



APPROVAL OF BOARD MEETING MINUTES

POLICY ISSUE/SITUATION

Enclosed are the minutes for:

- January 12, 2015 – Business Meeting
- February 2, 2015 – Work Session

BACKGROUND INFORMATION

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

RECOMMENDATION:

(15-507) BE IT RESOLVED that the minutes of the above School Board meetings be and hereby are approved.

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

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 12, 2015

Board Members Present:

Mary VanderWeele, Chair
Anne Bryan, Vice Chair
LeeAnn Larsen
Susan Greenberg
Linda Degman

Staff Present:

Jeff Rose	Superintendent
Carl Mead	Deputy Superintendent of Teaching & Learning
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communication Officer
Steve Langford	Chief Information Officer
Claire Hertz	Chief Financial Officer
Jon Bridges	Administrator for Instructional Accountability
Ginny Hansmann	Administrator for Curriculum, Instruction & Assessment
Mike Chamberlain	Executive Administrator
Matt Casteel	Executive Administrator
Barbara Evans	Executive Administrator
Carolyn Miller	Executive Administrator
Danielle Sheldrake	Administrator for Student Services
Sho Shigeoka	Administrator for Equity and Inclusion

Visitor: 6**Media:** 1**CALL MEETING TO ORDER – Mary VanderWeele**

School Board Chair Mary VanderWeele called the meeting to order at 4:00 p.m. She explained that the Washington County Letter of Support for the proposed Augusta Lane Pedestrian/Bicycle Bridge listed in the Consent Agenda has been modified. The substance of the letter has not been changed. When Board members vote for the Consent Agenda they will be voting for the modified version.

PUBLIC PARTICIPATION

- Lynn Mutrie reported to the Board regarding the status of a Regional Transportation Options Grant to support Safe Routes to School. The grant will support a 2-year full-time School Coordinator position for the entire district.
- Sarah Smith addressed the Board with her concerns regarding the application process for the District's options schools. She also asked the Board to consider more Mandarin language classes across the District and to support foreign language classes at Mt. View Middle School.

BOARD COMMUNICATION

A. Individual School Board Member Comments

Mary VanderWeele reported that the Active Students Task Force sub-committees have met and all are working to identify best practice in their respective areas.

B. Superintendent's Comments – Jeff Rose

Supt. Rose recognized that January is School Board Recognition month. He thanked the Board for their time, patience, focus on the Strategic Plan and how they embrace their roles and responsibilities. Each member is a member of a team of eight.

REPORTS

A. School Board Committee Updates

Board Advocacy Update – Linda Degman

Linda Degman reported that the Board Advocacy Committee is working on documents regarding dos and don'ts when talking to legislators. The final draft will be ready prior to the COSA/OSBA Legislative Day meeting on February 23.

Susan Greenberg reported that the RSVP's for the Legislative Forum on January 21 indicate good support and attendance.

B. Northwest Regional ESD Annual Report – Rick Wahlstrom

Rick Wahlstrom presented the Northwest Regional Educational Service District (NWRESD) Annual Report for the 2013-14 school year.

The Beaverton School District received services totaling \$4,578,635.45. Services included Special Education services, Behavioral Program services, Northwest Outdoor Science School, Home School Registration, Multimedia Streaming and Truancy Enforcement Requests.

Rick asked if the Board had any questions. There were no questions from the Board.

Mary VanderWeele thanked Rick and the entire NWRESD staff for their partnership.

C. Financial Report – Claire Hertz

Claire Hertz reported the General Operating Fund ending balance is 7.9% and the Local Option Levy Fund ending balance is 1.4%.

The Internal Budget Committee met last week and will meet weekly through February 13.

LeeAnn Larsen stated her appreciation and thankfulness for the Local Option Levy. The Classroom Teacher Allocation report shows the impact the LOL has had in the classroom.

DISCUSSION ITEMS

A. Strategic Plan Measurements – Anne Bryan

Carl Mead and Jon Bridges reported in the School Board Packet that the School Board worked to fine-tune the Strategic Plan Standards and reporting schedule. Yearly progress on Academic Growth is scheduled to be reported at the February work session.

In order to better align with the District Goal of all students graduating college and career ready, the Academic Growth measures have been revised. The revisions were presented in the Board packet. The Board agreed that all the modifications made sense and to move forward with the changes.

ACTION ITEMS

A. PERS Bonds Resolution (15-497) – Claire Hertz

Claire Hertz explained, at the December 15 School Board meeting, the District has a current Unfunded Actuarial Liability (UAL) with the Oregon Public Employees Retirement System (PERS) totaling \$81 million. The current UAL could increase the District's PERS costs in future years.

