



Beaverton School Board Business Meeting

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, September 15, 2026 7:00 PM

Video Stream: www.youtube.com/beavertonschools

Meeting Materials: beavertonsd.org/boardmeetings

AGENDA

I. OPEN MEETING

A. Call to Order

B. Attendance

C. Agenda Review

II. STUDENT PERFORMANCES & RECOGNITIONS

A. Budget & Financial Reporting Excellence

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III. SUPERINTENDENT'S REPORT

A. Comments by the Superintendent

IV. PUBLIC COMMENTS

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A. Comments by Employee Groups

B. Comments by Community Members

V. ITEMS FOR INFORMATION

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B. Integrated Programs Annual Report

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C. Bond Program Update

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B. Board Meeting Minutes

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b. School Board Work Session, August 11, 2026

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IX. BOARD COMMUNICATION

A. Comments & Committee Reports

X. CLOSE MEETING

A. Closing Comments

B. Adjourn

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

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

BACKGROUND**National Recognition for Budget and Financial Reporting Excellence**

The Beaverton School District has received national recognition for excellence and transparency in its most recently adopted budget and annual financial report, awarded by the Association of School Business Officials (ASBO) and Government Finance Officers Association (GFOA).

The district's 2026-27 Adopted Budget Document was recognized with ASBO's International Meritorious Budget Award and GFOA's Distinguished Budget Presentation Award. This year marks the district's 15th consecutive year receiving the ASBO award and its 12th consecutive year earning the GFOA award, reflecting the district's ongoing commitment to fiscal responsibility and clear communication with the community.

The district additionally received the ASBO International Certificate of Excellence in Financial Reporting and the GFOA Certificate of Achievement in Excellence for Financial Reporting for the Annual Comprehensive Financial Report (ACFR) for the 2024-25 year. This is the 44th and 45th year, respectively, that the district has received these recognitions.

These honors recognize organizations that demonstrate excellence in budget development and financial reporting, presentation, transparency and communication.

Chief Financial Officer Jessica Jones and the entire Business Services Department are commended for this achievement.

Belong. Believe. Achieve.

PUBLIC COMMENTS

First Name	Last Name	Association with the Beaverton School District	Are you a resident of the Beaverton School District	Comments
Nathan	Rochester	Parent/guardian	Yes	I attended the LRFP committee discussions throughout last fall and winter, and found parts of it extremely troubling. First, any observer at those committee meetings could have easily pointed to the most influential person in the room. It was the woman representing BRIC, the architectural firm contracted by BSD. Despite her firm's direct financial interest in pursuing larger, more prestigious projects, everyone clearly deferred to her at every step. This blatant conflict of interest was frankly disturbing. Second, the proposed threshold of 350 students seemed to crop up out of the shadows with no consideration for student success factors. As the parent of a neurodivergent child, I've seen the benefits of a small community based school for meeting my kid's educational needs. The staff at Raleigh Park Elementary know him and he knows them, and I am deeply concerned that will be sacrificed in order to fill classrooms in the facility recently built for Raleigh Hills Elementary.

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Rebe	Colasurdo	Parent/guardian	Yes	As the district re-engages in long-range planning, I urge the Board to begin with a revision of the elem Ed Spec before making decisions about school size, consolidation, or facility use. The Ed Spec should reflect the educational experience we want for students today—not simply the facilities or enrollment assumptions of the past. If the district is considering consolidation or changes to school size, the community deserves a clear, current standard for what makes an elementary school an effective learning environment. I also hope the district will look beyond closures and boundary changes and consider programming as part of the long-range planning solution. Southeast Beaverton has limited access to language and option programs. The Raleigh Hills school building could provide an opportunity to expand those offerings while making meaningful use of an existing district facility. A language program at Raleigh Hills could address a lot of needs for the district and our students.
Vicki	Finn	Other Community Member	Yes	The Long-Range Facility Planning process has been a disappointment in terms of opportunities for constituent engagement. I believe that's because the process is out of sync with too many planning layers. The focus should be on student needs first, then what facilities best deliver for these student needs. Lowering student/teacher ratios should be a priority. District leadership and elected officials should step up and lead the decision-making process (no more consultants please). Size matters. There is such a thing as too big when it comes to elementary schools. Community schools offer learning opportunities that are unique, such as language programming and option schools which are limited especially in SE Beaverton. Please listen and engage community school stakeholders in the decision-making process. Make student first decisions and then let the facility closure decisions follow. Beaverton can continue to be a model with leadership/recalibration of these planning processes. TY

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Jennifer	HOFFMAN	Staff Member	Yes	Hello, I'm wondering if the board would consider requiring school PTO's to contribute to a general PTO fund, after achieving a certain threshold of money from fundraisers. The school I work at doesn't have a community where families can contribute time, energy, or resources fundraising for the school. However, other school communities have huge resources. In fact, this year, the PTO at my school is giving 0 dollars to teachers for classroom incidentals, where at least 3 schools I know, the PTO is giving \$600 to each teacher. Is this something that the district could make more equitable. What happens is teachers like me end up spending a tremendous amount of personal money. Furthermore, the students that go to an affluent school, don't necessarily need the incidentals that students who go to a low income school do. I spend my own money on hygiene products, class incentives like stickers, water bottles, school supplies, you name it to make my classroom welcoming and engaging

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Thomas	S.	Parent/guardian	Yes	I wish my son had less exposure to screen time at his school. He is too young to be on an iPad, watching TV, virtual bowling, brain breaks on YouTube, and having stories read to him on YouTube. I would like to see the district proactively law down some guardrails and guidelines so it's not the wild west with teachers and schools using technology. Our youngest students deserve a different technology experience. In K–2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available. We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K–2, with a strong preference for hands-on, teacher-led and offline learning. Other Oregon districts are taking a clos

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Libby	Sanford	Parent/guardian	Yes	I appreciate the principals and teachers who are already taking steps to make technology use more intentional, and I appreciate the district for creating the Purposeful K-5 Technology Use Advisory Committee. However, I am hesitant to feel confident that my now-first grader will benefit from meaningful change by January—or that the committee’s work will necessarily result in a policy. There are small, practical changes the district can make now to provide teachers with direction and support. Teachers want guidance. They need feedback, professional development, and clear expectations around intentional technology use and safe, responsible AI. Without district direction, teachers are being asked to become IT specialists and police student screen use rather than focus on teaching and learning. I'm asking the IT department, Teaching & Learning team, & School Board to work together on interim guidelines that can support students & teachers now. Research and data will not change by January!
Alex	P.	Parent/guardian	Yes	My high school has accessed numerous AI chatbots and porn this year at school, in the two weeks school has been in session. The IT team thinks they have a handle on this, but they have no idea what the kids are able to access. As a school district, you need to put some policy in place regarding AI before the already-in-debt district gets sued. What was the district doing all summer to get ahead of the challenges with AI? Is Big Tech in your pocket? If so, at least ask them to help with public education in Oregon. What if we tried taking these devices away and seeing if our reading and math scores improved? I do not have time or patience to meet on a committee. We will be unenrolling by January if changes are not made with AI! PROTECT OUR KIDS, INVEST IN TEACHERS.

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Megan	Monty	Parent/guardian	Yes	I am encouraged to see that decreasing screen time and proactively setting strict boundaries around use of AI is being talked about. I am hopeful that the leadership will choose to follow through with action to protect the young minds we are so fortunate to help mold. It is important to be mindful of the ongoing research in this area and mitigate the harms as soon as possible.
Emma	Harrie	Parent/guardian	Yes	Our youngest students deserve a different technology experience. In K-2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available. We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K-2, with a strong preference for hands-on, teacher-led and offline learning. Other Oregon districts are taking a closer look at how technology is used with young children. Beaverton should do the same. This is not anti- technology. It is about putting our youngest children first and using technology intentionally, when it truly improves learning.

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Sean	Harrie	Parent/guardian	Yes	For older students given a 1:1 device, we need a thoughtful technology framework that goes beyond simply providing devices. Students need opportunities to learn with technology--but also to read deeply, write independently, think critically, collaborate, create and learn without a screen. As AI becomes increasingly available, these guardrails are even more important. Students need explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use before these tools become embedded in learning. Portland Public Schools, Tigard-Tualatin and Bend-La Pine are developing more specific technology and AI guidance. Beaverton should not wait to catch up. We ask the Board to establish clear grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Put our kids first--not the technology.

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Winter	Frizzell	Parent/guardian	Yes	Our youngest students deserve a different technology experience. In K–2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available. We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K–2, with a strong preference for hands-on, teacher-led and offline learning. Other Oregon districts are taking a closer look at how technology is used with young children. Beaverton should do the same. This is not anti-technology. It is about putting our youngest children first and using technology intentionally, when it truly improves learning.

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Halah	I	Parent/guardian	Yes	Thank you so much for considering a reduction in the use of technology for BSD kids. As seen by the Tualatin Tigard School District, New York City, etc., it is clear that other leaders and parents are pushing back on uncontrolled use of technology. Unrestricted access to iPads and Chromebooks for elementary and middle school aged kids is scary for multiple reasons: 1. Access to inappropriate aged materials and people 2. Lack of focus in the classroom and at home 3. Work arounds that kids figure out super fast to get around limits/controls 4. Kids unable to read well and write by hand (look at so many published studies), 5. increases in ADD and ADHD disorders, and 6. access issues for kids with differences. What can we thoughtfully implement in the next year as a school district so that kids are primarily learning how to read, write, and do math without a screen? What limits can we implement so that kids actually learn how to CRITICALLY THINK and RESEARCH without using AI?
Michael	Byers	Parent/guardian	Yes	No AI - No computers - stick with books and paper! Conestoga has made an effort to go back to paper this year and our student loves it. Much preferred over the chromebook garbage. No more chromebooks. Paper only!
Alison	Tierney	Parent/guardian	Yes	I am submitting another public comment in regards to long range planning for BSD. As a parent of two students at Raleigh Park, I am concerned by the pending school closures. The construction of Raleigh Hills seemed to be a short-sighted endeavor. Yes, a new school was needed, but was a 750 student K-5 school needed? My recommendation in order to right-size this immediate community would be to close Montclair and add those students to Raleigh Hills. Then, seek funding for a new school to be built on Raleigh Park property that can accommodate both Raleigh Park and Ridgewood students (and some overflow from William Walker). The existing Raleigh Park would be closed, as would Ridgewood, and we can join together under a new school name. Raleigh Park is a pillar of community, with large parklands for all to enjoy. Let's build a new 500 student school on that property, to satisfy long-term needs.

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Mieka	Nichols	Parent/guardian	Yes	BSD has improved their technology safety standards little by little, but unfortunately, it's not enough to protect our students. Thousands of new generative AI sites are created each day. Generative AI, meaning, a student can input any characteristics and an image is created. Big boob, blue hair, octopus arms. Ding! Image comes up. Lightspeed has a new system where inappropriate images are blurred, but due to the volume of new sites and creativity, it MAY be better than last year (when many pornographic images and stories were created), but what is the guarantee? Until there is an exact plan in place, I believe generative AI should be suspended unless a teacher has vetted a site and is actually actively looking at what's being generated. It's been slipping through the cracks for years. I'm also disappointed that when I flagged a site with pornography, BSD responded that teachers MIGHT use that site, so it was not blocked. Students should NOT have access to porn on school computers.
Jocelyn	Pascall	Parent/guardian	Yes	Looking at all of you, I'm impressed, & I mean that sincerely. Includ. Dr. Smith, 5 of you have you doctorates (and even an MD with Dr. Carpenter). You're highly educated & actively engaged citizens. I see immigrants, parents, educators, activists. I see a group of folks, from all walks of life, who've made an impact, in multiple areas. I can genuinely say that we're lucky to have all of you. I've no doubt that you worked very hard to get to where you are today. You struggled, I'm sure. You persevered, no doubt. You failed at times, of course. You have grit - if you didn't, you wouldn't be here. Now - I ask you to look back at your path, that got you where you are today, and ask yourself: would I have had the same success if I were educated under current conditions? Learning math on poorly produced apps? Having generative AI help you write papers? Messing around on websites during class? Would you have the same grit? Same stamina for learning? Same drive to do better? Or not...?

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Reggie	Frumkin	Other Community Member	Yes	The School District must create a plan to keep existing school properties publicly-owned and buildings standing, such as through a public land trust, in the event that schools close. The school district selling off school properties to developers and private equity is wicked and permanently damages our community. We must be planning for generations ahead - the grounds on which schools exist are invaluable public assets. The school district already sold off the farmland and trees behind Westview High School to a private developer for more luxury housing, when that could've at least been preserved or turned into public lower-income housing, which is desperately needed for families in that area. BSD should absolutely not sell off McKay or other neighborhood schools. A darkening cloud looms over Beaverton as long as BSD plows ahead with consolidation plans and selling off school land. Don't play into the rightwing anti-education agenda by allowing school land to become privatized
Allison	B	Parent/guardian	Yes	I am incredibly concerned about BSD's "Generative AI Responsible Use Guidelines". There is well-demonstrated research into cognitive atrophy in adults as a consequence of using nearly all forms of generative AI. There has not yet been enough time for extensive longitudinal research on the impact of generative AI on kids, but all indications so far are that it's severely detrimental. An August 2026 article in Psychology Today summarized the concern "Adults who offload thinking to AI lose capacity they built. Children may never build it at all." We must focus on teaching our children to think critically, to strengthen creativity, and to be able to identify reliable primary resources before we introduce them to using generative AI at all. We are setting out kids up for failure if they do not build critical-thinking skills and information literacy above everything else. Our children's brains are developing rapidly and BSD has an obligation to ensure we are not stunting their development.

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Thomas	Sanford	Parent/guardian	Yes	Our youngest students deserve a different technology experience. In K–2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement, and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available. We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K–2, with a strong preference for hands-on, teacher-led, and offline learning. Other Oregon districts are taking a closer look at how technology is used with young children. Beaverton should do the same. This is not anti-technology. It is about putting our youngest children first and using technology intentionally, when it truly improves learning.
Diana	Feldstein	Parent/guardian	Yes	I am the proud mom of a fifth grader and sixth grader in BSD. I am hopeful to see safeguards in place to protect them with their use of technology. I understand the value of opportunities to learn with technology. They also need to foster the skills to read deeply, write independently, think critically, collaborate, create and learn without a screen. As AI becomes increasingly available, these guardrails are even more important. Students need explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use before these tools become embedded in learning. Other public schools in Oregon are already creating safeguards for their kids. Beaverton should not wait to catch up. We ask the Board to establish clear grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Put our kids first—not the technology.

