



## Beaverton School Board Business Meeting

District Office  
 1260 NW Waterhouse Avenue  
 Beaverton, Oregon 97006  
 Tuesday, November 4, 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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**RECOGNITION OF STUDENTS, STAFF AND COMMUNITY****SUMMARY**

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

**BACKGROUND****Gloria Barron Prize for Young Heroes**

Anisha Dhoot, a junior at Westview High School, has been selected as a winner of the 2025 Gloria Barron Prize for Young Heroes. The Barron Prize annually honors 25 outstanding young leaders nationwide who have made a significant positive difference to people and the environment. Anisha's "Smart Carbon Recycling" innovation supports sustainable agriculture and helps mitigate climate change by combining carbon sequestration, seaweed-based fertilizer, biochar and an AI-based machine learning model that aids crop selection. She will receive \$10,000 to support her service work or higher education.

**Distinguished Service Inside the Profession**

Katie Gillard, art teacher at Beaverton High School, was awarded the Distinguished Service Inside the Profession Award by the Oregon Art Education Association. Katie was nominated by her peers for this award and selected by an anonymous committee.

**Oregon Middle School PE Teacher of the Year**

Emily Zien, physical education teacher at Tumwater Middle School, was selected as 2025–2026 Oregon Middle School PE Teacher of the Year by the Society of Health and Physical Educators. Emily was recognized in front of her peers at the Fall Oregon SHAPE Conference last month.

**Oregon School Psychologist of the Year**

School psychologist Heather Birch was selected as the Oregon School Psychologist of the Year by the Oregon School Psychologists Association. Heather was recognized in front of her peers at the OSPA 2025 Fall Conference last month.

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**PUBLIC COMMENTS**

Written comments were accepted by online form submission from 12 p.m. on Friday, October 31 , 2025 through 12 p.m. on Tuesday, November 4, 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
CTP	Parent	Parent/Guardian	<p>As a parent of a student in the Community Transition Program, I am very concerned about the shortage of paraprofessional staff. My child gains independence, confidence, and job skills through real-world experiences — riding buses, navigating streets, and practicing skills at job sites. These experiences are only possible when enough trained adults are present to ensure safety and support.</p> <p>When staff are stretched too thin, outings are reduced, groups are combined, and opportunities for growth are lost. Paraeducators provide the guidance and consistency my child relies on to learn and thrive. Without adequate staffing, safety, IEP goals, and critical community learning are at risk.</p> <p>I urge the district to prioritize and maintain sufficient paraprofessional support so our children can continue to grow, learn, and prepare for life beyond school.</p>
Kara	Lane	Other Community Member	<p>As a community member, and a family member of multiple children in the school district, I implore you to keep the music education budget as robust as possible. These band, choir, and other music and arts programs are greatly enriching lives every single day. Students get the benefit of community, the emotional regulation of creating music, the growth mindset skills, the life skills, and the academic growth that has been proven time and time again. The research quite clearly shows that prioritizing music education leads to school wide growth and improvement in all areas. Want better test scores? Music education. Better attendance? Music education. Happier students? Music education.</p>

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			<p>Not only do our students deserve music education, but the incredible educators that are spending countless hours supporting these students deserve fair pay for their work. I know that budgets are tight, but I ask you to do duty to preserve this incredible opportunity for our students, community, and society.</p>
Melanie	Merriss	Parent/Guardian	<p>Hello, I would like to urge board members to retain funding for our excellent band programs. My son has benefitted from the band programs at Highland Park and Mountainside- sometimes he struggled academically, but he remained motivated because of band class. Learning a musical instrument in the band program and participating in marching band provided him a sense of belonging and a social group. These programs encourage our young people to learn teamwork and discipline. They are all inclusive and provide a safe space. for all kids from all backgrounds, all musical abilities, and all academic levels. I am grateful to this community and proud that Beaverton provides this level of education. Music taught at the public school level is a proud Oregon tradition. My mother learned to play the clarinet in Albany and continues to perform in a senior band that provides free concerts and I'm proud to report my son is a Mountainside graduate and a proud member of the U of O marching band.</p>
Justin	Machus	Parent/Guardian	<p>We have a second grader in Raleigh hills and have been smashed into greenway for two years with promise of coming back to a larger, safer school. First it was the potential closing down of the small neighborhood schools but the parents got too loud. Now it's some Chinese charter school?! A completely different group of kids with completely different learning methods. Not even overseen by Beaverton school district.</p> <p>The fact that we had to vote to get this new school for using tax dollars, and it's not being used as intended seems like tax fraud and highly illegal.</p> <p>The small schools that are remaining are not safe for earthquakes.</p> <p>None of this makes sense. It's all been a bunch of smoke a mirrors. Being honest with your community is of utmost importance and the school district has failed miserably.</p> <p>The school district has really upset a very vocal group of caring parents.</p> <p>Justin Machus.</p>
Carole	Searle	Parent/Guardian	<p>When looking at budget priorities, music has a high return on investment. Investment in music programs across all grade levels reflects the district's stated goals. Currently, 52% of students meet English standards and 36% meet Math standards. Increased music program funding can improve these results, as studies show music education boosts academic achievement. Students from lower-income backgrounds also see higher grades with music involvement. Music programs offer a strong return on investment due to their ability to handle larger class sizes. Unlike other electives, music educators can effectively teach big groups. Music education boosts emotional health, confidence, discipline and resilience. All which are vital for student growth and prepare students for future challenges beyond school. By prioritizing music, the district can ensure that every student—regardless of</p>

			background—benefits from transformative educational opportunities that support both academic and personal growth.
Juline	Machus	Parent/Guardian	Tax payers were asked to vote on funds to build our new Raleigh Hills Elementary, then we hear it was a lie, they were building a mega school and closing neighborhood schools that had unsafe buildings and low attendance. I wasn't happy, but realized the school district had to be responsible with tax payer dollars. Now we are being told that none of those schools are closing and a giant Chinese Charter school K-8 will join us in the fall. What?? This sounds like tax fraud to me. Our school has a large population of Spanish speaking families and was designed K-5. This Charter school will take over and rip our community apart. We are a neighborhood school. This charter school has students that do not live in our neighborhood. We don't want it. It's false to claim we need to fill this mega school with a charter instead of the original schools our taxes were paying for. McKay, Mont Claire and Raleigh Park. I'm planning to let news outlets and state representatives know what's happening.
Megan	Hawker	Parent/Guardian	As a parent, I feel very in the dark about the future of Raleigh Hills. It is disheartening to go from k-8, the k-5, then promised a new building...temporarily housed at greenway... and then presented with an ever changing plan for when the building reopens. I'm not excited about a mega-elementary school as the sense of community will be diluted. With the new conversation about Hope Charter possibly joining us I had more confusion with a dash of hope. Going back to k-8 and an option for mandarin immersion sounded nice. But to hear we would again operate as 2 separate programs and not be able to be part of that is disheartening. We want Raleigh Hills to be our same wonderful Raleigh Hills community. We've been anxiously awaiting our future plans as the new building becomes available. It feels like the district is playing whack-a-mole with different plans, which to me signals a clear lack of planning. The community and students need to be thought about rather than just filling a building.
Audrey	Easttum	Parent/Guardian	I'm asking the board to form a committee to figure out how to fill Raleigh Hills in an inclusive & transparent manner.  With news of Hope Charter school taking over our school in a backroom deal we can't help but feel othered. This comes after having our beloved middle school abruptly ripped from our community, toughing it out at Greenway for 2yrs & being promised there was enough space for us, while our kids have been in classrooms without windows & portables. We were then promised the 26-27 school year would just be us, so we could heal & get our sense of community back.  All the while you have been dealing secretly with no transparency in your plans to give our community's brand new school to a charter school & allowing them to remain a K-8 when we so desperately want ours back. We're frustrated that we are not being afforded the same rights as Hope Charter, as they are getting listening sessions and Q&As with our Assoc. Superintendent of teaching & learning. We deserve better.

Jennifer	Rogers	Parent/Guardian	<p>I am so disappointed to find out that yet again, BSD has been making moves in secret to fill their giant Raleigh Hills rebuild.</p> <p>It seems the only way that the community can be informed of BSD plans is by community members digging. First, a community member discovered plans to close multiple neighborhood schools on the east side of Beaverton. Now, we learn that the BSD has made an offer to integrate Hope into BSD at what could only be Raleigh Hills School. Hope has had many meetings with the district about this integration, and we, at Raleigh Hills, have had zero.</p> <p>We need transparency from our school district leaders.</p> <p>BSD has made some big promises to Hope if they decide to integrate. Many of these promises are not fiscally responsible. I would also caution the Hope community not to trust what they've been promised. I, a Raleigh Hills parent, no longer have ANY trust that BSD leaders have the best interest of our students and community at heart and will vote accordingly.</p>
Ryan	Easttum	Parent/Guardian	<p>I believe the district &amp; its staff is well intentioned, but in solving a complex issue in secret, under the direction of our superintendent, who's one foot out the door, they've made egregious mistakes that have further harmed our community &amp; school district.</p> <p>Trust here is razor thin &amp; simply put, we cannot rebuild that if the district continues to deal in the dark &amp; give nonanswers.</p> <p>In the face of a leadership vacuum, I urge the board to create a committee to study how best to fill Raleigh Hills.</p> <p>There will soon come a time we need a bond to repair seismically unsound buildings, keep staffing levels high so students can have small class sizes, and many more things. As it stands today, the threats to withhold support are disheartening, but come from a place of angst, anxiety, and anger - all things that are a direct result of our district &amp; superintendent choosing self-interest and secrecy over supporting its community and students. Let's change course and right this ship - together.</p>
Julie	Corpron	Other Community Member	<p>I strongly support keeping Raleigh Park Elementary open. My three children attended Raleigh Park and thrived in its small, neighborhood setting next to the public library. Some students can walk to and from school, which fosters independence and daily physical activity—supported by the wonderful school track that encourages healthy habits.</p> <p>The Raleigh Park School Garden is a vital hands-on learning space that connects students to nature, science, and healthy eating. It's a living classroom built and cared for by parents and the community. Raleigh Park embodies what makes a neighborhood school special: connection, belonging, and real-world learning. Please prioritize keeping it open for future students.</p>

Janice	W	Parent/Guardian	I attended the last long range facilities planning committee and am concerned about the lack of information and data, especially around student success metrics, that they are giving this committee. It even sounds like several committee members keep asking for it. In the absence of this, it feels like the district is still pushing an agenda to close small schools.
Rebekah	C	Parent/Guardian	I attended the LRFP committee meeting on 10/22 and I'm very concerned by the lack of progress made. The committee has not received any concrete data that they have asked for, making it impossible for them to make any sort of informed decision regarding facilities. I heard nothing from the district about academic student outcome measurements and how that plays into creating the best school environment. How is the committee supposed to recommend facility sizes if they have no specific data around best outcomes? Is it really that terrible if our most expensive school is only 1.47x the average? And I would argue that if our more expensive schools have some of our best outcomes and reach our most vulnerable populations then it is worth it. At this point I have serious concerns that the LRFP committee was created by the district to make it look like they are listening to the different options regarding school closures but in reality they have already made up their mind.
Dawn	Prochovnic	Other Community Member	Dear BSD School Board, Have you ever observed a group of middle schoolers waiting for the school bus, heads down, hands in pockets, not a word being spoken? It can be an awkward time. Maybe the kids that get on at your stop aren't your friends. Maybe they were your friends and now they're not. On a recent neighborhood walk, I passed by a group of middle schoolers waiting for the bus. Their backpacks were piled in a heap at the base of a basketball hoop. They were laughing and talking and shooting hoops together. Why? Because a neighborhood family put a hoop on the street near the bus stop for them. Why? Because the nurturing "village" that organically develops during the elementary years, continues into middle school and beyond in communities with neighborhood elementary schools. Tell us: How are you accounting for this hidden loss as you contemplate closing neighborhood schools and bussing elementary kids to different communities? How do you plan replace it? Sincerely, Dawn Prochovnic
Stephanie	Silver	Parent/Guardian	As the LRP Committee moves toward crafting recommendations, I urge the Board to insist that student outcomes—not just facilities efficiency—drive every decision. This conversation belongs in the hands of educators and education experts who understand how environment, stability, and connection shape learning. Key information like "target class size" is not understood by staff or the committee itself, hindering the committee's ability to truly understand the implications of any potential recommendations we develop. What will we say if educational outcomes decline as a result of this work?  The public also deserves transparency: meaningful cost savings will come from staffing changes, not building closures alone. That is a sensitive and complex conversation requiring expertise in instruction, equity, and community trust.

			Has the LRFP Committee—largely composed of non-educators—been structured to handle the level of sensitivity and impact at hand?
Lynne	Fowler	Other Community Member	I am on the Staff at Jacob Wismer Dual Language School & grandparent to 2 at HCCS. My comment has to do with closure of neighborhood schools like Raleigh Park--address is Portland(WA County unincorporated). People living in this area have several options for a private education at nearby OES & parochial schools. RP School shares parking with a WCCL, is adjacent to a public park & houses a unique school garden space supported by the community.
Richard	Kriheli	Parent/Guardian	I think it would be a shame to introduce a charter k-8 within the halls of a school that lost it's k-8 designation such a short time ago and not offer it to the current student population first.
Patrick	Abell	Parent/Guardian	As a parent of a Raleigh Park Elementary student, I urge the board to prioritize academic excellence over facilities-driven budgeting. Declining enrollment in Beaverton is real, but it requires thoughtful, student-centered solutions—not rushed decisions based on an outdated 2014 Ed Spec. The district must be responsible stewards of the 2022 Bond funds, ensuring investments truly support student success. Let's utilize the new Raleigh Hills Elementary building thoughtfully and creatively. Please consider all cost-saving options, including a review of expensive middle school programming. Keep the main thing the main thing: delivering the best education to the most kids. Slow down the consolidation process, engage the community meaningfully—not just through outsourced “engagement” led by third party consultants—and explore alternatives beyond school closures. Our children deserve better.
Amy	Bak	Parent/Guardian	I am writing in light of upcoming budget cuts that may have dire consequences for our Band and Performing Arts programs. I ask as you consider best use of our dollars and make decisions, that you maintain funding of our High School Band and Choir programs. These programs are essential. They teach valuable skills and give young musicians a place to showcase and grow their talents. They contribute to school spirit and feelings of community identity. My four children gained skills, found friends, developed self-discipline and time management skills, learned to work hard, and became confident leaders through participation in Westview's Band and Choir programs. They belonged. Being part of the Band community helped my children become accepting, achieving, and talented young adults. For years I've watched band students sacrifice sleep, time, and so many other things to march in the rain. I've heard beautiful concerts, & seen children do great things. Please fund Band & Choir- it's worth it.
Lizzie	Russell	Parent/Guardian	After attending the LRFP meeting on 10/22, I left APPALLED at both the lack of progress the committee has made as well as the complete absence of ANY data that is critical to making such enormous, life-changing decisions. It is absolutely horrifying that decisions around school size, class size, school closures/consolidations are being discussed and made without regard to academic and

			<p>personal success of our students. When pressed numerous times, the assistant superintendent could not even come up with a BALL PARK number of how many students constitutes "one class," yet "fewer than two classes per grade" is a qualifier for school closure. Additionally, nobody seemed to be concerned about how school consolidation or closure will impact student outcomes, especially for those in special programs or with difficult socioeconomic circumstances. The board has not even established a desired cost per student, how can they possibly say one solution is too expensive without a baseline?</p>
Brad	Russell	Parent/Guardian	<p>LRFP consistently cites declining enrollment as a main driver for school closure. Has ANYONE examined why enrollment is declining? Instead of closing schools, devastating communities, and deterring future enrollment due to lack of trust and transparency, what if the district focused on ATTRACTING students and making BSD a destination district? Every action in the past few years has made private school more and more appealing, and the proof is in the enrollment numbers - anyone who CAN afford private school in the BSD pursues it. Small, intimate, community-based private schools are much more appealing to families than ENORMOUS, anonymous mega schools. We are doing our underserved students a colossal disservice. Title schools 400 students or less are performing better and having better teacher retention, behavior and academic outcomes, and more align with the district's mission of academic achievement, belonging and community connection. CARE ABOUT THE STUDENTS PLEASE.</p>
Dana	Breaux	Parent/Guardian	<p>I am displeased with the recent news that New Hope Charter might be given space in the new Raleigh Hills ES building when it opens next year. Yet again, the district has not been forthcoming with their plans for our community. Only after ground was broken, did it become known that BSD held closed-door meetings to decide to close other neighborhood schools and funnel them to RHES; all without warning or request for input from our communities. Parents and students of RHES, and surrounding schools, have been anxiously waiting to find out what will be happening come Fall 2026. Yet again, after secretive meetings we learn that space in our school is being offered to New Hope, putting the future of our kids and staff at the mercy of those who do not reside in our community or belong to our district. BSD does not have the best interests of RHES students, staff, or families in mind. They see kids as dollar signs and nothing more. Belong, believe, achieve is a lie.</p>
Isaac	Lamb	Parent/Guardian	<p>As the District continues to direct the Long Range Facilities Planning Committee's work in regards to possible school consolidation/closure, I would like to direct the Board to the recent guidance published by the Oregon PTA found here:  <a href="https://www.oregonpta.org/assets/pages/files/Oregon_PTA_School_Consolidation_Advisory_Guidance.pdf">https://www.oregonpta.org/assets/pages/files/Oregon_PTA_School_Consolidation_Advisory_Guidance.pdf</a></p> <p>In particular, I would like to draw the Board's attention to best practices around transparency and equity, including, the recommendation that a range of options for financial savings be discussed including some which DO NOT call for consolidation/closing. It's important to note in this report that</p>

			there is scant evidence that consolidation alone will offset the financial burden of district underenrollment. Staffing must also be addressed. Given that we are then talking about potential cutbacks in staffing, it seems that the LRFPC – with its lack of educational experts and teachers – is an insufficient source for equitable and holistic recommendations.
Jennifer	Beedy	Parent/Guardian	Hello, I am writing to ask that you continue to support music in the schools as we face the upcoming budget shortfalls. I am a former band member as are many of the doctors and other professionals I work with. All of us would tell you that we learned many of the skills necessary to persevere through life's challenges during our time in marching and concert band classes. All of us would tell you that many if not all of our longest friendships began in a band class from highschool and college. I have watched my son who has struggled through school with difficulty paying attention and sitting still have a near complete change of behavior after becoming part of band in middle school and is now thriving in high school band. He used to say he wasn't made for school and now he is working extra hard on his grades in order to go on to U of O to both march in their band and find a future in the music field. Please continue to support band and the many positive lifelong impacts it provides.
Vicki	Finn	Other Community Member	It has been about a year since I heard: "They will be closing community schools to fill the new school being built on Scholls Ferry." Since then, our community has engaged to better understand the issue. Last month I attended the LRFPC meeting in hopes of better understanding the decision-making process. I was disappointed in what I saw. The members of the committee were asking excellent questions of the staff and consultant. Several remarked they had asked the same questions at previous meetings but had not received the information yet. It did not seem as if the committee is being given the tools/data needed to do their job. It made me question the sincerity of the forming this committee. I hope the Board will reach out directly to these committees to learn what they need and hold the staff and consultant accountable to delivering the data they are requesting. Otherwise, one may believe these committees are just for show and the decision really has already been made. Thank you.
Casey	Stewart	Parent/Guardian	I am a parent and licensed substitute with the BSD. Here are concerns about "accommodating" Hope Charter into RALEIGH HILLS.  -2008 Raleigh Hills became a K-8. My family specifically moved into our neighborhood so our children would attend RHES K-8 -2019 The district took away the K-8 option. -2023 move RH to Greenway for 2 years in order to rebuild RH -Community/parents designed new RH to meet the needs of pre k-5 -Heard from outside sources about HOPE (NOT from BSD)  Reasons why: - More students (550+) means more money for BSD

			<p>- Hope currently has students with highest math/reading scores. Again, better ratings for the BSD (with another curriculum)</p> <p>-District doesn't have to deal with 3 elementary schools closing</p> <p>Reasons why not:</p> <p>-Community has been lied to about the district's plan for RH</p> <p>-Open a Spanish immersion school at RH</p> <p>-Current BSD elementary schools need to be torn down/safety</p> <p>-Tax payers voted for RH and NOT Hope Chinese</p> <p>REASONS THE DISTRICT IS CONSIDERING this</p>
Peter	Jewett	Other Community Member	<p>I continue to be concerned with the future of Raleigh Park Elementary. I appreciate the discussions that are happening, but want to stress how much I value a smaller educational environment. As noted in previous comments, RP is an incredible public school. Both my children attended and I was constantly amazed by the dedication of the teachers and staff. I am still involved in a small way, bringing a science education program led by high school students at Oregon Episcopal School to the 5th grade classrooms. The diversity of learners in the fifth grade is incredible and it is inspiring to watch the dedicated RP teachers meet the needs of everyone in their classrooms. Schools like Raleigh Park Elementary provide a tight, welcoming, community based start to education in the Beaverton School District and I truly believe those benefits pay out over many years as students continue through middle and high school in the Beaverton School District.</p>
Raleigh Hills	Parent	Parent/Guardian	<p>Dear Members of the School Board,</p> <p>As a parent of a student at Raleigh Hills, I want to express my strong concern and opposition to the proposed merger with Hope Charter. Our family chose Raleigh Hills because of its welcoming community, dedicated staff, and the individualized attention our children receive. I worry that a merger of this scale would disrupt what makes our school so special. Raleigh Hills has worked hard to build a sense of stability and belonging for our students the last 2 years at Greenway. My fear is that both schools would lose their unique strengths in the process and it has been a struggle to co-exist in a building at Greenway.</p> <p>I also worry about the practical impacts on students and teachers: larger class sizes, shifting leadership priorities, and the challenge of merging two distinct educational models. Change of this magnitude deserves careful, transparent planning and genuine input from families—not</p>

Hailey	Boice	Parent/Guardian	Our young children are already having to contend with a giant elementary school rather than the small neighborhood K-8 school we had hoped to send them to when we purchased our home. I don't think that co-housing a separate charter school into the new facilities with our Raleigh Hills students is in any way beneficial to our students, staff or community. Whatever solution is decided upon when the new Raleigh Hills school is filled should at least appear to be a benefit to all our students on the outset. Can a local area committee be arranged to take part in how the Raleigh Hills School is filled?
Steve	Gysel	Other Community Member	I live near Raleigh Park School and my daughters attended this school. Does the BSD now have a dedicated work group to study the K-5 issues such as optimum school size for student learning, decreased enrollment, boundaries, option schools, Federal budget cuts. What are the 5 and 10 year enrollment projections? Thank you, Steve Gysel
Lindsey	Gibson	Parent/Guardian	Per the "Guidelines and Levers" handout from the October 22 Long Range Planning meeting, the district's stated responsibility is to "provide high-quality and equitable educational experiences for all students." Yet when asked about target class size, the staff response was unclear. When making decisions that may affect class size, an educational expert or educator with knowledge of optimal learning environments should be included in the facilities discussion. Facilities decisions directly impact the learning environment. Educational outcomes must be assessed as part of the discussion and decision-making process.

**ITEM FOR INFORMATION****SCHOOL SPOTLIGHT: NATIVE CULTURE NIGHT****SUMMARY**

Staff will share information about a recent Native Culture Night.

**BACKGROUND**

November is Native American Heritage Month, an annual observance to honor the rich cultures, traditions, and contributions of indigenous peoples.

The district's Title VI team will present a brief spotlight on the recent fall Native Culture Night held for families and staff, which included Tribal History/Shared History lessons for kindergarten, Native first foods, and jam making from local berries.

**RECOMMENDATION**

Staff will present information about the October Native Culture Night. No action is needed.

**Belong. Believe. Achieve.**

**ITEM FOR INFORMATION****SCHOOL SPOTLIGHT: OUTDOOR SCHOOL REUNIFICATION****SUMMARY**

School staff will share a recent rehearsal of the district's reunification process under non-emergency conditions, reconnecting students with their parents upon their return from Outdoor School.

**BACKGROUND**

Students return from Outdoor School in the early afternoon and many parents prefer to pick up their children directly upon return. Because the pickup occurs during instructional hours and does not follow the usual school dismissal process, schools must follow proper safety procedures to verify each parent's identity before releasing a student. This process can create congestion and delays as staff work to check IDs and maintain student safety.

To streamline this process and ensure a safe, efficient release of students to their families, schools are utilizing the new Raptor technology system with the district's reunification process. This tool enables faster ID verification and check-in, significantly reducing wait times while maintaining security. An added benefit of this approach is that both school staff and parents gain a realistic opportunity to practice the Standard Reunification Method, strengthening preparedness for future emergency situations.

**RECOMMENDATION**

Staff will present information about the Outdoor School reunification practice. No action is needed.

