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## **APPROVAL OF BOARD MEETING MINUTES**

### **POLICY ISSUE/SITUATION**

Enclosed are the minutes for:

- January 14, 2013 Business Meeting
- February 4, 2013 Work Session

### **BACKGROUND INFORMATION:**

Minutes of the School Board's Business Meetings, Study Sessions, Work Sessions, Public Hearing and Special Sessions (executive and regular) are presented to the Board for approval at School Board Business Meetings.

### **RECOMMENDATION:**

**(13-259)** BE IT RESOLVED that the minutes of the following School Board meeting be and hereby are approved:

- January 14, 2013 Business Meeting
- February 4, 2013 Work Session



**Business Meeting**

**January 14, 2013**

**Board Members Present**

LeeAnn Larsen, Chair  
Sarah Smith, Vice Chair  
Karen Cunningham  
Linda Degman  
Tom Quillin  
Mary VanderWeele

**Staff Present**

Jeff Rose	Superintendent
Ron Porterfield	Deputy Superintendent of Operations & Support Services
Sue Robertson	Chief Human Resource Officer
Clair Hertz	Chief Financial Officer
Steve Langford	Chief Information Officer
Maureen Wheeler	Public Communication Officer
Barbara Evans	Executive Administrator
Holly Lekas	Executive Administrator
Vicki Lukich	Executive Administrator
Brenda Lewis	Executive Administrator
Robin Kobrowski	Administrator for Curriculum, Instruction & Assessment
Jan Martin	Administrator for Curriculum, Instruction & Assessment
Jon Bridges	Administrator for Instructional Accountability

Visitors: 70

Media: 2

**CALL MEETING TO ORDER – LeeAnn Larsen**

School Board Chair LeeAnn Larsen called the Business Meeting to order at 6:30 p.m. Superintendent Rose led the group in the Pledge to the Flag.

**RECOGNITION OF STUDENTS, STAFF AND COMMUNITY**

Supt. Rose, in honor of School Board Recognition Month, thanked the Board for their hard work, dedication and tireless hours of volunteerism to the students, parents, staff and the community of the Beaverton School District.

The Board recognized the following individuals for their outstanding achievements and contributions to the Beaverton School District and the community:

Cooper Mountain Presbyterian Church for their dedication and commitment to enhancing the success of students and staff at Hazeldale Elementary School.

Cheryl Wardell was recognized for being named Physical Education Teacher of the Year.

## **BOARD PROCEDURES – LeeAnn Larsen**

LeeAnn Larsen asked if there were any changes to the agenda. There were no changes.

## **PUBLIC PARTICIPATION**

- John Burns addressed the Board regarding state revenue and the Governor's proposed budget. He asked the Board to draft a resolution asking the legislature to increase the education allocation to 11%.
- Karyn Servin stated that she was pleased that the Board addressed the teacher transfer process. She also stated that she has spoken with some teachers about standardized testing and many say there are too many tests. Karyn also asked the Board to march in Salem encouraging the legislature to allocate additional funding for schools.
- Carolyn Talarr spoke to the Board regarding large class sizes and the effects that they are having on the students and teacher workloads.
- Jillian Starr encouraged the Board to go out for a Local Option Levy.
- Alan Lohner encouraged the Board to change the School Board policy on naming facilities. He would like to see the Southridge High School stadium named for Andrew Keller.

## **HIGH SCHOOL BOARD REPRESENTATIVES – Vicki Lukich**

Steven Whitten, Sunset High School Board Representative, presented a report to the Board on how the College and Career Center at Sunset has helped him and many other students in the college application process.

## **BOARD COMMUNICATION**

- A. Individual School Board Member Comments
  - There were no School Board Member comments.
- B. Superintendent's Comments
  - Supt. Rose thanked all the people who consistently attend the School Board meetings and express their thoughts, concerns and points of view. It is very impressive and it does make a difference.
  - The first Budget Listening & Learning Session is scheduled for January 22. He stated that this year would be very different, not only in format but also in the message. We do not know what is going to happen, there are many variables.
  - 2013 is feeling very different. He is feeling a great deal of hope for the future.