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Sheryl	Connell	Other Community Member	No	I'm a grandparent of a Beaverton student who started first grade this year. It is a huge relief to know that Beaverton schools are being so proactive in seriously questioning current research on the effects of intense technology use on the brains of children.; and making plans to remedy harmful effects by transitioning to more historically proven teaching methods. Bravo, Beaverton Schools!
Amber	A	Parent/guardian	Yes	Hello. I have two children who attend BSD elementary. I believe there is too much tech in our classrooms, and it's being introduced too early with students being given tablets as early as kindergarten for school work. I believe any screen time given would be better used practicing hand writing, reading a book, face to face communication, arts, outside play and physical activities. Can you explain how screen time so early is beneficial to children's learning, especially in early development? Research backs up many reasons to restrict screen time and schools should be following these recommendations. I also have concerns about tablets and phones on the school buses. Kids have access to their devices, no supervision, anyone can be recorded and posted online without their knowing/consent, or browsing the internet unsupervised. How is this good for younger children especially? What is being done to protect kid's online safety, privacy and parents' preferences on the school buses? Thank you.
Elizabeth	Crawford	Other Community Member	Yes	Parent of kinder incoming next school year

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Curtis	Crawford	Other Community Member	Yes	The district must develop clear directives for allowable screen time per grade, with strict limits for elementary and middle school. Secondly, the district must pause all generative AI access. Finally, the district must transition to a district-approved technology whitelist/only-allow list. These actions cannot wait for years of study. Our children deserve our care and attention to this matter now. We have seen what unrestricted technology has done to learning over the last 10 years. The best and only time to turn this around is now. As parents of a kinder entering next year, we will not be comfortable sending our student without these strict technology limits in place.
Bryan	Robb	Parent/guardian	Yes	As BSD develops the 2027 Long-Range Facilities Plan, I hope it looks beyond current enrollment and utilization. My experience on the LRFP Committee, particularly in Zone 5, reinforced that long-term decisions should account for higher-density housing growth, planned housing capacity, transportation investments, Safe Routes to School, walkability, and the strategic value of existing school sites. Existing schools should be treated as long-term public assets. Before adding capacity or replacing older buildings, BSD should seriously evaluate renovation, adaptive reuse, partial preservation, phased or temporary solutions, boundary or program changes, and districtwide capacity. Communities accommodating future housing growth should not lose neighborhood access based primarily on a short-term enrollment snapshot. Lifecycle costs should also be weighed before demolition or major replacement. These decisions will shape communities for decades. The methodology should reflect that horizon.

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Amy	Brownell	Parent/guardian	Yes	I am writing today to address three very serious issues that have severe impacts on our students. Firstly, given the environmental and ethical implications of AI, BSD should ban all use of AI, especially for students, but also for staff, admin and district use. Schools are in the business of organic education for young human minds. Secondly, given the increase of unlawful and nefarious surveillance by use of cameras such as Flock, BSD should ban all surveillance cameras in schools and adjust school bus routes to avoid being surveilled by Flock cameras especially at bus stops. This puts vulnerable students and families at risk. Thirdly, BSD needs to remove police officers from school buildings. The School District's own study a few years ago revealed that the work of these officers could be accomplished by social workers and other trained, unarmed staff. Studies have shown the disproportionate impact on racialized and disabled students in the school to prison pipeline. Thank you

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Susan	Tindall	Parent/guardian	Yes	For older students given a 1:1 device, we need a thoughtful technology framework that goes beyond simply providing devices. Students need opportunities to learn with technology—but also to read deeply, write independently, think critically, collaborate, create and learn without a screen. As AI becomes increasingly available, these guardrails are even more important. Students need explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use before these tools become embedded in learning. Portland Public Schools, Tigard-Tualatin and Bend-La Pine are developing more specific technology and AI guidance. Beaverton should not wait to catch up. We ask the Board to establish clear grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Put our kids first—not the technology.

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Lindsey	L	Parent/guardian	Yes	Our youngest students deserve a different technology experience. In K–2, children are still developing foundational skills that require hands-on practice: handwriting, reading, communication, problem-solving, creativity, movement and learning how to work with others. Technology can support learning, but it should not replace these experiences or become the default simply because a device is available. We ask the Beaverton School Board to establish clear, developmentally appropriate technology and screen-time expectations for K–2, with a strong preference for hands-on, teacher-led and offline learning. Other Oregon districts are taking a closer look at how technology is used with young children. Beaverton should do the same. This is not anti-technology. It is about putting our youngest children first and using technology intentionally, when it truly improves learning.

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A.	Middlestetter	Parent/guardian	Yes	I'm writing the Beaverton School Board to insist on clear, developmentally appropriate technology and screen-time expectations for all grades, K-12. For students with a 1:1 device, as my two BSD kids are, there must be a thoughtful technology framework that goes beyond providing devices. Students need opportunities to learn with technology, but also to read, think critically, write independently, create, collaborate and learn without a screen. As AI use proliferates, these guardrails are even more important: students NEED explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use. Portland Public Schools, Tigard-Tualatin and Bend-La Pine districts are developing more specific technology and AI guidance. Beaverton should not wait to catch up. I ask the Board to establish CLEAR grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Thank you!

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Kyle	Foster	Parent/guardian	Yes	I really think we need to take a hard look at how much screen time and AI we are putting in front of our kids at school. I'm not against technology, but I don't think more technology automatically means better education. Studies have linked excessive screen time in kids and teens to worse sleep, reduced attention, depression symptoms, and poorer academic outcomes. One review looked at 58 studies involving more than 480,000 young people. I'm also concerned about AI. OECD/PISA data from more than 760,000 students in 91 countries found that students who frequently used AI for schoolwork didn't necessarily perform better and, in some cases, performed worse. Kids need to learn how to read, write, think critically, solve problems, and figure things out on their own. AI can be a tool, but it shouldn't become a replacement for learning. As a parent, I'd rather see our schools focus on developing capable, independent thinkers than making sure every child has the latest technology.

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Judith	Arayaes	Parent/guardian	Yes	For older students given a 1:1 device, we need a thoughtful technology framework that goes beyond simply providing devices. Students need opportunities to learn with technology—but also to read deeply, write independently, think critically, collaborate, create and learn without a screen. As AI becomes increasingly available, these guardrails are even more important. Students need explicit instruction in AI literacy, accuracy, bias, privacy, academic integrity, attribution and responsible use before these tools become embedded in learning. Portland Public Schools, Tigard-Tualatin and Bend-La Pine are developing more specific technology and AI guidance. Beaverton should not wait to catch up. We ask the Board to establish clear grade-level expectations, evaluate the effectiveness and impact of current technology use, and create a responsible framework for AI. Put our kids first—not the technology. 2.

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Stephanie	S	Parent/guardian	Yes	As BSD resumes facilities planning under new leadership, I urge the district to update the 2014 Ed Spec as the first step in moving forward. We should first define what a high-quality BSD school should look like today. Last year's process exposed important gaps. The LRFP committee lacked Teaching & Learning representation. Months of public comments were not shared with the committee until after voting concluded. And while BRIC hosted six community forums, no district staff attended to hear community concerns. The McKay transition showed us that a community-led discussion (rather than a broad committee) leads to the strongest outcomes in change. I hope new leadership sees an opportunity for a thoughtful reset: start with the Ed Spec and center Teaching & Learning. The Board and Superintendent should lead and own consequential decision-making and communication, while district leadership engages directly with communities to develop strong plans that address our district's challenges.
Stefanie	Kautz	Parent/guardian	Yes	As parents, we have seen firsthand how difficult it is to manage technology use on school-issued devices. Children already rely on AI for some schoolwork, and they also use their Chromebooks to watch YouTube and other content when they should be working. Lightspeed parental controls allow us to restrict sites such as YouTube, but students quickly find workarounds—for example, accessing videos embedded within Google Docs. This illustrates why this cannot be addressed through parental controls alone and BSD needs to follow other districts and develop and implement stronger, school-level restrictions. We should also be asking a broader question: how much technology do students actually need during the school day? At times, students need read, write, solve problems, discuss ideas, and work through difficult questions without immediate access to a device, the internet, or AI. This will allow them to develop into critical thinkers, a skill that is essential to be responsible citizens.

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Julie	S	Parent/guardian	Yes	Our youngest students deserve a childhood centered on human development, not screens. In kindergarten through second grade, children are building the foundational skills that shape their future academic success, physical health, and emotional well-being. These early years are critical for developing attention span, self-regulation, communication, creativity, problem-solving, fine motor skills, handwriting, reading, physical movement, and healthy social relationships. These skills are best learned through hands-on experiences, face-to-face interaction, active play, and direct engagement with teachers and peers. Increasing research and parent concern point to the potential long-term consequences of excessive screen exposure in early childhood, including impacts on attention, focus, social development, physical activity, and overall mental well-being. While technology has a place in education, young children do not need constant access to screens to learn.

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Cody	Moses	Parent/guardian	Yes	Put Our Kids First—not the Technology Technology can be a powerful learning tool—but more technology does not automatically mean better learning. As Beaverton students increasingly learn through screens and gain access to AI, the district needs a thoughtful, evidence-based framework that puts student learning and development ahead of technology adoption. For students with 1:1 devices, we need clear, grade-level expectations for when and how technology should—and should not—be used. Students need opportunities to learn with technology, but they also need meaningful opportunities to **read deeply, write independently, think critically, collaborate, create and learn without a screen**. AI makes these guardrails even more important. We ask the School Board to: * Establish clear grade-level expectations for technology and screen use. * Evaluate the effectiveness and impact of current technology use on student learning. * Develop a responsible framework for AI, including clear standards

PUBLIC COMMENTS

First Name	Last Name	Association with the Beaverton School District	Are you a resident of the Beaverton School District	Comments
Kathy	Masarie MD	Other Community Member	Yes	Oregon students are struggling academically, with many graduating unable to read a book, write independently, or think critically. Excessive screen use, social media, gaming, and internet exposure contribute to declining cognitive, academic, physical, mental, and social well-being. Digital products displace face-to-face relationships, hands-on learning, and attention while exposing children to addictive design, inappropriate content, predators, and privacy risks. Educators should apply the precautionary principle: if a product may harm children and its benefits are unproven, it should not be widely used until independently proven safe and effective. OR Unplugged Coalition, a partner of SBS BSD, supports: • Parental consent for internet/apps • No routine screen-based teaching K–5; parent opt-out • Teacher-led, analog learning and funding • ≤2 hours total school-day screen time • No 1:1 devices K–8; intentional shared-device use • No addictive design, advertising, or unnecessary data

PUBLIC COMMENTS

First Name	Last Name	Association with the Beaverton School District	Are you a resident of the Beaverton School District	Comments
Chad	Koenig	Parent/guardian	Yes	I have concerns about the increased use and reliance on chrome books and electronics in education and the classroom. Not only is this not an engaging manner in which to interact with the students, the safeguards are weak and the social interactions are decreased. We have created a student base that is dopamine addicted to screens and doesn't know how to properly engage and collaborate with others. The civil discourse is missing from schools and I believe it starts with screens and lack of accountability. These 2 things have deteriorated the Oregon education system to being one of the worst in the country. We need to do better by our students and our communities and it starts with engagement. Screens can't do that, teachers can. Please also work on stronger oversight of the students and stiffer penalties. The behavior of students is very poor and it impacts those around them. When kids don't want to go to school or are afraid to use the restroom, it also ruins their education.
Sandra	S	Parent/guardian	Yes	I am concerned that having too much screen time in school may and will create disabling affects to our children's dexterity and an inability to focus on the group discussion. I have experienced this with my own child as the kid's in class are emailing and chatting online instead of paying attention to their lecture or school work. The families of Beaverton school district deserve a BETTER education. Per statistics and studies excessive screen time in schools can lead to various negative effects on children's brains, including impaired cognitive development, reduced attention spans, and increased emotional dysregulation. These impacts can hinder academic performance and overall well-being. Not to mention we are social beings and need social interaction and overreliance on screens can hinder the development of interpersonal skills, as face-to-face interactions decrease. I care about my community and our children in it, please consider supporting our children in healthier education.

PUBLIC COMMENTS

First Name	Last Name	Association with the Beaverton School District	Are you a resident of the Beaverton School District	Comments
Diana	Buswell	Parent/guardian	Yes	As the Board & District continue the LRFP process, I urge you to please proceed with transparency and a sincere willingness to engage with the community throughout the district and not just focus on pockets within the district. Before making decisions about school consolidations, please update and review the Ed Specs that were last updated more than a decade ago when the environment was vastly different. As you do this, please come up with a specific "right" size of elementary school that is supported by research as having the best outcomes for students. I don't often admire PPS does, but I appreciate that they have been clear with their constituents what size elementary schools they are aiming for as they broach the difficult school closure discussions. The District has broken my trust as I've followed the LRFP process over the last couple of years. Please rebuild that trust by being transparent, open to ideas and feedback, and by making decisions that are truly best for students.
Megan	McMillan	Parent/guardian	Yes	I am not feeling confident that this comment will make an impact given that months worth of public comments were withheld from the Long Range Planning Committee. Unfortunately I cannot attend evening meetings in person so this is all I've got. I'm disappointed that BSD continues to lag vs lead. We should be the ones coming out first with an AI ban (like NYC). We should be engaging with the actual impacted communities for school closures and being transparent (like PPS). Instead we experience lack of action and lack of accountability. Do better.

ITEM FOR INFORMATION**2026 SUMMER LEARNING PROGRAMS****SUMMARY**

Staff will provide an overview of the summer learning programs the district operated in summer 2026.

BACKGROUND

Each summer, Beaverton School District provides learning opportunities through multiple summer programs for focal groups of students. BSD was recently awarded a Summer Learning Grant from the Oregon Department of Education, enabling the district to offer more opportunities this summer. The summer sessions offered both academic and enrichment opportunities.

In 2026, BSD summer programs served 4,018 students from incoming kindergarten through age 21. These programs included:

- Kinder Academy
- Elementary Program
- Middle School Program
- High School Program
- Extended School Year (ESY) Program
- Newcomer Program
- Migrant Education
- Native LifeWays Camp

RECOMMENDATION

Staff will present information on the summer learning programs BSD provided in 2026. No action is needed.

Belong. Believe. Achieve.

2026 Summer Programs Update

School Board Meeting

September 15, 2026



Jill O'Neill, *Executive Director for Teaching & Learning / Option Schools*
Veronica Galvan, *Director for Curriculum & Instruction*
Lori Krumm, *Executive Director for Student Services*
Andrew Robinson, *Assistant Director for Multilingual Programs*
Rosa Garcia, *Elementary Summer School Site Coordinator*
Jenny Sanchez, *AI/AN Program Coordinator*

Equity Lens



When **making decisions and taking action**, utilize the following questions:

Whose voice is and isn't represented in this decision?

Whom does this decision **benefit or burden** ?

Is this decision in alignment with the **BSD Equity Policy** ?

Does this decision **close or widen** the access, opportunity, and expectation gaps?

Additional considerations:

What **systemic barriers** might be at play in this situation?

What **other possibilities** were explored?

Is the decision/outcome **sustainable** ?