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# Reunification Practice

**Stoller & Highland Park Middle Schools**

# Outdoor School Pick-up & Reunification Practice

Annual Dilemma at all Middle Schools:

- 6th graders arrive to school around 1:30 tired from Outdoor School
- Parents want to pick up students
- Schools need to check ID to ensure safe parent pick-up during school day

Solution: Utilize new Raptor technology to speed up ID verification and check-in process!

Additional benefit: School staff & parents get a realistic opportunity to practice Standard Reunification Method

# THE STANDARD REUNIFICATION METHOD SRM V3



REUNIFY

A Practical Method to Unite Students with Parents After an Evacuation or Crisis.  
The "I Love U Guys" Foundation

17

 i love u guys  
FOUNDATION

# What Does This Look Like?

## Stoller Middle School:

- 380 students
- Each need adult ID verification to pick-up

## Results:

- 372 students reunified with guardians (8 rode the bus)
- Average adult wait time 5 minutes, 30 seconds
- Lots of positive feedback from parents!



SECURE



LOCKDOWN



EVACUATE



SHELTER



HOLD



TEAM ASSIST

18



Home



Incidents



Documents



Drills



**Station 1:  
Parent Pre-Check &  
Medication Pick-up**



**Station 2:  
Parent Check-In on Raptor,**

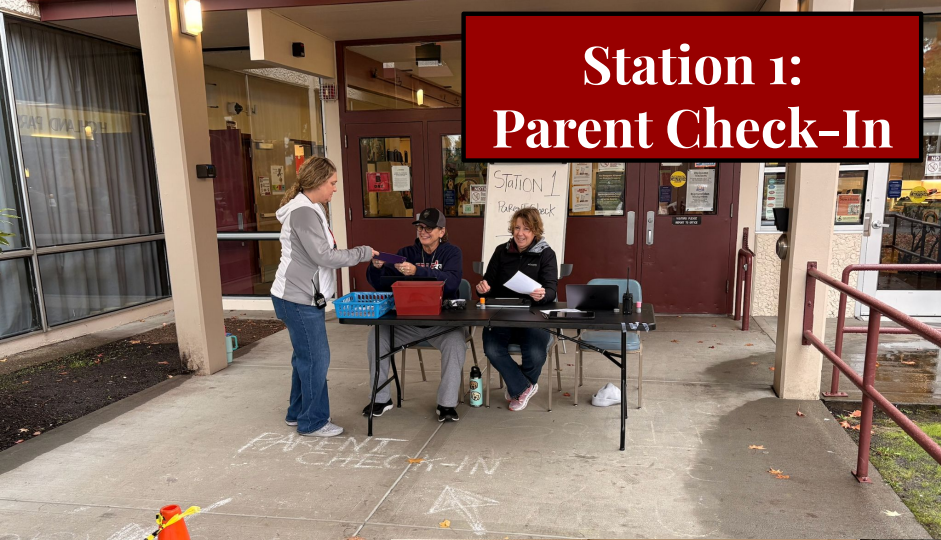


**Walk from Check-in towards  
Pick-up location**



**Station 3:  
Pick-up line**

# Station 1: Parent Check-In



# Station 3: Reunification



# Station 2: Medication Pick-Up



**HIGHLAND  
PARK**  
MIDDLE SCHOOL



**ITEM FOR INFORMATION**  
**NUTRITION SERVICES DEPARTMENT**

**SUMMARY**

The Nutrition Services Department will provide information on current operations of the child nutrition programs sponsored by the Beaverton School District.

**BACKGROUND**

The report provides information on the financial standing of the Nutrition Services Department, meal participation, wellness policy updates and administrative review by the Oregon Department of Education. Information on menus and nutrition requirements is included along with a summary of each separate program the department administers.

**RECOMMENDATION**

Staff will present information on the Nutrition Services Department and services it provides to students. No action is needed.

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### DEPARTMENT REPORT: NUTRITION SERVICES

#### OVERVIEW

The Nutrition Services Department operates the child nutrition programs sponsored by the Beaverton School District. Information is provided on meal participation, financial standing, wellness policy updates, and the Oregon Department of Education Administrative Review. Updates on menus, nutrition requirements and a summary of each separate program the department oversees are provided.

#### COMMUNITY ELIGIBILITY PROVISION – NATIONAL SCHOOL LUNCH & SCHOOL BREAKFAST PROGRAM

Beaverton School District has offered free breakfast and free lunch for all students since the fall of 2024. Free meals are provided under the Community Eligibility Provision program which utilizes eligibility information from income-based benefit programs such as SNAP, TANF and Medicaid. Under Community Eligibility Provision applications are no longer accepted, removing a significant barrier for many families to access free meals.

Community Eligibility Provision is approved under a 4-year agreement with Oregon Department of Education, the state agency responsible for administering USDA’s school meal programs in Oregon, but reassessment is required if there are significant changes to a school population such as the addition of pre-K or boundary adjustments. To prepare for any future district changes Nutrition Services reapplied in the spring of 2025 for district-wide approval. This is the first year of a new 4-year agreement. We have been informed that USDA has stated they will honor agreements even if there are changes to the Community Eligibility Provision requirements.

The reimbursement funding for meals comes primarily from the USDA and the remainder comes from Oregon’s Student Success Act funding. Without additional Student Success Act funds, we would not be able to provide meals under the Community Eligibility Provision.

#### BREAKFAST AND LUNCH PROGRAM PARTICIPATION:

	SY 2022–2023	SY 2023–2024	SY 2024–2025*	SY 2025–2026*†
Breakfast Meals #	764,480	893,667	1,406,438	308,478
Breakfast % Participation	11.38%	14.06%	22.28%	21.17%
Lunch Meals #	2,483,000	2,680,739	3,357,581	787,348
Lunch % Participation	38.23%	41.83%	53.19%	54.08%
Total Meals	3,247,480	3,574,406	4,764,019	1,095,826

\*Free meals for all students

† Through October 21, 2025 (38 days)

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There was a significant increase in participation last school year after implementing free meals for all students, and we have maintained that increased participation this year. Compared to last year, August–October, the total number of meals served was more for breakfasts and slightly fewer for lunches. However, due to enrollment reductions our participation percentage at lunch has increased. at High school participation has increased this year at several schools, and to help accommodate some of the increases we have opened additional kiosks and made line adjustments to improve line speeds.

### **ADDITIONAL MEAL PROGRAMS**

Besides breakfast and lunch meals available at all school buildings, Beaverton School District also sponsors the following meal programs during the school year and the summer months:

#### **Summer Food Service Program (SFSP)**

Summer meals are provided at parks, recreation centers and schools during the summer months. Meals through the Summer Food Service Program are available for all children aged 1-18 free of charge. Summer Food Service Programs may only be offered in locations where 50% or more of families are eligible for free or reduced meals. The Summer Food Service Program may also be used in the event of unexpected school closures (eg. natural disasters, pandemics) to provide meals for children.

Last summer meals were provided at 10 school sites and two Beaverton community locations, Beaverton City Park and THPRD Cedar Hills Park and Rec Center. Over 35,000 breakfast and lunch meals were provided to children in the Beaverton community between June 16–August 8. We partnered with the Beaverton City Library and THPRD Nature Mobile to provide enrichment activities for children during summer meal services. Additionally, the Beaverton Police Department helped hand out meals weekly at Beaverton City Park, Tualatin Valley Fire & Rescue firefighters stopped by meal sites, and the Oregon Dairy Princesses visited with participants during meal services.

#### **Child and Adult Care Food Program (CACFP)**

After school supper meal programs are available through the Child and Adult Care Food Program for programs that provide after-school supervised enrichment and are in areas with at least 50% free and reduced eligibility. We partner with THPRD to provide meals at after-school care at three locations in the district and this year we continued offering supper programs at all eligible middle schools. In total we currently have 17 sites approved for supper meals.

#### **Farm to Child Nutrition Programs (CNP)**

Beaverton School District has received a Farm to Child Nutrition Programs Noncompetitive Reimbursement Grant in the amount of \$165,287.71 for the 2025–2027 biennium (July 1, 2025–June 30, 2027). We have utilized Farm to CNP funds this year to purchase local grapes from Vial Family Farms, Honeycrisp apples from Bell's Orchards, Pacific Rose apples from Kiyokawa Family Orchards, Hermiston watermelons, Reser's Fine Foods pico de gallo, hummus from Better Bean Company and steelhead from Pacific Seafood.

#### **Fresh Fruit and Vegetable Program (FFVP)**

William Walker, Vose and Barnes take part in the Fresh Fruit and Vegetable Program by providing servings of fresh fruits or vegetables several times a week outside of the breakfast and lunch periods. Nutrition education is provided in the form of a Smore electronic monthly newsletter shared with teachers and parents. In October some of the items students had the opportunity to try included cherry tomatoes, striped beet sticks, Black Mission figs, and Comice pears.

### **Early Learning Programs (Preschool, Head Start and Pre-K)**

Nutrition Services provides age-appropriate meals for early learners at all district pre-K programs, Preschool Promise at Elmonica, and CAIRO pre-K at Errol Hassell. We also provide vended meals for a Head Start program at Terra Linda.

### **NUTRITION REGULATIONS**

USDA finalized nutrition regulation updates with an effective date of July 1, 2024. The updated nutrition regulations are being phased in over three years.

Starting July 1, 2025, requirements for added sugars in specific food items — cereal, yogurt and flavored milk — were implemented. Nutrition Services already served cereals that meet the new regulations, non-compliant yogurt was removed from menu offerings, and chocolate milk was reformulated to meet regulations. By July 1, 2027, a weekly average of no more than 10% added sugars will be required for both breakfast and lunch. We are already meeting the added sugar restriction at lunch but will need to make additional adjustments to breakfast menus over the next year to meet requirements.

Sodium reductions are also included as part of the updated regulations with a 15% reduction required at lunch and a 10% reduction at breakfast. We are meeting current standards and making menu and ingredient adjustments to meet the new standards by July 1, 2027.

Additional nutrition regulations are expected to be forthcoming from the state and/or federal government related to petroleum-based dyes and other ingredients of concern. All products and menu items were proactively reviewed for any ingredients of concern. Foods that are produced for school meals rarely contain petroleum-based dyes or other ingredients of concern, but a few a la carte items and one commercial product that contained petroleum dyes were identified. Those items were either discontinued or confirmed to be in the process of reformulation with a full transition to non-petroleum-based dyes expected by the end of the calendar year.

### **MENU UPDATES**

Nutrition Services offers a “Monthly Feature” on Thursday the third week of the menu cycle. This year we continue to focus on providing locally sourced and culturally relevant options. Several of the items served last year were added to this year’s menus after receiving positive feedback from students, including vegetarian dumplings, tamales, bean and cheese pupusas, beef fiestadas and locally made MOB Sauce coconut curry. We also added a falafel salad with tzatziki served weekly at all high schools.

This year’s planned monthly features include birria pupusas served with locally made Blue Bus curtido; Carmen Ranch hamburgers with Tillamook cheddar cheese; steelhead served with ancient grains; Pacific Seafood tuna fish salad; Felton and Mary’s Sausages with locally made sauerkraut; Umi noodles with vegetables and Ota tofu; halal chicken schwarma bowl; and Korean BBQ beef served with Choi’s kimchi.

Additionally, this year we are adding vegetables to entrées to increase opportunities for students to have exposure to, and hopefully consume, more vegetables. Coleslaw was added as a side with quesadillas and shredded cabbage was incorporated with Umi noodles. Roasted broccoli was added to teriyaki beef bowls and more prepared vegetable items were added to salad bars such as corn and bean salad. We will continue to roll out more fruit and vegetable items this school year both on the salad bars and incorporated into entrée offerings.

### **FINANCIAL STANDING UPDATE**

The Nutrition Services Department is required to maintain self-supporting status. Under USDA rules we are allowed to have three months of operating expenses on hand. Nutrition Services currently has an excess operating fund balance, and we are working to spend the excess funds over the course of this year to meet the three-month requirement.

Some of the ways we will be spending down excess funds include adding staff positions, covering contracted salary and benefit increases, updating computers, and replacing equipment – including ovens, dishwashers, warmers, and reach-in refrigerators. This summer 6 dishwashers were replaced and along with many aging salad bars. We are currently in the process of completing an inventory of all large kitchen equipment to identify additional replacements and updates. We have also added or adjusted some menu offerings this year and will plan menus for next year with the expectation of having additional funds to put towards food items.

### **ADMINISTRATIVE REVIEW**

The Oregon Department of Education reviews the School Breakfast Program and National School Lunch Program of all sponsors once during a 3-year review cycle. Beaverton Nutrition Services was reviewed during the first year of the current 3-year cycle in April of 2025. There were a few minor corrective actions and no financial findings. The reviewer’s commendations included the following:

“The state agency (SA) greatly appreciates the nutrition services and school staff at Beaverton School District for their work and dedication to the School Nutrition Program (SNP)! The School Food Authority (SFA) was, as always, a pleasure to work with and made the review process smooth, both onsite and offsite, answering questions as needed and providing administrative review documents in a very organized manner. Procedures and systems in place are indicative of the thoughtful and thoroughness of addressing compliance wholly, minimizing errors, as reflected in this report. The positive relationships between nutrition services and school staff is also reflected in the rapport with students and their behavior.”

“The meals offered were plentiful in variety as well as visually appealing. It is exciting to see more unique items on the salad bar, such as Cara Cara oranges and kumquats offered to students at Conestoga Middle, encouraging them to try new foods.”

All necessary corrective actions were implemented, and the review was closed June 10, 2025.

### **WELLNESS POLICY**

The district readopted the local wellness policy last spring. The new EFA-AR includes updated goals and recommendations related to having and maintaining a wellness advisory committee, recommendations around Smart Snacks regulations, physical activity, wellness promotion and employee wellness. To support schools in meeting the updated EFA-AR goals, Nutrition Services and the district’s wellness coordinator, Kayla Petersen, have accomplished the following so far this year:

- Worked with current vending machine contractors to adjust products offerings in high school vending machines to meet Smart Snacks requirements.
- Worked with current vending machine contractors to remove all products that contain more than 100mg of caffeine per serving.
- Communicated with administrators, PTOs, front office staff and parents the expectation from the wellness policy that all food sold or provided to students during the school day meet Smart Snacks guidelines.
- Provided resources on the Nutrition Services website on Smart Snacks compliant foods, alternatives to providing food as rewards and how to have healthier celebrations.

- Applied for and received a \$10,000 employee wellness grant from Oregon Well-Being Trust to help build capacity for implementing employee wellness initiatives beginning with Nutrition Services staff.
  - Grant funds were used to pay for a speaker at the Nutrition Services all staff in-service who engaged staff on the topic of kindness.
  - Grant funds have purchased healthy snacks for staff in-service and meetings.
  - Staff are currently engaged in a state-wide competition using the Wellable app to encourage activity, mindfulness and healthy habits.
- Supported implementation of Healthier Generation sponsored walking classrooms at 4 elementary schools.
- Wellness Policy Committee formed and held first meeting for school year 2025-26 on October 23. The Wellness Committee application is open and available on the district Wellness Committee webpage.

### **FUTURE OUTLOOK**

Planned federal cuts to SNAP benefits and Medicaid will impact the number of students who are identified through those programs as eligible for free or reduced meals. This reduction may impact the future eligibility for free meals for all students utilizing the Community Eligibility Provision. As noted above, Beaverton School District has a 4-year agreement and it is expected to be honored, but if there is a significant change to the eligibility threshold for Community Eligibility Provision USDA may force sponsors to reassess. The current threshold is 25% directly identified students, but it was previously 40% and the current administration has expressed a desire to move the threshold to 60%. We will be paying close attention to any changes that affect Community Eligibility Provision. We plan to re-apply to restart the 4-year agreement this spring to provide more time for either changes at the federal level or a successful enactment of free meals for all at the state level.

Given Nutrition Services' healthy fund balance we do not anticipate any impacts to operations due to the federal government closure or other federal disruptions to reimbursement that may occur this year.

Nutrition Services is excited to continue expanding offerings of local and culturally relevant foods that contribute to all students feeling seen and belonging in the school district.

**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 October 2025:

- General fund activity and forecast (presented in both new and old format)
- Summary of revenue and expenditures for all funds except general fund
- 2025-26 classroom teacher staffing by school as of October 17, 2025
- Investment monthly board report as of October 20, 2025
- Investment portfolio – allocation by asset category, asset class, main fund
- Portfolio holdings by asset class

**NOTES:**

- This is the first month of adjustments for the general fund activity and forecast. The largest changes reflect the smaller State School Fund appropriation from last spring and the reduction in PERS rates that were approved last May.
- The December revenue and economic forecast will be released on November 19, 2025.

**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 October 2025**  
*(\$ in millions)*

	YTD Actuals	Current Encumb.	Actuals & Encumb.	2025-26 Budget	Year-End Forecast	Variance
<b>REVENUES:</b>						
State School Fund	\$ 146.2	\$ -	\$ 146.2	\$ 550.0	\$ 544.2	\$ (5.8)
Local Option Levy	0.1	-	0.1	44.0	42.9	(1.1)
Investment Earnings	2.2	-	2.2	10.0	10.0	-
NWRESD Appointment	-	-	-	13.4	13.4	-
Other	0.6	-	0.6	11.5	11.5	-
<b>Total Revenues</b>	<b>\$ 149.1</b>	<b>\$ -</b>	<b>\$ 149.1</b>	<b>\$ 628.9</b>	<b>\$ 622.0</b>	<b>\$ (6.9)</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 88.9	\$ -	\$ 88.9	\$ 353.9	\$ 353.2	\$ (0.7)
Benefits	53.6	-	53.6	224.2	221.4	(2.8)
Purchased services	10.7	8.9	19.6	40.9	38.9	(2.0)
Supplies & materials	7.7	3.2	10.9	22.7	21.7	(1.0)
Capital outlay	-	0.1	0.1	0.5	0.5	-
Other	0.5	0.1	0.6	3.1	3.1	-
Transfers out	2.9	-	2.9	2.9	2.9	-
<b>Total Expenditures</b>	<b>\$ 164.3</b>	<b>\$ 12.3</b>	<b>\$ 176.6</b>	<b>\$ 648.2</b>	<b>\$ 641.7</b>	<b>\$ (6.5)</b>
<b>Surplus / (Deficit) from Operations</b>				<b>\$ (19.3)</b>	<b>\$ (19.7)</b>	<b>\$ (0.4)</b>

	2025-26 Budget	Year-End Forecast
<b>Projected Ending Fund Balance</b>		
Beginning Fund Balance	\$ 158.0	\$ 163.4
Surplus / (Deficit) from Operations	(19.3)	(19.7)
Contingency	138.7	-
<b>Projected Ending Fund Balance</b>	<b>\$ -</b>	<b>\$ 143.7</b>
Projected Ending Fund Balance as Percentage of Total Resources		18.3%

	YTD Actuals	Current Encumb.	Actuals & Encumb.	Final Budget	Year-End Forecast	Variance
<b>APPROPRIATIONS:</b>						
Instruction	\$ 94.6	\$ 5.1	\$ 99.7	\$ 398.2	\$ 397.9	\$ (0.3)
Support Services	66.8	7.1	73.9	245.1	238.9	(6.2)
Enterprise & Community Svc	-	-	-	0.3	0.3	-
Facilities Acquisition & Const	-	-	-	0.1	0.1	-
Other Uses	2.9	0.1	3.0	4.5	4.5	-
Contingencies	-	-	-	138.7	138.7	-
<b>Total</b>	<b>\$ 164.3</b>	<b>\$ 12.3</b>	<b>\$ 176.6</b>	<b>\$ 786.9</b>	<b>\$ 780.4</b>	<b>\$ (6.5)</b>

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

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>REVENUES:</b>						
Beginning Fund Balance	\$ 158.0	\$ 158.0	\$ 163.4	\$ -	\$ 163.4	\$ 163.4
State School Fund:						
State School Fund	363.6	363.6	145.8	-	145.8	354.5
Property Taxes	180.0	180.0	0.2	-	0.2	183.3
Common School Fund	5.4	5.4	-	-	-	5.4
County School Fund	1.0	1.0	0.2	-	0.2	1.0
Local Option Levy	44.0	44.0	0.1	-	0.1	42.9
Investment Earnings	10.0	10.0	2.2	-	2.2	10.0
NWRESD Appointment	13.4	13.4	-	-	-	13.4
Other	11.5	11.5	0.6	-	0.6	11.5
<b>Total</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ 312.5</b>	<b>\$ -</b>	<b>\$ 312.5</b>	<b>\$ 785.4</b>
<b>EXPENDITURES:</b>						
Salaries	\$ 353.9	\$ 353.9	\$ 88.9	\$ -	\$ 88.9	\$ 353.2
Benefits	224.2	224.2	53.6	-	53.6	221.4
Purchased services	40.9	40.9	10.7	8.9	19.6	38.9
Supplies & materials	22.7	22.7	7.7	3.2	10.9	21.7
Capital outlay	0.5	0.5	-	0.1	0.1	0.5
Other	3.1	3.1	0.5	0.1	0.6	3.1
Transfers out	2.9	2.9	2.9	-	2.9	2.9
Contingency	138.7	138.7	-	-	-	138.7
<b>Total</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ 164.3</b>	<b>\$ 12.3</b>	<b>\$ 176.6</b>	<b>\$ 780.4</b>

<b>Projected Surplus / (Deficit) from Operations</b>	<b>\$ (19.7)</b>
Excludes beginning fund balance and contingency	
<b>Projected Ending Fund Balance</b>	<b>\$ 143.7</b>
Projected ending fund balance percentage of actual (forecast) revenue at 6/30/2026 *	
	<b>18.3%</b>

<b>*Projected ending fund balance breakdown:</b>		Projected EFB	
General Operating Fund		\$ 142.7	18.1%
Local Option Levy Fund		1.0	0.2%

	Adopted Budget	Final Budget	YTD Actuals	Current Encumb.	Actuals & Encumb.	Year-End Forecast
<b>APPROPRIATIONS:</b>						
Instruction	\$ 398.2	\$ 398.2	\$ 94.6	\$ 5.1	\$ 99.7	\$ 397.9
Support Services	245.1	245.1	66.8	7.1	73.9	238.9
Enterprise & Community Svc	0.3	0.3	-	-	-	0.3
Facilities Acquisition & Const	0.1	0.1	-	-	-	0.1
Other Uses	4.5	4.5	2.9	0.1	3.0	4.5
Contingencies	138.7	138.7	-	-	-	138.7
<b>Total</b>	<b>\$ 786.9</b>	<b>\$ 786.9</b>	<b>\$ 164.3</b>	<b>\$ 12.3</b>	<b>\$ 176.6</b>	<b>\$ 780.4</b>

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

<b>Funds</b>	<b>Final Budget (incl Beg Fund Bal)</b>	<b>YTD Revenue (incl Beg Fund Bal)</b>	<b>YTD Expenditures (Incl transfers out)</b>	<b>Encumb.</b>	<b>YTD Expenditures &amp; Encumb.</b>	<b>Percent</b>	<b>Fund Balance</b>
Student Body / Special Purpose Fund	\$ 13,619,000	\$ 7,764,263	\$ 1,193,576	\$ 570,158	\$ 1,763,734	12.95%	\$ 6,000,529
Equipment Replacement Fund	10,727,012	11,984,147	2,878,733	4,925,596	7,804,329	72.75%	4,179,818
Scholarship Fund	550,000	507,462	63,450	26,000	89,450	16.26%	418,012
Grant Fund	122,059,101	2,750,637	25,354,333	11,592,321	36,946,654	30.27%	(34,196,017)
Long-Term Planning Fund	40,650,000	35,187,166	-	-	-	0.00%	35,187,166
Nutrition Services Fund	27,996,407	10,516,733	4,475,145	8,793,094	13,268,239	47.39%	(2,751,506)
Debt Service Fund	121,012,843	17,392,606	-	-	-	0.00%	17,392,606
Capital Projects Fund	517,340,000	459,546,282	79,989,405	173,512,573	253,501,978	49.00%	206,044,304
Insurance Reserve Fund	13,502,493	13,314,176	3,316,394	1,751,989	5,068,383	37.54%	8,245,793
Workers' Compensation Fund	6,427,860	4,397,429	959,790	117,430	1,077,220	16.76%	3,320,209
<b>Total</b>	<b>\$ 873,884,716</b>	<b>\$ 563,360,901</b>	<b>\$ 118,230,826</b>	<b>\$ 201,289,161</b>	<b>\$ 319,519,987</b>		<b>\$ 243,840,914</b>