## **REPORTS**

- A. Local Option Levy – LeeAnn Larsen

LeeAnn Larsen reported that she and Supt. Rose identified some key community leaders and presented to them the budget options. After some great discussions it was decided that the District has to do something to procure additional funding. They will be interviewing polling organizations to do an opinion poll of the community.
- B. Professional Growth and Evaluation – Sue Robertson, Karen Hoffman

Recent Senate Bill 290 legislation requires all Oregon school districts to revise teacher and administrator evaluations and professional growth tools and practices based on high-quality, research-based standards that reflect what an educator should know and practice.

The instructional standards are the foundation of the evaluation program and will be incorporated into a set of rubrics. Educators will use the rubrics to assess and reflect on their performance and to engage in professional growth activities that match their needs and interests and are aligned with District goals.

The District will participate in a student growth pilot during the current year, funded by a grant from ODE in collaboration with OEA. OEA approached BEA with the pilot model that incorporates the student growth component in the teacher evaluation.

Sue Robertson and Karen Hoffman have developed a committee of high quality and highly respected teachers at all levels along with principals and administration to develop a new evaluation that includes the Student Growth Model.

The group has selected a model developed by the Salem-Keizer School District (Legends).

The Board had the following questions/comments:

- Will the Board receive a draft of the evaluation?
- The Board would like to see a summary of key elements of the Legends model.
- Do the schools have systems in place for the student growth portion?
- We should be seeking parent and student feedback on teachers for their evaluations.
- Keep the Board informed with continuing reports on this topic.

C. Northwest Regional ESD Annual Report – Michael Ingalls, James Sager

Michael Ingalls and James Sager reviewed the Northwest Regional ESD Annual Report. The Board had the following questions and comments:

- Thank you for a great report. How will state restructuring of the ESDs effect services at Beaverton School District in the future?
  - The ESD's goal is to enhance services, control costs and serve children.
- What are BSD's most and least used services?
  - The BSD uses alternative education and early childhood services.
- Are there specific ways to work together that will help the BSD in this tough financial time?
  - The ESD will be in Salem advocating for funds and services.
  - The ESD is working on developing additional programs that can help districts, i.e. Textbook Management.

Michael Ingalls reported that the ESD also has a grant program, G.A.P.S. Foundation (Generating Assistance for Public Schools).

Beaverton School District was awarded two grants:

1. Pat Carley, Special Education for a sound system and team t-shirts for middle and high school STARS color guard (the middle and high school special needs team) \$844.
2. Kate England, Highland Park Middle School, for garden tools, supplies and plants for their students in special education classrooms to use with peer buddies for revitalizing a courtyard area. \$955.

D. Updates from School Board Standing Committees – Board Members

- Sarah Smith, Community Engagement Committee, challenged the Board to visit at least one CEC meeting in their zone before the February 4 work session.

E. Financial Report – Claire Hertz

Claire Hertz reported that the ending fund balance is at 2.4%. The current projection on salaries should hold through the end of the year. The Business Office is preparing for the 2013-14 Budget session. The first Listening & Learning Session is scheduled on January 22.

The Board asked for a discussion item on emergency funds/low fund balance at the February 4 Work Session.

F. Community Conversations Update – Jeff Rose, Maureen Wheeler

Supt. Rose reported that the Community Conversation meetings are moving forward. A facilitator has been hired, Lee Weinstein, President, Weinstein PR. Mr. Weinstein has been turning out creative public relations campaigns and internal communications for 25 years. He was NIKE's longest-tenured

U.S. communications leader.

The first conversation meeting will be with students in mid-February, closely followed by educators, parents, Hispanic parents, higher education leaders, Beaverton Chamber of Commerce, Westside Economic Alliance, and Nike and Intel employees.

The Board will be emailed a complete schedule with information on how they can be a part of the meetings.

The Board had the following comments:

- Are the CECs involved in this work?
  - Principals have given recommendations of parents that include CEC members.
- There is some confusion in the community as to the reason for these meetings.

**G. Student Achievement – Vicki Lukich**

Vicki Lukich explained that the Board has requested that staff assist the Board in developing more opportunities to discuss student achievement throughout the year. Currently, student achievement is a primary focus of Board discussions only in the fall.