Funding Sources



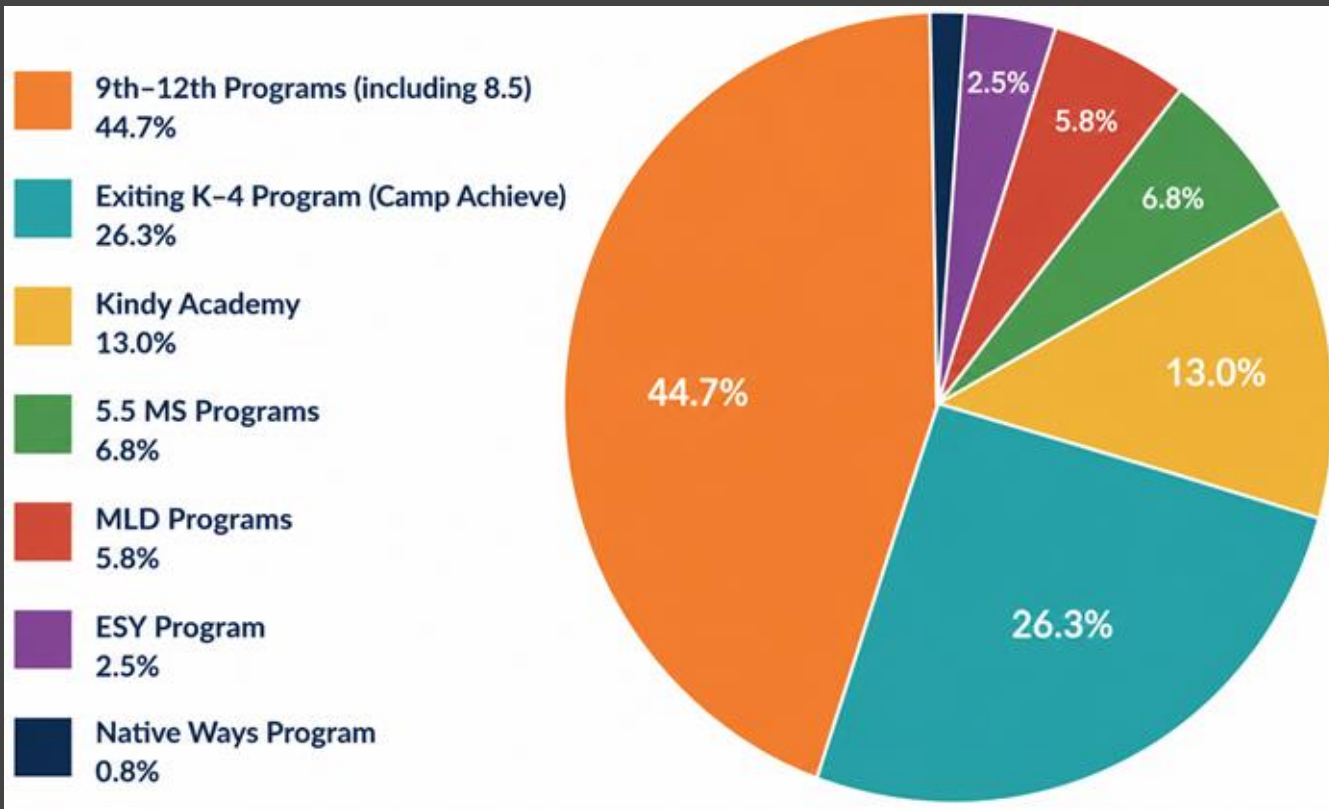
Strategic use of resources enabled programming that

- expanded access
- addressed diverse needs
- maximized impact

BSD Summer Program by the Numbers

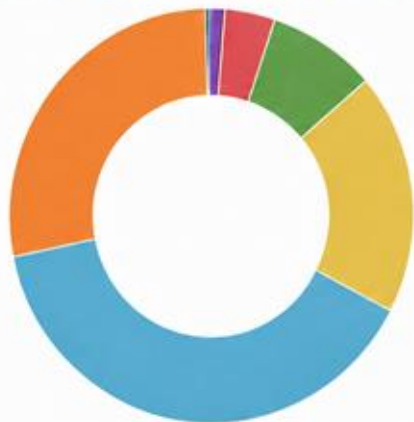
Program	Enrollment
Kinder Academy	524
Elementary Program (<i>Students Exiting Grades K-4</i>)	1,056
Middle School Program (<i>Students Entering Grade 5.5</i>)	275
High School Credit Recovery Program including 8.5 Transition	1,160
High School Flex Intensive Summer Program	638
Extended School Year (ESY) Program	99
MLD Programs	234
Native Lifeways Camp	32

Summer Programs Enrollment



Student Enrollment by Ethnicity

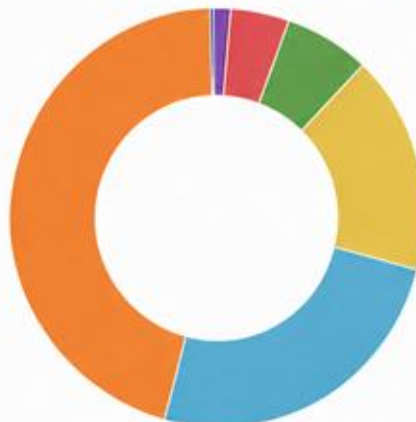
2025-26 District Enrollment



2025-26 District Enrollment

Hispanic/Latinx	28.3%
White	39.0%
Asian	19.0%
Multiracial	8.5%
Black/African American	4.0%
Native Hawaiian/Pacific Islander	1.0%
Native American/Alaska Native	0.2%

2026 Summer School



2026 Summer School

Hispanic/Latinx	46.5%
White	24.9%
Asian	16.6%
Multiracial	6.2%
Black/African American	4.4%
Native Hawaiian/Pacific Islander	1.2%
Native American/Alaska Native	0.2%

Student group	Difference
Hispanic/Latinx	+18.2 points
White	-14.1 points
Asian	-2.4 points
Multiracial	-2.3 points
Black/African American	+0.4 points
Native Hawaiian/Pacific Islander	+0.2 points
Native American/Alaska Native	No difference

Primary Goal:

To strengthen literacy and math, create a sense of belonging, and build community connections



Extended School Year (ESY) Programs

99 students enrolled



- Focus: Individualized Education Program (IEP) skills
- Comprehensive support services
- Eight of the specialized programs were part of Extended School Year (ESY) Program

Safe & Thriving
Student Safety & Well-being

Progress on Standards
Achievement for All



Multilingual Programs

234 students enrolled



Foundations of Success

Strong Start in Early Learning

Progress on Standards

Achievement for All

College & Career Ready

Supports for Post-High School Success



- Migrant Program Grades Pre-K-12
- English Learner Program Grades K-8
- Focus on Literacy, Math, Credit Recovery
- HS Newcomer Program Grades 9-12³⁹
143.5 total credits earned

American Indian/Alaska Native Enrichment Camp

32 students enrolled

Safe & Thriving

Student Safety & Well-being

Foundations of Success

Strong Start in Early Learning



- Cultural enrichment & activities including:
 - Crafting and gratitude
 - Language
 - Native outdoor games
- Traditional ecological knowledge
- Wellness

Kinder Academy

524 rising kindergartners enrolled



Safe & Thriving

Student Safety & Well-being

Foundations of Success

Strong Start in Early Learning



- Offered at 15 Title I schools and 2 non-Title identified schools
- Kindergarten readiness
- Family engagement
- Build community and connections

41

1st–5th Program

1056 students enrolled



Foundations of Success

Strong Start in Early Learning

Progress on Standards

Achievement for All



- School focus: growth in literacy and math
- Both academic & enrichment opportunities
- Dual language programs offered
- Transportation and meals provided

42

Middle School Programs

275 students enrolled



- School focus: literacy, math, and middle school preparedness
- Both academic & enrichment opportunities
- Support middle school transition
- Transportation and meals provided

Progress on Standards

Achievement for All

College & Career Ready

Supports for Post-High School Success



43

9th–12th Programs

1160 students enrolled



- Focus: High school readiness, literacy and math, credit earning opportunities
- Partnered with Portland Community College
- Earned: 1,237 high school credits
- Transportation and meals provided

Progress on Standards

Achievement for All

College & Career Ready

Supports for Post-High School Success



Community Partnerships



Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning

Progress on Standards
Achievement for All

College & Career Ready
Supports for Post-High School Success



- Beaverton City Library
- Elite Sports Academy
- Ignite High-Dosage Tutoring
- Native Wellness Institute
- Tualatin Valley Fire and Rescue

4,018

Students served

1,237

HS credits earned

91.7%

MS students who grew their reading fluency

66%

Percentage of multilingual students who increased reading proficiency in English

Highlights of What Students Gained

Kindergarten Readiness	Greater comfort with routines; observable social growth; early literacy/math practice; peer collaboration; earlier identification of student needs; stronger family relationships.
Elementary Literacy	Core Phonics sample data for exiting first graders at Vose showed 15% growth, increasing from 47.2% pre to 62.2% post, with +2.25 correct responses on average.
Middle School Literacy and Writing	Whitford: 91.7% of students demonstrated reading fluency growth, from 141.4 to 157.8 words per minute. Mountain View: 86% improved in writing conventions.
Middle School Math and High School Credits	Mountain View multiplication-fact performance increased 20.8%. Conestoga math increased from 45.4% to 69.7%, a 24.4% increase. High school students earned 1,237 credits.

Key Takeaways

- **Reach:** Summer learning served students across grade spans and specialized pathways.
- **Impact:** Students showed measurable growth in literacy, writing, mathematics, readiness, and credit attainment.
- **Opportunity:** Programming supported transition points, graduation progress, multilingual learners, Native students, and students receiving special education services.
- Summer 2026 was year 1 of a three-year ODE Summer Learning Grant
- All summer school program staff were BSD licensed and classified staff

THANK YOU



What questions do you have?

ITEM FOR INFORMATION**ALIGNING FOR STUDENT SUCCESS: INTEGRATED PROGRAMS ANNUAL REPORT****SUMMARY**

Oregon provides funds for Integrated Programs to help increase academic achievement for all students, reduce academic disparities for historically underserved groups of students, and meet students' academic and behavioral health needs. An annual report is presented to the board and the community.

BACKGROUND

In 2022, the Oregon Department of Education (ODE) implemented a new initiative referred to as Aligning for Student Success: Integrated Guidance for Six ODE Initiatives, requiring Oregon school districts and charter schools to develop an integrated plan and application to continue receiving funds from several key grants. Additional programs have since been integrated.

The intent of the Integrated Programs initiative is to align the grant application processes and strategies in order to provide better outcomes for students through braided funding of several grants and programs. The grants that are a part of the initiative include:

- High School Success (HSS)
- Student Investment Account (SIA)
- Continuous Improvement Planning (CIP)
- Career and Technical Education (CTE/Perkins)
- Every Day Matters (EDM)
- Early Indicator and Intervention Systems (EIIIS)
- Early Literacy Success (ELSSDG)

The district's Integrated Guidance plan for 2025-27 was developed with extensive community engagement, strategic conversations and partnerships, and consultancy with content expertise, aiming to reflect the needs of the district's historically underserved populations, including students of color, emerging bilinguals, and students with disabilities. The plan was approved by the school board and the Oregon Department of Education in 2025.

As an Integrated Programs grant recipient and Perkins Direct Grant recipient, BSD is required to:

- Respond to two required annual report questions
- Post the annual report on the district website
- Present the annual report to the board in an open meeting with the opportunity for public comment

RECOMMENDATION

Staff will present information on the Integrated Programs annual report for 2025-26. No action is needed.

Belong. Believe. Achieve.



ALIGNING FOR STUDENT SUCCESS: INTEGRATED PROGRAMS

ANNUAL REPORT 2025-26



Oh, the
Places
You'll Go

ODE's Aligning for Student Success

Integrated Programs requires districts receiving funds from the integrated programs to complete a progress review on an annual basis. This annual report serves as the progress review for the 2025-2026 school year. The annual report consists of responses to four required prompts and provides the Beaverton School District with the opportunity to reflect on and share with our community the progress towards Outcomes and Strategies in our Plan and Longitudinal Performance Growth Targets.

Question 1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

Fully implementing a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students is a key Outcome and aligned with BSD's Strategic Plan. It is a key strategy to achieving our Performance Growth Targets. A fully implemented MTSS will support students in academic achievement, making progress towards on-time graduation, and student social emotional well-being. The foundation of MTSS is implementation of effective Tier 1 Instruction. Leading indicators, including interim assessments, show promise in the impact of implementation fidelity on 3rd Grade Language Arts Proficiency. Supported by the Early Literacy Grant and additional braided funding, key strategies were increasing the implementation of the K-5 literacy instructional materials aligned to districtwide scope and sequence, school-based coaches using the Transformational Coaching model, and common data protocols. In 2026-27 similar supports will be provided as we enter the first year of implementation of the recently adopted math curriculum aligned to a districtwide scope and sequence.

Additional MTSS Tier 2 and 3 work was focused on K-5 Literacy in 2025-2026 with increased use of an interactive MTSS dashboard and decision rules for literacy interventions in K-5.

Another key outcome of our plan is that students in every focal and demographic group will report an increased sense of belonging at school. This supports all our Longitudinal Performance Growth Targets, especially the percentage of regular attenders. Training was offered to staff on Restorative Practices, Trauma Informed Care, Engaging Equity and Social Emotional Learning. Recognizing that all staff who interact with students influence the students' sense of belonging, Engaging Equity training expanded beyond licensed staff to provide opportunities for Nutrition Services, Transportation, and school-based classified staff. We continued implementation of efforts to address the behavioral health and wellness needs of students. Each school's Behavioral Health & Wellness (BHW) teams met at least monthly to analyze student outcome data regularly to identify needs and improve practice.

Question 2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Some progress is evident in closing the achievement gap for Focal Student Groups compared to All Students in the 2024-2025 Growth Targets. Related to the outcome to increase graduation rates for all student demographic groups, we are continuing implementation strategies of 9th Grade On-Track teams at all high schools, mentoring for high school students not on-track for graduation within four years, providing credit recovery options both in person and online, and reducing class sizes to close the opportunity and achievement gap.

A challenge to implementation is sustainable funding to scale up improvement strategies. For example, to support secondary student success by developing students' literacy skills, Language Arts/English Language Proficiency instructional materials were implemented in Grades 6-12. At each secondary school, the Professional Learning Community (PLC) model of Language Arts and English Language Development teachers were provided release time to ensure fidelity of implementation of the instructional materials and co-teaching model. Instructional Coaches and Teachers on Special assignment engaged in Transformational Coaching professional development to support teacher work. This model of job-embedded professional development is not sustainable over time due to budget constraints, which limits the potential to scale the model to other content areas.

An area of support is advocacy for sustainable, equitable funding to support BSD and other districts in fully implementing strategies to achieve the equity-centered outcomes.

CTE Question 1

Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG. These include more population than the federally identified “special populations.” The federal definition includes the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in, or having aged out, the foster care system, youth with a parent who is a member of the armed forces or an active duty.

Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V) You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQSIA+

In 2025-26 a strategy to increase student, caregiver, and educator awareness of CTE programs continued. Data from student surveys and focus groups indicate that students most often learn about CTE programs from school staff they interact with regularly. Building on prior year success, we continued facilitation of CTE Roundtables, workshops that brought together CTE teachers and counselors, as well as other staff that advocate for and advise students from focal groups and special populations on educational decisions. One CTE Roundtable was hosted at Sunset High School and two CTE Option Tours included counselors and other student advocate/support positions, including student managers, bilingual facilitators, and administrators, touring the district-wide CTE Options programs. The CTE Option Tours provided participating staff the opportunity to engage with students and staff in the program in an effort to build their knowledge and understanding of the programs.