## 2025-26 Classroom Teacher Staffing By School

### As of 10/17/25

School	Budgeted Enrollment	10/17/25 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Aloha Huber (K-8)	911	889	(22)	30.0	8.0	2.0	40.0	30.0	8.0	2.0	40.0
Barnes	418	397	(21)	13.0	4.0	1.0	18.0	12.0	4.0	1.0	17.0
Beaver Acres	734	698	(36)	22.0	7.0	3.0	32.0	22.0	7.0	3.0	32.0
Bethany	398	391	(7)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Bonny Slope	591	592	1	17.0	5.0	2.0	24.0	16.5	5.0	2.0	23.5
Cedar Mill	345	360	15	9.0	3.0	2.0	14.0	10.0	3.0	2.0	15.0
Chehalem	374	365	(9)	11.0	3.0	2.0	16.0	12.0	3.0	2.0	17.0
Cooper Mountain	367	359	(8)	11.0	3.0		14.0	10.0	3.0		13.0
Elmonica	430	425	(5)	13.0	4.0	2.0	19.0	13.0	4.0	2.0	19.0
Errol Hassell	315	297	(18)	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Findley	536	505	(31)	14.0	4.0	2.0	20.0	14.0	4.0	2.0	20.0
Fir Grove	340	336	(4)	10.0	3.0	2.0	15.0	10.0	3.0	2.0	15.0
FLEX (K-5)	58	66	8	3.0	-	-	3.0	3.0			3.0
Greenway	264	249	(15)	7.0	3.0	2.0	12.0	7.0	3.0	2.0	12.0
Hazeldale	517	505	(12)	15.0	4.0	3.0	22.0	15.0	4.0	3.0	22.0
Hiteon	469	470	1	14.0	4.0	2.0	20.0	13.0	4.0	2.0	19.0
Jacob Wismer	582	551	(31)	17.0	4.0	2.0	23.0	17.0	4.0	2.0	23.0
Kinnaman	437	428	(9)	13.0	4.0	1.0	18.0	13.0	4.0	1.0	18.0
McKay	225	240	15	9.0	2.0	1.0	12.0	8.0	2.0	1.0	11.0
McKinley	658	665	7	21.0	6.0	2.0	29.0	21.0	6.0	2.0	29.0
Montclair	265	262	(3)	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Nancy Ryles	450	436	(14)	13.0	4.0	2.0	19.0	12.0	4.0	2.0	18.0
Oak Hills	474	446	(28)	12.0	4.0	2.0	18.0	12.0	4.0	2.0	18.0
Raleigh Hills	254	262	8	9.0	2.0	1.0	12.0	9.0	2.0	1.0	12.0
Raleigh Park	307	277	(30)	9.0	3.0	1.0	13.0	9.0	3.0	1.0	13.0
Ridgewood	317	340	23	8.0	3.0	2.0	13.0	8.0	3.0	2.0	13.0
Rock Creek	396	386	(10)	11.0	3.0	2.0	16.0	11.0	3.0	2.0	16.0
Sato	831	857	26	24.0	6.0	4.0	34.0	24.0	6.0	4.0	34.0
Scholls Heights	598	620	22	17.0	5.0	2.0	24.0	17.0	5.0	2.0	24.0
Sexton Mountain	396	412	16	10.0	3.0	2.0	15.0	11.0	3.0	2.0	16.0
Springville	712	717	5	19.0	6.0	3.0	28.0	19.0	6.0	3.0	28.0
Terra Linda	258	287	29	10.0	2.0		12.0	10.0	2.0		12.0
Vose	630	590	(40)	20.0	6.0	2.0	28.0	20.0	6.0	2.0	28.0
West TV	295	279	(16)	8.0	3.0	1.0	12.0	9.0	3.0	1.0	13.0
William Walker	498	502	4	15.0	5.0	2.0	22.0	13.0	4.0	1.5	18.5
<b>Elementary School Total</b>	<b>15,650</b>	<b>15,461</b>	<b>(189)</b>	<b>462.0</b>	<b>134.0</b>	<b>62.0</b>	<b>658.0</b>	<b>459.5</b>	<b>133.0</b>	<b>61.5</b>	<b>654.0</b>
<b>Average Elementary School Staffing Ratio</b>				<b>33.9</b>	<b>26.3</b>	<b>23.8</b>		<b>33.6</b>	<b>26.1</b>	<b>23.6</b>	

## 2025-26 Classroom Teacher Staffing By School

### As of 10/17/25

School	Budgeted Enrollment	10/17/25 Enrollment	Enrollment Change	Budgeted FTE				Actual FTE			
				General Fund	Levy	SIA	TOTAL	General Fund	Levy	SIA	TOTAL
Cedar Park	634	639	5	22.2	5.8	0.6	28.6	22.1	5.8	0.6	28.5
Conestoga	828	807	(21)	28.8	7.8	0.8	37.4	28.8	7.8	0.8	37.4
Five Oaks	793	751	(42)	28.4	7.4	0.8	36.6	28.3	7.4	0.8	36.5
Highland Park	605	634	29	20.2	5.4	0.6	26.2	20.4	5.4	0.6	26.4
Meadow Park	700	673	(27)	26.4	7.0	0.6	34.0	24.6	7.0	0.6	32.2
Mountain View	797	761	(36)	30.0	8.0	0.6	38.6	27.7	8.0	0.6	36.3
Stoller	1,127	1,127	-	35.8	9.6	1.0	46.4	35.8	9.6	1.0	46.4
Tumwater	976	952	(24)	30.8	8.2	0.8	39.8	30.2	8.2	0.8	39.2
Whitford	783	749	(34)	28.0	7.2	0.8	36.0	27.2	7.2	0.8	35.2
<b>Middle School Total</b>	<b>7,243</b>	<b>7,093</b>	<b>(150)</b>	<b>250.6</b>	<b>66.4</b>	<b>6.6</b>	<b>323.6</b>	<b>245.2</b>	<b>66.4</b>	<b>6.6</b>	<b>318.2</b>
<b>Average Middle School Staffing Ratio</b>				<b>28.9</b>	<b>22.8</b>	<b>22.4</b>		<b>28.9</b>	<b>22.8</b>	<b>22.3</b>	
Aloha	1,545	1,539	(6)	59.0	13.6	1.4	74.0	53.8	13.6	1.4	68.8
Beaverton	1,330	1,345	15	52.0	11.2	1.2	64.4	50.8	11.2	1.2	63.2
Mountainside	1,691	1,735	44	53.2	12.6	1.4	67.2	53.9	12.6	1.4	67.9
Southridge	1,342	1,334	(8)	47.0	11.2	1.2	59.4	47.5	11.2	1.2	59.9
Sunset	1,775	1,743	(32)	55.2	13.2	1.4	69.8	54.8	13.2	1.4	69.4
Westview	2,360	2,333	(27)	77.2	18.6	2.0	97.8	76.1	18.6	2.0	96.7
<b>High School Total</b>	<b>10,043</b>	<b>10,029</b>	<b>(14)</b>	<b>343.6</b>	<b>80.4</b>	<b>8.6</b>	<b>432.6</b>	<b>336.9</b>	<b>80.4</b>	<b>8.6</b>	<b>425.9</b>
<b>Average High School Staffing Ratio</b>				<b>29.2</b>	<b>23.7</b>	<b>23.2</b>		<b>29.8</b>	<b>24.0</b>	<b>23.5</b>	
Arts & Communication Magnet Academy (6-12)	693	696	3	24.8	6.2	0.4	31.4	24.0	6.2	0.4	30.6
Beaverton Academy of Science and Engineering (6-12)	847	847	-	30.6	7.4	0.4	38.4	29.8	7.4	0.4	37.6
Community School (9-12)	137	143	6	7.0	1.4	0.2	8.6	6.5	1.4	0.2	8.1
FLEX Online School (6-12)	349	338	(11)	18.8	2.2	1.0	22.0	19.3	2.2	1.0	22.5
International School of Beaverton (6-12)	885	874	(11)	31.2	7.4	0.6	39.2	31.5	7.4	0.6	39.5
<b>Options Schools Total</b>	<b>2,911</b>	<b>2,898</b>	<b>(13)</b>	<b>112.4</b>	<b>24.6</b>	<b>2.6</b>	<b>139.6</b>	<b>111.1</b>	<b>24.6</b>	<b>2.6</b>	<b>138.3</b>
<b>Average Options Staffing Ratio</b>				<b>25.9</b>	<b>21.2</b>	<b>20.9</b>		<b>26.1</b>	<b>21.4</b>	<b>21.0</b>	
<b>Address Extreme Class Size K-12</b>				<b>20.0</b>			<b>20.0</b>				
<b>District Total</b>	<b>35,847</b>	<b>35,481</b>	<b>(366)</b>	<b>1,188.6</b>	<b>305.4</b>	<b>79.8</b>	<b>1,573.8</b>	<b>1,152.6</b>	<b>304.4</b>	<b>79.3</b>	<b>1,536.3</b>

Note: Enrollment includes general education student projections plus specialized program students for elementary and general education student projections plus ALC, EGC, and SCC students for secondary. Classroom teachers are budgeted based on a staffing ratio found in the Staffing Allocation Methodology (SAM) on pages 229-255 in the 2025-26 Adopted Budget Document. Elementary music and PE specialists are not included in the classroom teacher allocations. Secondary AVID, CTE, Dual Language & Specialized Program Elective teachers not allocated by the classroom teacher ratio are included.

Postings for open positions are also not included in this report. This report represents actual filled positions.



**BEAVERTON SCHOOL DISTRICT | OREGON**  
**Monthly Board Report**  
**10/20/2025**

**COMPLIANCE** | Beaverton School District, Prepared by Business Office

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

Asset Category	Face Amount/Shares	Market Value	Book Value	% of Portfolio	YTM @ Cost	Days To Maturity
Corporate Bonds 35%	75,000,000.00	73,980,317.80	73,992,233.87	12.49	4.23	143
LGIP   Limit \$ 63,387,000	77,292,184.96	77,292,184.96	77,292,184.96	13.05	4.60	1
US Agency 100%	96,000,000.00	95,202,200.00	95,311,716.80	16.09	4.06	66
US Treasury 100%	359,000,000.00	346,480,190.00	345,825,317.30	58.37	3.98	357
<b>Total / Average</b>	<b>607,292,184.96</b>	<b>592,954,892.76</b>	<b>592,421,452.93</b>	<b>100.00</b>	<b>4.10</b>	<b>237</b>

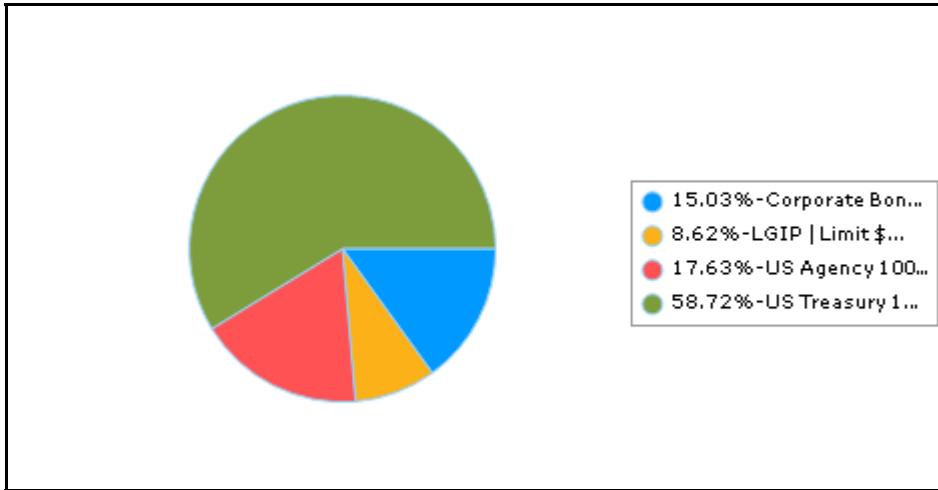
## Beaverton School District Distribution by Asset Category - Market Value

Begin Date: 9/30/2025, End Date: 10/20/2025

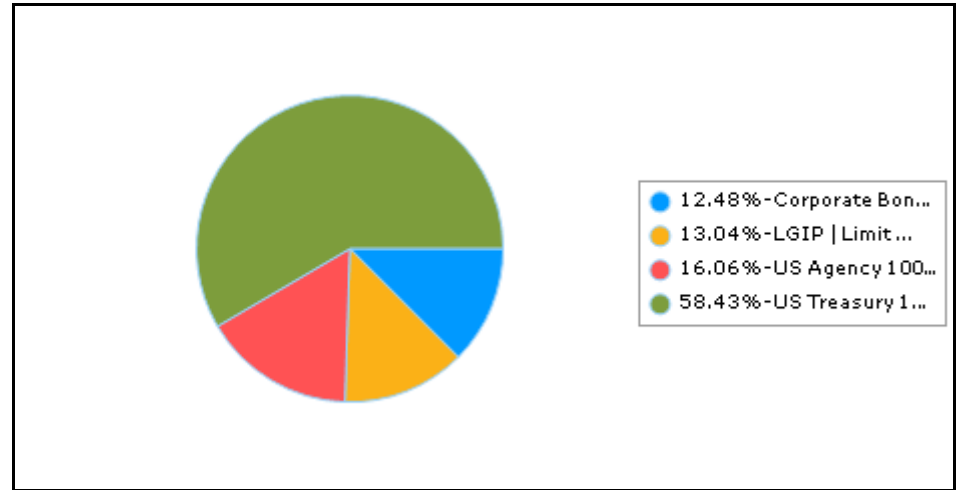
### Asset Category Allocation

Asset Category	Market Value 9/30/2025	% of Portfolio 9/30/2025	Market Value 10/20/2025	% of Portfolio 10/20/2025
Corporate Bonds 35%	93,781,844.10	15.03	73,980,317.80	12.48
LGIP   Limit \$ 63,387,000	53,795,201.45	8.62	77,292,184.96	13.04
US Agency 100%	109,995,770.00	17.63	95,202,200.00	16.06
US Treasury 100%	366,421,310.00	58.72	346,480,190.00	58.43
<b>Total / Average</b>	<b>623,994,125.55</b>	<b>100.00</b>	<b>592,954,892.76</b>	<b>100.00</b>

**Portfolio Holdings as of 9/30/2025**



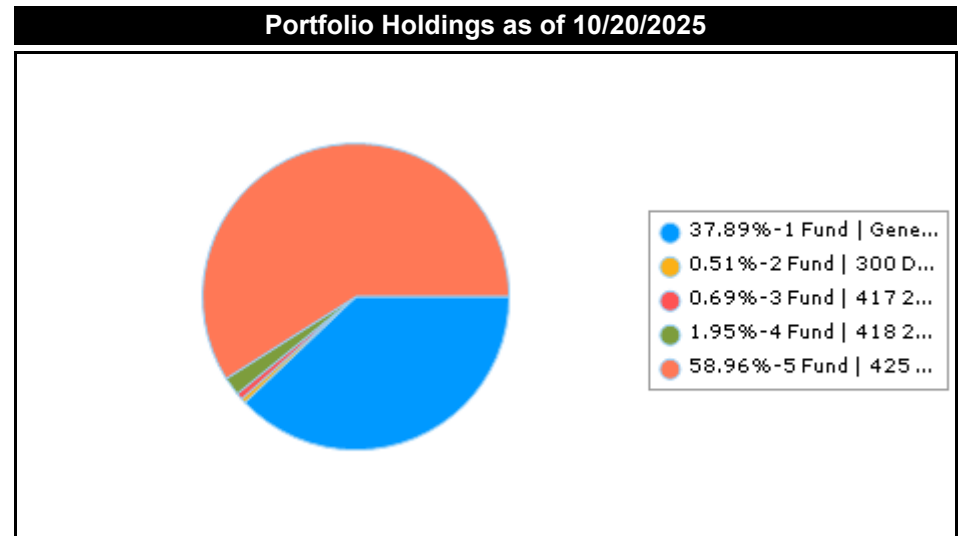
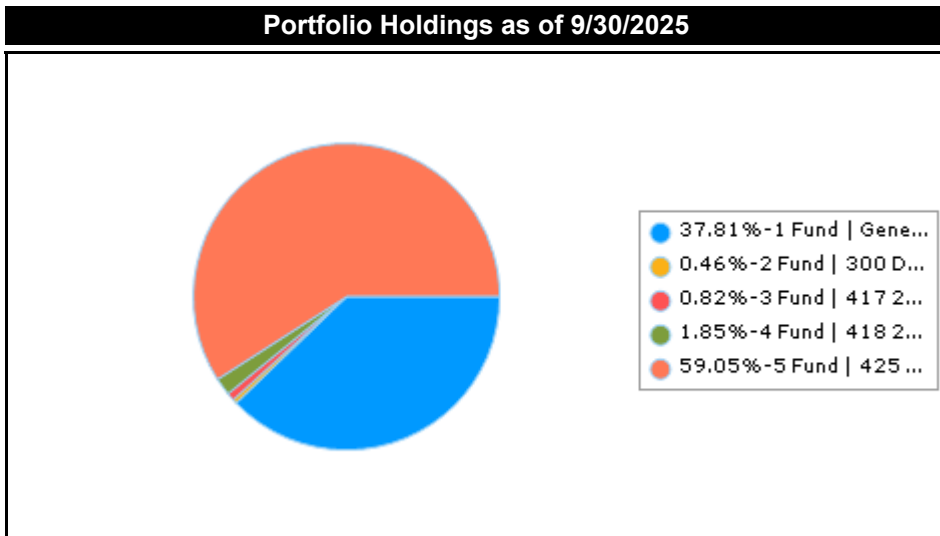
**Portfolio Holdings as of 10/20/2025**



## Beaverton School District Distribution by Main Fund - Market Value

Begin Date: 9/30/2025, End Date: 10/20/2025

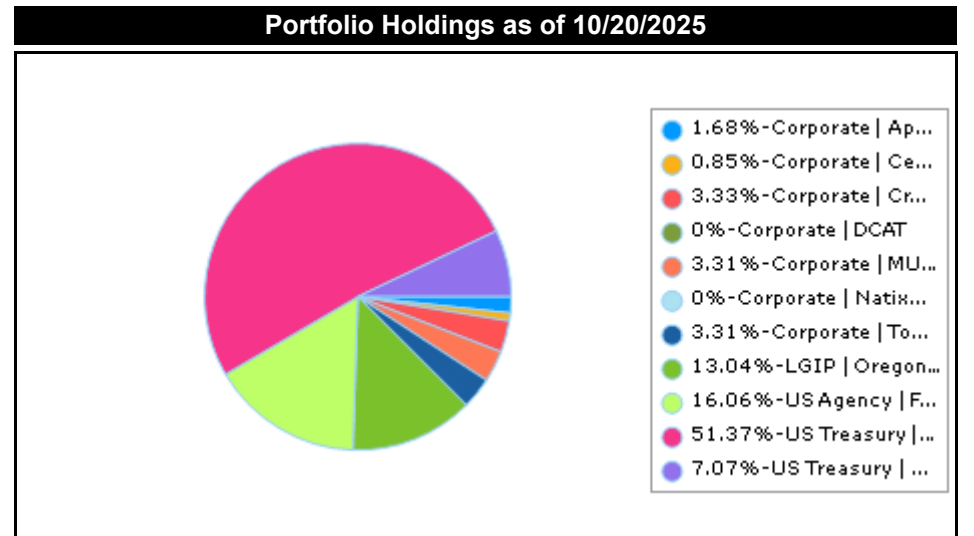
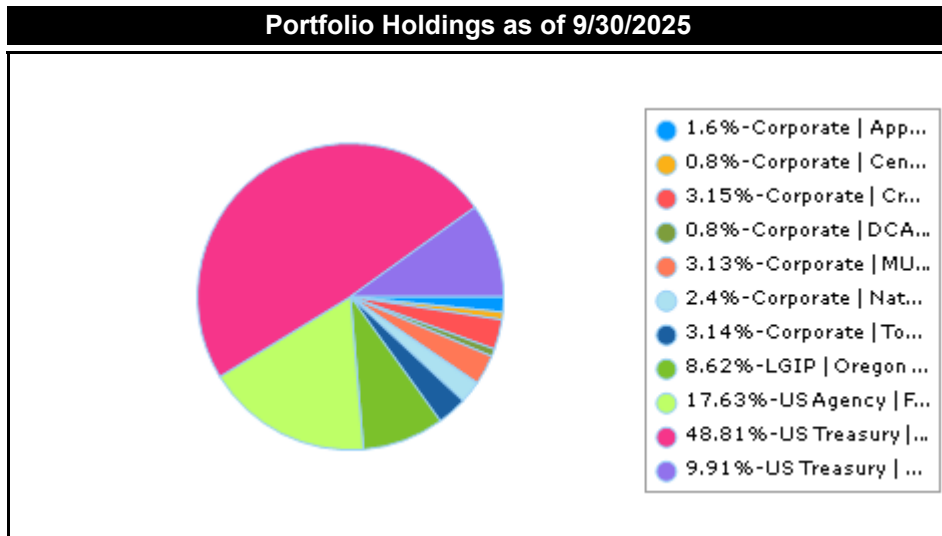
Main Fund Allocation				
Main Fund	Market Value 9/30/2025	% of Portfolio 9/30/2025	Market Value 10/20/2025	% of Portfolio 10/20/2025
1 Fund   General Fund	235,945,769.76	37.81	224,642,021.64	37.89
2 Fund   300 Debt Service	2,872,461.26	0.46	3,018,192.14	0.51
3 Fund   417 2017 Bond Tax	5,108,675.06	0.82	4,111,135.06	0.69
4 Fund   418 2022 Bond Issue	11,573,549.49	1.85	11,573,549.49	1.95
5 Fund   425 2025 Bond Issue	368,493,669.98	59.05	349,609,994.43	58.96
Total / Average	623,994,125.55	100.00	592,954,892.76	100.00



## Beaverton School District Distribution by Asset Class - Market Value

Begin Date: 9/30/2025, End Date: 10/20/2025

Asset Class Allocation				
Asset Class	Market Value 9/30/2025	% of Portfolio 9/30/2025	Market Value 10/20/2025	% of Portfolio 10/20/2025
Corporate   Apple	9,968,600.00	1.60	9,972,200.00	1.68
Corporate   Century Housing Corp	5,012,800.00	0.80	5,015,400.00	0.85
Corporate   Credit Agricole	19,673,241.60	3.15	19,723,749.90	3.33
Corporate   DCAT	4,995,455.55	0.80	0.00	0.00
Corporate   MUFG Bank LTD	19,559,456.80	3.13	19,615,473.55	3.31
Corporate   Natixis Bank NY	14,972,733.30	2.40	0.00	0.00
Corporate   Toyota	19,599,556.85	3.14	19,653,494.35	3.31
LGIP   Oregon State	53,795,201.45	8.62	77,292,184.96	13.04
US Agency   FHLB	109,995,770.00	17.63	95,202,200.00	16.06
US Treasury   Bill - Slug	304,555,110.00	48.81	304,586,480.00	51.37
US Treasury   Note	61,866,200.00	9.91	41,893,710.00	7.07
Total / Average	623,994,125.55	100.00	592,954,892.76	100.00





## Beaverton School District Portfolio Holdings by Asset Class

Date: 10/20/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
<b>Corporate   Apple</b>								
Apple 3.25 2/23/2026-25		3/19/2025	9,927,200.00	99.72	9,972,200.00	1.68%	Moodys-Aaa	23
037833BY5	10,000,000.00	4.06	9,975,588.02	4.13	61,388.89	-3,388.02	S&P-AA+	0.31
			<b>9,927,200.00</b>		<b>9,972,200.00</b>	<b>1.68%</b>		<b>23</b>
<b>Sub Total Corporate   Apple</b>	<b>10,000,000.00</b>	<b>4.06</b>	<b>9,975,588.02</b>	<b>4.13</b>	<b>61,388.89</b>	<b>-3,388.02</b>		<b>0.31</b>
<b>Corporate   Century Housing Corp</b>								
Century Housing Corp 4.6 5/15/2026		5/15/2025	5,000,000.00	100.31	5,015,400.00	0.84%	S&P-AA	196
15654VBP2	5,000,000.00	4.60	5,000,000.00	4.02	48,555.56	15,400.00	Moodys-Aa	0.53
			<b>5,000,000.00</b>		<b>5,015,400.00</b>	<b>0.84%</b>		<b>196</b>
<b>Sub Total Corporate   Century Housing Corp</b>	<b>5,000,000.00</b>	<b>4.60</b>	<b>5,000,000.00</b>	<b>4.02</b>	<b>48,555.56</b>	<b>15,400.00</b>		<b>0.53</b>
<b>Corporate   Credit Agricole</b>								
Credit Agricole CIB NY 0 2/17/2026		5/27/2025	9,695,577.78	98.69	9,868,916.60	1.67%	S&P-AA	109
22533UBH5	10,000,000.00	4.25	9,875,255.56	4.39	0.00	-6,338.96	Moodys-A1	0.3
Credit Agricole CIB NY 0 3/2/2026		7/29/2025	9,747,400.00	98.55	9,854,833.30	1.66%	Moodys-P1	122
22533UC27	10,000,000.00	4.32	9,857,327.78	4.35	0.00	-2,494.48	S&P-A+	0.33
			<b>19,442,977.78</b>		<b>19,723,749.90</b>	<b>3.33%</b>		<b>115</b>
<b>Sub Total Corporate   Credit Agricole</b>	<b>20,000,000.00</b>	<b>4.28</b>	<b>19,732,583.34</b>	<b>4.37</b>	<b>0.00</b>	<b>-8,833.44</b>		<b>0.31</b>
<b>Corporate   MUFG Bank LTD</b>								
MUFGBK 0 4/13/2026		8/27/2025	14,613,562.50	98.10	14,715,466.65	2.49%	S&P-A+	164
62479MDD2	15,000,000.00	4.16	14,723,250.00	4.24	0.00	-7,783.35	Moodys-A1	0.45
MUFGBK 0 4/24/2026		7/29/2025	4,842,336.11	98.00	4,900,006.90	0.83%	Moodys-P1	175
62479MDQ3	5,000,000.00	4.36	4,897,430.56	4.20	0.00	2,576.34	S&P-A	0.48
			<b>19,455,898.61</b>		<b>19,615,473.55</b>	<b>3.32%</b>		<b>167</b>
<b>Sub Total Corporate   MUFG Bank LTD</b>	<b>20,000,000.00</b>	<b>4.21</b>	<b>19,620,680.56</b>	<b>4.23</b>	<b>0.00</b>	<b>-5,207.01</b>		<b>0.46</b>
<b>Corporate   Toyota</b>								
Toyota Motor Credit Corp 0 3/19/2026		6/26/2025	4,846,680.56	98.37	4,918,627.75	0.83%	Moodys-Aa	139
89233HCK8	5,000,000.00	4.28	4,919,881.95	4.29	0.00	-1,254.20	S&P-AA+	0.38



