



## **APPROVAL OF BOARD MEETING MINUTES**

### **POLICY ISSUE/SITUATION**

Enclosed are the minutes for:

- March 13, 2017 Business Meeting
- April 4, 2017 Spring Work Session

### **BACKGROUND INFORMATION**

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

### **RECOMMENDATION:**

BE IT RESOLVED that the minutes of the above School Board meeting be and hereby are approved.

**District Goal:** WE empower all students to achieve post-high school 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.



Beaverton School Board  
Business Meeting  
Beaverton School District 48  
Administration Center  
March 13, 2017



**Supplemental Budget Hearing 6:20 – 6:30 p.m.**

There were no comments

**Business Meeting**

**Board Members Present:**

- Anne Bryan, Chair
- Susan Greenberg
- LeeAnn Larsen (by phone)
- Donna Tyner
- Becky Tymchuk
- Eric Simpson

**Staff Present:**

- |                   |  |
|-------------------|--|
| Don Grotting      | Superintendent                                       |
| Carl Mead         | Deputy Superintendent                                |
| Steve Phillips    | Deputy Superintendent                                |
| Steve Langford    | Chief Information Officer                            |
| Ginny Hansmann    | Chief Academic Officer                               |
| Sue Robertson     | Chief Human Resource Officer                         |
| David Williams    | Administrator for Government Relations               |
| Sho Shigeoka      | Administrator for Equity and Inclusion               |
| Barb Evans        | Executive Administrator for Elementary Schools       |
| Brenda Lewis      | Executive Administrator for Elementary Schools       |
| Mike Chamberlain  | Executive Administrator for High Schools and Options |
| Maureen Wheeler   | Public Communications Officer                        |
| Claire Hertz      | Chief Financial Officer                              |
| Craig Beaver      | Administrator for Transportation                     |
| Jared Cordon      | Administrator for Curriculum and Instruction         |
| Ken Struckmeier   | Administrator for Curriculum and Instruction         |
| Camellia Osterink | District Legal Counsel                               |

**Visitors:** 20

**Media:** 0

**Call Meeting to Order-** Anne Bryan

Anne Bryan called the meeting to order at 6:30 p.m. Blake Allen and Ashley Alexander led the group in the Pledge to the Flag.

\*\* LeeAnn Larsen called in by phone \*\*

**Recognition of Students, Staff and Community – Anne Bryan**

The Board recognized Bank Rocks – Ashley Alexander and Blake Allen for exemplifying the WE Expect Excellence pillar. Their partnership with the District’s middle school bands allows students to benefit from specialized instruction.

The Board also recognized the Jacob Wismer Translator Tree for exemplifying the WE Innovate pillar. Creating the Translator Tree has helped strengthen the relationship with Jacob Wismer families.

**Board Procedures – Anne Bryan**

Anne Bryan asked for any changes to the agenda. There were no changes to the agenda.

**Public Participation –**

- Ella Driscoll discussed the positive impact participating in AVID has had for her.
- Vince Jones expressed appreciation for the Districts support of immigrant families.
- Mario Vilela and Maria Consuelo-Hines, teachers from Health and Sciences School, shared safety and immigration concerns.

**Board Communications –**

**A. Individual School Board Member Comments – Board Members**

Donna Tyner served as a mentor at the Regional Oregon Battle of the Books Championship.

Becky Tymchuk attended Leadership Portland Education Day representing the Beaverton School District. She was also able to attend a Southridge High School Girls Varsity basketball game.

Eric Simpson was a panelist at Robotics Team Club at State Championships.

Anne Bryan attended Leadership Beaverton. She received a lot of great feedback from business and community members.

**B. Superintendent Comments – Don Grotting**

Attended the Washington County Legislative Forum held at Beaverton High School. He was very impressed with Beaverton School District teachers as well as Board Member LeeAnn Larsen who were selected to speak. They did an amazing job of advocating for additional resources for the Beaverton School District.

Superintendent Grotting acknowledged that immigration reform continues to be an issue statewide. He appreciates that the School District continues to do a great job of supporting all of our students.

**Reports –**

**A. Northwest Regional ESD Annual Report – Rob Saxton and Steve Philips**

Rob Saxton Superintendent of NW Regional Education Service District shared information from the 2015-2016 Annual Report. He briefly discussed the current Board of Directors for NW Regional and

the hard work that they do. Additionally, he summarized the mission and values of NW Regional and broke down funding of services.

