



BOARD MEETING DATE
February 21, 2012

APPROVAL OF BOARD MEETING MINUTES

POLICY ISSUE/SITUATION

Enclosed are the minutes for:

- January 9, 2012 Business Meeting
- January 30, 2012 Work Session
- January 30, 2012 Executive Sessions

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:

(12-135) BE IT RESOLVED that the minutes of the following School Board meetings be and hereby are approved:

- January 9, 2012 Business Meeting
- January 30, 2012 Work Session
- January 30, 2012 Executive Sessions

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.



Business Meeting

January 9, 2012

The School Board of Beaverton School District 48 conducted a Business Meeting at the Administration Center on January 9, 2012 at 6:30 p.m.

Board Members Present:

LeeAnn Larsen, Chair
Sarah Smith, Vice Chair
Karen Cunningham
Jeff Hicks
Tom Quillin
Mary VanderWeele

High School Student Representatives:

Luke Oskierko	Arts & Communication Magnet Academy
Sarah Landels	Aloha High School
Allie Fox	Beaverton High School
Jessica Palacios	Health & Science School
John Yee	International School of Beaverton
Naman Jain	Merlo Station High School
Mitchell Lee	Southridge High School
Macky Leveton	Sunset High School
Calvin Nguyen	Westview High School

Staff Present:

Jeff Rose	Superintendent
Carl Mead	Deputy Superintendent for 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
Brenda Lewis	Executive Administrator
Holly Lekas	Executive Administrator
Vicki Lukich	Executive Administrator
Barbara Evans	Executive Administrator
Robin Kobrowski	Administrator for Curriculum, Instruction & Assessment
Jon Bridges	Administrator for Instructional Accountability

Visitors: 20

Media: 1

School Board Chair LeeAnn Larsen called the Business meeting to order at 6:35 p.m. The School Board members led the group in the Pledge to the Flag.

**CALL MEETING TO
ORDER AND
PLEDGE TO FLAG**

Karen Perez-Da Silva was recognized for her commitment and dedication to college and career readiness to her students at Barnes Elementary School.

Recognition of
Students, Staff and
Community

The Beaverton School District Automotive Technology Program was recognized for receiving National Automotive Technicians Education Foundation re-certification for their accreditation.

Supt. Jeff Rose recognized the Beaverton School District School Board members for their outstanding service and dedication to the District.

Recognition of
Students, Staff and
Community
(Cont'd.)

LeeAnn Larsen asked if there were any changes to the agenda.

**BOARD
PROCEDURES**

There were no changes.

Sarah Weller, 6th Grade Science Teacher at Highland Park Middle School, representing the Beaverton Education Association wished the School Board happy School Board Week.

**PUBLIC
PARTICIPATION**

**BOARD
COMMUNICATION**

Jeff Hicks introduced Gerardo Ochoa. Gerardo is the newly appointed Budget Committee member representing Zone 6. Gerardo is presently the Associate Director of Financial Aid at Linfield College.

Individual School
Board Member
Comments

Mary VanderWeele attended the Washington County Public Affairs Forum in Hillsboro. Rob Cornilles and Suzanne Bonamici had a great debate.

Supt. Jeff Rose commented on 2 topics:

Superintendent's
Comments

1. The Elementary and Secondary Education Act (ESEA) flexibility waiver request that the Oregon Department of Education has been working on is forcing the right conversations in Salem. The State is moving in the right direction for our students.
2. There is much more to running a school district than what is seen publicly. The District has a Crisis Response Team led by Barry Deal that cares for almost 40, 000 students and families facing crisis situations. Today we heard of one of our students that was killed in a tragic car accident. The team responded to the school, set up a safe room for students and/or staff members to go to if they needed.

Mitchell Lee, Southridge High School Student Representative, reported on the importance of bees. He encouraged everyone to help save the bee population.

**HIGH SCHOOL
BOARD
REPRESENTATIVES**

DISCUSSION ITEMS

Carl Mead presented information regarding Title Grants.

Budget Mini
Session:
Title Grants

Title IA – Improving Basic Programs - \$5,661,663

The purpose of Title IA is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach at a minimum, proficiency on challenging Oregon academic achievement standards. Title 1 funding is to be used to supplement district and school resources to ensure our most needy children receive a high quality education.