## Beaverton School District Portfolio Holdings by Asset Class

Date: 10/20/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
Toyota Motor Credit Corp 0 4/1/2026		8/27/2025	14,633,812.50	98.23	14,734,866.60	2.49%	S&P-A+	152
89233HD19	15,000,000.00	4.15	14,743,500.00	4.26	0.00	-8,633.40	Moody's-A1	0.42
			<b>19,480,493.06</b>		<b>19,653,494.35</b>	<b>3.32%</b>		<b>149</b>
<b>Sub Total Corporate   Toyota</b>	<b>20,000,000.00</b>	<b>4.18</b>	<b>19,663,381.95</b>	<b>4.27</b>	<b>0.00</b>	<b>-9,887.60</b>		<b>0.41</b>
<b>LGIP   Oregon State</b>								
Oregon State   417 2017 Bond Tax LGIP		6/30/2024	4,111,135.06	100.00	4,111,135.06	0.69%	NR	1
LGIP4972	4,111,135.06	4.60	4,111,135.06	4.60	0.00	0.00	NR	0
Oregon State   418 2022 Bond Issue LGIP		6/30/2024	11,573,549.49	100.00	11,573,549.49	1.95%	NR	1
LGIP6440	11,573,549.49	4.60	11,573,549.49	4.60	0.00	0.00	NR	0
Oregon State   Debt Service LGIP		6/30/2024	1,058,302.14	100.00	1,058,302.14	0.18%	NR	1
LGIP5173	1,058,302.14	4.60	1,058,302.14	4.60	0.00	0.00	NR	0
Oregon State   Fund 425 Bond Issue LGIP		5/29/2025	11,089,254.43	100.00	11,089,254.43	1.87%	None	1
LGIP6795	11,089,254.43	4.60	11,089,254.43	4.60	0.00	0.00	None	0
Oregon State   General Fund LGIP		6/30/2024	49,459,943.84	100.00	49,459,943.84	8.35%	NR	1
LGIP4010	49,459,943.84	4.60	49,459,943.84	4.60	0.00	0.00	NR	0
			<b>77,292,184.96</b>		<b>77,292,184.96</b>	<b>13.04%</b>		<b>1</b>
<b>Sub Total LGIP   Oregon State</b>	<b>77,292,184.96</b>	<b>4.60</b>	<b>77,292,184.96</b>	<b>4.60</b>	<b>0.00</b>	<b>0.00</b>		<b>0</b>
<b>US Agency   FHLB</b>								
FHLB 0 1/15/2026		2/20/2025	19,258,836.11	99.06	19,811,600.00	3.35%	Moody's-Aaa	76
313385RV0	20,000,000.00	4.21	19,828,788.89	4.51	0.00	-17,188.89	S&P-AA+	0.21
FHLB 0 1/15/2026		5/29/2025	14,620,775.00	99.06	14,858,700.00	2.51%	Moody's-Aaa	76
313385RV0	15,000,000.00	4.04	14,875,233.33	4.51	0.00	-16,533.33	S&P-AA+	0.21
FHLB 0 1/9/2026		3/19/2025	14,534,416.67	99.12	14,868,000.00	2.51%	Moody's-Aaa	70
313385RP3	15,000,000.00	3.90	14,889,895.83	4.57	0.00	-21,895.83	S&P-AA+	0.19
FHLB 0 11/13/2025		5/29/2025	14,718,600.00	99.71	14,956,050.00	2.53%	Moody's-Aa1	13
313385PE0	15,000,000.00	4.10	14,978,225.00	8.14	0.00	-22,175.00	S&P-AA+	0.04



## Beaverton School District Portfolio Holdings by Asset Class

Date: 10/20/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
FHLB 0 12/12/2025		5/29/2025	14,672,487.50	99.41	14,910,900.00	2.52%	Moodys-Aa1	42
313385QK5	15,000,000.00	4.08	14,930,175.00	5.12	0.00	-19,275.00	S&P-AA+	0.12
FHLB 0 2/13/2026		5/29/2025	14,577,500.00	98.78	14,816,850.00	2.5%	Moodys-Aa1	105
313385TA4	15,000,000.00	4.01	14,829,375.00	4.24	0.00	-12,525.00	S&P-AA+	0.29
FHLB 0 5/8/2026		8/27/2025	973,153.61	98.01	980,100.00	0.17%	S&P-AA+	189
313385WN2	1,000,000.00	3.91	980,023.75	3.87	0.00	76.25	Moodys-Aa1	0.52
			<b>93,355,768.89</b>		<b>95,202,200.00</b>	<b>16.09%</b>		<b>66</b>
<b>Sub Total US Agency   FHLB</b>	<b>96,000,000.00</b>	<b>4.06</b>	<b>95,311,716.80</b>	<b>5.13</b>	<b>0.00</b>	<b>-109,516.80</b>		<b>0.18</b>
<b>US Treasury   Bill - Slug</b>								
T-Bill 0 2/19/2026		5/27/2025	4,853,716.67	98.73	4,936,450.00	0.83%	Moodys-Aa1	111
912797PM3	5,000,000.00	4.11	4,939,412.50	4.23	0.00	-2,962.50	S&P-AA+	0.3
T-Bill 0 3/19/2026		5/27/2025	4,838,844.44	98.46	4,923,000.00	0.83%	Moodys-Aa1	139
912797PV3	5,000,000.00	4.11	4,924,322.22	4.11	0.00	-1,322.22	S&P-AA+	0.38
T-Bill 0 3/19/2026		7/29/2025	14,612,637.50	98.46	14,769,000.00	2.49%	Moodys-Aa1	139
912797PV3	15,000,000.00	4.15	14,768,912.50	4.11	0.00	87.50	S&P-AA+	0.38
T-Bill 0 5/14/2026		7/29/2025	968,691.67	97.98	979,790.00	0.17%	Moodys-Aa1	195
912797QN0	1,000,000.00	4.08	978,875.00	3.86	0.00	915.00	S&P-AA+	0.53
T-SLGS 0 10/15/2026		5/29/2025	9,474,600.00	96.44	9,643,900.00	1.63%	Moodys-Aa1	349
912821NH4	10,000,000.00	3.95	9,636,181.35	3.83	0.00	7,718.65	S&P-AA+	0.96
T-SLGS 0 11/15/2026		5/29/2025	9,446,900.00	96.37	9,636,800.00	1.62%	Moodys-Aa1	380
9128205Y9	10,000,000.00	3.93	9,607,143.92	3.59	0.00	29,656.08	S&P-AA+	1.04
T-SLGS 0 11/15/2027		5/29/2025	18,212,200.00	93.04	18,608,200.00	3.13%	Moodys-Aa1	745
912833QB9	20,000,000.00	3.84	18,520,098.89	3.57	0.00	88,101.11	S&P-AA+	2.04
T-SLGS 0 12/15/2026		5/29/2025	18,834,400.00	96.01	19,201,600.00	3.23%	Moodys-Aa1	410
912821NT8	20,000,000.00	3.92	19,154,166.37	3.66	0.00	47,433.63	S&P-AA+	1.12



## Beaverton School District Portfolio Holdings by Asset Class

Date: 10/20/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
T-SLGS 0 2/15/2027		5/29/2025	23,401,250.00	95.57	23,893,000.00	4.02%	Moodys-Aa1	472
9128206P7	25,000,000.00	3.89	23,796,475.28	3.54	0.00	96,524.72	S&P-AA+	1.29
T-SLGS 0 2/15/2028		5/29/2025	13,524,450.00	92.22	13,832,700.00	2.32%	Moodys-Aa1	837
912833RY8	15,000,000.00	3.85	13,755,004.69	3.57	0.00	77,695.31	S&P-AA+	2.29
T-SLGS 0 3/15/2026		5/29/2025	14,528,700.00	98.52	14,777,250.00	2.49%	Moodys-Aa1	135
912821KW4	15,000,000.00	4.05	14,780,601.72	4.04	0.00	-3,351.72	S&P-AA+	0.37
T-SLGS 0 4/15/2026		5/29/2025	14,481,300.00	98.19	14,727,900.00	2.49%	Moodys-Aa1	166
912821LA1	15,000,000.00	4.04	14,731,762.62	4.05	0.00	-3,862.62	S&P-AA+	0.45
T-SLGS 0 5/15/2026		5/29/2025	15,399,040.00	97.95	15,671,840.00	2.64%	Moodys-Aa1	196
9128202R7	16,000,000.00	4.02	15,664,421.20	3.87	0.00	7,418.80	S&P-AA+	0.54
T-SLGS 0 5/15/2027		5/29/2025	23,206,750.00	94.66	23,664,250.00	3.98%	Moodys-Aa1	561
912833PD6	25,000,000.00	3.83	23,594,953.56	3.60	0.00	69,296.44	S&P-AA+	1.54
T-SLGS 0 5/15/2028		5/29/2025	8,937,100.00	91.41	9,141,300.00	1.53%	Moodys-Aa1	927
912833WQ9	10,000,000.00	3.83	9,089,363.86	3.57	0.00	51,936.14	S&P-AA+	2.54
T-SLGS 0 6/15/2026		5/29/2025	23,982,250.00	97.69	24,421,250.00	4.12%	Moodys-Aa1	227
912821LL7	25,000,000.00	4.01	24,395,211.39	3.80	0.00	26,038.61	S&P-AA+	0.62
T-SLGS 0 7/15/2026		5/29/2025	23,908,500.00	97.41	24,351,500.00	4.11%	Moodys-Aa1	257
912821LQ6	25,000,000.00	3.99	24,319,137.14	3.76	0.00	32,362.86	S&P-AA+	0.7
T-SLGS 0 8/15/2026		5/29/2025	19,066,800.00	97.15	19,430,600.00	3.27%	Moodys-Aa1	288
912821LV5	20,000,000.00	3.97	19,393,314.67	3.69	0.00	37,285.33	S&P-AA+	0.79
T-SLGS 0 8/15/2027		5/29/2025	22,989,500.00	93.82	23,455,250.00	3.95%	Moodys-Aa1	653
912833PE4	25,000,000.00	3.82	23,375,177.60	3.59	0.00	80,072.40	S&P-AA+	1.79
T-SLGS 0 9/15/2026		5/29/2025	14,258,400.00	96.81	14,520,900.00	2.45%	Moodys-Aa1	319
912821ND3	15,000,000.00	3.95	14,500,906.33	3.75	0.00	19,993.67	S&P-AA+	0.87
<b>Sub Total US Treasury   Bill - Slug</b>	<b>317,000,000.00</b>	<b>3.95</b>	<b>298,926,030.28</b>	<b>3.74</b>	<b>304,586,480.00</b>	<b>51.3%</b>		<b>399</b>
			<b>303,925,442.81</b>		<b>0.00</b>	<b>661,037.19</b>		<b>4.99</b>



## Beaverton School District Portfolio Holdings by Asset Class

Date: 10/20/2025

Description	Face Amount / Shares	Settlement Date	Cost Value	Market Price	Market Value	% Portfolio	Credit Rating	Days To Call/Maturity
CUSIP		YTM @ Cost	Book Value	YTM @ Market	Accrued Interest	Unre. Gain/Loss	Credit Rating	Duration To Maturity
<b>US Treasury   Note</b>								
T-Note 1.625 2/15/2026		4/28/2025	11,773,560.00	99.27	11,912,760.00	2.01%	Moody's-Aaa	107
912828P46	12,000,000.00	4.04	11,917,306.89	4.14	40,801.63	-4,546.89	S&P-AA+	0.29
T-Note 2.25 11/15/2025		2/20/2025	14,785,500.00	99.87	14,980,050.00	2.53%	Moody's-Aaa	15
912828M56	15,000,000.00	4.25	14,987,994.40	5.46	154,993.21	-7,944.40	S&P-AA+	0.04
T-Note 4 12/15/2025		11/7/2024	14,951,400.00	100.01	15,000,900.00	2.53%	Moody's-Aaa	45
91282CGA3	15,000,000.00	4.30	14,994,573.20	3.89	226,229.51	6,326.80	S&P-AA+	0.12
			<b>41,510,460.00</b>		<b>41,893,710.00</b>	<b>7.07%</b>		<b>52</b>
<b>Sub Total US Treasury   Note</b>	<b>42,000,000.00</b>	<b>4.21</b>	<b>41,899,874.49</b>	<b>4.53</b>	<b>422,024.35</b>	<b>-6,164.49</b>		<b>0.14</b>
			<b>584,391,013.58</b>		<b>592,954,892.76</b>	<b>100.00%</b>		<b>235</b>
<b>TOTAL PORTFOLIO</b>	<b>607,292,184.96</b>	<b>4.10</b>	<b>592,421,452.93</b>	<b>4.20</b>	<b>531,968.80</b>	<b>533,439.83</b>		<b>0.65</b>

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

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

**RECOMMENDATION**

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

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**DRAFT MEETING MINUTES – BOARD WORK SESSION OCTOBER 14, 2025****Board Members Present:**

Sunita Garg, Chair  
Justice Rajee, Vice Chair (virtual)  
Dr. Vân Truong  
Dr. Karen Pérez (arrived 4:19 p.m.)  
Dr. Melissa Potter  
Syed Qasim  
Dr. Tammy Carpenter

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

Kerry Delf  
Chief of Staff

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

**I. OPEN MEETING**

Board Chair Sunita Garg called the work session to order at 4:17 p.m. She noted that five board members were present in person, Justice Rajee was attending virtually, and Dr. Karen Pérez would arrive shortly.

**II. SUPERINTENDENT SEARCH PROCESS PLANNING**

The board has selected Human Capital Enterprises (HCE) as the search firm it will work with to recruit and select the Beaverton School District's next superintendent. HCE representatives Hank Harris, Dr. Kathleen Rodden-Nord and Christy Perry discussed with the board the proposed process and timeline for the search including a community survey and focus group meetings, development of desired criteria, application process, candidate interviews, and a goal of selecting and announcing the district's next superintendent in early March. The board will approve the process and timeline at a future meeting.

The board recessed at 6:25 p.m., returning at 6:30 p.m.

Superintendent Balderas and student representatives joined the meeting at 6:30 p.m.

**III. STUDENT REPRESENTATIVES**

The four student representatives to the board for the 2025-26 school year were introduced: Chermia Clouser, Mountainside High School; Vihaan Paliwal, FLEX Online School; Isabelle Riley, Arts & Communication Magnet Academy; and Jordyn Sargent, Aloha High School. The student representatives and the seven board members each introduced themselves and spoke about why they are interested in serving in this capacity.

**IV. CLOSE MEETING**

Chair Garg adjourned the work session at 6:48 p.m.

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**DRAFT MEETING MINUTES – BOARD BUSINESS MEETING OCTOBER 14, 2025****Board Members Present:**

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

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

Chermia Clouser  
Vihaan Paliwal  
Isabelle Riley  
Jordyn Sargent

**Staff Present:**

Dr. Gustavo Balderas	Superintendent
Dr. Shelly Reggiani	Associate Superintendent for Teaching & Learning
Casey Waletich	Associate Superintendent for Operations & Support Services
Michael Schofield	Associate Superintendent for Business Services
Kerry Delf	Chief of Staff
Steffanie Frost	Chief Human Resources Officer
Steve Langford	Chief Information Officer
Shellie Bailey-Shah	Public Communications Officer
Jill O’Neill	Executive Administrator for Teaching & Learning
Steven Sparks	Executive Administrator for Long-Range Planning
Aaron Boyle	Administrator for Facilities Development
Veronica Galvan	Administrator for Curriculum, Instruction & Assessment
Kristie Hauss	Accountability, Data & Assessment Coordinator
Robert McCracken	Demographics & Planning Specialist

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

**I. OPEN MEETING**

Chair Sunita Garg called the meeting to order at 7:01 p.m. She noted that all seven board members were present with Justice Rajee joining virtually.

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

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

The board reviewed the agenda, and board member Tammy Carpenter requested a contract authorization be pulled from the consent agenda: Beaverton High School Baseball/Softball Turf.

## **II. STUDENT PERFORMANCES & RECOGNITIONS**

### *A. Stoller Middle School Choir*

The choir from Stoller performed Evening Rise.

### *B. ORABSE Educator Award*

Whitford Middle School 7th grade counselor Nikki Thrower was recognized as having received the Oregon Alliance of Black School Educators (ORABSE) Educator Award

### *C. Regional Teacher of the Year*

Sunset High School computer science and engineering teacher Jason Galbraith was honored for having been named by the Oregon Department of Education as the Northwest Regional Teacher of the Year and a finalist for Oregon Teacher of the Year.

## **III. SUPERINTENDENT'S REPORT**

Superintendent Balderas welcomed the student representatives from four of the district's high schools, expressed appreciation for their participation and emphasized the importance of their voices in district discussions. He then provided an update on state budget matters, noting that the Oregon Department of Education has been asked by the governor's office to prepare contingency plans for possible funding reductions. This has raised concerns among state superintendents that additional cuts could occur, potentially even within the current fiscal year. These contingency plans will be presented to the governor later this year and to legislators in early spring. Dr. Balderas also mentioned that the next state revenue forecast is scheduled for November 19, which will provide more insight into Oregon's financial outlook, and cautioned that the upcoming long legislative session may be particularly challenging for public education funding.

Dr. Balderas also mentioned ongoing homeland security activity in the area, highlighted that the district has provided information to all staff and continues to train employees, thanked staff for leadership in this area, noted that our schools are the safest places for students and reaffirmed the district's commitment to ensuring that schools remain safe environments. He noted that county superintendents are working together proactively to address safety concerns and maintain a unified response.

## **IV. PUBLIC COMMENTS**

### *A. Comments by Employee Groups*

BEA President Katie Lukins and OSEA President Kyrsti Sackman commented to the board.

### *B. Comments by Community Members*

The board heard public comment from 10 speakers. The board also received 24 written comments.

## **V. ITEMS FOR INFORMATION**

### *A. Beaverton Education Foundation*

BEF executive director Lauren Garrett and director of programs and grants Holly Van Houten shared an overview of the Beaverton Education Foundation that provides support for BSD schools. In 2024–25, with support from individuals, businesses, foundations and organizations, BEF invested \$372,500 in Beaverton schools. Funding was provided for 164 projects and programs across all 54 schools.

### *B. Enrollment Update*

BSD demographer Robert McCracken presented a report on the district's student enrollment. Each school year on the final school day of September, Oregon school districts tabulate the enrollment totals for each grade level and school. These figures represent the district's official enrollment for the year. Student numbers in the Beaverton School District are continuing to decline, with 2025 total enrollment down from the prior school year by a total of 890 students (-2.34%). General education enrollment declined at every school level except middle school, which rose slightly; the largest drop from the previous year was at the elementary school level.

#### *C. Division 22 Compliance Report*

Oregon Administrative Rules Chapter 581, Division 22 contains the state's foundational standards for elementary and secondary education. Each year, districts must report to the school board, the community and the Oregon Department of Education whether they are in compliance with the state standards set forth in Division 22. Dr. Shelly Reggiani, Jill O'Neill, Veronica Galvan and Kristie Hauss presented the board with this annual report for the 2024-25 school year. Of the 57 Division 22 standards addressed in the required annual assurances, the district was in compliance with 55. Corrective action plans are in place for the remaining two standards (middle school PE minutes and curriculum adoption timeline), and no issues are anticipated with their implementation. The detailed report is available to the public on the district website.

#### *D. Monthly Financial Report*

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

### **VI. CONSENT AGENDA**

#### *A. Personnel*

#### *B. Meeting Minutes*

- i. School Board Work Session, September 9, 2025
- ii. School Board Business Meeting, September 9, 2025
- iii. School Board Work Session, September 25, 2025
- iv. School Board Special Meeting, September 26, 2025

#### *C. Public Contract Authorization*

#### *D. Public Contract Brand Names*

#### *E. Review Policy DFA Investments*

Dr. Karen Pérez moved to approve the consent agenda as submitted with the exception of the item that was removed. Dr. Tammy Carpenter seconded. The motion passed unanimously 7:0.

### **VII. ITEMS FOR ACTION**

#### *A. Contract Authorization: Beaverton High School Baseball/Softball Turf*

Dr. Karen Pérez moved to approve the contract authorization that had been pulled from the consent agenda. Justice Rajee seconded. After discussion, the motion passed 6:1 with Dr. Tammy Carpenter opposing.

#### *C. Board Policy Revisions*

- i. JFCEB Personal Communication Devices
- ii. JOA Directory Information
- iii. JHFA Supervision of Students
- iv. JN Student Fees

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

## VIII. ITEMS FOR ACTION AT A FUTURE MEETING

### A. *Board Goals*

In the board's fall retreat, board members discussed goals for the board's work for the 2025-26 school year and reached consensus to establish four goals regarding superintendent selection, sustainable budget, board development and legislative advocacy. The board discussed in the retreat that the goals would be articulated and approved in a later meeting. The draft goals are:

- **Superintendent Selection:** The board will successfully select, hire and support a superintendent whose leadership and experience align with the district's strategic priorities, community values and student needs, and will work to ensure a smooth transition in district leadership.
- **Sustainable Budget:** The board will work collaboratively with district leadership to adopt a balanced and sustainable budget that reflects strategic priorities and supports long-term financial stability for the district.
- **Board Development and Effectiveness:** The board will strengthen its governance practices through effective onboarding, ongoing professional development and periodic self-assessment aligned to board goals and working agreements.
- **Legislative Advocacy:** For the 2026 Legislative Session, the board will continue to collaborate with regional partners and advocate to legislators to advance state-level actions that support Oregon K-12 education, the Beaverton School District and our students.

### B. *Board Operating Agreements*

The board periodically reviews, revises and reaffirms its board operating agreements that outline how board members will work with each other, the superintendent and the community. The board discussed the current board operating agreements, reviewed the articulation of revisions they had discussed with apparent support in the fall retreat, and some additional suggested revisions raised by board members in this meeting.

### C. *Budget Committee Member Selection Process*

Associate Superintendent Michael Schofield shared that the board has chosen to have budget committee positions linked to board zones. The terms of the committee members in zones 4 and 7 expired on June 30, and these positions are currently vacant. Community members (including current members who wish to continue to serve) may apply for appointment to three-year terms in these positions. Mr. Schofield shared the process the board has previously used to appoint community members to the committee. If approved by the board, applications will be accepted from November 5, 2025 to January 19, 2026, and the applicants recommended by the board members in those zones will be presented for board approval in the business meeting on February 3 or a future meeting.

### D. *Declaration of Surplus Property*

Executive Administrator for Long-Range Planning Steven Sparks shared that as part of a security fencing project at Fir Grove Elementary School, the Facilities Development team completed a survey of the school property lines, and identified that six neighboring residential properties have encroached onto the school property with residential fencing and other private improvements that have existed for many years. District staff met with the neighboring property owners and discussed options for resolution, and mutually agreed to explore the option of the neighbors acquiring the property on which their encroachments are located, if the board approves declaring the property surplus and authorizing its sale.

*E. Board Policy Revisions*

*i. AC Nondiscrimination and Civil Rights*

*ii. Clerical Revisions to Board Policy Manual*

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**

*A. Comments & Committee Reports*

Several board members participated in National Book Month by sharing recent or favorite reads and reflecting on the importance of continuous learning and personal growth. Board members expressed appreciation to district staff and consultants for their work on the evening's session and broader district efforts. Multiple board members emphasized their gratitude for classified and licensed employees and their essential roles in supporting students and district operations. Further comments touched on themes of safety, inclusion and belonging, reaffirming the district's commitment to maintaining respectful dialogue, valuing diverse perspectives, and prioritizing safety in an increasingly polarized climate. Additional updates included positive audit results, bond accountability, continued progress on facilities planning work, and acknowledgment of community partnerships such as BEF's "Feed My Body, Feed My Brain" initiative.

