Dear Beaverton School District,</p> <p>I am writing to formally express my concern regarding an incident this morning outside Five Oaks Middle School in Beaverton in which grade school students participated in a protest during instructional hours, holding signs with explicit and profane language directed at a government agency. While I respect the importance of civic engagement and the right to free expression, I believe that the use of profanity—particularly by young students during school-supervised activities—raises serious questions about appropriateness, age suitability, and the role of the school in guiding respectful discourse. My specific concerns are as follows:</p> <ol style="list-style-type: none"> 1. Loss of Instructional Time – Protests during school hours take away from valuable classroom learning. 2. Age-Appropriate Conduct – The language displayed was not suitable for elementary-age students and may con <p>*BSD Note: comments are limited to 1,000 characters*</p>

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Adam	Oyster-Sands	Staff Member	<p>I am writing to highlight how increasing caseload complexity in specialized programs is affecting the learning environment at Westview High School.</p> <p>In the Academic Learning Center (ALC), a class setting with additional adult supports for students with developmental needs in the areas of communication, behavior, functional academics, independence and more, teachers manage students with highly complex IEPs that include multiple services, behavioral and safety plans, communication needs, and inclusion supports. Teachers often serve students across multiple programs while managing extensive documentation, frequent parent communication, and a growing number of IEP meetings and re-evaluations.</p> <p>Coverage during paraprofessional breaks, supervision requirements, and compliance demands further limit instructional time. These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>
David	Wilkinson	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, two school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Corinna	Tricario	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Social Communication Center (SCC), a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs, at Westview High School are affecting students. SCC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 12 students, leaving many students without the support in general education classes they need.</p> <p>At the same time, student needs have increased significantly, including students whose IEPs dictate they are taught elementary-level academics, emotional regulation challenges, and frequent crisis situations. Instructional time is regularly interrupted, and planning and case management often occur outside of contract hours.</p>

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Eric	Eldien	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Paul	Wu	Staff Member	<p>I am writing as a teacher at Westview High School to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in programs such as Resource, Social Communication Center, Speech, and specialized classrooms have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffin</p> <p>*BSD Note: comments are limited to 1,000 characters*</p>

Jon	F	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Emotional Growth Classroom (EGC), a specialized district program that provides intensive support for students with significant emotional, behavioral, and social challenges hindering their learning in a regular setting at WHS, are affecting students. EGC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 15 students, leaving many students without the support in general education classes they need.</p> <p>At the same time, student needs have increased significantly, including students whose IEPs dictate they are taught elementary-level academics, emotional regulation challenges, and frequent crises. Instructional time is regularly interrupted, and planning and case management often occur outside of contract hours.</p> <p>These challenges are not the result of a lack of effort by staff, but rather of caseloads and staffing levels that no longer align with student needs.</p>
Sonja	Garcia	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p> <p>As caseloads and needs grow, time for meaningful instruction, collaboration, and individualized support decreases. This impacts not only students with IEPs, but also the general education classrooms they attend.</p> <p>Appropriate staffing levels are critical to ensuring student success.</p>
Jose	Medina-Hernandez	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills</p>

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Jessica	Loomis	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioural and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support. Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Jake	Doherty	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Social Communication Center (SCC), a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs, at Westview High School are affecting students. SCC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 12 students, leaving many students without the support in general education classes they need.</p> <p>At the same time, student needs have increased significantly, including students whose IEPs dictate they are taught elementary-level academics, emotional regulation challenges, and frequent crisis situations. Instructional time is regularly interrupted, and planning and case management often occur outside of contract hours.</p> <p>These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>

Steinar	Neidig	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Amanda	Bautista	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Caryn	Lynes	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p>

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Heather	Baldwin	Parent/Guardian	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p> <p>As caseloads and needs grow, time for meaningful instruction, collaboration, and individualized support decreases. This impacts not only students with IEPs, but also the general education classrooms they attend.</p> <p>Appropriate staffing levels are critical to ensuring student success.</p>
Jeffrey	Johnston	Staff Member	<p>Paraeducator II employees should be paid a living wage. They deal with extraordinary circumstances far outside the limits of the average classroom teacher. They should be compensated accordingly.</p>
Sherah	Campbell	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p>

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Michelle	W	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, 2 school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Madelyn	Twain	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>

Annarose	Pandey	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Ashlee	Hayden	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Robert	Zenk	Other Community Member	<p>I represent Andégo, a Forest Grove-based educational organization that partners with Oregon schools to facilitate short-term international school visitor programs. These allow carefully screened high school student groups from France, Spain, & others to shadow students for about two weeks, observe classes, practice English, and share culture. I respectfully ask the Board to reconsider its position on prohibiting short-term international visitors during the school year and to engage in further discussion. Districts across Oregon have found these visits to be well-organized, low-impact, and deeply enriching for students and teachers. Educators report increased engagement, authentic cultural exchange, and meaningful global connections. These visitors are not enrolled students, do not earn credit, and are</p>

			fully supervised and insured. As former educators, we have seen how powerful real human connections can be in motivating students and strengthening language and global learning programs.
Thomas	Puterbaugh	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Social Communication Center (SCC), a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs, at Westview High School are affecting students. SCC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 12 students, leaving many students without the support in general education classes they need. I interact with students in this program regularly, and the staff members are stretched to their limits. The paras and teachers need much more support in order to serve our population in a manner that we can be proud of.</p> <p>These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>
Bob	Bizjak	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p>
Melanie	Kelsay	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p>

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Lauren	Goemaat	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Andrew	Cronk	Staff Member	<p>As current computer science teacher, former administrator in the Beaverton School District, and a robotics team coach, I'd like to lend my voice in support of FIRST Robotics experiences for students. FIRST Robotics provide students with powerful, hands-on opportunities to apply math, science, and computer science concepts in authentic, real-world contexts. Through teamwork and problem-solving, students develop critical skills such as collaboration, communication, perseverance, and ethical leadership. These programs increase engagement and belonging for a wide range of learners, including students who may not initially see themselves as "technical." FIRST also connects learning to future pathways by exposing students to engineering, computing, and skilled trades careers. Ultimately, participation builds confidence, curiosity, and a lasting interest in STEM learning. Your support in creating policies that empower staff to coach FIRST teams effectively is greatly appreciated! Thank you!</p>
Nippurn	Chhabra	Student	<p>BSD should make it easier for students to access high-quality education, such as FIRST Robotics. FIRST is an amazing program that many students in BSD already participate in. It is always locked behind a high cost of entry, which is not equitable for the rest of our community. The district should help support these programs for students in order for them to learn STEM skills and financial management, which are both key parts of FIRST Robotics. The district should provide the community with an equitable place to meet so that anyone from the district can participate. The students will then manage all the costs involved of a robotics program and educating the team. The district has no real reason not to, as</p>

			these programs exist everywhere. It exists in Camas, Lake Oswego, Tillamook, Hillsboro, and many other places. The lack of equitable access to these programs is holding our district back.
Scott	Hutchinson	Parent/Guardian	My son currently attends Meadow Park Middle School and he is in his 8th grade year. My son and 6 fellow Meadow Park students started a robotics team last year through the First Inspire organization (see www.firstinspires.org). Their team is called the Over-Caffeinated Engineers. They compete in a robotics competition called First Tech Challenge ("FTC") that starts in September (the season kickoff where the tech challenge is revealed) and goes through March (up to the State tournament). This is the second year they have competed in the FTC. I am one of the co-coaches of their team this year. Through the FTC the students have been learning STEM concepts through designing, building, and programming a functioning robot that competes for points in a challenge against other team's robots. The students also learn team work, collaboration, leadership, and what is called "gracious professionalism." I encourage the BSD to support after-school robotics teams in the schools.
Rob	Bowman	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Clare	Oderman	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p>

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Shelley	Kephart	Other Community Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p> <p>As caseloads and needs grow, time for meaningful instruction, collaboration, and individualized support decreases. This impacts not only students with IEPs, but also the general education classrooms they attend.</p> <p>Appropriate staffing levels are critical to ensuring student success.</p>
Prayerna	Babu	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p>

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Mackenzie	Thygerson	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, there are two school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Lillian	Yi	Staff Member	<p>I am writing to describe how current staffing and caseloads in the Social Communication Center (SCC), a specialized program that provides services to students whose IEPs have an emphasis on social communication, academics, emotional regulation, and sensory needs, at Westview High School are affecting students. SCC staffing has shifted from a 4:1 support model to one teacher and one paraprofessional supporting up to 12 students, leaving many students without the support in general education classes they need.</p> <p>At the same time, student needs have increased significantly, including students whose IEPs dictate they are taught elementary-level academics, emotional regulation challenges, and frequent crisis situations. Instructional time is regularly interrupted, and planning and case management often occur outside of contract hours.</p> <p>These challenges are not the result of lack of effort by staff, but of caseloads and staffing levels that no longer match student needs.</p>
Kevin	Dai	Student	<p>The district currently does not provide enough support for STEM programs, particularly robotics, which limits student access to hands-on learning opportunities. Robotics programs are one of the most effective ways to engage students in STEM because they combine problem-solving, collaboration, and real-world applications of math and science. However, without sufficient funding, many teachers are</p>

			<p>unable to start or sustain robotics teams. By increasing funding and resources for robotics programs, the district can encourage more teachers to create teams across more schools. This would allow a greater number of students to participate in STEM activities, build technical and teamwork skills, and develop interest in future STEM careers. Expanding support for robotics is a practical and impactful way to strengthen STEM education district-wide.</p>
Katy	Jendrzejewski	Staff Member	<p>I am writing to share how increasing special education caseloads at Westview HS are directly impacting the learning environment.</p> <p>Some of the case managers currently manage a caseload in the mid-50s and provide direct services and progress monitoring for significantly more students. Many of these students present with multiple areas of need, including academic delays well below grade level, autism, ADHD, anxiety, and emotional regulation challenges.</p> <p>This has resulted in more IEP goals per student, frequent amendments, and extensive documentation demands. At the same time, staffing has been reduced compared and appropriate curriculum is not provided for students working at below grade level.</p> <p>As caseloads and needs grow, time for meaningful instruction, collaboration, and individualized support decreases. This impacts not only students with IEPs, but also the general education classrooms they attend.</p> <p>Appropriate staffing levels are critical to ensuring student success.</p>
Timothy	Shaw	Staff Member	<p>In my 15 years as a school counselor and 25 years of working with students, we have never been in a time like we are now. With caseloads being astronomical in size and the ask of counselors increasing year by year, this job has become increasingly impossible to do or at the very least do well. I believe the type of work with each student who comes through our offices is beyond our capacity to help or provide the safety that is needed daily. With parents being stolen by ICE agents and the constant fear our students live in, you are asking us to do the impossible with little to no support in our schools. It feels like our district office administrators move on without baring the burden of what is happening and continue to ask us to do more everyday. 280-320 students per counselor and a collage of jobs to complete, this profession has outgrown it's capabilities. Please see that we are screaming for help for our communities and student's and feel like the district is failing them daily.</p>
Chunghao	Chen	Parent/Guardian	<p>I am writing to encourage Beaverton School District to provide stronger support for FIRST Tech Challenge (FTC) robotics teams. I am an FTC coach and a parent of a team member. Our team includes BSD middle school students from schools such as Meadow Park and Stoller, but we currently operate as a community-based team due to limited school-hosted resources.</p>

			<p>FTC is an international program that teaches robotics design, coding, and engineering while emphasizing leadership, teamwork, collaboration, and sportsmanship. Students grow in technical skills, confidence, problem-solving, and communication, benefiting them in school and future careers.</p> <p>School-hosted FTC teams would create continuity and broaden access, but they require dedicated space, equipment, funding, and teacher time. I encourage BSD to support FTC through funding, space, and recognition for teacher coaches to expand equitable STEM and leadership opportunities and inspire a lifelong love of learning and innovation.</p>
Dottie	Passmore	Staff Member	<p>I am a teacher at ACMA and also head coach of our school FTC robotics team. I am grateful for the support from our admin, which has helped the program thrive, However, it is a bit disheartening to see students have difficulty at other schools and this could be addressed with more district support. Unlike sports, music, or theater, robotics is not a school-sponsored extracurricular. This means it falls back as a teacher-sponsored club. However, coaching a team requires significantly more effort than managing a student club. These teams require 10+ hours a week, space for supplies/parts/practice field, and a minimum \$2,000 (after startup). HSD provides support and space for teachers who want to manage these programs. It is listed as an official district-sponsored activity; the schools are used to host events. I urge BSD to follow our neighbor district and offer district support for these programs. No other activity is doing more to prep students for college/career than FIRST Robotics.</p>
Claire	Reneau	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, 2 school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Alison	Pryor	Staff Member	<p>I urge the district to immediately implement a comprehensive student safety plan with five essential measures:</p> <p>Provide Migra Watch training for all BSD staff so every employee understands proper protocols and student rights when immigration enforcement appears.</p>

			<p>Provide extra yellow vests and walkies for staff at all sites to use when ICE is on our school campuses, enabling clear communication and coordinated responses.</p> <p>Use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses, mobilizing our community quickly.</p> <p>Provide Migra Watch training for community members, empowering parents and volunteers to support school safety efforts effectively.</p> <p>Provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>Thank you.</p>
Lisa	Parelette	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School.</p> <p>Currently, 2 school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Sam	Staat	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p>

			Appropriate staffing levels are critical to ensuring both student safety and academic success.
Christine	Wasenmiller	Staff Member	<p>I am writing as a teacher at Westview HS to share how special education caseloads are impacting the learning environment.</p> <p>At WHS, some special education case managers are carrying caseloads in the mid-50s, while providing direct services and progress monitoring for significantly more students. Many students receiving services have multiple IEP goals, complex behavioral and social-emotional needs, and academic skills several grade levels below expectations. Staffing reductions in SPED programs have increased the strain on these systems.</p> <p>As a result, students often enter general education classrooms without the level of support they need. This impacts instructional flow, student regulation, and learning for all students in the room. General education teachers are increasingly asked to manage needs that require specialized support, often without adequate time, training, or support.</p> <p>Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>
Karin	Stark	Parent/Guardian	<p>Dear Board Members,</p> <p>I'm asking the district to leverage our community's strength by using ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses.</p> <p>Our parent community is ready and willing to stand up for our children's safety, but we need an organized system to mobilize quickly when threats arise. ParentSquare is already integrated into our district communication infrastructure, making it the perfect tool for this critical purpose.</p> <p>Furthermore, I urge you to provide Migra Watch training for community members. When parents, guardians, and community volunteers are trained in proper protocols, we create multiple layers of protection for our students. This empowers our community to be active participants in school safety rather than passive bystanders.</p> <p>Our diverse community is one of our greatest strengths. Let's harness that strength to ensure every child can focus on learning, not on fear.</p>
Libby	Sandford	Parent/Guardian	<p>I am following up on my recommendation from November to form a technology working group. As a parent of a kindergartner, I am deeply concerned about the amount of screen exposure occurring throughout the school day.</p>

			<p>While I appreciate the district’s strong efforts to support families with technology guidance at home, my child is exposed to dozens of non-essential videos daily—during snack time, transitions, read-alouds, gym, music, brain breaks, and in required technology class. This level of screen use raises important questions about what is developmentally appropriate for young learners.</p> <p>Why does snack time or a brain break require a video rather than conversation or movement? Why is technology class required for kindergartners who already experience extensive screen use? Could some of this time be replaced with free play, hands-on learning, or an additional recess?</p> <p>Families are not anti-technology—we are asking for balance, boundaries, and age-appropriate use!</p>
Tara	Larsen-Comacho	Parent/Guardian	<p>I am asking the district to build a comprehensive protective network for our students by implementing three key measures:</p> <p>First, provide Migra Watch training for community members. Our community wants to help protect our schools, and proper training ensures we can do so effectively and legally.</p> <p>**Second, use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses. This creates a rapid response network of trained community members.</p> <p>Third, provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>These three measures work together to create layers of protection. Trained community members can respond quickly, trained Legal Observers can document events, and ParentSquare enables swift mobilization. This isn't about politics—it's about ensuring every child can learn in safety and dignity. What happened at Roosevelt can easily happen here</p>
Silvia	Holt	Parent/Guardian	<p>I am asking the district to build a comprehensive protective network for our students by implementing three key measures:</p> <p>First, provide Migra Watch training for community members. Our community wants to help protect our schools, and proper training ensures we can do so effectively and legally.</p> <p>Second, use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses. This creates a rapid response network of trained community members.</p> <p>Third, provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>These three measures work together to create layers of protection. Trained community members can respond quickly, trained Legal Observers can document events, and ParentSquare enables swift mobilization. This isn't about politics—it's about ensuring every child can learn in safety and dignity. Our students are watching to see if we'll stand up for them.</p>

Jerilyn	Marler	Other Community Member	<p>Dear School Board Members,</p> <p>I am asking the district to build a comprehensive protective network for our students by implementing three key measures:</p> <p>First, provide Migra Watch training for community members. Our community wants to help protect our schools, and proper training ensures we can do so effectively and legally.</p> <p>Second, use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses. This creates a rapid response network of trained community members.</p> <p>Third, provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>These three measures work together to create layers of protection. Trained community members can respond quickly, trained Legal Observers can document events, and ParentSquare enables swift mobilization. This isn't about politics—it's about ensuring every child can learn in safety and dignity. Our students deserve no less.</p>
Joanne	Delmonico	Other Community Member	<p>Dear School Board Members,</p> <p>I urge the district to immediately implement a comprehensive student safety plan with five essential measures:</p> <p>Provide Migra Watch training for all BSD staff so every employee understands proper protocols and student rights when immigration enforcement appears.</p> <p>Provide extra yellow vests and walkies for staff at all sites to use when ICE is on our school campuses, enabling clear communication and coordinated responses.</p> <p>Use ParentSquare to deploy calls for Migra Watch-trained parents and guardians to protect our students and schools when ICE is on or near our campuses, mobilizing our community quickly.</p> <p>Provide Migra Watch training for community members, empowering parents and volunteers to support school safety efforts effectively.</p> <p>Provide 2 staff at each worksite with Legal Observer training to ensure proper documentation and accountability.</p> <p>These measures create a coordinated, multi-layered protection system for all students. Our families need assurance th</p> <p>*BSD Note: comments are limited to 1,000 characters*</p>

Megan	McMillan	Parent/Guardian	<p>I attended the LRPC last month and I'm confused on what their conclusions mean for families living in limbo over whether our schools will be closed to fill the oversized Raleigh Hills school. The committee discussed scenarios in which schools are severely underutilized and also facing declining enrollment. These scenarios included consolidating grades, closing schools, or adding programming to attract students or better utilize space. For the record I want to be part of a district that is proactive about attracting students through high educational outcomes and quality, diversified program offerings. I also appreciated the voices on the committee who felt it appropriate for the Board to own the weight of decisions like school closures. But I feel as unclear about what is going to happen to BSD neighborhood schools as I did a year ago. Raleigh Park is not underutilized nor facing declining enrollment. Will we still be sacrificed to fill RH or not?</p>
Ashley	L	Parent/Guardian	<p>Dear School Board,</p> <p>I am calling on the district to provide Legal Observer training for at least 2 staff members at each worksite. This training is essential for documenting any interactions with immigration enforcement that occur on or near our school campuses.</p> <p>Legal Observers serve as neutral witnesses who can accurately document events, which protects both our students and our staff while ensuring accountability. Having trained personnel at every site means we're prepared to respond immediately, rather than scrambling when a crisis occurs. This training should be paired with providing Migra Watch training for all BSD staff, so our entire school community understands the protocols and rights involved when federal agents appear at our schools.</p> <p>These measures aren't just about compliance—they're about demonstrating to our students and families that we take their safety seriously.</p>
Samantha	James	Staff Member	<p>I am writing to express concern about how special education caseloads and expanding responsibilities are impacting student support and the learning environment at Westview High School. Currently, 2 school psychs serve the entire building while also covering crisis intervention, threat assessments, suicide screenings, sexual incident responses, behavior support planning, and emotional regulation drop-in services. This year school psychs are required to spend extra time in the wellness room during the school day without more staffing.</p> <p>The volume and urgency of mental health needs among our student population has increased significantly. Crisis response now regularly pulls psychs away from their regular work. As a result, students and teachers experience delays in services that are essential to maintaining a safe and regulated learning environment. Appropriate staffing levels are critical to ensuring both student safety and academic success.</p>

Junaayd	S	Student	<p>I am an 8th grader at Tumwater Middle School. I would like to talk about the lasting impact STEM programs and education has had on me, and how the BSD should seek to introduce and fund new STEM programs and opportunities for students, especially in middle and elementary schools. Growing up, I've naturally had a passion for mathematics and technology. I've been in the FIRST robotics program for two years, and being in a robotics team where I can make multiple contributions that I see through the performance of our robot had a big impact on me. It taught me collaboration, communication, problem-solving, etc. However, not everyone else has the same opportunities as me or my peers. They don't have the time or the money outside of school to take part in the programs that taught me so much. I persuade you to put a priority for funding to go towards introducing new STEM programs that are accessible for all students to learn and benefit from.</p>
Stephanie	Silver	Parent/Guardian	<p>District staff has stated that the BSD Ed Spec will be reviewed as a matter of course in 2027's Long Range Planning. I've been assured that this is standard procedure as a part of any bond planning, however a public records request could not find any record of this being done in the 2021 Long Range Planning cycle, in advance of the 2022 bond. The Ed Spec has not been updated since 2014. I'm asking the Board to please ensure that review and update of the Ed Spec is part of 2027 Long Range Planning and any future bond planning, to ensure our educational specs are up to date with current district needs.</p>

ITEM FOR INFORMATION**COMMUNICATIONS & COMMUNITY INVOLVEMENT DEPARTMENT REPORT****SUMMARY**

The Communications & Community Involvement Department is committed to providing accurate, clear, timely and transparent information to students, families, staff, community members and media partners in addition to providing opportunities for authentic community engagement.