The District has been working with Piper Jaffray, Underwriters, and Hawkins Delafield & Wood, Bond Counsel, to issue pension bonds to offset the current \$81 million UAL. Bond counsel has drafted a resolution to authorize the following:

- Bond sale;
- Designate bond counsel and underwriter; and
- Delegate the Superintendent and Chief Financial Officer as District Officials, authorized to issue revenue bonds for the pension liability.

LeeAnn Larsen moved to approve Resolution **15-497**, a resolution authorizing full faith and credit pension bonds by title only.

Susan Greenberg seconded and the motion passed unanimously, 5-0.

B. Consent Agenda – Mary VanderWeele

LeeAnn Larsen moved to approve the Consent Agenda.

Linda Degman seconded and the motion passed unanimously, 5-0.

1. 2014-2015 Compliance with Division 22 Standards (15-498)

BE IT RESOLVED that the School Board receives the report and directs the Superintendent to develop plans for remedying any area of non-compliance.

2. Personnel (14-499)

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.

3. Approval of Board Meeting Minutes (14-500)

BE IT RESOLVED that the minutes listed below be and hereby are approved for:

December 15, 2014 – Business Meeting

4. Social Studies Instructional Materials Independent Adoption (15-501)

BE IT RESOLVED that the School Board approved the re-adoption of the Social Studies instructional materials listed above.

5. Public Contracts (14-502)

BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items as submitted at this meeting.

6. Resolution for Safe Routes to School Program (15-503)

BE IT RESOLVED that the Beaverton School District requests that the Metro Regional Government establish a policy direction for the 2019-2020 Metropolitan Transportation Improvement Program that creates a regional Safe Routes to School program with competitive grant application process to fund safety projects and programs that encourage working, biking, and transit use to get to K-12 schools throughout the greater tri-county metropolitan region.

7. Washington County Letter of Support (15-504)

BE IT RESOLVED that the Beaverton School Board supports the Nature in the Neighborhood Capital Project grant from Metro.

CLOSING COMMENTS

Mary VanderWeele thanked everyone for their flexibility in tonight's schedule. The next meeting is the Winter Work Session scheduled on February 2, 2015 at 9 a.m. – 4 p.m. Agenda items should be submitted to either Mary VanderWeele or Anne Bryan.

ADJOURNMENT

The meeting was adjourned at 4:14 p.m.

Submitted by Carol Marshall, Recording Secretary

Mary VanderWeele, School Board Chair



School Board Work Session

February 2, 2015

Board Members Present:

Mary VanderWeele, Chair
Anne Bryan, Vice Chair
LeeAnn Larsen
Donna Tyner
Susan Greenberg
Jeff Hicks
Linda Degman

Staff Present:

Jeff Rose	Superintendent
Carl Mead	Deputy Superintendent of Teaching & Learning
Ron Porterfield	Deputy Superintendent of Operations & Support Services
Claire Hertz	Chief Financial Officer
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communication Officer
Carolyn Miller	Executive Administrator
Barb Evans	Executive Administrator
Brenda Lewis	Executive Administrator
Matt Casteel	Executive Administrator
Mike Chamberlain	Executive Administrator
Jon Bridges	Administrator for Instructional Accountability
Robin Kobrowski	Administrator for Curriculum, Instruction & Assessment
Ginny Hansmann	Administrator for Curriculum, Instruction & Assessment
Danielle Sheldrake	Administrator for Student Services
Wei-Wei Lou	Director for ELL Services

Visitor: 0

Media: 1

WELCOME AND OVERVIEW – Mary VanderWeele

School Board Chair Mary VanderWeele called the meeting to order at 8:37 a.m.

BOARD ADVOCACY SUB-COMMITTEE UPDATE – Linda Degman

Linda Degman reported on land availability in the far north end of the District, referred to as Area 93. The land is slated for a major development that will further overcrowd our schools. Washington County is very pro development and is not willing to allocate any land for a school; we will need to purchase land. We need to have accurate capacity information and then we need to be having discussions with the commissioners.

Ron Porterfield suggested the District may want to engage the services of a realtor to help identify properties that would be suitable for our needs.

ACADEMIC ACHIEVEMENT REPORT – Carl Mead and Jon Bridges

Carl Mead and Jon Bridges presented the Academic Achievement Report. The report included information and data on:

- Cohort graduation rates
- Graduates with Advanced Math Credit
- Graduates completing a CTE (Career Technical Education) Program of Study
- % SPED students graduating with an alternative certificate, GED, or modified or extended diploma within five years.