Student representatives shared that participating in the meeting was an eye-opening experience, providing insight into public engagement and district decision-making. They expressed gratitude for the opportunity to contribute their perspectives and recognized the importance of student voice in shaping discussions.

The meeting concluded with thanks to students, staff, and community members for their time, engagement, and shared commitment to the district's goals.

**CLOSE MEETING**

Chair Sunita Garg adjourned the meeting at 10:37 p.m.

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

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

**BACKGROUND**

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

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

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

**RECOMMENDATION**

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

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Contract Name	Recommended By	Contract Selection Process	Contractor / Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Aloha High School Baseball Dugouts Replacement	Aaron Boyle, Administrator for Facilities Development	Request for Proposal RFP 22-0027	R.A. Gray Construction LLC	\$236,938.00	5/2025	01/2026	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) Pre-Construction Services for Allen Transportation Replacement	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #22-0020	Robinson Construction Co.	\$518,428.59	11/2023	03/2027	Authorization to Award Contract
BASE Cafeteria Roof Materials	Aaron Boyle, Administrator for Facilities Development	Cooperative Agreement: Association of Educational Purchasing Agencies (AEPA) 025-D	Weatherproofing Technologies, Inc. (dba Tremco)	\$253,225.29	10/2025	09/2026	Authorization to Award Contract
Construction Manager/General Contractor (CM/GC) GMP Amendment for BASE Cafeteria Roof Replacement	Aaron Boyle, Administrator for Facilities Development	Request for Proposal RFP 22-0027	Perlo Construction, LLC	\$1,053,639.00	10/2025	09/2026	Authorization to Award Contract
Kinnaman Elementary School Roofing Materials	Aaron Boyle, Administrator for Facilities Development	Cooperative Agreement: Association of Educational Purchasing Agencies (AEPA) 025-D	Weatherproofing Technologies, Inc. (dba Tremco)	\$992,128.17	10/2025	09/2026	Authorization to Award Contract
Architectural/Engineering (A/E) Services for Sunset High School (SHS) Complete Design for HVAC Upgrade	Aaron Boyle, Administrator for Facilities Development	Request for Proposal (RFP) #21-0029	OH Planning + Design, Architecture, P.C.	\$1,420,065.00	6/2025	10/2027	Authorization to Award Contract

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** GMP for Aloha High School Baseball Dugouts Replacement

- **Contract Scope:** Replace existing baseball dugouts with new dugouts
- **Contract Timeline:** 11/2025 – 01/2026
- **Contract Amount:** \$236,938
- **Contractor/Vendor:** R.A. Gray Construction LLC
- **Funding Source:** 2022 Bond
- **Solicitation Method:** Request for Proposal RFP 22-0027
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Aloha HS SB/BB Turf

- **Project Scope:** Improve fields at Aloha HS
- **Project Budget:** \$9,000,000
- **Project Timeline:** 06/2024 – 01/2026

**BACKGROUND:** Aloha High School will replace the aged dugouts at the varsity baseball field to meet district standards, while the softball dugouts were already upgraded and are excluded from this scope. The total anticipated contract value for the dugout replacement is expected to be less than \$250,000, but may exceed this amount due to potential change orders.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract described herein with R.A. Gray 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 Allen Transportation Replacement

- **Contract Scope:** Early work authorization for procurement of the pre-engineered metal building (PEMB) structure under the Construction Manager/General Contractor (CM/GC) contract
- **Contract Timeline:** 11/2023 – 03/2027
- **Contract Amount:** \$518,428.59
- **Contractor/Vendor:** Robinson Construction Co.
- **Funding Source:** 2022 Bond; Allen Transportation Replacement
- **Solicitation Method:** Request for Proposal (RFP) #22-0020
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Allen Transportation Replacement

- **Project Scope:** Demolition and construction to replace the existing Allen Transportation maintenance facility.
- **Project Budget:** \$13,900,000
- **Project Timeline:** 11/2023 – 03/2027

**BACKGROUND:** The 2022 bond measure approved by voters includes funding to replace the existing Allen Transportation maintenance facility, originally constructed in 1967. The current facility is seismically vulnerable and features narrow, short, and low bays that are inefficient and pose safety concerns. In addition, the building systems are outdated, and the fixed maintenance equipment is beyond repair. This contract provides early work authorization for the procurement of a pre-engineered metal building (PEMB) structure, which will help mitigate risk and streamline the overall construction schedule.

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

**PUBLIC CONTRACT AUTHORIZATION****CONTRACT NAME:** BASE Cafeteria Roof Materials

- **Contract Scope:** Provide materials for the roof replacement at the BASE cafeteria building
- **Contract Timeline:** 10/2025 – 09/2026
- **Contract Amount:** \$253,225.29
- **Contractor/Vendor:** Weatherproofing Technologies, Inc. dba Tremco
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Cooperative Agreement, Cooperative Agreement: Association of Educational Purchasing Agencies (AEPA) 025-D
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

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

- **Project Scope:** BASE cafeteria building roof replacement
- **Project Budget:** \$1,450,000
- **Project Timeline:** 10/2025 – 09/2026

**BACKGROUND:** This project involves the direct purchase of roof replacement materials for the BASE cafeteria building. Utilizing a cooperative agreement for procurement results in cost savings to the Beaverton School District. If the final cost exceeds the estimated amount by more than 10%, a guaranteed maximum price (GMP) amendment will be presented to the board for approval.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Construction Manager/General Contractor (CM/GC) GMP Amendment for BASE Cafeteria Roof Replacement

- **Contract Scope:** Provide CM/GC services for roof replacement at the Capital Center cafeteria building
- **Contract Timeline:** 10/2025 – 09/2026
- **Contract Amount:** GMP Amendment \$1,053,639
- **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:** \$1,450,000
- **Project Timeline:** 10/2025 – 09/2026

**BACKGROUND:** The 2022 bond includes funding for deferred maintenance projects across the district, including the planned re-roofing of the cafeteria building at the Capital Center. The board previously approved a pre-construction services agreement in the amount of \$9,353.00. This guaranteed maximum price (GMP) amendment covers the full roof replacement and roof-level seismic upgrades at the BASE cafeteria building. Roofing materials will be procured separately through Tremco.

**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:** Kinnaman Elementary School Roofing Materials

- **Contract Scope:** Procurement of Tremco roof products for the reroofing of Kinnaman Elementary.
- **Contract Timeline:** 10/2025 – 09/2026
- **Contract Amount:** \$992,128.17
- **Contractor/Vendor:** Weatherproofing Technologies, Inc. dba Tremco
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Cooperative Agreement, Cooperative Agreement: Association of Educational Purchasing Agencies (AEPA) 025-D
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Kinnaman ES Roof Replacement

- **Project Scope:** Roof replacement
- **Project Budget:** \$4,540,000
- **Project Timeline:** 10/2025 – 09/2026

**BACKGROUND:** This project involves the direct purchase of roof replacement materials for Kinnaman Elementary School. Utilizing a Cooperative Agreement for procurement provides cost savings to the Beaverton School District. If the final cost exceeds the estimated amount by more than 10%, a Guaranteed Maximum Price (GMP) amendment will be presented to the Board for approval.

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

**PUBLIC CONTRACT AUTHORIZATION**

**CONTRACT NAME:** Architectural/Engineering (A/E) Services for Sunset High School (SHS) Complete Design for HVAC Upgrade

**Contract Scope:** A/E services for Sunset High School Complete design for HVAC upgrade.

- **Contract Timeline:** 06/2025 – 10/2027
- **Contract Amount:** \$1,420,065
- **Contractor/Vendor:** OH Planning + Design, Architecture, P.C.
- **Funding Source:** 2022 Bond; Deferred Maintenance
- **Solicitation Method:** Request for Proposal (RFP) #21-0029
- **Recommended By:** Aaron Boyle, Administrator for Facilities Development

**ASSOCIATED PROJECT:** Sunset High School HVAC

- **Project Scope:** Provide complete design and engineering services.
- **Project Budget:** \$8,000,000
- **Project Timeline:** 02/2025-11/2027

**BACKGROUND:** As part of the 2022 bond measure approved by voters, Sunset High School will receive a comprehensive HVAC upgrade to address deferred maintenance needs. The project includes installing cooling systems in currently unconditioned areas such as classrooms, the auditorium, and the main gym, as well as implementing new HVAC controls to integrate all systems with the district's standard for centralized management and efficiency. Additionally, the outdated steam boiler will be replaced with a modern, energy-efficient hot water heating system.

On June 2, 2025, the board authorized a contract for \$1,079,254 for architectural and engineering (A/E) services. Following a detailed review of existing conditions, the district conducted a feasibility study to refine the project scope, cost estimate, and design requirements. This contract revision authorizes the full design and engineering services necessary to support the project and includes coordination with the selected construction manager/general contractor (CM/GC) to ensure the final plans are complete and construction-ready.

**RECOMMENDATION:** It is recommended that the board authorize the superintendent or designee to execute the contract change described herein with OH Planning + Design, Architecture, P.C. subject to obtaining terms acceptable to district administration.

Beaverton School District Superintendent Search Draft Timeline 2025-2026	
Search Activities	Proposed Date(s)
Board Individual Interviews ("3:1"s)	October 8-16
Board Planning Meeting	October 14
Focus Group Meetings Online Survey Window	November 3 – November 19
Pre-Announcement Marketing e-Blast	November 30
Presentation and Adoption of Beaverton's <i>Next Superintendent Criteria</i>	December 3 worksession; December 9 approval
Recruitment Window	December 12 – January 14
Preliminary Interviews with consultants	January 19-24
Presentation of Slate	January 29
Semi-Finalist Interview	February 5
Selection of Finalists	February 6*
Confidential Community Panel	February 13
Finalist Interview Week	Week of February 16
Selection and Announcement	Early March
Superintendent assumes responsibilities	July 1 or sooner if agreeable

*\*this executive session will only take place if selection does not take place in the February 5 executive session.  
Updated October 23, 2025*

## ITEM FOR ACTION

### BUDGET COMMITTEE MEMBER SELECTION PROCESS

#### SUMMARY

The district’s budget committee has two open positions in which members’ terms have expired, in Zones 4 and 7. The school board will appoint community representatives to serve three-year terms on the committee. The board will first establish the process to be used.

#### BACKGROUND

The BSD budget committee is composed of the seven school board members and seven appointed community members, one from each board electoral zone. Budget committee members serve three-year terms, staggered so that two or three committee members’ terms expire each year.

The committee has two vacancies, in Zones 4 and 7. Members who previously served on the budget committee are not excluded from appointment.

<i>Zone</i>	<i>Board Member</i>	<i>Current Budget Committee Member</i>	<i>Term Expiration</i>
4	Sunita Garg	Alok Mehrotra	2025
7	Dr. Tammy Carpenter	Dr. Lisa Shultz	2025

In the past, the board has used the following process to appoint committee members. Timelines are updated accordingly.

- Applications will be accepted between November 5, 2025 and January 19, 2026.
- Openings will be publicized using the district’s normal communication channels.
- Candidates will submit a letter of interest and résumé through an online application form.
- The board member from each zone with an open position will review applications submitted for their zone and recommend a candidate for appointment.
- Recommended appointees will be presented for board approval in the business meeting on February 3, 2026 or a future meeting.

#### RECOMMENDATION

It is recommended that the board declare the budget committee positions for Zones 4 and 7 vacant and approve the selection process and timelines as outlined above.

#### SUGGESTED MOTION

I move to declare budget committee positions for Zones 4 and 7 vacant and approve the budget committee selection process as submitted.

**Belong. Believe. Achieve.**

**2025–2026 BUDGET COMMITTEE (2026-27 BUDGET)**

<b>ZONE</b>	<b>SCHOOL BOARD MEMBER</b>	<b>APPOINTED BUDGET COMMITTEE</b>	<b>BUDGET COMMITTEE TERM EXPIRES JUNE 30</b>
1	Dr. Vân Truong	Jessica McBride	2026
2	Dr. Karen Pérez	Brian Bean	2026
3	Dr. Melissa Potter	Dr. Jasmine Sears	2027
4	Sunita Garg	Alok Mehrotra	2025
5	Syed Qasim	Rekha Sridhar	2027
6	Justice Rajee	Amy Webb	2027
7	Dr. Tammy Carpenter	Dr. Lisa Shultz	2025
<b>SUPPORT STAFF</b>			
Dr. Gustavo Balderas, Superintendent Michael Schofield, Assoc. Superintendent for Business Services		Jessica Jones, Budget Manager Kristie Starr, Budget Analyst Marcie Davis, Assistant to Associate Superintendent	

**ITEM FOR ACTION****2025-26 BOARD GOALS****SUMMARY**

The board annually develops and approves goals for its work. In its fall retreat, the board discussed and decided on four goals. The finalized goals will guide board focus and decision-making throughout the upcoming year.

**BACKGROUND**

In the board's fall retreat, board members discussed potential goals for the board's work for the 2025-26 school year and reached consensus to establish four goals regarding superintendent selection, sustainable budget, board development and legislative advocacy. The board discussed in the retreat that the goals would be articulated and approved in a future meeting.

The draft articulation of the board's goals to be considered for approval is as follows:

- **Superintendent Selection:** The board will successfully select, hire and support a superintendent whose leadership and experience align with the district's strategic priorities, community values and student needs, and will work to ensure a smooth transition in district leadership.
- **Sustainable Budget:** The board will work collaboratively with district leadership to adopt a balanced and sustainable budget that reflects strategic priorities and supports long-term financial stability for the district.
- **Board Development and Effectiveness:** The board will strengthen its governance practices through effective onboarding, ongoing professional development and periodic self-assessment aligned to board goals and working agreements.
- **Legislative Advocacy:** For the 2026 Legislative Session, the board will continue to collaborate with regional partners and advocate to legislators to advance state-level actions that support Oregon K-12 education, the Beaverton School District and our students.

**RECOMMENDATION**

It is recommended that the board take action to approve board goals, formalizing the four goals the board agreed on in the fall retreat.

**SUGGESTED MOTION**

I move to approve the board goals for 2025-26 as submitted.

**Belong. Believe. Achieve.**

**ITEM FOR ACTION****BOARD OPERATING AGREEMENTS UPDATE****SUMMARY**

The board will take action on revisions to board operating agreements.

**BACKGROUND**

The board periodically reviews, revises and reaffirms its board operating agreements that outline how board members will work with each other, the superintendent and the community.

The board discussed adjustments and refinements to the board operating agreements in its retreat this fall. Draft revisions were developed following that dialogue and were discussed in the October business meeting. Additional discussion is planned in a work session prior to the November business meeting.

**RECOMMENDATION**

It is recommended that the board approve its operating agreements with the revisions it has agreed on.

**SUGGESTED MOTION**

I move to approve the board operating agreements as submitted.

**Belong. Believe. Achieve.**

# Changes Agreed in Fall Board Retreat *(consensus / majority support)*

## 2. BOARD OPERATING AGREEMENTS: Board members will...

- A. Make decisions in the best interest of students and the district as a whole.
- B. Assume positive intent while actively working to maintain trust.
- C. Commit to attending all meetings of the board, and notify board leadership and the superintendent with as much advance notice as possible ~~in advance~~ if travel, illness or another unavoidable circumstance prevents attendance or requires virtual attendance.
- D. Review information before meetings and come prepared to participate fully in discussions.
- E. Maintain decorum and be respectful of other board members, staff and the public. Share discussion time, listen respectfully to all perspectives, and refrain from sidebar conversations.

# Changes Agreed in Fall Board Retreat *(consensus / majority support)*

## 2. BOARD OPERATING AGREEMENTS: Board members will...

F. Use Robert's Rules of Order as the board's parliamentary procedure, ~~including a limit that each board member may speak up to two times in discussion of each topic~~. Robert's Rules are used as a tool and a guide, not a weapon, to facilitate clear and well-organized meetings. Each board member may speak up to two times in discussion of each topic; discussion may be extended at the discretion of the board chair or by agreement of a majority of the board.

G. Cast a vote on all matters; abstentions should be rare and generally limited to when a conflict is identified.

H. Maintain confidentiality of information, including all information and materials discussed in executive session.

I. No surprises: Utilize the board Q&A system and/or communicate directly with the superintendent and board chair regarding questions and concerns about agenda items (including intent to pull an item from the consent agenda), board processes, or other issues, in advance of raising them in a meeting.

J. Communicate questions and concerns about district operations to the superintendent, about board processes to the superintendent and board chair, and about other board members to the board chair.

K. Abide by Oregon public meetings laws, and refrain from discussing any board matter outside of public meetings with a majority of the board participating, whether verbally or in writing, simultaneously or serially.

# Changes Agreed in Fall Board Retreat *(consensus / majority support)*

## 4. BOARD COMMUNICATIONS

### C. Communications with the Public

e. If a communication is sent to all board members, the chair or their designee will respond on behalf of the board. Other board members will not respond.

f. If a message is received individually but there is reason to believe it may have been sent to multiple board members, the board member will check with the board chair about whether they also received it, in which case the chair or designee will notify board members and respond on behalf of the board.

g. In responding to communications sent to the board, the chair or designee will copy the superintendent when appropriate, and when relevant may blind copy or forward the response to the board. Other board members will not reply-all, to avoid engaging in communications that constitute a serial meeting.

h. Board members will not seek to resolve operational questions, complaints or requests for action that<sup>66</sup> are conveyed to them. They will acknowledge receipt and relay them to the superintendent for follow-up.

# Change Agreed on in November Work Session *(2 in support, 5 not objecting)*

## 4. BOARD COMMUNICATIONS

### E. Visits to Schools

- a. Board members are encouraged to visit district schools and programs, ~~by arrangement with the superintendent~~ with notice to the superintendent. Board members will contact the superintendent's office to coordinate desired visits.
- b. Board members are invited to attend public school events such as performances and athletic events.
- c. Board members may volunteer in schools in a capacity not related to their board role and not acting as a board member. The board member will inform the superintendent and board chair of their volunteer role.
- d. Board members will be mindful of the impact of their board position on how their presence and interaction is perceived. When volunteering at a school or attending a public event, board members will clearly convey that their presence is not for board-related purposes.
- e. Board members will be aware of confidentiality and privacy requirements and will not share identifiable photos or information about students without prior explicit consent of the student's parent or guardian.

*The Beaverton School Board is the policy-making body for the district, responsible for determining policies and establishing the long-range direction and vision of the district as detailed in its strategic plan. The superintendent is its chief executive officer and educational leader, responsible for administering the operations of the district, interpreting and implementing board policies, and executing the district's strategic plan and goals. To meet the needs of all students, the board and the superintendent must work together in a positive and transparent manner as a high-functioning leadership team. Toward that end, these board operating agreements serve to clarify the roles and responsibilities of the board and distinguish them from the roles and responsibilities of the superintendent, as they collaborate with dignity and respect to support the success of all students and staff in the district.*

**1. GOVERNANCE PRINCIPLES: The board will...**

- A. Work with the superintendent in a cooperative and collaborative partnership aligned toward a common mission and goals.
- B. Focus on the responsibilities of policy-making, planning and evaluation of the superintendent, and fiscal oversight, rather than day-to-day operations.
- C. Solicit input, listen to all perspectives and give careful consideration to all issues before the board.
- D. Do its work as a body and in public, making decisions only as a whole board at properly convened meetings.
- E. Support decisions of the majority after honoring the right of individual directors to express opposing viewpoints and vote their convictions.

**2. BOARD OPERATING AGREEMENTS: Board members will...**

- A. Make decisions in the best interest of students and the district as a whole.
- B. Assume positive intent while actively working to maintain trust.
- C. Commit to attending all meetings of the board, and notify board leadership and the superintendent [with as much advance notice as possible in advance](#) if [travel](#), illness or another unavoidable circumstance prevents attendance or requires virtual attendance.
- D. Review information before meetings and come prepared to participate fully in discussions.
- E. Maintain decorum and be respectful of other board members, staff and the public. Share discussion time, listen respectfully to all perspectives, and refrain from sidebar conversations.
- F. Use Robert's Rules of Order as the board's parliamentary procedure, ~~including a limit that each board member may speak up to two times in discussion of each topic.~~ Robert's Rules are used as a tool and a guide, not a weapon, to facilitate clear and well-organized meetings. [Each board member may speak up to two times in discussion of each topic; discussion may be extended at the discretion of the board chair or by agreement of a majority of the board.](#)
- G. Cast a vote on all matters; abstentions should be rare and generally limited to when a conflict is identified.
- H. Maintain confidentiality of information, including all information and materials discussed in executive session.
- I. No surprises: [Utilize the board Q&A system and/or](#) communicate directly with the superintendent and board chair regarding questions and concerns about agenda items ([including intent to pull an item from the consent agenda](#)), board processes, or other issues, in advance of raising them in a meeting.
- J. Communicate questions and concerns about district operations to the superintendent, about board processes to the superintendent and board chair, and about other board members to the board chair.
- K. Abide by Oregon public meetings laws, and refrain from discussing any board matter outside of public meetings with a majority of the board participating, whether verbally or in writing, simultaneously or serially.

**3. BOARD LEADERSHIP: The board chair will...**

- A. Work with the superintendent to develop efficient and effective agendas for board meetings.
- B. Facilitate meetings in a focused and timely manner, starting meetings on time and ending on time to the extent possible.

- C. Monitor that the board follows operational agreements and legal requirements, and arrange to provide training as needed to provide awareness and address issues.
- D. Speak on behalf of the board to the media and the public.

#### 4. BOARD COMMUNICATIONS

##### A. Agenda Setting

- a. The board chair is responsible for convening meetings and setting meeting agendas in collaboration with the superintendent.
- b. Board members may request an agenda topic by contacting board leadership and the superintendent, or making the request in their individual comments in a board meeting.
- c. Topics requested by board members will be reviewed by board leadership and considered for next steps, which may include information provided to the board in the superintendent's weekly memo, an informational meeting for 1–3 board members, or an item on an upcoming board meeting agenda.

##### B. Spokesperson & News Media

- a. The board chair speaks to the media on behalf of the board. The superintendent or designee, such as the communications officer, may also provide information about board policy, processes and decisions.
- b. No board member other than the board chair or designee has the authority to speak for the entire board. Media inquiries received by other board members regarding board matters should be referred to the district's communications officer and the board chair for response.
- c. Individual board members may choose to share their individual viewpoint but must clarify that they are speaking for themselves rather than the entire board. Board members who opt to make a statement to media about their individual viewpoint will notify the board chair and superintendent.

##### C. Communications with the Public

- a. Community members may contact the entire school board by email at [school\\_board@beaverton.k12.or.us](mailto:school_board@beaverton.k12.or.us), or may contact a school board member individually.
- b. The board has divided the district into seven geographic zones. Board members reside in these zones but are elected by voters district-wide and represent and are responsible to the entire community. The board has opted to assign schools for each board member to focus on and serve as a community contact point.
- c. A board member contacted by someone from their zone or related to one of their assigned focus schools will strive to respond in a timely manner and will copy the board chair and the superintendent.
- d. If a board member receives an inquiry from someone in another zone or a school they are not assigned, they will consult with the board member from that zone and/or the chair before responding.
- e. If a communication is sent to all board members, the chair or their designee will respond on behalf of the board. Other board members will not respond.
- f. [If a message is received individually but there is reason to believe it may have been sent to multiple board members, the board member will check with the board chair about whether they also received it, in which case the chair or designee will notify board members and respond on behalf of the board.](#)
- g. [In responding to communications sent to the board,](#) the chair or designee will copy the superintendent when appropriate, and when relevant may blind copy or forward the response to the board. Other board members will not reply-all, to avoid engaging in communications that constitute a serial meeting.
- h. Board members will not seek to resolve operational questions, complaints or requests for action that are conveyed to them. They will acknowledge receipt and relay them to the superintendent for follow-up.
- i. The board will serve as a model for positive and constructive public dialogue by communicating in a polite and respectful manner to and about fellow board members, staff, students and the public.

- j. Board members will utilize social media websites judiciously and will not denigrate the district, district staff or fellow board members, nor post confidential information about students, staff or district business.

#### **D. Communications with Staff**

- a. The board's sole employee is the superintendent. The superintendent is responsible for overseeing and directing the work of all other district staff.
- b. Board members will direct questions and comments to the superintendent, who will respond or refer them to executive leadership or other staff where appropriate.
- c. When communicating with a staff member, as with a member of the public, board members will not seek to resolve operational questions and complaints, but will acknowledge receipt and relay them to the superintendent for followup. The superintendent will inform the board member as appropriate when that follow-up has occurred.
- d. Board members will not intervene in the administration of the district or its schools. No individual board member may direct the superintendent to action without board authorization.
- e. Recognizing the impact of information requests on staff time, inquiries by individual board members that will require considerable staff time or resources may be referred by the superintendent to board leadership or the full board to determine if the use of resources aligns with board and district priorities.
- f. A request for a legal opinion by a board member must be approved by board leadership or a majority vote of the board before the request is made to legal counsel. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair.