CTE Question 2

The 2024-2028 CTE State Plan has three (3) outcome areas:

- **Outcome 1: Career connected learning that is systemically integrated with education and workforce development.**
- **Outcome 2: Increased equitable participation in high-quality CTE and career connected learning**
- **Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships**

Please choose at least one (1) of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers. We'd love to be able to share your local information along with our statewide updates.

The outcomes related to career-connected learning continued to be a focus for this year. As a result of multi-year efforts to build awareness of CTE programs by students, family, and staff, enrollment in CTE Capstone classes in 2025-2026 reached the highest number in the past three years. That number is expected to grow significantly in 2026-2027. This growth is due to several factors, including integrating the Higher Education and Career Path Skills into CTE program pathways, piloting a career connected learning platform (Xello) at all schools with high school students and in several middle schools, and increasing community awareness of CTE programs. In high school programs the piloted was through the Higher Education and Career Pathway course. In 2026-2027 all middle and high school students will be engaged in an articulated scope and sequence of career connected learning.



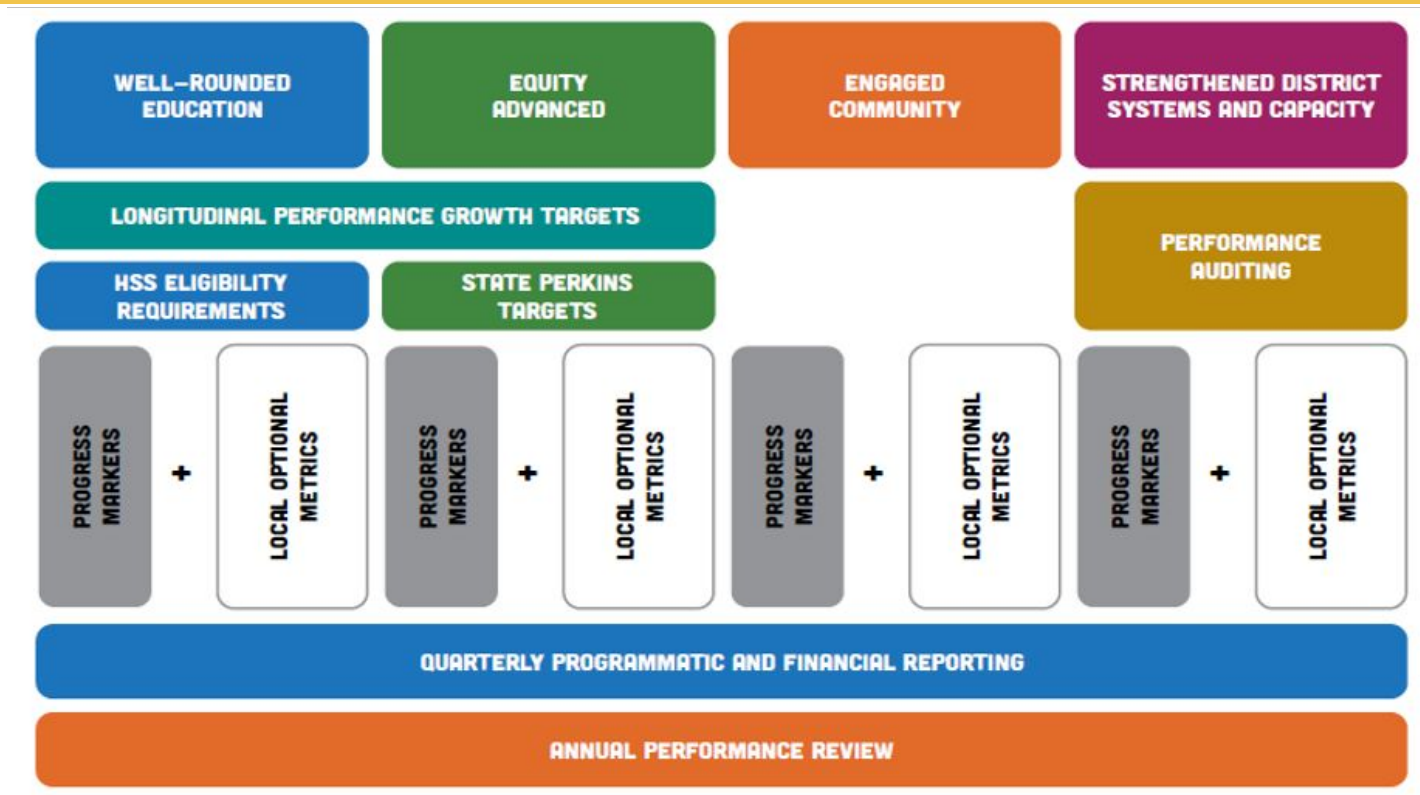
Aligning for Student Success: Integrated Programs Annual Report

School Board Meeting
September 15, 2026

ODE Annual Reporting Requirements

- Answer two overall reflection narrative questions
- Report expenditures
- Report progress toward goals

Summary of Integrated Program Performance Measures



Intended Outcomes

- Increase academic achievement for K-3 reading and writing, focused on increasing achievement for all student focal demographic groups
- Provide all students with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal demographic group
- Students in every focal and demographic group will report an increased sense of belonging at school

Intended Outcomes

- Fully implement a K-12 Multi-Tiered System of Support (MTSS) to meet the academic and behavioral needs of all students
- Increase graduation rates for all student demographic groups
- Increase the number of students prepared for postsecondary success through CTE Program of Study participation, with specific focus upon students who are underserved/underrepresented in CTE programs

Implementation Progress

Multi-Tiered System of Support

- Tier 1 Implementation of High-Quality Instructional Materials
 - Year 2 K-5 Literacy
 - Year 1 6-12 Language Arts/English Language Proficiency
- Development of data protocols and decision making processes for K-5 Tier 2 and 3 Literacy

Students' Sense of Belonging

- Engaging Equity training for classified staff
- Behavioral Health & Wellness (BHW) teams
- Restorative Practices and Trauma Informed Care training

Implementation Challenges / Barriers

- Continuing 9th Grade On Track teams, graduation mentors, and credit recovery options to improve 4-year graduation rate
- Sustainable funding to allow strategy development to scale
- Area of support: advocacy for sustainable, equitable funding to support districts in full implementation of strategies to achieve equity-centered outcomes

CTE / Perkins: Student Recruitment

CTE Roundtables

- School-based

CTE Option Tours

- Counselors and other school staff

CTE / Perkins: Career Connected Learning

Senate Bill 3 Integration

- Higher Education & Career Pathway Skills integrated with CTE Pathways
- High-quality career-connected learning for grades 6-12

What questions do you have?

ITEM FOR INFORMATION**BOND PROGRAM UPDATE****SUMMARY**

Staff will provide a brief report on the progress of the 2022 bond program. This is the first of four planned staff reports to the board on bond program progress for the 2026–27 school year.

BACKGROUND

This update will cover a variety of items pertaining to the bond program including:

- Summer Project Recap
- Construction Projects Underway

RECOMMENDATION

Staff will present information on the bond program. No action is needed.

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Bond Program Update

School Board Meeting
September 15, 2026

Agenda

- Summer Projects Recap
- Construction Projects Underway

2026 Summer Projects Recap

- Beaverton HS Rebuild (Building)
- Aloha HS HVAC (Phase 2)
- Sunset HS HVAC (Phase 1)
- Meadow Park MS Seismic (Phase 2)
- Cedar Park MS Seismic (Phase 1)
- Roofs: Kinnaman, Terra Linda, Capital Center
- Auditorium Upgrades
- Outdoor Learning & Modernization



Beaverton HS Rebuild



The new Beaverton HS is now open!

We were so excited to welcome staff and students into the new building.

Site work continues and will be completed at the end of next summer.

The project remains on schedule and is tracking under budget.

69



HVAC: Aloha HS & Sunset HS

Aloha HS:

We are now largely complete with the HVAC upgrades at Aloha HS. This was by far the largest deferred maintenance project of the bond.

Sunset HS:

This summer we added cooling to most of the classrooms throughout the school. We have some more work to do next summer.



Seismic: Meadow Park & Cedar Park

Meadow Park:

This summer we completed the second half of the seismic and roofing upgrades at Meadow Park.

Cedar Park:

We completed the first of 2 summers of roping and seismic upgrades at Cedar Park.



Roofing: Kinnaman, Terra Linda, Capital Center



This was a very busy summer for roofing, and it went smoothly. In addition to Cedar Park & Meadow Park, we completed roofing replacements at Terra Linda, Kinnaman, and the cafeteria at the Capital Center.

Outdoor Learning

We completed outdoor play areas at:

- McKinley
- Aloha Huber Park
- Capital Center



Critical Equipment: Furniture



- New furniture delivered and installed in classrooms and common areas at Barnes, Beaver Acres and Greenway.

Construction Projects Underway

- Allen Transportation
- Beaver Acres ES Cafeteria
- Security & Paging Upgrades
- Athletics & Facilities
- Beaverton HS Site/Fields



Allen Transportation

- Construction is approximately 40% complete.
- The site utilities are underway, masonry is complete, and the slab has been poured.
- The pre-engineered metal building erection is underway and will be complete in about six weeks.
- Substantial Completion: March 2027



Beaver Acres Cafeteria

New Cafeteria

- Foundation is complete and stem walls have been poured.
- Under-slab utilities being installed.
- Masonry work scheduled to begin after Labor Day.
- Substantial Completion: June 2027

Renovation & Conversion of Existing Kitchen & Cafeteria

- Substantial Completion: August 2027



Security and Related Upgrades

We are making great progress on the security upgrades project. We have largely completed work on the following systems:

- Radio Replacement
- Distributed Antenna System
- Paging Improvements
- District Wide Rekeying

This time next year, we will have completed:

- Access Control Upgrades
- Security Camera Upgrades
- Intrusion System Upgrades

Athletics & Facilities

Currently underway, we have:

- Synthetic turf varsity baseball and softball fields at Westview HS
- Softball hitting facility at Aloha HS
- Concessions upgrades at Aloha HS
- We will shortly be starting an athletic storage building at Southridge HS



Beaverton HS Sitework

Over the next year we will be completing all of the sitework at BHS. Primarily this involves demolition of the old building and construction of new parking lots. It also includes resurfacing the sports fields, lighting upgrades, construction of a new field house, new tennis courts, storage buildings, etc.



Questions?

Long-Range Facility Planning Guidelines

approved March 10, 2026

The following long-range facility planning guidelines were approved by the Beaverton School Board on March 10, 2026. The guidelines recommended to the board were based on the work of the Long-Range Facility Planning Committee in 2025–26 and the recommendations it approved on January 14, 2026.

* * * * *

Annual Enrollment Trend Report

A. The superintendent should direct district staff to provide the board each fall with an annual enrollment trend report. The report should include but not be limited to:

- School utilization data
- Enrollment counts by grade level
- An evaluation of how current enrollment is tracking against the district's 10-year enrollment forecast

School Building Utilization Study

A. The superintendent should direct district staff to undertake an administrative school building utilization study, to identify challenges and consider solutions for enrollment balancing.

B. The administrative study should identify schools where:

- Enrollment at an elementary school is below 350 students (or below 300 students at a school with a permanent capacity estimate under 350), or above 800 students.¹
- Enrollment at any school is below 65% or above 95% of the building's permanent capacity.

¹ 350 is approximately 2 classrooms per grade plus 2 preschool classes. 800 is approximately 5 classrooms per grade plus 2 preschool classes.

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C. Where schools are identified as above or below these enrollment parameters, the administrative study should be designed to:

- Determine whether enrollment levels reflect a consistent trend and are forecasted to continue, and
- Identify and evaluate potential solutions to balance enrollment and resources.

D. Where applicable, potential solutions identified through the administrative study may include, but are not limited to:

- Adjustments to resource allocation
- Implementation of blended classrooms
- Modifications to specials (e.g., art, music, physical education)
- Review of attendance boundaries
- Consolidation of schools
- Other strategies to increase or balance enrollment

E. The superintendent or school board should consider establishing an advisory committee if the outcome of the administrative study includes attendance boundary adjustments (pursuant to Policy JC) or school consolidation (pursuant to Policy FL).

F. The district should monitor enrollment trends and revisit the administrative school building utilization study as enrollment patterns change.

Attendance Boundaries & Feeder Patterns

A. The school board and superintendent should direct staff to review Policy JC and report back to the school board within six months of initiating the review, to include:

- Whether the four existing factors used to consider attendance boundary adjustments remain applicable and relevant, and whether additional language is needed to ensure district equity goals are adequately addressed; and
- Whether to recommend amendments to discourage split feeder patterns and to clearly articulate the circumstances under which split feeders may be acceptable.

B. The district should evaluate existing examples of split feeder patterns, with the goal of increasing clean feeders and minimizing the use of noncontiguous attendance boundaries for different school levels.

C. Guiding principles for school feeder patterns should include:

- Split feeder patterns should be avoided whenever feasible.
- When a split is unavoidable, the following considerations should apply:

- Splits should occur at the elementary-to-middle school level where possible.
- Student cohorts should be split no more than once during a student's tenure.
- Split cohorts should be generally equal in size.
- Split feeder patterns should preserve access to programmatic opportunities, such as dual language programs.

School Condition Assessment

The 2027 Long-Range Facilities Plan should:

A. Evaluate the merit of making long-term deferred maintenance capital investments in structures that:

- Are more than 75 years old; or
- Have a Facilities Condition Index (FCI) score greater than 0.3; or
- Have a seismic score below 51.

B. Evaluate the cost of replacing or updating existing structures that are more than 75 years old.

C. Include replacement or upgrade analyses based on a matrix of factors, including but not limited to:

- Facilities Condition Index (FCI) score
- Structure age
- Seismic condition
- Enrollment forecasts
- Quantitative community impact analysis
- District design specifications

Plan & Policy Review

A. Prior to the next capital bond program, the superintendent should direct the Facilities Department to review and revise the 2014 Educational Specifications for district facilities to reflect current and future educational needs, standards, practices and student enrollment trends.

B. Prior to the next capital bond program or any boundary adjustment process, the school board should consider potential revisions to Policy JC School Attendance Areas as articulated above.

ITEM FOR INFORMATION**REVIEW LONG-RANGE FACILITY PLANNING GUIDELINES****SUMMARY**

Staff will review the long-range facility planning guidelines approved by the board in March 2026, and discuss next steps based on these guidelines.

BACKGROUND

The Long-Range Facility Planning Committee (LRFPC) was convened to study the district's enrollment decline and develop recommendations to help ensure every student has access to safe, well-maintained schools and high-quality learning environments.

The committee first created a set of guiding principles, called "North Stars," to shape its review. These principles focused on making sure our school facilities support the goals that students are known and supported, resources are used equitably and sustainably, schools foster belonging and students are prepared for future success.

