



## Beaverton School Board Business Meeting

District Office

1260 NW Waterhouse Avenue

Beaverton, Oregon 97006

Tuesday, August 12, 2025 7:00 PM

Video Stream: [www.youtube.com/beavertonschools](http://www.youtube.com/beavertonschools)

Meeting Materials: [beavertonsd.org/boardmeetings](http://beavertonsd.org/boardmeetings)

### AGENDA

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<b>I. OPEN MEETING</b>	
A. Call to Order	
B. Attendance	
C. Agenda Review	
<b>II. OATH OF OFFICE</b>	
A. Zone 1: Dr. Vân Truong	
B. Zone 5: Syed Qasim	
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A. Comments by Individual Board Members	
<b>X. CLOSE MEETING</b>	
A. Closing Comments	
B. Adjourn	

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

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

**BACKGROUND****School Finance Outstanding Service Award**

Mike Schofield, BSD's Associate Superintendent for Business Services, has received the Outstanding Service Award from the Oregon Association of School Business Officials, a recognition awarded by the statewide association to one school finance professional each year.

Mike has served Oregon students for more than 36 years, the last 6 in BSD. An excerpt from his nomination: "Mike's resume includes leadership through multiple economic downturns — from the Great Recession to the COVID-19 pandemic — always keeping students at the center and financial stability as a top priority... But what truly sets Mike apart is his ability to make complex things understandable. He has a gift for taking the tangled web of school budgets and turning it into something that's clear and meaningful — for administrators, school boards, and community members alike. Whether he's giving a live presentation or recording a budget update, his message is always grounded, accessible and focused on what matters most: our students."

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**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, August 8, 2025 through 12 p.m. on Tuesday, August 12, 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
Charlie	Henderson	Parent/Guardian	I am writing today regarding the ongoing investigation against a Beaverton school board member as it relates to posting pro Palestinian content online. When I heard about this investigation, I was completely floored that this Board would not only use tax dollars to go after a fellow Board member, but that it was done so over online comments calling out the ongoing genocide of the Palestinians. From my perspective, this illustrates a major problem that many in this community have, which is that they are more concerned with decorum and language than calling out literal war crimes being done with our tax dollars. Thus, as a Beaverton taxpayer, I demand to know precisely what it is that the five members saw that they thought that was worthy launching a McCarthy style investigation against one of their peers. Lastly, if the findings and decision from this investigation are not held publicly and in person, it shows a clear cowardice and lack of moral and intellectual clarity.
Rebe	Colasurdo	Parent/Guardian	I urge you to seriously consider all options prior to closing schools. I suggest you strongly consider the ramifications the district will endure should multiple school closures occur. I fear many families will choose to leave the district over sending their children to a 750 student elem, & this will hinder the Beaverton public school system even more when declining enrollment is already an issue. A few of the schools up for closure are Title 1 and it should be taken into consideration how a large school will impact the districts ability to serve all parts of our community. I recommend you find edu experts that will revise the outdated "ed spec" of 750 students per elem school. We must explore all alternatives before closures. This includes boundary changes & a RH K-8. The LRFP should present MULTIPLE

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			proposals and allow AT LEAST 6 wks of public input prior to any board vote. The voices of the community & the lives that will be affected by closures matter and deserve to be heard.
Jessica	E	Parent/Guardian	<p>As you continue to have conversations about facility usage, I encourage you to look at redrawing boundaries for ALL schools before closing schools. Several overcrowded schools in the district could have students transferred to lower-enrollment schools, allowing both buildings to remain open and benefiting all students. Options that were previously shared also showed closing schools causing enrollment at other schools to be over 100% capacity. We should not be closing schools when there are buildings that are or could be over 100% capacity.</p> <p>On another note, I would also encourage you to look at how FTE is allocated for school counselors. Currently, counselors are staffed at elementary schools 1:750 students. School counselors are essential to students and having proper availability to meet the needs of students is important. This staffing ratio does not allow that - especially for buildings with 700 students who are then only allocated 1 school counselor.</p>
Ryan	Richardson	Other Community Member	Beaverton School District exists for the betterment of the community. That's through good education, not private sell-outs. Through working with teachers and unions, not against them. Through listening to the voices in our community, not silencing them like the "investigation" into [REDACTED] The district only has so much money that is spent on education, it's irresponsible to waste that precious little on undermining our students, teachers, an administrators on expensive private sell-outs, poor teacher conditions, and private witch hunts. That's not what the school should be for. Those working for BSD should be serving the community, not self serving. We're raising the minds of the next generation. We must give them their best chance for their sake, not just our own.
Lizzie	Russell	Parent/Guardian	The proposal to close small elementary schools , specifically Raleigh park, is absolutely ludicrous. The gaslighting of bsd officials claiming that mega schools like Raleigh hills are an improvement is insane. Children, especially elementary aged, need focused, small-group support and instruction. Five, six and seven year olds are not equipped to face a school of 750 kids. Has anyone on the board making these recommendations ever actually spent any time with a child of that age? I understand you want us to buy into "bigger is better" bc it fits your budget goals, but bigger is WORSE and will result in lower school performance, higher carbon impact (think of all the walkers that would then have to drive or bus), loss of community, and more. Think of the title 1 kids that will be completely lost in the giant shuffle. I've attended large schools and small schools, small is superior. We will move out of district if RP closes and many others we know will too. It's not money, it's community.
Christine	Meliza	Parent/Guardian	I feel it is IMPERATIVE to look at boundaries for schools before closing schools. The boundaries on the east side make no sense anyhow, splitting peer groups 2-3 times as they progress through elementary, middle and high school. Let's redo boundaries to alleviate overcrowding at some schools, and fill schools that have seen enrollment decline. While student experiences may not be different between