Title IC – Education of Migratory Children (regular) - \$198,563
Title IC – Education of Migratory Children (pre-school) - \$18,852
The Migrant Education Program is designed to support high quality and comprehensive educational programs for migrant children. The goal is to help reduce the disruption and problems associated with repeated moves so that they are able to meet State standards and successfully transition to postsecondary education or employment.

Budget Mini
Session:
Title Grants
(Cont'd.)

Title IIA – Preparing, Training, and Recruiting High Quality Teachers and Principals - \$855,362
The purposes of Title IIA are to increase student achievement by increasing the number of teachers and principals who are highly qualified, to provide professional development with the goal of increasing student achievement using strategies tied to scientifically-based research and establish mentor teacher programs to assist in the recruitment and retention of teachers.

Title III – Language Instruction for Limited English Proficient and Immigrant Students - \$730,395
This great is used to provide second language instructional programs that are research-based, increase English Language Learner student academic achievement in core academic subjects, and provide high quality professional development to staff. Funding is based on per ELL child basis.

Title VII – Indian Education Formula Grant - \$38,689
Dollars support the improved academic performance of the American Indian and Alaska Native students in Oregon by providing strategies, which directly address the culturally related and academic needs of AI/AN students. Federal dollars go directly to the districts, which submit applications describing the intended use of the funds. In addition to Title VII, Oregon's State Board of Education has adopted the Oregon American Indian/Alaska Native Education State Plan. This plan highlights strategies for addressing the eleven goals, which encompass staff development, curriculum, infusion, dropout prevention, culturally appropriate assessment, early childhood, and parental involvement.

Claire Hertz reported that the next Budget Listening Session is on January 17 at Beaverton High School Library. There will be 45 minutes of listening then the group will break out into small groups. Each group will have one staff administrator and one School Board member. After the small group discussions the whole group will gather together for a 15 minute debrief session. The Budget Committee members are invited to attend; they will not lead a small group.

Budget Listening
Session Update &
Process

Supt. Rose stated that there are changes ahead with many new challenges. Listening is critical; teaching is important also.

The community is not necessarily aware of the extent of the budget reductions that the District is facing this year. A couple of listening sessions will not be enough. District staff are developing teaching messages that will be

delivered through the schools by school administrators. The messages will include activities where parents will grapple with the hard decisions enabling them to realize the extent of the situation.

Budget Listening
Session Update &
Process
(Cont'd.)

BREAK

Maureen Wheeler explained that Ballot Measure 34-193, a Local Option Levy for operations, appeared on the November 8, 2011 ballot and did not pass, by 49% yes vote to 51% no vote. The margin was approximately 1,200 votes.

Local Option Levy
Update and
Discussion

In the last four years, the Beaverton School District has reduced its budget by \$105 million, raising class sizes and cutting educational programs and services. For the 2012-13 school year, the District is projecting a funding shortfall of more than \$35 million. In the near term, state school funding will likely not improve.

Karen Cunningham reported that the outcome was not what they had hoped for. Turnout was very low, lower than expected.

Jeff Rose stated that there is a denial of the situation within the community which brings a lack of urgency. The District has reduced the budget by \$105M over the last 3 years with limited impact on the schools.

In the past 3 years the District has made the following budgetary changes:

Personnel changes:

<u>Central Services:</u>	<u>Reduction:</u>
School Administrators	13.1%
Central Administrators	8.4%
Central Certified	6.8%
Central Classified	12.75%

<u>School Personnel:</u>	<u>Reduction:</u>
Certified	5.3%
Classified	up 4.7%

General Fund changes:

	<u>Reduction:</u>
<u>School level</u>	up 6%
<u>Central Services:</u>	
Communication Community Involvement	16%
Business Office	14%
Maintenance	13%
Technology	10%
Transportation	8%
Human Resources	7%
Teaching & Learning	45%

The pain has been kept away from the schools.

Local Option Levy
Update and
Discussion
(Cont'd.)

Ben Unger stated that more time is needed to educate the community.

