



Beaverton School Board Business Meeting

District Office
 1260 NW Waterhouse Avenue
 Beaverton, Oregon 97006
 Tuesday, April 8, 2025 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	
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My name is Katie Lukins. I am an elementary school teacher in the district currently serving as the BEA Vice President.

I want to begin by addressing the recent announcement regarding a shift in school start times, which will move some schools earlier and others later. For months, we have been calling on the district to prioritize transparency, take accountability, and engage in shared decision-making. Yet once again, a major decision has been made without any meaningful input from the students, families, and educators most directly affected. When decisions are dictated without explanation, context, or collaboration, it continues to feed the narrative that top down leadership takes priority over operating as a community. We cannot build the schools Beaverton deserves unless all stakeholders are brought to the table—not just informed after the fact. It's time for the district to truly listen, share the “why,” and lead with integrity.

I also want to share that BEA licensed substitutes began bargaining their contract this past week, with another session scheduled for this Thursday. We've already come to agreement on a couple articles, and we are hopeful that the district's team will show up with proposals that truly honor the work of our substitutes in Beaverton—educators who step in every day to keep our schools running and our students supported. We are especially looking for movement on wages that will bring our members back in line with what surrounding districts are paying.

Now, turning to an equally urgent issue: On April 3rd, the federal administration sent a memo to all school districts nationwide, demanding that we sign a certification within ten days affirming that we are not violating federal civil rights law by having policies that promote diversity, equity, or inclusion. The threat attached to this directive is staggering—districts that do not comply risk losing essential federal funding, including funds for students with disabilities and students living in poverty.

Let me be clear: We cannot allow ourselves to be pressured into dismantling the very policies that support our most vulnerable students. We cannot retreat from our commitment to diversity, equity, and inclusion. These values are not fringe—they are fundamental to providing a public education system that serves every student.

The federal administration has said that “*Federal financial assistance is a privilege, not a right.*” when referring to funds schools receive to support our most vulnerable students. We fundamentally disagree. Education is a right. And the federal government has an obligation to ensure that right is upheld for every student in this country—regardless of their race, their ability, or their socioeconomic status.

This memo isn't just about paperwork—it's about power. It's about who gets to decide what public education looks like, and whose voices are heard. We will not back down. We stand unapologetically with our students. We stand shoulder to shoulder with our communities. We stand strong with our educators. And we stand fiercely against any effort to silence us or dismantle the hard-fought systems we've built to make our schools more just, more inclusive, and more equitable.

PUBLIC COMMENTS

Written comments were accepted by online form submission from 12 p.m. on Friday, April 4, 2025 through 12 p.m. on Tuesday, April 8, 2025. The following comments followed all the posted guidelines listed on the form and below.

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

First Name	Last Name	Association with BSD	Comments
Cynthia	Alaniz	Parent/Guardian	It makes me sad that we are taking away friendship and Halloween parties. these are staple holidays we all grew up. they are diverse and inclusive and fun. Kids arent even allowed to dress up at school for Halloween anyway. I was told that these parties are being removed because they are not diverse or inclusive and I , among other parents strongly disagree. Little kids love bringing valentines to school and having parties. These are things they look forward to and are fun.
Bella	M	Parent/Guardian	I am concerned about the safety of our children at Jacob Wismer in response to the implementation of the EGC program. There have been several incidents that have occurred at the school, all of which have been brought to me as a parent by my child. We have received no communication from the school regarding the incidents, the response or safety protocols in place. My son was told by a child that they wanted to bring a gun to school. The principal did indicate that she would report this, but reassured us that this student "has said this many times before." That student threatened two girls the next week. We received no follow-up on this matter.
Ariana	Jones	Parent/Guardian	After my daughter Brynlie was physically attacked by a classmate at Findley Elementary, she experienced severe anxiety and no longer felt safe in her classroom. Despite a separation plan, she continued to encounter the student who harmed her. Each time she voiced fear, staff asked what she wanted them to do—without taking proactive steps to restore her safety.

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			<p>Her experience is not unique. Families across Beaverton have shared similar stories of violence and inadequate school responses. In March, I launched a petition calling on the district to support victims, train staff in trauma-informed care, and enforce policies that prevent school violence. It now has over 200 signatures. To view the petition please use the link: https://www.change.org/p/petition-for-student-safety-support-and-violence-prevention-in-beaverton-schools</p>
Tasha	Emmerson	Parent/Guardian	<p>I am the parent of 2 kids at Jacob Wismer and I am writing to express my concern with the increase in violent behavior at the school, specifically as it pertains to the EGC classroom. My kids no longer feel safe at school and it is impacting not only their academics, but also their mental health.</p> <p>I don't feel as though the school has been very transparent about the increased aggression and the impact it is having on students and their learning. I understand as a teacher myself that there are student privacy laws to prevent sharing PII and protect all students, but there are ways to communicate while still adhering to those laws. Families should be aware of what's happening while our students are in school.</p> <p>I 100% support these programs and believe all students deserve a safe place to learn, however I don't think the school has the resources and/or training to support these student behaviors, specifically in the EGC classroom, and the rest of the student body is suffering as well.</p>
Adam	Oyster-Sands	Staff Member	<p>As a high school teacher, I find it highly problematic that a decision was made to push back our start & end times next year without consulting the staff and students. Our students miss so much class for sports and extra curricular activities and pushing back our time will only increase the amount of class they miss. While starting later is beneficial for our students, there is no need to start at 9am and get out at 3:40pm. Once again BSD is showing that it values top down leadership over shared decision making by not letting the stakeholders who are directly impacted by this move to have a say. Do the right thing and maintain our current times or push them forward by 15 minutes. Students starting at 8:30 will have the same benefit as 8:45 and cause less disruption at the end of the day with student activities and sports.</p>
B.	Halloway	Parent/Guardian	<p>In the wake of the recent declarations and demands from Washington, I am eager to hear from the district regarding their stance to hold the line on all of the excellent work this district has done to put DEI at the forefront of who we are as a district. With three students, a blended family, multiracial kids and at least one accessing 504/IEP support over the years we stand firm in what we need from our public schools. Please CONTINUE to prioritize who we proclaim to be and what we should continue to work towards for ALL of the amazing students and families in BSD. Thank you staff for holding strong, we support you!</p>

Anonymous		Other Community Member	<p>I'm writing anonymously to voice my concerns around the inequity and disparity taking place in specialized program classrooms. Many of these programs don't have access to meaningful curriculum, and often don't have the materials afforded to mainstream classes. In addition to this lack of curriculum, many of the teachers and other staff in these programs are not getting contractually obligated breaks, lunches, or plan time because these programs are often not staffed appropriately to support students. Teachers are with students the entire time they are at school, and it has become the norm. So many are tired of asking for help, only to be ignored or told 'this is just how it is.' What is BSD doing to address this? The thousands of hours people work FOR FREE is becoming too much. We would love to be paid for the hours we must work to keep the system going.</p>
Megan	Campbell	Parent/Guardian	<p>The EGC program in its current state is not only a disservice and safety issue to all of the students but to staff and teachers as well. I have witnessed not only my child, but some of his peers being subject to violent outbursts both physical and verbal. I have seen how bad an EGC program can get, and I will fight with every ounce of my being to keep BSD and my kids schools from being "warzones." It is not fair to ask students and staff to compromise and forfeit their safety, well-being, and education to accommodate a handful of students whose behavior is violent, inappropriate, and mean. The way these issues are being handled is saying to all students that there are no punishments for your actions, that hitting/punching/kicking others, throwing things, destroying property, using vulgar and profane language is not only acceptable it gets you attention and what you want. This is not the environment I want my children learning in or being surrounded by.</p>
Megan	Buck	Parent/Guardian	<p>I am again thoroughly disappointed not just the lack of transparency in THE BSD decision making processes excluding yet again the teachers and community members in said processes, but that our children are the ones that will have to bare the brunt of the poor choices made following poor planning and management decisions to further push the start time for our students school day next school year. Many of whom already start at a ridiculously late time in the morning, and our high schoolers schedulers who now will be even more out of sync with the rest of the state. They will lose even more class time should they chose to participate in sports. The rest of the state doesn't operate the BSD way consequently a divergent schedule has a significant ripple effect that sets our children up for failure; missing significantly more school when buses have to leave for away games, middle schoolers getting out after dark; all effects of a plan not thought through and without community input.</p>
Sarah	Kief	Parent/Guardian	<p>I am writing to express my deep frustration and growing alarm over the state of our school since the arrival of the EGC program. The environment has become increasingly unsafe for my children and many others. Violence, swearing, and racial slurs have become a daily reality. My children no longer feel safe at school, and that is simply unacceptable. What's even more upsetting is the lack of meaningful action from the administration. There are repeat offenders—students who continue to harm others both physically and emotionally—with no apparent consequences. The principal and vice principal are not being proactive, and the safety of students is being compromised as a result. There has also been a serious failure in communication. Parents are not being informed when there are incidents that directly impact</p>

			their children—whether they are harmed, threatened, or their learning is disrupted. We deserve to know what’s happening, and to see clear steps being taken to protect our kids.
Soumya	Sah	Parent/Guardian	With the EGC program at JW, BSD is failing two kids. One the EGC kids who need 1:1 support and are not getting it. Two the JW kids who are fearing for their safety in school. There are more than 30 families who have been impacted by this program and have raised their concerns but have not got adequate response nor any action from the administration. Our school community was not even informed that this program is being implemented at JW. Only when the families raised concerns that this was recently communicated that this program is part of our school. As parents we want what is best for all kids and it breaks our heart to see what the kids are witnessing. I am hopeful that with raising concerns with the board that the school will get the necessary resources and funds to manage the program and we as parents will get more information and updates about its implementation. We are a community and have a right to know what goes on in this community.
Bella	M	Parent/Guardian	I am concerned about the EGC program that moved from Sato elementary to Jacob Wismer. Specific long-range planning and Bond funds were used to create a safe space for this program to be implemented at Sato. This program was then moved to Jacob Wismer without updates to school infrastructure and safety in order to effectively host this program in a way that is safe for both EGC and Non-EGC students. As a result we have had several dangerous and violent situations at Jacob Wismer, our children are now being exposed to vulgar language, screaming, and violence regularly. This is disruptive to learning for all and as a parent I am worried that my child will be harmed at school.
Ginger	Jay	Staff Member	Even before the survey was sent out asking our opinions about how our dwindling funds should be spent, we were told there is no longer going to be summer school OR Kinder Academy. This is HEARTBREAKING because so many of our kids NEED summer school. They need to added instruction- they need the consistency- they need the safety and the meals that are provided in summer school. I understand that funds are limited- but surely there can be cuts someplace else? Cutting summer programs is not what is best for our students- it's not a luxury- it's a necessity. Please reconsider this decision.
Shelby	Ellis	Parent/Guardian	I am very concerned about the situation at Jacob Wismer and the EGC. After eight years at this school, I have witnessed a troubling decline in safety that last two years. My child has faced alarming incidents, including being hit by flying metal objects, verbal abuse, and hearing racial slurs directed at Black and Chinese students, contributing to an atmosphere of fear. These issues seem downplayed, projecting an image of safety while not adequately addressing threats to our children's well-being. The continued presence of violent behavior in the classroom is alarming. Communication regarding the incidents and suspensions of the violent students were non-existent until parents started voicing concerns.

			I urge the School Board to conduct a staff and family survey to better understand the experiences of students and teachers. The current environment does not reflect the values of BSD, and we must take action to address these concerns.
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ITEM FOR INFORMATION**CELL PHONE / MOBILE DEVICE REVIEW PROCESS, FINDINGS & RECOMMENDATIONS****SUMMARY**

Staff will provide an overview of school community input, pilot experience and rationale to revise the board policy and district rules on student use of cell phones and personal devices effective in the 2025-26 school year.

BACKGROUND

In the summer of 2024, principals collaborated to create stop gap measures setting cell phone/device expectations for the 2024–25 school year. The intent of this approach was to pilot a potential change to district policy for the 2025-26 school year. After conducting surveys and focus groups and with successful anecdotal and analytical data during the pilot, staff will present the recommended changes to district rules for student use of cell phones and personal electronic devices.

Board policy language revisions will be recommended in a separate agenda item, recommending the board consider updating Board Policy JFCEB - Personal Electronic Devices to direct the district to establish regulations restricting student use of mobile devices during the school day.

RECOMMENDATION

Staff will present information about the personal electronic device review and resulting recommendation. In a separate agenda item, revisions to Board Policy JFCEB - Personal Electronic Devices will be recommended for consideration.

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Cell Phone/Device Process, Findings & Recommendations

School Board Meeting
April 8, 2025



Presentation Team

- Dr. Heather Cordie, *Deputy Superintendent*
- Todd Corsetti, *High School Executive Administrator*
- Robin Kobrowski, *PreK-8 Executive Administrator*
- Dr. Patrick Meigs, *PreK-8 Executive Administrator*
- Dr. Shelly Reggiani, *Executive Administrator for the Office of Equity and Inclusion*



BSD Equity Lens



When making decisions or taking action, we utilize the following questions:

1. Whose voice is and isn't represented in this decision?
2. Who does this decision benefit or burden?
3. Is this decision in alignment with the BSD Equity Policy?
4. Does this decision close or widen the access, opportunity, and expectation gaps?



Objectives

- Foundational Ideas
- Survey Information
- Focus Group Summary
- Policy Recommendation
- Board Questions & Discussion

Our Promise



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Foundational Ideas

Safe & Thriving Student Health & Well-being



To achieve these **outcomes**



- Every student feels safe.
- Every student thrives socially and emotionally.
- All identities are valued, and every student is included.



Purpose

- Create a focused, distraction-free learning environment
- Prioritize student mental health and well-being
- Encourage strong peer and student-teacher interactions
- Strive to keep students engaged, focused, and challenged to reach their full potential
- Stay updated on research about the impact of personal electronic devices and adopt best practices as they evolve



Constituent Feedback

17,600+ Constituent Responses



District-Wide Survey

Survey Responses:
Parents – 6,576
Staff – 1,174
Students – 8,007



In-Person Focus Groups

Parent, staff and student focus groups – over 1,600 responses



Tumwater Middle School

Post-event feedback from Parents

Feedback Themes

01

Enhanced Learning & Focus

Minimize distractions, person-to-person communication skills

02

Balanced & Uniform Approach

Use for academic purposes, promoting appropriate technology use and self-advocacy

03

Positive School Culture

Fostering self-control and responsible technology use, promoting safety, independence and in-person connections

04

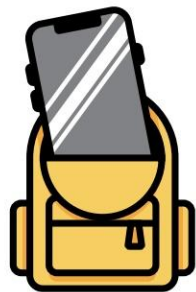
Mental & Physical Health

Reducing screen time, which supports students' mental health, lowers anxiety and encourages being present

05

Safety & Connection

Plan that includes emergency communications



Pack It or Park It

Devices, including cell phones and wireless headphones/earbuds, must be packed into backpacks or parked in phone holders *during instructional times.*



Classrooms

Devices must be off and away at the start of class time. Cell phones will not be used as part of instruction. All staff will enforce this policy uniformly. Exceptions will be made for students whose IEP and 504 plans indicate device-related accommodations.



Hallways & Restrooms

Devices will not be allowed in hallways or restrooms during class time.



Passing Time & Lunch

Students may use phones during passing time and lunch.

General Guidelines

- All students are required to "pack or park" their cell phones and electronic devices (smart watches and earbuds), during the school day as determined by level.
- "Pack" means storing the device in a backpack, locker, or other designated area.
- "Park" means placing the device in a designated area within the classroom or school premises.

Leveled Distinction Recommendation

Grades Pre K-8:

- Students in grades K-8 must have their devices packed or parked from the start of the school day until the end of the school day.
- Devices must remain off or in silent mode and may not be accessed during school hours, including recess, passing periods, and lunch breaks.

High School & Options (Grades 6-12):

- During class time, devices must be packed or parked and remain off or in silent mode.
- High school and option program students may access their devices during passing periods and lunch breaks.

Response & Exceptions

Response for Non-Compliance:

- Students who do not comply with the district policy or their school's personal electronic device requirements may be subject to consequences as outlined in the district's Student Code of Conduct, including having their personal devices held for parent pick-up

Exceptions:

- Compliance with a student's Individual Education Plan (IEP), 504 Plan, or other requirement to access the educational programming or communication at school
- Emergency situations as determined by school staff

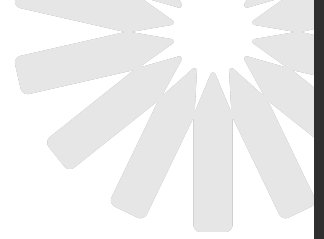
Implementation & Review

Implementation:

- Teachers, staff and administrators are responsible for enforcing this policy.
- School administration will provide clear communication to students and parents/guardians regarding the policy and its importance, and will provide follow-through with school consequences.

Review and Revision:

- A recommended update to board policy will be presented as a separate agenda item.
- Details will be established in district regulations, which will be reviewed periodically and revised as necessary to ensure continued effectiveness and relevance.



**What
questions do
you have?**

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 March 2025:

- General fund activity and forecast
- Summary of revenue, expenditures and encumbrances for all funds except general fund
- 2024-25 classroom teacher staffing by school as of March 14, 2025
- Portfolio management summary
- Investments by sector and group
- Investments summary by issuer – grouped by fund

NOTES:

- Slight adjustments to the State School Fund, Property Tax and Interest Earnings in the revenue section of the forecast.
- Increase in salaries to reflect most recent bargaining agreements.