Teaching & Learning staff proposed the following schedule for student achievement discussions by the Board at quarterly work sessions:

- August: Achievement Compact updates (Elementary and Middle School academics and 9<sup>th</sup> grade credits)
- October: CCR/Student Growth Report and Equity Report
- February: Achievement Compact Preliminary Report, Graduation Data
- April: Achievement by Special Populations (ELL, Special Education, and TAG)

The Board had the following comments/questions:

- Community members do not generally attend work sessions, how can we get the information out to them?
- Why are Achievement Compacts on twice and student growth and CCR only once? Let's spend less time on Achievement Compacts.
- We could have a shorter discussion at a business meeting after the work session discussion.

**BREAK** – A break was called from 8:10-8:20 p.m.

**DISCUSSION ITEMS**

**A. Policy FF – Naming Facilities/Memorializing**

Mary VanderWeele stated that the Board needed to engage in a discussion on whether to modify Policy FF – Naming Facilities/Memorializing, which provides that facilities within schools shall not be given separate names.

Following the passing of a former Southridge HS student in Afghanistan, a community group seeking to rename the Southridge HS football stadium has asked the Board to modify Policy FF. At a prior Board meeting, several Board members asked for more information to assist in the decision, including information from neighboring school districts (i.e., Portland Public Schools, Hillsboro School District, Tigard-Tualatin School District and Salem-Keizer Public Schools) and Portland Community College.

Mary stated that through her research most districts do allow some naming of facilities with very different processes on how requests are handled.

LeeAnn Larsen clarified that tonight the Board would decide to either move forward with changing the policy or leave it as is.

LeeAnn read an email from Jeff Hicks who was ill and could not attend the meeting.

Jeff Hicks (via email)

- There are many ways to memorialize.
- Schools are named prior to construction with a large process and much thought.
- Our current AR covers ways to memorialize; there is no need to change the policy.
- Jeff offered to help the Southridge community with other ways for the Keller family to memorialize Andrew.

Mary VanderWeele:

- We should change our policy, there is no reason not to.

Karen Cunningham:

- The District needs an appropriate way to memorialize, but not through naming a part of a facility/school.
- A lot of care goes into naming our schools.
- There is a limited amount of facilities to name and many possible memorials.
- There are more meaningful ways to honor those that have served.

Tom Quillin

- Our policies should give guidance and prescribe specific actions.
- This policy has problems and the sentence that prohibits naming of facilities for memorialization should be deleted.

LeeAnn Larsen

LeeAnn stated that the policy should include the following components:

- That there are clear ways to honor the deceased students and staff,
- That the way to honor the deceased are long lasting,
- That the process and choices are respectful and thoughtful, and
- The families would have input.

She stated that our current policy does have those 4 components and there is no need to change the policy.

Sarah Smith

Sarah stated that there are concerns with removing that sentence from the policy. The AR suggests many ways to honor people. How would changing the policy today affect those people who have passed away in the past? She thanked the friends and family of Andrew Keller for bringing this forward. She stated that the Board should keep the policy as it stands.

Linda Degman

Linda stated that the policy could use some work. If the policy is revised it needs to be an extensive revision. Other districts have named facilities without detriment. She is in favor of revising the policy.

After further discussion the Board decided that the policy should go to the Policy Review Committee and return for a first reading in February. Mary VanderWeele asked the Board for specific items that they wanted to see in the policy.

B. First Reading of School Board Policy

Claire Hertz explained that the policy is to satisfy the requirements of the Internal Revenue Code of 1986, as amended, and Treasury Regulations (the "Tax Code") concerning tax-exempt and tax-advantaged debt ("debt issuances").

The Board suggested changing the second paragraph to begin with "The Superintendent shall appoint a . . ."

The changes will be made and the policy will return for a second reading in February.

#### **ACTION ITEMS**

**A. Appoint Budget Committee Member (Zone 2) (13-245)**

Tom Quillin appointed Anne Bryan to represent Zone 2 on the Budget Committee.

Mary VanderWeele stated she has known Anne for many years and wholeheartedly supports the nomination.

Karen Cunningham moved to approve Anne Bryan to fill the Zone 2 position.

Sarah Smith seconded and the motion passed unanimously.

**B. Appropriation Resolution for 2012 - 2013 Budget (13-246)**

Claire Hertz stated the administration requests the Board appropriate \$180,361,752 in the Debt Service Fund. In accordance with ORS 294.326(5) and ORS 294.483(1) no supplemental budget is required.