During Board discussion the following comments were made:

- Teachers compound the problem because they always give the kids whatever they need to get the job done. They often use their own money.
- Education is the key, the parents and community need to see the consequences before they will help.
- Part of the problem with the last election was the timing of the election with the property tax bill arrival.
- There is a lack of clarity of what is at stake.
- We won't have support until parents see the consequences.
- There is a lot of education to be done, getting it done by May would be difficult.
- Fundraising would also be hard to complete by May.
- Losing an election twice in a row is hard to overcome.
- Don't predetermine a time for another election until you have conversations with the community. Let the community tell you when to try for another levy.
- Full participation will be better in November with the ability to tag on to the presidential election.
- The Beaverton School District will have no voice prior to the November election, too many other issues at the forefront.

A break was called from 8:08 p.m. to 8:15 p.m.

BREAK

The Board reviewed changes to three policies:

First Reading of
School Board
Policies

BCBA – Student Representatives to the Board

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

BD/BDA – Board Meetings/Regular Board Meetings

The Board had several suggested changes. This policy will be reworked and return in February for a first reading.

JECB – Admission of Non-Resident Students

The Board stated that this policy has been greatly improved and had just minor suggestions. It will be edited and return for a second reading in February. Staff will report in February on how capacity is calculated.

REPORTS

Community Engagement Committee:
They will be meeting on January 13, 2012.

Update from
School Board
Standing
Committees

Policy Committee:
They will be meeting with Supt. Jeff Rose, Carl Mead, Ron Porterfield, Camellia Osterink and Carol Marshall to discuss the policy review process.

Claire Hertz reported that the General Fund Ending Balance is predicted to be at 3.1% by year-end. The Business Office has been preparing for the Budget Listening Sessions, Budget Committee meetings and Strategic Budget meetings.

Financial Update

Claire will be in Salem twice this coming week. She will meet with the 5 largest school districts to hear what their budget plans are. She will also meet with the State Funding K-20 Committee.

Carl Mead introduced Dennis Williams, Marci England, Debby Silva, Jamie Cooper, and Aaron Johnson.

Strategic Plan:
Academic Learning
Targets

The group explained that the Beaverton School District's academic learning targets are based on the Common Core State Standards (CCSS) as well as Beaverton 's Full Option Graduate Profile.

The CCSS were publicly released on June 2, 2010. Although they are not federally mandated, states have been encouraged to adopt them. Oregon adopted the Common Core in October 2010.

The intent of the Common Core is to bring greater rigor to standards driving instruction and expectations in all of the adopting states. They are designed to focus curriculum and instruction on deeper student understanding rather than skimming a multitude of topics and to provide clear direction to educators on what American students should know and be able to do as they leave high school for college or career purposes.

In addition to the CCSS, Beaverton adopted the Full Option Graduate Profile in 2010 as the definition of college and career readiness. The four keys to college and career readiness, as defined by Dr. David Conley, are incorporated into the new BSD academic learning targets thus aligning with college and work expectations. To ensure that all students graduate college and career ready, BSD is working to establish long-term and supporting learning targets in the four key content areas. Beaverton's academic learning targets define the essential learning at which all students need to become proficient to graduate ready for college or career.

In order to develop a K-12 system, it is critical to communicate with common language. Currently a multitude of terms refer to essential student learning (objectives, goals, aims, standards, targets, etc.) The following three terms

describe the essential learning within the Beaverton School District and provide a clear structure for teaching and learning: content standards, long-term learning targets, and supporting learning targets.

Strategic Plan:
Academic Learning
Targets
(Cont'd.)

Supt. Rose asked the group what would help them to be more successful in their endeavors. Dennis Williams stated they could use more time for teacher collaboration.

ACTION ITEMS

The Budget Committee has three vacancies: Zone 1 (Karen Cunningham), Zone 2 (Tom Quillin), and Zone 6 (Jeff Hicks).

(12-124)
Appoint Budget
Committee
Vacancies

Jeff Hicks appointment is Gerardo Ochoa to represent Zone 6, Tom Quillin reappointed Dave Bouchard for Zone 2, and Karen Cunningham appointed Susan Greenberg as the representative for Zone 1.

12-124 Tom Quillin moved to approve the appointees.

Sarah Smith seconded and the motion passed unanimously.