Superintendent Saxton talked about the strong relationship between the Beaverton School District and NW Regional and how it supports students and families in the District by providing a wide array of services including:

- Early Intervention and Early Childhood Special Education referrals.
- Department of Schools such as GED Testing and NW Outdoor Science School.
- Instructional Services that provide professional development and curriculum support, and consultation services that are requested by component school districts.
- Technology Services that support the mission of providing equitable access to all students.
- Administrative and Support Services.

Questions/Comments from the Board:

Appreciate that NW Regional is not a one- sized fits all program. Value the partnership that the District has with NW Regional and the high level of customer service that Superintendent Saxton provides.

#### **B. School Board Sub-Committee Updates – Susan Greenberg**

Advocacy – Susan Greenberg

Susan Greenberg reported that funding for education continues to be an issue that needs to be addressed. In addition to LeeAnn Larsen speaking at the Washington County Legislative forum regarding funding, Anne Bryan, Donna Tyner and Becky Tymchuk attended COSA/OSBA lobby day trying to get at least \$8.4 billion in funding.

#### **C. School Reports –**

Scholls Heights Elementary – Monique Singleton

Principal Singleton reported that Scholls Heights has 528 students enrolled with 13% receiving ELL services and 18% of students receiving free and reduced lunch.

- Scholls Heights values collaboration time for both certified and classified staff.
- Strong community partnerships.
- Coordination of ongoing professional development to strengthen teachers understanding and implementation of districts English Language Arts adoption of Lucy Calkins Units of Study, as well as IRLA.
- Developed a team to review data and develop interventions for individual students who are struggling with reading, math, behavior and/or attendance.
- Working hard to become Future Ready with implementation of technology, working with Community Partnership team, and Makers Space.
- (PBIS) Positive Interventions and Support developments including “thinking sheets, and HUG (Hello, Update, Goodbye) a mentoring program which matches staff members with students struggling with behavior.

Questions/Comments from the Board:

After looking at the enrollment data verses staff would you say that your class sizes are large?

*We have a range.*

With enrollment at 528 what is your capacity at? *Approximately at 725 which includes portables and ISC program. We are aware of development going on in the area and potential for capacity to increase.*

How did Makers Space and Creative Space come about? *The Principal before did a great job of getting it all started plus we have a lot of resources available.*

**Vose Elementary – Veronica Galvan**

Principal Galvan reported that Vose has 612 students enrolled with 71% receiving ELL services and 85% of students receiving free and reduced lunch.

- Student achievement has stabilized and improved.
- Outperform like schools in the state.
- Cultural competence amongst staff is strong.
- Offer two Dual-Immersion classes per grade level.
- Teachers are becoming more comfortable with integrating technology into their lesson plans.
- Multiple strong Community Partnerships.
- Vose community is very excited to move back to their neighborhood and into a newly built school in the fall.

Questions/Comments from the Board:

The Vose community is amazing.

Can you give us the mobility rate for Vose? *It is 15.8%.*

Over half of the Vose staff is bi-lingual. Is it difficult to find bi-lingual teachers? *It is difficult.*

How do you determine who gets into the dual-immersion classes? *There is a waitlist. It is all teacher dependent.*

What do you think students and staff are most looking forward to about the new Vose school once its completed? *Getting back to a smaller community setting.*

**D. Financial Update – Claire Hertz**

Claire reported that one of the Action Items on the agenda is the Supplemental Budget for the 2016-2017 school year. It includes a General Fund Transfer from the Contingency to Facilities Acquisition and Construction for \$500,000. It is for the CTE Program at Aloha High School. Work will begin this Spring and continue through the Summer. When the Legislature makes Measure 98 revenue available the CTE costs will be transferred from the General Fund to the Measure 98. If allowed, we will include costs incurred in both 2016/2017 and 2017/2018 school years. With this transfer of Contingency fund, the District will still meet policy requirements to have 5% in the Rainy day fund.

**Discussion –**

**A. Aloha High School CTE Facility Improvements – Carl Mead**

Aloha High School currently offers CTE programs in Business/Marketing, Drafting and Construction. Their vision is to develop new, innovative CTE programs in Computer Science and Film/Media that will prepare students for current high wage, high demand jobs. The information at this meeting is the same information that was presented at the last Board meeting but includes floor plans and budget costs.