Karen Cunningham moved that the amounts for the fiscal year beginning July 1, 2012 and for the purposes shown below are hereby appropriated:

**Debt Service Fund:**

**Resources:**

Bond Proceeds	\$	159,400,000
Bond Premium		20,961,752

**Requirements:**

Debt Services	180,361,752
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To appropriate \$180,361,752 for payoff of General Obligation bonded debt due to the issuance of refunding bonds.

Tom Quillin seconded and the motion passed unanimously.

**C. Mtn. View Middle School Excess Property Sale and Field Development (13-247)**

Board Policy DN requires School Board approval to declare property surplus prior to sale or disposal. Staff has negotiated an Intergovernmental Agreement (IGA) with the Tualatin Hills Park & Recreation District (THPRD) for the sale of about 3.0 acres of unused property at the Mountain View Middle School site. The IGA required that THPRD develop new sports and play fields on the school grounds and provides for shared use of the fields.

The Mtn. View Middle School CEC has been apprised of the plan and are in favor of the agreement. The THPRD will continue to keep the CEC informed of all plans.

Sarah Smith moved to approve the proposed sale resolution below:

BE IT HEREBY RESOLVED that the Beaverton School District Board of Directors authorizes the Superintendent, or designee, to execute an Intergovernmental Agreement with Tualatin Hills Park & Recreation District for the purposes of selling excess property at Mountain View Middle School,



establishing a 25-year shared use agreement for the new fields and further, authorizes execution of appropriate documents related to the property sale.

Karen Cunningham seconded and the motion passed unanimously.

**D. Consent Agenda**

Karen Cunningham moved to approve the Consent Agenda.

Linda Degman seconded and the motion passed unanimously.

**1. Personnel (13-248)**

BE IT RESOLVED that the employee(s) who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations are accepted by the School Board as submitted at this meeting.

**2. Grant Report (13-249)**

BE IT RESOLVED that the Grand Report and Proposals are approved as submitted at this meeting.

**3. Approval of Board Meeting Minutes (13-250)**

BE IT RESOLVED that the minutes of the following School Board meeting be and hereby are approved:

December 11, 2012 Business Meeting

**4. Minutes from Community Engagement Committees (13-251)**

BE IT RESOLVED that the School Board and administrative staff receive the Community Engagement Committee minutes as an information item.

**5. NWRESD Local Service Plan (13-252)**

BE IT RESOLVED that the School Board approved the Local Service Plan for 2013-2014.

**6. Second Reading of School Board Policies (13-253)**

BE IT RESOLVED that the School Board adopted changes to the following School Board Policies:

JECC – Open Enrollment

JHFE – Reporting of Suspected Child Abuse

**CLOSING COMMENTS AND NEXT STEPS**

Jeff Rose stated that the School Board meeting in February would have a full agenda.

- Policy FF – Naming Facilities/Memorializing
- Collecting data from the community regarding a Local Option Levy
- Hearing about Learning Communities
- CEC's work

**ADJOURNMENT**

The meeting was adjourned at 9:33 p.m.

Submitted by Carol Marshall, Recording Secretary

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LeeAnn Larsen, School Board Chair



**Work Session****February 4, 2013**

The School Board of Beaverton School District 48 conducted a Work Session at Sunset High School on February 4, 2013 at 9:00 a.m.

**Board Members Present:**

LeeAnn Larsen, Chair  
Sarah Smith, Vice Chair  
Karen Cunningham  
Linda Degman  
Jeff Hicks  
Mary VanderWeele

**Staff Present:**

Jeff Rose	Superintendent
Carl Mead	Deputy Superintendent of Teaching & Learning
Ron Porterfield	Deputy Superintendent of Operations & Support Services
Sue Robertson	Chief Human Resource Officer
Claire Hertz	Chief Financial Officer
Steve Langford	Chief Information Officer
Maureen Wheeler	Public Communication Officer
Barbara Evans	Executive Administrator
Vicki Lukich	Executive Administrator
Holly Lekas	Executive Administrator
Jon Bridges	Administrator for Instructional Accountability
Jan Martin	Administrator for Curriculum, Instruction & Assessment
Robin Kobrowski	Administrator for Curriculum, Instruction & Assessment

**Visitors:** 5**Media:** 1**Welcome and Agenda Review – LeeAnn Larsen**

LeeAnn Larsen asked the Board if there were any changes to the agenda; there were none.