BACKGROUND

The Communications & Community Involvement team lists among its accomplishments during the past school year the *Believe You Matter* student mental health and well-being initiative, video storytelling, bond transparency and Aloha High School mascot rebranding. Clothes for Kids served a record number of students, with more than 5,000 visits and approximately 150,000 items distributed. CCI expanded the district's partnership with THPRD with monthly drives to support BSD families. CCI coordinated the establishment of 56 site-based food pantries in addition to the ongoing coordination of 11 external and one internal school-based food markets in cooperation with the Oregon Food Bank and Urban Gleaners. Other initiatives include the districtwide roll-out of the Class Intercom social media platform and implementation of the Let's Talk/OnFlo engagement tool.

RECOMMENDATION

Communications & Community Involvement Department staff will provide an update. No action needed.

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COMMUNICATIONS & COMMUNITY INVOLVEMENT

2025-2026 Annual Department Report

Overview

The Communications & Community Involvement (CCI) Department is led by the public communications officer and supported by eight staff members: administrative assistant, bond communications specialist, communications coordinator/C4K program director, communications specialist, community resource coordinator, graphic designer, videographer and volunteer coordinator.

CCI is committed to providing accurate, clear, timely and transparent information to students, families, staff, community members and media partners while fostering meaningful engagement. We work collaboratively across all departments and schools to build trust, support strategic priorities and strengthen the district's public image.

Accomplishments

Communications

1. Believe You Matter Mental Health Campaign

Spearheaded by CCI, the district launched a yearlong, districtwide initiative focused on student mental health and well-being called [Believe You Matter](#). The campaign has three focus areas: suicide prevention (fall), social media and digital wellness (winter) and sleep health (spring). In September, every school hosted a suicide prevention education night. More than 540 parents and 200 staff members were trained to recognize warning signs and respond to youth in crisis. In January, the district will offer a parent education series featuring an internationally recognized expert on technology and social media. The campaign is helping reduce stigma, build connection and equip families with strategies to support student well-being.

2. Video Storytelling and Bond Transparency

CCI produced [164 videos](#) during the 2024-2025 school year, showcasing every school and department. The team also developed a [five-part video series](#) explaining the long-range facilities planning process, including financing, educational specifications, enrollment, feeders and boundaries, and facility conditions. In addition, we continue to document bond-funded construction progress at Beaverton High School and Raleigh Hills Elementary, along with smaller projects throughout the district. These videos increase public understanding, elevate school stories and reinforce accountability.

3. Aloha High School Mascot Rebranding

CCI engaged extensively with students and staff at Aloha High School on a [new branding package](#). The new mascot imagery—a wolf and shield, as selected by students—replaces images of King Kamehameha previously used by the school. The change reflects the district’s move away from mascots that depict human figures or specific genders to better represent school communities in culturally respectful and inclusive ways.

4. State and National Recognition

CCI earned state awards from the Oregon School Public Relations Association for its *Kindness Counts* social media campaign, video storytelling and labor negotiations website. The team also received national awards from the National School Public Relations Association for marketing materials and website design. These recognitions highlight the district’s commitment to high-quality, effective communication practices.

Community Involvement

1. Clothes for Kids (C4K)

Clothes for Kids served a record number of students during the 2024-2025 school year, with more than 5,000 visits and approximately 150,000 items distributed. The program receives no direct financial support from the district and relies on clothing and monetary donations.

To increase sustainability, the program now hosts three surplus sales each year, selling donated items not suitable for students. The sales are widely advertised to families and the public. Last school year, these events generated more than \$17,000. Combined with sponsorships from local businesses, the proceeds are used to purchase high-need items, including new socks and underwear. Last year alone, nearly \$30,000 was spent on those essential items.

With the exception of a part-time program coordinator, C4K is staffed entirely by volunteers. The program currently serves families three days a week and requires a minimum of 20 volunteers each day to meet demand. As need has increased, so has the challenge of growing and sustaining the volunteer base. This year, we have expanded outreach efforts to faith-based groups, community organizations, businesses and students to recruit additional volunteers.

2. THPRD Partnership Expansion

CCI expanded its long-standing partnership with Tualatin Hills Park & Recreation District. THPRD hosted monthly donation drives at all centers—collecting clothing, coats and

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shoes for Clothes for Kids and hygiene items and laundry pods for our McKinney-Vento program. We also partnered to host a prom dress giveaway, offering more than 300 dresses to students to help eliminate financial barriers to milestone experiences.

3. Districtwide Food Pantries and Community Markets

CCI coordinated the establishment of food pantries at all 54 school sites plus the Community Transition Program and Early College to support families facing food insecurity, especially during the temporary suspension of SNAP benefits. Also, the district partners with the Oregon Food Bank (OFB) and Urban Gleaners to operate 11 external and one internal school-based, pop-up markets and is working with our community partners to expand markets to additional schools. Last year, OFB distributed \$167,808 in food, and Urban Gleaners provided more than \$1 million in food support through BSD schools.

4. Other Community Partnerships

In addition to OFB and Urban Gleaners, CCI cultivates partnerships with more than 100 local organizations, including businesses, community groups, faith-based organizations and service clubs. Last year, these partners contributed \$836,919 in in-kind donations; this figure does not include in-kind donations facilitated by and given directly to schools.

Initiatives

1. Class Intercom Social Media Platform

Social media continues to be an excellent way for the district and schools to showcase the work of students and staff while building community. This past summer, CCI launched and trained staff on Class Intercom, a unified social media management platform. For the first time, all 116 district, school and program Facebook and Instagram accounts are managed in one secure system. The platform improves scheduling, reduces staff time, enhances brand consistency and allows the district to share coordinated campaigns, like *Believe You Matter*, more efficiently.

2. Let's Talk/Onflo Districtwide Engagement Tool

In partnership with IT, CCI supported the rollout of Let's Talk/Onflo, a unified service desk and customer engagement platform designed for school districts. The tool includes an AI-driven chatbot to answer frequently asked questions and a contact feature that routes users directly to the appropriate department. The platform launched in November and will be introduced to the community in January. Next year, it will extend to schools, improving accuracy, response time and overall service quality.

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Communications & Community Involvement

Annual Department Report

January 13, 2025

Shellie Bailey-Shah, Public Communications Officer³¹

BELIEVE

you
MATTER

STATEMENT: I BELONG, AND I MATTER.

Percentage of students who agree



ELEMENTARY

93.5%



MIDDLE

89.8%



HIGH

87.4%

STATEMENT: I FEEL CONNECTED TO MY LEARNING, TO MY PEERS AND TO THE ADULTS IN MY SCHOOL.

Percentage of students who agree



ELEMENTARY

89.7%



MIDDLE

79.8%



HIGH

77.6%

FALL



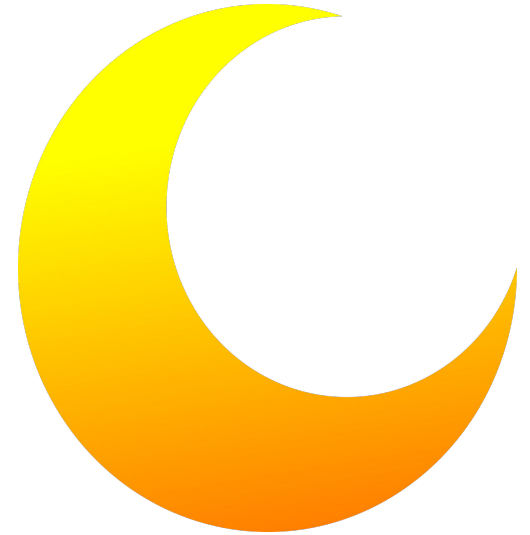
Suicide Prevention

WINTER



Social Media & Digital
Wellness

SPRING



Sleep Health

Parent Learning Sessions

Elementary Parents

JAN
13

Ready, Set, Smartphone

- 🕒 6:00 PM-6:45 PM
- 📍 SUNSET HIGH SCHOOL AUDITORIUM, 13840 NW CORNELL RD., PORTLAND

JAN
13

The Truth About Screen Time

- 🕒 7:00 PM-8:30 PM
- 📍 SUNSET HIGH SCHOOL AUDITORIUM, 13840 NW CORNELL RD., PORTLAND

Middle & High Parents

JAN
14

The Truth About Screen Time

- 🕒 6:00 PM-7:30 PM
- 📍 SUNSET HIGH SCHOOL AUDITORIUM, 13840 NW CORNELL RD., PORTLAND

JAN
14

Social Media, Gaming & Mental Health

- 🕒 7:45 PM-8:30 PM
- 📍 SUNSET HIGH SCHOOL AUDITORIUM, 13840 NW CORNELL RD., PORTLAND

All Parents

FEB
4

How to Monitor Your Child's Chromebook Use

- 🕒 6:30 PM
- 📍 DISTRICT ADMINISTRATION OFFICE, 1260 NW WATERHOUSE AVE.



Questions



ITEM FOR INFORMATION**COMMUNITY FACILITY USE****SUMMARY**

Information will be shared outlining revised facility use procedures. These changes are intended to make BSD facilities easier to access and more affordable for BSD student groups and resident youth-serving nonprofit organizations.

BACKGROUND

The district implemented a new facility use platform and revised its facility use tiers effective July 1, 2025. As part of these changes, fees for nonprofit programs serving youth exclusively within the BSD boundary have been significantly reduced, while pricing overall has been aligned with comparable districts to ensure fairness and transparency, resulting in modest adjustments for some commercial or for-profit users. New guidelines have also reduced certain supplemental staffing charges, lowering costs for most groups, and the updated reservation system offers a more user-friendly experience.

RECOMMENDATION

Staff will present information on changes in the district's community facility use procedures. No action is needed.

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Community Facility Use

Program Spotlight

School Board Meeting

January 13, 2026

Community Facility Use: Program Spotlight

Platform: Implemented New Facility Use Program (Facilitron)

- Provides updated user functions
- Assists district in completing requests and gathering required information
- Consistent with surrounding districts

Tiers: Added Tier Y

- Nonprofits that represent BSD resident students

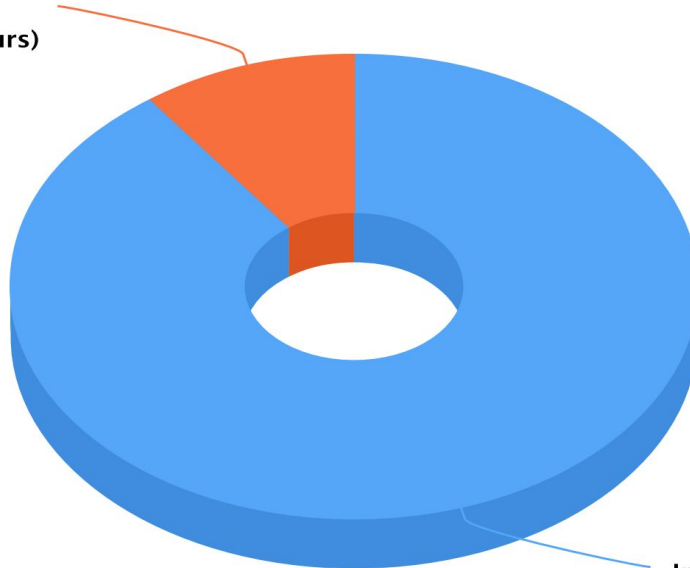
Fees:

- Substantially lower than previous rental fees
- Similar to surrounding districts

Utilization Hours July 1–Dec. 31

Utilization Hours & Percentage – Internal vs External

External
10.1 % (3,720 hours)

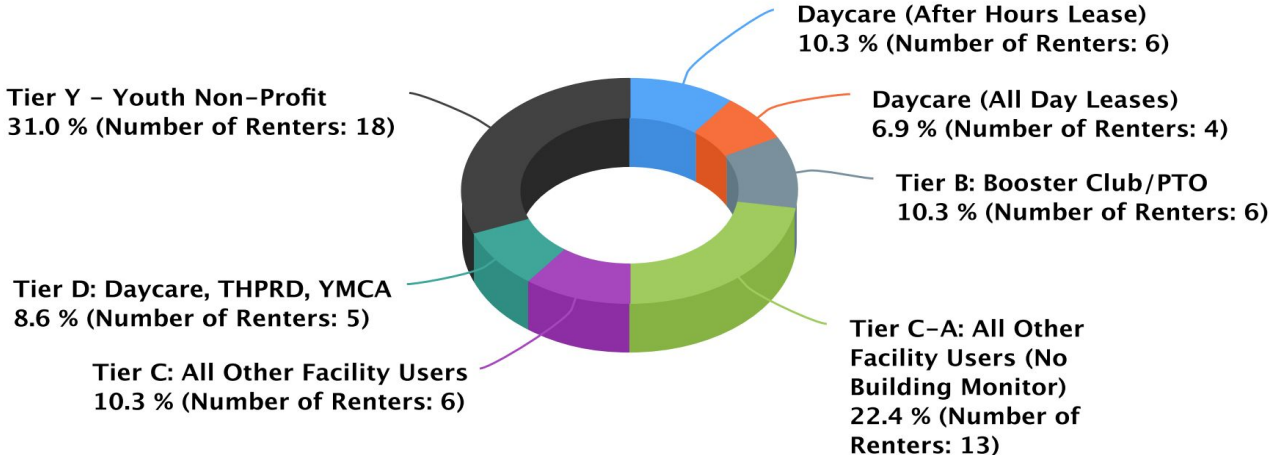


Internal
89.9 % (33,261 hours)

Facility Users July 1–Dec. 31

Renter Demographics

Renters by Rate Category



Community Facility Use

Next Steps:

- Continue to gather data for improved process
- Work with existing partnerships to provide use and fee consistency
- Continue to look for ways to increase community facility use and reduce barriers

Questions?

ITEM FOR INFORMATION
MONTHLY FINANCIAL UPDATE

SUMMARY

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

BACKGROUND

Attached is the financial report for December 2025:

- General fund activity and forecast (*presented in both new and old format*)
- Summary of revenue and expenditures for all funds except general fund
- 2025-26 classroom teacher staffing by school as of December 19, 2025
- Investment monthly board report as of December 19, 2025
- Investment portfolio – allocation by asset category, main fund, asset class
- Portfolio holdings by asset class

NOTES:

- Small adjustments to the forecast this month
- Legislative short session beginning soon

RECOMMENDATION

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

Belong. Believe. Achieve.

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For December 2025
(\$ in millions)

	YTD Actuals	Current Encumb.	Actuals & Encumb.	2025-26 Budget	Year-End Forecast	Variance
REVENUES:						
State School Fund	\$ 379.5	\$ -	\$ 379.5	\$ 550.0	\$ 544.2	\$ (5.8)
Local Option Levy	40.5	-	40.5	44.0	43.0	(1.0)
Investment Earnings	3.7	-	3.7	10.0	10.0	-
NWRESD Appointment	-	-	-	13.4	13.4	-
Other	5.9	-	5.9	11.5	10.8	(0.7)
Total Revenues	\$ 429.6	\$ -	\$ 429.6	\$ 628.9	\$ 621.4	\$ (7.5)
EXPENDITURES:						
Salaries	\$ 148.5	\$ -	\$ 148.5	\$ 353.9	\$ 353.2	\$ (0.7)
Benefits	90.5	-	90.5	224.2	221.4	(2.8)
Purchased services	17.3	7.2	24.5	40.9	38.9	(2.0)
Supplies & materials	13.4	2.0	15.4	22.7	21.7	(1.0)
Capital outlay	-	0.1	0.1	0.5	0.5	-
Other	1.8	0.1	1.9	3.1	3.1	-
Transfers out	2.9	-	2.9	2.9	2.9	-
Total Expenditures	\$ 274.4	\$ 9.4	\$ 283.8	\$ 648.2	\$ 641.7	\$ (6.5)
Surplus / (Deficit) from Operations				\$ (19.3)	\$ (20.3)	\$ (1.0)

	2025-26 Budget	Year-End Forecast
Projected Ending Fund Balance		
Beginning Fund Balance	\$ 158.0	\$ 163.4
Surplus / (Deficit) from Operations	(19.3)	(20.3)
Contingency	138.7	-
Projected Ending Fund Balance	\$ -	\$ 143.1
Projected Ending Fund Balance as Percentage of Total Resources		18.2%

	YTD Actuals	Current Encumb.	Actuals & Encumb.	Final Budget	Year-End Forecast	Variance
APPROPRIATIONS:						
Instruction	\$ 163.8	\$ 3.9	\$ 167.7	\$ 398.2	\$ 397.9	\$ (0.3)
Support Services	106.5	5.5	112.0	245.1	238.9	(6.2)
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	\$ 274.4	\$ 9.4	\$ 283.8	\$ 786.9	\$ 780.4	\$ (6.5)

Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For December 2025
(\$ 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	205.3	-	205.3	353.3
Property Taxes	180.0	180.0	174.0	-	174.0	184.5
Common School Fund	5.4	5.4	-	-	-	5.4
County School Fund	1.0	1.0	0.2	-	0.2	1.0
Local Option Levy	44.0	44.0	40.5	-	40.5	43.0
Investment Earnings	10.0	10.0	3.7	-	3.7	10.0
NWRESD Appointment	13.4	13.4	-	-	-	13.4
Other	11.5	11.5	5.9	-	5.9	10.8
Total	\$ 786.9	\$ 786.9	\$ 593.0	\$ -	\$ 593.0	\$ 784.8
EXPENDITURES:						
Salaries	\$ 353.9	\$ 353.9	\$ 148.5	\$ -	\$ 148.5	\$ 353.2
Benefits	224.2	224.2	90.5	-	90.5	221.4
Purchased services	40.9	40.9	17.3	7.2	24.5	38.9
Supplies & materials	22.7	22.7	13.4	2.0	15.4	21.7
Capital outlay	0.5	0.5	-	0.1	0.1	0.5
Other	3.1	3.1	1.8	0.1	1.9	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	\$ 274.4	\$ 9.4	\$ 283.8	\$ 780.4