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 March 2025
(\$ in millions)

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
REVENUES:						
Beginning Fund Balance	\$ 160.4	\$ 160.4	\$ 164.4	\$ -	\$ 164.4	\$ 164.4
State School Fund:						
State School Fund	326.0	326.0	271.7	-	271.7	328.9
Property Taxes	173.0	173.0	169.2	-	169.2	174.0
Common School Fund	5.2	5.2	2.8	-	2.8	5.6
County School Fund	1.0	1.0	1.0	-	1.0	1.0
Local Option Levy	43.0	43.0	40.5	-	40.5	42.0
Investment Earnings	8.0	8.0	-	-	-	11.5
NWRESD Appointment	13.3	13.3	5.0	-	5.0	11.5
Other	10.9	10.9	4.0	-	4.0	9.0
Total	\$ 740.8	\$ 740.8	\$ 658.6	\$ -	\$ 658.6	\$ 747.9
EXPENDITURES:						
Salaries	\$ 330.0	\$ 330.0	\$ 222.1	\$ -	\$ 222.1	\$ 334.0
Benefits	198.7	198.7	130.2	-	130.2	198.3
Purchased services	40.6	40.6	25.3	5.1	30.4	39.6
Supplies & materials	18.7	18.7	9.8	1.6	11.4	16.7
Capital outlay	0.9	0.9	0.1	-	0.1	0.5
Other	2.7	2.7	2.1	-	2.1	2.7
Transfers out	6.1	6.1	6.1	-	6.1	6.1
Contingency	143.1	143.1	-	-	-	143.1
Total	\$ 740.8	\$ 740.8	\$ 395.7	\$ 6.7	\$ 402.4	\$ 741.0

Projected Surplus / (Deficit) from Operations	\$ (14.4)
Excludes beginning fund balance and contingency	
Projected Ending Fund Balance	\$ 150.0
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2025 *	20.1%

*Projected ending fund balance breakdown:		Projected EFB	
General Operating Fund	\$ 148.0	19.8%	
Local Option Levy Fund	2.0	0.3%	

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
APPROPRIATIONS:						
Instruction	\$ 364.8	\$ 364.8	\$ 235.6	\$ 2.5	\$ 238.1	\$ 365.7
Support Services	225.1	225.1	152.6	4.2	156.8	224.4
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	7.5	7.5	7.5	-	7.5	7.5
Contingencies	143.0	143.0	-	-	-	143.0
Total	\$ 740.8	\$ 740.8	\$ 395.7	\$ 6.7	\$ 402.4	\$ 741.0

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

Funds	Final Budget (incl Beg Fund Bal)	YTD Revenue (incl Beg Fund Bal)	YTD Expenditures (Incl transfers out)	Encumb.	YTD Expenditures & Encumb.	Percent	Fund Balance
Student Body Fund	\$ 13,819,000	\$ 9,810,467	\$ 3,757,179	\$ 438,117	\$ 4,195,296	30.36%	\$ 5,615,171
Categorical	12,520,485	10,536,791	1,630,265	2,507,561	4,137,826	33.05%	6,398,965
Scholarship Fund	555,000	502,211	60,700	17,000	77,700	14.00%	424,511
Grant Fund	137,085,010	64,944,302	72,884,806	18,146,015	91,030,821	66.40%	(26,086,519)
Sustainability Fund	31,600,000	29,641,187	-	-	-	0.00%	29,641,187
Nutrition Services Fund	20,526,581	15,899,186	11,594,037	2,623,105	14,217,142	69.26%	1,682,044
Debt Service Fund	114,938,154	111,169,427	14,356,029	-	14,356,029	12.49%	96,813,398
Capital Projects Fund	719,690,000	268,089,469	140,530,621	262,240,760	402,771,381	55.96%	(134,681,912)
Insurance Reserve Fund	15,805,797	13,833,564	4,689,795	1,702,972	6,392,767	40.45%	7,440,797
Workers' Compensation Fund	6,345,109	5,302,106	1,850,904	64,871	1,915,775	30.19%	3,386,331
Total	\$ 1,072,885,136	\$ 529,728,710	\$ 251,354,336	\$ 287,740,401	\$ 539,094,737		\$ (9,366,027)

2024-25 Classroom Teacher Staffing By School

As of 3/14/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	3/14/25 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	918	907	(11)	29.0	8.0	3.0	40.0	28.0	8.0	3.0	39.0
Barnes	433	431	(2)	13.0	4.0	2.0	19.0	14.0	4.0	2.0	20.0
Beaver Acres	790	760	(30)	24.0	7.0	3.0	34.0	24.0	7.0	3.0	34.0
Bethany	414	416	2	12.0	3.0	2.0	17.0	12.0	3.0	2.0	17.0
Bonny Slope	578	607	29	17.0	4.0	2.0	23.0	17.0	6.0	2.0	25.0
Cedar Mill	317	345	28	9.0	3.0	1.0	13.0	9.0	5.0	2.0	16.0
Chehalem	387	401	14	12.0	3.0	2.0	17.0	12.0	4.0	2.0	18.0
Cooper Mountain	368	372	4	11.0	3.0	1.0	15.0	11.0	3.0	1.0	15.0
Elmonica	391	437	46	11.0	3.0	2.0	16.0	12.0	4.0	3.0	19.0
Errol Hassell	317	328	11	9.0	3.0	2.0	14.0	9.0	3.0	2.0	14.0
Findley	557	553	(4)	16.0	4.0	2.0	22.0	15.8	4.0	2.0	21.8
Fir Grove	320	341	21	8.0	3.0	2.0	13.0	9.0	4.0	3.0	16.0
FLEX (K-5)	69	79	10	3.0	-	-	3.0	3.0			3.0
Greenway	265	282	17	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Hazeldale	440	498	58	13.0	3.0	3.0	19.0	14.0	3.0	3.0	20.0
Hiteon	482	477	(5)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Jacob Wismer	580	592	12	17.0	4.0	2.0	23.0	17.0	5.0	2.0	24.0
Kinnaman	483	466	(17)	13.0	5.0	3.0	21.0	13.0	5.0	3.0	21.0
McKay	244	249	5	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
McKinley	691	655	(36)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
Montclair	268	281	13	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	445	444	(1)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Oak Hills	471	486	15	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Raleigh Hills	260	257	(3)	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
Raleigh Park	295	302	7	8.0	3.0	1.0	12.0	8.0	3.0	1.0	12.0
Ridgewood	358	334	(24)	10.0	3.0	2.0	15.0	10.0	4.0	2.0	16.0
Rock Creek	405	396	(9)	12.0	3.0	1.0	16.0	12.0	4.0	1.0	17.0
Sato	877	843	(34)	23.0	7.0	4.0	34.0	22.0	7.0	6.0	35.0
Scholls Heights	616	605	(11)	18.0	5.0	2.0	25.0	17.0	5.0	2.0	24.0
Sexton Mountain	420	431	11	11.0	4.0	1.0	16.0	12.0	5.0	1.0	18.0
Springville	727	748	21	21.0	6.0	2.0	29.0	21.0	7.0	2.0	30.0
Terra Linda	269	273	4	8.0	2.0	2.0	12.0	8.0	2.0	2.0	12.0
Vose	697	677	(20)	21.0	6.0	3.0	30.0	21.0	6.0	3.0	30.0
West TV	286	304	18	8.0	3.0	1.0	12.0	8.0	4.0	1.0	13.0
William Walker	527	508	(19)	17.0	5.0	2.0	24.0	16.0	5.0	2.0	23.0
Elementary School Total	15,965	16,085	120	469.0	134.0	66.0	669.0	468.8	147.0	71.0	686.8
Average Elementary School Staffing Ratio				34.0	26.5	23.9		34.3	26.1	23.4	

2024-25 Classroom Teacher Staffing By School

As of 3/14/25

School				Budgeted FTE				Actual FTE			
	Budgeted Enrollment	3/14/25 Enrollment	Enrollment Change	General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	646	624	(22)	22.4	5.8	0.6	28.8	22.2	5.8	0.6	28.6
Conestoga	817	813	(4)	29.0	7.4	0.8	37.2	29.1	7.4	0.8	37.3
Five Oaks	746	790	44	27.6	6.8	0.8	35.2	27.0	6.8	0.8	34.6
Highland Park	621	595	(26)	21.4	5.4	0.6	27.4	21.3	5.4	0.6	27.3
Meadow Park	683	650	(33)	26.6	6.6	0.6	33.8	25.8	6.6	0.6	33.0
Mountain View	758	761	3	28.8	7.2	0.8	36.8	26.7	7.2	0.8	34.7
Stoller	1,077	1,070	(7)	35.0	9.0	1.0	45.0	34.0	9.0	1.0	44.0
Tumwater	977	975	(2)	31.2	7.8	0.8	39.8	30.5	6.8	0.8	38.1
Whitford	760	748	(12)	27.8	7.0	0.8	35.6	27.0	7.0	0.8	34.8
Middle School Total	7,085	7,026	(59)	249.8	63.0	6.8	319.6	243.5	62.0	6.8	312.3
Average Middle School Staffing Ratio				28.4	22.7	22.2		28.9	23.0	22.5	
Aloha	1,594	1,547	(47)	61.2	13.8	2.2	77.2	58.3	13.8	2.2	74.3
Beaverton	1,320	1,339	19	52.0	11.0	1.4	64.4	52.5	11.0	1.4	64.9
Mountainside	1,696	1,678	(18)	54.6	12.8	1.6	69.0	54.9	12.8	1.6	69.3
Southridge	1,410	1,356	(54)	49.6	11.6	1.6	62.8	49.8	11.6	1.6	63.0
Sunset	1,753	1,750	(3)	55.2	12.8	1.8	69.8	56.6	12.8	1.8	71.2
Westview	2,419	2,304	(115)	80.4	18.8	2.4	101.6	79.0	18.8	2.4	100.2
High School Total	10,192	9,974	(218)	353.0	80.8	11.0	444.8	351.1	80.8	11.0	442.9
Average High School Staffing Ratio				28.9	23.5	22.9		28.4	23.1	22.5	
Arts & Communication Magnet Academy (6-12)	666	665	(1)	23.8	5.6	0.8	30.2	22.9	5.6	0.8	29.3
Beaverton Academy of Science and Engineering (6-12)	863	834	(29)	31.2	7.4	1.0	39.6	30.9	7.4	1.0	39.3
Community School (9-12)	150	144	(6)	7.0	1.4	-	8.4	5.9	1.4		7.3
FLEX Online School (6-12)	600	442	(158)	18.6	2.0	1.2	21.8	18.3	2.0	1.2	21.5
International School of Beaverton (6-12)	862	860	(2)	30.6	7.0	0.8	38.4	31.6	7.0	0.8	39.4
Options Schools Total	3,141	2,945	(196)	111.2	23.4	3.8	138.4	109.6	23.4	3.8	136.8
Average Options Staffing Ratio				28.2	23.3	22.7		26.9	22.1	21.5	
Address Extreme Class Size K-12	-	-	-	19.4	-	-	19.4	-	-	-	-
District Total	36,383	36,030	(353)	1,202.4	301.2	87.6	1,591.2	1,172.9	313.2	92.6	1,578.7

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 198-222 in the 2024-25 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
Portfolio Management
Portfolio Summary
March 14, 2025

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM
Commercial Paper Disc. -At Cost	72,500,000.00	71,392,667.49	70,768,490.14	12.38	126	4.437
Federal Agency Disc. -At Cost	178,200,000.00	176,088,243.00	174,235,315.17	30.47	104	4.250
Treasury Coupon Securities	86,000,000.00	85,512,470.00	83,849,257.50	14.67	184	5.326
Treasury Discounts -At Cost	177,200,000.00	175,505,440.00	173,532,089.94	30.35	85	4.213
LGIP	69,376,089.60	69,376,089.60	69,376,089.60	12.13	1	5.300
Investments	583,276,089.60	577,874,910.09	571,761,242.35	100.00%	100	4.547

Total Earnings	March 14 Month Ending
Current Year	859,925.65
Average Daily Balance	574,046,770.97
Effective Rate of Return	3.91%

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

Beaverton School District, Prepared By Business Office

Beaverton School District
Investments by Sector and Group
Index: Investment Policy
Limitation based on Book Value
March 14, 2025

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Federal Agency								
Federal Agricultural Mortgage								
31315LFQ6	11517	Federal Agricultural Mtg Corp	05/15/2025	16,500,000.00	16,217,025.00	16,382,025.00		2.83
			Subtotal	16,500,000.00	16,217,025.00	16,382,025.00	35.00	2.84
Federal Home Loan Bank								
313385KD7	11501	Federal Home Loan Bank	08/08/2025	12,000,000.00	11,633,636.67	11,801,040.00		2.03
313385FJ0	11502	Federal Home Loan Bank	05/09/2025	20,000,000.00	19,609,422.22	19,870,800.00		3.43
313385KD7	11503	Federal Home Loan Bank	08/08/2025	20,000,000.00	19,415,000.00	19,668,400.00		3.39
313385DH6	11510	Federal Home Loan Bank	03/21/2025	10,000,000.00	9,872,800.00	9,991,900.00		1.72
313385GY6	11511	Federal Home Loan Bank	06/16/2025	35,000,000.00	34,217,866.67	34,621,650.00		5.98
313385FQ4	11514	Federal Home Loan Bank	05/15/2025	30,000,000.00	29,470,125.00	29,785,500.00		5.15
313385DH6	11524	Federal Home Loan Bank	03/21/2025	5,000,000.00	4,963,337.50	4,995,950.00		0.86
313385FP6	11526	Federal Home Loan Bank	05/14/2025	8,000,000.00	7,891,580.00	7,943,760.00		1.38
313385RV0	11536	Federal Home Loan Bank	01/15/2026	20,000,000.00	19,258,836.11	19,338,200.00		3.36
313385FJ0	11539	Federal Home Loan Bank	05/09/2025	1,700,000.00	1,685,686.00	1,689,018.00		0.29
			Subtotal	161,700,000.00	158,018,290.17	159,706,218.00	35.00	27.64
			Total	178,200,000.00	174,235,315.17	176,088,243.00	100.00	30.47
Corporate Indebtedness								
Credit Agricole CIB NY								
22533TS80	11504	Credit Agricole CIB NY	05/08/2025	8,000,000.00	7,848,444.44	7,946,833.28		1.37
22533TWC6	11521	Credit Agricole CIB NY	09/12/2025	8,000,000.00	7,751,986.67	7,825,684.40		1.35
			Subtotal	16,000,000.00	15,600,431.11	15,772,517.68	5.00	2.73
DCAT LLC								
24023GRE9	11541	DCAT LLC	04/14/2025	3,500,000.00	3,480,122.92	3,486,889.56		0.60
			Subtotal	3,500,000.00	3,480,122.92	3,486,889.56	5.00	0.61
MUFG Bank								
62479LRG2	11506	MUFG Bank LTD/NY	04/16/2025	5,000,000.00	4,920,250.00	4,980,062.50		0.86
62479LUJ2	11527	MUFG Bank LTD/NY	07/18/2025	15,000,000.00	14,673,916.67	14,772,675.00		2.56
62479LSF3	11531	MUFG Bank LTD/NY	05/15/2025	1,500,000.00	1,481,325.00	1,488,684.99		0.25
62479LUJ2	11532	MUFG Bank LTD/NY	07/18/2025	3,500,000.00	3,430,770.00	3,446,957.50		0.60
			Subtotal	25,000,000.00	24,506,261.67	24,688,379.99	5.00	4.29

**Beaverton School District
Investments by Sector and Group
Limitation based on Book Value**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
Corporate Indebtedness								
Natixis NY								
63873JVF4	11500	Natixis NY	08/15/2025	8,000,000.00	7,733,391.11	7,851,817.76		1.35
63873JXG0	11528	Natixis NY	10/16/2025	15,000,000.00	14,528,400.00	14,613,000.00		2.54
			Subtotal	23,000,000.00	22,261,791.11	22,464,817.76	5.00	3.89
Toyota Cap Corp								
89233GRG3	11505	Toyota Cap Corp	04/16/2025	5,000,000.00	4,919,883.33	4,980,062.50		0.86
			Subtotal	5,000,000.00	4,919,883.33	4,980,062.50	5.00	0.86
			Total	72,500,000.00	70,768,490.14	71,392,667.49	35.00	12.38
OR Treas Local Govt Inv Pool								
Local Government Inv Pool								
LGIP 4010	FUND 000	LGIP		54,007,363.47	54,007,363.47	54,007,363.47		9.44
LGIP 5173	FUND 300	LGIP		1,751,999.14	1,751,999.14	1,751,999.14		0.30
LGIP 4972	FUND 417	LGIP		3,827,622.70	3,827,622.70	3,827,622.70		0.66
LGIP 6440	FUND 418	LGIP		9,789,104.29	9,789,104.29	9,789,104.29		1.71
			Subtotal	69,376,089.60	69,376,089.60	69,376,089.60	100.00	12.13
			Total	69,376,089.60	69,376,089.60	69,376,089.60	100.00	12.13
US Treasuries								
US Treasuries								
912828ZW3	11286	U.S. Treasury	06/30/2025	20,000,000.00	18,410,937.50	19,768,200.00		3.22
91282CEH0	11366	U.S. Treasury	04/15/2025	5,000,000.00	4,813,950.00	4,992,900.00		0.84
912828XB1	11472	U.S. Treasury	05/15/2025	5,000,000.00	4,901,100.00	4,982,350.00		0.85
912828XB1	11492	U.S. Treasury	05/15/2025	1,000,000.00	988,320.00	996,470.00		0.17
91282CGA3	11523	U.S. Treasury	12/15/2025	15,000,000.00	14,951,400.00	14,980,050.00		2.61
91282CFK2	11534	U.S. Treasury	09/15/2025	5,000,000.00	4,981,450.00	4,980,600.00		0.87
91282CFP1	11535	U.S. Treasury	10/15/2025	20,000,000.00	20,016,600.00	20,001,800.00		3.50
912828M56	11537	U.S. Treasury	11/15/2025	15,000,000.00	14,785,500.00	14,810,100.00		2.58
912797LB1	11463	U.S. Treasury	05/15/2025	2,200,000.00	2,104,956.33	2,184,820.00		0.36
912797LB1	11480	U.S. Treasury	05/15/2025	8,000,000.00	7,743,111.11	7,944,800.00		1.35
912797KJ5	11483	U.S. Treasury	03/20/2025	2,000,000.00	1,951,040.00	1,999,300.00		0.34
912797KS5	11507	U.S. Treasury	04/17/2025	20,000,000.00	19,688,927.78	19,927,200.00		3.44
912797LB1	11508	U.S. Treasury	05/15/2025	25,000,000.00	24,532,652.78	24,827,500.00		4.29
912797NP8	11512	U.S. Treasury	06/05/2025	15,000,000.00	14,682,495.83	14,860,350.00		2.56
912797MH7	11513	U.S. Treasury	09/04/2025	5,000,000.00	4,845,488.89	4,902,400.00		0.84
912797LB1	11515	U.S. Treasury	05/15/2025	14,000,000.00	13,753,335.56	13,903,400.00		2.40
912797LW5	11516	U.S. Treasury	07/10/2025	35,000,000.00	34,167,311.11	34,533,800.00		5.97
912797NZ6	11519	U.S. Treasury	04/15/2025	3,000,000.00	2,960,805.00	2,989,770.00		0.51
912797KJ5	11520	U.S. Treasury	03/20/2025	5,000,000.00	4,948,938.89	4,998,250.00		0.86

**Beaverton School District
Investments by Sector and Group
Limitation based on Book Value**

CUSIP	Investment #	Issuer	Maturity Date	Par Value	Book Value	Market Value	Allocation Target %	Actual %
US Treasuries								
912821JS5	11522	U.S. Treasury	09/15/2025	12,000,000.00	11,648,160.00	11,753,040.00		2.03
912797KS5	11525	U.S. Treasury	04/17/2025	17,000,000.00	16,824,050.00	16,938,120.00		2.94
912821JS5	11529	U.S. Treasury	09/15/2025	10,000,000.00	9,748,400.00	9,794,200.00		1.70
912797PF8	11530	U.S. Treasury	07/24/2025	3,000,000.00	2,941,408.33	2,955,390.00		0.51
912797LB1	11538	U.S. Treasury	05/15/2025	1,000,000.00	991,008.33	993,100.00		0.17
			Subtotal	263,200,000.00	257,381,347.44	261,017,910.00	100.00	45.02
			Total	263,200,000.00	257,381,347.44	261,017,910.00	100.00	45.02
Grand Total				583,276,089.60	571,761,242.35	577,874,910.09		

Beaverton School District
Summary by Issuer
March 14, 2025
Grouped by Fund

Issuer	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days to Maturity
Fund: Pooled Cash						
Subtotal	23	384,007,363.47	376,993,361.53	65.94	4.808	122
Fund: 300 Debt Service						
Subtotal	9	75,951,999.14	74,606,538.80	13.05	4.279	59
Fund: 417 Capital Projects Taxable						
Subtotal	5	14,027,622.70	13,855,923.70	2.42	4.575	45
Fund: 418 Bond Issue Fund						
Subtotal	12	109,289,104.29	106,305,418.32	18.60	4.040	60
Total and Average	49	583,276,089.60	571,761,242.35	100.00	4.590	100

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

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

RECOMMENDATION

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

Belong. Believe. Achieve.