The committee reviewed extensive data about enrollment forecasts, school boundaries, building conditions and district finances; considered key challenges facing the district, including declining enrollment, aging facilities, uneven enrollment patterns and budget pressures; identified the impacts if no action is taken, such as growing inequities between schools and reduced resources for students; reviewed a shared problem statement; and considered planning implications to guide next steps.

As charged, the committee developed a set of recommendations to the superintendent to guide future facility planning, intended to support data-informed decision-making and long-range planning aligned with projected enrollment and facility needs as well as students' educational experience. The board approved these recommendations with revisions based on community feedback on March 10, 2026.

RECOMMENDATION

This is presented for review of the approved guidelines and next steps. No immediate action is needed at this time.

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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 August 2026:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2026-27 classroom teacher staffing by school as of August 28, 2026
- Investment monthly board report as of August 31, 2026
- Investment portfolio – allocation by asset category, main fund, asset class
- Portfolio holdings by asset class

NOTES:

- The September Economic and Revenue Forecast was released on August 26, 2026. Revenue for the current biennium is projected to be approximately \$55 million higher than forecasted in May. While this is a positive adjustment, it represents only a modest change to the state's overall revenue picture. Economists note that these mixed indicators suggest Oregon may be transitioning from a period of slower economic activity toward gradual acceleration, though the outlook remains subject to ongoing economic uncertainties.

RECOMMENDATION

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

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Beaverton School District
Year-To-Date Activity and Forecast
General Fund
For August 2026
(\$ in millions)

	YTD Actuals	Current Encumb.	Actuals & Encumb.	2026-27 Budget	Year-End Forecast	Variance
REVENUES:						
State School Fund	\$ 89.1	\$ -	\$ 89.1	\$ 557.4	\$ 557.4	\$ -
Local Option Levy	-	-	-	44.5	44.5	-
Investment Earnings	0.5	-	0.5	8.0	8.0	-
NWRESD Appointment	-	-	-	14.5	14.5	-
Other	0.9	-	0.9	5.7	5.7	-
Total Revenues	\$ 90.5	\$ -	\$ 90.5	\$ 630.1	\$ 630.1	\$ -
EXPENDITURES:						
Salaries	\$ 30.7	\$ -	\$ 30.7	\$ 360.3	\$ 360.3	\$ -
Benefits	18.0	-	18.0	214.9	214.9	-
Purchased services	7.5	9.5	17.0	44.3	44.3	-
Supplies & materials	5.3	3.0	8.3	21.5	21.5	-
Capital outlay	-	0.1	0.1	0.4	0.4	-
Other	0.3	0.1	0.4	2.9	2.9	-
Transfers out	-	-	-	2.4	2.4	-
Total Expenditures	\$ 61.8	\$ 12.7	\$ 74.5	\$ 646.7	\$ 646.7	\$ -
Surplus / (Deficit) from Operations				\$ (16.6)	\$ (16.6)	\$ -

	2026-27 Budget	Year-End Forecast
Projected Ending Fund Balance		
Beginning Fund Balance	\$ 150.3	\$ 143.4
Surplus / (Deficit) from Operations	(16.6)	(16.6)
Contingency	67.0	-
Unappropriated Ending Fund Balance	66.7	-
Projected Ending Fund Balance	\$ -	\$ 126.8
Projected Ending Fund Balance as Percentage of Total Expenditures		19.6%

	YTD Actuals	Current Encumb.	Actuals & Encumb.	Final Budget	Year-End Forecast	Variance
APPROPRIATIONS:						
Instruction	\$ 34.2	\$ 5.5	\$ 39.7	\$ 399.3	\$ 399.3	\$ -
Support Services	27.6	7.2	34.8	243.2	243.2	-
Enterprise & Community Svc	-	-	-	0.3	0.3	-
Facilities Acquisition & Const	-	-	-	0.1	0.1	-
Other Uses	-	-	-	3.8	3.8	-
Contingencies	-	-	-	67.0	67.0	-
Unappropriated EFB	-	-	-	66.7	66.7	-
Total	\$ 61.8	\$ 12.7	\$ 74.5	\$ 780.4	\$ 780.4	\$ -

Beaverton School District
Summary of Revenue, Expenditures and Encumbrances
All Funds Except General Fund
For August 2026

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Grant Fund	\$ 99,098,985	\$ -	\$ 8,011,994	\$ 5,615,834	\$ 13,627,827	13.75%	\$ (13,627,827)
Special Purpose Fund	13,619,000	6,939,963	334,805	621,746	956,551	7.02%	5,983,411
Equipment Replacement Fund	11,540,544	6,185,056	525,379	3,217,145	3,742,524	32.43%	2,442,532
Scholarship Fund	550,000	570,785	85,750	25,000	110,750	20.14%	460,035
Long-Term Planning Fund	42,550,000	41,959,395	-	-	-	0.00%	41,959,395
Nutrition Services Fund	28,941,694	5,616,135	706,039	9,264,438	9,970,477	34.45%	(4,354,342)
Debt Service Fund	124,610,999	12,712,346	-	-	-	0.00%	12,712,346
Capital Projects Fund	303,260,000	275,362,012	20,613,941	127,167,519	147,781,460	48.73%	127,580,552
Insurance Reserve Fund	14,188,892	9,970,711	2,632,902	3,628,657	6,261,558	44.13%	3,709,153
Workers' Compensation Fund	6,141,169	3,780,977	489,240	160,575	649,815	10.58%	3,131,162
Total	\$ 545,402,298	\$ 363,097,382	\$ 25,388,057	\$ 144,085,079	\$ 169,473,136		\$ 193,624,245

2026-27 Classroom Teacher Staffing By School

As of 8/28/26

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	8/28/26 Enrollment	Enrollment Change	General Fund	Levy	SIA/HSS	TOTAL	General Fund	Levy	SIA/HSS	TOTAL
Aloha Huber (K-8)	874	838	(36)	26.0	7.0	2.0	35.0	26.0	7.0	2.0	35.0
Barnes	382	375	(7)	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Beaver Acres	644	654	10	20.0	6.0	2.0	28.0	20.0	6.0	2.0	28.0
Bethany	383	389	6	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Bonny Slope	586	593	7	16.0	5.0	2.0	23.0	16.0	5.0	2.0	23.0
Cedar Mill	348	360	12	9.0	3.0	3.0	15.0	9.0	3.0	3.0	15.0
Chehalem	339	332	(7)	9.0	3.0	3.0	15.0	9.0	3.0	3.0	15.0
Cooper Mountain	358	375	17	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
Elmonica	420	419	(1)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Errol Hassell	266	268	2	7.0	2.0	2.0	11.0	7.0	2.0	2.0	11.0
Findley	477	522	45	15.0	4.0	2.0	21.0	15.0	4.0	2.0	21.0
Fir Grove	323	326	3	10.0	3.0	1.0	14.0	10.0	3.0	1.0	14.0
FLEX (K-5)	68	48	(20)	3.0			3.0	3.0			3.0
Greenway	351	351	-	10.0	3.0	3.0	16.0	10.0	3.0	3.0	16.0
Hazeldale	537	514	(23)	15.0	5.0	2.0	22.0	15.0	5.0	2.0	22.0
Hiteon	459	464	5	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	516	497	(19)	15.0	4.0	2.0	21.0	15.0	4.0	2.0	21.0
Kinnaman	403	410	7	13.0	3.0	2.0	18.0	13.0	3.0	2.0	18.0
McKinley	633	672	39	19.0	5.0	2.0	26.0	19.0	5.0	2.0	26.0
Montclair	262	263	1	8.0	2.0	1.0	11.0	8.0	2.0	1.0	11.0
Nancy Ryles	439	454	15	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Oak Hills	405	428	23	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Raleigh Hills	385	375	(10)	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Raleigh Park	263	258	(5)	7.0	2.0	1.0	10.0	7.0	2.0	1.0	10.0
Ridgewood	339	343	4	10.0	3.0	1.0	14.0	10.0	3.0	1.0	14.0
Rock Creek	372	372	-	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
Sato	846	818	(28)	22.0	7.0	2.0	31.0	22.0	7.0	2.0	31.0
Scholls Heights	594	609	15	16.0	5.0	2.0	23.0	16.0	5.0	2.0	23.0
Sexton Mountain	391	391	-	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Springville	687	674	(13)	19.0	5.0	2.0	26.0	19.0	5.0	2.0	26.0
Terra Linda	302	298	(4)	8.0	2.0	1.0	11.0	8.0	2.0	1.0	11.0
Vose	551	547	(4)	16.0	5.0	2.0	23.0	16.2	4.8	2.0	23.0
West TV	266	280	14	8.0	2.0	1.0	11.0	8.0	2.0	1.0	11.0
William Walker	470	448	(22)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Elementary School Total	14,939	14,965	26	434.0	123.0	63.0	620.0	434.2	122.8	63.0	620.0
Average Elementary School Staffing Ratio				34.4	26.8	24.1		34.5	26.9	24.1	

2026-27 Classroom Teacher Staffing By School

As of 8/28/26

School	Budgeted Enrollment	8/28/26 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA/HSS	TOTAL	General Fund	Levy	SIA/HSS	TOTAL
Cedar Park	626	636	10	21.4	5.3	0.5	27.2	21.3	5.3	0.5	27.2
Conestoga	775	761	(14)	26.6	6.7	0.7	33.9	26.5	6.7	0.7	33.8
Five Oaks	738	757	19	25.7	6.5	0.7	32.9	25.8	6.5	0.7	33.0
Highland Park	643	652	9	21.5	5.3	0.5	27.4	21.2	5.3	0.5	27.0
Meadow Park	648	644	(4)	24.4	6.0	0.7	31.1	22.5	6.0	0.7	29.2
Mountain View	724	757	33	27.4	6.7	0.7	34.7	26.3	6.7	0.7	33.7
Stoller	1,096	1,082	(14)	34.6	8.9	0.8	44.3	34.5	8.9	0.8	44.2
Tumwater	959	978	19	30.1	7.5	0.8	38.4	30.1	7.5	0.8	38.4
Whitford	739	736	(3)	25.7	6.3	0.7	32.7	25.7	6.3	0.7	32.7
Middle School Total	6,948	7,003	55	237.3	59.3	6.0	302.6	233.8	59.2	6.0	299.1
Average Middle School Staffing Ratio				29.3	23.4	23.0		29.9	23.9	23.4	
Aloha	1,488	1,476	(12)	55.6	11.4	2.2	69.2	51.9	11.4	2.2	65.5
Beaverton	1,353	1,373	20	53.0	10.2	4.2	67.4	52.9	10.2	4.2	67.3
Mountainside	1,875	1,752	(123)	56.0	12.2	1.6	69.8	52.5	12.2	1.6	66.3
Southridge	1,238	1,256	18	42.4	9.0	3.0	54.4	42.4	9.0	3.0	54.4
Sunset	1,688	1,715	27	52.6	11.0	2.6	66.2	51.7	11.0	2.6	65.3
Westview	2,370	2,460	90	77.1	16.4	2.7	96.2	77.1	16.4	2.7	96.2
High School Total	10,012	10,032	20	336.7	70.2	16.3	423.2	328.5	70.2	16.3	415.0
Average High School Staffing Ratio				29.7	24.6	23.7		30.5	25.2	24.2	
Arts & Communication Magnet Academy (6-12)	687	692	5	24.2	5.0	0.5	29.7	22.9	5.0	0.5	28.4
Beaverton Academy of Science and Engineering (6-12)	852	872	20	30.4	6.3	0.5	37.2	30.2	6.3	0.5	37.1
Community School (9-12)	133	152	19	6.8	1.2	1.2	9.2	6.8	1.0	1.2	9.0
FLEX Online School (6-12)	317	292	(25)	18.8	1.8	0.8	21.4	18.1	1.4	0.8	20.3
International School of Beaverton (6-12)	860	860	-	30.4	6.2	0.5	37.1	30.4	6.2	0.5	37.0
Options Schools Total	2,849	2,868	19	110.6	20.5	3.5	134.6	108.4	19.9	3.5	131.8
Average Options Staffing Ratio				25.8	21.7	21.2		26.5	22.3	21.8	
Address Extreme Class Size K-12	-	-	-	11.5	-	-	11.5	-	-	-	-
District Total	34,748	34,868	120	1,130.1	273.0	88.8	1,492.0	1,104.9	272.2	88.8	1,465.9

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 224-248 in the 2026-27 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
08/31/2026

COMPLIANCE | Beaverton School District, Prepared by Business Office

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

Asset Category	Face Amount/Shares	Market Value	Book Value	% of Portfolio	YTM @ Cost	Days To Maturity
Corporate Bonds 35%	75,000,000.00	74,382,537.30	74,389,751.39	16.47	3.94	75
LGIP Limit \$ 63,387,000	52,276,062.02	52,276,062.02	52,276,062.02	11.57	4.00	1
US Agency 100%	65,000,000.00	64,389,550.00	64,422,749.97	14.26	3.66	106
US Treasury 100%	266,000,000.00	260,150,480.00	260,703,127.30	57.70	3.78	197
Total / Average	458,276,062.02	451,198,629.32	451,791,690.68	100.00	3.81	141



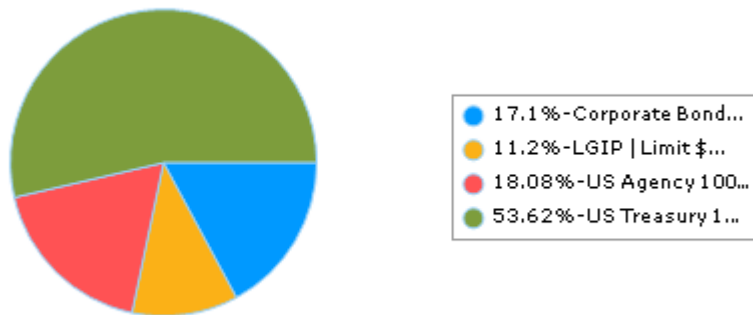
Beaverton School District Distribution by Asset Category - Market Value

Begin Date: 7/31/2026, End Date: 8/31/2026

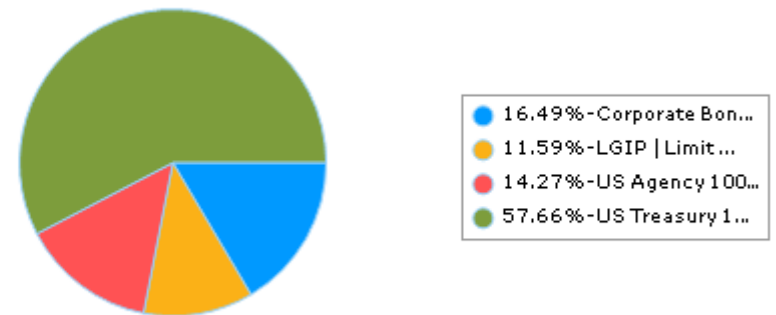
Asset Category Allocation

Asset Category	Market Value 7/31/2026	% of Portfolio 7/31/2026	Market Value 8/31/2026	% of Portfolio 8/31/2026
Corporate Bonds 35%	89,091,587.10	17.10	74,382,537.30	16.49
LGIP Limit \$ 63,387,000	58,351,727.03	11.20	52,276,062.02	11.59
US Agency 100%	94,179,250.00	18.08	64,389,550.00	14.27
US Treasury 100%	279,348,220.00	53.62	260,150,480.00	57.66
Total / Average	520,970,784.13	100.00	451,198,629.32	100.00