Projected Surplus / (Deficit) from Operations	\$ (20.3)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 143.1
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2026 *	
	18.2%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund		\$ 142.1	18.0%
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	\$ 163.8	\$ 3.9	\$ 167.7	\$ 397.9
Support Services	245.1	245.1	106.5	5.5	112.0	238.9
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	\$ 274.4	\$ 9.4	\$ 283.8	\$ 780.4

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For December 2025

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	\$ 9,468,585	\$ 2,423,480	\$ 694,472	\$ 3,117,952	22.89%	\$ 6,350,633
Equipment Replacement Fund	10,727,012	12,074,387	4,207,354	3,192,021	7,399,375	68.98%	4,675,012
Scholarship Fund	550,000	531,038	71,950	19,500	91,450	16.63%	439,588
Grant Fund	122,059,101	28,227,619	38,885,138	10,512,924	49,398,062	40.47%	(21,170,443)
Long-Term Planning Fund	40,650,000	36,661,817	-	-	-	0.00%	36,661,817
Nutrition Services Fund	27,996,407	14,328,112	8,337,330	7,115,024	15,452,354	55.19%	(1,124,242)
Debt Service Fund	121,012,843	108,653,032	18,532,073	-	18,532,073	15.31%	90,120,959
Capital Projects Fund	517,340,000	481,778,281	126,438,975	136,140,250	262,579,225	50.76%	219,199,056
Insurance Reserve Fund	13,502,493	13,574,413	4,003,189	1,116,267	5,119,456	37.91%	8,454,957
Workers' Compensation Fund	6,427,860	5,047,730	1,487,775	88,298	1,576,073	24.52%	3,471,657
Total	\$ 873,884,716	\$ 710,345,014	\$ 204,387,264	\$ 158,878,756	\$ 363,266,020		\$ 347,078,994

2025-26 Classroom Teacher Staffing By School As of 12/19/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	12/19/25 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	911	873	(38)	30.0	8.0	2.0	40.0	31.0	7.0	2.0	40.0
Barnes	418	392	(26)	13.0	4.0	1.0	18.0	12.0	4.0	1.0	17.0
Beaver Acres	734	677	(57)	22.0	7.0	3.0	32.0	23.0	6.0	3.0	32.0
Bethany	398	394	(4)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Bonny Slope	591	583	(8)	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Cedar Mill	345	354	9	9.0	3.0	2.0	14.0	10.0	3.0	2.0	15.0
Chehalem	374	363	(11)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Cooper Mountain	367	353	(14)	11.0	3.0		14.0	10.0	3.0		13.0
Elmonica	430	421	(9)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Errol Hassell	315	294	(21)	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Findley	536	501	(35)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Fir Grove	340	339	(1)	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
FLEX (K-5)	58	76	18	3.0	-	-	3.0	3.0			3.0
Greenway	264	249	(15)	7.0	3.0	2.0	12.0	7.0	3.0	2.0	12.0
Hazeldale	517	514	(3)	15.0	4.0	3.0	22.0	15.0	4.0	3.0	22.0
Hiteon	469	473	4	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	582	547	(35)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Kinnaman	437	427	(10)	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	644	(14)	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	439	(11)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	18.0
Oak Hills	474	439	(35)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Raleigh Hills	254	256	2	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Raleigh Park	307	281	(26)	9.0	3.0	1.0	13.0	9.0	3.0	1.0	13.0
Ridgewood	317	338	21	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Rock Creek	396	375	(21)	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Sato	831	835	4	24.0	6.0	4.0	34.0	24.0	6.0	4.0	34.0
Scholls Heights	598	617	19	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Sexton Mountain	396	418	22	10.0	3.0	2.0	15.0	11.0	3.0	2.0	16.0
Springville	712	689	(23)	19.0	6.0	3.0	28.0	20.0	5.0	3.0	28.0
Terra Linda	258	284	26	10.0	2.0		12.0	10.0	2.0		12.0
Vose	630	582	(48)	20.0	6.0	2.0	28.0	20.0	6.0	2.0	28.0
West TV	295	276	(19)	8.0	3.0	1.0	12.0	9.0	3.0	1.0	13.0
William Walker	498	491	(7)	15.0	5.0	2.0	22.0	13.0	4.0	1.5	18.5
Elementary School Total	15,650	15,295	(355)	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	25.7	23.3	

2025-26 Classroom Teacher Staffing By School

As of 12/19/25

School	Budgeted Enrollment	12/19/25 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	634	630	(4)	22.2	5.8	0.6	28.6	23.1	4.8	0.6	28.5
Conestoga	828	802	(26)	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	662	(38)	26.4	7.0	0.6	34.0	25.6	6.0	0.6	32.2
Mountain View	797	759	(38)	30.0	8.0	0.6	38.6	28.7	7.0	0.6	36.3
Stoller	1,127	1,121	(6)	35.8	9.6	1.0	46.4	36.8	8.6	1.0	46.4
Tumwater	976	955	(21)	30.8	8.2	0.8	39.8	31.2	7.2	0.8	39.2
Whitford	783	746	(37)	28.0	7.2	0.8	36.0	28.2	6.2	0.8	35.2
Middle School Total	7,243	7,043	(200)	250.6	66.4	6.6	323.6	254.2	57.4	6.6	318.2
Average Middle School Staffing Ratio				28.9	22.8	22.4		27.7	22.6	22.1	
Aloha	1,545	1,498	(47)	59.0	13.6	1.4	74.0	55.0	12.6	1.4	69.0
Beaverton	1,330	1,309	(21)	52.0	11.2	1.2	64.4	51.8	10.2	1.2	63.2
Mountainside	1,691	1,718	27	53.2	12.6	1.4	67.2	54.9	11.6	1.4	67.9
Southridge	1,342	1,319	(23)	47.0	11.2	1.2	59.4	48.5	10.2	1.2	59.9
Sunset	1,775	1,728	(47)	55.2	13.2	1.4	69.8	55.9	12.2	1.4	69.5
Westview	2,360	2,320	(40)	77.2	18.6	2.0	97.8	77.6	17.6	2.0	97.2
High School Total	10,043	9,892	(151)	343.6	80.4	8.6	432.6	343.6	74.4	8.6	426.6
Average High School Staffing Ratio				29.2	23.7	23.2		28.8	23.7	23.2	
Arts & Communication Magnet Academy (6-12)	693	690	(3)	24.8	6.2	0.4	31.4	24.0	6.2	0.4	30.6
Beaverton Academy of Science and Engineering (6-12)	847	843	(4)	30.6	7.4	0.4	38.4	29.8	7.4	0.4	37.6
Community School (9-12)	137	137	-	7.0	1.4	0.2	8.6	6.5	1.4	0.2	8.1
FLEX Online School (6-12)	349	365	16	18.8	2.2	1.0	22.0	19.3	2.2	1.0	22.5
International School of Beaverton (6-12)	885	872	(13)	31.2	7.4	0.6	39.2	32.5	6.4	0.6	39.5
Options Schools Total	2,911	2,907	(4)	112.4	24.6	2.6	139.6	112.1	23.6	2.6	138.3
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	35,137	(710)	1,188.6	305.4	79.8	1,573.8	1,173.8	285.4	79.3	1,538.5

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
12/30/2025

COMPLIANCE | Beaverton School District, Prepared by Business Office

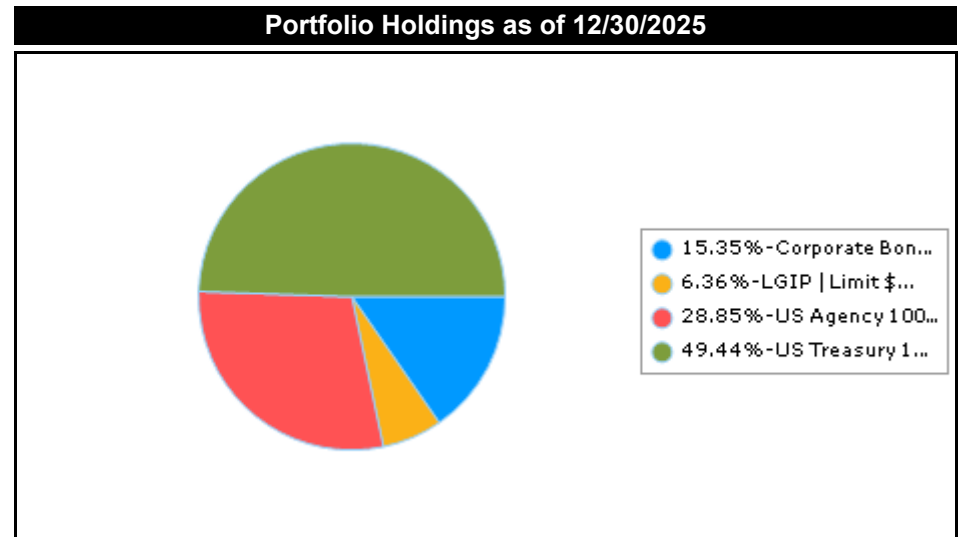
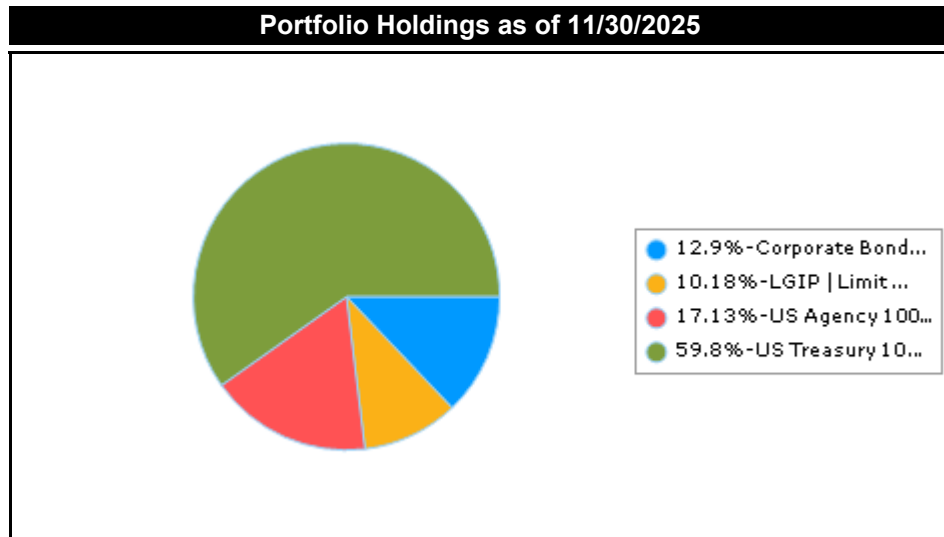
This monthly investment report is in compliance, in accordance with the Board Policy DFA - Investment of Funds.

Asset Category	Face Amount/Shares	Market Value	Book Value	% of Portfolio	YTM @ Cost	Days To Maturity
Corporate Bonds 35%	125,000,000.00	123,464,135.65	123,493,946.42	15.37	4.04	122
LGIP Limit \$ 63,387,000	51,118,283.45	51,118,283.45	51,118,283.45	6.36	4.25	1
US Agency 100%	235,000,000.00	231,978,430.00	232,037,643.67	28.88	3.71	129
US Treasury 100%	409,000,000.00	397,581,740.00	396,793,415.45	49.39	3.88	293
Total / Average	820,118,283.45	804,142,589.10	803,443,288.99	100.00	3.88	201

Beaverton School District Distribution by Asset Category - Market Value

Begin Date: 11/30/2025, End Date: 12/30/2025

Asset Category Allocation				
Asset Category	Market Value 11/30/2025	% of Portfolio 11/30/2025	Market Value 12/30/2025	% of Portfolio 12/30/2025
Corporate Bonds 35%	79,229,224.75	12.90	123,464,135.65	15.35
LGIP Limit \$ 63,387,000	62,535,414.91	10.18	51,118,283.45	6.36
US Agency 100%	105,204,320.00	17.13	231,978,430.00	28.85
US Treasury 100%	367,334,340.00	59.80	397,581,740.00	49.44
Total / Average	614,303,299.66	100.00	804,142,589.10	100.00

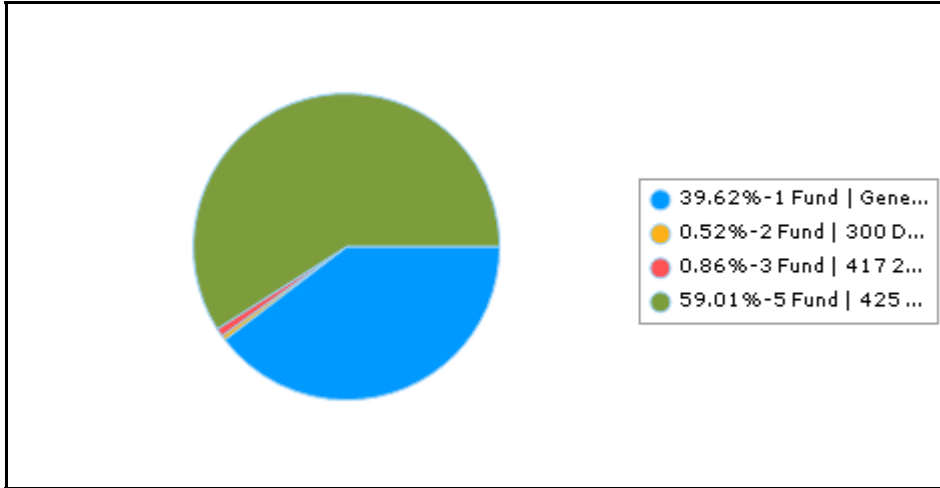


Beaverton School District Distribution by Main Fund - Market Value

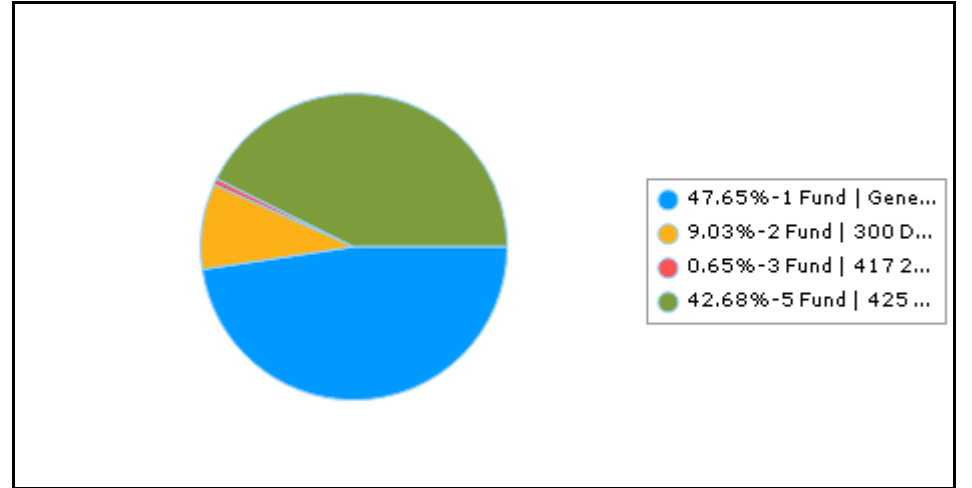
Begin Date: 11/30/2025, End Date: 12/30/2025

Main Fund Allocation				
Main Fund	Market Value 11/30/2025	% of Portfolio 11/30/2025	Market Value 12/30/2025	% of Portfolio 12/30/2025
1 Fund General Fund	243,382,466.01	39.62	383,145,229.65	47.65
2 Fund 300 Debt Service	3,164,406.07	0.52	72,590,086.61	9.03
3 Fund 417 2017 Bond Tax	5,285,212.94	0.86	5,187,995.32	0.65
5 Fund 425 2025 Bond Issue	362,471,214.64	59.01	343,219,277.52	42.68
Total / Average	614,303,299.66	100.00	804,142,589.10	100.00

Portfolio Holdings as of 11/30/2025



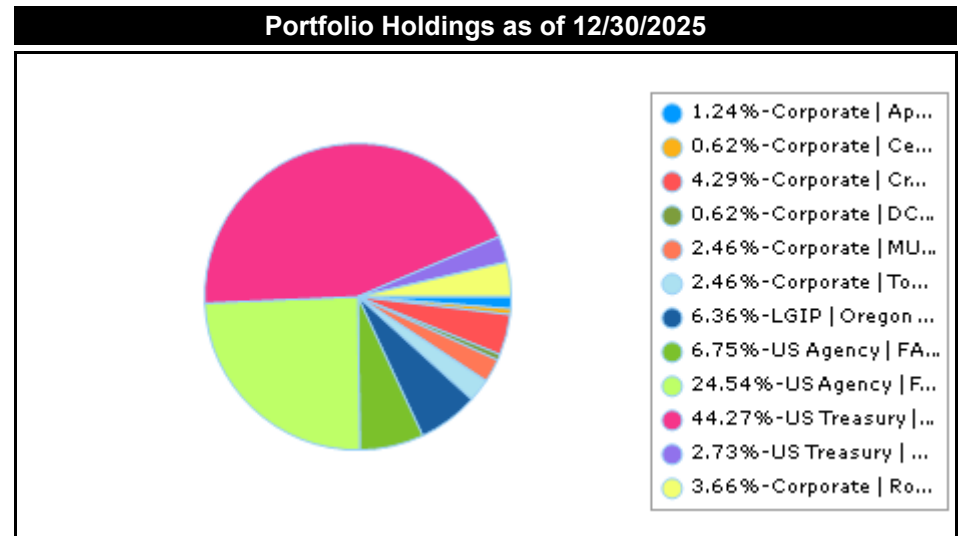
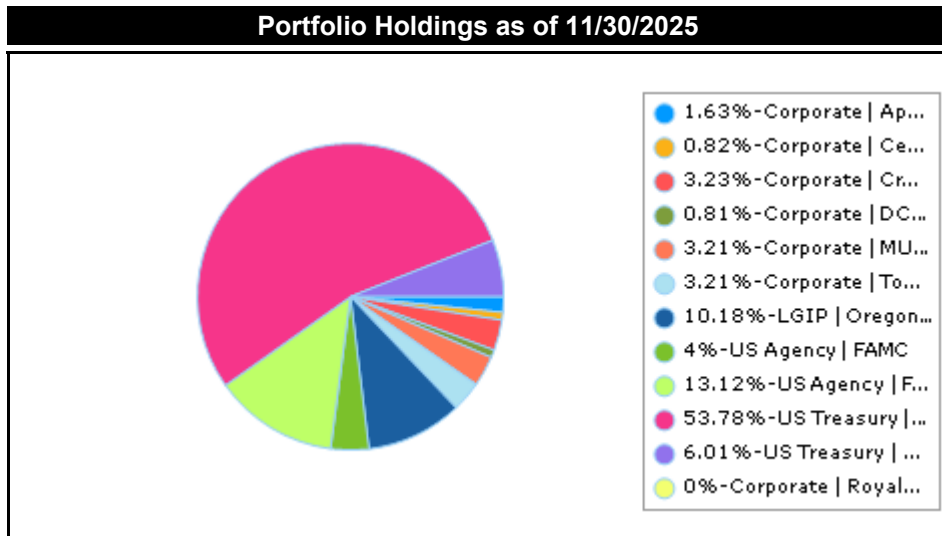
Portfolio Holdings as of 12/30/2025



Beaverton School District Distribution by Asset Class - Market Value

Begin Date: 11/30/2025, End Date: 12/30/2025

Asset Class Allocation				
Asset Class	Market Value 11/30/2025	% of Portfolio 11/30/2025	Market Value 12/30/2025	% of Portfolio 12/30/2025
Corporate Apple	9,984,100.00	1.63	9,989,100.00	1.24
Corporate Century Housing Corp	5,012,150.00	0.82	5,007,100.00	0.62
Corporate Credit Agricole	19,813,324.90	3.23	34,510,344.30	4.29
Corporate DCAT	4,974,955.55	0.81	4,990,625.00	0.62
Corporate MUFG Bank LTD	19,702,948.55	3.21	19,768,604.05	2.46
Corporate Toyota	19,741,745.75	3.21	19,806,904.10	2.46
LGIP Oregon State	62,535,414.91	10.18	51,118,283.45	6.36
US Agency FAMC	24,591,750.00	4.00	54,265,300.00	6.75
US Agency FHLB	80,612,570.00	13.12	197,327,730.00	24.54
US Treasury Bill - Slug	330,390,170.00	53.78	355,995,660.00	44.27
US Treasury Note	36,944,170.00	6.01	21,971,480.00	2.73
Corporate Royal Bank Canada	0.00	0.00	29,391,458.20	3.66
Total / Average	614,303,299.66	100.00	804,142,589.10	100.00