Questions/Comments from the Board:  
It is very exciting news.

**B. Math Adoption Review – Ginny Hansmann, Jared Cordon, Ken Struckmeier and Susan Greenberg**

The Mathematics Project Team was charged to conduct a curriculum review and make recommendations to the Board in accordance with the District's Quality Curriculum Cycle. The Project Team Report (Phase II) was presented to the Board and, as a part of that work, the recommendations for the instructional materials for Grades K-8, Implementation and Professional Development Plan for Grades K-8 were presented for approval.

During Phase I, the Mathematics Project Team completed an evaluation of the current program, reviewed current research on effective practices and programs, produced a Position Paper articulating a vision and direction for the program, and made recommendations for instructional and assessment practices. Learning Targets for grades K-12, based on the Common Core State Standards, were also created. Instructional materials for Algebra, Geometry, and Statistics were selected and a professional development plan for their implementation was developed. The Mathematics Project Team Report (Phase I) includes all of those documents and recommendations, and was approved by the School Board at the June 13, 2016 Board meeting.

Phase II of the Mathematics Project Team included review of data as well as further research in mathematical practices at the elementary and middle school level. Based on the documents and recommendations approved by the School Board in Phase I, the Project Team made recommendations for instructional resources, professional development, and implementation support for grades K-8. Budget implications were considered. An overall goal of Phase II was to create greater alignment of instructional practices in Mathematics at all grade levels.

The Project Team defined a comprehensive set of recommendations that include:

- Position Paper
- Best practices in Mathematics
- Learning Targets
- Data Statements and Synthesis
- Instructional Materials Recommendations
- Professional Development Framework
- Mathematics Implementation Plan

These recommendations point the District towards high quality instructional practices that engage and challenge students in 21<sup>st</sup> century mathematical learning.

Questions/Comments from the Board:  
How do you plan to roll this out with Professional Development? It seems like it would take a long time due to the sheer numbers of teachers the District employs. *We have had large*

*Professional Development groups in the past and are working with Future Ready for ways to roll out Professional Development that is high in demand.*

Have you encountered any teachers who are not yet convinced of the new curriculum? *We have and we are working with those teachers.*

Do you think between elementary, middle and high school that we will have better continuity as students move through their educational careers? *The alignment of K-12 is stronger.*

### **C. First Reading of School Board Policies – David Williams and Camellia Osterink**

The following policies were presented as a first reading.

- BBA – Board Powers and Duties, no changes will return for a second reading.
- BBAA – Individual Board Member’s Authority and Responsibilities, no changes will return for a second reading.
- BBB – Board Elections, no changes will return for a second reading.
- BBBA – Board Member Qualifications, no changes will return for a second reading.
- BBBC – Cooperation with Board Candidates (remove)
- BBD – Board Member Removal from Office (new), no changes will return for second reading.
- BBE – Vacancies on the Board, no changes will return for a second reading.
- BBF – Board Member ~~Ethics~~ Standards of Conduct (new version), no changes will return for a second reading.
- BBFA – Board Member Ethics and Conflicts of Interest, no changes will return for second reading.
- BBFAA – Board Member Conflicts of Interest – Voting (remove)
- BBFB – Board Member Ethics and Nepotism, no changes will return for a second reading.
- BCB – Board Officers, no changes will return for a second reading.
- BCBA – Student Representative (s) to the Board (remove)
- BCE – Board Committees (new), no changes will return for a second reading.
- BCF – Advisory Committees to the Board, no changes will return for a second reading.
- BCFAA – Community Partnership Teams, no changes will return for a second reading.
- BCG – District Attorney (remove)
- BD-BDA – Board Meetings / ~~Regular Board Meetings~~ (new version), no changes will return for a second reading.
- BDC – Executive Sessions (new), no changes will return for a second reading.
- BDD – Board Meeting Procedures, no changes will return for a second reading.
- ~~BDD~~ / BDDC – Board Meeting Agenda, no changes will return for a second reading.
- BDDG / ~~BDDK~~ – Minutes of Board Meetings, no changes will return for a second reading.
- BDDH – Public ~~Participation~~ Comment at Board Meetings (on hold)
- BF – Policy Development, no changes will return for a second reading.
- BFC – Adoption and Revision of Policies. No changes will return for a second reading.
- BFCA – Administrative Regulations, no changes will return for a second reading.
- BFD – Board Policy Implementation, no changes will return for a second reading.
- BFE – Administration in the absence of Policy (remove)
- BG- Board – Staff Communications, no changes will return for a second reading.