Portfolio Holdings as of 7/31/2026



Portfolio Holdings as of 8/31/2026

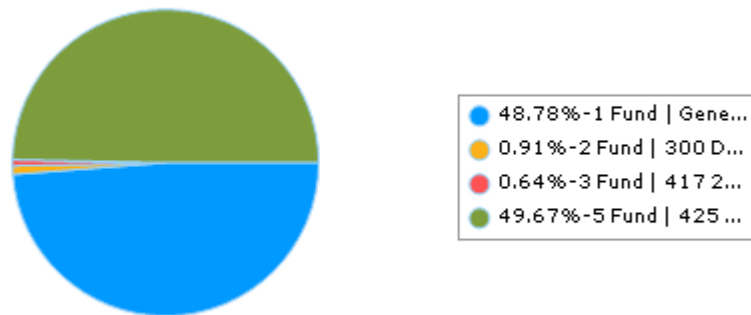


Beaverton School District Distribution by Main Fund - Market Value

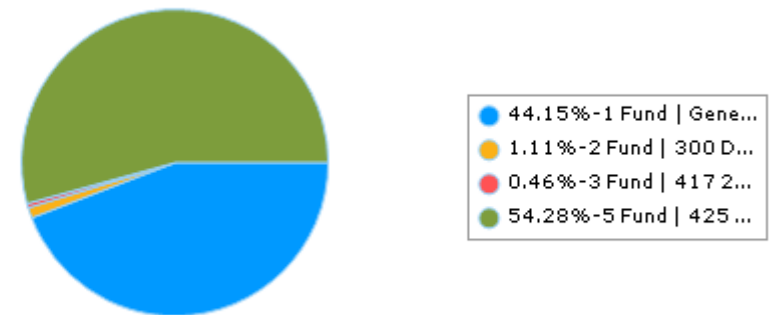
Begin Date: 7/31/2026, End Date: 8/31/2026

Main Fund Allocation				
Main Fund	Market Value 7/31/2026	% of Portfolio 7/31/2026	Market Value 8/31/2026	% of Portfolio 8/31/2026
1 Fund General Fund	254,117,366.58	48.78	199,199,727.81	44.15
2 Fund 300 Debt Service	4,730,003.41	0.91	5,012,460.92	1.11
3 Fund 417 2017 Bond Tax	3,341,206.80	0.64	2,072,084.20	0.46
5 Fund 425 2025 Bond Issue	258,782,207.34	49.67	244,914,356.39	54.28
Total / Average	520,970,784.13	100.00	451,198,629.32	100.00

Portfolio Holdings as of 7/31/2026



Portfolio Holdings as of 8/31/2026





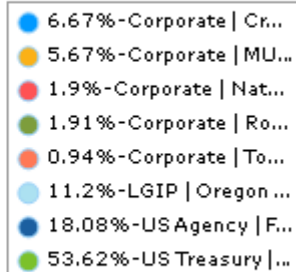
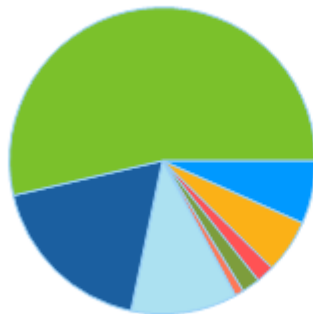
Beaverton School District Distribution by Asset Class - Market Value

Begin Date: 7/31/2026, End Date: 8/31/2026

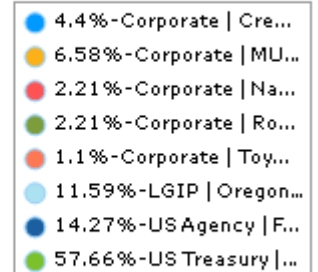
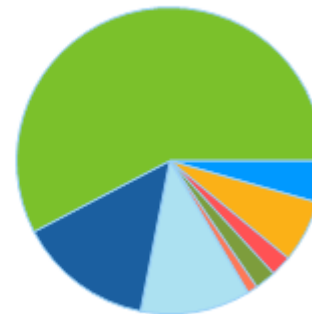
Asset Class Allocation

Asset Class	Market Value 7/31/2026	% of Portfolio 7/31/2026	Market Value 8/31/2026	% of Portfolio 8/31/2026
Corporate Credit Agricole	34,735,344.30	6.67	19,832,300.00	4.40
Corporate MUFG Bank LTD	29,564,991.50	5.67	29,673,284.60	6.58
Corporate Natixis Bank NY	9,917,225.00	1.90	9,951,444.40	2.21
Corporate Royal Bank Canada	9,951,827.70	1.91	9,984,458.30	2.21
Corporate Toyota	4,922,198.60	0.94	4,941,050.00	1.10
LGIP Oregon State	58,351,727.03	11.20	52,276,062.02	11.59
US Agency FHLB	94,179,250.00	18.08	64,389,550.00	14.27
US Treasury Bill - Slug	279,348,220.00	53.62	260,150,480.00	57.66
Total / Average	520,970,784.13	100.00	451,198,629.32	100.00

Portfolio Holdings as of 7/31/2026



Portfolio Holdings as of 8/31/2026





Beaverton School District Portfolio Holdings by Asset Class

Date: 8/31/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
Corporate Credit Agricole								
Credit Agricole CIB NY 0 11/17/2026		3/23/2026	19,480,838.89	99.16	19,832,300.00	4.39%	S&P-A+	78
22533ULH4	20,000,000.00	4.01	19,830,566.67	3.90	0.00	1,733.33	Moody's-A1	0.21
			19,480,838.89		19,832,300.00	4.39%		78
Sub Total Corporate Credit Agricole	20,000,000.00	4.01	19,830,566.67	3.90	0.00	1,733.33		0.21
Corporate MUFG Bank LTD								
MUFG Bank LTD 0 1/13/2027		5/29/2026	9,753,188.89	98.49	9,848,875.00	2.18%	S&P-A	135
62479MND1	10,000,000.00	3.98	9,854,500.00	4.09	0.00	-5,625.00	Moody's-A1	0.37
MUFG Bank LTD 0 12/14/2026		3/23/2026	4,857,025.00	98.85	4,942,687.50	1.09%	S&P-A+	105
62479MME0	5,000,000.00	3.98	4,943,562.50	3.98	0.00	-875.00	Moody's-A1	0.29
MUFG Bank LTD 0 2/3/2027		7/30/2026	4,894,250.00	98.21	4,910,733.30	1.09%	S&P-A	156
62479MP31	5,000,000.00	4.14	4,912,250.00	4.20	0.00	-1,516.70	Moody's-A1	0.43
MUFG Bank LTD 0 9/28/2026		6/29/2026	9,902,933.33	99.71	9,970,988.80	2.21%	S&P-A1	28
62479MJU8	10,000,000.00	3.88	9,970,133.33	3.74	0.00	855.47	Moody's-P1	0.08
			29,407,397.22		29,673,284.60	6.57%		98
Sub Total Corporate MUFG Bank LTD	30,000,000.00	3.97	29,680,445.83	3.97	0.00	-7,161.23		0.27
Corporate Natixis Bank NY								
Natixis NY 0 10/16/2026		3/23/2026	9,778,625.00	99.51	9,951,444.40	2.2%	S&P-A+	46
63873KKG1	10,000,000.00	3.94	9,950,805.56	3.82	0.00	638.84	Moody's-A1	0.13
			9,778,625.00		9,951,444.40	2.2%		46
Sub Total Corporate Natixis Bank NY	10,000,000.00	3.94	9,950,805.56	3.82	0.00	638.84		0.13
Corporate Royal Bank Canada								
Royal Bank of Canada 0 9/15/2026		12/22/2025	9,734,483.33	99.84	9,984,458.30	2.21%	S&P-AA+	15
78009BJF0	10,000,000.00	3.68	9,985,083.33	3.74	0.00	-625.03	Moody's-Aa1	0.04
			9,734,483.33		9,984,458.30	2.21%		15
Sub Total Corporate Royal Bank Canada	10,000,000.00	3.68	9,985,083.33	3.74	0.00	-625.03		0.04
Corporate Toyota								



Beaverton School District Portfolio Holdings by Asset Class

Date: 8/31/2026

Description	Face Amount /	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP	Shares	YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
Toyota Motor Credit Corp 0 12/17/2026		4/23/2026	4,874,058.33	98.82	4,941,050.00	1.09%	S&P-AA+	108
89233HMH4	5,000,000.00	3.91	4,942,850.00	3.98	0.00	-1,800.00	Moody's-A1	0.3
			4,874,058.33		4,941,050.00	1.09%		108
Sub Total Corporate Toyota	5,000,000.00	3.91	4,942,850.00	3.98	0.00	-1,800.00		0.3
LGIP Oregon State								
Oregon State LGIP		6/30/2026	1,045,300.92	100.00	1,045,300.92	0.23%	NR	1
LGIP 300	1,045,300.92	4.00	1,045,300.92	4.00		0.00	NR	0
Oregon State LGIP		6/30/2026	25,558,729.31	100.00	25,558,729.31	5.66%	NR	1
LGIP 100	25,558,729.31	4.00	25,558,729.31	4.00		0.00	NR	0
Oregon State LGIP		6/30/2026	23,599,947.59	100.00	23,599,947.59	5.22%	NR	1
LGIP 425	23,599,947.59	4.00	23,599,947.59	4.00		0.00	NR	0
Oregon State LGIP		6/30/2026	2,072,084.20	100.00	2,072,084.20	0.46%	NR	1
LGIP 417	2,072,084.20	4.00	2,072,084.20	4.00		0.00	NR	0
			52,276,062.02		52,276,062.02	11.57%		1
Sub Total LGIP Oregon State	52,276,062.02	4.00	52,276,062.02	4.00		0.00		0
US Agency FHLB								
FHLB 0 2/16/2027		7/30/2026	24,454,229.17	98.18	24,545,750.00	5.43%	Moody's-Aa1	169
313384BY4	25,000,000.00	4.00	24,541,118.06	3.94	0.00	4,631.94	S&P-AA+	0.46
FHLB 0 4/23/2027		4/27/2026	4,831,282.64	97.44	4,872,050.00	1.08%	Moody's-Aa1	235
313384ES4	5,000,000.00	3.48	4,890,170.14	4.02	0.00	-18,120.14	S&P-AA+	0.64
FHLB 0 9/15/2026		12/11/2025	29,228,550.00	99.85	29,955,000.00	6.63%	S&P-AA+	15
313385F84	30,000,000.00	3.42	29,958,375.00	3.61	0.00	-3,375.00	Moody's-Aa1	0.04
FHLB 4.75 4/9/2027		5/29/2026	5,047,050.00	100.34	5,016,750.00	1.11%	Moody's-Aa1	221
3130B0TY5	5,000,000.00	3.63	5,033,086.77	4.18	93,680.56	-16,336.77	S&P-AA+	0.59
			63,561,111.81		64,389,550.00	14.25%		106
Sub Total US Agency FHLB	65,000,000.00	3.66	64,422,749.97	3.81	93,680.56	-33,199.97		0.29
US Treasury Bill - Slug								



Beaverton School District Portfolio Holdings by Asset Class

Date: 8/31/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
T-Bill 0 1/21/2027 912797TM9	5,000,000.00	5/29/2026 3.63	4,884,791.67 4,930,486.11	98.50 3.90	4,924,800.00 0.00	1.09% -5,686.11	S&P-AA+ Moody's-Aa1	143 0.39
T-Bill 0 10/1/2026 912797SA6	30,000,000.00	2/24/2026 3.51	29,381,325.00 29,912,425.00	99.69 3.65	29,907,300.00 0.00	6.62% -5,125.00	Moody's-Aa1 S&P-AA+	31 0.08
T-Bill 0 11/19/2026 912797UZ8	4,000,000.00	6/29/2026 3.80	3,941,370.00 3,967,200.00	99.18 3.78	3,967,160.00 0.00	0.88% -40.00	Moody's-Aa1 S&P-AA+	80 0.22
T-Bill 0 12/24/2026 912797TC1	5,000,000.00	5/29/2026 3.62	4,898,402.78 4,944,097.22	98.80 3.87	4,939,800.00 0.00	1.09% -4,297.22	S&P-AA+ Moody's-Aa1	115 0.32
T-Bill 0 3/18/2027 912797UD7	10,000,000.00	4/27/2026 3.49	9,698,743.06 9,815,538.06	97.93 3.88	9,792,700.00 0.00	2.17% -22,838.06	Moody's-Aa1 S&P-AA+	199 0.55
T-Bill 0 9/29/2026 912797VE4	10,000,000.00	6/29/2026 3.75	9,906,466.70 9,970,516.68	99.71 3.64	9,971,200.00 0.00	2.21% 683.32	Moody's-Aa1 S&P-AA+	29 0.08
T-Bill 0 9/29/2026 912797VE4	15,000,000.00	6/29/2026 3.70	14,861,310.00 14,956,282.50	99.71 3.64	14,956,800.00 0.00	3.31% 517.50	Moody's-Aa1 S&P-AA+	29 0.08
T-SLGS 0 10/15/2026 912821NH4	10,000,000.00	5/29/2025 3.95	9,474,600.00 9,953,089.29	99.55 3.67	9,955,100.00 0.00	2.2% 2,010.71	Moody's-Aa1 S&P-AA+	45 0.12
T-SLGS 0 11/15/2026 9128205Y9	10,000,000.00	5/29/2025 3.93	9,446,900.00 9,921,428.78	99.22 3.83	9,921,600.00 0.00	2.2% 171.22	Moody's-Aa1 S&P-AA+	76 0.21
T-SLGS 0 11/15/2027 912833QB9	20,000,000.00	5/29/2025 3.84	18,212,200.00 19,123,978.00	95.06 4.24	19,012,000.00 0.00	4.23% -111,978.00	Moody's-Aa1 S&P-AA+	441 1.21
T-SLGS 0 12/15/2026 912821NT8	20,000,000.00	5/29/2025 3.92	18,834,400.00 19,781,321.06	98.92 3.78	19,783,400.00 0.00	4.38% 2,078.94	Moody's-Aa1 S&P-AA+	106 0.29
T-SLGS 0 2/15/2027 9128206P7	25,000,000.00	5/29/2025 3.89	23,401,250.00 24,571,626.80	98.24 3.93	24,559,000.00 0.00	5.44% -12,626.80	Moody's-Aa1 S&P-AA+	168 0.46