			<p>large or small schools, parents are the ones supporting those students. If the parents aren't having a good feeling about their child's school, they are more likely to pull them out all together. As a parent of a child at these small schools, I feel more able to support teachers and staff because I have more interaction with them. Parents can support students that are not their own because families create support groups at these small schools to support each other and student success. Surveys are not capturing what SMALL COMMUNITIES can do and ARE DOING holistically to support kids.</p>
Brad	Russell	Parent/Guardian	<p>Kids that are struggling get lost in big schools. If any kid is esl, coming from a challenging home life, or struggling in any other way, they will disappear and fall through the cracks at a large school. You may advertise "big school = more resources" but we all know that is not true. Your budget concerns will ruin the lives of children who don't have the parent support necessary to navigate bc the giant school is too busy managing the masses. Nobody wants a big school. We all want small community schools. You are blatantly ignoring the best interests of every kid in the district if you close small community schools. It is clear that you are selfish and want to pursue your own interests. There are so many other options. Rework boundaries, offer vouchers, convert RH back to k-8. You are insane to think that anyone wants a mega school. This is not Texas or California, we are Oregon. Listen to the families not your greedy management. Families do not want the mega school. How is it a ????</p>
Nicole	Betz	Parent/Guardian	<p>Last week I attended the Long Range Facility Planning Committee. As a parent who actively attended several BRIC Meetings last spring I felt that the LRFP committee's agenda does not align with the goals BRIC was presenting. BRIC presented the need to find a solution for the whole district. However at the LRFP meeting when members asked about a whole district solution, they were redirected to think about it as a solution for the south part of Beaverton School District. There was also a focus on elementary schools, the committee was given no information on Middle or High School needs. Can you please clarify the goal of the Long Range Facility Planning Committee? If the district needs to reduce costs with shrinking enrollment then the LRFP should be looking at how we can best use all of our facilities and not just the elementary schools?</p>
Sarahlynn	Betz	Student	<p>I was sad and frustrated that they separated us into two different Middle schools. The transition from Elementary to Middle school would not have been as intimidating if I knew I would have my friends to help me feel like I belong.</p> <p>Having friends to lean on as we went through the transition would have allowed me to be more successful. I worked hard to make new friends, but it is sad to realize that in another couple years I would lose those friends when they will go to different high school than me. I will then have to make new friends all over again. How does this help me feel like I belong and that the administration is thinking about students like me?</p>
Patrick	Abell	Parent/Guardian	<p>Facilities should not lead the discussion on school closures. Let's reevaluate the outdated 2014 Ed-spec. Let's consider redrawing district lines. Building 750 kid mega elementary schools is bad for</p>

			students, bad for teachers and bad for parents. Let's be honest and collaborative about ways to create schools that are optimally sized for student success.
Peter	Jewett	Other Community Member	Raleigh Park is a wonderful school. The students have a diversity of needs and backgrounds, but all are known as individuals and supported by multiple adults, be they teachers, staff, or parent volunteers. The smaller size of the school facilitates this "knowing" and I believe it is really important for each student's development both academically and socially. I worry that in a larger school many of these students might fall through the cracks. Thank you for considering the many stories being shared by the Raleigh Park community. The school is a special place for many and I hope that you find a way to keep it in operation.
Marie	Soller	Other Community Member	Raleigh Park Elementary is a school that works for kids, families and the community. Please don't close it down without considering deeply what is best for kids and the community, and if there is actually a rational reason to shutter a school that has been so successful for so long.
Vicki	F	Other Community Member	I am greatly concerned about the potential closure of community schools. Had I known this was what the fine print meant, I would have voted no on the school bond measure. This has felt like a bait and switch and the cart is in front of the horse right now. Please update K-5 School Size Standards first. The 2014 "ed spec" of 750 students is outdated. Facilities and finance should not be the deciding factor rather student outcomes should be. More alternatives (e.g., boundary changes, program moves, and staffing updates) should be considered first. The LRFP should present multiple proposals and allow at least six weeks for public input before any board vote. Public comment periods should not coincide with the busy winter holidays. The LRFP should be required to provide recommendations that improve conditions for all students, including those in overcrowded large schools. Closures are a last resort. Public trust needs to be rebuilt and your work transparent. Thank you.
Mitzi	Sandman	Other Community Member	As BSD moves forward with the building of Raleigh Hills to a 770+-student capacity and considers the repercussions of an elementary building of that size, I urge the Administration and the Board to make any and all decisions regarding the usage of that building and others in our District not just from a facilities point of view, but a holistic view centered on student learning, belonging, and achievement.  My understanding is that the current Long Range Facility Planning Committee (LRFP) is focused on the physical facilities in BSD but will be making recommendations that obviously greatly affect the education and overall success of our students. Educators and specialists in Teaching and Learning need to be consulted, not just facilities and operations specialists scoped with the efficient management of the physical buildings.
Leticia	Gomez	Parent/Guardian	School Board, you must do all in your power to prevent the sale of Beaverton school land. We're talking hundreds of acres on the chopping block, land that our community can't afford to lose to private equity. School land and their facilities and assets MUST stay in the hands of the public IN PERPETUITY. Do