LeeAnn Larsen thanked everyone who applied for the Budget Committee.

Jeff Hicks asked to have one change to the School Board Minutes of December 12, 2011. The minutes indicated that he attended the Math Standards Workshop in the Individual School Board Member Comments. He did not attend that meeting, but he had heard that it was an informative meeting.

**CONSENT
GROUPING**

Karen Cunningham moved to approve the consent grouping with the change to the minutes.

Sarah Smith seconded and the motion passed unanimously.

12-125 BE IT RESOLVED that the employees who are recommended herein for administrator and teacher elections, leaves of absence, and resignations/terminations be accepted by the School Board as submitted at this meeting.

(12-125)
Personnel

12-126 BE IT RESOLVED that the School Board authorize the Superintendent or a designee to obligate the District for the public contract item listed in attachment A.

(12-126)
Public Contracts

12-127 BE IT RESOLVED that the minutes of the following School Board meetings be and hereby are approved:

(12-127)
Approval of Board
Meeting Minutes

December 12, 2011 School Board Executive Session
December 12, 2011 School Board Business Meeting

12-128 BE IT RESOLVED that the Grant Report and Proposals be and hereby are approved.

(12-128)
Grant Report and Proposals

12-129 BE IT RESOLVED that the School Board and administrative staff received the minutes from Community Engagement Committee meetings as an information item.

(12-129)
Minutes from Community Engagement Committees

12-130 BE IT RESOLVED that the School Board approved changes to School Board Policy JECDA – Transcript Evaluation.

(12-130)
Second Reading of School Board Policy

Jeff Rose recapped the meeting:

- Budget communication will continue
- Thanked the teachers that presented on Academic Learning Targets
- Policies will be moving forward when edits are complete

CLOSING COMENTS AND NEXT STEPS

The meeting was adjourned at 9:35 p.m.

ADJOURNMENT

Carol Marshall, Recording Secretary

LeeAnn Larsen, School Board Chair

Attachment A
January 9, 2012

**PUBLIC CONTRACTS
BOARD AUTHORIZATION OF SUPERINTENDENT TO
OBLIGATE THE DISTRICT
SUBMITTED FOR SCHOOL BOARD APPROVAL**

Description of Items	Person Responsible For Contract	Acquisition Method/ Date Of Bid/RFP	Contractor Or Vendor Selected	Cost Not To Exceed
Pearson Chemistry & Physics textbooks	Robin Kobrowski	Copyrighted materials	NW Textbook Depository	\$165,100



MEETING OF THE SCHOOL BOARD
BEAVERTON SCHOOL DISTRICT 48
Conestoga Middle School

All-Day Work Session

January 30, 2012

The School Board of Beaverton School District 48 conducted an all-day Work Session at Conestoga Middle School on January 30, 2012 at 9:00 a.m.

Present:

- LeeAnn Larsen, Chair
- Karen Cunningham
- Jeff Hicks
- Tom Quillin
- Sarah Smith
- Mary VanderWeele

- | | |
|-----------------|---|
| Jeff Rose | Superintendent |
| Carl Mead | Deputy Superintendent for Teaching and Learning |
| Ron Porterfield | Deputy Superintendent for Operations & Support Services |
| Sue Robertson | Chief Human Resource Officer |
| Claire Hertz | Chief Financial Officer |
| Steve Langford | Chief Information Officer |
| Maureen Wheeler | Public Communication Officer |
| Vicki Lukich | Administrator for High School Programs & Options |
| Brenda Lewis | Administrator for Special Programs & Title K-8 Schools |
| Barbara Evans | Administrator for Elementary K-8 |
| Holly Lekas | Administrator for Middle School and Athletics |
| Jon Bridges | Administrator for Instructional Accountability |
| Robin Kobrowski | Administrator for Curriculum, Instruction & Assessment |

Visitors/Guests: 2
Media: 2

School Board Chair LeeAnn Larsen called the meeting to order at 9:07 a.m. CALL MEETING TO ORDER

LeeAnn welcomed everyone to the School Board Work Session and reviewed the agenda. WELCOME AND AGENDA REVIEW

The Board interviewed applicants for the Zone 7 School Board seat vacated by the resignation of Lisa Shultz on November 15, 2011. SCHOOL BOARD CANDIDATE INTERVIEWS

The candidates that were interviewed were:

- Michele Sandstrom
- Indi Petranek-McHugh
- Linda Degman
- Mary Duncan
- Wendy Castineira
- David Mackay

The Board will vote at the next School Board Business Meeting on February 21, 2012.