Beaverton School District Portfolio Holdings by Asset Class

Date: 12/30/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
Corporate Apple								
Apple 3.25 2/23/2026-25		3/19/2025	9,927,200.00	99.89	9,989,100.00	1.24%	Moody's-Aaa	54
037833BY5	10,000,000.00	4.06	9,988,665.87	3.96	115,555.56	434.13	S&P-AA+	0.14
			9,927,200.00		9,989,100.00	1.24%		54
Sub Total Corporate Apple	10,000,000.00	4.06	9,988,665.87	3.96	115,555.56	434.13		0.14
Corporate Century Housing Corp								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.14	5,007,100.00	0.62%	S&P-AA	135
15654VBP2	5,000,000.00	4.60	5,000,000.00	4.21	29,388.89	7,100.00	Moody's-Aa	0.37
			5,000,000.00		5,007,100.00	0.62%		135
Sub Total Corporate Century Housing Corp	5,000,000.00	4.60	5,000,000.00	4.21	29,388.89	7,100.00		0.37
Corporate Credit Agricole								
Credit Agricole CIB NY 0 2/17/2026		5/27/2025	9,695,577.78	99.47	9,946,733.30	1.24%	S&P-AA	48
22533UBH5	10,000,000.00	4.25	9,945,066.67	4.02	0.00	1,666.63	Moody's-A1	0.13
Credit Agricole CIB NY 0 3/2/2026		7/29/2025	9,747,400.00	99.32	9,931,911.10	1.24%	Moody's-P1	61
22533UC27	10,000,000.00	4.32	9,928,663.89	4.05	0.00	3,247.21	S&P-A+	0.17
Credit Agricole CIB NY 0 8/17/2026		12/11/2025	14,623,387.50	97.54	14,631,699.90	1.82%	S&P-AA	229
22533UHH9	15,000,000.00	3.72	14,653,637.50	3.96	0.00	-21,937.60	Moody's-P1	0.63
			34,066,365.28		34,510,344.30	4.3%		129
Sub Total Corporate Credit Agricole	35,000,000.00	4.05	34,527,368.06	4.00	0.00	-17,023.76		0.35
Corporate DCAT								
DCAT 0 1/15/2026		10/28/2025	4,957,318.06	99.81	4,990,625.00	0.62%	Moody's-A1	15
24023HAF2	5,000,000.00	3.92	4,991,895.83	4.51	0.00	-1,270.83	S&P-A+	0.04
			4,957,318.06		4,990,625.00	0.62%		15
Sub Total Corporate DCAT	5,000,000.00	3.92	4,991,895.83	4.51	0.00	-1,270.83		0.04
Corporate MUFG Bank LTD								
MUFGBK 0 4/13/2026		8/27/2025	14,613,562.50	98.87	14,830,841.55	1.85%	S&P-A+	103
62479MDD2	15,000,000.00	4.16	14,826,187.50	3.99	0.00	4,654.05	Moody's-A1	0.28



Beaverton School District Portfolio Holdings by Asset Class

Date: 12/30/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
MUFGBK 0 4/24/2026		7/29/2025	4,842,336.11	98.76	4,937,762.50	0.61%	Moody's-P1	114
62479MDQ3	5,000,000.00	4.36	4,933,183.33	3.98	0.00	4,579.17	S&P-A	0.31
			19,455,898.61		19,768,604.05	2.46%		106
Sub Total Corporate MUFG Bank LTD	20,000,000.00	4.21	19,759,370.83	3.99	0.00	9,233.22		0.29
Corporate Royal Bank Canada								
Royal Bank of Canada 0 6/3/2026		12/4/2025	19,625,933.33	98.34	19,667,683.20	2.45%	S&P-AA+	154
78009BF31	20,000,000.00	3.79	19,681,733.33	3.95	0.00	-14,050.13	Moody's-Aa1	0.42
Royal Bank of Canada 0 9/15/2026		12/22/2025	9,734,483.33	97.24	9,723,775.00	1.21%	S&P-AA+	258
78009BJF0	10,000,000.00	3.68	9,743,433.33	3.96	0.00	-19,658.33	Moody's-Aa1	0.71
			29,360,416.66		29,391,458.20	3.66%		188
Sub Total Corporate Royal Bank Canada	30,000,000.00	3.75	29,425,166.66	3.95	0.00	-33,708.46		0.52
Corporate Toyota								
Toyota Motor Credit Corp 0 3/19/2026		6/26/2025	4,846,680.56	99.14	4,956,912.50	0.62%	Moody's-Aa	78
89233HCK8	5,000,000.00	4.28	4,955,041.67	4.01	0.00	1,870.83	S&P-AA+	0.21
Toyota Motor Credit Corp 0 4/1/2026		8/27/2025	14,633,812.50	99.00	14,849,991.60	1.85%	S&P-A+	91
89233HD19	15,000,000.00	4.15	14,846,437.50	4.00	0.00	3,554.10	Moody's-A1	0.25
			19,480,493.06		19,806,904.10	2.47%		88
Sub Total Corporate Toyota	20,000,000.00	4.18	19,801,479.17	4.00	0.00	5,424.93		0.24
LGIP Oregon State								
Oregon State 417 2017 Bond Tax LGIP		6/30/2024	5,187,995.32	100.00	5,187,995.32	0.65%	NR	1
LGIP4972	5,187,995.32	4.25	5,187,995.32	4.25	0.00	0.00	NR	0
Oregon State Debt Service LGIP		6/30/2024	2,544,576.61	100.00	2,544,576.61	0.32%	NR	1
LGIP5173	2,544,576.61	4.25	2,544,576.61	4.25	0.00	0.00	NR	0
Oregon State Fund 425 Bond Issue LGIP		5/29/2025	7,502,972.52	100.00	7,502,972.52	0.93%	None	1
LGIP6795	7,502,972.52	4.25	7,502,972.52	4.25	0.00	0.00	None	0
Oregon State General Fund LGIP		6/30/2024	35,882,739.00	100.00	35,882,739.00	4.47%	NR	1
LGIP4010	35,882,739.00	4.25	35,882,739.00	4.25	0.00	0.00	NR	0



Beaverton School District Portfolio Holdings by Asset Class

Date: 12/30/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
			51,118,283.45		51,118,283.45	6.37%		1
Sub Total LGIP Oregon State	51,118,283.45	4.25	51,118,283.45	4.25		0.00		0
US Agency FAMC								
FAMC 0 5/11/2026		11/21/2025	24,562,406.25	98.68	24,670,000.00	3.07%	Moody's-Aa1	131
31315LWR5	25,000,000.00	3.75	24,664,767.36	3.68	0.00	5,232.64	S&P-AA+	0.36
FAMC 0 5/14/2026		12/4/2025	29,517,000.00	98.65	29,595,300.00	3.68%	Moody's-Aa1	134
31315LWU8	30,000,000.00	3.66	29,598,000.00	3.67	0.00	-2,700.00	S&P-AA+	0.37
			54,079,406.25		54,265,300.00	6.75%		133
Sub Total US Agency FAMC	55,000,000.00	3.70	54,262,767.36	3.67	0.00	2,532.64		0.37
US Agency FHLB								
FHLB 0 1/15/2026		2/20/2025	19,258,836.11	99.80	19,960,600.00	2.49%	Moody's-Aaa	15
313385RV0	20,000,000.00	4.21	19,966,208.33	4.74	0.00	-5,608.33	S&P-AA+	0.04
FHLB 0 1/15/2026		5/29/2025	14,620,775.00	99.80	14,970,450.00	1.86%	Moody's-Aaa	15
313385RV0	15,000,000.00	4.04	14,975,375.00	4.74	0.00	-4,925.00	S&P-AA+	0.04
FHLB 0 1/9/2026		3/19/2025	14,534,416.67	99.86	14,979,300.00	1.87%	Moody's-Aaa	9
313385RP3	15,000,000.00	3.90	14,985,843.75	5.53	0.00	-6,543.75	S&P-AA+	0.02
FHLB 0 2/13/2026		5/29/2025	14,577,500.00	99.52	14,927,550.00	1.86%	Moody's-Aa1	44
313385TA4	15,000,000.00	4.01	14,928,500.00	3.97	0.00	-950.00	S&P-AA+	0.12
FHLB 0 2/6/2026		12/22/2025	4,977,785.83	99.59	4,979,300.00	0.62%	S&P-AA+	37
313385ST4	5,000,000.00	3.49	4,982,132.08	4.05	0.00	-2,832.08	Moody's-Aa1	0.1
FHLB 0 5/15/2026		12/11/2025	20,691,679.17	98.64	20,714,610.00	2.58%	Moody's-Aa1	135
313385WV4	21,000,000.00	3.46	20,731,462.50	3.67	0.00	-16,852.50	S&P-AA+	0.37
FHLB 0 5/15/2026		12/22/2025	2,957,820.00	98.64	2,959,230.00	0.37%	Moody's-Aa1	135
313385WV4	3,000,000.00	3.57	2,960,456.25	3.67	0.00	-1,226.25	S&P-AA+	0.37
FHLB 0 5/8/2026		8/27/2025	973,153.61	98.71	987,090.00	0.12%	S&P-AA+	128
313385WN2	1,000,000.00	3.91	986,471.11	3.68	0.00	618.89	Moody's-Aa1	0.35



Beaverton School District Portfolio Holdings by Asset Class

Date: 12/30/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
FHLB 0 6/16/2026		12/4/2025	29,425,275.00	98.35	29,504,100.00	3.67%	S&P-AA+	167
313385YD2	30,000,000.00	3.62	29,505,262.50	3.62	0.00	-1,162.50	Moodys-Aa1	0.46
FHLB 0 7/16/2026		12/4/2025	19,561,955.56	98.07	19,614,600.00	2.44%	S&P-AA+	197
313385ZK5	20,000,000.00	3.60	19,614,755.56	3.59	0.00	-155.56	Moodys-Aa1	0.54
FHLB 0 8/7/2026		12/4/2025	24,403,663.19	97.88	24,469,500.00	3.05%	Moodys-Aa1	219
313385A97	25,000,000.00	3.58	24,469,114.79	3.56	0.00	385.21	S&P-AA+	0.6
FHLB 0 9/15/2026		12/11/2025	29,228,550.00	97.54	29,261,400.00	3.64%	S&P-AA+	258
313385F84	30,000,000.00	3.42	29,284,050.00	3.52	0.00	-22,650.00	Moodys-Aa1	0.71
			195,211,410.14		197,327,730.00	24.57%		134
Sub Total US Agency FHLB	200,000,000.00	3.71	197,389,631.87	3.98	0.00	-61,901.87		0.37
US Treasury Bill - Slug								
T-Bill 0 2/19/2026		5/27/2025	4,853,716.67	99.49	4,974,450.00	0.62%	Moodys-Aa1	50
912797PM3	5,000,000.00	4.11	4,972,708.33	3.75	0.00	1,741.67	S&P-AA+	0.14
T-Bill 0 3/19/2026		5/27/2025	4,838,844.44	99.21	4,960,700.00	0.62%	Moodys-Aa1	78
912797PV3	5,000,000.00	4.11	4,957,533.33	3.71	0.00	3,166.67	S&P-AA+	0.21
T-Bill 0 3/19/2026		7/29/2025	14,612,637.50	99.21	14,882,100.00	1.85%	Moodys-Aa1	78
912797PV3	15,000,000.00	4.15	14,870,325.00	3.71	0.00	11,775.00	S&P-AA+	0.21
T-Bill 0 4/16/2026		10/28/2025	4,915,000.00	98.94	4,947,050.00	0.62%	S&P-AA+	106
912797QD2	5,000,000.00	3.71	4,947,000.00	3.69	0.00	50.00	Moodys-Aa1	0.29
T-Bill 0 5/14/2026		7/29/2025	968,691.67	98.68	986,830.00	0.12%	Moodys-Aa1	134
912797QN0	1,000,000.00	4.08	985,483.33	3.64	0.00	1,346.67	S&P-AA+	0.37
T-Bill 0 5/14/2026		10/28/2025	9,807,500.00	98.68	9,868,300.00	1.23%	Moodys-Aa1	134
912797QN0	10,000,000.00	3.62	9,869,722.22	3.64	0.00	-1,422.22	S&P-AA+	0.37
T-Bill 0 5/14/2026		12/4/2025	14,761,183.33	98.68	14,802,450.00	1.84%	Moodys-Aa1	134
912797QN0	15,000,000.00	3.67	14,801,233.33	3.64	0.00	1,216.67	S&P-AA+	0.37



Beaverton School District Portfolio Holdings by Asset Class

Date: 12/30/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-Bill 0 6/11/2026		10/28/2025	4,895,161.11	98.42	4,921,000.00	0.61%	Moody's-Aa1	162
912797QX8	5,000,000.00	3.46	4,924,850.00	3.62	0.00	-3,850.00	S&P-AA+	0.44
T-Bill 0 7/9/2026		12/4/2025	14,692,583.33	98.20	14,730,000.00	1.83%	S&P-AA+	190
912797RF6	15,000,000.00	3.52	14,730,833.33	3.52	0.00	-833.33	Moody's-Aa1	0.52
T-SLGS 0 10/15/2026		5/29/2025	9,474,600.00	97.15	9,715,100.00	1.21%	Moody's-Aa1	288
912821NH4	10,000,000.00	3.95	9,699,771.43	3.70	0.00	15,328.57	S&P-AA+	0.79
T-SLGS 0 11/15/2026		5/29/2025	9,446,900.00	97.03	9,702,500.00	1.2%	Moody's-Aa1	319
9128205Y9	10,000,000.00	3.93	9,670,207.66	3.49	0.00	32,292.34	S&P-AA+	0.87
T-SLGS 0 11/15/2027		5/29/2025	18,212,200.00	93.60	18,720,000.00	2.32%	Moody's-Aa1	684
912833QB9	20,000,000.00	3.84	18,641,272.00	3.56	0.00	78,728.00	S&P-AA+	1.87
T-SLGS 0 12/15/2026		5/29/2025	18,834,400.00	96.74	19,348,200.00	2.4%	Moody's-Aa1	349
912821NT8	20,000,000.00	3.92	19,280,009.91	3.50	0.00	68,190.09	S&P-AA+	0.96
T-SLGS 0 2/15/2027		5/29/2025	23,401,250.00	96.20	24,051,000.00	2.98%	Moody's-Aa1	411
9128206P7	25,000,000.00	3.89	23,952,015.55	3.47	0.00	98,984.45	S&P-AA+	1.13
T-SLGS 0 2/15/2028		5/29/2025	13,524,450.00	92.74	13,910,400.00	1.72%	Moody's-Aa1	776
912833RY8	15,000,000.00	3.85	13,845,739.11	3.58	0.00	64,660.89	S&P-AA+	2.13
T-SLGS 0 3/15/2026		5/29/2025	14,528,700.00	99.25	14,887,650.00	1.85%	Moody's-Aa1	74
912821KW4	15,000,000.00	4.05	14,879,737.24	3.69	0.00	7,912.76	S&P-AA+	0.2
T-SLGS 0 4/15/2026		5/29/2025	14,481,300.00	98.99	14,848,050.00	1.85%	Moody's-Aa1	105
912821LA1	15,000,000.00	4.04	14,830,331.78	3.55	0.00	17,718.22	S&P-AA+	0.29
T-SLGS 0 5/15/2026		5/29/2025	15,399,040.00	98.70	15,792,480.00	1.96%	Moody's-Aa1	135
9128202R7	16,000,000.00	4.02	15,768,861.54	3.52	0.00	23,618.46	S&P-AA+	0.37
T-SLGS 0 5/15/2027		5/29/2025	23,206,750.00	95.28	23,818,750.00	2.96%	Moody's-Aa1	500
912833PD6	25,000,000.00	3.83	23,747,730.45	3.56	0.00	71,019.55	S&P-AA+	1.37



Beaverton School District Portfolio Holdings by Asset Class

Date: 12/30/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-SLGS 0 5/15/2028		5/29/2025	8,937,100.00	91.94	9,194,300.00	1.14%	Moodys-Aa1	866
912833WQ9	10,000,000.00	3.83	9,149,287.06	3.57	0.00	45,012.94	S&P-AA+	2.37
T-SLGS 0 6/15/2026		5/29/2025	23,982,250.00	98.45	24,612,500.00	3.06%	Moodys-Aa1	166
912821LL7	25,000,000.00	4.01	24,557,731.68	3.45	0.00	54,768.32	S&P-AA+	0.45
T-SLGS 0 7/15/2026		5/29/2025	23,908,500.00	98.10	24,525,750.00	3.05%	Moodys-Aa1	196
912821LQ6	25,000,000.00	3.99	24,480,742.72	3.57	0.00	45,007.28	S&P-AA+	0.54
T-SLGS 0 8/15/2026		5/29/2025	19,066,800.00	97.82	19,564,800.00	2.43%	Moodys-Aa1	227
912821LV5	20,000,000.00	3.97	19,521,814.00	3.55	0.00	42,986.00	S&P-AA+	0.62
T-SLGS 0 8/15/2027		5/29/2025	22,989,500.00	94.42	23,603,750.00	2.93%	Moodys-Aa1	592
912833PE4	25,000,000.00	3.82	23,526,960.40	3.57	0.00	76,789.60	S&P-AA+	1.62
T-SLGS 0 9/15/2026		5/29/2025	14,258,400.00	97.52	14,627,550.00	1.82%	Moodys-Aa1	258
912821ND3	15,000,000.00	3.95	14,596,344.30	3.60	0.00	31,205.70	S&P-AA+	0.71
Sub Total US Treasury Bill - Slug	367,000,000.00	3.90	347,997,458.05 355,208,245.70	3.57	355,995,660.00 0.00	44.22% 787,414.30		312 0.86
US Treasury Note								
T-Note 1.625 2/15/2026		4/28/2025	11,773,560.00	99.72	11,966,880.00	1.49%	Moodys-Aaa	46
912828P46	12,000,000.00	4.04	11,964,449.69	3.82	73,125.00	2,430.31	S&P-AA+	0.13
T-Note 3.75 4/15/2026		10/28/2025	10,009,600.00	100.05	10,004,600.00	1.25%	S&P-AA+	105
91282CGV7	10,000,000.00	3.54	10,005,964.50	3.56	79,326.92	-1,364.50	Moodys-Aa1	0.29
Sub Total US Treasury Note	22,000,000.00	3.81	21,783,160.00 21,970,414.19	3.70	21,971,480.00 152,451.92	2.74% 1,065.81		73 0.2
TOTAL PORTFOLIO	820,118,283.45	3.88	792,437,409.56 803,443,288.99	3.79	804,142,589.10 297,396.37	100.00% 699,300.11		201 0.55

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.

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 DECEMBER 9, 2025**Board Members Present:**

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

Absent:**Staff Present:**

Kerry Delf
Michael Schofield
Dr. Shelly Reggiani
Shellie Bailey-Shah
Sarah Weiland
Hank Harris
Christy Perry
Kathleen Rodden-Nord

Chief of Staff
Associate Superintendent for Business Services
Associate Superintendent for Teaching & Learning
Public Communications Officer
Board Liaison
Human Capital Enterprises
Human Capital Enterprises
Human Capital Enterprises

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

I. OPEN MEETING

Board Chair Sunita Garg called the work session to order at 6:01 p.m. She noted that all seven board members were present.