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

DRAFT MEETING MINUTES – BOARD & BUDGET COMMITTEE WORK SESSION MARCH 11, 2025**Board Members Present:**

Dr. Karen Pérez, Chair
Justice Rajee, Vice Chair
Susan Greenberg
Dr. Melissa Potter
Sunita Garg
Ugonna Enyinnaya (virtually)
Dr. Tammy Carpenter

Absent:**Budget Committee Members Present: Absent:**

Jessica McBride
Brian Bean
Dr. Jasmine Sears
Rekha Sridhar
Amy Webb
Dr. Lisa Schultz

Alok Mehrotra

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Kerry Delf
Steve Langford
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Dr. Shelly Reggiani
Jessica Jones
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Public Communications Officer
General Counsel
Executive Administrator for Equity & Inclusion
Budget Manager
Board Secretary & Executive Assistant

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

I. OPEN MEETING

Board Chair Karen Pérez called the work session to order at 5:53 p.m. She noted that all seven board members were present with Ugonna Enyinnaya joining virtually, and six budget committee members were present after Jessica McBride arrived at 5:56 p.m.

II. BUDGET 101

Associate Superintendent Mike Schofield and Budget Manager Jessica Jones presented an overview of the district budget revenues, expenditures and process, and shared community input gathered through a

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Budget Listening & Learning survey. Questions and comments from board members and budget committee members included concerns about potential budget cuts to certain programs, while others emphasized the importance of maintaining fiscal responsibility to avoid future financial shortfalls.

III. CLOSE MEETING

Chair Pérez adjourned the work session at 6:56 p.m.

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DRAFT MEETING MINUTES – BOARD BUSINESS MEETING MARCH 11, 2025**Board Members Present:**

Dr. Karen Pérez, Chair
Justice Rajee, Vice Chair
Susan Greenberg
Dr. Melissa Potter
Sunita Garg
Ugonna Enyinnaya (virtual)
Dr. Tammy Carpenter

Board Members Absent:**Student Representatives:**

Tasiyah Ahmed

Staff Present:

Dr. Gustavo Balderas
Dr. Heather Cordie
Michael Schofield
Kerry Delf
Steve Langford
Susan Rodriguez
Shellie Bailey-Shah
Camellia Osterink
Dr. Shelly Reggiani
Jill O'Neill
Curtis Semana
Janine Mobley
Erica Marson
Alfonso Giardiello
Aaron Boyle
Craig Beaver
Sarah Weiland

Superintendent
Deputy Superintendent for Teaching & Learning
Associate Superintendent for Business Services
Chief of Staff
Chief Information Officer
Chief Human Resources Officer
Public Communications Officer
General Counsel
Executive Administrator for Equity & Inclusion
Executive Administrator for Teaching & Learning
Executive Administrator for Human Resources
Executive Administrator for Human Resources
Executive Administrator for Human Resources
Executive Administrator for Talent Acquisition
Administrator for Facilities Development
Administrator for Transportation
Board Secretary & Executive Assistant

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

I. OPEN MEETING

Chair Karen Pérez called the meeting to order at 7:04 p.m. She noted that all seven board members were present with Ugonna Enyinnaya joining virtually. One student representative was present. The board reviewed the agenda and did not request any changes.

II. STUDENT PERFORMANCES & RECOGNITIONS

A. Rachel Carson/Cedar Park Middle School Small Ensembles

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Use the following links to access board meeting information:

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

Sixth grade students from the Rachel Carson program at Cedar Park Middle School performed Variations on a Shepherd's Tune in a flute duet and Calypso Morning played by a mixed quintet.

III. SUPERINTENDENT'S REPORT

Superintendent Balderas reaffirmed his and the district's commitment to diversity, equity, inclusion and accessibility in schools, and noted this was in alignment with guidance from the Oregon attorney general. Dr. Balderas appreciated support from both the governor and attorney general in these matters. Dr. Balderas noted he has also been actively engaging with state officials and appreciates the board's advocacy efforts during the long legislative session in Salem. Additionally, Dr. Balderas spoke about concerns about potential mass layoffs at the U.S. Department of Education, which could impact school support services. He acknowledged the national political climate and emphasized the importance of staying focused on local students.

Student representative Tasiyah Ahmed left the board meeting at 7:17 p.m. and returned at 7:26 p.m.

IV. PUBLIC COMMENTS

A. Comments by Employee Groups

BEA President Lindsay Ray and OSEA President Kyrsti Sackman commented to the board.

B. Comments by Community Members

The board heard public comment from 2 speakers. The board also received 15 written comments.

V. ITEMS FOR INFORMATION

A. Spotlight: Support for LGBTQ+ Students

Staff shared information about supports for LGBTQ+ students, including high-leverage practices for serving LGBTQ+ students and resources available to staff, students and community members on the district website. The Oregon Department of Education first released guidance to schools in 2016 regarding serving gender expansive students. Since that time, ODE has established the LGBTQ2SIA+ Student Success Plan, giving districts information, expectations and support on how schools can best support students who identify in the LGBTQ+ community. The Beaverton School District follows ODE's guidance.

B. Department Report: Human Resources

Several Human Resources Department staff provided the annual department report, including recent accomplishments as well as goal areas focused on current and future efforts. The department guides employee recruitment, hiring, onboarding, support and training, leaves and benefits administration, employee compensation, supervision and evaluation, staff investigations, contractual compliance and labor relations.

C. Bond Program Update

Staff provided a report on the progress of the 2022 bond program including Beaverton High School, Raleigh Hills, and other school improvement projects across the district. Upcoming summer projects at multiple sites were also discussed.

D. Financial Update

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

VI. CONSENT AGENDA

A. Personnel

B. Meeting Minutes

- i. School Board Retreat, January 28, 2025
- ii. School Board Executive Session, February 11, 2025
- iii. School Board Work Session, February 11, 2025
- iv. School Board Business Meeting, February 11, 2025

C. Public Contracts

D. Construction Excise Tax

Susan Greenberg moved to approve the consent agenda as submitted. Justice Rajee seconded. The motion passed unanimously 7:0.

VII. ITEMS FOR ACTION

A. Transportation Supplemental Plan for 2025-26

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the state at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively). The statute also includes provisions for reimbursing transportation costs for students living within these zones if it is required for health or safety reasons. The statute also includes a provision for reimbursement of active transportation costs related to crossing guards and staff time required for the coordination of active transportation. To qualify for reimbursement, routes servicing non-transportation zones must be submitted annually by the local school district as a Transportation Supplemental Plan.

Susan Greenberg moved to approve the Transportation Supplemental Plan as presented. Justice Rajee seconded. The motion passed unanimously 7:0.

B. Contract Amendment Approval

The board reviewed amendments to Superintendent Dr. Gustavo Balderas' employment contract.

Susan Greenberg moved to approve the contract amendment as presented. Justice Rajee seconded. Tammy Carpenter made a motion to give notice of nonrenewal of the three-year contract of the superintendent. There was not a second. The original motion passed 6:1 with Tammy Carpenter opposing.

D. Board Policy Revisions

- a. GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements
- b. GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

General Counsel Camellia Osterink and Chief of Staff Kerry Delf had presented proposed policy updates in the previous meeting and were available for questions.

Susan Greenberg moved to approve the policy revisions as recommended. Justice Rajee seconded. The motion passed unanimously 7:0.

VIII. ITEMS FOR ACTION AT A FUTURE MEETING

A. Integrated Guidance Application

The board received an update on the district's implementation of the Integrated Guidance initiative, as well as an overview of the proposed plan in preparation for making an application to ODE for the 2025-2027 school years. The board will vote on approval in a future meeting.

B. Board Policy Revisions

- a. JEA - Compulsory Attendance
- b. JECA - Admission of Resident Students
- c. JHC - Student Health Services (delete)

General Counsel Camellia Osterink and Chief of Staff Kerry Delf presented and answered questions from the board on recommended revisions to board policies for consideration for approval at a future meeting.

IX. BOARD COMMUNICATION

The board spoke on a variety of subjects such as legislative advocacy and priorities, the evaluation of the superintendent, community engagement and transparency, and reaffirming the board's commitment to inclusivity, stating that race, gender identity, sexual orientation, disability, and other characteristics are strengths that contribute to the district's diversity.

X. CLOSE MEETING

Chair Karen Pérez adjourned the meeting at 9:56 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.

Belong. Believe. Achieve.

Contract Name	Recommended By	Contract Selection Process	Contractor / Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
CM/GC Guaranteed Maximum Price Amendment for Aloha High School HVAC Upgrades	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0027	P. & C. Construction Co.	\$22,698,443	09/2024	09/2026	Authorization to Award GMP Amendment
Design-Build Services for District-Wide Security Systems Integrator	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #23-0024	Paladin Technologies (USA) Inc.	\$11,205,447	06/2024	10/2026	Authorization to Award Contract
Aloha High School Baseball/Softball/Multi-Use Field Synthetic Turf Installation	Aaron Boyle, Administrator for Facilities Development	OMINA Partners Cooperative Agreement Contract R220503	FieldTurf USA, Inc.	\$6,731,484	04/2025	11/2025	Authorization to Award Contract
Aloha High School Stadium Turf Replacement	Aaron Boyle, Administrator for Facilities Development	OMNIA Partners Cooperative Agreement Contract R220503	FieldTurf USA, Inc.	\$536,667	04/2025	08/2025	Authorization to Award Contract
Nutrition Services Dishwasher Replacements	Aaron Boyle, Administrator for Facilities Development	State of Oregon Price Agreement 9499	Curtis Restaurant Equipment, Inc.	\$405,859	04/2025	09/2025	Authorization to Award Contract
McKinley Elementary School Interior Courtyard Renovation	Aaron Boyle, Administrator for Facilities Development	OMINA Partners Cooperative Agreement Contract R220503	FieldTurf USA, Inc.	\$485,269	04/2025	08/2025	Authorization to Award Contract
Security Fencing Phase Three Project	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 22-0027	R.A. Gray Construction, LLC	\$497,000	06/2025	08/2025	Authorization to Award Contract
District-Wide Radios and Repeaters	Aaron Boyle, Administrator for Facilities Development Kari Skinner, Public Safety Administrator	Cooperative Procurement per ORS 279A.205 – 279A.220	Silke Communications Solutions, Inc.	\$872,485	04/2025	09/2025	Authorization to Award Contract
Sunset High School Restrooms Renovation	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 21-0020	Kirby Nagelhout Construction Co.	\$542,532	10/2024	09/2025	Authorization to Award Contract

Whitford Middle School Restrooms Renovation	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) 21-0020	Kirby Nagelhout Construction Co.	\$564,064	01/2025	09/2025	Authorization to Award Contract
Transportation 5 th Street North – Bus Charging Infrastructure – Phase I	Craig Beaver, Administrator for Transportation, Aaron Boyle, Administrator for Facilities Development	Alternate Contracting Procedure per ORS 279C.335	Portland General Electric Company	\$621,000	04/2025	10/2025	Authorization to Award Contract
General Contractor (GC) Services for Staging Improvements at Five District Schools	Aaron Boyle, Administrator for Facilities Development	Invitation to Bid (ITB) 24-0026	Hollywood Lights, Inc.	\$2,936,472.84	04/2025	09/2025	Authorization to Award Contract

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: Construction Manager / General Contractor (CM/GC) Guaranteed Maximum Price (GMP) Amendment for Aloha High School HVAC Upgrades

- **Contract Scope:** CM/GC services for replacement of the existing boilers, refurbishment or replacement of the existing air handlers, conversion of the pneumatic controls to digital controls, and all associated work necessary to restore electrical services, lighting, and ceilings
- **Contract Timeline:** 09/2024 – 09/2026
- **Contract Amount:** \$22,698,443
- **Contractor/Vendor:** P. & C. Construction Co.
- **Funding Source:** 2022 Bond – Deferred Maintenance
- **Solicitation Method:** Request for Proposals (RFP) 22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha High School HVAC Upgrades

- **Project Scope:** Upgrade of the HVAC system. Replace the existing boilers and all appurtenant fixtures, refurbish all air handlers that can be refurbished, replace air handlers that cannot be refurbished, convert pneumatic controls to digital controls. Balance the HVAC system throughout the school.
- **Project Budget:** \$26,503,000
- **Project Timeline:** 01/2024 – 10/2026

BACKGROUND: The HVAC system at Aloha High School is past its lifespan and sections of the current system are failing. The system is beyond the point of being able to be repaired and it is in need of a replacement. The 2022 bond measure approved by voters includes funds to upgrade the HVAC system at Aloha High School. The initial contract, approved by the board, was for a CM/GC to provide pre-construction renovating services which included constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a GMP proposal. Also, four early work authorizations for a combined total of \$2,846,748 were approved during the pre-construction phase to enhance pre-construction due diligence and avoid the impact of tariffs. This amount is included in the contract amount listed above. The GMP proposal has since been received, negotiated by the project team, and found to be acceptable. If approved, district staff will execute a GMP amendment to the contract in the amount listed above (under Contract Amount) for the CM/GC to provide all material, services, labor and other items necessary to construct and deliver the project.

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

PUBLIC CONTRACT AUTHORIZATION
CONTRACT NAME: Design-Build Services for District-Wide Security Systems Integrator

- **Contract Scope:** Design-build security integration for security cameras, security intrusion systems, access control, and other related systems at remaining schools
- **Contract Timeline:** 06/2024 – 10/2026
- **Contract Amount:** NTE \$11,205,447
- **Contractor/Vendor:** Paladin Technologies (USA) Inc.
- **Funding Source:** 2022 Bond; Security Upgrades & 2014 Bond
- **Solicitation Method:** Request for Proposal (RFP) #23-0024
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Security Upgrades

- **Project Scope:** District-wide security upgrades
- **Project Budget:** 2014 Bond \$4,205,447; 2022 Bond: \$17,000,000
- **Project Timeline:** Duration of 2022 Bond

BACKGROUND: On May 28, 2024, the board authorized the district to execute the initial contracts associated with this project up to a not-to-exceed (NTE) amount of \$2,000,000. On October 8, 2024, the amount was increased to \$10,000,000; it was noted at the time that this would not be adequate to complete the project at all schools and a comprehensive update and budget increase would be brought forward for consideration. The project budget increase was approved on December 10, 2024. Following that approved budget increase, this authorization will now increase the contract award authority for the project by \$11,205,447, resulting in a total new contract award amount not-to-exceed \$21,205,447 for the project. This amount is believed to be adequate to complete the upgrades at all schools. Below are the contracts that have been executed to date within the existing \$10M contract award authority:

● Mountain View MS Security Infrastructure	\$247,787.07
● Mountain View MS Distributed Antenna System	\$118,843.40
● Aloha HS Security Infrastructure	\$399,296.56
● Aloha HS Distributed Antenna System	\$167,272.98
● Westview HS Security Infrastructure	\$400,554.23
● Kinnaman ES Security Infrastructure	\$ 94,540.54
● Kinnaman ES Distributed Antenna System	\$217,123.71
● Whitford MS Security Infrastructure	\$299,740.34
● Whitford MS Distributed Antenna System	\$167,328.13
● Meadow Park MS Security Infrastructure	\$299,778.42
● Meadow Park MS Distributed Antenna System	\$168,169.98
● Highland Park MS Security Infrastructure	\$299,425.27
● Highland Park MS Distributed Antenna System	\$172,595.74
● Cedar Park MS Security Infrastructure	\$298,681.12
● Cedar Park MS Distributed Antenna System	\$167,833.24
● Conestoga MS Security Infrastructure	\$353,056.34
● Conestoga MS Distributed Antenna System	\$122,323.61
● Raleigh Hills ES Security Infrastructure	\$297,172.00
● Raleigh Hills ES Distributed Antenna System	\$148,674.13
● Five Oaks MS Security Infrastructure	\$247,668.24
● Stoller MS Security Infrastructure	\$343,772.88