			NOT sell off public land. There are an invaluable amount of public assets located on our school grounds, like trees, sports fields, community gardens, and not to mention our historic school buildings. Other school districts like Portland and Hillsboro manage to reuse any closed school facilities for a community use. It is absolutely rotten that BSD is looking to sell off schools after they close them, which is terrible by itself. It's also outrageous that the Board has so far rubber stamped everything the BSD staff have put in front of them. Don't sell out your constituents for a quick buck, especially the students in the neighborhoods you are planning to destroy their schools.
Lindsay	G	Parent/Guardian	In recent communication regarding Long Range Facilities Planning committee's conversations, it seems that the scope of focus is very narrow. It is imperative to consider student outcomes and student well-being in the decision. I understand that financial concerns need to be considered, but making a decision to close schools without considering alternatives, as well as not including other points of data, such as student success, is a disservice to students. The mission of the district to Belong. Believe. Achieve. does not appear to be truly valued if a decision regarding school closures does not consider what students need to belong, believe, achieve. I implore the district to consider the students and families and the significant impact that school closures will have when making the decision. This should be more than a narrow, financial decision.
Isaac	Lamb	Parent/Guardian	Based on the last Long Range Facilities Planning Committee meeting minutes, I am troubled to see that the LRFPC is already focusing their work on small schools mostly in the SE quadrant before settling on "north stars" from the community listening sessions. This directly flouts promises the district made about the deliberate steps of this process, and it further erodes the trust that parents like me have that this process isn't a smokescreen for school closure/consolidation. As Board Members have said publicly, school closures should be a LAST resort, not a first. Why are other solutions - boundary changes, open enrollment, staffing models - not being considered? Why is the LRFPC plowing ahead as if the under enrollment of schools isn't tied to the over enrollment of other schools? The LRFPC should be looking at the district as a whole, as stated in their charter, and finding solutions that address all needs. And they should be looking at qualitative data, not just dollars, to do so!
Stephanie	Silver	Parent/Guardian	As a member of the LRFPC Committee, I'd like the district to direct us to form a separate, education-expert-led group to update the 2014 K-5 educational specification. The spec was written in 2014 when a prior LRFPC committee struggled to find land in a growing district, and needed to find a way to build two schools on one plot. This dynamic has changed and enrollment is now shrinking, and we must reevaluate whether 750 really is the optimal size to build in our district. Beaverton's ed spec is an outlier in the region, 20% larger than the next largest (Portland, Seattle, Salem-Keizer all build between 400-600). If this spec does not change, Beaverton will struggle to remain competitive in attracting and retaining families. Education experts who understand how to center and achieve optimum student outcomes should lead; facilities/finance should advise. The community is calling for this review, with ed spec changes mentioned in 30% of comments gathered in the recent LRFPC survey.

Claire	Reneau	Parent/Guardian	<p>Dear Board Directors,</p> <p>I am writing to you as a concerned parent and educator.</p> <p>As a former deployable sub. I had the opportunity to sub in over 40 schools in 2.5 years. The sites that had the smallest footprints and class sizes were without a doubt the most stable environments for students and staff. These elementary, middle, and high schools felt like second homes. In a world where our communities are divided by increasing demands on parents' limited free time, intimate learning settings are crucial for ensuring each child is seen, heard, and known by every adult on campus.</p> <p>I have been on several large campuses where an announcement is made about a "special guest" from the central office, and that's the cue for the dog and pony show to begin. Extra hands are on duty to help the students with explosive behaviors, and all other children are incentivized with treats to be their best selves. None of this is needed at the smaller, fully staffed schools.</p> <p>Please, keep schools small.</p>
Sara	S	Parent/Guardian	<p>BSD is severely mishandling the entire facilities topic. Community trust has only further eroded after clearly biased videos were released, then despite comments largely challenging BSD's position, the LRFP Committee continues to charge ahead on its mission to close schools. The committee has not been open to clear data, discussion about student impact, unintended consequences of these decisions, a broader look at the whole district instead of narrow scope on SE elementary schools, or a revisit of the Ed Spec to confirm the right size for a school – which is probably somewhere in between the tiny schools and mega schools. BSD's blatant disregard for facts, logic, and families only serves as a further reminder that you were never listening. Enrollment will continue to decline, but it is a reflection of how BSD chooses to operate as a tax-payer funded public school district. Families with means will remove their students, and the district will be left in an even worse situation.</p>
Megan	McMillan	Parent/Guardian	<p>I have yet to hear an answer on how the district is planning to address the transportation nightmare that is the new Raleigh Hills school. Our walking and biking route would now cross a highway and require walking through a huge parking lot. Our driving route requires navigating a notoriously dangerous intersection followed by waiting in standstill rush hour traffic on a one lane road. Did no one consider the implications of building a massive capacity school in that location? Doesn't give me any confidence in the district's decisions when you can't even get the basics right.</p>
Karin	Stark	Parent/Guardian	<p>Hello members of the board. I sincerely believe that you all are here for the students and want what is best for them. I am concerned though, that we will not get what is best for students when the LRFP considers closures as first resort, operates on a non-research-backed ed spec, and does not include experts in education when making its recommendations for the superintendent. With the board's history of never voting against recommendations brought forward, this feels like a forgone conclusion.</p>