II. SUPERINTENDENT SEARCH

Hank Harris, Christy Perry and Kathleen Rodden-Nord from the Human Capital Enterprises team facilitated a discussion regarding the new superintendent search. The board discussed and expressed agreement with the superintendent search committee's recommendations regarding salary range. The board reviewed the draft superintendent criteria and made minor changes.

III. CLOSE MEETING

Chair Sunita Garg adjourned the work session at 6:39 p.m.

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING DECEMBER 9, 2025**Board Members Present:**

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

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

Vihaan Paliwal
Isabelle Riley

Student Representatives Absent:

Chermia Clouser
Jordyn Sargent

Staff Present:

Dr. Gustavo Balderas
Dr. Shelly Reggiani
Casey Waletich
Michael Schofield
Kerry Delf
Steffanie Frost
Steve Langford
Shellie Bailey-Shah
Jill O'Neill
Stafford Boyd
Aaron Boyle
Jason Guchereau
Sarah Weiland

Superintendent
Associate Superintendent for Teaching & Learning
Associate Superintendent for Operations & Support Services
Associate Superintendent for Business Services
Chief of Staff
Chief Human Resources Officer
Chief Information Officer
Public Communications Officer
Executive Administrator for Teaching & Learning and Option Schools
Administrator for Curriculum, Instruction & Assessment
Administrator for Facilities Development
Finance Manager
Board Secretary & 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. She noted that all seven board members were present and two student representatives were present. The board reviewed the agenda and did not request any changes.

II. STUDENT PERFORMANCES & RECOGNITIONS**A. Beaverton High School Mariachi Band**

The new mariachi band from Beaverton High School performed Cielito Lindo.

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Use the following links to access board meeting information:

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

B. Family and Consumer Sciences Teacher Award

Lora Wells, culinary teacher at Mountainside High School, was recognized for having been named Oregon Teacher of the Year by the Oregon Association of Family & Consumer Sciences.

III. SUPERINTENDENT'S REPORT

Dr. Balderas shared that he recently met with the mayor and Washington County leaders, including local agencies' elected leaders and CEOs, to discuss increased ICE activity and its impact on local communities. He emphasized that immigration enforcement activity is causing significant trauma and distress for families, students and communities nationwide, including locally in Beaverton and the surrounding region. Dr. Balderas reaffirmed that schools remain among the safest places for students and stressed the importance of collaboration across government agencies to support community safety. He expressed appreciation for the leadership and coordinated efforts underway in Washington County and noted ongoing communication with Oregon's federal delegation. Dr. Balderas highlighted the need for federal-level change and reiterated the district's commitment to supporting students and families through continued partnership and advocacy.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

BEA President Katie Lukins commented to the board.

B. Comments by Community Members

The board heard public comment from 10 speakers. The board also received 32 written comments.

V. ITEMS FOR INFORMATION

A. School Spotlight: New Graduation Requirements

Stafford Boyd, Administrator for Curriculum, Instruction & Assessment, presented information about how the district is implementing new graduation requirements introduced by the 2023 Oregon Legislature. The legislature passed Senate Bill 3 requiring two additional graduation requirements within the 24 credits required for the Oregon Diploma, beginning with the class of 2027: Personal Financial Education, 0.5 credit, and Higher Education and Career Path Skills, 0.5 credit. Course options for BSD students meeting the requirements have been developed, guided by student voice, and the district began implementation of course options meeting the new requirements in 2025.

B. Annual Comprehensive Financial Report

The accounts and fiscal affairs of every governmental agency must be audited and reviewed at least once each fiscal year. The Beaverton School District's audit committee met with the district's independent auditors in November to review the Annual Comprehensive Financial Report (ACFR) and audit for the year ended June 30, 2025. Audit Committee Chair Rob Drake, Associate Superintendent Mike Schofield and Finance Manager Jason Guchereau presented the finalized report.

C. Department Report: Technology

Chief Information Officer Steve Langford presented updates from the Information Technology Department, including technology support for student learning, improvements funded by the 2022 bond, technology systems and infrastructure improvements including cybersecurity, data center, network, enterprise applications, generative artificial intelligence, and user services and support.

D. Bond Project Update

Administrator for Facilities Development Aaron Boyle gave an update on the bond program including construction projects underway, sustainability measures, and the 2024-25 audit.

E. Monthly Financial Report

Associate Superintendent Mike Schofield presented the monthly financial report which included general fund activity and forecast, a summary of revenues and expenditures, a report on classroom teacher staffing by schools, and information on investment activity.

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Work Session, November 4, 2025
- ii. School Board Business Meeting, November 4, 2025
- iii. School Board Work Session, November 20, 2025
- iv. School Board Work Session, December 3, 2025

C. Public Contracts

D. Accept Annual Comprehensive Financial Report

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

VII. ITEMS FOR ACTION

A. Bond Program Budget Update

The bond program includes a program contingency fund that is meant to cover unforeseen costs and ensure the voter commitments can be met. This contingency has increased thanks to bond premium, interest earnings and various energy reimbursements. During this time, the district also has made significant progress toward delivering projects on budget, returning savings to program contingency and reducing risk to the bond program. Staff presented information about projects that need additional funding to be completed: the Barnes Elementary cafeteria and gym, seismic upgrades, and various deferred maintenance needs. It was recommended that \$40M be allocated from the bond program contingency to complete certain projects. This proposal was reviewed by the Bond Accountability Committee on September 10; the committee agreed that this was an appropriate use of bond funds and were in favor of the proposal.

Dr. Karen Pérez moved to approve the bond program budget update as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

B. Superintendent Search Criteria

Board policy CBB requires that the board adopt the standards and criteria to be used in hiring a superintendent at an open meeting of the board in which the public has had the opportunity to comment. The board approved the process and timeline for the superintendent search on November 4, and Human Capital Enterprises crafted draft “next superintendent criteria” based on input from over 1,600 students, families, staff and community members. The criteria were then revised with input from the board and additional community feedback. Final adjustments were made by the board in the work session preceding this meeting.

Dr. Karen Pérez moved to approve the superintendent search criteria. Justice Rajee seconded. The motion passed unanimously 7:0.

C. Student Investment Account Grant Agreement

The Student Investment Account provides funds to help increase academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet students’ behavioral or mental health needs. BSD’s Student Investment Account Plan was approved by the board as part of the Aligning for Student Success: Integrated Programs Plan in April 2025. The state has now approved BSD’s SIA grant application, and will release the district’s grant funds after the grant agreement

(including the established longitudinal performance growth targets) has been approved by the board and submitted to the state.

Dr. Karen Pérez moved to approve the Student Investment Account grant agreement (including LPGTs) as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

D. OSBA Elections

Beaverton School District is a member of the Oregon School Boards Association, a statewide association that supports K–12 public school boards, education service district boards, community college boards and the state board of education. Annual elections are held for positions on OSBA's governing board and legislative policy committee. Candidates for election must be nominated by official action of a member board within the region. Member boards in each region then vote to elect candidates to their region's board positions.

Dr. Karen Pérez moved that the board support Tristan Irvin for OSBA Board Position 16. Justice Rajee seconded. The motion passed unanimously 7:0.

Dr. Karen Pérez moved that the board support Nancy Thomas for OSBA Board Position 20. Justice Rajee seconded. The motion passed unanimously 7:0.

Dr. Karen Pérez moved that the board support Melissa Potter for OSBA LPC Position 15. Justice Rajee seconded. The motion passed unanimously 7:0.

Dr. Karen Pérez moved that the board support Becky Tymchuk for OSBA LPC Position 16. Justice Rajee seconded. The motion passed unanimously 7:0.

Dr. Karen Pérez moved that the board support Crystal Weston for OSBA Board Position 20. Justice Rajee seconded. The motion passed unanimously 7:0.

Staff will submit the Beaverton School Board's votes to OSBA for inclusion in the election process.

F. Board Policy Revisions

i. IIA Instructional Materials

ii. JHCA Immunization, School Sports Participation, Concussions and Other Brain Injuries

Dr. Karen Pérez moved to approve the board policy revisions as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Board Policy Revisions

i. GCAB Personal Electronic Devices and Social Media - Staff

ii. BBB Board Elections

iii. BDC Executive Sessions

The board discussed proposed revisions to board policies GCAB, BBB and BDC. 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. The presentation and board discussion noted that adjustments had been made from the previous draft of policy GCAB following board discussion in the previous meeting regarding language about off-duty online conduct. Policies GCAB, BBB and BDC will be considered for approval in the next board meeting in January.

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

Responsive to the current political climate and recent activities related to immigration enforcement, families, staff and board members have expressed concern for members of our community who may feel unsafe, anxious and uncertain about school policies and procedures related to students and families who are immigrants to the United States. A discussion was held regarding potentially reaffirming the resolution that was passed in January 2025, since which time the board's membership has changed. Board members will be invited to provide input on the resolution and the topic will be revisited in a future meeting.

IX. BOARD AND STUDENT REPRESENTATIVE COMMUNICATION

Board members and student representatives shared comments at the end of the meeting. Comments expressed appreciation for staff, district leadership and the superintendent for supporting meaningful dialogue and community engagement. Several members acknowledged the importance of hearing community voices, including student speakers, and emphasized that active engagement and a commitment to transparency are strengths of the district. Board members reflected on the interconnected nature of student success, noting links between student safety, well-being, technology, and broader community conditions. Comments also highlighted the need to stay focused on shared goals amid complex discussions and differing perspectives, while supporting one another as a board. Members shared gratitude for public testimony and reiterated a collective commitment to student-centered decision-making, equity, and social justice. Appreciation was expressed for Dr. Balderas' leadership and legacy, including progress toward the district's strategic goals and programs that foster student belonging and achievement. Board members acknowledged specific communities experiencing harm and reaffirmed their intent to listen, learn, and serve. The meeting concluded with thanks to the community and well wishes ahead of the upcoming winter break.

X. CLOSE MEETING

Chair Sunita Garg adjourned the meeting at 10:53 p.m.

DRAFT MEETING MINUTES – BOARD WORK SESSION JANUARY 6, 2026**Board Members Present:**

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

Absent:**Staff Present:**

Kerry Delf
Hank Harris

Chief of Staff
Human Capital Enterprises

The meeting was open to the public via livestream on YouTube.

I. OPEN MEETING

Board Chair Sunita Garg called the work session to order at 5:46 p.m. She noted that four board members — Sunita Garg, Dr. Karen Pérez, Dr. Melissa Potter and Syed Qasim — were present, and the other three would be joining shortly. Dr. Tammy Carpenter arrived at 5:47 p.m., Dr. Vân Truong at 5:49 p.m. and Justice Rajee at 6:00 p.m.

II. SUPERINTENDENT LEADERSHIP TRANSITION

The school board held a work session to discuss the superintendent leadership transition. The district's current superintendent, Dr. Gustavo Balderas, will depart from the district at the end of January. The session focused on reviewing the process of selecting an interim superintendent, including options for considering internal or external candidates.

III. CLOSE MEETING

Sunita Garg adjourned the work session at 6:08 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	
Aloha High School Athletic Facility – Batting Facility and Stadium Concession Remodel	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) #25-0014	TH Builders Corp.	\$938,252	1/2026	9/2026	Authorization to Award Contract
General Contractor Services for Terra Linda Elementary School Re-Roof	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) 25-0005	Buildskape Construction Co.	\$3,784,754	1/2025	9/2026	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Aloha High School – Softball Hitting Facility and Stadium Concession Remodel

- **Contract Scope:** Build new softball hitting facility and expand/remodel stadium concession stand
- **Contract Timeline:** 1/2026 – 9/2026
- **Contract Amount:** \$938,252
- **Contractor/Vendor:** TH Builders Corp.
- **Funding Source:** 2022 Bond
- **Solicitation Method:** ITB 25-0014
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Athletic Facilities: Aloha HS

- **Project Scope:** Build new softball batting facility and expand and remodel stadium concession stand
- **Project Budget:** \$2,000,000
- **Project Timeline:** 4/2025 – 9/2026

BACKGROUND: Aloha HS is in need of a new softball batting facility to be in line with other district high schools and Title IX regulations. The current stadium concession stand is outdated and too small compared to other district high school concession stands. This work will add needed space to the concession stand area and modernize the look of the building.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor Services for Terra Linda Elementary School Re-Roof

- **Contract Scope:** General Contracting Services for Terra Linda Elementary School Re-Roofing
- **Contract Timeline:** 1/2025 – 09/2026
- **Contract Amount:** \$3,784,754
- **Contractor/Vendor:** Buildskape Construction Co.
- **Funding Source:** 2022 Bond; Terra Linda Roof Replacement
- **Solicitation Method:** Request for Proposal (ITB) 25-0005
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Terra Linda ES Roof replacement

- **Project Scope:** Roof replacement of Terra Linda
- **Project Budget:** \$5,917,431
- **Project Timeline:** 12/2025 – 09/2026

BACKGROUND: This project is for the roof replacement at Terra Linda. The construction cost for the project is \$5,140,231. This project is part of our deferred maintenance group of projects and has been identified as a needed replacement. The district has procured the roofing materials directly from the manufacturer.

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

ITEM FOR ACTION**APPROVE REVISIONS TO BOARD POLICIES BBB, BDC, GCAB****SUMMARY**

Revisions are recommended to update school board policies BBB, BDC and GCAB. 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**BBB – Board Elections**

Minor revisions are recommended to update the years for board elections.

BDC – Executive Sessions

Proposed revisions add language clarifying how and when executive sessions may be scheduled and announced, and adds purposes for executive sessions to align with changes in state law. Deleted language updates descriptions related to student records to align with changes in state law, removes outdated procedural references, and clarifies the limited circumstances under which content can be disclosed.

GCAB – Personal Communication Devices and Social Media – Staff

OSBA recommends revising this policy to update guidelines regarding staff usage of personal electronic devices. The recommended revisions to policy language reflect existing practice and guidance for staff.

RECOMMENDATION

It is recommended that the board approve the proposed revisions to board policies BBB, BDC and GCAB.

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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Board Elections

1. Number of Directors

By the board's own motion, the board will consist of seven members elected at-large representing zones, and will be known as the school board of the district. A term of office shall be four years. The board shall divide the seven district zones so that they are nearly equal in population, as shown by the latest federal census, taking into account school attendance areas. A board member must reside in their own zone.

2. Designation of Board Positions

Board members' positions and their respective successors in office will be designated by numbers as Zone No. 1, No. 2, No. 3, No. 4, No. 5, No. 6 and No. 7. In all proceedings for the nomination or election of candidates for or to the office of board member, every petition for nomination, declaration of candidacy, certificate of nomination, ballot or other document used in connection with the nomination or election will state the zone number to which the candidate aspires.

Individuals may seek more than one elected position such as, but not limited to, the school board and the education service district board.

Re-elections for board positions will occur as follows:

- Zone No. 1: May ~~2017~~ 2025, and every four years thereafter;
- Zone No. 2: May ~~2017~~ 2025, and every four years thereafter;
- Zone No. 3: May ~~2019~~ 2027, and every four years thereafter;
- Zone No. 4: May ~~2017~~ 2025, and every four years thereafter;
- Zone No. 5: May ~~2017~~ 2025, and every four years thereafter;
- Zone No. 6: May ~~2019~~ 2027, and every four years thereafter;
- Zone No. 7: May ~~2019~~ 2027, and every four years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 249.013](#)

[ORS 255.235](#)

[ORS 255.245](#)

[ORS 332.011](#)

[ORS 332.018](#)

[ORS 332.118 to - 332.138](#)

Executive Sessions

The board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of students and matters pertaining to or examination of the confidential ~~medical~~ records of a student, ~~including that student's educational program.~~

An executive session may be [included as an agenda item of an existing meeting in accordance with board policy BDDC – Board Meeting Agenda or held as its own meeting. Proper notice is required.](#) ~~convened by the board chair upon request of three Board members or by common consent of the board for a purpose authorized under Oregon Revised Statute (ORS) 192.660, during a regular, special or emergency meeting.~~

[If open session is held prior to the executive session,](#) the presiding officer will announce the executive session by identifying the authorization under [Oregon Revised Statute \(ORS\) 192.660](#) or [ORS 332.061](#) for holding such session and by noting the subject of the executive session.

The board may hold an executive session [for purposes permitted by state law, including:](#)

1. To consider the employment of a public officer, employee, staff member or individual agent¹. (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

¹ [This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660\(2\)\(a\), the board must ensure](#)

[a. The vacancy has been advertised;](#)

[b. Regular hiring procedures have been adopted;](#)

[c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and](#)

[d. If hiring a chief executive officer, the board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.](#)

² [To determine whether the individual involved is considered a public officer, consult with legal counsel.](#)

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.
ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school.
(ORS 192.660(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school.
(ORS 332.061(1)(a))
12. To ~~discuss~~ review matters pertaining to or examination of the confidential ~~medical~~ records of a student, ~~including that student's educational program~~. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the board to carry on labor negotiations;
2. Hearings on the expulsion of minor students or examination of the confidential ~~medical~~ records of a student, ~~including that student's educational program~~; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

The discussion conducted in an executive session is not to be made public by the media.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential ~~medical~~ records ~~and educational program~~; the discussion; and each board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

[ORS 192.610](#) to -192.710

[ORS 332.045](#)

[ORS 332.061](#)

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon Government Ethics Commission, [Staff Advisory Opinion](#) No. 22-106S

[House Bill 2806](#) (2023)

Cross Reference(s):

BD/BDA - Board Meetings

BDDG - Minutes of Board Meetings

CBG - Evaluation of the Superintendent

Personal Electronic Devices and Social Media – Staff**

Staff possession or use of personal electronic devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional district or school rules as may be established by the superintendent or designee. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty and responsibility for the instruction and supervision of students, or in a manner that violates state and federal law.

A “personal electronic device” is a device, not issued by the district, that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

Personal electronic devices shall be silenced during instructional time, while on duty, or at any other time where such use of the device would cause a disruption of school activities or interfere with work assignment. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a staff member is on duty in district-sponsored activities, unless for a use directly related to and consistent with the employee’s assigned duties. [Computers, tablets or similar devices brought to school will be restricted to academic activities during on duty time.](#)

Communication with students using personal electronic devices will be appropriate and professional. Communication with students using personal electronic devices regarding nonschool-related matters is **discouraged** [prohibited during work hours and strongly discouraged at all other times. If communicating with students electronically regarding school-related matters, staff should use district email using mailing lists and/or other district-approved messaging to a group of students rather than individual students. Texting an individual student outside of district-approved messaging is prohibited.](#)

Social media tools (as defined in administrative regulation GCAB-AR) may be used by staff in a manner that supports the instructional and learning environment. *Staff members, while on duty and off duty, will utilize social media **websites, public websites, and blogs** [and other communication platforms](#) judiciously by not posting confidential information about students, staff or district business. Staff may not post images of district facilities, staff, students, volunteers or parents without written authorization from persons with authority to grant such a release. Staff members, while on duty and off duty, will treat fellow employees, students and the public with respect while posting on social media websites, etc., in order to prevent substantial disruption in school.*¹

Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is illegal or violates the terms of **this board** policy or administrative regulation, [including actions on social media, websites, blogs or other communication platforms.](#)¹

The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing etc.) may constitute a crime under state and/or federal law. [Any person taking, disseminating, transferring or sharing](#)

¹ [Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.](#)

[obscene, pornographic or otherwise illegal images or photographs](#) and will be reported to law enforcement and/or other appropriate state or federal agencies.

The district will not be liable for loss or damage to personal electronic devices brought to district property and district-sponsored activities.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with superintendent or designee approval.