● Tumwater MS Security Infrastructure	\$299,914.45
● Mountainside HS Security Infrastructure	\$345,132.13
● Sunset HS Security Infrastructure	\$393,266.77
● Cooper Mountain ES Security Infrastructure	\$198,834.49
● ISB OS Security Infrastructure	\$248,325.48
● ISB OS Distributed Antenna System	\$121,667.24
● Terra Nova OS Security Infrastructure	\$194,308.75
● Merlo Station OS Security Infrastructure	\$195,372.01
● Merlo Station Distributed Antenna System	\$107,152.84
● Southridge HS Security Infrastructure	\$378,699.28
● BASE OS Security Infrastructure	\$303,640.10
● BASE Distributed Antenna System	\$146,286.98
● Aloha Huber Park Distributed Antenna System	\$127,641.06
● Aloha Huber Park Security Infrastructure	\$258,846.24
● ACMA OS Security Infrastructure	\$220,991.05
● ACMA OS Distributed Antenna System	\$146,286.98
● Provide (20) 240 TB Recording Servers	<u>\$639,848.18</u>
● Total To Date	\$9,185,256.22

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute contracts described herein with Paladin Technologies (USA) Inc., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION

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

- **Contract Scope:** Replace existing natural grass with synthetic turf at baseball, softball and multi-use fields. Add field lighting to all fields.
- **Contract Timeline:** 04/2025 – 11/2025
- **Contract Amount:** \$6,731,484
- **Contractor/Vendor:** FieldTurf USA, Inc.
- **Funding Source:** 2022 Bond
- **Solicitation Method:** OMNIA Partners Cooperative Agreement Contract R220503
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha HS SB/BB Synthetic Turf

- **Project Scope:** Replace existing natural grass with synthetic turf at baseball, softball and multi-use fields. Add field lighting to all fields.
- **Project Budget:** \$9,000,000
- **Project Timeline:** 06/2024 – 11/2025

BACKGROUND: Aloha High School is replacing their existing natural grass varsity softball, varsity baseball and multi-purpose fields with synthetic turf. All high school softball and baseball fields will be replaced with synthetic turf with the funds from the current 2022 bond. These improvements will allow Aloha High School students, staff and community year-around usage for a variety of sports and activities that include softball, baseball, soccer, football, band practices, PE classes and school functions. Construction services will include replacing existing natural grass with synthetic turf, new field lighting, new baseball backstop, new or refurbished baseball dugouts and new asphalt pathway between the stadium and school.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Aloha High School Stadium Turf Replacement

- **Contract Scope:** Replace existing synthetic turf at the stadium field
- **Contract Timeline:** 04/2025 – 08/2025
- **Contract Amount:** \$536,667
- **Contractor/Vendor:** FieldTurf USA, Inc.
- **Funding Source:** 2022 Bond, Deferred Maintenance
- **Solicitation Method:** OMNIA Partners Cooperative Agreement Contract R220503
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Aloha HS SB/BB Synthetic Turf

- **Project Scope:** Replace existing synthetic turf at stadium field fields
- **Project Budget:** \$600,000
- **Project Timeline:** 04/2025 – 08/2025

BACKGROUND: The existing synthetic turf at Aloha High School’s stadium has reached its end-of-useful-life and is beyond its warranty period.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Nutrition Services Dishwasher Replacements

- **Contract Scope:** Trade services for demolition and removal of existing gas dishwashers and installation of new electric dishwashers at select schools
- **Contract Timeline:** 04/2025 – 09/2025
- **Contract Amount:** \$405,859
- **Contractor/Vendor:** Curtis Restaurant Equipment, Inc.
- **Funding Source:** 2022 Bond – Deferred Maintenance
- **Solicitation Method:** Direct Procurement
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Nutrition Services Dishwasher Replacements

- **Project Scope:** Replace failing dishwashers at Barnes Elementary School, Cedar Park Middle School, Highland Park Middle School, Mountain View Middle School, Sexton Mountain Elementary School, Southridge High School, Stoller Middle School, and Whitford Middle School.
- **Project Budget:** \$523,000
- **Project Timeline:** 04/2025 – 9/2025

BACKGROUND: The 2022 bond measure included funds for Nutrition Services upgrades at our schools. The dishwashers at select schools have reached their lifespans and many are failing and obsolete. Maintenance and contracted services are having difficulty keeping the existing dishwashers functioning. They are in need of replacement. This contract is for the installation only. The dishwashers are being funded through a federal grant via Nutrition Services.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: McKinley Elementary School Interior Courtyard Renovation

- **Contract Scope:** General contracting (GC) services to renovate the existing interior courtyard at McKinley Elementary School (ES)
- **Contract Timeline:** 04/2025 – 08/2025
- **Contract Amount:** \$485,269
- **Contractor/Vendor:** FieldTurf USA, Inc.
- **Funding Source:** 2022 Bond; McKinley ES Modernization
- **Solicitation Method:** OMNIA Partners Cooperative Agreement Contract R220503
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: McKinley ES Modernization

- **Project Scope:** Renovation of the interior courtyard
- **Project Budget:** \$595,218
- **Project Timeline:** 09/2024 – 08/2025

BACKGROUND: The interior courtyard at McKinley Elementary School is currently underutilized. This is due to the lack of exterior access. The landscaping is difficult to maintain, and the courtyard has been subject to overgrown grass and weeds. This renovation will install a low-maintenance artificial turf surface that can be used year-round with funds from the 2022 bond.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Security Fencing Phase Three Project

- **Contract Scope:** GM/GC pre-construction services for security fencing phase three project
- **Contract Timeline:** 04/2025 – 09/2025
- **Contract Amount:** Preconstruction contract: \$8,000; Estimated GMP \$489,000
- **Contractor/Vendor:** R.A. Gray Construction, LLC
- **Funding Source:** 2022 Bond; Security Upgrades
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Security Fencing Phase 3

- **Project Scope:** Security upgrades
- **Project Budget:** \$650,000
- **Project Timeline:** 06/2025 – 08/2025

BACKGROUND: The 2022 bond is continuing the perimeter hardening that was started under the 2014 bond. Enclosing the school grounds establishes territoriality between public, semi-public and private (school) areas to keep the school grounds secure while students are on site. We are currently working through design and bidding of the phase 3 schools: Fir Grove, Bethany, Chehalem, Jacob Wismer, Nancy Ryles, and Raleigh Park. The anticipated guaranteed maximum price amendment value is \$489,000. We expect to complete all of this during this summer.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: District-Wide Radios and Repeaters

- **Contract Scope:** Provide handheld radios and install repeaters at all schools district-wide
- **Contract Timeline:** 04/2025 – 09/2025
- **Contract Amount:** \$872,485
- **Contractor/Vendor:** Silke Communications Solutions, Inc.
- **Funding Source:** 2014 Bond, Safety & Security
- **Solicitation Method:** Cooperative Procurement per ORS 279A.205 – 279A.220
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development
Kari Skinner, Public Safety Administrator

ASSOCIATED PROJECT: Radio Replacement

- **Project Scope:** Replace all radios district wide.
- **Project Budget:** \$1,200,000
- **Project Timeline:** 04/2025 – 09/2025

BACKGROUND: The district needs to replace existing handheld radios and improve coverage. This project will enhance safety, operational efficiency, and provide direct communication for staff. The aim is to support the following needs:

Safety and Emergency Preparedness: Radios will significantly improve our emergency response capabilities, ensuring swift, coordinated communication during crises such as weather events, medical emergencies or security concerns.

Enhanced Communication Across the Campus: Our large campuses present communication challenges. Radios will provide direct communication between teachers, administrators, security personnel and maintenance staff, enhancing day-to-day operations and ensuring efficient information flow, reducing the risk of miscommunication.

Cost-Effective Communication Solution: Radios offer a durable, long-term communication solution with minimal ongoing costs, unlike cell phones or pagers.

Funding from the 2014 bond allows for purchases for critical equipment, safety and security.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Sunset High School Restrooms Renovation

- **Contract Scope:** Provide CM/GC GMP amendment for the restrooms renovation project which includes new single-user restrooms at Sunset High School
- **Contract Timeline:** 01/2025 – 09/2025
- **Contract Amount:** Pre-construction services, \$33,650; estimated GMP amendment, \$508,882
- **Contractor/Vendor:** Kirby Nagelhout Construction Co.
- **Funding Source:** 2022 Bond; Sunset High School Modernization
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Sunset High School Modernization

- **Project Scope:** Renovation of an existing set of student restrooms to create single-user restrooms
- **Project Budget:** \$1,406,601
- **Project Timeline:** 10/2024-09/2025

BACKGROUND: The 2022 bond measure approved by voters includes funds for improvements to modernize school facilities. At Sunset High School, there is a growing need for all-inclusive restrooms for the student and staff population.

The initial contract was for a CM/GC to provide pre-construction renovating services which included constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a GMP proposal. The GMP proposal has been negotiated by the project team within the project budget (see Project Budget, above). Negotiations have been deemed successful by district staff, and the negotiated GMP proposal (see Contract Amount, above) is now brought before the board for approval. If approved, district staff will execute a GMP amendment to the contract for the CM/GC to provide all material, services, labor, and other items necessary to construct and deliver the project.

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

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Whitford Middle School Restrooms Renovation

- **Contract Scope:** Provide CM/GC services for new single-user restrooms and a new Independent Skills Center (ISC) restroom at Whitford Middle School
- **Contract Timeline:** 01/2025-09/2025
- **Contract Amount:** Pre-construction services, \$33,650; estimated GMP amendment, \$530,414
- **Contractor/Vendor:** Kirby Nagelhout Construction Co.
- **Funding Source:** 2022 Bond; Whitford Middle School Modernization
- **Solicitation Method:** Request for Proposal (RFP) 21-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Whitford Middle School Modernization

- **Project Scope:** Renovation of a set of student restrooms into single-user restrooms
- **Project Budget:** \$986,751
- **Project Timeline:** 10/2024 – 09/2025

BACKGROUND: Whitford Middle School has a growing need for all-inclusive restrooms. Relocating the ISC restroom inside the ISC pod of classrooms addresses student and staff safety concerns.

The initial contract was for a CM/GC to provide pre-construction renovating services which included constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a GMP proposal. The GMP proposal has been negotiated by the project team within the project budget (see Project Budget, above). Negotiations have been deemed successful by district staff, and the negotiated GMP proposal (see Contract Amount, above) is now brought before the board for approval. If approved, district staff will execute a GMP amendment to the contract for the CM/GC to provide all material, services, labor, and other items necessary to construct and deliver the project. This project will be funded by the 2022 bond for improvements to modernize school facilities.

RECOMMENDATION: It is recommended that the board authorize the superintendent or designee to execute the amendment described herein with Kirby Nagelhout Construction Co., subject to obtaining terms acceptable to district administration.

PUBLIC CONTRACT AUTHORIZATION**CONTRACT NAME:** Transportation 5th Street North – Bus Charging Infrastructure – Phase I

- **Contract Scope:** Engineering and design, permitting, electrical equipment, construction costs and project management for the electrical line extension, transformers, electrical distribution pathways and conductors, associated site improvements, and make-ready boxes for 30 electric school bus charging stations.
- **Contract Timeline:** 04/2025 – 10/2025
- **Contract Amount:** NTE \$621,000
- **Contractor/Vendor:** Portland General Electric Company
- **Funding Source:** State School Bus Depreciation Fund
- **Solicitation Method:** Alternate Contracting Procedure per ORS 279C.335
- **Recommended By:** Craig Beaver, Administrator for Transportation, Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Transportation Support Center – Bus Charging Infrastructure

- **Project Scope:** Engineering and design, permitting, electrical equipment, construction costs and project management for the electrical line extension, transformers, electrical distribution pathways and conductors, associated site improvements, make-ready boxes and charger installation for 30 electric school buses.
- **Project Budget:** \$1,120,703
- **Project Timeline:** 04/2025 – 10/2025

BACKGROUND: The district will operate approximately 90 electric school buses (ESBs) by the spring of 2026 and will need to expand the number of existing charging stations it operates by the end of calendar year 2025. Currently the district has 67 charging stations and requires additional infrastructure to support the increase in ESBs. Procurement and installation of infrastructure for 30 additional chargers will help to support the successful ESB deployment at Transportation 5th Street North.

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

PUBLIC CONTRACT AUTHORIZATION

CONTRACT NAME: General Contractor (GC) services for staging improvements at five district schools

- **Contract Scope:** GC to provide all labor, tools and materials to upgrade staging at five district schools - Cedar Park MS, Highland Park MS, Whitford MS, Five Oaks MS, and Southridge HS
- **Contract Timeline:** 04/2025 – 09/2025
- **Contract Amount:** \$2,936,472.84
- **Contractor/Vendor:** Hollywood Lights, Inc.
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Invitation to Bid (ITB) 24-0026
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

ASSOCIATED PROJECT: Middle Schools and Southridge HS Stage Improvements

- **Project Scope:** Upgrade staging at middle schools and Southridge HS
- **Project Budget:** \$3,520,000
- **Project Timeline:** 02/2025 – 09/2025

BACKGROUND: The 2022 bond measure approved by voters includes funds for deferred maintenance of existing buildings. This GC contract will provide all labor, tools and materials to upgrade staging at five district schools – Cedar Park MS, Highland Park MS, Whitford MS, Five Oaks MS, and Southridge HS.

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

CONSENT AGENDA – ITEM FOR ACTION**2024-25 SUPPLEMENTAL BUDGET APPROPRIATION RESOLUTION****SUMMARY**

In accordance with ORS 294.463(1), the administration requests an appropriation transfer of \$100,000 from Support Services to Debt Service within the General Fund and an appropriation transfer of \$450,000 from Support Services to Instruction within the Categorical Fund. Additionally, the administration requests an additional appropriation of \$7,000,000 in Enterprise & Community Services within the Nutrition Services Fund in accordance with ORS 294.471(1).

BACKGROUND

The Beaverton School District will appropriate budget in the General Fund in order to authorize the final debt payment for several leased Maintenance Department fleet vehicles with Enterprise. The district began leasing with Enterprise in 2017 and after this final debt payment, will retain ownership of the fleet.

The district will appropriate budget in the Categorical Fund to allow expenditures related to classroom audio visual and technology equipment.

The district will appropriate an additional \$7,000,000 in the Nutrition Services Fund due to higher participation rates with free meals for all than was originally expected. Additional food and supplies are necessary to support this program and will be offset by associated increased revenue.

RECOMMENDATION

It is recommended that the board approve the following resolution (25-408):

BE IT RESOLVED that the School Board of Beaverton School District approves the amounts for the fiscal year beginning July 1, 2024, and for the purposes shown below are hereby appropriated:

Belong. Believe. Achieve.

	<u>Adopted Budget</u>	<u>Change</u>	<u>Adjusted Budget</u>
General Fund			
Resources:			
Local Sources	\$ 228,111,540	\$ -	\$ 228,111,540
Intermediate Sources	15,131,298	-	15,131,298
State Sources	337,182,005	-	337,182,005
Other Sources	160,400,000	-	160,400,000
Total Resources	\$ 740,824,843	\$ -	\$ 740,824,843
Requirements:			
Instruction	\$ 364,768,773	\$ -	\$ 364,768,773
Support Services	225,160,607	(100,000)	225,060,607
Enterprise & Community Services	250,000	-	250,000
Facilities Acquisition & Construction	100,000	-	100,000
Long-Term Debt Service	1,334,352	100,000	1,434,352
Transfers	6,136,854	-	6,136,854
Contingency	143,074,257	-	143,074,257
Total Requirements	\$ 740,824,843	\$ -	\$ 740,824,843

	<u>Adopted Budget</u>	<u>Change</u>	<u>Adjusted Budget</u>
Categorical Fund			
Resources:			
Local Sources	\$ 900,000	\$ -	\$ 900,000
State Sources	2,958,000	-	2,958,000
Other Sources	8,662,485	-	8,662,485
Total Resources	\$ 12,520,485	\$ -	\$ 12,520,485
Requirements:			
Instruction	\$ 50,000	\$ 450,000	\$ 500,000
Support Services	10,686,600	(450,000)	10,236,600
Facilities Acquisition & Construction	1,650,000	-	1,650,000
Transfers	133,885	-	133,885
Total Requirements	\$ 12,520,485	\$ -	\$ 12,520,485

	<u>Adopted Budget</u>	<u>Change</u>	<u>Adjusted Budget</u>
Nutrition Services Fund			
Resources:			
Local Sources	\$ 3,233,459	\$ 313,000	\$ 3,546,459
State Sources	928,000	3,010,500	3,938,500
Federal Sources	11,462,122	3,676,500	15,138,622
Other Sources	4,903,000	-	4,903,000
Total Resources	\$ 20,526,581	\$ 7,000,000	\$ 27,526,581
Requirements:			
Support Services	\$ 39,211	\$ -	\$ 39,211
Enterprise & Community Services	20,483,370	7,000,000	27,483,370
Transfers	4,000	-	4,000
Total Requirements	\$ 20,526,581	\$ 7,000,000	\$ 27,526,581

SUGGESTED MOTION

I move that the requested appropriation transfers of \$100,000 from Support Services to Debt Service in the General Fund and \$450,000 from Support Services to Instruction in the Categorical Fund, and the additional appropriation of \$7,000,000 in Enterprise & Community Services within the Nutrition Services Fund of the 2024-25 Budget be approved.

The above resolution statements were approved and declared adopted on this eighth day of April 2025.

X _____
Board Chair

ITEM FOR ACTION**ALIGNING FOR STUDENT SUCCESS: INTEGRATED GUIDANCE 2025-2027 APPLICATION****SUMMARY**

The board previously received an update on the district's implementation of the Aligning for Student Success: Integrated Guidance initiative, as well as an overview of the proposed plan in preparation for making an application to ODE. Board approval is required prior to application for the district to continue to receive funding from the integrated grants for the 2025-26 and 2026-27 school years.

BACKGROUND

The Oregon Department of Education (ODE) has combined nine programs into one planning, application and funding process to focus on four common goals: Well-Rounded Education, Equity Advanced, Engaged Community, and Strengthened Systems and Capacity. This combined grant application process is commonly referred to as "Aligning for Student Success: Integrated Guidance." The intent of the Integrated Guidance initiative is to align the grant application process and strategies in order to provide better outcomes for students through braided funding of the following grants and programs:

- Continuous Improvement Planning
- Every Day Matters
- Career Connected Learning
- High School Success
- Student Investment Account
- Early Indicator and Intervention Systems
- Early Literacy Success School District Grants
- Career and Technical Education
- Federal School Improvement for Comprehensive/Targeted Supports

In the March 11 meeting, the board received an update on the district's implementation of the Integrated Guidance initiative, as well as an overview of the proposed plan for the next two school years. On April 8, the board will receive an update on community input received since the March 11 board meeting and take action on approval of the district's proposed Aligning for Student Success plan and application, so the district will continue to receive funding from the Student Investment Account, High School Success, and other integrated grants for the 2025-2027 biennium.