- BH / BHA – Orientation of New Board Members, no changes will return for a second reading.
- BHB – Board Member Development, no changes will return for a second reading.
- BHD – Board Member Compensation and Expense Reimbursement, no changes will return for a second reading.
- BHE – Board Member Liability Insurance, no changes will return for a second reading.
- BK – Evaluation of Board Operational Procedures (on hold)

The Board will be reviewing all Board Policy over the course of the year. It is important to make sure that policies are up-to-date. Some items listed under Board Policies are actually procedures and will be removed. Administrative Regulations (AR's) will also be reviewed at a later time and it will be a longer process.

No changes were made to recommendations and (B) Board Policies will return for a second reading at the next Board Meeting.

## **Action Items –**

### **A. Transportation Supplemental Plans – Craig Beaver and Carl Mead**

#### **Policy Issue/Situation –**

Oregon Revised Statute (ORS 327.006) establishes the criteria for reimbursement of approved transportation costs by the State at 70%. The primary component of the reimbursement is daily round-trip home-to-school transportation for elementary and secondary students living outside transportation zones established by statute (1.0 and 1.5 miles respectively).

The statute also includes provisions for reimbursing transportation costs for students living within transportation zones if it is required for “health or safety reasons.” To qualify for reimbursement, routes servicing areas within these zones must be approved annually by the Oregon State Board of Education as local district Transportation Supplemental Plans.

#### **Background Information -**

The primary reason for providing transportation for students within the 1.0 and 1.5 mile zones is lack of sufficient infrastructure for a safe walkway. A committee comprised of BSD Transportation, Public Safety, and Risk Management staff along with representatives from the City of Beaverton Traffic Department, Washington County Land Use, Washington County Safe Routes to School, Beaverton Police Department, Washington County Sheriff's Department, and the THPRD Planning Department evaluate planned and completed road and pedestrian access improvements within our boundaries and determine their effect on BSD student transportation. In many cases, road and sidewalk improvements have a positive effect on school accessibility by creating safe walking routes for students living nearby who are presently transported by school buses.

The proposed Transportation Supplemental Plan Changes for the 2017-2018 school year presented to the Board reflect removal of transportation services primarily as the result of infrastructure improvements in which walk paths and sidewalks have been added. In all cases, removal of services was considered only if committee members agreed there would be no impact on student safety.



Questions/Comments from the Board:

What mechanisms were used so that people knew removal of transportation changes were coming? *We spoke to school Principals, emails were sent to families and regular mail was also sent. Once Board approves a mailing will go out to affected families as well.*

Was caution used in making sure to use proper language to communicate the change? *Letters were sent out in both English and Spanish.*

Did we use other message avenues such as text messages or posting to school websites to make sure that everyone affected was reached? *It was a smaller group. There was not a need to send a targeted message to the larger population.*

Donna Tyner motioned to approve the Transportation Supplemental Plan for the 2017-2018 School year.

Susan Greenberg seconded and the motion passed unanimously with a vote of 6 to 0 by Anne Bryan, LeeAnn Larsen, Donna Tyner, Becky Tymchuk, Susan Greenberg and Eric Simpson.

**B. Health Curriculum Charge – Ginny Hansmann, Jared Cordon and Ken Struckmeier**

Policy/Issue/Situation –

The Beaverton School District reviews and updates its curriculum, instructional practices and classroom materials in the various subject areas according to Board policy and Oregon State Statute and Administrative Regulations. Teachers were asked to teach to the state-adopted Health Standards in 2012, for which revisions were adopted in 2016. The previous K-12 Health review and adoption occurred in 2005 for both elementary and secondary.

Background –

The proposed curriculum process will be a twelve-month process allowing the District to implement curriculum and materials in September 2018, the date specified by the State's instructional materials adoption schedule.