**CEC Feedback – Jeff Rose, Carl Mead, Maureen Wheeler**

Jeff Rose reported that he talked with principals and heard that some schools have operating CECs, some principals have tapped into engaged parents from an active PTO, some do not have engaged parents.

Carl Mead reviewed the CEC Principal Feedback report:

- Assist the Principal in establishing partnerships with business, government and community organizations.
  - Successes in this area:
    - Have a collaborative partnership with PTO
    - The work occurs, but not through CEC
    - Sunset High School's Service Day used 410 volunteers

- Volunteer Coordinator functions in this role
  - CEC/Site Council/Safety Committee does this work
  - NIKE partnerships with parents
  - Church groups
- Who is engaging in this work to realize successes for your school?
  - PTO/CEC
  - Site Council/CEC
  - PTO
  - CEC member is a liaison to PTO
  - Our PTO brings in the community not the CEC
  - Existing parents reach out to the school and the community, but through CEC
- Serve as a communication link between the public in their respective attendance areas and the School Board.
  - Modes of communication with the Board
    - None
    - Minutes
    - Newsletters
  - What group serves in this capacity?
    - School Board rep with the CEC – Board member does not really connect
    - Principal
    - CEC's do not communicate with the Board, Principal does follow up
- Function as steward and advisor to the Principal. . .regarding building and campus use, and promote safe and sustainable practices in campus operations. Make decisions on request for use of school property.
  - Successes:
    - Expedited decision-making executed by Principal, when needed, and by CEC when time allows
    - CEC
    - Primary function of CEC
    - Old LSC
    - Inter-art Advisory Council (ACMA)
  - Who is engaging in this work to realize successes for your school?
    - None
    - Principal
    - Assistant Principals
    - CEC School Secretaries

Carl also shared some general comments from the Principals:

- Why can't work be integrated into an already existing committee, i.e. Site Council, PTO?
- PTO is doing a lot of this work.
- Very redundant with other groups.
- High schools have so many engagement groups due to athletics/activities already.
- What is the real purpose of the CEC?
- Unfunded mandate. There is a purpose for the board, but you cannot force parents and community members to come to a meeting to do what the School Board wants.
- Parents do not want to engage the businesses and the larger community. They want to lend their strengths to the school, not cultivate relationships with businesses.

Carl summed up that having a physical working CEC in every building is not a success; the work of the CEC as in policy is being done with great success.

The Board had the following comments:

- Why is there a great interest in serving with the PTO and not the CEC?

- The PTOs have good success in fundraising, access to the principal and benefits to kids. There is developed board leadership.
- Combining the PTO and CECs is not a good idea. The rolls are very different. The Board has control over the CEC, not the PTO. We need to review policy for responsibilities. The Board has asked for feedback from the CECs and that is not happening.
- Principals did not want a CEC and the Board pushed back. As long as the job is getting done, it shouldn't matter who is doing it. We may need to review the policy.
- There is a potential to cause problems with some schools by forcing the CEC model.
- Principals need to be community leaders as well as school leaders. Some are better at that than others. 70% of our community members do not have children in schools.
- We need to identify one member in each school to be responsible for providing feedback to the Board.
- The Central Office staff is developing a database with specific school needs as well as contacts in the community to call upon to fulfill those needs.
- The issue is that we have a policy that needs to be adhered to. Right now we are not in compliance.
- CEC, Site Council and/or PTO meeting information is hard to find on school websites.
- We can continue to raise awareness of community resources in principal meetings.
- We should leave the policy as is for now. We will listen to the Community Conversations and then decide if the policy needs to be changed.
- We still need a vehicle to get feedback to the Board.

## Break

### Levy Discussion and Budget Priorities – LeeAnn Larsen, Claire Hertz, Jeff Rose

LeeAnn Larsen stated that a phone poll to the community will be starting tonight or tomorrow morning. A report will be presented at the February 25 School Board Business Meeting. A decision will be made on moving forward with the Local Options Levy.

Claire Hertz stated that the District staff is working on varying funding scenarios and balancing the budget for 2013-14. In December 2011, the Board created Budget Priorities for 2012-13.

Claire led the Board through an exercise to review last year's priorities and provide input for 2013-14. She asked:

Looking at the priorities from last year, what would you cut if the budget requires more reductions and what would you add if the budget allows any additions?