RECOMMENDATION

The superintendent recommends the board approve the district's Integrated Guidance: Aligning for Student Success plan and application as proposed.

SUGGESTED MOTION

I move to approve the Integrated Guidance plan and application as submitted.

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Outcomes & Strategies - Integrated Programs Draft		
Identifier	Outcome or Strategy	2025-27 Application Response
Outcome Early Lit	Increase academic achievement for K-3 reading and writing, focused on increasing achievement for all student focal demographic groups.	New for 2025-27
Early Lit 1	Invest in high-quality instructional materials to support evidence-based literacy practices.	New for 2025-27
Early Lit 2	Provide intensive support through High Dosage Tutoring.	New for 2025-27
Early Lit 3	Provide additional learning opportunities through extended learning programs and other interventions.	New for 2025-27
Early Lit 4	Support implementation of best practices in literacy instruction.	New for 2025-27
Outcome A	The BSD will increase graduation rates for all student demographic groups.	Continue from 2023-25 through 2025-27
A1	Reduce class sizes to close the opportunity and achievement gap using the Staffing Allocation Methodology (SAM).	Continue from 2023-25 through 2025-27
A2	Continue 9th Grade (On-Track) Success Teams at all high schools.	Continue from 2023-25 through 2025-27
A3	Mentoring and support of high school students who are not on-track for graduation within four-years.	Continue from 2023-25 through 2025-27
A4	Provide credit recovery options through high schools as well as online opportunities.	Continue from 2023-25 through 2025-27
A5	Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all students.	Continue from 2023-25 through 2025-27
Outcome B	Students in every focal and demographic group will report an increased sense of belonging at school.	Continue from 2023-25 through 2025-27
B1	Create school communities focused upon equity and inclusive practices.	Continue from 2023-25 through 2025-27
B2	Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion.	Continue from 2023-25 through 2025-27
B3	Create opportunities for families to connect and engage.	Continue from 2023-25 through 2025-27
B4	Expand the number of staff of diverse racial, ethnic and linguistic backgrounds through recruitment, hiring, and mentoring.	Continue from 2023-25 through 2025-27
Outcome C	Fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students.	Continue from 2023-25 through 2025-27
C1	Design and implement a K-12 Multi-tiered system of support (MTSS) focused upon the whole student, including students' academic, behavioral and social-emotional needs.	Edited from 2023-25 for 2025-27
C2	Provide equitable access to academic support and interventions.	Continue from 2023-25 through 2025-27
C3	Provide equitable access to behavioral, health and wellness supports.	Continue from 2023-25 through 2025-27
Outcome D	All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal demographic group.	Edited from 2023-25 for 2025-27
D1	Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses.	Continue from 2023-25 through 2025-27
D2	Expand Dual Language programs to increase access to students districtwide.	Continue from 2023-25 through 2025-27
Outcome E	Increase the number of students prepared for postsecondary success through participation in CTE Program of Study participation with specific focus upon students who are underserved/underrepresented in district CTE programs.	Edited from 2023-25 for 2025-27
E1	Enhance and expand Career Technical Education programs to align with industry-identified standards that will lead to high skill, high wage, and in-demand occupations.	Continue from 2023-25 through 2025-27
E2	Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD.	Continue from 2023-25 through 2025-27
E3	Provide training and support to HS Counselors and other staff on marketing CTE programs and recruiting students into CTE courses and Pathways.	Continue from 2023-25 through 2025-27
E4	Actively reduce barriers of entry for CTE programs by eliminating CTE student course fees and providing financial support for programs to purchase supplies and materials necessary for students to engage in hands-on learning activities.	Continue from 2023-25 through 2025-27
E5	Implement a career connected learning system with equitable access for all middle and high school students.	New for 2025-27

Integrated Guidance: Aligning for Student Success

Application March 2025

Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

The Beaverton School District regularly reviews data with efforts focused on equity and addressing student needs. The district Needs Assessment included community engagement and a review of disaggregated data. The goal of the Needs Assessment was to explore trends related to student learning through the lenses of equity, engaged community, provision of a well-rounded education, and strengthening systems and capacity.

Our engagement with industry and community partners has grown over the past two years. CTE Industry Advisory Boards meet regularly and increasingly provide an opportunity for meaningful collaboration between industry partners and CTE educators. Disaggregated data on student participation and persistence in CTE Programs of Study has been reviewed and analyzed by advisory boards, CTE teachers, and high school administrators. The gaps evident by gender and some focal groups have informed goal setting for each Program of Study.

Beginning in Spring 2024, the District's Integrated Guidance team reviewed each ODE Student Success Plan paired with a review of our Longitudinal Growth Performance Targets, our Strategic Plan indicators, and disciplinary data for the focal group highlighted in each Success Plan. This led to a close focus on the needs of individual focal groups.

The 4 year graduation rate for the Class of 2024 was 87.66%, a 1.54% decrease from the prior year, but higher than pre-pandemic rates. The 5 year graduation for the Class of 2023 was 93.06%. In 2023-24, the percentage of 9th graders on track

for graduation grew at the same rate for focal group students and all students. 3rd Grade ELA Proficiency as measured by SBAC has not yet returned to pre-pandemic levels and decreased in 2023-24. In 2023-24 the percentage of regular attenders increased for both the focal student group and overall student groups, with significant improvement for the focal student group. This data informs equity-based decision making and resource allocation within the district.

Overall, our results indicate our areas for improvement and further investment are to:

- Increase student sense of belonging, particularly for focal group students
- Increase early literacy achievement, closing the achievement gap for focal group students
- Increase 4 and 5 year graduation rates, particularly for focal group students
- Increase awareness of and access to career connected learning opportunities at the middle and high school levels
- Increase access to and persistent through CTE Programs of Study

Equity Advanced

Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

BSD's Equity Lens asserts that in order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments. We apply this Equity Lens by considering the following questions as we make decisions:

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

Our Integrated Programs plan is designed to support every BSD student, including prioritized focal student groups. As part of the plan, the following outcomes and strategies were identified to address needs:

1. Increase academic achievement for K-3 early literacy, focused on achievement for all student focal groups

- 1.1. Invest in high-quality instructional materials to support evidence-based literacy practices
- 1.2. Provide intensive support through High Dosage Tutoring
- 1.3. Provide additional learning opportunities through extended learning programs and other interventions
- 1.4. Implement and support best practices in literacy instruction
2. Increase graduation rates for all student demographic groups
 - 2.1. Continued support of reduced class sizes to close the opportunity and achievement gap using the Staffing Allocation Methodology (SAM)
 - 2.2. Continue 9th Grade (On-Track) Success Teams at all high schools
 - 2.3. Mentoring and support of high school students who are not on-track for graduation within four years
 - 2.4. Provide credit recovery options through high schools, as well as online opportunities
 - 2.5. Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all students
3. Students in every focal and demographic group will report an increased sense of belonging at school
 - 3.1. Create school communities focused upon equity and inclusive practices
 - 3.2. Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion
 - 3.3. Create opportunities for families to connect and engage
 - 3.4. Expand the number of staff of diverse racial, ethnic and linguistic backgrounds through recruitment, hiring and mentoring
4. BSD will fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students
 - 4.1. Design and implement a K-12 MTSS focused upon the whole student, including students' academic, behavioral and social-emotional needs
 - 4.2. Provide equitable access to academic support and interventions
 - 4.3. Provide equitable access to behavioral health and wellness supports
5. All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal demographic group
 - 5.1. Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses
 - 5.2. Expand Dual Language programs to increase access to students districtwide
6. Increase the number of students prepared for postsecondary success

through CTE Program of Study participation, with a specific focus on focal group students who are underserved in district CTE programs

- 6.1. Enhance and expand CTE programs to align with industry-identified standards that will lead to high skill, high wage, and in-demand occupations
- 6.2. Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD
- 6.3. Provide training and support to HS Counselors and other staff on marketing CTE programs and recruiting students into CTE courses and Pathways
- 6.4. Actively reduce barriers of entry for CTE programs by eliminating CTE student course fees and providing financial support for programs to purchase supplies and materials necessary for students to engage in hands-on learning activities;
- 6.5. Implement a career connected learning system with equitable access for all middle and high school students

What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Licensed staff new to the district and classified staff will participate in Engaging Equity modules to ensure they have access to the arch of learning that has been the focus for educators over the past two years. Teaching and Learning TOSAs will continue to provide and support professional development activities that embed high leverage, culturally responsive instructional practices and embed Tribal History/Shared History in content area instruction. As we move into the second year of MTSS implementation, data literacy and refinement of tiered practices will support students; social, emotional, and academic needs.

What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

The district has implemented policies and procedures to ensure inclusion of students experiencing homelessness, including compliance with the McKinney-Vento Act, which removes barriers to education and provides equal access to educational services and resources. Students experiencing homelessness in the Beaverton School District have access to all the programs and activities that

housed students have. The district's McKinney-Vento team serves as a point of contact to support students and their families, as well as provide training to staff on best practices for working with students experiencing homelessness.

In an effort to ensure students experiencing homelessness have equal access to opportunities, the Beaverton School District has leveraged both general fund and grant funds to pay for course fees, registration fees for extra curricular activities, test fees, and other needs of the student to be able to participate fully in education and enhancement opportunities. In order to protect the status of students experiencing homelessness, the district has developed a confidential database to monitor this focal group, but access to this information is shared through the district homeless liaisons, and is limited to school-based staff only on a need to know basis.

Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

A recent gap analysis of participation and persistence in CTE Programs of Study showed that BSD's participation and persistence gaps between female and male students are greatest in the Industrial and Engineering Systems learning area and the Arts, Information, and Communications learning area, where male students were more likely than female students to participate. In the Health Sciences learning area and Human Resources learning area female students were more likely than male students to participate and persist.

Efforts to promote student, family, and staff awareness and understanding of CTE Programs of Study continues to be an important strategy for increased participation in CTE programs. Information about both school and district CTE Programs of Study are frequently updated on our district and school websites to inform students, their families, and community members. Promotional materials and events are created to reach students and their families, including informational tables at high school curriculum nights, and career events. During the course selection process, CTE Programs of Study host various promotional events during the student day that invite students into CTE classrooms to learn from staff and other students. Tours of district CTE Option Programs have been organized for high school counselors, who play a key role in supporting student course selection. The intent has been to expand counselor understanding of both the CTE opportunities within their school and in district wide programs.

To develop awareness of CTE programs before students begin high school, each neighborhood middle school offers a "Future Lab" elective course that provides

students an opportunity to explore careers with active, hands on learning through modules that are aligned to CTE Programs of Study offered at their future high school and in district CTE Options programs. The intent is for students to see themselves in a pathway that they may have not yet considered for themselves.

Well-Rounded Education

Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework.

Our program review and assessment of our implementation of the practices described in Oregon’s Early Literacy Framework remain the same, with a few areas of notable progress and new areas of growth. We have since adopted a new, high-quality curriculum based on the Science of Reading and provided ongoing professional development for teachers to support fidelity of implementation. We have also implemented a universal screener for Early Literacy and Reading and are seeing student growth. We have created structures for time for K-3 teachers to engage in PLCs regularly. Across the other elements of the Framework, our progress and reflection remains largely unchanged.

How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

Ensuring that the adopted curriculum is aligned with state and national standards occurs through a systematic process that includes the careful review and alignment of the standards, a gap analysis assessing current materials, development of learning targets and a scope and sequence, selection of curriculum materials, and ongoing assessment and adjustment.

BSD’s Standards-Based Learning System relies on a scope and sequence of K-12 learning targets aligned to Oregon State Standards, with common, district wide rubrics to measure student proficiency. Implementation is supported by the Teaching & Learning Department which ensures teachers have access to scope and sequence of grade level standards and learning targets, as well as district adopted resources. Teachers on Special Assignment (TOSAs) provide ongoing professional development for teachers on evidenced-based, effective instructional practices. An interdisciplinary district course committee works to ensure alignment of courses

within our secondary schools. This ensures that students have access to all of the state and national standards to help them achieve post-high school success.

Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

Beaverton School District school administrators are tasked with evaluation and supervision of classroom instruction. Staff are observed both formally and informally and go through an annual professional goal setting process, based upon the CEL 5D+ Teacher Evaluation Rubric to support this work and ensure a focus upon intentional and engaging instructional practices that challenge each and every student. The 5D+ framework is a research-based tool that provides a shared language for instruction that grounds teaching and learning in classroom environment and culture, student engagement, curriculum and pedagogy, and assessment for student learning and purpose, and thereby development of high-quality instructional practices.

Principal supervisors support this work by participating in classroom observations alongside principals to sharpen our focus on the implementation of high leverage, evidenced-based instructional strategies. This provides timely feedback to administrators and teachers, helping identify professional development needs and guide efforts towards school improvement goals. Through this focus, we strive to support standards-aligned, rigorous instruction particularly in the core, Tier 1 settings.

How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

A goal in our strategic plan is Safe and Thriving: Student Safety and Well-being. This focus upon creating a safe and welcoming educational environment extends to include families, community members, faculty and staff.

Creating safe and inclusive learning environments is supported through district wide practices and ongoing professional development for all staff in Engaging Equity modules. School counselors and social workers provide additional support to students and families. Behavioral Health and Wellness teams collaborate on identifying interventions for students who may need additional support. A district-wide Social Emotional Learning TOSAs is available to assist schools and

families in managing challenging situations, ensuring that students remain in a safe learning environment. For students who need extra support, Student Safety Plans are created, which may include gang contracts developed in collaboration with School Resource Officers and school counselors. These strategies ensure that students who need additional support have a structured plan to remain safe and engaged in their education. Online reporting tools such as SafeOregon and BSD's Bias Incident Reporting Tool provide a mechanism for students to report concerns about safety if they are not able to share the concerns with a trusted adult at school, resulting in a prompt response from administrators.

The district is dedicated to implementing strategies to develop and support the needs of our community and recognize the importance of every community member. To ensure all members of the community experience a safe and welcoming environment the district adheres to consistent safety measures at all campuses, uses signage and displays in multiple languages and formats that highlight the assets of our diverse student and community population, and encourages community involvement through a variety of ways. Interpreters are available for family conferences and other meetings. Bilingual liaisons support schools in outreach efforts to families. Student and family affinity groups help increase a sense of inclusion and belonging.

Additionally, each year the district recognizes the tremendous efforts and generosity of volunteers and community partners through the district's community awards. A community celebration is held to honor, celebrate and share the impact that the annual awardees have upon the lives of students, in hopes of inspiring others to join in and offer their support in collaboration with the district.

How do you ensure students have access to strong school library programs?

The district has three licensed District Librarians that curate and manage library collections, as well as direct and support the Library Media Assistants at each of the schools. This support includes guiding the Library Media Assistants to work with classes of students to explore library collections and digital resources as well as checking out books.

At elementary schools, students participate in a specials rotation in the library where they have access to both physical and digital publications to check out, as well as learning sessions on digital literacy. At the secondary level students have access to robust school libraries with both physical and digital publications

available to check out. In addition to Language Arts classroom libraries, digital literacy lessons and research lessons are embedded in content courses.

The District allocates funds to each school on a per pupil basis to support ordering new books and resources to ensure libraries include high quality, culturally responsive books and materials for students. As the District expands Dual Language Programs, additional resources are allocated to ensure the libraries at schools with Dual Language Programs include books in the target language.

How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

At every school, a Behavioral Health and Wellness Team (BH&W) is formed as a collaborative, general education, solution-generating student intervention team made up of a variety of school perspectives. The BH&W team includes an Administrator, Student Success Coach/School Success Specialist, Counselor, Social Worker, Psychologist, and School Nurse. As available, the team may also include a Substance Use Specialist, Learning Specialist, Academic Coach, Grad Mentor, Campus Monitors, ELD Teacher/Staff, Case Manager, and Youth Services Officer.

The purpose of the BH&W Team is to work to provide every student what they need to thrive in the general education setting by:

- Reviewing the Universal Screener data, Early Warning System (EWS,) and other reports to track student needs
- Implementing evidence-based Tier II and III behavior and Tier III academic interventions when needed
- Monitoring and tracking interventions over the course of established time

Utilizing an equity lens, the team considers the whole student when making decisions that affect their long-term educational experience

How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups?

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

BSD is in Year 1 of implementing a districtwide Multi-Tiered System of Support, universal screeners in Reading and Math are used to identify students who may need additional tiered support. The universal screeners provide one data point, that when combined with other data such as teacher observations, classroom

assessments, and state tests help to identify what support is needed. School data teams implement interventions, collect data, adjust interventions, and monitor student progress. If students are not making adequate progress even after being provided with additional interventions, they may be referred for further evaluation with consent of the parent/caregiver.

For students who show mastery of learning objectives, teachers differentiate instruction. Differentiate instruction focuses on content, process, product, or learning environment. Modifications are guided by student readiness, interests, and learning profile. Strategies include, but are not limited to the higher level questioning, extensions, cluster/flexible grouping, independent study, curriculum compacting, independent projects, open-ended assignments, and single-subject acceleration.

If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

Two new CTE Programs of Study are in the planning stages at this time: Behavioral Health Systems and Electrical.

During the 2024-25 school year, an industry partner approached the staff at Sunset High School about the regional workforce need for Behavioral Health support staff. SHS staff visited a similar program, surveyed students to gauge interest, and developed additional industry partnerships. The primary goal of the Behavioral Health CTE program is to provide BSD students the opportunity to be knowledgeable, skilled, and compassionate job-ready graduates whose multilingual, multicultural, and/or cultural assets and empathy address workforce and client needs. In Fall 2024, the start up program began with one cohort of students and staff continued to develop the pathway courses, including course descriptions, syllabi, learning targets and rubrics. In Fall 2025, the program will expand to become a District CTE Option Program, with enrollment open to students attending any comprehensive high school.