#### **E. Visits to Schools**

- a. Board members are encouraged to visit district schools and programs, **by arrangement with the superintendent with notice to the superintendent**. Board members will contact the superintendent's office to coordinate desired visits.
- b. Board members are invited to attend public school events such as performances and athletic events.
- c. Board members may volunteer in schools in a capacity not related to their board role and not acting as a board member. The board member will inform the superintendent and board chair of their volunteer role.
- d. Board members will be mindful of the impact of their board position on how their presence and interaction is perceived. When volunteering at a school or attending a public event, board members will clearly convey that their presence is not for board-related purposes.
- e. Board members will be aware of confidentiality and privacy requirements and will not share identifiable photos or information about students without prior explicit consent of the student's parent or guardian.

**QUICK REFERENCE: ROLES & RESPONSIBILITIES OVERVIEW**

<p align="center"><b>School Board</b> GOVERNS</p>	<p align="center"><b>Superintendent</b> ADMINISTERS &amp; MANAGES</p>
<p>Hires and evaluates the superintendent, as the board's sole employee</p>	<p>Responsible for all district staff</p>
<p>Determines the long-range direction and vision of the district as detailed in the BSD Strategic Plan; reviews and updates the plan on a regular basis</p>	<p>Operationalizes, implements, and manages the day-to-day operations of the district, including that of the strategic plan</p>
<p>Establishes policies to govern the conduct of the board and guide the direction of the district</p>	<p>Establishes regulations and oversees the implementation of board policy; serves as the chief executive officer to whom the board has delegated administrative authority</p>
<p>Adopts, reviews, and modifies district policies consistent with State Board of Education rules and with local, state and federal laws.</p>	<p>Recommends policy adoptions and modifications, and implements policies approved by the board</p>
<p>Oversees the district's financial affairs:</p> <ul style="list-style-type: none"> <li>• Adopts the district's annual budget</li> <li>• Authorizes large contracts that exceed the authority delegated to the superintendent (\$250,000)</li> <li>• Approves agreements with employee groups</li> </ul>	<p>Manages the district's financial affairs:</p> <ul style="list-style-type: none"> <li>• Formulates the annual budget for recommendation to the budget committee and school board</li> <li>• Approves expenditures within delegated authority (\$250,000) and recommends to the board authorization of expenditures for large contracts beyond delegated authority</li> <li>• Negotiates and approves contracts as authorized by the board or within delegated authority</li> <li>• Negotiates and approves interagency agreements such as intergovernmental agreements and memoranda of understanding</li> <li>• Negotiates agreements with employee groups, subject to board parameters and board approval</li> </ul>
<p>Advocates for education with local and state leaders</p>	<p>Advocates for education with local and state leaders; advises board on advocacy</p>
<p>Calls elections on bonds, levies and other funding proposals</p>	<p>Provides information and recommendations to inform board decisions on funding proposals; provides information to community to inform voters about board-directed ballot measures</p>
<p>Communicates and engages with the community to represent public interest</p>	<p>Communicates and engages with the community; directs district communications</p>
<p>Considers appeal of decisions on complaints and student and staff disciplinary processes as provided by law, policy or contract</p>	<p>Determines district response to complaints and student and staff disciplinary processes; provides information to board to inform consideration of appeals</p>

## **QUICK REFERENCE: BSD POLICIES AND REGULATIONS**

### **Section A/B: Board Governance and Operations**

[ACA - Americans with Disabilities Act](#)

[ACB - Every Student Belongs](#)

[AE - Strategic Plan](#)

[BBA - Board Powers and Duties](#)

[BBAA - Individual Board Member's Authority and Responsibility](#)

[BBB - Board Elections](#)

[BBBA - Board Member Qualifications](#)

[BBD - Board Member Removal from Office](#)

[BBE - Vacancies on the Board](#)

[BBF - Board Member Ethics](#)

[BBFA - Board Member Conflicts of Interest](#)

[BBFB - Board Member Ethics and Nepotism](#)

[BCB - Board Officers](#)

[BCE - Board Committees](#)

[BCF - Advisory Committees to the Board](#)

[BCFAA - Community Partnership Teams](#)

[BD/BDA - Board Meetings](#)

[BDC - Executive Sessions](#)

[BDD - Board Meeting Procedures](#)

[BDDC - Board Meeting Agenda](#)

[BDDG - Minutes of Board Meetings](#)

[BDDH - Public Comment in Board Meetings](#)

[BF - Policy Development](#)

[BFC - Adoption and Revision of Policies](#)

[BFCA - Administrative Regulations](#)

[BFD - Board Policy Implementation](#)

[BG/GBD - Board-Staff Communications](#)

[BH/BHA - Orientation for New Board Members](#)

[BHB - Board Member Development](#)

[BHD - Board Member Compensation and Expense Reimbursement](#)

[BHE - Board Member Liability Insurance](#)

[BK - Evaluation of Board Operational Procedure](#)

### **Section C: General Administration**

### **Section D: Fiscal Management**

### **Section E: Support Services**

### **Section F: Facilities Development**

### **Section G: Personnel**

### **Section H: Personnel**

### **Section I: Instruction**

### **Section J: Students**

### **Section K/L: District–Community Relations**

**ITEM FOR ACTION****DECLARATION OF SURPLUS PROPERTY: FIR GROVE ELEMENTARY SCHOOL FENCELINE****SUMMARY**

Board authorization is required to declare as surplus and dispose of any real property. Related to a fencing project to improve school security at Fir Grove Elementary School, staff have provided a recommendation for the board to make a declaration of surplus property and authorize its sale.

**BACKGROUND**

Fir Grove Elementary School has been identified as a site requiring additional perimeter fencing, utilizing 2014 capital bond reserve funds as approved by the board in 2021 to enhance security at elementary schools by closing existing gaps in perimeter fencing. In 2024, as a part of the security fencing project, the Facilities Development team completed a survey of the school property lines, and identified that six neighboring residential properties have encroached onto the Fir Grove school property with residential fencing and other private improvements. The encroachments have existed for many years without prior discovery by and objection from the district.

District staff have met with the neighboring property owners on multiple occasions and informed them of the district's fencing project, the existence of encroachments on district property, and discussed options for resolution of the encroachments. The neighbors agreed unanimously to explore the option of acquiring from the district the property on which their encroachments are located. The district engaged an appraiser to determine the value of the property, and informed the neighbors of the cost to potentially acquire the property, if its sale is authorized.

The area of encroachment by these six properties ranges from approximately 100 to 2,300 square feet. The final area of potential property sale to the neighbors ranges from approximately 600 to 2,000 square feet. The areas of potential acquisition increased or decreased in size due to the straightening of the alignment of the new fence in comparison to the neighbors' existing fence line.

**RECOMMENDATION**

It is recommended that the board take action to declare the identified property at Fir Grove Elementary School as surplus and authorize its sale to the neighboring property owners.

**OPTIONS & ALTERNATIVES**

The board may declare the subject property as surplus to school district needs and allow its sale, as recommended, enabling the fencing project to proceed as developed in conjunction with the adjacent residential property owners. If the board opts not to declare the property as surplus, the neighboring property owners would be required to remove their improvements that encroach on district property or the district would not be able to complete its planned perimeter fencing at the district property line.

**SUGGESTED MOTION**

I move to declare the identified property at Fir Grove Elementary School as surplus and authorize its sale as presented.

**Belong. Believe. Achieve.**

# Surplus Property at Fir Grove Elementary School

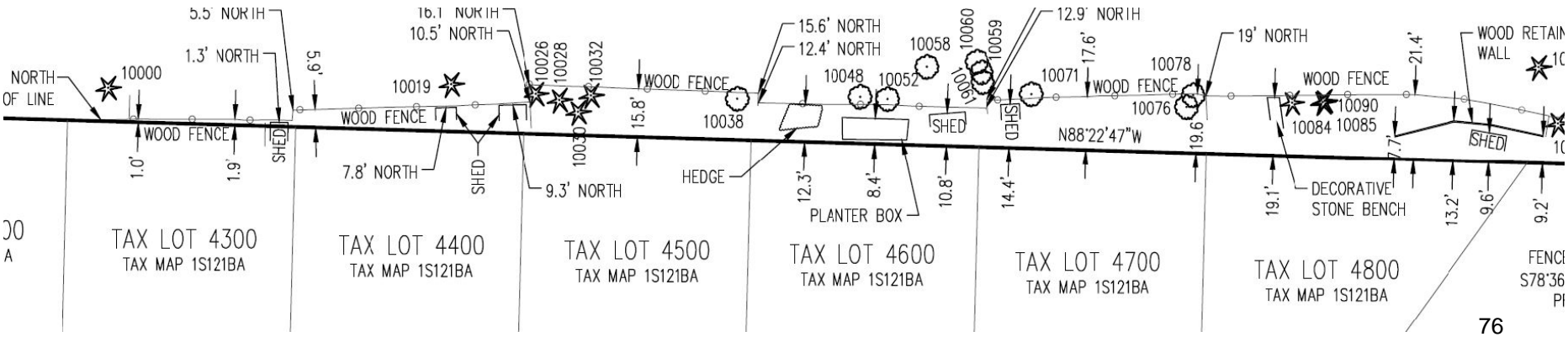
School Board Meeting  
October 14, 2025

# Overview

- District surveyed property lines at Fir Grove ES as a part of the security fencing project.
- Survey disclosed private encroachments of varying sizes onto the district property.
- The neighboring property owners would like to pursue a lot line adjustment and acquire the property from the district.



# Areas of Encroachment





# Total Proposed Surplus Area

Tax Lot	Square Feet
4300	594
4400	986
4500	1,270
4600	1,249
4700	1,239
4800	2,065

**Total Surplus Area**  
**7,403 square feet**

# Next Steps

- Board takes action on declaration of surplus property in November 2025.
- If approved, staff proceed with lot line adjustment application with City of Beaverton.
- If approved, staff record lot line adjustment survey with Washington County.
- Staff conclude sale of surplus property to neighboring property owners.
- District completes perimeter fencing.



# Questions?

Thank you!

**ITEM FOR ACTION****APPROVE REVISIONS TO BOARD POLICIES****SUMMARY**

Revisions are recommended to update board policy AC and make clerical revisions to other board policies. 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****Updates to Board Policy AC Nondiscrimination and Civil Rights**

OSBA recommends revising this policy to update the nondiscrimination statement and add language on submitting a civil rights complaint.

**Clerical Revisions to Board Policy Manual**

Minor revisions are recommended to update pronoun language in numerous board policies. It is recommended that the board authorize the district to make clerical revisions to board policies to update pronouns and correct scrivener's errors (e.g. misspellings and misplaced punctuation) without changing meaning. Board policies in which pronouns would be updated include but are not limited to the following:

BF Policy Development	GCQAB Tutoring for Pay
DFA Investment of Funds	GCQBA Copyrights and Patents
EDDA Sustainability and Energy Conservation	GCDA/GDDA Criminal Records Checks/Fingerprinting
EEAC School Bus Safety Program	GCN Evaluation of Staff
EEAE Student Transportation in Private Vehicle	IGAEB Drug, Alcohol and Tobacco Prevention
EFAA-AR District Nutrition and Food Services	IKFA Early Graduation
EGAAA Reproduction of All Copyrighted Materials	INB Studying Controversial Issues
GAB Position Descriptions	JEA Compulsory Attendance
GBEC Drug-Free Workplace	JF/JFA Student Rights and Responsibilities
GBED Medical Examinations/Drug Testing	JGA Corporal Punishment
GCBDE/GDBDE Military Leave of Absence	KAB Parental Rights

**RECOMMENDATION**

It is recommended that the board approve the proposed revisions to board policies:

- Approve updates to board policy AC
- Authorize clerical revisions to board policy manual

**SUGGESTED MOTION**

I move to approve the policy revisions as submitted.

**Belong. Believe. Achieve.**

---

## Nondiscrimination and Civil Rights

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Beaverton School District does not discriminate and prohibits discrimination and harassment ~~in any programs or activities~~ on any basis protected by law, including but not limited to; an individual's actual or perceived race<sup>1</sup>, 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 or veteran status or because of the perceived or actual association with any other persons within these protected classes.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

~~The superintendent or designee will appoint a civil rights coordinator and make contact information available to staff, students and parents.~~

The superintendent or designee ~~shall~~ will appoint individuals in the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses and phone numbers. The district will designate a civil rights coordinator who will comply with the requirements set forth in OAR 581-021-0660.

The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Any complaint alleging discrimination may be made to the civil rights coordinator and will be processed in accordance with administrative regulation AC-AR. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

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<sup>1</sup> Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including, but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 82 659A.001 (as amended by House Bill 2935 (2021)).

**Legal Reference(s)**

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 332.505](#)

[ORS 408.230](#)

[ORS 659.805](#)

[ORS 659.815](#)

[ORS 659.850 to -860](#)

[ORS 659.865](#)

[ORS 659A.001](#)

[ORS 659A.003](#)

[ORS 659A.006](#)

[ORS 659A.009](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[ORS 659A.040](#)

[ORS 659A.103 to -145](#)

[ORS 659A.230 to -233](#)

[ORS 659A.236](#)

[ORS 659A.309](#)

[ORS 659A.321](#)

[ORS 659A.409](#)

~~[OAR 581-002-0001 – 002-0005](#)~~

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0047](#)

[OAR 581-021-0650-0665](#)

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

~~[OAR 581-075-0001 – 075-0005](#)~~

[OAR 581-075-0901](#)

[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act ~~of 1990~~ / [Americans with Disabilities Act Amendments Act](#), 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 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 ([2024](#)).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

~~[Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 \(2018\); 29 C.F.R. Part 1630 \(2019\); 28 C.F.R. Part 35 \(2019\)](#)~~

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

**Cross Reference(s):**

ACA - Americans with Disabilities Act

ACB – All Students Belong

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

JFCF – Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying, Teen Dating Violence and Domestic Violence

**ITEM FOR ACTION AT A FUTURE MEETING****OREGON SCHOOL BOARDS ASSOCIATION ELECTION****SUMMARY**

At the next business meeting, the board will vote in the Oregon School Boards Association 2025 election on OSBA board positions 16 and 20 and Legislative Policy Committee positions 15, 16 and 20.

**BACKGROUND**

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

OSBA is governed by a member-elected board with 23 representatives elected from geographic regions across the state and representatives of established caucuses (currently two, the caucus of board members of color and the rural school boards caucus). OSBA also has a legislative policy committee, consisting of the OSBA board and additional elected regional representatives. Candidates for election must be nominated by official action of a member board within the region. Member boards in each region then vote to elect candidates to their region's board positions.

Member boards vote on candidates and resolutions during OSBA's annual election period in the fall. Voting is open from October 15 through December 15, 2025. Candidates are voted on by member boards in their region, and each board has one vote. Resolutions are voted on statewide, with a weighted voting system based on student population, so as a large district Beaverton has multiple votes (there are no resolutions proposed in the 2025 election). Boards vote as a body, not as individuals; a majority vote determines how the board's votes will be cast with OSBA.

The board is asked to vote on OSBA board positions 16 and 20:

- OSBA Board Position 16 – Tristan Irvin (Tigard-Tualatin School Board)
- OSBA Board Position 20 – Nancy Thomas (Hillsboro School Board)

The board is asked to vote on Legislative Policy Committee positions 15, 16 & 20:

- OSBA LPC Position 15: Melissa Potter (Beaverton School Board) or TJ Johnson (Gaston School Board)
- OSBA LPC Position 16: Becky Tymchuk (Northwest Regional Education Service District Board)
- OSBA LPC Position 20: Crystal Weston (Tigard-Tualatin School Board)

The nomination form and questionnaire responses for each candidate are included in the agenda packet.

**RECOMMENDATION**

This is presented for initial consideration and discussion. At the next meeting in December the board will vote as a body on each position, and staff will record the board's votes with OSBA.

**Belong. Believe. Achieve.**

**NOMINATION FORM**  
**OSBA LEGISLATIVE POLICY COMMITTEE (LPC)**  
**REGIONAL MEMBER**

Date 9.11.25

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

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

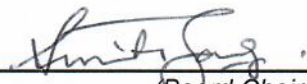
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the \_\_\_\_\_ Region, Position # \_\_\_\_\_.

**LPC CANDIDATE INFORMATION**

Name: DR. MELISSA POTTER  
District/ESD/Community College: BEAUVERTON SD  
Address: 1260 NW WATERHOUSE  
City: BEAUVERTON Oregon ZIP: 97006  
E-mail: MELISSA-POTTER@ Phone: 503-356-4500  
BEAUVERTON, K12. OR. US

This nomination was approved by official action of our board of directors at a duly called meeting on  
9.11.25  
(date)



(Board Chair signature)

Board Chair name: Sunita Garg  
District: BEAUVERTON  
Address: 1260 NW WATERHOUSE  
City, State, Zip: BEAUVERTON, OR 97006

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Melissa Potter

Date: 9/21/25

Address: 11543 NW Damascus St

City/Zip: Portland 97229

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: 503-329-9686

E-mail: melissa\_potter@beaverton.k12.or.us

District/ESD/CC: Beaverton School District

Term expires: June 2027 Years on board: 2

Region: Washington



Position #: \_\_\_\_\_

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

*Melissa Potter*

9/21/25

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

Although each region is unique, strong state-level policies can help the schools in all of our regions. I want to work with our fellow school board members in our region to advocate for policies to support our ability to serve our communities through strong public schools that can meet the needs of all of our amazing students.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

For the last 12 years, I have worked across different organizations to develop collaborative efforts to build pathways to teacher licensure. This collaborative effort thrives when we recognize the strengths we all bring to the table and appreciate that a collective effort will improve our service to students. From my experience on the LPC for the last two years, I have seen the benefits of our collective efforts to support the needs of students.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Continuing to build a unified voice that supports the school funding and policies that will move our systems closer to meeting the needs of all students. Our systems need continuous adjustments as our students' needs change. Strong, state-level policies can help support such system-adjustments and OSBA has enormous potential to positively influence state-level decision making.

4. What do you see as the two most challenging legislative issues faced by your region?

Serving our students whose needs are not currently being met by the instructional practices seen in the typical general education classroom and those whose needs are not being served through special education services. These needs can present themselves as behavioral disruptions, anxiety, etc. but many times it comes down to unmet needs. What adjustments to the system can we make to meet those needs?

5. What is your plan for communicating with boards in your region about legislative issues?

Last year, our LPC and OSBA Board members in the Washington region worked collaboratively to build a unified voice around shared needs. We plan to continue this effort again. From meeting during our regional breakout during the OSBA Fall Conference to continuing our annual dinner with our region's senators and representatives, to participating in OSBA's legislative day, we want to use the structures

Email to [elections@osba.org](mailto:elections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

### Work or service performed for OSBA or local district (include committee name and if you were chair):

- Two years on OSBA's Legislative Policy Committee
- Two years on Beaverton School Board's Legislative Advocacy Committee
- One year as the school board liaison for the Educator Advancement Council

### Other education board positions held/dates:

- New board liaison for the Beaverton Education Foundation

### Occupation (Include at least the past five years):

Employers:

Oregon State University

Dates:

2021-present

### Schools attended (Include official name of school, where and when):

High school: Glencoe High School, Hillsboro, Oregon 1995

College: Willamette University 1999, Pacific University 2001, University of Oregon 2008

Degrees earned: BA, MAT, D.Ed.

### Education honors and/or awards:

DOCTOR OF EDUCATION (D.Ed.), Educational Leadership

MASTER OF ARTS IN TEACHING (MAT), Science Education

ADVISOR, New America, Grow Your Own Educator National Network 2022-2024

### Other applicable training or education:

PROFESSIONAL TEACHING LICENSE, Biology and Integrated Science, PK-12, renewed September 2022

PRINCIPAL ADMINISTRATIVE LICENSE, PK-12, renewed July 2023

Grow Your Own Educators National Network Convening, New America, 2022 & 2023

The Art of Supervision, Salta Equity Consulting, 2022

Social Equity Facilitator Training, Equital Literacy Institute, 2021

### Activities, other state and local community services:

SOLVE Volunteer, community clean up and habitat restoration

Cedar Park Middle School and Cedar Mill Elementary School volunteer

Diversity and Inclusion Governance Committee, College of Education, OSU; STEM Council Committee Member, PSU;

### Hobbies/special interests:

Hiking, reading, kayaking, spending time with family and friends

### Business/professional/civic group memberships; offices held and dates:

Oregon Pre-Service Educator Network (OPEN) Participation, state-wide consortium of EPPs and school districts to support pre-service educators, 2018-current

Institutional Review Board (IRB) Member, Beaverton School District, 2016-2021

Outside Committee Member for Doctoral Dissertation Committees, Marrs, C. 2018 and Eckert, K. 2022

### Additional comments:

**NOMINATION FORM  
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)  
REGIONAL MEMBER**

Date September 9, 2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

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

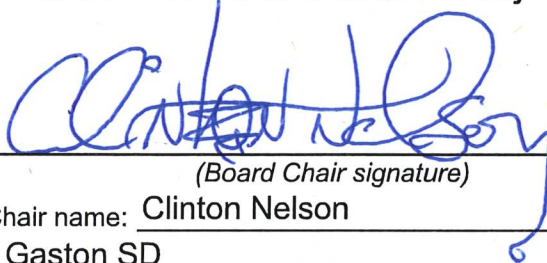
Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Washington Region, Position # 15.

**LPC CANDIDATE INFORMATION**

Name: Tj Johnson  
District/ESD/Community College: Gaston School District  
Address: PO Box 301  
City: Gaston Oregon ZIP: 97119  
E-mail: Tj.Johnson@gastonk12.org Phone: 503-985-7002

**This nomination was approved by official action of our board of directors at a duly called meeting on**  
September 9, 2025  
**(date)**



(Board Chair signature)

Board Chair name: Clinton Nelson  
District: Gaston SD  
Address: 300 Park St.  
City, State, Zip: Gaston, OR 97119

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Tj Johnson

Date: 9/14/2025

Address: PO Box 301

City/Zip: Gaston

Business phone: \_\_\_\_\_

Residence phone: 5039857002

Cell phone: \_\_\_\_\_

E-mail: elect.tj@pm.me

District/ESD/CC: Gaston

Term expires: 06/30/2029 Years on board: 5

Region: Washington

Insert your high-resolution digital photo (head shot):  
1) Open this doc in Adobe  
2) Click on Tools tab  
3) Click Edit PDF  
4) Click on Add Image  
5) Navigate to where photo is  
6) Position photo in this frame  
*(none available)*

Position #: 15

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

  
Name

9/14/2025  
Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?  
Advocating for Education reform
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.  
An understanding of the confluence of education and child development. Lead a district conversation about it.
3. What do you see as the two most challenging legislative issues faced by OSBA?  
The definition of Education.  
Parental and community input.
4. What do you see as the two most challenging legislative issues faced by your region?  
The definition of Education.  
Parental and community input.
5. What is your plan for communicating with boards in your region about legislative issues?  
This depends on the board, their interest, and preferred method of communication.

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district (include committee name and if you were chair):**

Former LPC member  
Health Curriculum Adoption committee member  
Contract Negotiation team

**Other education board positions held/dates:**

**Occupation (Include at least the past five years):**

Employers:

Self

Dates:

2020-present

**Schools attended (Include official name of school, where and when):**

High school: Gaston

College: UofO, Heald College, University of Phoenix

Degrees earned: AAS x 3, BSIT x 1

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

Former Booster Club member  
MS/HS Youth Services volunteer  
MS/HS Youth Director

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

**NOMINATION FORM**  
**OSBA LEGISLATIVE POLICY COMMITTEE (LPC)**  
**REGIONAL MEMBER**

Date 9/12/2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

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

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Washington Region, Position # 16.

**LPC CANDIDATE INFORMATION**

Name: Becky Tymchuk  
District/ESD/Community College: Northwest Regional Education Service District  
Address: 5825 NE Ray Circle  
City: Hillsboro Oregon ZIP: 97124  
E-mail: btymchuk@nwresd.k12.or.us Phone: 503-614-1401

**This nomination was approved by official action of our board of directors at a duly called meeting on**  
9/10/2025  
**(date)**

*Becky Tymchuk*  
Becky Tymchuk (Sep 30, 2025 13:05:00 PDT)

(Board Chair signature)

Board Chair name: Becky Tymchuk  
District: Northwest Regional Education Service District  
Address: 5825 NE Ray Circle  
City, State, Zip: Hillsboro, OR 97124

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Becky Tymchuk

Date: Sept. 29, 2025

Address: 13315 SW Angora Lane

City/Zip: Beaverton, 97008

Business phone: (503)720-5852

Residence phone: (503)524-4423

Cell phone: (503)720-5852

E-mail: Btymchuk@nwresd.k12.or.us

District/ESD/CC: Northwest Regional ESD

Term expires: June 30, 2027 Years on board: 3

Region: Washington



Position #: 16

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

Becky Tymchuk

Sept. 29, 2025

Name

Date

**Be brief; please limit your responses to 50 words per question.**

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?  
To foster relationships between board members and state legislators.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.  
For the past ten years, I have helped the Washington Region team in organizing a yearly Legislative Roundtable Dinner with school board members, superintendents, and local legislators. I was an active advocate at the state level in helping with the passage of the Student Success Act.
3. What do you see as the two most challenging legislative issues faced by OSBA?  
There are several challenging issues facing the upcoming 2026 short session, as well as the 2027 Long session. I believe two of the most difficult issues is districts having to balance local budgets with SSF funds with the potential loss of federal funds with the escalating costs of PERS, and keeping up the cost of living. The second challenging legislative issue is addressing the SPED cap.
4. What do you see as the two most challenging legislative issues faced by your region?  
Legislative issues facing the Washington Region are meeting the needs of school districts that vary in size, budget, and demographics. There is no one-size-fits-all. It will be essential to coordinate funds for literacy and CTE for the region to best allocate finite funds.
5. What is your plan for communicating with boards in your region about legislative issues?  
The region will continue to coordinate a legislative roundtable dinner to share district priorities. During legislative sessions, I will share OSBA legislative updates with school board chairs so that they can pass the information along to their fellow board members.