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

Legal Reference(s):

[ORS 167.057](#)

[ORS 163.432](#)

[ORS 163.433](#)

[ORS 163.684](#)

[ORS 163.686](#)

[ORS 163.687](#)

[ORS 163.688](#)

[ORS 163.689](#)

[ORS 163.693](#)

[ORS 163.700](#)

[ORS 326.011](#)

[ORS 326.051](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 336.840](#)

[ORS 339.372](#)

[OAR 584-020-0000 to -0035](#)

[18 U.S.C. § 1466A \(2018\)](#)

[18 U.S.C. § 1470 \(2018\)](#)

[20 U.S.C. § 7131 \(2018\)](#)

[20 U.S.C. § 7906 \(2018\)](#)

Copyrights, Title 17, as amended, United States Code [\(2018\)](#); 19 C.F.R. Part 133 (~~2014~~ [2019](#)).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

Cross Reference(s):

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

ITEM FOR ACTION AT A FUTURE MEETING**NORTHWEST REGIONAL ESD LOCAL SERVICE PLAN FOR 2026–27****SUMMARY**

Education service districts provide services to school districts in their local area. The ESD’s annual local service plan must be approved by its component districts.

BACKGROUND

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.” By state law, ESD local service plans must address special education services, technology support, school improvement services, and administrative services.

Northwest Regional ESD’s local service plan is the framework for how the ESD serves its 20 partner school districts in Washington, Columbia, Tillamook and Clatsop counties, including Beaverton. The NWRESD local service plan for 2026–27 has been approved by the NWRESD board and district superintendents, and must be approved by March 1 by the boards of at least two-thirds of the ESD’s component districts, representing a majority of the total number of students enrolled in the service area.

RECOMMENDATION

The local service plan is presented for initial consideration and will come before the board for approval at its next meeting.

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2026-2027 Local Service Plan Timeline

November 14, 2025 - Regional Superintendents Retreat in Gearhart, Oregon

-Regional Superintendents vote to approve 2026-27 Local Service Plan.

December 10, 2025 - NWRESD Board of Directors Meeting

-NWRESD Board votes to approve 2026-27 Local Service Plan.

January 1 - February, 2026 - Component District Board Meetings

-Component district boards vote to approve 2026-27 Local Service Plan.



December 12, 2025

TO: Beaverton School District Board of Directors
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District
RE: The 2026-27 Local Service Plan

Colleagues:

It's my pleasure to present the 2026-27 Local Service Plan. As your education service district partner, our goal is to connect school districts to services and resources that might otherwise be out of reach or unaffordable. In the pages that follow, I hope you get a sense of our existing and potential partnership opportunities to support your school district's students.

Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of this vision.

It's a pleasure to work alongside you and your educational staff.

In partnership,

A handwritten signature in blue ink, consisting of a large 'D' followed by a wavy line and a smaller 'G'.

Dan Goldman, Superintendent

Supplementary Materials: Attached with this cover letter, you'll find the Proposed 2026-27 Local Service Plan which includes Summaries of Grant and Value-Add Services; Presentation Slides which include a District Profile with current services; a Proposed Resolution; and the 2026-27 LSP Timeline.

Proposed Motion: "BE IT Resolved, the Board of Directors adopts the 2026-27 Local Service Plan as presented."



Northwest Regional
Education Service District



2026-27 Local Service Plan

A framework for our partnership with school districts in
Clatsop, Columbia, Tillamook and Washington counties

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- Proposed Resolution Authorizing NWRESD Local Service Plan for 2026-27 27**
- Grant Funded & Value-Add Services 28**



Cover photo: A preschooler plays with a leaf at our Hillsboro Early Childhood Center. This child attended our Better Together classes, where children of all abilities learn and play side-by-side. Better Together classes are available to preschoolers in Astoria, Beaverton, Hillsboro, St. Helens, Tillamook and Tualatin.

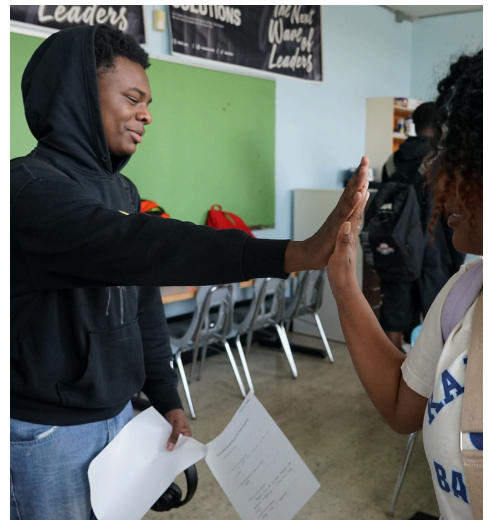
About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.”

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

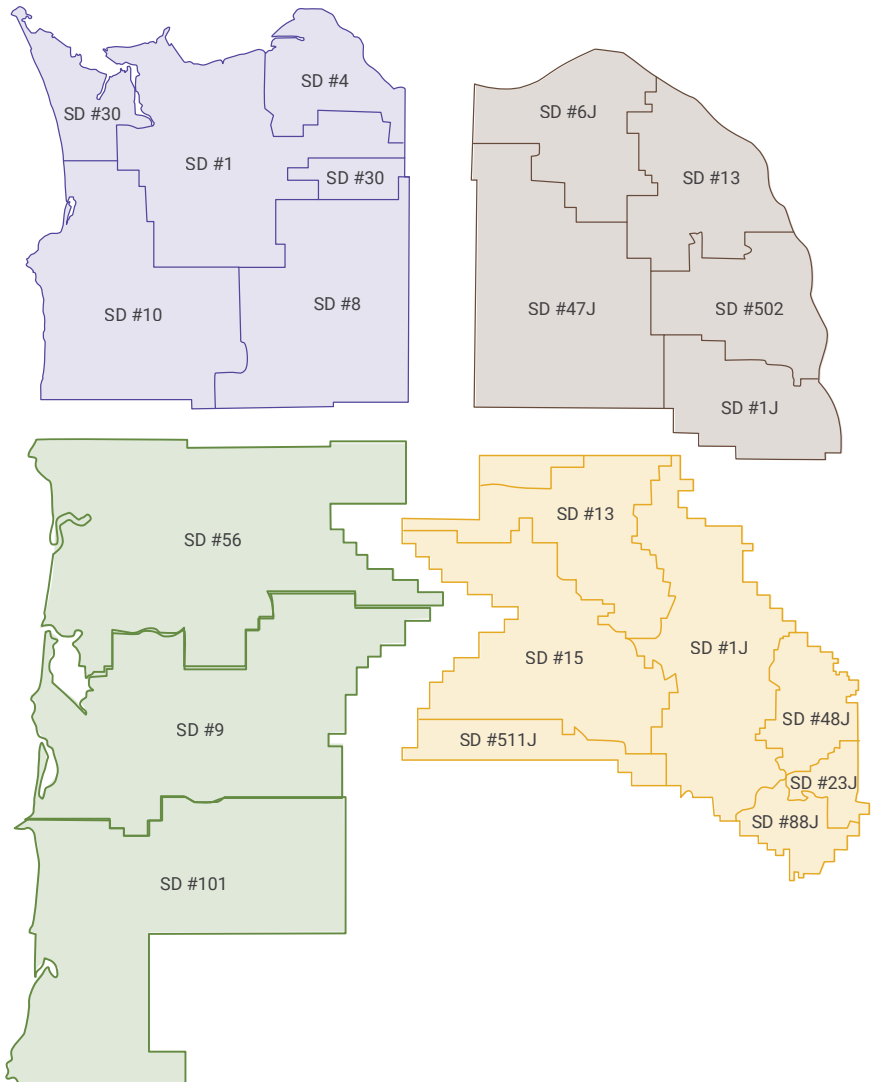
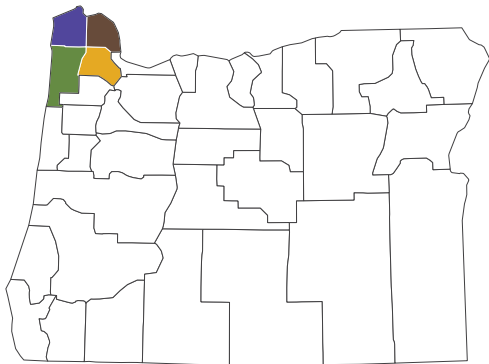
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



Getting more students on track to graduate starts much earlier than senior year. Through our 9th Grade Success Network, schools rethink their practices and adjust their systems so more students obtain six credits by the end of their freshman year -- setting them up for success.

Raeya, then a sophomore at Astoria High School, with her freshman transitions teacher Candace Chapman. Jackie, then a senior at Southridge High School in Beaverton, a 9th Grade Success Network student intern. Knowyn, then a freshman at Beaverton High School, a student who successfully recovered credits after accessing several of the school's on-track supports.

Service Area



Clatsop County

SD #1	Astoria
SD #8	Jewell
SD #4	Knappa
SD #10	Seaside
SD #30	Warrenton-Hammond

Columbia County

SD #6J	Clatskanie
SD #13	Rainier
SD #1J	Scappoose
SD #502	St. Helens
SD #47J	Vernonia

Tillamook County

SD #56	Neah-Kah-Nie
SD #101J	Nestucca Valley
SD #9	Tillamook

Washington County

SD #13	Banks
SD #48J	Beaverton
SD #15	Forest Grove
SD #511J	Gaston
SD #1J	Hillsboro
SD #88J	Sherwood
SD #23J	Tigard-Tualatin



Board of Directors



Becky Tymchuk, Chair
Zone 5: Beaverton (Aloha, Beaverton, Mountainside and Southridge attendance areas)



Maureen Wolf, Vice Chair
Board Member At-Large



Christine Riley
Zone 1: Gaston, Sherwood and Tigard-Tualatin



Doug Dougherty
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond



Dorian Russell
Zone 3: Hillsboro



Michelle Graham
Zone 4: Beaverton (Sunset and Westview High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



Paul Jarrell
Higher Education



Mjere Simantel
Social Services



Ernest Stephens
Business position



Key Management



Dan Goldman

Superintendent
nwresd.org/about/contact-us



Catherine Dalbey

Chief Human Resources Officer
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Megan Logan

Chief Academic Officer
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Stuart Long

Chief Information Officer
slong@nwresd.k12.or.us



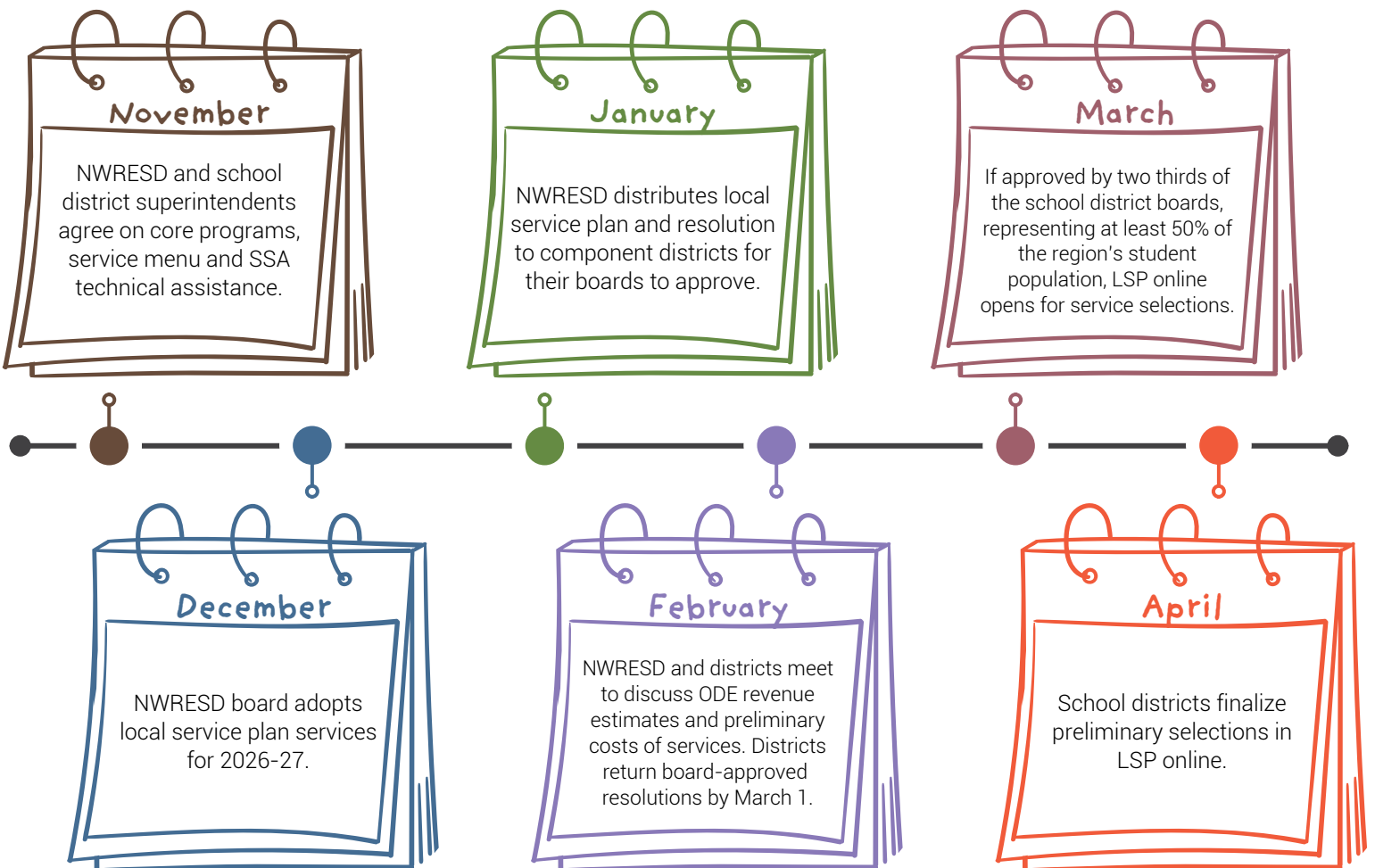
Jordan Ely

Chief Financial Officer
jely@nwresd.k12.or.us

Timeline for Plan Development

In early fall, school districts collaborate with NWRESD to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRESD's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.



How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon's largest investment, equating to \$10.2 billion in the 2025-27 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRESD specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

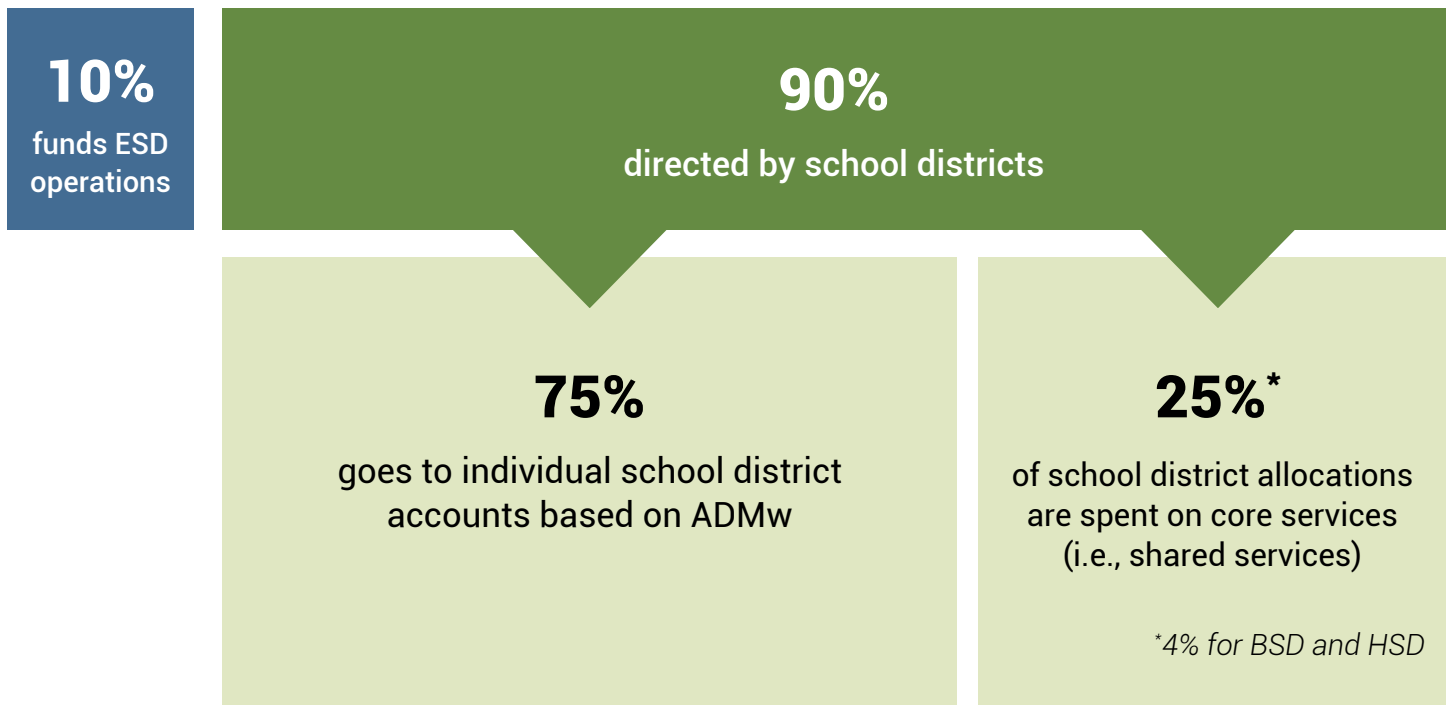
Of the SSF money we receive, 90% is allocated to districts based on weighted student population (ADMw) and 10% supports NWRESD operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.

4.5% of the State School Fund ADMw flows through ESDs.





Two toddlers play together during the soft open and name dedication ceremony of the antkwak Early Learning Center, located in Hillsboro. The center officially opened in July 2025 and will serve an estimated 2,000 children annually through evaluations. Hundreds more will attend special education programs.



Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.



9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

Aspiring Administrators

Our Aspiring Administrators program provides educators who are interested in moving into administrator positions with leadership training and coaching.

Behavior, Attendance, and Social Emotional Systems

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides training and supports around positive behavioral interventions (PBIS), MTSS, and attendance best practices.

Career and College Readiness

We expand college credit and career and technical education (CTE) opportunities for all students, with a focus on students furthest from access and opportunity in our education systems. We support educators and districts through CTE guidance, program support, career readiness resources, work-based learning and career services like guest speakers, resume workshops and career fairs.

Career, College and Workforce Connection Software

We provide districts with access to SchoolLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts. The tool includes work-based learning and industry

partner components. Optional features include social-emotional learning for elementary students, course planning and forecasting. Our team will support your district with implementation.

County Allocations

Through core, each county subset of school districts receives flexible funding to support localized regional priorities agreed upon by the school district superintendents.

Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We also support educators to receive LETRS certification, with additional graduate credit and mentoring through Eastern Oregon's reading clinic. We view skilled reading as a civil right and design programs collaboratively to serve our region

Emergency Closure Network

We provide districts with access to an emergency communication system (FlashAlert) for sharing emergency information, school delays and closures with their communities and the local media.



Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

Grant Services

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities.

Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users.

Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.

Regional Compensation Analysis

We contract with RS2 for statewide licensed salary and regional administrator comparisons.