			<p>Despite several of you telling me that schools will not close, I--and the community--does not believe you. We do not see authentic consideration and exploration of "all other options". We have not seen the board exercise checks and balances. I hope with all my heart--for the schools overcrowded and under-enrolled schools and all the others that are in danger of being closed on this trajectory--that I am wrong. Please prove us wrong. Even out the enrollment distribution by changing boundaries.</p>
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**CONSENT AGENDA — ITEM FOR ACTION****PERSONNEL ACTIONS****SUMMARY**

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

**RECOMMENDATION**

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

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**DRAFT MEETING MINUTES – SCHOOL BOARD SPECIAL MEETING JULY 7, 2025****Board Members Present:**

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

**Absent:****Staff Present:**

Dr. Gustavo Balderas  
Kerry Delf  
Sarah Weiland

Superintendent  
Chief of Staff  
Board Secretary & Executive Assistant

The meeting was held virtually and was open to the public to view via live stream on YouTube.

**I. OPEN MEETING**

Chair Karen Pérez called the meeting to order at 7:04 p.m. All seven board members were present.

**II. OATH OF OFFICE**

Newly elected board members Vân Truong and Syed Qasim each recited the oath of office as administered by Superintendent Balderas.

**III. CONSENT AGENDA**

- A. Meeting Minutes
  - a. School Board Work Session - June 2, 2025
  - b. School Board Business Meeting - June 2, 2025
  - c. School Board Special Meeting - June 10, 2025
  - d. School Board Executive Session - June 12, 2025
  - e. School Board Special Meeting - June 12, 2025

Melissa Potter moved to approve the consent agenda as submitted. Justice Rajee seconded. The motion passed unanimously 5:0 with new board members Vân Truong and Syed Qasim abstaining.

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*Use the following links to access board meeting information:*

*Video Livestream: [youtube.com/BeavertonSchools](https://www.youtube.com/BeavertonSchools) • Meeting Materials: [beavertonsd.org/boardmeetings](https://www.beavertonsd.org/boardmeetings)*

#### **IV. ITEM FOR ACTION**

##### **A. Election of School Board Chair and Vice Chair**

Melissa Potter nominated Sunita Garg for board chair. Ms. Garg accepted the nomination. Tammy Carpenter nominated Justice Rajee for board chair. Mr. Rajee declined the nomination and indicated his interest in continuing as vice chair this year. The board voted, and the selection of Sunita Garg as board chair passed unanimously 7:0.

Karen Pérez nominated Justice Rajee for vice chair. Mr. Rajee accepted the nomination. The board voted, and the selection of Justice Rajee as vice chair passed unanimously 7:0.

#### **V. CLOSE MEETING**

Board Chair Sunita Garg adjourned the meeting at 7:17 p.m.

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**DRAFT MEETING MINUTES – SCHOOL BOARD SPECIAL MEETING JULY 29, 2025****Board Members Present:**

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

**Board Members Absent:****Staff Present:**

Dr. Gustavo Balderas  
Dr. Shelly Reggiani  
Michael Schofield  
Kerry Delf  
Steffanie Frost  
Shellie Bailey-Shah  
Camellia Osterink  
Curtis Semana  
Sarah Weiland

Superintendent  
Associate Superintendent for Teaching & Learning  
Associate Superintendent for Business Services  
Chief of Staff  
Chief Human Resources Officer  
Public Communications Officer  
General Counsel  
Executive Administrator for Human Resources  
Board Secretary & Executive Assistant

The meeting was held virtually and was open to the public to attend via live stream on YouTube.

**I. OPEN MEETING**

Chair Sunita Garg called the special meeting to order at 6:34 p.m. following an executive session. Six board members were present at the outset and the seventh, Dr. Vân Truong, joined the meeting at 6:35 p.m..

**II. APPROVAL OF OSEA AGREEMENT**

Beaverton School District and the Oregon School Employees Association have completed negotiations and reached a tentative agreement on a three year contract effective July 1, 2025 - June 30, 2028. The agreement had been ratified by bargaining unit members with 94.85% of voting members in favor, and was presented for approval by the board.

Key features of the agreement include cost-of-living adjustments (COLAs) increasing salaries by 4.75% in 2025-26 and 5% in 2026-27, matching the raises provided to the district's other employee groups; an increase in the district's contribution toward employees' health insurance by \$130 per month starting the following month and by an additional \$100 in 2026-27, raising the district's contribution for employees' insurance premiums to \$2,131 per month; an economic reopener to later negotiate salary and insurance benefits for the third year of the contract, 2027-28; and language updates and changes to specific provisions in 27 articles.

Board members expressed their gratitude for the strong communication and collaboration between the district and OSEA throughout the bargaining process, resulting in a fair contract that reflects the dedication and efforts of everyone involved.

Dr. Karen Pérez moved to approve the terms of the collective bargaining agreement with OSEA. Justice Rajee seconded the motion. The vote carried unanimously 7:0.

### **III. CLOSE MEETING**

Chair Garg adjourned the meeting at 6:42 p.m.