Beaverton School District Portfolio Holdings by Asset Class

Date: 8/31/2026

Description CUSIP	Face Amount / Shares	Settlement Date YTM @ Cost	Cost Value Book Value	Market Price YTM @ Market	Market Value Accrued Interest	% Portfolio Unre. Gain/Loss	Credit Rating Credit Rating	Days To Call/Maturity Duration To Maturity
T-SLGS 0 2/15/2028 912833RY8	15,000,000.00	5/29/2025 3.85	13,524,450.00 14,207,189.37	94.00 4.29	14,099,850.00 0.00	3.14% -107,339.37	Moodys-Aa1 S&P-AA+	533 1.46
T-SLGS 0 5/15/2027 912833PD6	25,000,000.00	5/29/2025 3.83	23,206,750.00 24,356,333.45	97.18 4.09	24,294,250.00 0.00	5.39% -62,083.45	Moodys-Aa1 S&P-AA+	257 0.7
T-SLGS 0 5/15/2028 912833WQ9	10,000,000.00	5/29/2025 3.83	8,937,100.00 9,387,997.50	92.92 4.35	9,291,700.00 0.00	2.08% -96,297.50	Moodys-Aa1 S&P-AA+	623 1.71
T-SLGS 0 6/15/2027 912821PX7	7,000,000.00	5/29/2026 3.68	6,737,850.00 6,802,358.12	96.82 4.13	6,777,470.00 0.00	1.51% -24,888.12	Moodys-Aa1 S&P-AA+	288 0.79
T-SLGS 0 8/15/2027 912833PE4	25,000,000.00	5/29/2025 3.82	22,989,500.00 24,131,603.34	96.10 4.20	24,024,750.00 0.00	5.34% -106,853.34	Moodys-Aa1 S&P-AA+	349 0.96
T-SLGS 0 9/15/2026 912821ND3	15,000,000.00	5/29/2025 3.95	14,258,400.00 14,976,531.64	99.86 3.49	14,978,700.00 0.00	3.31% 2,168.36	Moodys-Aa1 S&P-AA+	15 0.04
T-SLGS 0 9/15/2026 912821ND3	5,000,000.00	2/24/2026 3.43	4,906,950.00 4,993,124.38	99.86 3.49	4,992,900.00 0.00	1.11% -224.38	Moodys-Aa1 S&P-AA+	15 0.04
			251,502,759.21		260,150,480.00	57.7%		197
Sub Total US Treasury Bill - Slug	266,000,000.00	3.78	260,703,127.30	3.91	0.00	-552,647.30		0.54
			440,615,335.81		451,198,629.32	100.00%		141
TOTAL PORTFOLIO	458,276,062.02	3.81	451,791,690.68	3.90	93,680.56	-593,061.36		0.39

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.

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DRAFT MEETING MINUTES – BOARD RETREAT AUGUST 4, 2026**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Tony Smith
Kerry Delf
Kristen Miles
Pete Gorman

Superintendent
Chief of Staff
Oregon School Boards Association
Forum for Educational Leadership

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

I. OPEN MEETING

Chair Justice Rajee called the retreat to order at 12:33 p.m. He noted that all seven board members were present.

II. BOARD RETREAT*A. Welcome & Introductions*

Chair Justice Rajee welcomed everyone and made introductions.

B. Board Self-Evaluation

Kristen Miles from the Oregon School Boards Association presented and board members discussed the board's completed self-evaluation using the research-based Balanced Governance framework.

C. Board Goals

The board discussed potential goal areas, and consensus coalesced around strengthening strategic oversight through data as their goal for the 2026–27 school year. Board leadership will collect feedback from members to refine measurable action items and draft formal language for a vote at an upcoming meeting.

*D. Board Development***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.

Use the following links to access board meeting information:

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

Pete Gorman, Dr. Smith and the board discussed superintendent and board roles and responsibilities, reviewed the board operating agreements with a discussion on strengths and areas of refinement, considered communication cadence and protocols, and discussed potential goals for the superintendent.

E. Board Planning

Chair Justice Rajee has received board members' input and will finalize the annual committee assignments, consider input to streamline meetings going forward, and review requested topics to prioritize for board meeting presentations and work sessions.

III. CLOSE MEETING

Chair Justice Rajee adjourned the work session at 7:13 p.m.

draft

DRAFT MEETING MINUTES – BOARD WORK SESSION AUGUST 11, 2026**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Tony Smith
Kerry Delf
Karla Barrett-Curtis
Marcie Davis

Superintendent
Chief of Staff
Executive Assistant and School Board Secretary
Executive Assistant

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

I. OPEN MEETING

Chair Justice Rajee called the work session to order at 5:51 p.m. He noted that all seven board members were present, with Sunita Garg attending virtually.

II. SUPERINTENDENT GOALS AND EVALUATION PROCESS

Superintendent Dr. Tony Smith presented and the board discussed a revised Beaverton School District Superintendent Priorities draft document, which built on feedback received during the board retreat. The framework remained organized around two primary pillars and seven strategic initiatives.

Dr. Smith emphasized moving the district toward high-performing systems in every school. He proposed a phased implementation:

- Year 1 (2026-27): Building Foundations. This year focuses on establishing data systems, defining universal (tier-one) instruction, and building a baseline of community trust.
- Year 2 (2027-28): Strengthening Implementation. The focus shifts to reaching optimal points of instructional delivery and executing operational plans.
- Year 3 (2028-29): Accelerating Outcomes. This phase is intended to produce measurable gains in student results.

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Progress Monitoring and Transparency: To ensure accountability, Dr. Smith discussed a district performance scorecard and a reporting structure that includes formal mid-year and end-of-year updates to the board. He expressed a desire for a monitoring system that allows for course corrections based on evidence.

The superintendent priorities and evaluation process will be considered for approval in a future meeting.

III. CLOSE MEETING

Chair Justice Rajee adjourned the work session at 6:23 p.m.

draft

DRAFT MEETING MINUTES – BOARD BUSINESS MEETING AUGUST 11, 2026**Board Members Present:**

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

Board Members Absent:**Staff Present:**

Dr. Tony Smith
Kerry Delf
Dr. Shelly Reggiani
Casey Waletich
Steffanie Frost
Steve Langord
Jessica Jones
Michael Schofield
Patrick Preston
Karla Barrett-Curtis
Marcie Davis

Superintendent
Chief of Staff
Associate Superintendent for Teaching & Learning
Associate Superintendent for Operations & Support Services
Chief Human Resources Officer
Chief Information Officer
Chief Financial Officer
Senior Financial Officer
Director of Communications
Executive Assistant and School Board Secretary
Executive Assistant

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

I. OPEN MEETING

Chair Justice Rajee called the meeting to order at 7:00 p.m. He noted that all seven board members were present, with Sunita Garg attending virtually. The board reviewed the agenda and did not request any changes.

II. SUPERINTENDENT'S REPORT

Superintendent Dr. Tony Smith delivered his first report, expressing excitement for the upcoming school year. He highlighted the recent leadership week that featured professional development for administrators and supervisors, and the new staff academy welcoming new teachers to the district.

III. PUBLIC COMMENTS**A. Comments by Employee Groups**

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BEA President Adam Oyster-Sands and OSEA President Lisa Parlette commented to the board. Mr. Oyster-Sands also introduced BEA Vice President Lauren McCartney.

B. Comments by Community Members

The board heard public comments from three in-person speakers and also received 27 written comments.

IV. ITEMS FOR INFORMATION

A. Superintendent's 100-Day Plan

Dr. Smith provided an update on his 100-day plan to engage with the district and "look, listen and learn." He reported meeting with all of BSD's school executives and principals and discussed his efforts to engage with the broader Beaverton community.

B. Board Committees

Chair Rajee reviewed his assignments of board members to committees for the 2026–27 school year.

V. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Executive Session, June 9, 2026
- ii. School Board Work Session, June 9, 2026
- iii. School Board Business Meeting, June 9, 2026
- iv. School Board Executive Session, June 23, 2026
- v. School Board Special Meeting, June 23, 2026

C. Public Contracts

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

VI. ITEMS FOR ACTION AT A FUTURE MEETING

A. Board Policy Update

i. KNA Immigration Enforcement on District Property

Chief of Staff Kerry Delf and Associate Superintendent Dr. Shelly Reggiani presented a proposed new policy, KNA, required by state law to be adopted by September 30. The policy largely codifies existing district practices regarding restrictions on federal immigration authorities' access to facilities and information and expected district communication if a federal immigration authority were to enter school property for the purpose of immigration enforcement. Questions and discussion included staff training modalities, communication protocols for families and community partners, and clarification that the policy applies to all school property including parking lots.

VII. BOARD COMMUNICATION

The board welcomed new district leaders and support staff, welcomed new union leaders, and expressed their excitement for the upcoming return of educators to schools. Board members also commended the facilities team and specifically noted that bond-funded construction continues to be both on time and under budget. The "Clothes for Kids" program was highlighted, sharing personal experience volunteering for the initiative and emphasizing its importance in providing students with needed clothing and shoes. The significance of upcoming contract bargaining with both unions was noted. Board members' comments concluded by urging the community and staff to remain curious, compassionate and caring with a productive year focused on meeting student needs.

VIII. CLOSE MEETING

Chair Justice Rajee adjourned the meeting at 8:09 p.m.

draft

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

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

BACKGROUND

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

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

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

RECOMMENDATION

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

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Contract Name	Recommended By	Contract Selection Process	Contractor / Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Southridge High School Athletic Facilities Improvements	Aaron Boyle, Director of Facilities Development	Invitation to Bid 26-0001	R.A. Gray Construction LLC	\$703,888	9/2026	9/2027	Authorization to Award Contract
Specialized Curriculum and IEP Compliance Software	Lori Krumm, Executive Director of Student Services	Allied States Cooperative ESC Region 19 Contract # 24-7474	Everway LLC	\$350,000	9/2026	8/2027	Authorization to Award Contract
Special Education Contracted Staffing Services	Lori Krumm, Executive Director of Student Services	Cooperative Sourcewell Contract # 061324-AMH	Amergis Healthcare Staffing, Inc	\$1,000,000	8/2026	6/2027	Authorization to Award Contract
Bethany Elementary School Modernization, Student Restrooms Renovation	Aaron Boyle, Director of Facilities Development	Invitation to Bid (ITB) 25-0016	Portland Design Flooring, LLC DBA Portland Design Contractors	\$292,370.55	3/2026	8/2026	Authorization to Approve Change Orders

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Southridge High School Athletic Facilities Improvements

- **Contract Scope:** General contractor (GC) services to build a new athletic storage facility and ticket booth
- **Contract Timeline:** 09/2026 – 02/2027
- **Contract Amount:** \$703,888
- **Contractor/Vendor:** R.A. Gray Construction LLC
- **Funding Source:** 2022 Bond – Southridge High School Athletic Facilities Improvements
- **Solicitation Method:** Invitation to Bid (ITB) 26-0001
- **Recommended By:** Aaron Boyle, Director of Facilities Development

ASSOCIATED PROJECT: Southridge High School Athletic Facilities Improvements

- **Project Scope:** New storage facility and ticket booth
- **Project Budget:** \$2,000,000
- **Project Timeline:** 09/2025-02/2027

BACKGROUND: Southridge High School is in need of additional athletic storage space and a new ticket booth. These improvements will help eliminate the need to store equipment in the school's boiler room and outdoor areas. The existing shot-put pit will also be relocated to a new location. In addition, the project will include renovations to the stadium press box.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Specialized Curriculum and IEP Compliance Software

- **Contract Scope:** Specialized curriculum and IEP development/compliance software for students receiving special education services and staff responsible for developing and managing IEPs
- **Contract Timeline:** 09/30/2026 – 08/31/2027
- **Contract Amount:** \$350,000
- **Contractor/Vendor:** Everway LLC
- **Funding Source:** General Fund
- **Solicitation Method:** Allied State Cooperative ESC Region 19 Contract# 24-7474
- **Recommended By:** Lori Krumm, Executive Director of Student Services

ASSOCIATED PROJECT: Specialized Curriculum and IEP Compliance Software

- **Project Scope:** Provide specialized curriculum for students in specialized programs and IEP development/compliance tools for special education staff.
- **Project Budget:** \$350,000
- **Project Timeline:** 09/30/2026 – 08/31/2027

BACKGROUND: Beaverton School District currently serves 1,043 students in specialized programs who require curriculum designed to provide meaningful access to instruction at their individual instructional levels. The district's current general education curriculum does not adequately meet the instructional needs of these students.

The IEP development and compliance component will support consistent IEP writing practices, streamline workflows for special education case managers, and advance the district's ongoing efforts to address compliance issues identified through Oregon Department of Education monitoring.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Special Education Contracted Staffing Services

- **Contract Scope:** Contracted personnel services to fill critical special education staffing needs when district positions cannot be filled or temporary coverage is needed
- **Contract Timeline:** 08/2026 – 06/2027
- **Contract Amount:** \$1,000,000
- **Contractor/Vendor:** Amergis Healthcare Staffing Inc.
- **Funding Source:** General Fund
- **Solicitation Method:** Cooperative Sourcewell Contract# 061324-AMH
- **Recommended By:** Lori Krumm, Executive Director of Student Services

ASSOCIATED PROJECT: Special Education Contracted Staffing Services

- **Project Scope:** Provide qualified contracted staff, including hard-to-fill positions such as school psychologists and speech-language pathologists, when the district is unable to hire employees or needs temporary coverage for staff leaves.
- **Project Budget:** \$1,000,000
- **Project Timeline:** 08/18/2026 – 06/30/2027

BACKGROUND: The district is responsible for providing special education and related services required by students' individualized education programs (IEPs). Staffing shortages, vacancies and employee leaves can create gaps in critical positions, particularly in hard-to-fill areas such as school psychology and speech-language pathology.

The Amergis Healthcare Staffing Inc. contract provides the district with access to qualified agency personnel when district employees are unavailable. Contracted staff are used as needed to maintain required services and support the district's obligations under the Individuals with Disabilities Education Act (IDEA).

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Bethany Elementary School Modernization, Student Restrooms Renovation

- **Contract Scope:** General contracting (GC) services to renovate two sets of student restrooms
- **Contract Timeline:** 03/2026 – 8/2026
- **Contract Amount:** \$292,370.55 (\$47,371.55 total change order amount)
- **Contractor/Vendor:** Portland Design Flooring, LLC DBA Portland Design Contractors
- **Funding Source:** 2022 Bond; Bethany ES Modernization
- **Solicitation Method:** Invitation to Bid (ITB) 25-0016
- **Recommended By:** Aaron Boyle, Director of Facilities Development

ASSOCIATED PROJECT: Bethany ES Modernization

- **Project Scope:** Modernization projects to include renovation of two sets of student restrooms
- **Project Budget:** \$375,219.34
- **Project Timeline:** 9/2025 - 12/2026

BACKGROUND: The 2022 bond measure includes funds for improvements to modernize school facilities. At Bethany Elementary School, the original finishes and group sinks in the student restrooms have reached the end of their maintainable life. The short height of the toilet stall partitions has also become a student safety concern. This project will remove existing finishes and sinks and replace it with new materials and individual sinks. New toilet stall partitions will be taller in height for improved student safety. The original contract was executed without board approval due to it being under the board approval threshold. This authorization request is for approval of final change orders necessary for project close out.

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

NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date: September 15, 2026

TO:
José Gamero-Georgeson
OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2026**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon School
Boards Association, 1201 Court St. NE, #400,
Salem, OR 97301

Dear José Gamero-Georgeson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Washington Region, Position # 15.