Carl asked for any questions on the **Academic Achievement Report**.

Four-year Cohort Graduation Rates:

- There has been a significant drop in the 4-Year Cohort Graduation Rates for both Blacks and Pacific Islanders, and an improvement for Hispanic. Any reasons for this?
 - We find that the decline starts at the middle school level.
- More students of color are taking the Career & Technical Education (CTE) classes.
- What is the theory in the disparity of male/female graduation rates?
 - Males miss more classes, this is something that we could look at more closely.
 - The state numbers are about the same as ours.
 - How does sports play a part for the higher graduation rates for girls?
 - Is the gender issue consistent K-12 or does it show up later?
 - Expulsion/suspension rates also effects graduation rates.

Wei-Wei Lou explained some of the terminology in the report regarding English Language Learners (ELL's). The District currently serves 5,000 students with limited English language proficiency. There are 6,000 ELL's that are considered "Ever ELL"; they have reached English proficiency and are successful in their studies.

- When are disabilities identified in ELL students?
 - It is difficult to tell immediately if a student has a learning disability or if it is a language problem. Of the 5,000 active Special Education students, 30% are ELL students.

There are a lot of ways to break down this data; these are large sub-groups. Our sub-groups are the key to our success in 4-year graduation rates. Even if we flat-line our sub-group data, in 10-20 years we could be a low performing district depending on who are kids are going to be.

CTE (Career Technical Education)

What is a good goal for the percentage of students completing a CTE Program of study?

- Options differ school by school.
- ACMA should include programs that are career targeted, i.e. Communication Arts, Performing Arts, Visual Arts.

ACADEMIC GROWTH REPORT – Carl Mead, Jon Bridges

The report included three academic growth measures:

- % of students achieving a typical year's growth in reading, math, English, and science college readiness.
- % of students on target to have college and career ready test results in reading, math, English, and science.
- % of ELL students showing progress towards proficiency (of learning English language).

Reading

- Active Limited English Proficient (LEP) students have made 10% growth overall
- Tag students have made growth at a greater rate than all BSD students over 3 years
- Over 3 years male students had a 6% growth overall.

All elementary schools have 90 minutes in reading everyday.

Math

- Two-year growth increased by 10% at ACMA, 16% at HS2, 4% at Beaverton HS, and 9% at SST
- In 2013-14 Southridge SPED students exceeded peers by 10-20% and multi-racial students by 6 – 19% across the district.

English

- ACMA, ISB and Sunset HS demonstrate a small percentage gain over the past two years
- ISB students have the least amount of variance by 17% between subgroups in 2013-14

Science

- Three year trend increase for each of the following subgroups: All students (3%), Black (3%), American Indian/Alaskan (1%), White (4%), Multi-Racial (8%), TAG (8%), and Males (7%)
- No decrease over the past three years for the following subgroups: Asian, Pacific Islander and Hispanic/Latino
- Eight out of eleven high schools have increased percentage of students achieving a year's growth
- Multi Racial students demonstrate the least variance of 8% throughout the District, followed by TAG students of 17% for Academic Growth in science.

BREAK 10:45 – 11:00 a.m.

SECONDARY MATH SEQUENCE – Dennis Williams

Dennis Williams reviewed the history of the development of the secondary math sequence.

- Articulated using the Common Core State Standards (CCSS)
- Held a one-day math workshop in 2011
- Had discussions around sequence
- 4-day workshop on math practices in 2013
- Gathered feedback from high schools
- Worked with high school principals
- Began middle school discussions

Dennis explained and reviewed a chart that showed math does not stand alone. It overlaps with science and English language arts. He also talked about the geometry dilemma, when should it be taught. If between Algebra 1 and 2, the students loses much of what he learned in Algebra 1.

The highlights of the new sequence:

- All BSD math students will take two algebra/geometry/statistics courses.
- These two courses, AGS1 and AGS2, will replace algebra 1 and geometry.
- AGS1 and AGS2 will be the advanced middle school courses.
- Students will have a choice between AGS3 and accelerated AGS3 the third year.
- The three AGS courses will mix function-based, geometry/trigonometry, and probability and statistic learning targets with a focus on mathematical modeling to meet CCSS requirements and to prepare students for pre-calculus, AP courses, dual credit courses and IB courses.
- Flexibility in course offerings for year four and beyond to meet the unique requirements of IB, AP, Expeditionary Learning, Project Lead the Way (PLTW) and Dual Credit options.