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

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

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

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Contract Name	Recommended By	Contract Selection Process	Contractor / Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for BASE Cafeteria Building Roof Replacement	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0027	Perlo Construction, LLC	\$810,153.00	08/2025	09/2026	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Kinnaman Elementary Roof Replacement	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0027	Perlo Construction, LLC	\$4,428,241.00	08/2025	09/2026	Authorization to Award Contract
Beaverton High School Rebuild-Acoustic Theatrical Shell	Aaron Boyle, Administrator for Facilities Development	Cooperative Contract Region 4 Education Service Center/Omnia Partners Contract # R240120	Wenger Corporation	\$266,095.78	08/2025	12/2026	Authorization to Award Contract
Beaverton High School Furniture-Supply and Install	Aaron Boyle, Administrator for Facilities Development	Cooperative Contracts: KCDA 25-0130 and 25-130, Omnia Partners R240113, 07-86, 24-22,240114, 2019,001899, EI00239 and EI00237 and TIPS 210305	Newjee, LLC dba Hyphn	NTE \$2,800,000.00	08/2025	12/2026	Authorization to Award Contract
Westview High School Baseball/Softball/Multi-use Synthetic Turf Design	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0030	AKS Engineering & Forestry, LLC	\$395,127.00	08/2025	11/2026	Authorization to Award Contract
Renewable Propane Fuel for School Buses	Craig Beaver, Transportation Services Administrator	State of Washington Propane, Autogas, and Service – Master Contract #02318	Blue Star Gas – Seattle Co	\$750,000.00	08/2025	06/2026	Authorization to Award Contract

Renewable Diesel Fuel and Petroleum Products	Craig Beaver, Transportation Services Administrator	Cooperative Contract Fuel and Lube Product- Trimet Contract # RF220163LJ	Jubitx Corporation	\$1,500,000.00	08/2025	06/2026	Authorization to Award Contract
Risk Management Information System Software Renewal	Leah McCarthy, Risk Management Administrator	Cooperative Contract Multnomah County Contract # 4400003077	Origami Risk LLC	\$114,935.00	07/2025	06/2028	Authorization to Award Contract
College and Career Readiness Software	Stafford Boyd, Administrator for Curriculum, Instruction & Assessment	The Interlocal Purchasing System (TIPS) Cooperative Contract #230105	Xello Inc.	\$325,899.35	08/2025	06/2029	Authorization to Award Contract

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) Pre-Construction Services for BASE Cafeteria Roof Replacement

- **Contract Scope:** Provide CM/GC services for roof replacement at the BASE cafeteria building
- **Contract Timeline:** 08/2025 – 09/2026
- **Contract Amount:** \$9,353 (Pre-Construction Services)
- **Contractor/Vendor:** Perlo Construction, LLC
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** BASE Cafeteria Building Roof Replacement

- **Project Scope:** BASE cafeteria building roof replacement
- **Project Budget:** \$1,035,800
- **Project Timeline:** 08/2025 – 09/2026

**BACKGROUND:** This project is for the roof replacement at the BASE cafeteria building. This initial contract is for a construction manager/general contractor to provide pre-construction services. These services include constructability review, subcontractor engagement, planning and logistics, estimating, and the development of a guaranteed maximum price (GMP) proposal. The estimated construction cost for the project is \$800,800. If the negotiated GMP amount exceeds this estimate by more than 10%, then the GMP amendment will be brought before the board for approval.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Kinnaman Elementary School

- **Contract Scope:** Provide CM/GC services for the roof replacement at Kinnaman Elementary School
- **Contract Timeline:** 08/2025 – 09/2026
- **Contract Amount:** \$16,449 (Pre-Construction Services)
- **Contractor/Vendor:** Perlo Construction, LLC
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Kinnaman ES Roof Replacement

- **Project Scope:** Modular roof replacement
- **Project Budget:** \$4,540,000
- **Project Timeline:** 08/2025 – 09/2026

**BACKGROUND:** This project is for the roof replacement at Kinnaman Elementary School. This initial contract is for a CM/GC to provide pre-construction services. These services include constructability review, subcontractor engagement, planning/logistics, estimating, and ultimately the development of a guaranteed maximum price (GMP) proposal. The estimated construction cost for the project is \$4,411,792. If the negotiated GMP amount exceeds this estimate by more than 10%, then the GMP amendment will be brought before the board for approval.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Acoustic theatrical shell for the Beaverton High School rebuild project

**Contract Scope:** Supply and installation of the acoustic shell for the Beaverton High School rebuild project

- **Contract Timeline:** 08/2025 – 12/2026
- **Contract Amount:** \$266,095.78
- **Contractor/Vendor:** Wenger Corporation
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Cooperative Agreement, Region 4 ESC Omni Contract #R240120
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Beaverton High School Rebuild

- **Project Scope:** Rebuild and renovation of Beaverton High School
- **Project Budget:** \$253,000,000
- **Project Timeline:** 05/2021 – 12/2027

**BACKGROUND:** The 2022 bond measure approved by voters included funds for the replacement or substantial renovation of Beaverton High School. The replacement high school building is required to be substantially completed by July 6, 2026 and the site work is to be completed the following year. The acoustic shell is to be installed in the summer of 2026.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Furniture for the Beaverton High School Rebuild project