The CTE Electrical Program of Study is planned to coincide with the completion of the rebuild of Beaverton High School in Fall 2026. During the constructional planning process over the past several years, instructional space was specifically designed to support authentic learning experiences in an Electrical program. BHS staff, in consultation with industry partners, are developing the pathway courses, including course descriptions, syllabi, learning targets and rubrics. In Spring 2026, a

CTE Electrical teacher will be hired for planning with courses beginning the following school year. Initially this program will be open only to Beaverton High School students, but may later be expanded to be a district CTE Options Program.

CTE staff will continue to collaborate with industry partners and high schools to analyze opportunities for new CTE programs aligned to high-wage and high-demand careers, relying on regional labor market data to guide decision making.

What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

Work-based learning experiences available to BSD students include Clinical/Internship/Practicum, Cooperative Work Experience, Pre-Apprenticeship, School-Based Enterprises, Service Learning and Workplace Simulation. Availability of the experiences vary between Programs of Study, however 32 out of 33 CTE programs actively incorporate work-based learning. The CTE Teacher on Special Assignment has provided professional development to build the capacity of CTE teachers to implement work-based learning, as well as to deepen the understanding of school administrators. Our goal is to embed work-based learning experiences at multiple points in each CTE Program of Study. A consistent process and agreement contract for clinical/internship experiences with industry partners has been implemented by the CTE program, Risk Management, and the district legal team. These protocols safeguard our students while building strong community partnerships. In addition, the district partners with the Washington County Chamber of Commerce to facilitate work-based learning experiences for all students.

Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes

Engaged Community

What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Engaging with our community has become an integral part of our decision making processes and following the widespread engagement in the Strategic Planning process, we have used focus groups, surveys, listening sessions and affinity groups to engage stakeholders in meaningful dialogue about their experiences, needs and perspectives on many topics. Beyond Integrated Planning, our students, staff, caregivers, and communities have provided feedback on many topics including cell phone policies, school schedules, facilities, and more. As we continue to strengthen trust with our families and community, meaningful collaboration is an expectation about the way we work together.

List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

- Superintendent Listening Sessions & Coffee Chats
- Student surveys
- Parent/Guardian Surveys
- Student Advisory Committee to the Superintendent
- Student focus groups and interview
- Multilingual Family Nights
- CTE Industry Advisory Board meetings
- Family Engagement Groups
- Educational Equity Advisory Committee

List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

- Classified staff surveys
- Licensed surveys
- CTE Program Equity Review (staff and community partners)
- School leaders engagement protocol

Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Students, families, industry and community partners, as well as staff are invested in the academic achievement and social emotional well-being of our students. Our

review of assessment data showed areas of growth related to our Strategic Plan, including student sense of belonging, early literacy achievement, graduation rate, regular attendance, awareness of and access to career connected learning opportunities at the middle and high school levels, and CTE participation and persistence. When survey and achievement data was disaggregated, there are gaps when comparing focal student populations with the total student population. We also need to continue to address disparities in disciplinary actions. This informs our plans to continue to strengthen our core instructional model while further developing our academic and behavioral Multi-tiered system of supports.

Strengthened Systems and Capacity

What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

The Beaverton School District's Human Resource Department recruits staff via professional educator fairs, outreach to specialized professional associations such as the National Association of Bilingual Educators (NABE), investment in grow-your-own pipeline programs and participation in regional networks dedicated to helping diversify the workforce. Efforts to recruit and retain educators and leaders representative of student focal groups include direct outreach to specialized professional associations, outreach to promising candidates, stipends for bilingual proficiency, affinity group support, dedicated affinity mentors, and pipeline programs specifically designed to support diverse staff.

The district onboards and supports new educators and leaders by dedicating time and resources to extended days of professional learning, and providing new employees with expert mentoring from full-release mentors. Additionally, the district provides ongoing professional learning embedded within eight non-student work days each school year, as well as opportunities for release time for additional learning and tuition reimbursement to encourage continuous learning.

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

District leaders work closely with the Human Resources team to ensure staff assignments maximize teacher expertise in supporting and meeting the diverse needs of students, including focal group students. Further, the district annually reviews the licensure of each and every staff member to ensure that teachers who

are out-of-field are properly supported so that instruction is robust. In recent years, the district has used grant funding, as well as general fund dollars to provide extra support and professional learning for teachers new to the profession and/or those on emergency teaching licenses. Teachers new to a subject area or level may be assigned a teacher mentor to assist them in providing high quality instruction. All instructional leaders are regularly trained and supported in effective staff supervision including support scaffolds to ensure that performance gaps are closed and all teachers consistently provide high quality instruction.

Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.

Each school's Behavioral Health and Wellness (BH&W) analyzes student behavioral data to identify root causes of student behaviors, then implement tiered supports for students. BH&W teams use tools such as student success or safety plans to provide strategies and interventions to mitigate further behavior. They analyze specific focal groups to ensure that supportive measures are being offered and implemented as appropriate. This year, increased opportunities for professional development for both licensed and classified staff on a culturally responsive continuum of care.

Building and district administrators engage in both professional development and collaboration regularly, analyzing student behavioral data using the BSD Equity Lens. This year, school administrators at each school level are calibrating both their restorative and disciplinary practices, including accurate reporting in our student information system.

What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

When a student is transitioning from LTCT sites, YCEPs, or JDEPs to our schools, the school principal and Public Safety Director receive a Juvenile Adjudication notice. When this is received the school principal contacts the Juvenile Counselor or Probation Officer listed in the notice to gather information about the student's support needs. The administrator then develops a transition plan that addresses orientation with a warm welcome, credit recovery and a Safety plan. The Safety Plan attends to any no contact orders that should be in place with other students. If necessary a Digital Safety Plan is created that includes a plan for student learning without the digital tools.

How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce?

A key outcome of our Strategic Plan is that all students leave each level with a plan and a purpose. The district employs a variety of strategies to support successful and seamless transitions between grade levels.

Early Childhood Programs to Elementary School

- Host PreK programs (4 year olds) and Head Start (3-4 year olds) at district schools
- Kindergarten Family Engagement Events
- Kindergarten staggered start for orientation day

Elementary to Middle School

- Incoming 6th Grade Family Night
- 5th Grade Fly Ups
- 6th Grade staggered start for orientation day
- Summer school, using data to identify students needing extra support

Middle School to High School

- Future Lab career exploration elective aligned to feeder high schools
- AVID Elective and schoolwide
- Incoming 9th Grade Family Night
- HS Counselor & Student Leaders visits to MS for course selection and community building
- 8.5 Summer School, using data to identify students needing extra support
- 9th Grade staggered start for orientation day
- 9th Grade Success Teams

High School to Post-Secondary and Workforce

- Early College High School
- AVID Elective and schoolwide
- Career-connected learning opportunities, such as career fairs, guest speakers, mock interviews, field trips to colleges and industry
- Family nights about the college application process and financial aid

At all levels, in order to meet the transition needs of students who experience a disability and are eligible for Section 504, elementary, middle and high school counselors collaborate to review student accommodation plans in order to ensure a seamless transition from one school to the next. Similar meetings are held between case managers for students eligible under IDEA.

What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands?

Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

Career exploration and career development coursework and activities are most robust at the high school level. This plan includes a strategy to implement a career connected learning system with equitable access for all middle and high school students.

At the elementary level currently, career exploration is largely variable between schools. Neighborhood middle schools offer a pre-CTE elective, Future Lab, that provides hands-on career learning experiences. Posters of CTE programs at their feeder high schools are displayed in the Future Lab, promoting the opportunities students will have in high school. Counseling teams facilitate career exploration through lessons and guest speakers. AVID Elective students participate in field trips to visit college campuses. The Pre-ACT 8 is offered to all 8th Grade students, which supports Career Exploration and can help students become more informed about and engaged in college and career exploration and planning. Results are shared with students and caregivers, along with resources to understand both the cognitive and non-cognitive results.

At the high school level, information about career connected learning and CTE opportunities are shared with students and caregivers through announcements, social media, school newsletters and academic planning guides, as well as promotional events during the school day for students and in the evenings for students and families. Counselors share information with students about CTE opportunities during the course selection process.

Career exploration and development is embedded in high school Advisory courses to support students meeting the graduation requirement of developing an education plan and building an education profile, in addition to participating in career-related learning experiences. Beginning with the Class of 2027, a Higher Education and Career Related Skills course will be a diploma requirement and will support enhanced communication with students and caregivers about career exploration and development.

The Pre-ACT is offered to all 10th Grade students and the ACT is offered to all 11th Grade students. Both support Career Exploration and can help students become more informed about and engaged in college and career exploration and planning. Results are shared with students and caregivers, along with resources to understand both the cognitive and non-cognitive results.

For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

BSD welcomes teachers new to our district through a New Staff Academy prior to preservice week. The week includes both technical onboarding and professional development grounded in equity, creating inclusive classrooms and schools, restorative practices, and high leverage instructional strategies. In addition, new teachers are able to work in small groups with content area TOSAs to understand BSD's Standards-Based Learning System, including learning targets, course scope and sequence, and district-wide rubrics. The two members of Teaching & Learning's Native American and Alaska Native Title VI team collaborate with their department colleagues to ensure that new staff are familiar with the curated resources available on the staff intranet, especially Tribal History/Shared History lessons organized by grade level and content area. To build staff awareness of the assets of our American Indian/Alaskan Native students and families, additional information is available about our BSD Native Learning Gardens, Native Heritage Month & Indigenous Peoples' Day Supports, Classroom Tribal Representation Resources, Indigenous Language Supports, and the Beaverton Education Foundations Native Education & Student Fund.

EARLY LITERACY

What is the name of the funding source for the 25% match for early literacy?

SIA and General Fund

Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Hiring
- Purchasing Curricula & Materials
- High Dosage Tutoring
- Extended Learning Programs
- Professional Development & Coaching
- Other

If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:

- Have the lowest rates of proficiency in literacy in the district
- Identified for comprehensive support and improvement under the federal Every Student Succeeds Act based in part on literacy score
- Have literacy proficiency rates that have not recovered to pre-pandemic levels
- Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district
- Not applicable if you only have one elementary school

If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each.

- Aloha Huber Park - 4.1%
- Barnes Elementary - 4.1%
- Beaver Acres Elementary - 4.1%
- Bethany Elementary - 2.4%
- Bonny Slope Elementary - 2.4%
- Cedar Mill Elementary - 2.4%
- Cehalem Elementary - 2.4%
- Cooper Mountain Elementary - 2.4%

- Elmonica Elementary - 4.1%
- Errol Hassell Elementary - 2.4%
- Findley Elementary - 2.4%
- Fir Grove Elementary - 4.1%
- Flex Online - .4%
- Greenway Elementary - 4.1%
- Hazeldale Elementary - 2.4%
- Hiteon Elementary - 2.4%

Jacob Wismer Elementary - 2.4%
Kinnaman Elementary - 4.1%
McKay Elementary - 4.1%
McKinley Elementary - 4.1%
Montclair Elementary - 2.4%
Nancy Ryles Elementary - 2.4%
Oak Hills Elementary - 2.4%
Raleigh Hills Elementary - 2.4%
Raleigh Park Elementary - 4.1%

Ridgewood Elementary - 2.4%
Sato Elementary - 2.4%
Scholls Heights Elementary - 2.4%
Sexton Mountain Elementary - 2.4%
Springville Elementary - 2.4%
Terra Linda Elementary - 2.4%
Vose Elementary - 4.1%
West TV Elementary - 2.4%
William Walker Elementary - 4.1%

Application Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.

Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

BSD's Strategic Plan, which drives our Integrated Programs application, consists of 4 Goal Areas and each has key outcomes to guide our planning.

1. Safe and Thriving: Student Safety and Well-being
2. Foundations of Success: Strong Start in Early Learning
3. Progress on Standards: Achievement for All
4. College and Career Ready: Supports for Post High School Success

In response to questions about safety and belonging on our annual survey in Spring 2024, most students responded positively, but responses for some focal groups were lower than the overall response. However, a leading indicator of students' sense of belonging may be evident in our attendance data. In 2024-25, the percentage of regular attenders increased for both the focal student group and overall student groups, with significant improvement for the focal student group. Continuing to support schools with Behavioral Health and Wellness staff and professional development on high leverage, culturally responsive strategies should result in improvements in this area.

3rd Grade ELA Proficiency as measured by SBAC has not yet returned to pre-pandemic levels and decreased in 2023-24. We believe that we will see improved learning outcomes with the continued implementation of the recent instructional materials based on the Science of Reading, expansion of dual-language programs and further development of our Multi-tiered System of Support

In 2024, the BSD overall graduation rate dropped 1.3% from the Class of 2023 to the Class of 2024. However, the graduation rate for the Class of 2024 continues to be higher than the pre-pandemic graduation rate and is higher than the statewide graduation rate. Overall, Hispanic/Latinx students and Native Hawaiian/Pacific Islander demonstrated a lower graduation rate compared to the overall BSD rates. Native American/Alaska Native and Black/African American students saw an increase in graduation rates from the Class of 2023 to the Class of 2024.

Several student groups demonstrated a lower graduation rate compared to the overall BSD rates. The student groups with the lowest graduation rate were Students Experiencing Homelessness and Students who were English Learners at any time during high school. Two focal groups (Recent Arrivers and Migrant Students) saw an increase in graduation rates from the Class of 2023 to the Class of 2024.

In 2023-24, the percentage of 9th graders on track for graduation grew at the same rate for focal group students and all students. Although they did not meet the LPGTs, the on track rate has returned to pre-pandemic levels. Continued work is reflected in the plan's investment in transition support.

Our plan includes strategies for enhancing and expanding CTE Programs of Study and includes a new strategy to implement a well-articulated career connected learning system at the secondary level. In our engagement activities it was apparent that students, families, community members, and even some staff were unfamiliar with CTE programs in our district or how to access them. On our annual survey, high school respondents indicated a lack of awareness of their progress toward career education requirements or progress towards their post-high school plans. As we strive to increase student participation and persistence in CTE Programs of Study, a critical strategy is developing a well-articulated career connected learning enhancement for all secondary students that includes career awareness, career exploration, and embedded career experiences.

How can ODE support your continuous improvement process?

ITEM FOR ACTION**APPROVE REVISIONS TO BOARD POLICIES JEA, JECA, JHC****SUMMARY**

Revisions are recommended to update school board policies JEA, JECA and JHC. The 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. Most of the proposed changes are necessary to align district policy to changes in the law.

POLICY DRAFT KEY

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

BACKGROUND**JEA Compulsory Attendance – REVISED**

This update removes language regarding issuing citations and adds language regarding procedures for children that are homeschooled.

JECA Admission of Resident Students – REVISED

Language in this policy has been adjusted to reflect a change in state law and replaces a reference to “alternative certificate” with “certificate of attendance.”

JHC Student Health Services and Requirements – DELETE

This policy is the last of the group of health-related policy updates the board has considered over the past few months, following OSBA’s recommendation of revisions, replacement or deletion as a result of changes in state law. OSBA recommends policy JHC be deleted as the needed content is addressed in other policies, including the new EBBA – Student Health Services which the board adopted in December.

RECOMMENDATION

The proposed revisions to these policies are presented for approval:

- Revisions to board policy JEA
- Revisions to board policy JECA
- Delete board policy JHC

SUGGESTED MOTION

I move to approve the policy revisions as submitted.

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Compulsory Attendance**

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school. All children age 5 and who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having **legal** control of a student **who is at least five years of age and who** has enrolled in a public school are required to **send have** the student **to school attend** and maintain the child in regular attendance during the entire school term.

The building principal or designee shall monitor and report any violation of the compulsory attendance law to the superintendent or designee.

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught by a private teacher; the courses of study usually taught in kindergarten through grade 12 in the public schools for a period equivalent to that required of students attending public schools.
5. Children being educated in the home by a parent, [legal guardian](#) or private teacher:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent, [legal guardian](#) or private teacher, the parent, [legal guardian](#) or [private](#) teacher must notify the Northwest Regional Education Service District (ESD) in writing within 10 days of such occurrence. [In addition, when such a student moves to a new ESD, the parent, guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling.](#)

- b. [The ESD is required to acknowledge receipt of notifications of homeschooling in writing within 90 days of the receipt of the notification, and notify the school district at least annually of students who reside in the district and are registered with the ESD.](#)
 - c. [Each child being taught by a parent or private teacher as described above shall be examined by a neutral, qualified individual following grades 3, 5, 8 and 10, and must meet other requirements in accordance with state law.](#)
 - d. [Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule \(OAR\) 581-021-0029;](#)
6. Children whose sixth birthday occurred on or before September 1 ~~of that immediately preceding the beginning of the current~~ school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
 8. Children excluded from attendance as provided by law.
 9. Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
 10. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
 11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 339.010 to -339.095](#)
[ORS 339.139](#)
[ORS 339.990](#)
~~[ORS 807.065](#)~~
~~[ORS 807.066](#)~~
[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0076](#)
[OAR 581-021-0077](#)

Cross Reference(s):

IGBHC - Alternative Education Notification

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education. 85

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A student is considered to be a resident student if they reside permanently or continuously with a parent or person in a parental relationship within the district attendance area. School-age students between the ages of 5-19, who live within the district attendance area, shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The district may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The district shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or ~~an alternative~~ a certificate of attendance.
 - c. These students may attend school without paying tuition for the remainder of the school year.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The district may, based on district criteria, deny school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapons policy violation. ~~The~~

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

~~district will place students appropriately.~~ The district will uphold the conditions of expulsion for the designated time remaining for the expulsion.

8. The district shall deny for at least one calendar year from the date of the expulsion regular school admission to students who have become residents and who are under expulsion from another school district related to firearms in violation of ~~for~~ a weapons policy ~~violation and/or state law~~. The superintendent may modify the time period as warranted by circumstances.

~~9. The district will not provide alternative programs of instruction to student who are currently under expulsion for a weapons policy violation.~~

~~State law considers a~~ A child is considered to be six years of age and is eligible to enter first grade if their ~~the~~ sixth birthday ~~of the child occurred~~ occurs on or before September 1 of that school year, ~~and is eligible to enter first grade;~~ ~~a~~ A child is considered to be five years of age and is eligible to enter kindergarten if their the fifth birthday ~~of the child occurred~~ occurs on or before September 1 of that school year, ~~and is eligible to enter kindergarten.~~

Students who attend a district school on an interdistrict transfer ~~or interdistrict open enrollment~~ are considered residents of the district.