The committees charged with this review include the Project Team and a K-12 Cadre. The Project Team consists of teachers representing all content areas, levels, and programs, curriculum specialists, community members/parents, administrators and students, and a School Board member. The composition of the committees and the process shall ensure that School Board policy is honored and State requirements are met.

The Project Team shall review existing curriculum and practices in health and make curriculum, professional development, and adoption recommendations to the School Board. The School Board will receive regular updates on this work and will make final decisions regarding recommendations for curriculum, instructional materials, professional development, and instructional practices that come from the Project Team.

The Cadre reports to the Project Team and is charged with: 1) researching best practices and instructional materials to be considered for possible adoption; 2) articulating long term and supporting learning targets and assessments; and 3) recommending professional development, and structures for ongoing professional learning for staff.

BE IT RESOLVED that the School Board direct the Superintendent to form the Health Project Team for the 2017-2018 Health curriculum review. The committees will facilitate the program adoption proposal, materials recommendations, and an implementation plan.

Donna Tyner made a motion to approve the Health Curriculum Review and Adoption Project Team Charge for the 2017-2018 school year.

Becky Tymchuk seconded and the motion passed unanimously with a vote of 6 to 0 by Anne Bryan, LeeAnn Larsen, Donna Tyner, Becky Tymchuk, Susan Greenberg and Eric Simpson.

**C. Appointment of School Board Vice Chair – Anne Bryan**

Policy Issue/Situation –

Board Policy BCB states: The officers of the Board shall consist of a chair and a vice chair. The term of office for the chair and vice chair shall be for twelve (12) months from July 1, 2016 through June 30, 2017. The Board will elect one of its members to serve as chair and one to serve as vice chair.

Due to the resignation of former Board Member, Linda Degman the School Board will need to appoint a vice chair to complete the term of office through June 30, 2017.

BE IT RESOLVED that the School Board appoint a vice chair for the remainder of the 2016-2017 school year concluding on June 30, 2017.

Donna Tyner motioned to appoint Becky Tymchuk as new vice chair for the remainder of the 2016-2017 school year.

LeeAnn Larsen seconded and the motion passed unanimously by a vote of 6 to 0 by Anne Bryan, Donna Tyner, Susan Greenberg, LeeAnn Larsen, Eric Simpson and Becky Tymchuk.

**D. School Board Member Selection Approval – Anne Bryan**

The School Board has a current vacancy in Zone 7 due to the resignation of Linda Degman. Because the vacancy occurred prior to the filing date, the Board opened the Zone 7 position for candidate filing. The filing deadline is March 16, 2017.

Anne Bryan asked Board members if they had suggestions on appointing a board member to serve until June 30<sup>th</sup>. After a brief discussion the Board resolved to appoint the new Zone 7 Board Director at the first meeting after the May 16<sup>th</sup> election.

LeeAnn Larsen motioned to appoint the new Zone 7 Board Director at the first business meeting after the May 16<sup>th</sup> election.

Becky Tymchuk seconded and the motion passed unanimously by a vote of 6 to 0 by Anne Bryan, Donna Tyner, Becky Tymchuk, LeeAnn Larsen, Susan Greenberg and Eric Simpson.

**E. Supplemental Budget Approval Resolution 17-313 – Anne Bryan**

Policy Issues/Situation –

The administration requests the Board adopt a supplemental budget for the 2016-2017 fiscal year in order to appropriate funds in the Categorical fund in the amount of \$2,500,000 to be received from State revenue in accordance with ORS 294.471 (1)(a) and (1)(c). It is also requested to appropriate funds in the Capital Projects Fund in the amount of \$320,000,000 to be received from the sale of General Obligation bonds in accordance with ORS 294.471 (1)(a). Additionally, the administration requests the Board transfer \$500,000 from Contingency to Facilities Acquisition and Construction in the Insurance Reserve Fund in accordance with ORS 294.463 (1).

Donna Tyner moved to approve the following resolution:

BE IT RESOLVED that the School Board of Beaverton School District hereby adopts the supplemental budget for the 2016-2017 fiscal year in the sum of \$322,500,000, now on file in the Office of the Chief Financial Officer.

BE IT FURTHER RESOLVED that the appropriations for the fiscal year beginning July, 1, 2016, be amended within the following funds as follows:

GENERAL FUND

Requirements:

Facilities Acquisition & Construction	\$500,000
Contingency	\$(500,000)

Appropriation transfer from the Contingency to Facilities Acquisition & Construction for Aloha High School Career and Technical education program.