SCHOOL BOARD
CANDIDATE INTERVIEWS
(Cont'd.)

A break was called from 11:05 - 11:15 a.m.

BREAK

Jeff Rose explained that the budget learning sessions in March will provide a comprehensive and consistent message across the District. Each school administrator will be provided a PowerPoint presentation that will inform and educate staff, parents and community members.

BUDGET PROCESS
UPDATE AND
PERCEPTION CHECK

Staff has identified 30 categories/suggestions from the budget survey that need to be addressed. The presentation will inform what has been done in the past and the mandates we follow that either require us to do or not do something.

The learning session attendees will be involved in an activity where they will grapple with 13 categories to come up with \$40 million in budget reductions. The activity sheets will be collected and comments from each group will be solicited.

During discussion the Board made the following comments:

- Get the message out to community groups as well as school groups. Everyone is welcome. The meetings will be strategically marketed.
- Budget committee members will have opportunities to attend.
- Communicate that this is a new process; it won't look like last years process.
- Think about what the communication will be right after the budget decisions are made; where are we going from here?
- Practice the budget activity on a parent group prior to complete rollout.

A lunch break was called from 12:00 - 12:45 p.m.

LUNCH BREAK

MINI BUDGET SESSIONS:

Sue Robertson explained that the Human Resource department oversees recruiting, hiring, developing and retaining a high quality and diverse workforce. Year-round responsibilities include but are not limited to: staffing schools and departments; preparing and maintaining 7000+ employee pay and employment records (includes substitutes and casual labor); negotiating employee contracts and ensuring compliance; implementing and maintaining evaluation systems; ensuring proper licensure; administering and maintaining the absence management system; managing leaves and tuition reimbursement; developing the District calendar; intern placement; managing risk; administering the self-insurance program, including negotiating property and liability insurance for events exceeding \$500,000; administering unemployment and workers compensation; administering and negotiating employee benefit plans; ensuring compliance with all State and Federal employment-related regulations; and State reporting.

Human Resources

The Human Resources department has a total budget of \$22.6 million. A brief summary of salary and non-salary allocations and how funds are used is outlined below:

General Fund 100: \$5.8 million

The majority of these funds are used to cover contractual obligations such as classified and licensed substitutes and tuition reimbursement for all employee

groups. They also fund paid leaves of absence resulting from investigations or other legal matters.

Human Resources
(Cont'd.)

Insurance Reserve Fund 611: \$7.9 million

These funds account for administrative costs and costs incurred by the District under its self-insurance programs, up to insurance policy deductible limits of \$500,000 per occurrence. These programs include general and property liability claims, fire loss, property damage, all risk (theft, vandalism, etc.), life, long-term disability (the first fifty-one months of disability for eligible administrator and classified employees), and unemployment. Other uses include legal fees and investigations, pre-employment and return to work physicals. Principal revenue sources are charges to other funds and a transfer from the General Fund.

Workers Compensation Fund 612: \$1.7 million

This fund accounts for workers' compensation claims related to on-the-job injuries, up to insurance policy deductible limits of \$350,000 per occurrence. Revenue sources are charges to other funds and interest earnings.

Steve Langford provided a budget overview for the Information and Technology department.

Technology

The IT budget is comprised of the following areas:

Salary	\$4,228,648
Non-Salary	\$2,973,182
Grants/Programs	\$1,095,985
Total Budget	\$8,297,815

Salary

The Information and Technology Department contains 43.8 Full-Time Equivalents providing a multitude of technology services and support to the organization.

Non-Salary

Cost Center 680 - Information and Technology

This fund contains the monies used to operate the Information and Technology Department and to fund instructional technology pilots at schools. Examples of expenditures from this cost center would be for staff computers, special hardware and software used by staff in their work, staff training and testing new classroom instructional technologies.

Cost Center 688 - Communications

Cost center 688 is used for telecommunications and network costs. These monies pay for Internet access and for telephone costs for all school and ancillary sites.