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

### Work or service performed for OSBA or local district (include committee name and if you were chair):

Chair/Vice Chair - Beaverton School Board - 2016-2022  
Chair - Local School Levy & Bond Campaign - 2019 & 2021  
OSBA Legislative Policy Committee - 2015 to present  
Chair - Northwest Regional ESD Board - 2021 to present

### Other education board positions held/dates:

State Board of Education - School Board Advisory Board Member - January 2025 to present  
Oregon Bankers Association Education Foundation - Fundraising Chair - 2021 to present  
Children's Institute - Board Member - 2022 to present

### Occupation (Include at least the past five years):

#### Employers:

Owner - Tymchuk Consulting - Non-Profit Consultant and Fundraiser

#### Dates:

2003 to present

### Schools attended (Include official name of school, where and when):

High school: Grants Pass High School, Grants Pass, Oregon - Graduate 1977

College: Willamette University, Salem, Oregon - Graduate 1981

Degrees earned: Bachelor of Science Degrees in Speech and Social Science with emphasis in Political Science

### Education honors and/or awards:

Grants Pass High National Honor Society, top one percent of graduating class  
Willamette University - Merit Scholar and Graduating Senior Key Recipient

### Other applicable training or education:

Certified Fund Raising Executive (CFRE) - Distinction and certification for Development Officers and fund raisers  
Masters Degree Course work in Non -Profit Management at Concordia College (former college in Portland, Oregon)  
OSBA Gold Leadership Certification

### Activities, other state and local community services:

Emeritus Board Member - Salvation Army Metro Advisory Board, Nick Wilson Charitable Group and the Oregon Zoo Foundation

### Hobbies/special interests:

Gardening, cooking and entertaining, sports, reading and current events.

### Business/professional/civic group memberships; offices held and dates:

None

### Additional comments:

**NOMINATION FORM**  
**OSBA LEGISLATIVE POLICY COMMITTEE (LPC)**  
**REGIONAL MEMBER**

Date 09/08/25

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025.**

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

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Washington Region, Position # 20.

**LPC CANDIDATE INFORMATION**

Name: Crystal Weston  
District/ESD/Community College: Tigard- Tualatin School District  
Address: 6960 SW Sandburg St  
City: Tigard Oregon ZIP: 97223  
E-mail: boardmember.weston@ttsd.k12.or.us Phone: 503-431-4000

**This nomination was approved by official action of our board of directors at a duly called meeting on**  
09/08/25  
**(date)**



\_\_\_\_\_  
(Board Chair signature)

Board Chair name: Jill Zurschmeide  
District: Tigard- Tualatin School District  
Address: 6960 SW Sandburg St  
City, State, Zip: Tigard, OR 97223

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Crystal Weston

Date: 9/1/2025

Address: 13560 SW Ash Ave

City/Zip: Tigard, 97223

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: 503-481-6207

E-mail: boardmember.weston@ttsd.k12.or.us

District/ESD/CC: TTSD

Term expires: 6/30/2029 Years on board: 2

Region: Washington County

Insert your high-resolution digital photo (head shot):  
1) Open this doc in Adobe  
2) Click on Tools tab  
3) Click Edit PDF  
4) Click on Add Image  
5) Navigate to where photo is  
6) Position photo in this frame

Position #: 5

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

Crystal Weston

9/23/2025

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?  
I have a deep appreciation for the impact state level policy can have on school districts. Oregon has a unique school funding formula with a goal of funding students across the state equitably. No family should be locked out a quality education and the accompanying opportunities because they can't afford to live in a wealthier zip code. I hope to help Oregon live up to its promise of a high quality and equitable education for all students across the state, delivering economic vitality and informed community participation.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.  
Being an elected official is just the start to having authentic dialogue with the community, understanding when we can be flexible and when we have to stand firm, and better understanding my own priorities. I prioritize coalition building but I also lead with principal. I have submitted testimony for things like freedom to read, I have served on a panel for environmental health policy, and I have worked hard to build coalitions and learn how to have nuance by adjusting policy to gain supporters but maintaining key elements.
3. What do you see as the two most challenging legislative issues faced by OSBA?  
1. As inflation reduces the spending power of local budgets, districts cannot raise revenue proportionately through due to constraints imposed by Measures 5 and 50. This leaves districts increasingly reliant on state budget funds, and in the position of competing for other priorities. A state that fails to prioritize its young people jeopardizes its future. 2. As the federal administration has created an atmosphere of fear for families, it's important to do what we can at the state level to maintain safety. I support efforts that law enforcement operate without masks and
4. What do you see as the two most challenging legislative issues faced by your region?  
TTSD has an increasingly diverse student body that requires what all students require- a high quality educational experience that opens doors. We must also ensure safety and protection of civil rights for diverse communities. Like other districts, TTSD also has experienced the twin pressures of inflation and (in our case slowly) declining enrollment. These challenges cannot go unanswered. Creative solutions could see repurposed buildings to serve preschooler and revenue reform strategies.
5. What is your plan for communicating with boards in your region about legislative issues?  
I plan to build relationships with other regional board members to maintain close communication- providing updates and listening to input and concerns. I also will use existing technology to maintain communications, and will prioritize clear specific ways to support policy and uplift voices to make an impact.

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):  
TTSD board director

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers: Environmental Health Director, Oregon Environmental Council (2024-present)  
Occupational Health, Covid-19 data analytics and Director ' s Office, Oregon Health Authority (2018-2023)

Dates:

**Schools attended** (Include official name of school, where and when):

High school: Floyd B Buchanan High School, Clovis, CA

College: University of CA, Bachelor ' s in Psychology, University of Oregon, Master ' s in Public Administration

Degrees earned: BA Psychology (UCSC), MPA Public Administration (UO)

**Education honors and/or awards:**

University of California, Phi Beta Kappa  
University of California, Regents Scholar  
University of Oregon, Honors

**Other applicable training or education:**

Not for profit management certificate, U of O  
Emerge Oregon Graduate  
Leadership Academy, State of Oregon

**Activities, other state and local community services:**

I am a long time advocate for children ' s health, foster youth and education. I have served on not for profit boards, advocated to the state legislation, and worked with youth advocated.

**Hobbies/special interests:**

In any free time I enjoy making art, spending time with family and enjoying nature.

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

Public education is the foundation of a thriving community, civic life and economy. Investment in education build the foundation for healthy, involved and contributing community members. It would be an honor to contribute to these 97 efforts through the OSBA Legislative Policy Committee.

Email to [elections@osba.org](mailto:elections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

**NOMINATION FORM  
OSBA BOARD OF DIRECTORS  
REGIONAL MEMBER**

Date: 09/08/2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025**

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

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Washington Region, Position # 16.

**BOARD CANDIDATE INFORMATION**

Name: Tristan Irvin  
District/ESD/Community College: Tigard-Tualatin School District 23J  
Address: 6960 SW Sandburg St.  
City: Tigard Oregon ZIP: 97223  
E-mail: boardmember.Irvin@ttsd.k12.or.us Phone: 503-431-4000

**This nomination was approved by official action of our board of directors at a duly called meeting on 09/08/2025 (date).**

  
\_\_\_\_\_  
(Board Chair signature)  
Board Chair name: Jill Zurschmeide  
District: Tigard-Tualatin School District 23J  
Address: 6960 SW Sandburg St  
City, State, Zip: Tigard, OR 97223

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Tristan Irvin

Date: 9/12/25

Address: 7998 SW Bond Street

City/Zip: Tigard, OR 97224

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: 541-915-5266

E-mail: tristan.irvin78@gmail.com

District/ESD/CC: Tigard-Tualatin 23J

Term expires: 12/31/25 Years on board: 2

Region: Washington



Position #: 16

*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

*Tristan Irvin*

9/12/25

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

To support school boards across Oregon by equipping them to advocate for students and positively influence educational opportunities and learning outcomes.

2. What do you want to accomplish by serving on the OSBA board of directors?

I want to continue advocating at the state level for not just adequate, but appropriate and sustainable school funding, while also supporting board members across Oregon in their critical work. I believe strong advocacy, coupled with collaboration, ensures that every district has the resources it needs to help students thrive.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I consider myself a strong collaborator who enjoys working with colleagues to problem-solve. I make it a priority to listen carefully and acknowledge differing viewpoints. As for specific examples—well, does everything that ’ s happened as a school board member over the past four years count? (Mostly kidding!) The reality is that we hear from a wide range of community members, and it ’ s essential to create a culture—both in the boardroom and throughout the district—that makes space for differing opinions and ensures all voices are heard.

# OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

- Advocating for school funding at both the state and federal level
- Increasing the reach of OSBA services so that all districts are aware of the wealth of services that OSBA provides

5. What do you see as the two most challenging issues faced by your region?

- Appropriate school funding
- Continued focus on improving student outcomes

6. What is your plan for communicating with boards in your region?

As in the past two years, I will continue working with others in the Washington region to share OSBA updates with local boards, especially on critical policy and legislative issues.

**Please continue to the next section.**

# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

### Work or service performed for OSBA or local district (include committee name and if you were chair):

I have served on the OSBA Board of Directors for the past two years and represented OSBA in Washington, D.C., as a delegate for the NSBA's Education Advocacy Days. Most recently, I was invited to join the Governance Committee.

### Other education board positions held/dates:

TTSD School Board Director: 2021 to present (I was re-elected in May to serve another 4-year term). I was Board Chair from 2022-2025, and am currently the Vice-Chair.

Foundation for Tigard Tualatin Schools - served on the board from 2015-2020 and as Director, Vice President, and President

### Occupation (Include at least the past five years):

Employers:

Willamette Connections Academy

Dates:

2020 - present

### Schools attended (Include official name of school, where and when):

High school: South Eugene High School, Eugene, OR, 1992-1996

College: New York University, NYNY, 1996-1998; University of Oregon, Eugene, OR 1998-2000; Bank Street College of Education, NYN

Degrees earned: BA in International Studies/Education; MA in Education

### Education honors and/or awards:

### Other applicable training or education:

\*many\*

### Activities, other state and local community services:

I currently sit on the board for the Family Justice Center of Washington County

### Hobbies/special interests:

SUPing, crossword puzzles, pub trivia, spending time with my family, tailgating at Duck games (Go Ducks!)

### Business/professional/civic group memberships; offices held and dates:

### Additional comments:

# NOMINATION FORM

## OSBA BOARD OF DIRECTORS

### REGIONAL MEMBER

Date: 09/25/2025

TO: Dawn Watson, OSBA President-  
Elect Oregon School Boards  
Association 1201 Court St NE, #400  
Salem, OR 97301  
Fax: 503-588-2813  
E-mail: [elections@osba.org](mailto:elections@osba.org)

**Nominations are due by 5 pm,  
September 30, 2025**

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

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the  
Washington Region, Position # 20.

### BOARD CANDIDATE INFORMATION

Name: Nancy Thomas  
District/ESD/Community College: Hillsboro School District 1J  
Address: 3083 NE 49th Pl. City: Hillsboro Oregon ZIP: 97124  
E-mail: thomasn@hds.k12.or.us Phone: (503) 270-7596

**This nomination was approved by official action of our board of directors at a duly called meeting on**  
**September 23, 2025.**  
**(date)**



(Board Chair signature)

Board Chair name: Ivette Pantoja  
District: Hillsboro School District 1J  
Address: 3083 NE 49th Pl.  
City, State, Zip: Hillsboro, OR 97124

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Nancy E Thomas

Date: 25 September 2025

Address: 3766 SE Mckenzie Ave

City/Zip: Hillsboro, ORR 97123

Business phone: 971.813.3189

Residence phone: not applicable

Cell phone: 03.270.7596

E-mail: thomasn@hsd.k12.or.us

District/ESD/CC: Hillsboro School District 1J

Term expires: 2029 Years on board: 4+

Region: Washington County

Insert your high-resolution digital photo (head shot):  
1) Open this PDF in Adobe  
2) Click on Tools tab  
3) Click Edit PDF  
4) Click on Add Image  
5) Navigate to where photo is  
6) Position photo in this frame

Position #: 20

*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

*Nancy E Thomas*

25 September 2025

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

The OSBA proudly supports, consults with, educates and empowers public school boards across the state of Oregon. OSBA provides vital resources to all public-school boards and affiliated charter institutions that otherwise may not be able to afford these services. This includes, financial, legal, governance, advocacy and education/training.

2. What do you want to accomplish by serving on the OSBA board of directors?

This will be my 2nd term on the OSBA board. I am proud to have just been elected Vice President of the board and look forward to leading and facilitating the legislative policy committee from that seat. I wish to continue strong advocacy for adequate and consistent public school funding.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I am a strong servant leader who vacillates among transformational, authoritarian and democratic leadership styles. Background in teaching emotional intelligence guides on when and how I utilize all of these leadership styles. An example is my first board meeting with OSBA in 2023 where I had to speak up.

# OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

Our greatest challenges are to (i) keeping the school boards abreast of the massive and swiftly coming changes to funding at state and national levels; and (ii) educating a large number of newly elected legislators regarding the funding needs of public schools.

5. What do you see as the two most challenging issues faced by your region?

I believe our most challenging concerns are declining population and the need to raise money locally to supplant gaps from inadequate state funding.

6. What is your plan for communicating with boards in your region?

I plan to utilize the OSBA communication tools to communicate with my Washington County fellow colleagues as well as board meetings to communicate with my HSD colleagues and our community.

**Please continue to the next section.**

# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

First Term - Strategic Plan liaison for HSD board; Vice President for one year; OSBA Board of Doted as Board Vice President facilitating Legislative Policy Committee.

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

Oregon Department of Human Services  
Chief Operations Officer, District 2 - Multnomah County, June 2020 to present

**Schools attended** (Include official name of school, where and when):

High school: Parkway North High School, St Louis, MO

College: BA - Drake University, Des Moines, IA; JD - Salmon P Chase College of Law / Northern Kentucky University; MA - George Was  
Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

Teach / Facilitate Emotional Intelligence training

**Activities, other state and local community services:**

Member, past board member of Wasabi Paddling Club, Portland, OR

**Hobbies/special interests:**

Dragon boat paddling

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

Looking forward to serving Oregonians, OSBA and Hillsboro School District!

# NANCY E THOMAS

[nan.thomasinPDX@gmail.com](mailto:nan.thomasinPDX@gmail.com) \* 503.270.7596

## EDUCATION

**Project Management Certification**, August 2025

**Lean Six Sigma, Green Belt**, GE Aviation, 2011

**Professional Certification**, Commercial Contract Management, George Washington University, 2013

**Jurisprudence Doctorate**, Salmon P. Chase College of Law, Northern Kentucky University (1996)

**Bachelor of Arts**, Drake University (1988)

## POST GRADUATE WORK HISTORY

- 5/2017 - CURRENT      OREGON DEPARTMENT OF HUMAN SERVICES  
6/2020 - Chief Operations Officer, District 2 - Multnomah County  
10/2020 - OR State Diversity Conference, Emotional Intelligence Presenter  
6/2020 - Current, Chief Operations Officer, District 2 - Multnomah County  
9/2019 - 6/2020, Sr. Internal Auditor, ODHS Internal Audit Dept  
1/2019 - 9/2019, Child Welfare Contract Optimization Consultant, Child Welfare  
2019 - Current, ODHS Leadership Academy, Emotional Intelligence Presenter  
5/2017 - 1/2019, Sr. Internal Auditor, ODHS Internal Audit Dept
- 2/2017 - 5/2017      VIGOR INDUSTRIES, LEGAL CONSULTANT, Legal Department  
11/2015 - 6/2016      QORVO, INC., CONTRACTS MANAGER, Legal Department
- 11/2008—11/2015      GE AVIATION LEGAL DEPARTMENT  
COMMERCIAL ENGINE OPERATIONS LEGAL DEPARTMENT,  
LEGAL SALES CONTRACT ANALYST (2012-2015)  
Produced risk analysis and contract management for \$100M+ airframe contract. Oversaw legal response for internal risk approval process for internal stakeholders. Implemented legal assistance in volatile claims settlement negotiations with strong rapport with large customer. Appointed to provide contract support to (7) site global business unit worth \$200M+.  
UNISON DIVISION, LEGAL FOCAL (2010 - 2012)  
GE AVIATION CONTRACT MANAGER, (2008 - 2010)  
Authored and negotiated sales contracts and amendments for engine sales \$1M—\$100M+.  
Established legal analysis for Sales in Executive approval matrix procedure. Formalized and drafted protocols for legal support and risk analysis to PM of 150+ engine services program. Negotiated \$850M services contract for large airline.
- 2004—2008      HARRIS CORPORATION BROADCAST COMMUNICATIONS DIVISION, LEGAL DEPARTMENT,  
CONTRACTS MANAGER
- 1999—2004      HAMILTON COUNTY FAMILY & CHILDREN FIRST COUNCIL, CONTRACTS MANAGER
- 1996—1999      HEALTHCARE LEGAL DEPARTMENTS  
CHOICECARE, INC., ANCILLARY CONTRACTS SPECIALIST, (1996 - 1998)  
MEDICA, INC., BUSINESS DEVELOPMENT SPECIALIST, (1998 -1999)

## PRE GRADUATE WORK HISTORY

- 1993—1996      SALMON P. CHASE COLLEGE OF LAW, FULL TIME LAW STUDENT  
\* Harmon, Davis & Associates, LAW CLERK  
Personal Injury trial preparation and research

Federal criminal investigations and defense preparation  
Criminal trial preparation

- \* Hamilton County Court of Common Pleas, LEGAL EXTERN, 6 months  
Drafted initial opinions for judge  
Conducted legal research for judge opinions  
Assisted judge clerk in his absence
- 6<sup>th</sup> Circuit Court of Appeals, LAW CLERK ASSOCIATE, 6 months  
Authored Court of Appeals Guide to use and practice  
Drafted initial court opinions for judge magistrate

1992—1993 HARRIS, BELLA & BURGIN, ASSOCIATES, WORKER’S COMPENSATION PARALEGAL  
\* Legal research and evidence preparation and organization  
\* Litigation & Worker’s Comp Board Hearing preparation for attorney

1990—1992 AEON CORPORATION, INTERNATIONAL HUMANITIES SPECIALIST  
\* Lived and worked in Osaka, Japan  
\* Taught English to businessmen and relocating families  
\* Translated business documents and correspondence  
\* Achieved 4th grade level Kanji certification

### **PURPOSE DRIVEN ADVOCACY**

2021 - CURRENT Publicly Elected to Hillsboro School District (“HSD”) Board of Directors  
8/2021 Elected Vice Chair, HSD Board of Directors

2014—2015 Parents for Public Schools of Greater Cincinnati, Inc., BOARD PRESIDENT, leading 8 member  
Board and agency budget of \$350K  
GE ALO Diversity Council, CO-CHAIR, leading 17 members  
GE Aviation Sings! (Cincy Sings Competition), CHAIR, leading  
Class is in Session, Radio Co-host; Live Call-in talk show on education, WDBZ—AM1230

2014—2015 North Avondale Montessori School LSDMC Chair (12 members)  
2013—2015 The Vineyard Cincinnati, PRAYER TEAM VOLUNTEER

2012—2014 Parents for Public Schools of Greater Cincinnati, Inc., BOARD SECRETARY  
North Avondale Montessori School, LSDMC PARENT REPRESENTATIVE  
North Avondale Montessori School, Field Day Chair, leading 125+ volunteers  
WCET TV, Town Hall on Education, PARENT REPRESENTATIVE participant  
GE Aviation Junior Achievement, VOLUNTEER teaching 7-10 girls

2010 - 2011 GE Aviation SWEL (Summer Work Experience in Law), MENTOR  
GE Aviation AAF Coop & Leadership Program, MENTOR  
GE Aviation People With Disabilities Network, STEERING COMMITTEE

2002—2007 Girls On The Run of Ohio, Inc., BOARD MEMBER

## DIVERSITY & INCLUSION CAREER HIGHLIGHTS

### OREGON DEPARTMENT OF HUMAN SERVICES

- In COO Role, Executive Sponsor of PRIDE Employee Resource Group
- In COO Role, Member of African-American Managers Council
- Speaker (Emotional Intelligence) at OR State Diversity Conference, 2020
- ODHS Leadership Academy, Annual curriculum speaker on Emotional Intelligence

### GE AVIATION –

- Co-Chaired GE AVIATION Legal Operations (“ALO”) Diversity Council;
- Orchestrated Global Diversity & Inclusion Programs at 5 global sites for Diversity Day Celebration featuring New York Times Bestselling author Dr. Mahzarin Banaji, author of Blind Spot
- Facilitated Diversity Summit for Women Engineer students being recruited to GE Aviation;
- Chaired GE Sings (internal competition for winner participation in Cincinnati Sings competition);
- Appointed to Steering Committee for GE People With Disabilities Network guiding efforts to organize and achieve ‘affinity’ status and corporate recognition;
- Participating member of AAF, Hispanic Forums and Women’s & Veteran’s Networks;
- Taught Junior Achievement to at-risk urban high school students providing personal finance awareness and career exposure

### NON-PROFITS –

- Parents For Public Schools of Greater Cincinnati; Advancing board leadership roles to President, advocating strong public schools for all students and empowering parents to engagement;
- Girls On The Run of Ohio, Inc.; Advocating for girl power, self-confidence and success in life
- Greater Cincinnati Stroke Association; “HERO AWARD” recipient advocating stroke awareness

### PUBLICATIONS -

**MAGAZINE**— National Contract Management Magazine, *“The Value Proposition for Diversity vs. the ‘Do Nothing’ Cost & Impact”, August 2015 edition*

**BOOKS**— *Thriving In Denial: The MS Manifesto*

*A Shot In the Ass!*

*The Other 90%: Success In & After Law School When You’re Not At the Top of the Class*

**ITEM FOR ACTION AT A FUTURE MEETING****2022 BOND BUDGET UPDATE****SUMMARY**

The bond budget includes contingency funds. Program contingency is commonly used to complete bond promised projects when additional funding is needed. The board will consider a recommendation to update the bond budget to allocate some of the available contingency funds to complete specific projects.

**BACKGROUND**

We have passed the halfway mark of the 2022 bond, and the overall bond financial forecast is progressing on track and within budget.

The bond budget includes program contingency funds as well as project contingency within each individual project, meant to ensure the voter commitments are met. The bond program initially included \$43M in program contingency, representing 5.8% of the initial program budget. Last fall the board approved allocating contingency funds to complete certain projects and heard there would be additional allocations proposed in future. The contingency has increased thanks to bond premium, interest earnings and various energy reimbursements. During this time, we have also made significant progress toward delivering projects on budget, returning savings to program contingency and reducing risk to the bond program. The contingency is now \$55.5M, 24.9% of the current uncommitted budget.

It is recommended that \$40M be allocated from the bond program contingency to complete certain projects. This would leave a contingency balance of \$15.5M or 7.0% of the uncommitted balance.

**Recommended budget adjustments:**

- Seismic Upgrades \$18 M
- Deferred Maintenance \$15.5 M
- Barnes Cafeteria & Gym \$6.5 M
- Total \$40 M

Our practices require that the school board approve any use of program contingency over \$1M or any new projects. The bond team reviewed this proposal with the Bond Accountability Committee on September 10, 2025. They agreed that this was an appropriate use of bond funds and were in favor of the proposal.