**Contract Scope:** Supply and installation of the furniture package for the Beaverton High School Rebuild project

- **Contract Timeline:** 08/2025 – 12/2026
- **Contract Amount:** Not to exceed \$2,800,000
- **Contractor/Vendor:** Newjee, LLC dba Hyphn
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Cooperative Contracts List Below:
  - ARTCOBELL KCDA 25-130
  - CAROLINA/OFS OMNIA CONTRACT R240113
  - EGAN OMNIA CONTRACT 07-86
  - GLOBAL E&I CONTRCT EI00239
  - GHENT E&I CONTRACT EI00237
  - MIEN OMNIA CONTRACT 24-22
  - NATIONAL PUBLIC SEATING TIPS CONTRACT 230301
  - SAFCO OMNIA CONTRACT R240114
  - STEELCASE & SMITH SYSTEM OMNIA CONTRACT 2019.001899
  - SPEC TIPS Contract 210305
  - WB KCDA 25-130
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Beaverton High School (BHS) Rebuild

- **Project Scope:** Rebuild and renovation of Beaverton High School
- **Project Budget:** \$253,000,000
- **Project Timeline:** 05/2021-12/2027

**BACKGROUND:** The 2022 bond measure approved by voters included funds for the replacement or substantial renovation to Beaverton High School. The replacement high school building is required to be substantially completed by July 6, 2026, with the site work to be completed the following year. This contract will procure, receive, assemble and install furniture in the new building during the summer of 2026. This contract is submitted for approval as not to exceed due to ongoing pricing negotiations with Hyphn.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Westview High School baseball/softball/multi-use synthetic turf design

- **Contract Scope:** Design/permit services for the replacement of existing natural grass with synthetic turf at baseball and softball fields
- **Contract Timeline:** 08/2025 – 11/2026
- **Contract Amount:** \$395,127
- **Contractor/Vendor:** AKS Engineering & Forestry, LLC
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Request for Proposal Master Contract 21-0030
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Westview HS SB/BB Synthetic Turf

- **Project Scope:** Replace existing natural grass with synthetic turf at baseball and softball fields
- **Project Budget:** \$4,000,000
- **Project Timeline:** 08/2025 – 11/2026

**BACKGROUND:** Westview High School is replacing its existing natural grass varsity softball, varsity baseball and multi-purpose fields with synthetic turf. All high school varsity softball and baseball fields will be replaced with synthetic turf in the current 2022 bond. This will allow Westview High School to use their fields year round for a variety of athletics and activities at all levels, including softball, baseball, soccer, football, band practices, PE classes and school functions. Design services will include design replacement of the existing natural grass with synthetic turf, surveying, geotechnical testing and facilitating permitting with local municipalities.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Purchase of Renewable Fuel Services for School Buses

**Contract Scope:** Purchase renewable propane fuel (rLPG) for school buses for the purpose of transporting pupils home to school per ORS 327.043 & IEP requirements. Expenses are eligible for 70% reimbursement from State School Fund.

- **Contract Timeline:** 08/2025 – 06/2025
- **Contract Amount:** \$750,000
- **Contractor/Vendor:** Blue Star Gas – Seattle Co
- **Funding Source:** General Fund
- **Solicitation Method:** State of Washington Propane, Autogas, and Service Master Contract #02318
- **Recommended By:** Craig Beaver, Administrator for Transportation Services

**ASSOCIATED PROJECT:** Purchase of Renewable Fuel Services for School Buses

- **Project Scope:** Provide an energy source which reduces carbon emissions, repurposes source materials which would otherwise terminate in a landfill and reduces carbon footprint versus traditional propane fuel.
- **Project Budget:** \$750,000
- **Project Timeline:** 08/2025 – 06/2028

**BACKGROUND:** The district utilizes 66 propane-powered school buses to transport students in home-to-school operations as required by state and federal statute. The district transitioned from the use of petroleum-based propane fuel (LPG) to renewable propane fuel (rLPG) during the 2022-23 school year in order to reduce the district's carbon footprint and contribute to sustainable environmental practices. The lowest-cost provider of rLPG fuel is Blue Star Gas, which was named as an awardee by the State of Washington through a cooperative, competitive bid process.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with Blue Star Gas – Seattle Co, subject to obtaining terms acceptable to district administration.

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Renewable Diesel Fuel and Petroleum Products

- **Contract Scope:** Purchase of renewable diesel fuel and petroleum products for school buses for the purpose of transporting pupils home to school per ORS 327.043 & IEP requirements
- **Contract Timeline:** 08/2025 – 06/2026
- **Contract Amount:** \$1,500,000
- **Contractor/Vendor:** Jubitz Corporation
- **Funding Source:** General Fund
- **Solicitation Method:** Fuel and Lube Product Cooperative Contract (Trimet #RF220163LJ)
- **Recommended By:** Craig Beaver, Administrator for Transportation

**ASSOCIATED PROJECT:** Purchase of Renewable Fuel Services for School Buses

- **Project Scope:** Provide an energy source which is 100% renewable and sustainable, improves air quality, reduces harmful emissions, improves mileage and vehicle performance, and is compatible with all diesel engines.
- **Project Budget:** \$1,500,000
- **Project Timeline:** 08/2025 – 06/2026

**BACKGROUND:** The district requires the use of a diesel fuel supplier for 237 existing diesel-powered school buses. Jubitz Corporation recently purchased the district's former long-term supplier, Bretthauer Fuels, and authorization is required to continue the supply of the indicated products.