END OF POLICY

Legal Reference(s):

ORS 109.056

ORS 327.006

ORS 339.115

ORS 339.133

ORS 339.134

ORS 433.267

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act (ESSA) 42 U.S.C. §§ 11431, 11431a) (2015).

Student Health Services and Requirements

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. School programs should be conducted in a manner that protects and enhances student and employee health and is consistent with evidence-based health practices.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse, under the supervision of a registered nurse or school nurse, for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements. The district shall maintain a disease prevention and health promotion oriented health services program, which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health screening for possible vision or hearing problems;
3. Health counseling for students and parents, when appropriate;
4. Health-care and first-aid assistance that is appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Department of Human Services, Health Services, and the county health department;
6. Prescription and/or nonprescription medication administration according to established district procedures;
7. Development of appropriate school health management plans for students who are medically fragile or have special health-care needs;
8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the delivery of health services to students and employees.

In accordance with the requirements of federal law, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

School-based health clinics will provide all health services in accordance with Oregon laws and best medical practices. School-based health providers shall observe the district's Health curriculum and the high school learning targets in Sexual Health and the Prevention and Control of Disease, which are aligned with the Oregon State Standards in Health Education. The district promotes abstinence as the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy. School-based health providers also may provide accurate and balanced information, resources, and services associated with any contraceptive or disease reduction method and explain proper use and effectiveness.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screenings and other health-related services, to the extent it is required by state law. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 336.201](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Every Student Succeeds Act, 20 U.S.C. § 8548 (2012).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

¹The term "invasive physical examination," as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

ITEM FOR ACTION AT A FUTURE MEETING**MIDDLE/HIGH SCHOOL LANGUAGE ARTS/ENGLISH LANGUAGE PROFICIENCY ADOPTION****SUMMARY**

The 6–12 Language Arts / English Language Proficiency Adoption Committee was formed and charged to develop a recommendation for instructional materials for language arts and English language proficiency for middle and high school grades, following the process outlined in the Beaverton School District Adoption Process in alignment with board policy IIA and administrative regulation II/IIA-AR. The committee has completed its review and has recommended Savvas *myPerspectives* and Vista. District administration recommends adoption of the curriculum identified by the adoption committee.

BACKGROUND

The Oregon State Board of Education adopted Language Arts and Literacy standards in June 2019, and instructional materials were adopted in October 2021. Additionally, The Council of Chief State School Officers (CCSSO), in collaboration with WestEd, developed new English Language Proficiency standards, which were adopted by the Oregon State Board of Education in October 2013.

An updated Oregon Department of Education Division 22 corrective action plan for instructional materials adoption was approved by the school board in November 2023. As part of the updated action plan, the district agreed to complete its adoption of instructional materials for middle and high school language arts (LA) and English language proficiency (ELP) in the 2024–25 school year for implementation in classrooms in fall 2025. This timeline allowed for the alignment to the Oregon Adolescent Literacy Framework (published in February 2025), which outlines the practices and research for adolescent literacy curriculum and instruction in Oregon classrooms.

The 6-12 LA/ELP Adoption Committee began meeting in September 2024 and has followed the [Beaverton School District Adoption Process](#) in alignment with Policy II/IIAR. The committee centered the Oregon Adolescent Literacy Framework in evaluating instructional materials and did a careful review of data, including student achievement, teacher and community input, and evaluations from classroom teachers who piloted the two finalist programs. Additionally, the lens of reading science and culturally responsive practice was foundational in selecting materials to support students' literacy and multilingual development.

Following this process, the adoption committee recommended the district adopt Savvas *myPerspectives*, which will include support for multilingual learners, and Vista for focused ELD settings.

RECOMMENDATION

The superintendent recommends adoption of the curriculum selected for recommendation by the 6–12 LA/ELP Adoption Committee: Savvas *myPerspectives* and Vista. This is presented for initial consideration and will come before the board for approval at its next business meeting.

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Secondary Language Arts/English Language Proficiency Adoption

Teaching & Learning

School Board Meeting
April 8, 2025

Presentation Team

- Dr. Heather Cordie, *Deputy Superintendent*
- Robin Kobrowski, *PreK-8 Executive Administrator*
- Veronica Galvan, *Administrator for Curriculum, Instruction, & Assessment*
- Dr. Toshiko Maurizio, *Administrator for Multilingual Programs*
- Katherine Hart, *Teacher on Special Assignment, Multilingual Department*
- Rebecca Ramirez Larson, *Teacher on Special Assignment, High School Language Arts*

Our Equity Lens

Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.

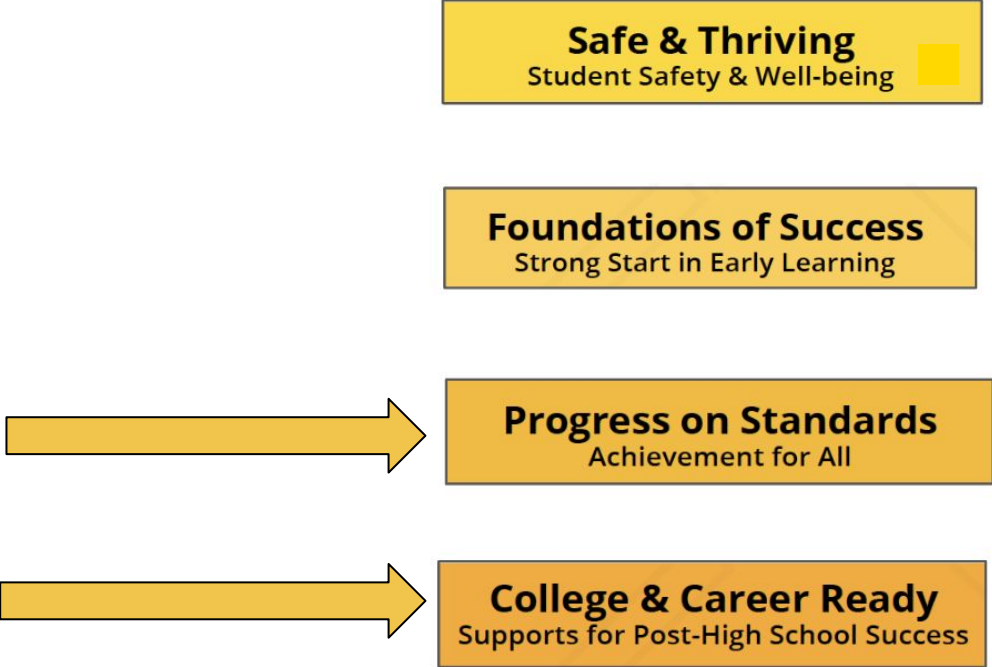


QUESTIONS

As you make decisions to support your work, consider the following:

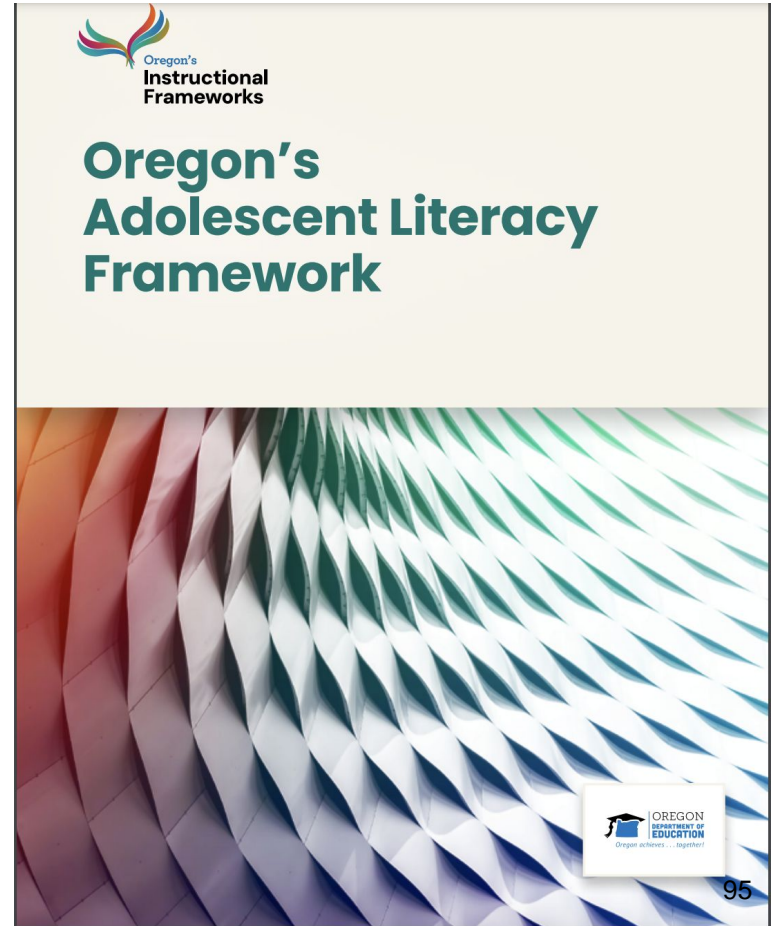
- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

District Strategic Plan Goal Areas



Oregon's Adolescent Literacy Framework

Building Capacity to Support
Adolescent Readers & Writers



Literacy Framework: Guiding Principles

- 1 **Belonging, motivation, and engagement** are essential to adolescent literacy learning.
- 2 Adolescents are brimming with **literacy, cultural, and linguistic strengths**.
- 3 Literacy competency is an indicator of **future vitality and vibrance**.
- 4 **Literacy skills and strategy instruction** matter at every grade and in **every content area**.
- 5 A **comprehensive schoolwide approach** supports **equitable** literacy instruction.
- 6 **Multilingualism** benefits everyone.
- 7 **Families and communities** strengthen school-based learning and support long-term goals.

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Literacy Framework: Primary Purpose & Audience

Purpose: To establish a purpose and provide practical guidance for building literacy skills (reading, writing, oracy) as part of core instruction across all disciplines in grades 6-12.

Primary Audience: *Teachers across the disciplines* in grades 6-12 can pick up the guide and build their understanding of the research that supports high-leverage literacy practices, *and* they will have practical ideas for teaching.

Secondary Audience: *School and district administrators* can use the guide to support teachers in incorporating literacy skills into their disciplinary teaching.

Literacy Framework: Relevancy

The framework was created to:

- ❑ Support students in grades 6-12 who are developing grade level literacy skills
- ❑ Provide secondary educators with evidence-based strategies to strengthen disciplinary literacy skills
- ❑ Align Oregon educators and leaders in a shared vision for secondary literacy instruction and achievement

Literacy instruction is every educator's job within their context!

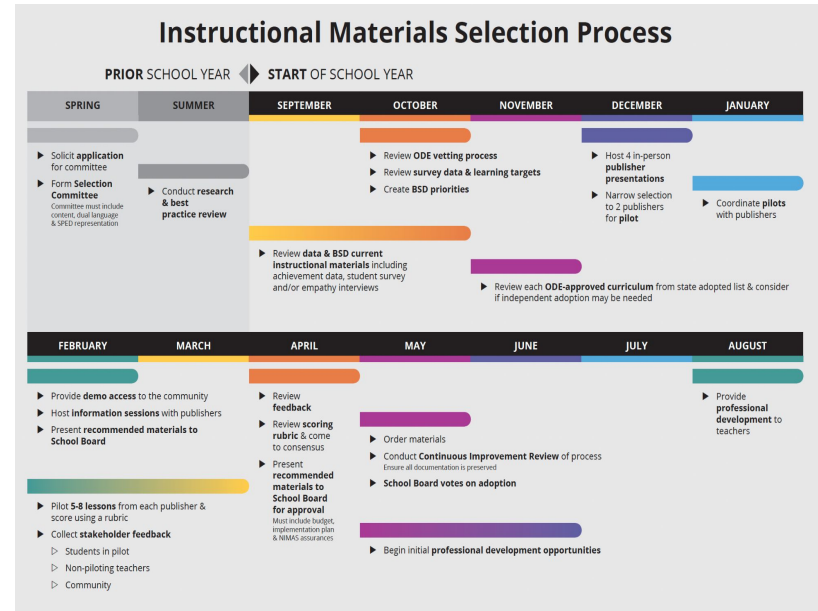
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Background and Summary

- State Board of Education adopted updated Language Arts standards in June 2019 and instructional materials in October 2021.
- State Board of Education adopted English Language Proficiency standards in 2013.
- The last BSD Language Arts adoption was completed in 2016-2017, and the last BSD English Language Proficiency adoption was in 2017.

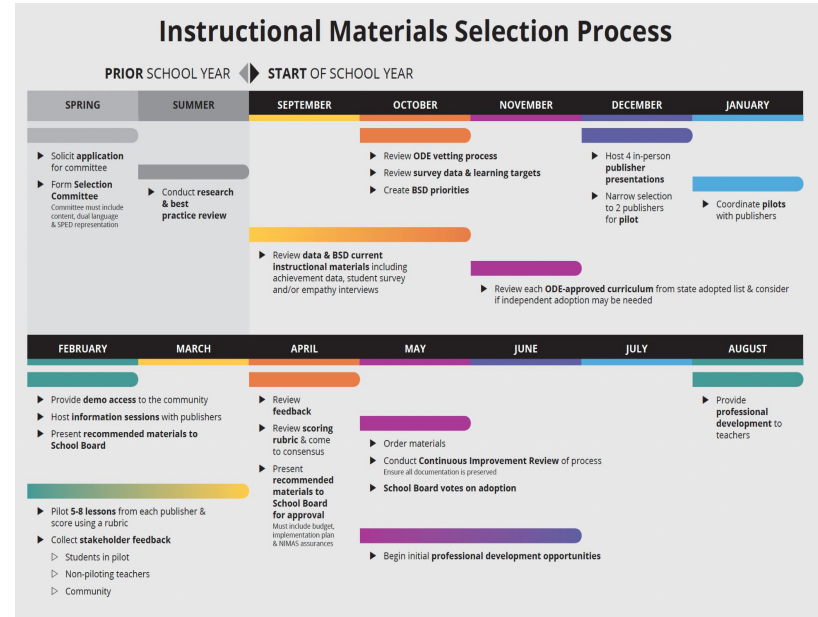
BSD Instructional Materials Selection Process

- The district was asked to complete the 6-12 LA/ELP review process during the 2024-2025 school year.
- New 6-12 instructional materials will be implemented in classrooms in fall 2025.



BSD Instructional Materials Selection Process

- The 6-12 LA/ELP Selection Committee began meeting in September 2024 and has met every month.
- The committee has followed guidance in the [BSD Instructional Material Selection Process](#) in alignment with Policy II/IIAR.



6-12 LA/ELP Committee Membership

Middle and High School Teachers - 8

Middle and High School Administrators - 4

English Language Development (ELD) Teachers - 4

Dual Language School Coordinators/Teachers - 2

District Content, ELD and Special Education TOSAs - 6

District Teaching & Learning Administrators - 3

Academic Coaches - 1

Parents/Community Members - 5

High School Students - 3

[LA / ELP Adoption Committee Roster](#)¹⁰²

Instructional Materials Review

Selection committee reviewed current adopted materials and 6-12 LA/ELD

- [Teacher Feedback](#)
- [Student Feedback](#)
- Learned about [High Quality Instructional Materials \(HQIM\)](#) and impact on student learning
- Studied Oregon's IMET ([Instructional Materials Evaluation Tool](#))

BSD LA/ELP Instructional Materials' Rubric (6-12)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	Little to no attention to high-quality nonfiction text.	Includes some attention to high-quality nonfiction text.	Includes substantial attention to high-quality nonfiction text.
Evidence-Based Discussion and Writing (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

Instructional Materials Review

BSD LA/ELP Instructional Materials Rubric (6-12):

- Oregon’s IMET Criteria (all criteria included)
- Oregon Adolescent Literacy Framework (added criteria to rubric)
- BSD Priorities & Alignment to Strategic Plan (added criteria to rubric)

BSD LA/ELP Instructional Materials' Rubric (6-12)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
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	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

Instructional Materials Review

BSD LA/ELP Instructional Materials Rubric (6-12) used to evaluate 4 programs on state approved list:

- Carnegie
- McGraw Hill
- HMH
- Savvas

BSD LA/ELP Instructional Materials' Rubric (6-12)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
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Evidence-Based Discussion and Writing (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

Pilot: McGraw Hill and Saavas

- Based on [Rubric Ranking Results](#), two publishers were selected to pilot:
 - McGraw Hill (Studysync)
 - Saavas (myPerspectives)
- 6-12 LA/ELD teachers (including classroom, dual language, and ELD) were invited to pilot both programs
 - 32 staff selected to pilot (12 schools represented)
 - Three weeks for each pilot with one day of training from publisher
 - **McGraw Hill:** Feb 4-21 and **Savas:** Feb 24–Mar 14
 - Evaluations collected from each pilot teacher & students

Summary of Input

Pilot Teacher & Student Evaluations and Public Survey Input

- [McGraw Hill StudySync - Pilot Teachers](#)
- [McGraw Hill StudySync - Pilot Students](#)
- [Savvas myPerspectives - Pilot Teachers Data](#)
- [Savvas myPerspectives Pilot Teachers Comments](#)
- [Savvas myPerspectives - Pilot Students Data](#)
- [Savvas myPerspectives - Pilot Students Comments](#)
- [Non-Pilot Teacher Evaluations](#)
- Parent/Community Review Sessions - [Online Review Results](#) and [In Person Review Results](#)

Language Arts/ELP Material Selection Recommendation

LA Materials: Savvas | *myPerspectives*

After review of data, the LA/ELP Material Selection Committee has recommended **Savvas | *myPerspectives*** based on the following strengths:

- High quality texts (with translation)
- Culturally and linguistically responsive
- Diverse representation
- Robust and engaging vocabulary instruction
- Dual language (3 of the 5 units are translated at the middle school level)
- Teacher usability (adaptable, teacher slide decks, Canvas integration)
- Structured supports and scaffolds (for teachers and students)
- Variety of individual and collaborative learning opportunities (oracy)
- Flexibility in platforms for engagement (online and offline consumable)

LA Materials: Savvas | *myPerspectives*

In recommending **Savvas** | *myPerspectives*, the committee noted the following considerations:

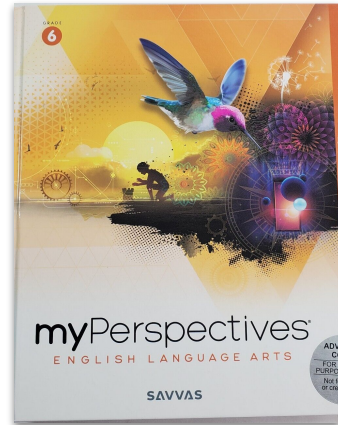
- Tier 2/3 supports (within curriculum and potential supplements)
- SBLS grading alignment with curriculum
- Classroom library integration
- 11/12 Curriculum: British & World Literature
 - Increased IB for All & AP/DC courses
 - IB (international baccalaureate) AP
 - AP advanced placement
 - DC dual credit university partnerships

Multilingual Supports

After review of data, the LA/ELP Material Selection Committee is recommending **Savvas | *myPerspectives***, which embeds the following multilingual supports:

- Structured supports and scaffolds (for teachers and students)
- Strong curriculum components that target the four language domains: reading, writing, listening, and speaking
- Translation tools
- Middle school materials for dual language Spanish programs

LA Materials: Savvas | *myPerspectives*



Limitations of Savvas | *myPerspectives* Materials and Solution

Savvas | *my Perspectives* does not, at this time, have a high school Spanish component for high school Spanish Language Arts dual language programs.