Next steps:

- Identify one or two schools that will pilot new courses. (Fall 2015 for AGS1 and/or AGS2)
- The new sequence will begin Fall 2016 with AGS1, adding AGS2 fall 2017 and year 3 courses fall 2018,
- The Math Articulation Team and other District math teams will begin designing the courses by:
 - Determining placement of learning targets (Spring 2015)
 - Reviewing and adopting and/or developing materials. (Spring 2015 and the ongoing)

- Developing lessons, units, assessments, performance tasks, and activities. (Summer 2015 and then ongoing)
- Develop interventions and extensions beginning in Spring 2015 and then ongoing, which will include:
 - Developing strategies for Tier 1/2 intervention and extensions.
 - Creating, developing or enhancing school and system supports, such as learning target focused study halls, support courses, after-school homework clubs, Saturday School, and summer school.

Questions from the Board:

- How do you define success?
 - Attitudinal changes
 - Connections between math and science
 - Changes in instruction
 - Mathematical modeling
- We need to be sure our children don't waste 4 years. We need to look at data from other districts that are doing the integrated track. We didn't see too much success in science.
- Open Source textbooks will be beneficial for personalization to the Beaverton School District.
- Pilot starts AGS2 one year then roll out 2016/17 school year.
- Pilot should be a 4-year pilot. This will allow us to see how the freshmen do in grades 11 and 12; are they college ready?
- How are we assessing our teacher's readiness?
- We need to be careful; communication is the key. Make sure colleges can identify algebra 1 & 2 and geometry.

QUALITY STAFF REPORT – Sue Robertson

Sue Robertson explained that her report is designed to describe progress toward hiring, supporting and retaining excellent and accountable staff. The report is based on the eleven Quality Staff measurements identified by the Board.

Measurements 1 & 2: Percent of teachers achieving professional growth goals and student growth goals.

This is ongoing sustainable growth. Administrators have been receiving CEL (Center for Educational Leadership) training with concentration on framework and rubrics. Working on consistency across the District. Principals must have evidence for their evaluations.

Questions from the Board:

- Is part of the assessment on how the principal coaches the teacher? Yes, the Executive Administrator coaches the principal and the principal coaches the teacher.
- Principals need to be in the classroom, with all the other things going on how can a principal spend adequate time in the classroom? It needs to be on their calendar; a time set aside specific to that task. Assistant principals are also in classrooms evaluating teachers.
- There are other measurements that indicate effectiveness, i.e. disciplinary actions, test results, are these things still considered in the evaluations? Yes.

Measurements 3, 4, and 5: Percent of teachers and staff employed by BSD 5+ years, hiring statistics and diversity.

Retention rates are high. Rehire rates are high – over 200 of 2014-15 licensed hires previously worked in the District. Late staffing timelines impact the ability to hire preferred candidates. We will be implementing earlier hiring timelines for 2015-2016.

Questions from the Board:

- Do you know why staff stay? Teaching is a family friendly profession, the benefits are good and work time is favorable.

Measurements 6 and 7: Percent of teachers reporting improved practice based on collaboration and sufficient time to do so.

The percent of teachers reporting improved practice based on collaboration efforts is at 87%. The percentage of teachers reporting sufficient time to collaborate is 40%.

Questions from the Board:

- What are we going to do about more collaboration time? There is no quick fix. There are only so many minutes in the day. We have explored early release and/or late start, we have also discussed expanding the school year.

Measurements 8, 9, and 10: Percent of teachers reporting improved practice based on professional development and the evaluation system and their ability to provide differentiated instruction.

In 2013-14 25% of all teachers reported improved practice based on professional development. 87% of all teachers reported improved practice on evaluation system and 93% reported effective differentiated instruction.

Measurement 11: Percent of teachers and staff reporting they contribute to decision-making.

69% of teachers and staff reported they contribute to decision-making. Over the past three years, few staff reported they contribute to decision-making. The ability to have a voice in decision-making can impact staff morale.

MID-YEAR EVALUATION – SCHOOL BOARD

The Board reviewed the results of the Board survey on the Superintendent’s progress. The Board rated the Superintendent on 6 standards:

- Visionary Leadership – rated a level three – Consistently meets expectations
- Instructional Improvement – rated a level two – Making progress toward meeting goal
- Effective Management – rated a level three – Consistently meets expectations
- Inclusive Practice – rated a level three – Consistently meets expectations
- Ethical Leadership – rated a level four – Consistently exceeds expectations
- Socio-Political Context – rated a level four – Consistently exceeds expectations

Superintendent Rose provided feedback from senior staff on the Board performance of the same 6 standards.