Cost Center 689 - Enterprise Systems

Cost center 689 provides resources used by all schools and departments. The majority of funds in this cost center are for applications, hardware, and maintenance for systems used by all schools and departments. Examples of these enterprise systems would be the Student Information System (SIS), the HR/Financial System (IFAS), the Data Warehouse, the District Library System (Horizon), and various online systems and reference subscriptions used by students and staff. Monies allocated for school computer replacement are also contained in this cost center.

Grants/Programs

There are a number of monies received from various grants and programs. The largest grants are summarized below:

Technology
(Cont'd.)

eRate

eRate is a federally subsidized program open to Districts and ESDs. BSD participates in the federal eRate program and receives monies specifically to be used to increase connectivity for schools and libraries. BSD utilized these funds for connectivity equipment replacement (school network switches) and connectivity equipment housed in the Data Center. In the past year, we have targeted these monies to begin the implementation of an enterprise wireless solution for all sites.

Metropolitan Area Communications Commission (MACC) Grants

BSD participates in the Public Communications Network, administered by the Metropolitan Area Communications Commission (MACC). As a participant, BSD is able to apply for grants for select network connectivity equipment. Usually, MACC grants offer a partial reimbursement of costs incurred by the District. The grants are awarded for innovative projects usually promoting use of the network. Grants can be awarded for new projects or projects started and completed.

Grants from the Oregon Department of Education (ODE)

The Oregon Department of Education offers some competitive grants. Last year, BSD was awarded a \$225,000 grant from the Oregon Department of Education for Raleigh Hills for technology integration to support proficiency in math and reading. A secondary goal is to guarantee that all students are learning concepts that will allow them to achieve technological literacy by the end of eighth grade. Seven classrooms at Terra Linda and Hazeldale are in their third and final year of a \$275,000 ARRA Title IID EdTech grant focused on math proficiency and technology literacy.

Jane Langlois reported that the Transportation Department has a total budget of \$15,153,386 million comprised of \$1,774,838 million in fuel costs and \$12,409,305 in salary & benefits.

Transportation

The department transported 28,215 students in 2010-2011, drove 3,295,960 miles, and employs nearly 320 people. There are 314 buses with an average age of 9.1 years.

Beaverton school buses come in various designs and capacities. Some are constructed on van chassis and carry less than 20 passengers. Others are built on unique school bus chassis and can carry up to 84 passengers. Additionally, school buses have numerous differences in terms of standard and optional equipment and manufacturer types. The school bus fleet is composed of buses of various ages with different mileage accumulations.

Josh Fritts explained that Special Education Services are federally mandated for students identified as having disabilities under the Individuals with Disabilities Education Act (IDEA). The specific services that are required to be provided are outlined on each student's Individualized Education Program (IEP) and range from accommodations such as specialized equipment, sign language interpretation, and Braille translation, to specially designed instruction in reading, writing, mathematics, communication, behavior, and motor. Related services such as one-on-one nursing care, psychological support, an extended school year, and special transportation, are also required to be provided to students if necessary for them to attend school and benefit educationally.

Special Education

The Special Education budget is:

\$37,655,890.62	General Fund
<u>5,785,920.93</u>	Federal IDEA Funds
\$43,441,811.55	Gross Budget
<u>(867,888.14)</u>	(15% of IDEA-CEIS)
\$42,573,923.41	Net Budget

Percent of Budget by Category:

Certified Staff	58.46%
Classified Staff	31.84%
Administration	1.72%
Non-Salary	7.98%

In addition to the overall increase of 622 (14.4%) students eligible for special education services, since the 2007-2008 school year, the number of high cost students has nearly quadrupled during that same time. Currently the District has 225 high cost students that cost the District \$10,483,759.29 annually for an average of \$46,594.49 each. Deducting these high cost students, changes the average general fund expenditure to \$5,798.59 per special education student.