- Solution: a High School Dual Language workgroup will be formed to select materials for high school Spanish Language Arts courses. This workgroup will be formed in Spring 2025 and will begin the work in Fall 2025.

English Language Proficiency Material Selection Recommendation

English Language Proficiency Work Group

Name	School
Arielle Ali	Aloha High School
Alison Clines	Aloha High School Newcomer Center
Robert Conway	Westview High School
Courtney Cunningham	Mountainside High School
Melinda Davis	Meadow Park Middle School
Sarah Faulkner	Mountain View Middle School
David Glide	Tumwater Middle School
Norma Gonzalez	Beaverton High School
Shawn Parker	Whitford Middle School
Cassie Sementelli	Special Education TOSA
RaeAnn Strauser	Conestoga Middle School

ELP Work Group Summary of Input

- Selected [Cengage Lift](#) and [Vista Get Ready!](#) for piloting
- Teachers completed pilot surveys
 - Cengage ([see results here](#))
 - Vista ([see results here](#))
- Students completed pilot surveys ([see results here](#)); [Student Graphs](#)

Beaverton School District Secondary English Language Proficiency Materials Selection Criteria Rubric

Scoring: Rate each criterion from 1-3, based on the presence of listed quality indicators.

1. **Unsatisfactory:** At least half of the listed quality indicators are *either* missing or improperly/insufficiently implemented.
2. **Satisfactory:** At least half of the listed quality indicators are present *and* properly/sufficiently implemented.
3. **Exceeds:** All of the listed quality indicators are present *and* of high quality implementation.

Criterion	Quality Indicators	Look for Evidence of:	Individual Indicator Scoring
1. Equity and Inclusivity (Group 1) Overall Criteria Scoring: 1 2 3	Materials meet the ideals described in BSD's Equity Policy .	<ul style="list-style-type: none"> ● Culturally responsive learning experiences designed to promote a deeper sense of the global community and elevate student interests and identities. ● Materials use language/pictures/graphics/media that actively promote equity. ● Materials use strengths-based, positive language and portrayals. 	Individual Indicator Scoring: 1 2 3
	2. Assessment (Group 1) Overall Criteria Scoring: 1 2 3	Students are provided with consistent opportunities to demonstrate knowledge and skills.	<ul style="list-style-type: none"> ● Students are provided with regular, periodic opportunities to demonstrate progress in gaining English proficiency, rather than being measured once at the end of the year or at widely separated "checkpoints".
	Materials present a balanced assessment system, including formative, interim, and summative elements, using a variety of methods and modes.	<ul style="list-style-type: none"> ● A balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade-level outcomes. ● Students may demonstrate their learning through multiple modes (for example, not just a series of multiple choice tests). ● Ideally, materials include assessments <i>of</i> and <i>for</i> learning. 	Individual Indicator Scoring: 1 2 3
	Assessment system is clearly aligned to instruction and includes editable and aligned rubrics, scoring guidelines, etc.	<ul style="list-style-type: none"> ● Editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance. ● Teachers can access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank). ● Online assessments are aligned and have sufficient item banks. 	Individual Indicator Scoring: 1 2 3

ELP Materials Recommendation: Vista

After review of input data, the LA/ELP Material Selection Committee has recommended **Vista**, which will be implemented in focused ELD settings. An ELD teacher workgroup recommended this curriculum based on the following strengths:

- Strong connections to core content curriculum
- Ample opportunities for students to engage across all language domains: reading, writing, listening, and oracy
- Teacher and student usability (Canvas integration, adaptable, easy to navigate)

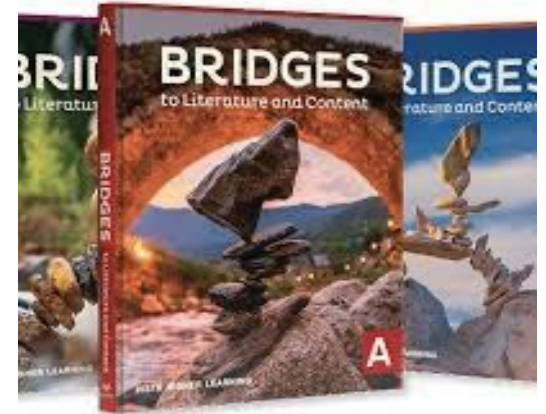
Vista Curriculum



Focused Newcomer
& Beginning ELD



High School Focused
Early Intermediate



Middle School Focused
Early Intermediate

Limitations of Vista Curriculum

- Curriculum lacks foundational literacy skills that many newcomer and students at the emerging level need to bridge gaps in literacy.
- Curriculum lacks oral language development strategies that help English Learner classified students with speaking and listening domains.

Supplemental Materials to Address Limitations

- **Flashlight 360** - (elevates speaking and writing proficiency)
 - Currently piloting
- **Language! 4th Edition** - (intensive literacy intervention curriculum)
 - Training April 1; pilot begins after training
- Supplemental Materials Evaluations week of April 21

Alignment to NIMAS, Implementation Plan, & Budget

Compliance with NIMAS

Savvas | *myPerspectives* and **Vista** materials are in accordance with the National Materials Accessibility Standards (NIMAS). Savvas | *myPerspectives* and Vista provide:

- Refreshable Braille
- Magnification and Color Contrast
- Screen Reader Functionality
- Alternative Text and Audio Description

Implementation Plan (Spring 2025)

Professional Development - Provided for all LA/ELD/SpED 6-12 staff, focusing on pedagogy and best practices (reading, writing, & oracy), with Oregon's Adolescent Literacy Framework as the foundation:

- **March** - Literacy Across Secondary Levels & the Oregon Adolescent Literacy Framework Section 4 (focus on reading)
- **April** - Writing Across Secondary Levels: Beaverton Learning Targets and the Oregon Adolescent Literacy Framework (focus on writing)
- **May** - Oracy at Secondary Levels: Supporting Diverse Student Populations & the Oregon Adolescent Literacy Framework Section 3 (focus on oracy)

Implementation Plan (2025-2026)

- **Coaching Academy & Teacher Leader Institute** - Build capacity of academic coaches and LIT leaders to support teachers with implementation of new curriculum and literacy best practices
- **Grade Level Cohorts** - Co-construction of curriculum scope and spiral during Year 1 implementation with teachers and building leaders
- **Secondary Calibration** - Create common assessments and calibrate with new rubrics to ensure commonalities across schools & grade levels
- **Classroom Libraries** - Continued support for classroom libraries, new books, and integration of libraries with new curriculum

Budget

Instructional Materials (4 years)

- Savvas | *myPerspectives* (Quote: \$3,018,543)
- Classroom Libraries (100 books/classroom): \$337,500
- Vista: \$329,402

Professional Development

- **Spring 2025:** \$425,728
- **2025-2026:** \$490,894

What questions do you have?

ITEM FOR ACTION AT A FUTURE MEETING**CONSIDER PROPOSED REVISIONS TO BOARD POLICIES GCBDA, GCBDC, JFCEB****SUMMARY**

Revisions are recommended to update school board policies GCBDA, GCBDC and JFCEB.

Changes to the G policies 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. Most of the proposed changes are necessary to align district policy to changes in the law.

Changes to the J policy are recommended for the board to provide direction to the district to restrict personal mobile device use by students at school, following a review process that will be discussed as an item for information in this meeting.

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**GCBDA Family and Medical Leave – REVISED**

Revisions are recommended to update language about usage of OFLA, FMLA, OMFLA and PFMLI, following changes in state law regarding leave provisions.

GCBDC Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave (Safe Leave) – NEW

OSBA recommends districts adopt policy aligned with recent changes in Oregon law, providing for employees to take protected leave related to domestic violence, stalking or other listed reasons.

JFCEB - Personal Electronic Devices and Social Media

Changes are recommended for the board to provide direction to the district to restrict personal mobile device use by students at school.

RECOMMENDATION

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

- Approve revisions to board policy JFCEB
- Approve revisions to board policy GCBDA
- Adopt new board policy GCBDC

Belong. Believe. Achieve.

Family [and](#) Medical Leave*

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA), the Oregon Military Family Leave Act (OMFLA), Paid Family [and](#) Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and worked ~~ed~~ at a worksite that employs 50 [or more](#) district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. ~~For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins; there is no minimum average number of hours worked per week.~~ Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years¹, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.² [PFMLI can be taken for family leave, medical leave or safe leave.](#)

~~Federal and state leave entitlements generally run concurrently.~~

[Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601-653-661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.](#)

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

¹ The wages are not required to have been earned for work in the district.

² See OAR 471-070-1010 for additional information.

Legal Reference(s):

[ORS 332.507](#)

[ORS 659B.010](#)

[ORS657B.025](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150 - 659A.186](#)

[OAR 839-009-0210](#) - 0460

~~Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).~~

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

Senate Bill 1515 (2024).

Domestic Violence, Harassment, Sexual Assault, Bias or Stalking Leave (Safe Leave)*

When applicable, the district will comply with the provisions of protected leave identified in ORS 659A.272 to address domestic violence, harassment, sexual assault, bias or stalking.

The district shall allow an eligible employee¹ to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining, counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent; or
5. To relocate² or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave if the eligible employee's leave creates an undue hardship on the district.

The district shall not deny leave to an eligible employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment because the employee makes inquiries about, applies for, or takes such leave.

The eligible employee shall give the district reasonable advance notice of the employee's intention to take leave unless giving advance notice is not feasible.

¹ Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

² "Relocate" is described in OAR 839-009-0345 (5).

The district may require the eligible employee to provide certification that:

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The eligible employee shall provide certification within a reasonable time (15 calendar days) after receiving the district's request for the certification.

Sufficient certification to support a request for such leave includes:

1. A copy of a report from law enforcement indicating the eligible employee or the employee's minor child or dependent was a victim of domestic violence, harassment, sexual assault, bias or stalking;
2. A copy of a protective order or other evidence from a court, administrative agency or attorney that the eligible employee appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias or stalking; or
3. Documentation from an attorney, law enforcement officer, health care professional, licensed counselor, clergy member or victim services provider confirming that the employee or their minor child or dependent is obtaining treatment, counseling, services or relocation due to domestic violence, harassment, sexual assault, bias or stalking.

All records and information kept by the district regarding the employee's leave under ORS 659A.270 - 659A.285, including the fact the employee has requested or obtained such leave, are confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

The employee may use any accrued paid leave, including sick leave, vacation leave or any other paid leave offered by the district. The district may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with board policies and any applicable collective bargaining agreement or other agreement.

Definitions

1. "Protective order" means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.
2. "Victim of bias" means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
3. "Victim of domestic violence" means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. "Victim of harassment" means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. "Victim of sexual assault" means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. "Victim of stalking" means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or

an individual who has obtained a court's stalking protective order or a temporary court's stalking protective order under ORS 30.866.

7. "Victim services provider" means the Department of Justice division providing victim services, a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

Legal Reference(s):

[ORS 192.355\(38\)](#)

[ORS 659A.270 - 659A.290](#)

Personal Electronic Devices and Social Media**

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

Students ~~may be allowed to~~ possession and use of personal electronic devices on district property ~~during the school day~~ and at district-sponsored activities ~~may be permitted subject to the limitations set forth in this policy, district rules established by the superintendent or designee, and school rules established by the principal. Student use of personal electronic devices shall be restricted during the school day. provided~~ Such devices ~~are~~ may not ~~be~~ used in any manner that may disrupt the learning environment; ~~or~~ district-sponsored activities, or violate board policies, administrative regulations, ~~school or classroom rules, or~~ state ~~and~~ ~~or~~ federal law¹.

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

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

If the district implements a curriculum that uses technology, students may be allowed to use their own personal ~~electronic devices~~ ~~computers~~ to access the curriculum. Students who are allowed to use their own ~~devices~~ ~~computers~~ to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Social media tools (as defined in administrative regulation JFCEB-AR - Personal Electronic Devices and Social Media) may be ~~allowed to be~~ used by students in a manner that supports the instructional and learning environment. ~~The district will not be responsible for information or comments posted by students on social media websites when the student is not using social media tools directly related to district activities.~~

The superintendent is directed to develop administrative regulations and/or approve school rules ~~as necessary~~ to ~~restrict the use of personal electronic devices by students during the school day and~~ ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities, consequences for violations, exceptions to the restrictions, a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied, and such other provisions as the superintendent may deem

¹The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies. 134

necessary. The superintendent is responsible for ensuring that pertinent provision of ~~board policies, administrative regulations and school~~ [the](#) rules governing personal electronic devices are included in student/parent handbooks, reviewed annually and updated as necessary.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

draft

ITEM FOR ACTION AT A FUTURE MEETING**SCHOOL BOARD MEETING CALENDAR FOR 2025–26 SCHOOL YEAR****SUMMARY**

The board annually approves a calendar of meetings for the school year. The proposed schedule for 2025–26 is recommended for consideration.

BACKGROUND

The board holds its business meetings once per month. As proposed, board business meetings generally will be held on the second Tuesday of each month and will start at 7 p.m. The board also will meet as needed for work sessions and executive sessions at 5:45 p.m. prior to board business meetings and on selected additional Tuesdays. This schedule may be adjusted and additional meetings may be scheduled at the discretion of the board chair.

RECOMMENDATION

The proposed board meeting calendar is presented for initial consideration and will come before the board for approval at its next meeting.

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**2025–26 SCHOOL BOARD MEETING CALENDAR
BEAVERTON SCHOOL BOARD**



DRAFT

Board Business Meetings

Tuesday, August 12, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, September 9, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, October 14, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, November 4, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, December 9, 2025	7:00 p.m.	Regular Business Meeting
Tuesday, January 13, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, February 3, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, March 10, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, April 14, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, May 12, 2026	7:00 p.m.	Regular Business Meeting
Tuesday, June 9, 2026	7:00 p.m.	Regular Business Meeting

Additional Board Sessions

Prior to each business meeting	5:45 p.m.	Board Session TBD
Tuesday, August 26, 2025	Time TBD	Board Retreat
Tuesday, January 27, 2026	Time TBD	Board Retreat
Tuesday, May 5, 2026	5:45 p.m.	Budget Committee / Board Session TBD
Tuesday, May 19, 2026	5:45 p.m.	Budget Committee / Board Session TBD

Additional dates may be scheduled as needed.

The board holds regular business meetings once per month. The board also will meet as needed for work sessions, study sessions, special meetings and/or executive sessions prior to board business meetings and on selected additional dates. This meeting schedule may be adjusted and additional meetings may be scheduled if needed.

Unless otherwise announced, board meetings will be held at the Beaverton School District Administrative Office at 1260 Waterhouse Ave. in Beaverton and will be livestreamed for virtual viewing. Executive sessions are not open to the public to attend or view.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting. Please contact the Community Involvement Office at 503-356-4360.

Approved by board _____ 2025

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ITEM FOR ACTION AT A FUTURE MEETING**BUDGET CALENDAR FOR 2026-27 BUDGET****BACKGROUND**

The board annually approves a budget calendar for the coming school year. The proposed schedule of dates during the 2025–26 school year for the 2026–27 budget process is recommended for consideration.

BACKGROUND

The proposed budget calendar includes dates during the 2025–26 school year for the appointment of budget committee members, a budget information session, budget committee meetings, budget public hearing and board adoption of the budget for 2026–27.

RECOMMENDATION

The proposed budget calendar is presented for initial consideration and will come before the board for approval at its next meeting.

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BUDGET CALENDAR 2026-27		
October 7, 2025 Tuesday	<i>School Board Meeting - 7:00 p.m.</i> <ul style="list-style-type: none"> · Budget Committee openings · Application process discussion 	<i>Administration Office</i>
February 10, 2026 Tuesday	<i>School Board Meeting - 7:00 p.m.</i> <ul style="list-style-type: none"> · Appoint Budget Committee members to fill vacancies 	<i>Administration Office</i>
March 10, 2026 Tuesday	<i>Budget 101 - 5:45 p.m. (before School Board meeting)</i> <ul style="list-style-type: none"> · Provide up-to-date budget information prior to budget proposal · Budget Committee to ask questions about process and significant factors influencing the budget 	<i>Administration Office</i>
May 5, 2026 Tuesday	<i>Budget Committee Meeting - 5:45 p.m.</i> <ul style="list-style-type: none"> · Superintendent proposes the budget and delivers the budget message · Elect Budget Committee officers · Public testimony 	<i>Administration Office</i>
May 19, 2026 Tuesday	<i>Budget Committee Meeting - 5:45 p.m.</i> <ul style="list-style-type: none"> · Budget Committee discussion · Approval of budget and tax levies 	<i>Administration Office</i>
June 9, 2026 Tuesday	<i>School Board Meeting - 7:00 p.m. (during School Board meeting)</i> <ul style="list-style-type: none"> · Budget public hearing · Board makes appropriations · Adopt budget and tax levies 	<i>Administration Office</i>
<u>District Contacts</u> Gustavo Balderas, Superintendent Michael Schofield, Associate Superintendent for Business Services Jessica Jones, Budget Manager Marcie Davis, Executive Assistant to Michael Schofield		

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