The following pages provide additional information to support this recommendation:

- Financial/risk analysis of ongoing and future projects
- Background information on recommendations for budget adjustments

**RECOMMENDATION**

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

**Belong. Believe. Achieve.**

**FINANCIAL/RISK ANALYSIS OF ONGOING AND FUTURE PROJECTS**

<b>Project Name</b>	<b>Current Budget</b>	<b>Financial Risk Analysis</b>	<b>Recommended Adjustments</b>	<b>Adjusted Budgets</b>
Beaverton High School	\$253,630,000	As the largest bond project, the BHS rebuild represented the largest risk. However, the project is now under contract with a guaranteed maximum price (GMP), and we are progressing very well on the project. We feel confident that the existing project contingencies will be adequate to fulfill the voter commitment. We are expecting this project to finish under budget.	\$0	\$253,630,000
Raleigh Hills Elementary	\$68,027,022	As the second largest project, Raleigh Hills also represented a significant budget risk. However, as with BHS, we have a GMP, and we are quite far along in construction. As such, we are past many of the major budget risk points. We expect this project to finish on budget.	\$0	\$68,027,022
Allen Transportation	\$13,900,000	The Allen Transportation Facility is scheduled to start construction in 2026. Our current design estimates are tracking closely to the budget.	\$0	\$13,900,000
Barnes Cafeteria & Gym	\$7,500,000	Budget comparisons with the gym at Stoller and the upcoming cafeteria at Beaver Acres suggest that the current budget will not be adequate to complete the scope of adding a gym and cafeteria/kitchen. This budget increase is based on a recent cost estimate. We will be looking for ways to reduce this cost.	\$6,500,000	\$14,000,000
Southridge HS SB/BB Turf	\$5,200,000	This project is complete and no longer represents a program budget risk.	\$0	\$5,200,000
Aloha HS SB/BB Turf	\$9,000,000	This project is currently under construction and is tracking well.	\$0	\$9,000,000
Westview HS SB/BB Turf	\$4,000,000	This budget was increased in fall 2024.	\$0	\$4,000,000
Beaverton HS SB/BB Turf	\$2,500,000	There are some efficiencies related to the school rebuild, and this is currently tracking on budget.	\$0	\$2,500,000
Sato Classroom Addition	\$2,864,804	This project is complete, and already returned savings to the program contingency.	\$0	\$2,864,804
Oak Hills	\$4,733,717	This project is under construction with a GMP	\$0	\$4,733,717

Classroom Addition		and no longer represents a significant budget risk.		
Stoller MS Gym & Classroom	\$11,211,054	This project is complete and has finished under budget. We are still working on closeout, and will have a more exact number soon.	\$0	\$11,211,054
Aloha HS Office Relocation	\$6,952,659	This project is complete.	\$0	\$6,952,659
WHS Office Relocation	\$3,562,082	This project is complete.	\$0	\$3,562,082
Cooper Mountain Office Relocation	\$2,040,930	This project is substantially complete.	\$0	\$2,040,930
Athletic Facilities	\$7,586,462	The athletic building at Westview HS is complete. The athletic buildings for Aloha HS and Southridge HS are in design and the \$2M budgets for each should be adequate.	\$0	\$7,586,462
Outdoor Learning	\$5,000,000	In fall 2024 this budget was increased to include an outdoor learning area at the Capital Center. All of the projects currently included in this category are in good shape.	\$0	\$5,000,000
Seismic Upgrades	\$80,767,433	This is the most significant area of risk for the bond. We have been unsuccessful in obtaining additional state grant funding, as there is too much demand and our schools are in relatively good shape compared to other school districts. This budget increase is for the Cedar Park MS Seismic & Roof project.	\$18,000,000	\$90,767,433
Modernization	\$21,805,732	These projects are being managed to their existing budgets and represent very little risk to the overall program.	\$0	\$21,805,732
Deferred Maintenance	\$80,981,046	Deferred maintenance remains a critical priority. Currently, we are managing dozens of projects within a fixed overall budget.  This proposed budget increase is for the following projects: Kinnaman ES Roof: \$2,500,000 Terra Linda ES Roof: \$2,500,000 Paging Upgrades: \$2,000,000	\$15,500,000	\$96,481,046

		<p>Sunset HS HVAC: \$6,500,000 Other deferred maintenance: \$2,000,000</p> <p>As previously discussed with the board and the Bond Accountability Committee, if there are additional savings later in the bond, it is recommended they should be allocated to deferred maintenance.</p>		
Security Upgrades	\$21,000,000	This budget was increased in fall 2024 to implement updated security standards. The current budget for this category remains sufficient.	\$0	\$21,000,000
Nutrition Services Upgrades	\$15,300,000	The budget for Nutrition Services improvements was increased in fall 2024 to include the Beaver Acres ES cafeteria. The current budget for this category remains sufficient.	\$0	\$15,300,000
Critical Equipment	\$11,650,000	This is a fixed budget, and is in good shape. The school board allocated \$3.9M of bond funds to be used for curriculum in spring 2025.	\$0	\$11,650,000
Management & Overhead	\$49,263,102	We are on track with this budget.	\$0	\$49,263,102
Bus Replacements	\$10,000,000	This is a fixed budget, and is in good shape.	\$0	\$10,000,000
Technology	\$44,000,000	This is a fixed budget, and is in good shape.	\$0	\$44,000,000
SPED Upgrades	\$1,307,436	This is a fixed budget, and is in good shape.	\$0	\$1,307,436
Kinder Upgrades	\$1,000,000	This is a fixed budget, and is in good shape.	\$0	\$1,000,000
Contingency	\$55,551,409	<p>The bond originally included a contingency balance of \$43M, representing 5.8% of the initial program budget. This adjustment would leave program contingency of approximately \$15.5M, which now reflects 7.0% of the current uncommitted budget. It is likely that we will continue to accrue interest earnings over the course of the bond.</p> <p>This proposed alignment ensures we continue to manage risk responsibly while preserving flexibility for unforeseen needs as the bond progresses.</p>	-\$40,000,000	\$15,551,409

## **BACKGROUND INFORMATION ON RECOMMENDATIONS FOR BUDGET ADJUSTMENTS**

### **Barnes ES Cafeteria & Gym**

- Background: The bond commitment is to create a new gym and cafeteria/kitchen at Barnes ES. The existing cafeteria/kitchen is very old and located in the basement. It is not very accessible, and the infrastructure is at the end of its life. The gym is in poor condition seismically, and undersized relative to the educational specifications.
- Major cost impacts: There are a number of cost impacts that were not adequately included in the initial budget estimate. We did not fully capture the scope related to some of the secondary project impacts — for example, the playground and covered play structure will need to be relocated. As this project is at the end of the bond, it is significantly impacted by cost escalation that was not factored.
- Recommended adjustment: We recommend increasing the budget by \$6.5M.

### **Cedar Park MS Seismic & Roof**

- Background: The bond commitment is for seismic upgrades. We have been using these projects as an opportunity to make other upgrades at the same time. We could reduce this scope, but we can realize significant efficiencies by doing these upgrades now.
- Major cost impacts: The main additional cost is related to the roof; it was not originally included in the budget, but it is needed. We have recently increased the standard of quality for our roof specification, and this has led to some additional cost. Also, our bond plan assumed some success with the Seismic Resiliency Grant Program (SRGP), but we have been so far unsuccessful in obtaining this state grant funding.
- Recommended adjustment: We recommend increasing the budget by \$18M (\$10M for seismic and \$8M for the roof).

### **Kinnaman ES Roof & Terra Linda ES Roof**

- Background: These roofs are both at the end of their lives and need replacement. There are currently 2 roofs on each, meaning these are a full tear-off.
- Major cost impacts: The full tear-off triggers a few other requirements, such as increasing the roof insulation to current code levels. Additionally, while we have the roof off, we will install the necessary roof level seismic improvements. This will substantially reduce the cost when we come back to do the rest of it.
- Recommended adjustment: We recommend increasing each project's budget by \$2.5M.

### **Paging Upgrade**

- Background: The paging systems in our schools are critical for daily operations. More importantly, they are the primary communication tool for our emergency notification system. Previously we had inconsistent speaker coverage, and aging head end units. We are doing upgrades to the paging system at all schools.
- Major cost impacts: The initial budget was just a rough estimate. Now that we have been completing schools, we have a much better idea of the total project cost.
- Recommended adjustment: We recommend increasing the budget by \$2M.

### **Sunset HS HVAC**

- Background: Part of our goal in the deferred maintenance program has been to have the ability to control the temperature at all schools. The deferred maintenance budget was based on an

assumption of \$20M/year, and not on specific scope or estimates. The need has exceeded this, so we have been spending the deferred maintenance budget faster than expected.

- Major cost impacts: There was no initial conceptual design or estimate. We have that information now, so that is what this recommendation is based on.
- Recommended adjustment: We recommend increasing the budget by \$6.5M.

#### **Other Deferred Maintenance**

- Background: We use this budget to deal with numbers issues related to deferred maintenance in our buildings. With the deferred maintenance budget largely exhausted, we lose a bit of flexibility in responding to ongoing issues. This budget will help support those ongoing issues.
- Major cost impacts: This group of projects mostly ends up being HVAC or related to our kitchen equipment.
- Recommended adjustment: We recommend increasing the budget by \$2M.

# Bond Program Budget Update

School Board Meeting  
November 4, 2025

# 2022 Bond Budget Update

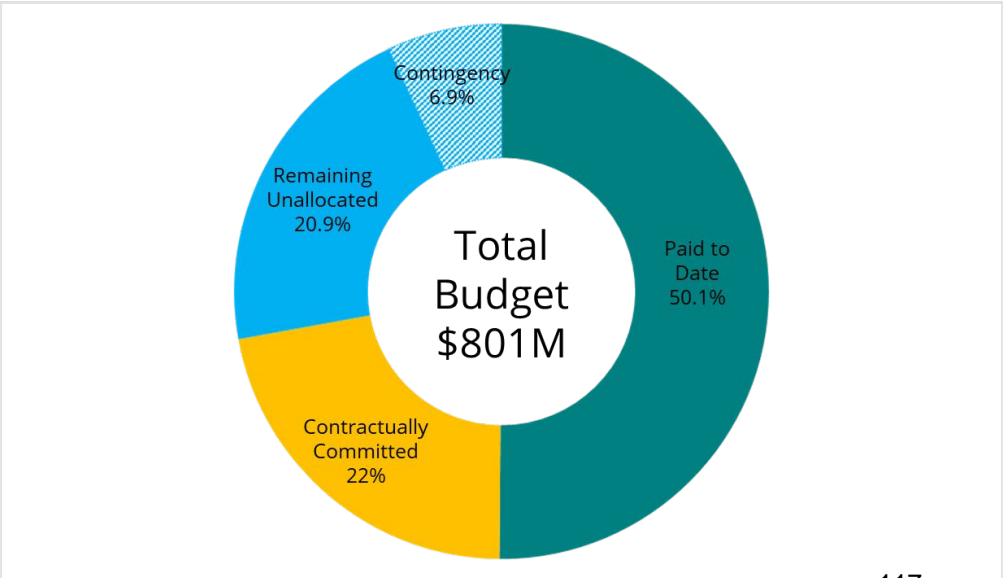


We last reviewed the bond budget performance in fall of 2024. We remain on track with what we presented last year. We are now recommending the allocation of a portion of the bond program contingency to support a few projects. We will look at the following:

- Current Budget Status
- Remaining Risk Analysis
- Seismic Upgrades
- Deferred Maintenance
- Barnes Gym/Cafeteria
- Summary & Future Considerations

# Bond Program Budget - Current Status

Current Budget:	\$801,201,878
Current Contingency:	\$55,551,409
Paid to Date:	\$401,611,515 (50%)
Committed (and Paid):	\$578,015,926 (72%)
Uncommitted:	\$223,185,953 (28%)



# Bond Program Budget: Risk Analysis

In order to understand the implications of allocating the program contingency, we evaluated the outstanding risk for all bond projects not yet completed. This gives us a sense for how much contingency should be held.

It is important to note that majority of this contingency allocation is to complete projects that are part of our original bond commitments. We are not adding new projects, just completing ones already planned.

<b>Project Name</b>	<b>Budget Risk</b>	<b>Recommendation</b>
Beaverton HS	Low	None
Raleigh Hills ES	Low	None
Allen Transportation	Low	Monitor
Physical Education & Athletics	High	Increase Budget
Additional Classrooms	Low	None
Office Relocations	Low	None
Athletic Facilities	Low	None
Outdoor Learning	Low	None
Seismic Upgrades	High	Increase Budget
School Modernization	Low	None
Deferred Maintenance	High	Increase Budget
Security Upgrades	Low	None
NS Upgrades	Low	None
Critical Equipment	Low	None
Management & OH	Low	None
Bus Replacements	Low	None
Technology	Low	None
SPED Upgrades	Low	None
Kinder Upgrades	Low	None
Contingency	n/a	Reduce Budget

# Bond Program Budget - Seismic Upgrades

The budget for seismic upgrades in the 2022 bond was \$40M. This was based on a conceptual design level estimate for the seismic upgrades at Whitford MS. This also assumed we would receive some SRGP grants from the state, which we have not.

The seismic upgrades are planned at the following schools:

- Five Oaks MS
- Mountain View MS
- Meadow Park MS
- Cedar Park MS
- Highland Park MS
- Whitford MS

Here is a summary of the seismic projects:

Five Oaks:	\$13,325,000	- Complete
Mountain View:	\$21,542,433	- 90% Complete
Meadow Park:	\$25,700,000	- 50% Complete
Cedar Park:	\$6,600,000	- In Design
Whitford:	\$6,600,000	- Not Started
Highland Park:	\$6,600,000	- Not Started
Total:	~\$80M	

So far, most of the additional \$40M has come from deferred maintenance as this is the main driver of the additional costs.

# Bond Program Budget - Seismic Upgrades

## Complete/Underway

Five Oaks MS: This project included a full roof replacement. The scope of the seismic improvements was somewhat limited thanks to recent renovations at the school.

Mountain View MS: This project included upgrades to the electrical systems, as well as new ceilings, lights and finishes throughout.

Meadow Park MS: This project included a full roof replacement.

## Upcoming

Cedar Park MS: The scope here will be very similar to Meadow Park, and cost estimates to date suggest it will be similar.

Whitford MS: This project will not include a roof replacement, which is expected to make it less costly than the seismic projects at Meadow Park and Cedar Park.

Highland Park MS: Similar to Whitford.

# Bond Program Budget - Seismic Upgrades

## Budget Needs

Cedar Park MS: Projected increase of \$18M. This includes costs for deferred maintenance (roof, lighting, etc).

Whitford MS: This project will likely need an additional \$5-10M. We will wait on this until next year.

Highland Park MS: This project will likely need an additional \$5-10M. We will wait on this until next year.



# Bond Program Budget - Deferred Maintenance

The deferred maintenance program is the main way that we take care of major capital improvements. To date, we have done roughly 50 projects, not including work performed as part of the seismic upgrades. The main priorities for this work have been HVAC, roofs, water quality, site improvements and paging, among others.

We are quickly drawing down the deferred maintenance budget. A major factor has been the seismic upgrades, in addition to increased costs.



# Bond Program Budget - Deferred Maintenance

Without transferring additional funds to deferred maintenance, we will not be able to complete all of the needed and planned projects. Some upcoming projects include:

- Kinnaman ES Roofing\* \$2.5M
- Terra Linda ES Roofing\* \$2.5M
- Paging Upgrades \$2M
- Sunset HS HVAC \$6.5M
- Other Maintenance \$2M
- Total \$15.5M

\*Includes roof level seismic



# Bond Program Budget - Physical Ed (Barnes ES)

The third project we flagged as needing additional funding is the Gym/Cafeteria addition at Barnes ES. We did not budget enough money for this.

We have two good comparisons when looking at the budget: Stoller MS Gym, and the new cafeteria at Beaver Acres ES.

While we are in the early stages of planning, we anticipate needing to increase the budget by approximately \$6.5M in order to achieve the project goals.

This project will be procured through a design-build approach, with a strong emphasis on cost and efficiency of design.



In addition to project performance, additional factors that will impact the overall financial picture of the bond program include:

- ETO/SB 1149 Revenue: We will receive reimbursements from energy projects including LED lighting, insulation, and HVAC upgrades. These improvements will return funds to the bond, likely totalling several million dollars.
- Interest Earnings: We will continue to earn interest over the course of the bond. Given current interest rates, this revenue will likely be significant. For the first half of the bond, interest earnings totaled \$28M.
- Project Savings: The Stoller MS project finished \$1M under budget, which is being returned to contingency. We anticipate to see savings on several other projects, including Beaverton HS.
- Seismic Resiliency Grant Program: Our budget assumed we would receive at least a couple of grants. So far we have received none in this bond, but we will keep applying. If successful, these could be up to \$2.5M per award.

# Bond Program Budget - Summary

## Recommended Transfers

- Cedar Park Roof/Seismic: \$18,000,000
- Deferred Maintenance: \$15,500,000
- Barnes Gym/Cafeteria: \$6,500,000
- Total: \$40,000,000

We reviewed this proposal with the Bond Accountability Committee on September 10, 2025. They agreed that this was an appropriate use of bond funds and were in favor of the proposal.

This item will come back for a vote in December.

## Overall Summary

Current Contingency: \$55.5M  
Recommended Transfer: -\$40.0M  
Remaining Contingency: \$15.5M

The remaining program contingency would represent 7.0% of the uncommitted balance of the bond budget. The original program contingency was 5.8% of the initial budget. This does not include project level contingencies.

# Bond Program Budget - Future Considerations

This budget adjustment does not address the anticipated budget increases needed for the Whitford MS and Highland Park MS Seismic projects. We expect this to be about \$10-20M total.

Similarly, we will have more needs in deferred maintenance.

Given the projected increase in contingency, we do not anticipate this being a problem. However, we will wait until next year to make this adjustment.

Our recommendation next year will likely be to transfer all remaining contingency to support seismic upgrades & deferred maintenance. The need here is almost limitless.

# Questions?

**ITEM FOR ACTION AT A FUTURE MEETING****CONSIDER PROPOSED REVISIONS TO BOARD POLICIES GCAB, IIA, JHCA****SUMMARY**

Revisions are recommended to update school board policies GCAB, IIA and JHCA. 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****GCAB – Personal Communication Devices and Social Media – Staff**

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

**IIA – Instructional Materials - DELETE****IIA – Instructional Materials - NEW**

OSBA recommends deleting the current policy and replacing it with the new version that reflects changes in Oregon law regarding instructional materials selection and retention.

**JHCA – Immunization, School Sports Participation, Concussions and Other Brain Injuries**

OSBA recommends revising this policy to add language regarding treatment of concussions or brain injuries.

**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 GCAB
- Revisions to board policy JHCA
- Deletion of existing policy IIA and adoption of new policy IIA

**Belong. Believe. Achieve.**

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## Personal Electronic Devices and Social Media – Staff\*\*

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

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

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

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

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

Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is illegal or violates the terms of this policy or administrative regulation. [Staff are subject to disciplinary action up to and including dismissal for actions on social media, websites, blogs or other communication platforms, while on or off duty, which have a nexus to their role as a district employee and disrupt the school environment or operations.](#)<sup>1</sup> [A nexus exists when there is a clear connection between the post or other online conduct and the employee’s professional role or the workplace. A “disruption” for purposes of this policy includes, but is not limited to, a threatened or actual negative impact on the learning environment.](#)

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

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

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

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

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

END OF POLICY

**Legal Reference(s):**

- [ORS 167.057](#)
- [ORS 163.432](#)
- [ORS 163.433](#)
- [ORS 163.684](#)
- [ORS 163.686](#)
- [ORS 163.687](#)
- [ORS 163.688](#)
- [ORS 163.689](#)
- [ORS 163.693](#)
- [ORS 163.700](#)
- [ORS 326.011](#)
- [ORS 326.051](#)
- [ORS 332.072](#)
- [ORS 332.107](#)
- [ORS 336.840](#)
- [ORS 339.372](#)
- [OAR 584-020-0000 to -0035](#)
- [18 U.S.C. § 1466A \(2018\)](#)
- [18 U.S.C. § 1470 \(2018\)](#)
- [20 U.S.C. § 7131 \(2018\)](#)
- [20 U.S.C. § 7906 \(2018\)](#)

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

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

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

**Cross Reference(s):**

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

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## Instructional Materials\*\*

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The board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society.

Any person responsible for the adoption of textbooks, the approval of instructional materials, or the selection or retention of library materials may not prohibit the use of, refuse to approve the use of, or refuse to select or retain materials on the basis that the textbooks, instructional materials or library materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e) or any individual or group against whom discrimination is prohibited under ORS 659.850.

A request for reconsideration of materials may be processed through the procedures established in administrative regulations. Materials involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures in board policy KL – Public Complaints.

The term “instructional materials” includes core instructional materials, supplemental materials, and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

### Definitions

“Core instructional material,” sometimes referred to as basal<sup>1</sup>, means any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

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<sup>1</sup> This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

“Library materials” includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

“School library” means any collection of materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the board.

“Classroom library materials” means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the board.

### **Core Instructional Materials**

The board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed, and any resulting recommendations will be issued by district administration to the board for approval. All recommended core instructional materials shall be approved by the board prior to use. The adoption of textbooks by the board and any committee shall be done in a manner compliant with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

### **Supplemental Instructional Materials**

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience.

### **School Library Materials**

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels.

### **Classroom Library Materials**

All classroom library materials will be selected by a classroom teacher and/or others. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library.

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**Legal Reference(s):**

[ORS 174.100](#)

[ORS 332.107](#)

[ORS 336.035](#)

[ORS 336.082](#)

[ORS 336.840](#)

[ORS 337.120](#)

[ORS 337.141](#)

[ORS 337.150](#)

[ORS 337.260](#)

[ORS 337.511](#)

[ORS 339.155](#)

[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

[OAR 581-022-2340](#)

[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).

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## Instructional Resources/Instructional Materials\*\*

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While the board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district shall require the adopted instructional materials to be used in its schools at the beginning of the next school year following the state adoption, except when, the board is authorized by the Superintendent of Public Instruction to postpone such use for a reasonable period of time.

Instructional material for purposes of Oregon law is defined as any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof. A major instructional vehicle may encompass such instructional items as a hardbound or a softbound book or books, sets or kits of print and non-print materials, such as electronic and internet or web-based materials or media.

Upon prior notice to the State Board of Education, the board may adopt and use instructional materials in place of or in addition to those adopted by the State provided they meet the established guidelines and criteria by the State.

The board shall adopt instructional materials for free use by all students enrolled in kindergarten through grade 12.

Instructional materials implement, enrich and support the educational program of the district. A wide range of instructional materials with diversity of appeal, points of view and levels of reading ability will be provided.

The selection of instructional materials shall implement the following objectives:

1. To provide a comprehensive collection of instructional materials which will implement, enrich, support and extend the curriculum and encompass the varied interests and socio-economic backgrounds of the students, while ensuring materials are appropriate based on their age, abilities and maturity levels;
2. To provide instructional materials which will stimulate growth in the areas of factual knowledge, critical thinking, literary appreciation and aesthetic values;
3. To provide instructional materials that are representative of the contributions of all people, regardless of race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, citizenship, marital status, age, disability, familial status, appearance or source of income, and to identify, mitigate and/or eliminate culturally biased materials;
4. To provide for coordination of instructional materials between and within elementary, middle and high schools;

5. To provide instructional materials on controversial issues which will enable students to develop under guidance, critical analysis of media;
6. To involve teachers, administrators, students, parents and citizens of the community in the development of criteria for the selection of instructional materials. Criteria developed by the district must not be in conflict with criteria approved by the State Board of Education;
7. To provide procedures whereby parents and citizens of the community may question the use of particular instructional materials in the school.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive the textbooks and instructional materials free of charge.

Library media will be selected by the district librarians with input from the teaching staff. Recommended supplementary materials and library media resources will also be free of racial, national origin, religious, disability, age, marital status, sexual orientation, gender expression, gender identity or sexual bias; contain appropriate readability levels; support the district's adopted curriculum content; provide for ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

The superintendent is instructed to develop procedures to implement this policy.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.035](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)  
[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)  
[OAR 581-011-0050 to -0117](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

**Cross Reference(s):**

INB - Studying Controversial Issues  
KH - Public Gifts to the District  
KL - Public Complaints

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## Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries\*\*

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### Immunization

Proof of immunization must be presented at the time of time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, medical or nonmedical exemption, or immunity documentation.<sup>2</sup>

### School Sports Participation

A student participating in athletic programs in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination<sup>3</sup> prior to their initial participation in a related district program. The form<sup>4</sup> is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law<sup>5</sup> who has examined and evaluated the student. The completed form must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

### Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion, will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.<sup>6</sup> Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and

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<sup>1</sup> The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

<sup>4</sup> The form may be used in either a hard copy or electronic format.

<sup>5</sup> This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

<sup>6</sup> For more information regarding medical releases for students in grades 9-12, see OSAA rules.

3. The student has received a medical release form from a health care professional<sup>7</sup>.

Upon receipt of written notification<sup>8</sup> from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.<sup>9</sup> Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.<sup>10</sup>

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.580](#)

[ORS 336.479](#)

ORS 336.485-ORS 336.490

[ORS 433.235 to -433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 to -0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

[House Bill 3007 \(2025\)](#)

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<sup>7</sup> "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist

<sup>8</sup> "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

<sup>9</sup> The district must use the sample form developed by ODE or a district form that includes all required content.

<sup>10</sup> Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.