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

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Origami Risk Software Renewal

- **Contract Scope:** Risk Management Information System Software Renewal
- **Contract Timeline:** 07/01/2025 – 06/30/2028 (36 months – retro to 7/1/25)
- **Contract Amount:** \$114,935
- **Contractor/Vendor:** Origami Risk LLC
- **Funding Source:** Risk Management Split Fund (50% Workers' Compensation / 50% Insurance Fund)
- **Solicitation Method:** Multnomah County Cooperative Contract # 4400003077
- **Recommended By:** Leah McCarthy, Administrator for Risk Management

**ASSOCIATED PROJECT:** Origami Risk Software

- **Project Scope:** Risk Management Information System Software for Beaverton School District
- **Project Budget:** \$114,935
- **Project Timeline:** 07/2025 – 06/2027

**BACKGROUND:** The district utilizes a Risk Management Information System (RMIS) to support its self-insurance claims management program. This software is used District-wide for incident tracking, safety committee documentation, building inspections and data analytics. It also plays a key role in ensuring compliance with OSHA, as well as state and federal reporting requirements. This contract may be further renewed or amended to exceed the \$250,000 board approval threshold.

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

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** Xello College & Career Readiness Software

- **Contract Scope:** Procurement of an online program that fully engages every secondary student in building the skills, knowledge and plans for college & career readiness
- **Contract Timeline:** 08/2025 – 06/2029
- **Contract Amount:** \$325,899.35
- **Contractor/Vendor:** Xello Inc.
- **Funding Source:** Integrated Programs Grants: High School Success, Student Investment Account
- **Solicitation Method:** Intermediate procurement
- **Recommended By:** Stafford Boyd, Administrator for Curriculum, Instruction & Assessment

**ASSOCIATED PROJECT:** Xello College & Career Readiness Software

- **Project Scope:** Procurement of an online program that fully engages every secondary student in building skills, knowledge, and plans aligned with BSD Strategic Plan Student Success Goal #4: College & Career Ready – Supports for Post-High School Success
- **Project Budget:** \$325,899.35 total for 4 years
- **Project Timeline:** 08/2025 – 06/2029

**BACKGROUND:** Xello is a college & career readiness digital platform that puts each student at the heart of their journey seeing a future they want and knowing how to achieve it. The tools will be piloted in the 2025-26 school year to support first year implementation of the new Higher Education and Career Path Skills graduation requirement courses in all BSD high schools. Implementation of the tool in grades 6-12 is planned to begin in fall 2026 to coincide with the sunseting of our current system, Oregon Career Information System (CIS), which will partially offset the cost of this contract. Features include:

- Assessments that build student self-knowledge
- Personalized student portfolios
- Vibrant career and college profiles
- Interactive course planning tools
- Support building employability skills
- College planning and application integration
- Career-connected learning integration
- Multilingual translation in over 130 languages
- Curriculum, monitoring, and tracking for educators
- Family accounts for full visibility into their students' future goals, plans and learning

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

**ITEM FOR ACTION****SUPERINTENDENT SEARCH COMMITTEE****SUMMARY**

With the current superintendent departing from the district no later than July 1, 2026, the district will need to conduct a process this year to identify the district's next superintendent. Board leadership proposes that the board establish an ad hoc committee of the board to support the superintendent search process.

**BACKGROUND**

Superintendent Dr. Gustavo Balderas has announced he will be departing from the district by July 1, 2026. The district will need to conduct a process to identify the district's next superintendent.

The board may establish ad hoc board committees for specific purposes. Such committees are temporary, not standing committees: Once the assignment is completed, the committee is dissolved. Committees gather information and make recommendations to the board, and do not have the power to act for the board except as specifically authorized. Per board policy, committee members are appointed by the board chair. Committees of the board comply with Oregon public meetings laws.

**RECOMMENDATION**

Board leadership recommends that the board establish a superintendent search committee. In a first step, the committee would be tasked to work with district staff to issue a solicitation for proposals for executive search services, then review submissions and recommend finalist firms to be considered by the board. After the board selects a search consultant, the committee would work with the consultant to develop and recommend the superintendent search process and timeline, including the further role of the committee, for board approval. Final decisions will be made by the full board.

**SUGGESTED MOTION**

I move to establish the superintendent search committee as proposed.

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**ITEM FOR ACTION AT A FUTURE MEETING****CONSIDER PROPOSED REVISIONS TO BOARD POLICIES BBBA, IGBHE, KK****SUMMARY**

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

**POLICY DRAFT KEY**

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

**BACKGROUND****BBBA - Board Member Qualifications**

Minor revisions are recommended to update pronoun language.

**IGBHE - Expanded Options Programs**

Changes are recommended by OSBA following a recent review of statute and include some revisions that modify use of the term “dropout.”

**KK - Visitors to District Facilities**

Minor revisions are recommended to update pronouns and align with OSBA sample policy.

**RECOMMENDATION**

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

- Revisions to board policy BBBA
- Revisions to board policy IGBHE
- Revisions to board policy KK

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## Board Member Qualifications

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A person is eligible to serve as a board member if ~~he/she is~~ [they are](#) an elector of the district. An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law, and must have been a resident within the district for one year immediately preceding the election or appointment. Additionally, if the district is zoned, the individual must be a resident of the zone.

No person who is an employee of the district is eligible to serve as a board member while so employed. A person who is an employee of a public charter school may not serve as a member of the board of the district in which the public charter school that employs the person is located.