Wei-Wei Lou explained that English as a Second Language Services are federally mandated for students identified as limited English proficient. The specific services that are required include special classes of English language development and meaningful access of all English language learners (ELLs) to academic content. Title III federal funds provide supplemental services to ensure that all classroom teachers provide meaningful access to academic content to ELLs and former ELLs. Title IC (Migrant Education Project) is another federally funded program to support migratory students with health insurance and other social support. In 2011-2012, 595 students from age 3 - 21 years were identified as eligible to receive migrant education services. Related services include interpretation for parent meetings and translation of vital district documents to all language minority students, an extended school year for ELLs and migrant students, and monitoring of all former English language learners for two academic years.

ELL/Welcome Center

There are about 12,000 language minority students in 2011-2012, including 5,054 active ELLs and 7,000 former ELLs with more than 93 languages from more than 70 countries. Costs of outside interpreters can be as high as \$250 per hour and 95 cents per word for some languages.

The ELL Department budget is:

\$13,275,529.00	General Fund
<u>716,073.53</u>	Federal Title III Fund
\$13,991,602.53	Gross Budget
\$216,073.00	Federal Title IC Fund (Migrant Education Project)
\$37,308.58	Title VII Fund (Native American Education Project)

Florence Richey, Principal at Stoller Middle School, explained that Professional Learning Communities (PLC's) are for increasing student learning.

PLC Presentation and Discussion

Grade level PLC's meet weekly. They understand and use the 5-stage cycle and focus on learning targets. Teachers keep logs and make notes as they monitor progress.

Currently all the PLC's at Stoller Middle School are at different stages, most are in the assessment stage.

Some challenges for the PLC's are:

- Not all staff are at the same meeting at the same time
- Not operating at the student level
- They are not self directed with owning the process, the use of protocols each and every time
- They are seeing IDEAS/RTI/SIOP/Standards based learning as isolated events
- Internally they are not applying the definition of equity
- Teachers wish to share and see immediate feedback
- Teachers are not allowed to see each other teaching

Scott Drue, Principal, and Alfonso Giardiello, Vice Principal, of Aloha Huber K-8 School reviewed what their PLC's are doing at Aloha Huber.

Their Professional Learning Communities are committed to closing the achievement gap for each individual student with a focus on the acceleration of learning at all student performance levels.

At Aloha Huber, PLC's meet for 45 minutes everyday.

There are four attributes needed to be a successful educator at Aloha Huber Park K-8 School:

Flexibility:

- Teachers teaching in different locations (i.e. benchmark literacy students in alcoves, intensive students in classrooms)
- Periodic scheduling changes, based on data in real-time
- Flexible grouping/regrouping students based on data in real-time
- Staff and resources are allocated based on students' needs, using multiple specific measures

Capacity:

- Student and adult learning is the WORK here
- Each staff member plays a distinct role, which contributes to the overall success of the building
- Direct, explicit instruction, focused on gradual release
- Constant observation and coaching with respectful and constructive feedback
- Evidence based instructional programs and practices used building-wide

Collaboration:

- We are organized into teams, not homerooms
- Teachers share all students
- Students receive instruction based on their level of need and performance. This means that teachers work with several different groups of students

throughout the day, not just with their own homeroom.

- We constantly share, listen, and make decisions about students based on data as a cross-sectioned team of teachers, specialists and administrators
- Teachers participate in team planning meetings every week and topic-specific collaboration approximately every month
- As educators, we are transparent with data, teacher practice, and observation

Equity:

- We are Growth Model: We take each student from their current performance level, and accelerate their learning to meet their individual achievement goals
- Decisions are made based on what is best for students, not necessarily what is best for staff
- The use of data and established decision rules are used to govern the integrity of our services to our students

Supt. Rose stated that there is not a consistent understanding of quality instructional core across the District. He reviewed the components of the PLC Wheel:

Assessment:

Teachers administer and score common assessments on a regular basis.

- Teams create agreements regarding use of common formative assessments
- Teachers bring data from assessments and may spend time undergoing moderation
- Examples: OAKS, DRA-2, DIBELS, Proficiency agreements, Six Traits Writing Rubric

Analysis:

Teachers collaborate to analyze student data and identify learning needs for each student.

- Teams scrutinize data looking for changes over time regarding struggling students, high-achieving students and areas in which the entire class is excelling or struggling.
- ESL and Special Education scores are closely watched
- Expertise in the following areas support this step
 - Data Team Training
 - Use of Data Warehouse
 - Intervention Systems
 - Normal ESL development
 - SPED student needs

Consultation:

Teachers consult in collaboration teams about how to meet learning needs for each student.