- The Board listed the following cut:
  - Cut more days, quality over quantity
  - Affirming priorities identified last year
  - Cut more days, the community asked for that last year
  - Look at sports to see if there is anything there we can cut
  - Do not cut music any further
  - Look at sports
  - Try to find other ways to fund technology
  - Do not put even one more student in already overcrowded classrooms
  - We may have to cut technology
  - Libraries, maybe we can contract with the public libraries
  - Protect sports
  - Class sizes can not go any larger
  - Music, arts and sports is an equity issue
  - Days are an equity issue
  - Look at efficiency
  - Class size is critical; we cannot make any cuts that increase class size. Learning requires relationship with teachers.

- The Board listed the following add ins if the budget allowed:
  - Increase class effectiveness, class size
  - Libraries should be staffed differently in elementary school than in high schools, the needs are different
  - Reduce class size
  - Increase music
  - Increase arts instruction
  - Increase technology
  - Increase music programs, that is an equity issue
  - Use some teaching librarians, maybe have a few that can help all schools
  - Reduce class size
  - Technology
  - Music and arts
  - Technology
  - Add back music and art; that can help reduce class size.

Supt. Rose stated that if we are in reduction mode some priorities will have to be cut. If we are in addition mode, what we add back will not be enough to satisfy everybody.

### **Ending Fund Balance - Claire Hertz**

Claire Hertz reviewed the Superintendent's recommendation for General fund balance restoration for 2012-13. The strategies will be used if the fund balance declines further than current projections.

- Additional unemployment savings identified from 4<sup>th</sup> quarter 2012 statement reflecting lower than expected claims - \$300,000
- Reduce transfer to Insurance Reserve fund - \$1,000,000
- Purchase order freeze
- Hiring freeze

Claire also stated that the second quarter employee bill was lower than expected.

### **Lunch - 11:30 - 12:05**

### **Achievement Compact Preliminary Report, Graduation Data and Growth Model - Jon Bridges**

Jon Bridges explained that there are three reports to discuss; Achievement Compact Preliminary Report, Graduation Data and Growth Model.

#### **Achievement Compact Preliminary Report:**

Jon reviewed the Outcomes and Targets, Plans for Achieving Achievement Compact Outcomes and the Communication plan.

- He explained that the definition of chronically absent is a student attending less than 90%. The School Board Student Achievement Sub-committee may be able to work on the parent and community feedback issue.
- LeeAnn Larsen stated that the Board is more interested in Beaverton's College & Career Readiness goals than the State's Achievement Compact.

#### **Graduation Rates:**

Jon Bridges led the Board through the data using guided questions:

1. What were your assumptions on the Graduation Rates prior to seeing the data?

I assumed:

- Hispanic rates would be low;
- There would be differences between ethnic groups and socio-economic groups;
- Assumed we made some progress but not as much as we wanted to;

- Ethnic groups would graduate fewer students;
- Assumed that we were doing a good job graduating students on time;
- There are factors that we can't control;
- I assumed that the boy's drop out rate would be higher than girl's, they are about the same.

I wondered:

- When do kids drop out?
  - What are the differences between graduation rates, dropout rates and those that stay in school and don't graduate?
  - What students are included in GED, Special Diplomas?
  - What contributed to a student not graduating? Would we ever be able to get to 100%?
  - Who is in the 5<sup>th</sup> year group?
  - How is class size and teacher ratio going to effect these numbers?
  - Budget cuts are effecting student achievement.
2. What do you think the data suggests, what additional data may be needed, what do you think the District should do to address the needs implied in the data?
    - What are the anomalies that bring success at some schools?
    - What are Merlo's thoughts on why their students aren't doing as well?
    - Why are graduation rates worsening?
    - Why are Oregon's rates so low compared to the nation and neighboring districts?
    - Can we expand on the successes?
    - We need to find out why students are dropping out.
    - What does the 5<sup>th</sup> year group look like? Do students know their options before dropping out?
    - Are our interventions going far enough?
    - What happened in 2011/12 that caused so high a rate?
    - The Hispanic rate has improved over the last 5-6 years, why?
    - Was 2011/12 an anomaly or a trend?
    - Is there a threshold that we will never overcome?
  3. Did you like this protocol? How do we communicate to the community if we do this work in a work session?
    - This was a good exercise to go through, it helped to focus on the numbers.
    - This level of date would be too much to go through at a Business Meeting.
    - The District needs to tell our story.
    - What happens to our students? How can they just disappear?
    - We need to figure out why we lose some students.
    - Liked the protocol.
    - Where is our biggest target? Who can we help?
    - Liked the protocol, missed the tangents.
    - If I am confused about the terms, i.e. dropouts, non-completers, the community must be very confused.
    - Protocol was just OK, would like to hear the explanations as to why we have these numbers. Would like to hear "This is what the data means and what we need to do about it."
    - Liked the protocol, helped me focus.
    - We have a lot of options for kids who can't succeed in a comprehensive high school.
    - What is the admin going to do next in response to the data?