END OF POLICY

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### Legal Reference(s):

[ORS 247.002](#)

[ORS 247.035](#)

[ORS 249.013](#)

[ORS 332.016](#)

[ORS 332.018](#)

[ORS 332.030](#)

[ORS 332.124](#)

[ORS 332.126](#)

Oregon Constitution, Article II, Section 2.

### Cross Reference(s):

BBE - Vacancies on the Board

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## Expanded Options Program\*\*

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The board is committed to providing additional [educational](#) options to [eligible](#) students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law ([ORS 340](#)) and give priority to at-risk students.

### Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if ~~he/she~~ [the student](#):

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan; and
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not an [foreign](#) exchange student enrolled in a school under a cultural exchange program.

### Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a ~~returning dropout~~ [student returning to high school after dropping out of school](#), of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;

5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; [and](#)
6. District timelines affecting eligibility and duplicate course determinations.
- ~~7. Exclusion of duplicate courses as determined by the district;~~
- ~~8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the superintendent's designee under ORS 343.030;~~
- ~~9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.~~

### Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of ~~his/her~~ [their](#) intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or ~~returning dropout~~ [student returning to high school after dropping out of school](#) has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

### Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the deputy superintendent for teaching and learning based on evidence of the scope of the course. The board [or designee](#) will issue a decision on the appeal within five business days of receipt of the appeal. If the appeal is denied by the board [or designee](#), the student may appeal to the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

### ~~Expanded Options Program~~ Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). [\(The caps must be established separately for each high school.\)](#)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district chooses not to exceed the cap it will establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who

are “at risk.” An “at-risk student” means (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

### Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the district’s decision may be appealed to the board<sup>{1}</sup>.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student’s education record. A student shall provide the district with a copy of the student’s grade in each course taken for credit under the EOP. The student’s education record shall indicate that the credits were earned at an eligible post-secondary institution.

### Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of instructional costs associated with the student’s enrollment, including tuition and fees, ~~costs of~~ textbooks, equipment and materials.

### Waiver

A district may request an EOP waiver from the Superintendent of Public Instruction<sup>2</sup> if: compliance with the EOP would adversely impact the finances of the district or if all conditions identified in ORS 340.083(1)(b) [3] exist.

- ~~1.— Compliance would adversely impact the finances of the school district; or~~
- ~~2.— Accelerated programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers accelerated college credit to their respective high school student);~~

### Student Reimbursement

Students are not eligible for any state student financial aid for college course work, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

<sup>1</sup> ~~{ORS 340.040(3) allows a student to appeal through an “appeals process adopted by the school district board.”}~~

<sup>2</sup> Oregon Department of Education

<sup>3</sup> [ The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated credit program;

2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and

3. Has a process for participation in the program that allows:

a. All at-risk students who are eligible students to participate in the programs;

b. At-risk students to earn the number of credit hours established by the State Board of Education under ORS 340.080; or

c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.]

### **Transportation Services**

The district may provide transportation services to eligible students who attend [eligible](#) post-secondary institutions within the education service district boundaries [of which the district is a component district](#).

### **Special Education Services**

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

### **District Alternative Programs**

[The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.](#)

Any new program, agreement or plan that is developed after January 1, 2006, [and is intended to provide access for public high school students to a post-secondary course](#), may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

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### **Legal Reference(s):**

[ORS 329.485](#)

[ORS 332.072](#)

[ORS 336.615 to -336.665](#)

[ORS Chapter 340](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2012).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).

[Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 \(2018\); 29 C.F.R. Part 1630 \(2022\); 28 C.F.R. Part 35 \(2022\).](#)

[Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 \(2018\).](#)

[Rehabilitation Act, 29 U.S.C. §§ 791, 794 \(2018\).](#)

[Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 \(2018\).](#)

[Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 \(2022\).](#)

[Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 \(2018\); 34 C.F.R. Part 300 \(2022\).](#)

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## Visitors to District Facilities\*\*

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The district believes that the involvement of parents and community members is vital to development of a better understanding of the district's educational programs. The district encourages parents and community members to visit the schools throughout the school year. Such visitations should be encouraged, arranged and permitted within considerations for the requirements of the educational program and the orderly administration of the school and classroom.

"Visitors" are individuals whose participation is not ongoing or frequent. Examples include visitors who come to school for a special event or performance ~~or a grandparent who is in town who wishes to have lunch with their grandchild in the cafeteria~~. In these and similar instances, a volunteer application and background check is not required.

Visitors are expected to follow all rules for visitors established by the schools and board policy to assure that visitations do not disrupt the educational program. Visitors must enter through the front entrance and check in at the main office.

While encouraging visitation, the district has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of students and staff and protecting the district's facilities and equipment from misuse and vandalism. The principal or ~~his/her~~ their designee may exclude or restrict the access of a visitor from district property when in ~~his/her~~ their opinion the presence of the visitor is disruptive to the educational environment and/or threatens students or staff. A visitor who has been excluded will receive notice of the exclusion, including the district property or properties included and the duration of the exclusion, and may not enter the specified district property for a period of time designated by the notice.

END OF POLICY

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### Legal Reference(s):

[ORS 164.245](#)

[ORS 164.255](#)

[ORS 166.025](#)

[ORS 166.155 to -166.165](#)

[ORS 332.107](#)

[ORS 339.327](#)

### Cross Reference(s):

IICC - Volunteers