Restraint and Seclusion

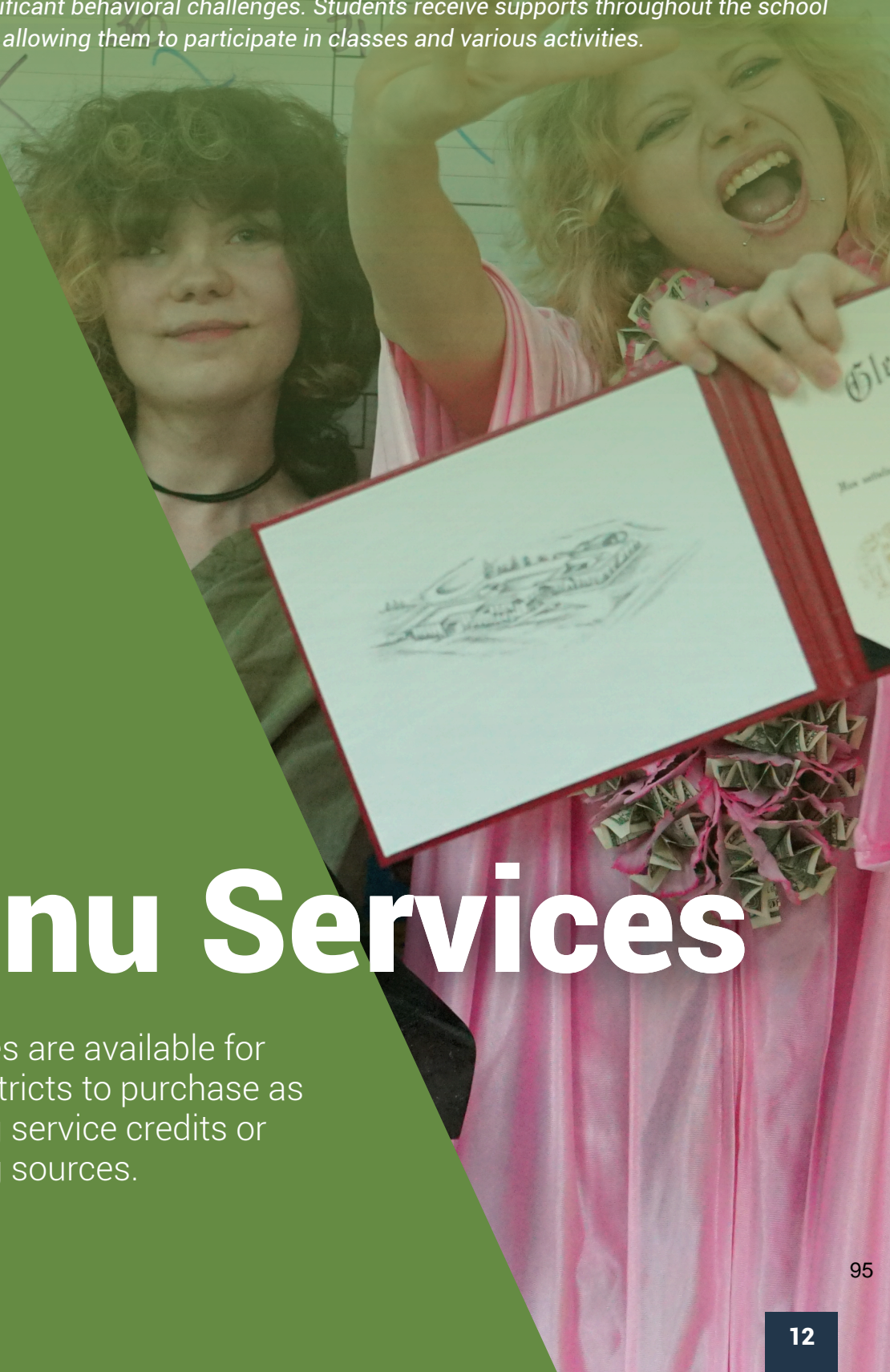
The Restraint and Seclusion Application is a custom-built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



Students from Cascade Academy celebrated their graduation in June. This social-emotional learning school in Beaverton, which is operated by Northwest Regional Education Service District, supports about 50 middle and high school students with significant behavioral challenges. Students receive supports throughout the school day, allowing them to participate in classes and various activities.



Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

Civil Rights and Title IX Coordination

NWRESD offers support services to ensure compliance with federal and state civil rights laws, including Title IX, which prohibits discrimination based on sex in education. Services include consultation on policies and procedures, support in responding to incidents, and assistance in building systems that promote equity, access, and accountability.

Communication Management FTE

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

Educator Pathways

Our Educator Pathways program partners with school districts to cultivate a diverse pipeline of future teachers. The program offers three distinct tracks designed for individuals from a variety of backgrounds who aspire to become licensed educators. These tracks include current classified staff, individuals from racially and culturally diverse communities and high school students interested in pursuing education careers.

Executive & Principal Coaching

Executive coaching is available on a weekly, biweekly, once every three weeks or monthly basis. These sessions will be specifically tailored to the district's and superintendent's needs. Coaching and problem-solving conversations will help participants build their leadership skills, understand the politics surrounding their position, find solutions to complex challenges and increase their confidence and improve their ability to make an educational impact.

Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

Human Resources Investigations

We provide impartial, thorough and timely investigation services to support our component districts in addressing workplace and school-related concerns. Each investigation is tailored to the situation to ensure that districts can respond to sensitive matters consistently, transparently and aligned with best practices.



Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon.

Medicaid reimburses schools for health and related services provided to Medicaid-enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP).

The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

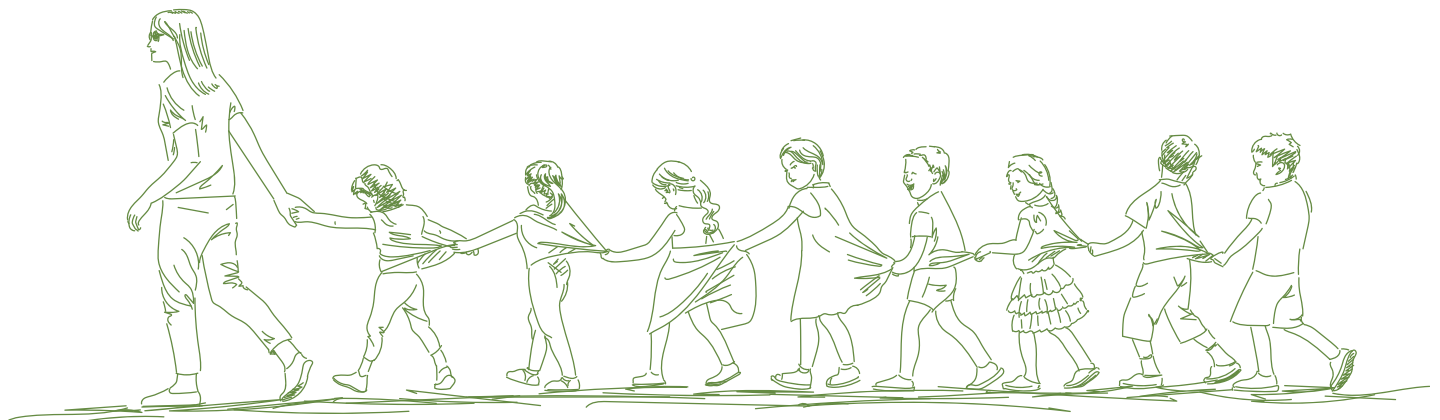
Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts.

Early Learning

Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.





Instruction

Attendance

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections.

Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

Dual Credit Programming - Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. Willamette Promise focuses on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.

Junior Achievement: Biztown and Finance Park

We offer districts the opportunity to use service credits to partner with Junior Achievement and Biztown. This partnership offers students in the region

a simulated experience to practice real-world business and entrepreneurial skills at the local Finance Park.

Multi-tiered Systems of Support (MTSS) Data System Platform and Technical Support

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

Northwest Regional Outdoor Science School

Northwest Regional Outdoor Science School is an overnight experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.

PCC Mobile Welding Outreach and Training Center

In partnership with Union Pacific, this mobile training center brings state-of-the-art welding instruction directly to high schools across Washington and



Columbia counties. Students gain hands-on experience using professional equipment while earning microcredentials and college credit through Portland Community College (WLD190A/B). The program provides accessible, career-connected learning pathways that prepare students for high-demand jobs in the skilled trades and help address regional workforce needs.

Re-engagement Services

We employ a team of attendance advisers to work directly with school districts on returning as many students as possible to the classroom. Acting on attendance referrals from schools, our team uses a restorative and culturally responsive approach when contacting parents. Along with providing resources and identifying the root cause of absenteeism, the adviser can also provide information on Oregon laws that require students to attend school.

Our team's focus is first on re-engagement while still meeting Oregon attendance laws, as re-engagement has proven much more effective than truancy citations.



K-12 Special Education

Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for Deaf and hard-of-hearing special education services.

Augmentative and Alternative Communication and Assistive Technology

We help educational teams identify, select and acquire alternative communication and assistive technology devices and/or systems. We also provide any needed training, resources and technical assistance for using those devices and systems.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment or

behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton, serving students in grades 7 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special education teachers to meet the student's academic, social, emotional and behavioral needs.

Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Cascade/Pacific Intensive Classroom

The classroom functions as a self-contained program within Cascade and Pacific Academy, serving students in grades 6-10 who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits.

Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

Columbia Academy K-6

Columbia Academy K-6 program annual slots can be purchased as well as daily rates pending availability. The Columbia Academy K-6 program is a special education placement targeting students in grades K-6 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary-age students.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return

to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

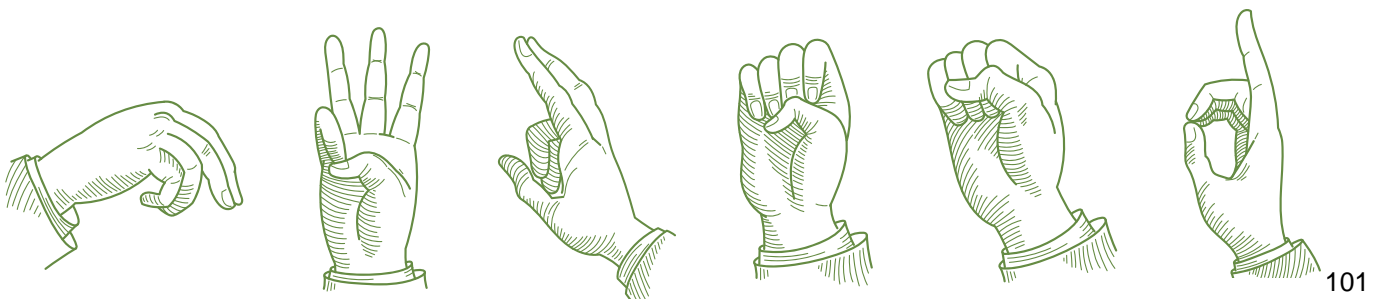
Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Deaf and Hard-of-Hearing Classroom

Our Deaf and hard-of-hearing classroom hosts kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.





FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills.

Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners.

The teacher works with other instructional providers to ensure equitable access to teaching and learning.

Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day.

Classroom staff are trained in trauma-informed care and collaborative problem solving and coordinate with the St. Mary's behavioral support team.

Meadowlark Academy K-5 (Columbia County)

Meadowlark Academy K-5 program annual slots can be purchased as well as daily rates pending availability. The Meadowlark program is a special education placement targeting students in grades K-5 who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into classrooms based on grade level and programming needs.

Program staff are highly trained to provide behavioral support, collaboration and unique supervision needed for students to help learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students will access core academic instruction at their appropriate grade level and receive needed specially designed instruction to work toward grade-level content standards.

Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.



Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners – occupational therapists and occupational therapy assistants – provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting.

They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus.

A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants

teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services.

Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

Technology

Attendance Reconnection System

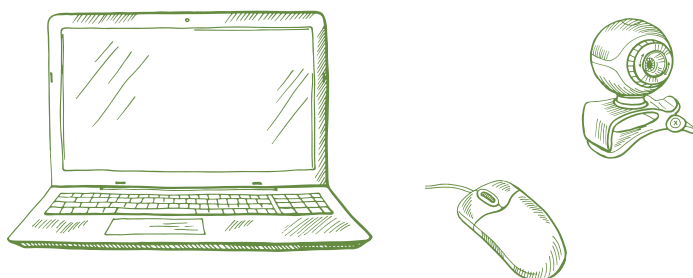
Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Technology Purchasing

We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.



Help Desk

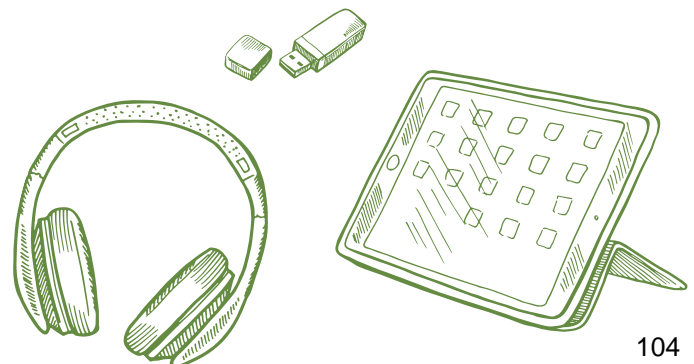
We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

Learning360 Streaming Video

We contract with Infobase to provide Learn360, a Technology Services streaming digital content service for K-12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any internet-enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.





Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities.

Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment.

Modules include: general ledger, budget, accounts receivable, accounts payable, payroll, human resources, grant tracking and inventory.

The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking.

Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A student in the Jewell School District proudly displays the star performer medal she received after graduating from third grade. In one school year, Jewell School District increased regular attendance by 25 percentage points by putting research-based systems and structures into place to better support students and families.

Student Success Act/Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.



9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate high school within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years.

Behavior, Attendance, and Social Emotional Supports (BASES)

Our BASES team supports districts with school culture and climate goals through a multi-tiered system of support (MTSS) lens. The team provides attendance and school safety and prevention services, social-emotional learning support and MTSS coaching for districts and/or schools.

Communications Technical Assistance

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role.

We are available to assist with:

- crisis response
- Student Investment Account community relations plans
- translation and interpretation, including training on how to work with an interpreter
- graphic design
- messaging
- convening and networking around regionally relevant topics

Community Engagement and Family Partnerships Technical Assistance

Oregon districts feature communities, families and students who have been historically and contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through

training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners.

Structures of accountability and feedback will bring a sense of transparency and authenticity to district planning. Specific services include access to community surveys and ThoughtExchange and training on how to facilitate story circles and empathy interviews.

Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI)

We serve as a vital link between the Oregon Department of Education and our component districts, helping schools identified for Comprehensive or Targeted Support and Improvement (CSI/TSI) develop goals and strategies to improve student outcomes. We support districts through technical assistance, planning facilitation, and coordination with state initiatives like the Student Investment Account. Our role ensures that school improvement efforts are strategic, equity-driven and aligned with their Integrated Programs plan.

Early Literacy Supports

Our early literacy work is rooted in the science of reading, evidence-based practices and Oregon's 2023 Early Literacy Success Initiative. We offer professional development, coaching and leadership support focused on reading, teaching and data use. We view skilled reading as a civil right and design programs collaboratively to serve our region.



Instructional Rounds

Instructional Rounds is run through our Instructional Coaching Network (ICN). Instructional Rounds is a collaborative, evidence-based process in which educators observe learning across classrooms to identify patterns of practice and determine high-leverage next steps. This disciplined inquiry strengthens instructional systems and supports building more equitable learning experiences for all students and improving student outcomes. The foundation of Instructional Rounds is that it is experience-based professional learning where teachers learn with and from each other, a more powerful and effective method of improving teacher practice in order to move student outcomes.

Small/Rural Grant Support Technical Assistance

Our instructional services team provides grant writing services to small and rural school districts in order to fulfill the requirements of Integrated Guidance.

Workforce Development and Career and College Readiness

We provide educators with professional learning communities, career and technical education (CTE) teacher mentoring, curriculum (e.g. Oregon Employability Skills), resources, summer externships, and grants. Student support includes career fairs, career kits, internships and experiential events. We also provide districts with access to SchoolLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts.



Appendix



A child who receives Early Childhood Special Education Services plays with blocks. After receiving services from our specialists, she was able to say mama for the very first time.

Resolution Authorizing NWRESD Local Service Plan for 2026-27

BE IT RESOLVED by the Board of Directors of Beaverton School District in Washington County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2026-27 school year.

ADOPTED this _____ day of _____ 2026.

ATTEST:

Board Chair

Superintendent

Please email or mail the signed document by March 1, 2026 to:

Valerie White vwhite@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle Hillsboro, Oregon, 97124



A preschooler from Columbia County plays on the playground during an Early Childhood Special Education class during the summer. Last year, 2,800 students received Early Intervention and Early Childhood Special Education services from our agency.

Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRES D provides certain services at no cost to school districts.



Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for all students in the state who experience blindness or visual impairment.

Career and Technical Education Washington County Revitalization

This regional initiative expands access to high-quality career and technical education in aerospace, diesel technology, and bioscience. By sharing program slots across districts, students gain college credit, industry credentials, and real-world experience in high-demand fields. The project strengthens equity and collaboration across Washington County, ensuring all students can access pathways to meaningful careers.

Cascade Alliance for Equity (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Cascade Alliance for Equity offers twice-yearly summits, county belonging collaboratives and employee affinity groups to all districts in our region. Summits reverse traditional roles and place students as the experts and educators as the learners in our shared mission to create more equitable and inclusive learning environments.

Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites.

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.



DeafBlind Services

Through our DeafBlind services as part of Oregon's Regional Inclusive Services, we provide materials and tools that facilitate learning, ensuring that content is accessible and engaging for DeafBlind students. Teachers of the Visually Impaired and Teachers of the Deaf and Hard of Hearing can provide consultation and help support specialized training to educational teams. Through State and National DeafBlind projects, we connect students and families to programs and initiatives that offer additional support and resources.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy.

Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

Early Intervention (EI)

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children from birth to age five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility.

Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

Early Literacy Supports (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. The Regional Educator Network provides educators with access to LETRS (Language Essentials for Teachers of Reading and Spelling) training with an option to participate in graduate-level courses on the science of reading. The grant also reimburses districts for substitute and mileage costs.

Early Learning Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.





English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

Equity and Family Partnerships (Regional Educator Network)

We work to ensure every student can achieve their full potential by fostering inclusive, antiracist school environments. Our efforts include promoting culturally sustaining teaching, diversifying the educator workforce, removing barriers for marginalized groups, and supporting educators of color through community and advocacy.

Health Education Training Application

This health-related training database provides on-demand training on topics like CPR, medication administration, anaphylaxis and seizure protocols to every educator in our region. This program enables districts to create training records for every educator and ensures educators are up-to-date on their training requirements.

Instructional Coaching Network (Regional Educator Network)

The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our Instructional Coaching Network provides customized coaching, professional learning and

support with instructional rounds. Our team tailors these services and supports to ensure they align with a school's and/or district's improvement goals.

Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education.

The program focuses on:

- family partnership
- kindergarten preparation
- student empowerment
- high school completion

Northwest Early Learning and Parenting Hub (Clatsop, Columbia and Tillamook Counties)

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered.

Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive. Our regional parenting education hub ensures parents have access to parenting education programs, educational workshops and family engagement opportunities.

Oregon Math Project (STEM Hub)

The Oregon Math Project, facilitated by the Northwest STEM Hub, helps promote the Oregon Department of Education's 2+1 Math Pathways pilots, establish professional learning communities focused on equitable math practices, and offer professional development on K-12 Data Reasoning standards.



Oregon Response to Instruction & Intervention (ORTII)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing response to intervention systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with specific learning disabilities. The focus of the project is on literacy, early intervention, and the use of evidence-based practices. ORTII has been supported by the Oregon Department of Education since 2006.

Pre-Employment Transition Services (Pre-ETS, Formerly YTP)

Our Youth Transition Program is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.

Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.

Regional Equipment Center

The Regional Equipment Center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or Deaf or hard-of-hearing. Equipment center staff consult with therapists to determine students' equipment needs.

Regional Mentoring (Regional Educator Network)

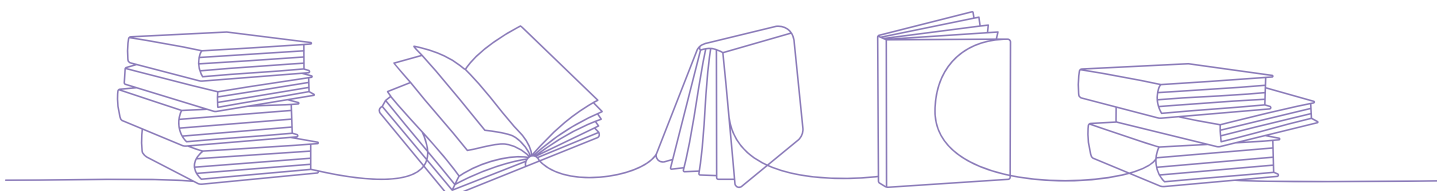
The Regional Educator Network, part of the statewide Educator Advancement Council, is dedicated to strengthening the teaching profession in Oregon. Our regional work is guided by local educator input and data. Our regional mentoring program provides ongoing, individualized support for mentors and novice educators through professional learning opportunities, in-field coaching and cross-district connections. Differentiated strands of support include licensed educators, career and technical educators and classified staff.