- Team members collaborate to set SMART goals for student achievement
- Team members collaborate on instructional strategies to move children toward goal
- Team members identify and receive staff development needed individually and as a team to improve their own instruction
- Expertise in the following areas support this step:
 - Power Standards/Learning Targets
 - Rigor, Relevance, Relationship from Change Leadership
 - Effective Teaching Strategies from Marzano's Classroom

- Instruction that Works and best practices for literacy and math
- Critical Friends Groups

PLC Presentation and Discussion
(Cont'd.)

Intervention:

Teachers implement strategies for learning needs and improving individual student growth.

- Teams integrate both whole classroom instructional strategies and small group interventions
- Progress monitoring data kept for refinement
- Teachers check-in with each other to ensure strategies are useful
- Expertise in the following areas support this step:
 - SIOP
 - Instruction for Talented and Gifted
 - Differentiation
 - Response to Intervention
 - Positive Behavioral Intervention Systems
 - Action research

Refinement:

Teachers work together to improve their practice and to strengthen instruction system wide.

- Teams review progress monitoring data to determine which strategies are working
- Plans made based on outcomes as to next steps
- Expertise in the following areas support this step:
 - Data Driven Decision Making and Data Teams
 - Effective Teaching Strategies
 - Art & Science of Teaching
 - Best Practices

Brenda Lewis reviewed data on students requesting and approved for transfers into and out of the Beaverton School District in the 2010-2011 school year.

Inter-District Transfers
(HB 3681)

Jeff Rose reported that superintendents are meeting and discussing this process. Many of the districts are agreeing to a 'no gain' transfer process. They would like to see a geographically based agreement. They will be checking with the Attorney General's office or OSBA to see if a geography based process would comply with the bill.

The meeting was adjourned at 3:30 p.m.

ADJOURNMENT

Carol Marshall, Recording Secretary

LeeAnn Larsen, School Board Chair



**MEETING OF THE SCHOOL BOARD
BEAVERTON SCHOOL DISTRICT 48
Conestoga Middle School**

Executive Session

January 30, 2012

The School Board of Beaverton School District conducted an Executive Session at Conestoga Middle School on Monday, January 30, 2012 starting at 3:35 p.m.

Present:

LeeAnn Larsen, Chair
Karen Cunningham
Jeff Hicks
Tom Quillin
Sarah Smith
Mary VanderWeele

Jeff Rose
Ron Porterfield
Carl Mead
Richard Steinbrugge
John Hartsock
Maureen Wheeler
Sue Robertson
Claire Hertz

Superintendent
Deputy Superintendent of Operations & Support Services
Deputy Superintendent of Teaching and Learning
Executive Administrator for Facilities
Project Manager, Facilities
Public Communication Officer
Chief Human Resource Officer
Chief Financial Officer

Media: 0

School Board Chair, LeeAnn Larsen called the Executive Session to order at 3:35 p.m. under authority of ORS.192.660(3), Negotiations.

CALL TO ORDER

Sue Robertson led a discussion on the progress of the certified negotiations.

**NEGOTIATIONS
UPDATE**

The meeting was adjourned at 4:00 p.m.

ADJOURNMENT

Carol Marshall, Secretary

LeeAnn Larsen, Chair



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Superintendent
Deputy Superintendent of Operations & Support Services
Executive Administrator for Facilities
Project Manager, Facilities
Public Communications Officer

Media: 0

School Board Chair, LeeAnn Larsen called the Executive Session to order at 4:00 p.m. under authority of ORS.192.660(2)(e), Real Estate Discussion.

CALL TO ORDER

In a discussion on a property in the south end of the District earmarked for a new high school, Ron Porterfield reported that he has received a counter offer and appraisal information from the property owners.

**REAL ESTATE
DISCUSSION**

More discussions with the owners will be necessary. Staff will report again at the February 21 Board meeting; they may bring a resolution for approval at that meeting.

The meeting was adjourned at 4:30 p.m.

ADJOURNMENT

Carol Marshall, Secretary

LeeAnn Larsen, Chair