- Visionary Leadership – The Board Meetings are aligned to our Strategic Plan. Our Board is helping communicate the language and intent of the Strategic Plan. The request for subgroup data adheres to our lens and policy of equity. There is a sense of teamwork and cohesion between our School Board and leadership staff.
- Instructional Leadership – The Board is embracing our equity policy. The Board encourages involvement of student voice and engagement. Considerations – We as a system talk about teacher collaboration but have not yet determined a system to support it. Reviewing data provides one lens into school leadership.
- Effective Management – The Board accepted a staffed budget allowing BSD to hire earlier. Board made a decision to establish a Bond Accountability Committee providing transparent communication and oversight. Board requires regular reports to stay informed and communicate with the public. The Board helps focus our public discussions and prepares accordingly. Considerations – How does the Board define effective management, unless stating “charging” the superintendent with . . . What is the interplay between managing and oversight?
- Inclusive Practice – The Board supports staff engagement with all stakeholders. They support the BSD’s Community Partnership Teams. They continually consider subgroups as critical information. The Board seeks diverse representation on School Board and committees. Considerations – How can the Board and District leadership improve our outreach with members of our diverse, and sometimes underrepresented, community?
- Ethical Leadership – The Board stands up to difficult testimony when ethically driven to do so. The Board welcomes multiple points of view. They establish transparent communication during meetings and in between. The Board is willing to accept criticisms from the community even when unwarranted. The Board is focused on the big picture and the greater good of the District vs. special interests.
- Socio-Political Context – The Board is active and willing to reach out and communicate at the local and state level. The Board’s legislative advocacy this year has been impressive, focused and timely. They engage locally; bond and local option. The Board subcommittee model and budget process shows staff and Board working together. Considerations – How do we find balance in navigating public testimony and public requests/demands with leadership recommendations/ realities and those not advocating for themselves?

SUPERINTENDENT PROGRESS REPORT ON GOALS – JEFF ROSE

Superintendent Rose reflected on his three goals.

Goal one:

- Student Achievement: Based on our instructional efforts and investments, for the 2014-15 school year I aspire for an increase of two-percent for all students and four-percent for chronically underserved students in the following two measurements:
 - Students completing Oregon University System minimum entrance requirements (15 specified college-prep courses with a C or better)
 - Students setting and recording learning goals; students reporting on track to achieve those goals

Mid-Year Reflection

While we do not yet have supporting data to demonstrate measurable growth aligned to the goals above, our district has implemented several efforts I am proud of that I believe will impact achievement over time.

Goal two:

- Collaboration: Successful organizations have vision and corresponding structures and systems of communication and implementation. As Superintendent I will:
 - Ensure every school and District department engages in a process to produce and communicate efforts and expected outcomes aligned to BSD's Pillars of Learning.
 - Align efforts to support families being informed and valued as active partners in their child's education
 - Improve Central Office internal and external communication and decision making strategies
 - Uphold systems of oversight and communication specific to our facilities bond budget and projects

Mid-Year Reflection

I am very proud of our progress related to systems and culture of collaboration. Our schools are embracing our Strategic Plan and its components. Our community has appreciated our outreach and we see increased partnerships being established throughout our District.

Goal three:

- Statewide Advocacy & Budget Process: The Beaverton School District has a responsibility to advocate for our state to support education at the level our students deserve. Our community should support the manner in which we organize and financially structure our schools. As Superintendent I will:
 - Ensure a budget process that demonstrates alignment to our Strategic Plan
 - Represent the priorities of our staff, community and School Board in the budget process
 - Work collaboratively with our Board Funding & Advocacy Committee to determine BSD's priorities and communication strategies
 - As a member (OASE President-Elect) of the Vision & Policy Task Force, produce and promote a statewide legislative platform and a corresponding budget

Mid-Year Reflection

Beaverton School District inclusive of our Board, community and me, have made tremendous strides in our statewide advocacy and budget process. We have made an impact in Oregon and I believe more is to come. Our budget process embraces our community values, Board funding priorities, alignment to our Strategic Plan and most importantly the needs of our students.

The Board held questions for the Executive Session being held directly after this meeting.

Mary VanderWeele adjourned the meeting at 2:58 p.m

Submitted by Carol Marshall

Mary VanderWeele, School Board Chair