BOARD CANDIDATE INFORMATION

Name: Syed Qasim
District/ESD/Community College: Beaverton School District
Address: 1260 NW Waterhouse Ave
City: Beaverton Oregon ZIP: 97006
E-mail: syed_qasim@beaverton.k12.or.us Phone: 503-356-4401

**This nomination was approved by official action of our board of directors at a duly called meeting on
September 15, 2026 .
(date)**

(Board Chair signature)

Board Chair name: Justice Rajee
District: Beaverton School District
Address: 1260 NW Waterhouse Ave
City, State, Zip: Beaverton, OR 97006

— draft —

ITEM FOR ACTION**NOMINATION FOR OSBA BOARD****SUMMARY**

The board will consider nominating Syed Qasim as a candidate for election to the OSBA board.

BACKGROUND

Beaverton School District is a member of the Oregon School Boards Association (OSBA), a statewide association that supports K–12 public school boards, education service district boards, community college boards and the state board of education.

OSBA is governed by a member-elected board with 23 representatives elected from geographic regions across the state and representatives of established caucuses. OSBA also has a legislative policy committee, consisting of the OSBA board and 20 additional elected regional representatives.

Candidates to serve on these OSBA bodies must be nominated by official action of a member board within the region. Member boards in each region then vote during OSBA's annual election period to elect candidates to their region's board and committee positions.

BSD board member Syed Qasim has requested to be nominated as a candidate for OSBA board position 15, one of three seats representing the Washington region. To be selected to serve on the board, he must be nominated by a school board in the Washington region by September 30 and then receive the most votes from local member boards in the region in the annual OSBA election this fall.

RECOMMENDATION

The board will vote as a body on the nomination, and staff will send the nomination to OSBA staff.

SUGGESTED MOTION

MOTION: I move that the Beaverton School Board nominate Syed Qasim for OSBA board position 15.

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ITEM FOR ACTION**APPROVE ADOPTION OF BOARD POLICY KNA****SUMMARY**

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

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

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

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

RECOMMENDATION

It is recommended that the board approve the adoption of board policy KNA.

SUGGESTED MOTION

I move to approve the adoption of board policy KNA as submitted.

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Immigration Enforcement on District Property

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

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

Confidentiality of School Records

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

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

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

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

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

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

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

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

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

Designation of Primary Point of Contact

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

The immigration liaison's responsibilities include:

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

Required Notice

When a federal immigration authority is reported to have entered school property² for the purpose of immigration enforcement, the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement, and if confirmed, shall provide notice as follows:

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

² "School property" means any real property owned or controlled by or on behalf of the school district that is accessed by students of the school district on a regular basis, as determined by the school district board.

- d. Community-based service providers³ that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the immigration liaison at the district office.

2. Notice must include:

- a. The general location of the federal immigration authority; and
- b. Whether classes or school operations were affected by the presence of the federal immigration authority.

3. Notice must not disclose:

- a. Personally identifiable information;
- b. Other information that may not be legally disclosed; or
- c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

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

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

Training

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

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

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

END OF POLICY

Legal Reference(s):

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

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

³ "Community-based service provider" is defined as a person or organization that provides services to students at a school as a contractor, agent or volunteer.

ITEM FOR ACTION AT A FUTURE MEETING**2026–27 BOARD GOALS****SUMMARY**

The board sets annual goals. In its fall retreat, the board discussed goals for 2026–27 to be articulated and approved in a future meeting.

BACKGROUND

The board annually develops and approves goals for its work. In the board’s fall retreat, board members discussed potential goals for the board’s work for the 2026–27 school year and invited additional board member input. The finalized goals will guide board focus and decision-making throughout the upcoming year.

RECOMMENDATION

The board’s goals for 2026–27 will be considered for approval at the board’s next business meeting.

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ITEM FOR ACTION AT A FUTURE MEETING**SUPERINTENDENT GOALS & EVALUATION PROCESS****SUMMARY**

The board formally evaluates the superintendent's job performance each year. The superintendent's performance goals and process for evaluation are established in advance.

BACKGROUND

By board policy and contractual agreement, the board will formally evaluate the superintendent's job performance annually. The evaluation provides the opportunity for the board to assess progress on district priorities.

RECOMMENDATION

The superintendent goals and evaluation process will be considered for approval at the board's next business meeting.

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ITEM FOR ACTION AT A FUTURE MEETING**SURPLUS PROPERTY AT RALEIGH PARK ELEMENTARY SCHOOL****SUMMARY**

Staff will provide a brief presentation on an existing condition at Raleigh Park Elementary School and the request for the board to make a declaration of surplus property to allow it to be addressed.

BACKGROUND

In June 2021, the board allocated 2014 Capital Bond reserve to enhance security at elementary schools by installing fencing where gaps in perimeter fencing existed. Raleigh Park Elementary School was identified as a site requiring additional perimeter security fencing. In 2024, as a part of the security fencing project, the Facilities Development team completed a property line survey of the school property and it was discovered that both Beaverton School District and Tualatin Hills Park and Recreation District (THPRD) have constructed improvements across a common property line.

District staff have met with THPRD staff and have agreed to pursue a lot line adjustment application with Washington County. The lot line adjustment will move the property line so that each district's improvements are located on the appropriate district property. The districts have submitted a proposed lot line adjustment and have received approval of the lot line adjustment application from the county.

To finalize the adjusted property line, the districts must submit a final plat survey with the Washington County Surveyors Office. Prior to submitting the survey to the county, board policy DN requires the school board to declare the subject portion of the Raleigh Park Elementary School property as surplus. The THPRD board will do the same for its property. If approved, once the surplus declarations are made, the district will file the survey with the county to finalize the new property line.

Because the encroachments along the common property line between Raleigh Park Elementary School and THPRD's Raleigh Park have existed for many years without prior comment from Beaverton School District, and an agreement is pending to adjust lot lines with a neutral impact on net property holdings, it is recommended for the board to declare the subject area as surplus to enable this lot line adjustment.

RECOMMENDATION

Staff will present information on the existing condition of the common property line at Raleigh Park Elementary School, the discussions that have occurred with THPRD, and the steps to correct the existing condition. This is presented for initial consideration and will come before the board for approval of a surplus property declaration at the next meeting in October.

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Surplus Property at Raleigh Park Elementary School

School Board Business Meeting

September 15, 2026

Overview

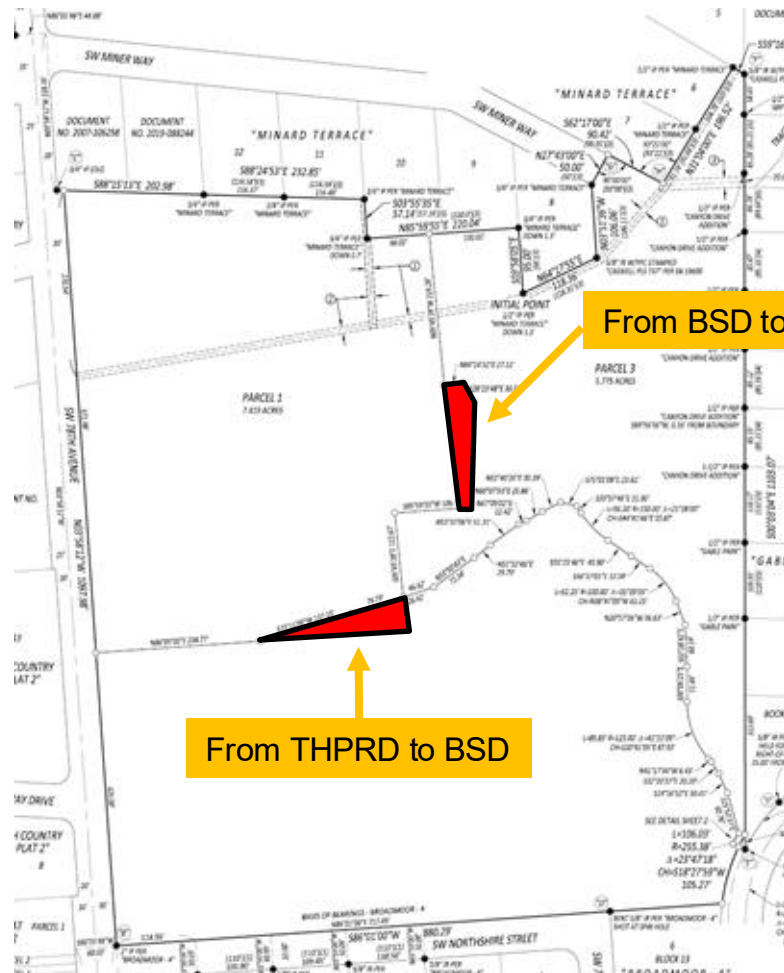
- THPRD maintains approximately 6 acres of BSD north of the school's field. The 6 acres effectively operate as a part of THPRD's Raleigh Park.
- There exist long term district encroachments on both BSD and THPRD properties.
- Move property lines to place district improvements on district property.



Areas of Encroachment



Proposed Surplus Area



Next Steps

- Board takes action on declaration of surplus property in October 2026.
- If approved, staff proceed with final lot line adjustment application with Washington County.
- Staff record new plat for Raleigh Park and Raleigh Park Elementary School properties.

Thank you!

Questions?

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES CBA, CBG****SUMMARY**

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

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**CBA – Qualifications and Duties of the Superintendent**

Revisions are recommended to update the structure of the introductory section to reflect updates in OSBA model policy, and to articulate the superintendent's delegation authority and responsibility, while maintaining the specific superintendent qualifications and duties established by this district.

CBG – Evaluation of the Superintendent

Revisions are recommended to align with OSBA model policy. The revisions clarify the superintendent evaluation process, establishment of criteria for evaluation, notice requirements, and topics allowable and nonallowable in executive session, consistent with the district's established practices.

RECOMMENDATION

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

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Qualifications and Duties of the Superintendent

~~POSITION: Superintendent of Schools~~

~~QUALIFICATIONS:~~

The board requires the superintendent to be a strong educational leader who has the following professional experience and training:

1. A current ~~Oregon administrative~~ license that qualifies them to serve as superintendent of the district; with an authorization for all levels, a superintendent's endorsement or a transitional superintendent license.
2. Successful experience as an educational leader and administrator.
3. Other qualifications as determined by the board.

In lieu of experience and training requirements above, the board may consider as a candidate for its superintendent's position an individual who meets ~~transitional or exceptional administrator~~ alternative licensure requirements. The board may take steps to assist an individual to qualify for such a license. The board may, jointly with the individual, submit an application for such license for Teacher Standards and 5-Practices Commission (TSPC) approval pursuant to Oregon Administrative Rule (OAR) 584-080-0151 and 584-080-0161.

~~REPORTS TO: Board of Directors~~

~~SUPERVISES: Central office administrators and school principals; and through them, all district personnel.~~

~~JOB GOAL: Provide for effective administration of all schools and departments, and educational leadership throughout the school system and community.~~

Performance Responsibilities

The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

The superintendent:

1. Serves as chief executive officer of the district except as otherwise provided by law, makes rules not in conflict with law or with board policies, and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools;
2. Initiates and directs the development of policies for approval by the board, delegating such responsibility to associates and subordinates as deemed desirable;
3. Attends all meetings of the board and takes part in the deliberations, except those concerned with ~~his/her~~ their own contract status, but does not vote;

4. Assists the board in reaching sound judgments, establishing policies and approving those matters which the law requires the board to approve; places before the board necessary and helpful facts, comparisons, investigations, information and reports and makes available ~~the personal~~ advice on special or technical matters by those persons who are qualified to furnish it;
5. Implements and interprets board policies;
6. Recommends the appointment, renewal, nonrenewal, extension, nonextension, discharge and/or suspension of licensed employees of the district as provided by law, ~~and~~ board policies, and the employee's collective bargaining agreement, as applicable, with such recommendations reported to the board;
7. Assigns or transfers licensed employees as provided by state law, board policies, collective bargaining agreements and meet and confer agreements, as applicable;
8. Appoints, assigns, transfers, promotes, demotes or discharges classified and nonrepresented employees as provided by state law, board policies, collective bargaining agreements and meet and confer agreements, as applicable;
9. Directs the professional supervisory staff in visits to the schools under ~~his/her~~ their charge; through this staff, directs, assigns and assists teachers and all other educational employees in the performance of their duties; classifies, assigns and controls the promotion of students; and performs such other duties as the board determines;
10. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the board;
11. Supervises the establishment or modification of attendance and transportation area boundaries subject to board approval;
12. Directs the preparation of a budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period and submits this estimate to the board in accordance with law;
13. Approves and directs, in accordance with law and board regulations, purchases and expenditures, within the limits of the budget;
14. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the board and electorate regarding construction and renovation projects;
15. Represents the district in dealings with other school systems, social institutions, business firms, government agencies and the general public;
16. Keeps the public informed about current educational practices, educational trends and the practices and problems in the district.

The superintendent will not engage in, or have financial interest in, any activity that raises a reasonable question of a conflict of interest.

The specific enumeration of the superintendent's duties as detailed above will not act to limit the broad authority and responsibility of the office.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)

[ORS 342.143](#)

[ORS 342.173](#)

~~[ORS 342.175](#)~~

[ORS 342.850](#)

~~[OAR 581-023-0006 to -0041](#)~~

~~[OAR 581-023-0104](#)~~

~~[OAR 581-023-0112](#)~~

~~[OAR 581-023-0220 to -0240](#)~~

~~[OAR 584-020-0000 to -0045](#)~~

[OAR 584-036-0035\(1\)](#)

[OAR 584-046-0003 to -0024](#)

[OAR 584-080-0151](#)

[OAR 584-080-0152](#)

[OAR 584-080-0161](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

Evaluation of the Superintendent

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on ~~achievement measured against district performance standards and~~ the superintendent's job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board. ~~The evaluation process provides the public with transparent information about the superintendent's performance and serves as a constructive guide for the superintendent to continually improve his or her performance.~~

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

~~The board chair shall solicit individual board member input in determining the attainment of the goals and measuring performance. Board members will gather feedback from district stakeholders to inform their evaluation. Results of the evaluation will be written, shared with the superintendent by the board chair and may be discussed. The board's discussion and conferences with and about the superintendent and their performance will be conducted~~ in an executive session, unless the superintendent requests a session open to the public.¹ Such an executive session will not include a general evaluation of any district goal, objective or operation, or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may ~~Any time the superintendent's performance is deemed to be unsatisfactory, the board will~~ notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance ~~continues to be~~ remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract ~~with the superintendent,~~ and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

Legal Reference(s):

ORS 192.660 ~~(2), (8)~~

ORS 332.107

¹ Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting.

[ORS 332.505](#)

~~[ORS 342.513](#)~~

~~[ORS 342.815](#)~~

[OAR 581-022](#)-2405

[OAR 199-040-0027](#)

[OAR 199-040-0030](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

Cross Reference(s):

BDC - Executive Sessions

CB - Superintendent

CBA - Qualifications and Duties of the Superintendent