Regional Technical Assistance Provider (RTAP)

Through a collaboration with the Oregon Department of Education's Office of Enhancing Student Opportunities and the Oregon Association of Education Service Districts, we provide no-cost regional professional development and targeted technical assistance through a regional technical assistance provider. This provider delivers in-person and virtual support to special education teachers, case managers and directors, which ensures consistent high-quality services for students across Oregon. This support is delivered as part of the state's general supervision requirements.

School Safety and Prevention System

The School Safety and Prevention System was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system provides an integrative approach for aligning





school safety, public education and health systems that is centered in equity, racial equity and access to mental health services.

The program provides technical expertise, consultation, training and system development in responding to threats of violence, sexual incidents, suicidal ideation, bias incidents, and tragedies in the school community.

The program's multi-tiered system of support also includes universal prevention programs aimed at promoting mental health and belonging in schools and preventing bullying, harassment and intimidation.

Spot Vision Screener

The spot vision screener is a device that quickly identifies potential vision problems and determines whether a child needs a more comprehensive eye assessment. This equipment is available for check-out in our professional library.

STEM (Science, Technology, Engineering, Math) Hub

The Northwest STEM Hub serves 15 school districts and their surrounding communities throughout Clatsop, Columbia, Tillamook and rural Washington counties. The team empowers students by removing barriers to STEM education by offering integrated learning experiences for students and families, providing professional development and resources to rural teachers, and partnering with local industry, community organizations, and post-secondary institutions to promote career-connected learning opportunities.

Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

Fourth and fifth graders at
Vernonia Elementary



About Northwest Regional Education Service District

Our Service Area



Clatsop County

Astoria
Jewell
Knappa
Seaside
Warrenton-Hammond



Columbia County

Clatskanie
Rainier
Scappoose
St. Helens
Vernonia



Tillamook County

Neah-Kah-Nie
Nestucca Valley
Tillamook



Washington County

Banks	Hillsboro
Beaverton	Sherwood
Forest Grove	Tigard-Tualatin
Gaston	

Our Leadership



Dan Goldman,
Superintendent



Becky Tymchuk, Chair
Zone 5



Maureen Wolf,
Vice Chair, Board
Member At-Large



Christine Riley
Zone 1



Doug Dougherty
Zone 2



Dorian Russell
Zone 3



Michelle Graham
Zone 4



Paul Jarrell
Higher Education



Mjere Simantel
Social Services



Ernest Stephens
Business



How We're Working Together to Support Beaverton Kids

Knowyn says when he first arrived in the fall, he wanted to do everything on his own but quickly realized he couldn't. All the late work piled up, and he found himself short on credits.

That's when he met Kellie Rosenberger, Norma Gonzalez and Amy Hattendorf, teachers who are part of Beaverton's 9th Grade Success team. After that, **his freshman year started to turn around**. He was expecting a boring class, but what he found instead was **a group of caring teachers** who helped him get caught up on his classwork and his credits.

[Story: Freshman Year Isn't What It Used to Be – That's a Good Thing](#)

Spotlight on Data: Beaverton by the Numbers



2,209 6th graders and **372** high school student leaders attended Outdoor Science School (2024-25).



891 kids served through EI/ECSE (May 2025).



82 students attended a social emotional learning school and **4** students attended the Groner Deaf and Hard-of-Hearing program (2024-25).



14 special ed. staff support the district in specialty areas (as of fall 2025).



18 staff participating in the Aspiring Administrators program (as of fall 2025).

Notable participation in professional learning and systems support

- 9th Grade Success Network
- Attendance Services
- Career & College Readiness
- Early Literacy Supports
- Outdoor Science School
- Regional Mentoring Network
- School Safety & Prevention Services
- Willamette Promise



2026-27 Local Service Plan

The Scope of the **Local Service Plan**

- A. **Core services**, i.e. shared services, available to all component school districts
- B. **Menu of services** available by district request
- C. **Integrated Guidance Technical Assistance Plan**

Note: While the Local Service Plan does not include grant and other value added services for the purpose of board approval, we cover that information in jobalike conversations for the purpose of evaluation and submit in board packets to provide context of the full scope of services provided.



Role of the School Board

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



4.5% of the State School Fund ADMw flows through ESDs.

Here's how that gets sliced up

10%
funds ESD
operations

90%
directed by school districts

75%
goes to individual school district accounts
based on ADMw

25%*
of school district allocations
are spent on core services
(i.e., shared services)

**4% for BSD and HSD*

Core Services

According to ORS 334.15, the goal of our core services are to:

- a) Assist component school districts in meeting the requirements of state and federal law;
- b) Improve student learning;
- c) Enhance the quality of instruction provided to students;
- d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- e) Maximize operational and fiscal efficiencies for component school districts.



Local Service Plan Development Timeline

April-October

Jobalike feedback
& plan co-creation

November

Superintendents
agree on plan

**Unanimous Approval
from Supts on 11/14/25**

December

NWRESD board
adopts plan

December 15

Plan & resolution
distributed to
school boards

February

NWRESD/school
districts discuss prelim.
services costs

March 1

Deadline for
school board
resolution

March to April

LSP online
opens for district
selections

April 15

Deadline for
districts to make
prelim. selections

County Allocations

Technology

- Cybersecurity Services
- Emergency Closure Network (FlashAlert)
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Services
- Restraint and Seclusion App
- Technical Engineering Cooperative
- Career, College and Workforce Connection Software (SchoolLinks)

Administration

- Regional Compensation Analysis
- Aspiring Administrators

Education Programs

- Instructional Services
 - Early Literacy
 - 9th Grade Success Network
 - BASES: Behavior Attendance and Social Emotional Supports
 - *Attendance Services*
 - *Social Emotional Learning*
 - *MTSS Coaching*
 - *School Safety & Prevention*
 - Grant Writing
- Workforce Development
 - Career & College Readiness (CCR)



Cascade Academy Graduation

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

- Communications Management FTE
- Educator Pipeline Programs (formerly Grow Your Own, Classified Mentoring & Diverse Educator Pathways)
- Executive & Principal Coaching
- Fiscal Services (Payroll, Business Office Management, etc.)
- Human Resources Investigations
- Civil Rights and Title IX Coordination
- Medicaid Reimbursement
- Spanish Language Interpretation and Translation

Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations



Education Programs

- Attendance & Re-engagement Services
- Cascade Education Corps
- Dual Credit Programming - Willamette Promise
- Junior Achievement: Biztown and Finance Park
- MTSS Data System Platform & Technical Support
- Northwest Regional Outdoor Science School
- Oregon Virtual Education (ORVED)
- PCC Mobile Welding Outreach and Training Center



K-12 Special Education

- Audiology
- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard-of-Hearing Services and Classrooms
- FM Rentals
- Learning Specialists
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- Pre-Employment Transition Services (Pre-ETS, Formerly YTP)
- School Psychology Services
- Speech-Language Pathology Services
- Social Emotional Learning Schools
 - Cascade Academy
 - Cascade/Pacific Intensive Classroom
 - Columbia Academy K-6
 - Levi Anderson Learning Center
 - Meadowlark Academy K-5
 - Pacific Academy



Technology

- Attendance Reconnection System
- Criminal Background Check System
- District Technology Purchasing
- Help Desk
- Learn360 Streaming Video
- Oregon Data Suite
- Public School Works
- Restraint and Seclusion
- School ERP Pro
- Synergy Student Information System
- Technical Engineering Cooperative



Student Success Act/ Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts to make progress toward the goals of the Student Success Act.



Student Success Act/Integrated Guidance Technical Assistance Plan

- 9th Grade Success Network
- Behavior Attendance and Emotional Supports (BASES)
 - Attendance Services
 - Social Emotional Learning
 - School Safety & Prevention
- Communications Technical Assistance
- Community Engagement and Family Partnerships
Technical Assistance
- Comprehensive Support and Improvement/Targeted
Support and Improvement (CSI/TSI)
- **Early Literacy Supports**
- Instructional Rounds
- Small/Rural Grant Support Technical Assistance
- Workforce Development and Career and College
Readiness



ODE Proposed \$7.5m Cut to
SSA TA (Early Literacy
braided with REN funding)





Columbia EI/ECSE Classroom

Grant-Funded and Value-Add Services

Through federal, state and private grants, NWRES D provides certain services at no cost to school districts. *(Not part of the Local Service Plan.)*



- Attendance Services
- Child Care Resource and Referral (Clatsop, Columbia, Tillamook)
- Courier
- CTE Revitalization Washington County
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Early Learning Hub (Clatsop, Columbia, Tillamook)
- English Language Learner Consortium (Title III)
- Health Education Training Application
- Instructional Technology Professional Learning
- Migrant Education Program
- Oregon Math Project (STEM HUB)
- Oregon Response to Instruction and Intervention (ORTIi)
- Regional Educator Network (REN)
 - Projected Programs:
 - Early Literacy Supports
 - Instructional Coaching Network
 - Regional Mentoring
 - Cascade Alliance for Equity
- Regional Inclusive Services
 - Autism Spectrum Disorder Services
 - Blind Visually Impaired (BVI) Student Services
 - Deaf and Hard-of-Hearing Services
 - Deafblind Services
 - Regional Equipment Center
 - Traumatic Brain Injury Team
- School Safety and Prevention System
- SPED Regional Technical Assistance Program (RTAP)
- Spot Vision Screener
- STEM Hub (Clatsop, Columbia, Tillamook)
- Youth Transition Program (YTP)

Proposed Motion

*I move to approve the 2026-27
Local Service Plan as presented.*

ITEM FOR FUTURE ACTION**REAFFIRM BOARD RESOLUTION IN SUPPORT OF IMMIGRANT STUDENTS & FAMILIES****SUMMARY**

The board will review and consider reaffirming a resolution articulating the board's commitment to supporting all students and families including those who are immigrants to the U.S.

BACKGROUND

Responsive to the current political climate and recent activities related to immigration enforcement, families, staff and board members have expressed concern for members of our community who may feel unsafe, anxious and uncertain about school policies and procedures related to students and families who are immigrants to the United States.

All children have a constitutional right to equal access to education regardless of their immigration status or that of their parents, as affirmed by the U.S. Supreme Court. Beaverton School District is committed to creating a safe and welcoming school climate for all students, families and staff.

In January 2025 the Beaverton School Board approved a resolution affirming the board's commitment to supporting all students and families, and directing the district to maintain and reemphasize its practices consistent with law and policy to safeguard the rights of all students, regardless of national origin, citizenship or immigration documentation status.

RECOMMENDATION

The board's January 2025 resolution is presented for further consideration and discussion. The board may consider reaffirmation of the resolution at a future meeting.

Belong. Believe. Achieve.

**RESOLUTION AFFIRMING SUPPORT OF ALL STUDENTS AND FAMILIES REGARDLESS OF
NATIONAL ORIGIN, CITIZENSHIP OR IMMIGRATION DOCUMENTATION STATUS**

WHEREAS, the Beaverton School District is home to families from all over the world; and

WHEREAS, the diversity of our students, families and staff is a source of strength and must be honored and reflected in our policies and practices; and

WHEREAS, equity is a core value of our district and a foundation of the district's strategic plan, with a steadfast commitment to eliminating barriers and creating a welcoming school climate where all staff, students and families can belong, believe and achieve; and

WHEREAS, the fundamental purpose of our public schools is to provide all students a high-quality, well-rounded education that meets each student's abilities and needs and prepares them for their future; and

WHEREAS, Supreme Court precedent (*Plyler v. Doe*, 457 U.S. 202 (1982)), requires that all students be provided with equal access to public education, regardless of their immigration status or that of their parents or guardians; and

WHEREAS, Oregon law (ORS 181A.820) prohibits law enforcement agencies from using public resources for the purpose of detecting or apprehending persons whose only violation is being present in the United States in violation of federal immigration laws, subject to the exceptions of that law; and

WHEREAS, public schools in Oregon are subject to all federal and state laws and constitutional provisions prohibiting discrimination, and the district promotes an environment free of discrimination or harassment based on an individual's race, national or ethnic origin, religion, sex, sexual orientation, gender identity, gender expression, disability or other protected characteristics, as per board policies including AC Nondiscrimination, ACB Every Student Belongs—Hate Symbols and Bias Incidents, JFCF Hazing/Harassment/Intimidation/Bullying, and JBB Educational Equity; and

WHEREAS, the board recognizes that the current political climate and national events have caused uncertainty and anxiety for many in our community, that the district shares in the responsibility to respond to these concerns on behalf of our BSD students, families and staff, and that it is critical for our schools to continue to be safe and welcoming spaces where students and families from all backgrounds feel they belong;

NOW, THEREFORE, BE IT RESOLVED that the Beaverton School District will maintain its practices consistent with supporting all students regardless of national origin, citizenship or immigration status. The district:

1. Will not ask about, document or maintain records related to students' immigration documentation status, or the status of students' or employees' family members;
2. Will not disclose student educational records without parental permission, court order or other legal authority, pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law;
3. Will not permit law enforcement to access school property or take a student from school for the purpose of immigration enforcement without parental permission, court order or other legal authority;
4. Will require, to the maximum extent permitted by law, that any court order or legal authority seeking student educational records, access to school property, or a student's removal from school

must be presented directly to the superintendent's office, with adequate notice so that the superintendent or designee can assess the request and consult legal counsel before any action is taken; and

5. Will contact designated emergency contacts or appropriate state child protective services to provide for the student's care in the event that a student's parent or guardian is unavailable.

BE IT FURTHER RESOLVED that the Board of Directors of the Beaverton School District directs the superintendent to ensure that, within 120 days following adoption of this resolution:

1. The district will review and strengthen as needed its relevant policies, procedures and practices to ensure they are consistent with this resolution and its intent, to the extent permitted by law;
2. The district will communicate to all employees and will provide training for affected staff such as school administrators and school office assistants to understand and follow the policies, procedures and practices related to supporting all students regardless of national origin, citizenship or immigration documentation status, which are supported and reaffirmed by this resolution;
3. The district will provide accessible information to families and the community about its policies, procedures, and practices that relate to supporting all students regardless of national origin, citizenship or immigration documentation status; and
4. The superintendent will carry out this resolution and communicate its content as needed to inform and support our community.

This resolution is intended to be consistent with the district's legal obligations under federal and state law. Accordingly, this resolution shall be interpreted as to not violate any requirement of federal or state law. Should federal or state law change so as to give rise to a conflict with any provision of this resolution, such provision shall be of no further effect, and the remainder will continue to be valid and enforceable.

ADOPTED by the Beaverton School District Board of Directors this 14th day of January 2025.

Dr. Karen Pérez, Board Chair
Justice Rajee, Board Vice Chair
Susan Greenberg, Board Member
Dr. Melissa Potter, Board Member
Sunita Garg, Board Member
Ugonna Enyinnaya, Board Member
Dr. Tammy Carpenter, Board Member

ATTESTED by:
Dr. Gustavo Balderas, Superintendent

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES CBC, EH, KG****SUMMARY**

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

POLICY DRAFT KEY

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

BACKGROUND**CBC – Superintendent's Contract**

Revisions add language reflecting changes in state law: clarifying that the board cannot include any contract terms requiring the superintendent to violate the law or penalize them for complying with the law, and if the contract allows termination without cause, the board must provide 12 months' advance notice before ending the agreement.

EH – Records and Data Management

Revisions add language stating public records must follow retention rules and cannot be destroyed if requested or involved in litigation. Employees must use the Oregon Archives Division schedule and EH-AR for retention periods.

KG – Use of District Facilities

Proposed revisions make minor adjustments in language to support changes in district practices to increase community access to school facilities outside of school hours.

RECOMMENDATION

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

- Revisions to board policy CBC
- Revisions to board policy EH
- Revisions to board policy KG

Belong. Believe. Achieve.

Use of District Facilities

The district believes that schools are at the heart of our community and active community engagement is a critical factor in the success of all students. The district supports strengthening our community and providing enhancements to our own programs through the responsible use of district facilities.

While the primary use of district facilities is for the delivery of public education programs, community engagement and effective use of taxpayers' capital investments are also important.

District facilities and grounds may be approved annually for use. District facilities shall not be open for rental during the hours when school is in session.

Community use of district facilities must be appropriate to the available space and shall not interfere with the normal operations of schools or jeopardize student safety.

Charges for facility use shall be assessed consistently [with the established schedule of charges](#). Charges are designed to ~~recover any~~ [offset](#) operation and staff costs associated with the specific use. *Users shall be held responsible for any property damage or loss caused by the user and so must have proper insurance coverage to use district facilities.*

The superintendent will develop administrative regulations to implement this policy and will ensure that the public has access to a schedule of charges and availability of district facilities. The district shall process applications for facility use in a non-discriminatory and timely fashion.

END OF POLICY

Legal Reference(s):

[ORS Chapter 244](#)

[ORS 260.432](#)

[ORS 332.107](#)

[ORS 332.172](#)

Cross Reference(s):

EDC/KGF - Authorized Use of District Equipment and Materials

KGF/EDC - Authorized Use of District Equipment and Materials

Superintendent's Contract

The superintendent, upon appointment by the board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. [The board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district, or which allows the board to take an adverse employment action against the superintendent for complying with such laws.](#)

Contracts shall not be issued for more than three years at a time. The contract shall automatically expire at the end of its term. The board may, however, elect to issue a subsequent contract for not more than an additional three years at any time.

The compensation and benefits for the position of superintendent will be fixed by the board, based upon the responsibilities required of the superintendent in performing ~~his/her~~ [their](#) duties. The board may not enter into an employment contract that contains provisions that expressly obligates ~~the district or school~~ to compensate the superintendent for work that is not performed.

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

Provisions for termination of the superintendent's employment, either by the board or the superintendent, will also be set forth in the superintendent's employment contract. [The employment contract, if it includes a mutually agreed to provision for termination-without-cause by the board, will include a 12-month notice of termination for such provision.](#)

For a period of one year after termination of the contract, the superintendent may not;

1. Purchase property or surplus property owned by the district or school; or
2. Use property owned by the district or school in a manner other than the manner permitted for the general public.

The contract will meet all requirements of state law.

END OF POLICY

¹ [The term "superintendent" includes an interim superintendent.](#)

² ["Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.](#)

Legal Reference(s):

[ORS 332.432](#)

[ORS 332.505](#)

[ORS 342.549](#)

[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Cross Reference(s):

CBB - Recruitment and Appointment of the Superintendent

Electronic Records and Data Management

The superintendent or designee will provide for the preparation and maintenance of records and reports as are required by law.

If a record is a public record then it may be subject to retention requirements based on the content of the message. Records shall not be destroyed if they have been requested under public records law or if they are part of litigation, even if their retention period has expired.

Employees will retain and destroy records in accordance with the Oregon Archives Division records retention schedule and administrative regulation EH-AR. Employees should consult the retention schedule to determine the retention period of the record.

~~Electronic records will be kept in accordance with administrative regulations as prescribed in administrative regulation EH-AR — Electronic Data Management.~~

The district will comply with all **other** state and federal laws and regulations concerning the custody and maintenance of public records.

END OF POLICY

Legal Reference(s):

[ORS 192.001 to -192.505](#)

[ORS 192.650](#)

[ORS 326.565 – 326.580](#)

[ORS 336.184 – 336.187](#)

[OAR 166-405-0010 to -166-400-0065](#)

[OAR 581-022-2260](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-023-0006](#)

[OAR 581-053-0070](#)

Cross Reference(s):

DIC - Financial Reports and Statements

DIE - Audits

DJ - District Purchasing

DJC - Bidding Requirements

EBBB - Injury/Illness Reports

GBL - Personnel Records