Carl Mead reported that he read an article on dropout prevention. The article stated that there are 25 factors that can bring about a student dropping out. A school can only affect 20% of those factors.

Jeff Rose stated he would like to report back to the Board on the data at a future Board meeting.

### **Growth Targets**

Jon Bridges asked the Board the following essential question: Should the BSD Individual Student Growth Model be adjusted to reflect the State's adoption of the Oregon Growth Model used in the State's

## Accountability System?

He reviewed and compared the Beaverton Growth Model Targets and the Oregon Growth Model Targets.

After discussion the Board agreed that Beaverton's Growth Model Targets should match the Typical Growth of students in the state with one exception. For students whose (Oregon) Growth Target (growth required to get to standard in three years) is higher than Typical Growth, the aim should be the Growth Target instead of Typical Growth. These students are the students farthest from meeting standard.

## Break

### Student Data and Privacy Policies – Steve Langford

Steve Langford explained the student information contained in the student information system can be generally organized into four types: demographic, academic record, assessment, and program information.

There are two enterprise systems that house electronic student education information: the student information system (Synergy) and the data warehouse. Student education information can also exist in notes, email or as information downloaded on a teacher laptop computer.

The Beaverton School District employs a number of physical and technological tools and practices to secure student education records and other confidential organizational data.

Student education records are transferred to external agencies, most frequently to the Oregon Department of Education (ODE). Throughout the year, there are scheduled data collections that require Local Education Agencies (LEAs) to send reports containing student data elements. The data transfers are accomplished through a secured web site and access is restricted to just those staff members tasked with fulfilling the data collection.

Periodically, student information is transferred to federal and/or other agencies as part of grant or research processes. The information usually includes demographic and assessment data, and could be aggregated or disaggregated depending on agreement. In these instances, contract language is written that tightly governs the transfer, use, and retention of any student information.

Camellia Osterink reviewed the Family Educational Rights and Privacy Act (FERPA).

The Board had the following questions and comments:

- What can we as a Board do to protect our students?
  - ODE asks for very specific data elements. We have no choice but to send it.
  - We have great local controls but as data moves up the system we have to trust their systems.
- Do you think the data that the State asks for is for a good purpose?
- What is the parental verification process?
  - Administrative Regulation JO-AR outlines the process for a parent to verify and correct their child's data.
- Do we need to reevaluate our policies?
- Any recommendations on how the Board can advocate for more security?
  - Contact ODE with specific concerns.
  - Steve Langford will be in the conversations at the state level.
- Do parents understand this conversation? Is there more we can do?
  - More information could be on our website.

### Learning Teams Update – Robin Kobrowski, Jan Martin

Supt. Rose explained that after polling parents and teachers, the administration staff decided to table the late-start option.

Robin Kobrowski reviewed the Learning Teams Community Feedback. The most popular comment was 'Love the idea of learning teams' followed by 'Use existing time instead of late start/early release or time outside the normal workday' and 'Not enough information about learning teams'.

Jan Martin explained the proposal being brought forward. By banking some of the allotted staff development time and staff meeting time in the current contract, schools could provide one hour of time for Learning Teams 2-3 times per month, at the end or beginning of the school day. An alternate option would be to provide 45 minutes of time for learning teams 2-3 times per month.

Jan added that they would be meeting with principals to fine tune the proposal on February 6, 11 and 12.

The Board had the following questions and comments:

- Please explain banking time.
- Have you talked with teachers and the BEA?
- What is next:
  - To have a plan that everyone agrees to, that meets the needs in all areas with implementation in the fall.
- Accountability is important.

### **Adjournment**

The meeting was adjourned at 3:15 p.m.

Submitted by Carol Marshall, Recording Secretary

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LeeAnn Larsen, School Board Chair