CATEGORICAL FUND

Resources:

Revenue from State Sources	\$2,500,000
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Requirements:

Facilities Acquisition & Construction	\$2,500,000
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Increase appropriation for Facilities Grant from the Timberland opening.

CAPITAL PROJECTS FUND

Resources:

Bond Proceeds	\$320,000,000
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Requirements:

Support Services	\$500,000
Facilities Acquisitions & Construction	\$319,500,000

For the sale of general obligation bonds.

INSURANCE RESERVE FUND

Requirements:

Facilities Acquisition & Construction	\$300,000
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Contingency \$(300,00)

Appropriation transfer from Contingency to Facilities Acquisition & Construction for playground safety improvements.

Susan Greenberg seconded and the motion passed unanimously with a vote of 6 to 0 by Anne Bryan, LeeAnn Larsen, Donna Tyner, Susan Greenberg, Becky Tymchuk and Eric Simpson.

**F. Consent Agenda – Anne Bryan**

Anne Bryan moved to pull the ‘Election as Contract Administrator’ section from the Personnel portion of the Consent Agenda due to an incorrect date of June 30, 2019.

Donna Tyner seconded and the motion passed unanimously by a vote of 6 to 0 by Anne Bryan, Becky Tymchuk, LeeAnn Larsen, Donna Tyner, Susan Greenberg and Eric Simpson.

After a brief discussion it was noted that the correct 3-year contract for the Administrator agreement should be June 30, 2020.

Donna Tyner moved to accept the Consent Agenda with the amended date of June 30, 2020 for the ‘Election as Contract Administrator’ under Personnel.

Becky Tymchuk second and the motion passed unanimously with a vote of 6 to 0 by Anne Bryan, Donna Tyner, Susan Greenberg, LeeAnn Larsen, Becky Tymchuk and Eric Simpson.

**1. Personnel**

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

**2. Approval of Board Meeting Minutes**

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

- February 27, 2017

**3. Public Contracts**

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

**4. Grant Reports**

BE IT RESOLVED that the Grant report be and hereby is approved as submitted.

**5. Approval of Alternate Construction Contracting Procedure, Construction Manager/General Contractor for the Maintenance Facility Upgrades**

BE IT RESOLVED that the Beaverton School Board of Directors(i) adopts and approves the findings of Attachment A, (ii) grants a specific exemption from competitive bidding requirements of ORS 279C.335(1), and approves and directs the use of the CM/CG Construction Contract process, for and (iii) requires that the procurement be in accordance with the Attorney General Model Rules adopted under ORS 279A.065(3).

**Closing Comments – Anne Bryan**

Anne Bryan thanked everyone for coming out to support the Beaverton School District for participating in the Board meeting.

**Adjournment –**

The meeting was adjourned at 9:00 p.m.

Submitted by Anne Yardley

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Anne Bryan, School Board Chair



## Spring Work Session

### Board Members Present:

Anne Bryan, Chair  
Becky Tymchuk, Vice Chair  
Susan Greenberg (Arrived at 5:10 p.m.)  
LeeAnn Larsen  
Donna Tyner  
Eric Simpson

### Staff Present:

Don Grotting	Superintendent
Carl Mead	Deputy Superintendent
Steve Phillips	Deputy Superintendent
Ginny Hansmann	Chief Academic Officer
Sue Robertson	Chief Human Resource Officer
David Williams	Administrator for Government Relations
Steven Sparks	Executive Administrator for Long Range Planning
Maureen Wheeler	Public Communications Officer
Claire Hertz	Chief Financial Officer
Dick Steinbrugge	Executive Administrator for Facilities
Sheri Stanley	Administrator for Facilities Development
Nathan Potter	Administrator for Maintenance
Craig Beaver	Administrator for Transportation
Ken Struckmeier	Administrator for Curriculum, Instruction and Assessment
Jared Cordon	Administrator for Curriculum, Instruction and Assessment
Jon Bridges	Administrator for Instructional Accountability
Camellia Osterink	District Legal Counsel

**Visitors:** 11

**Media:** 0

### Welcome and Overview – Anne Bryan

School Board Chair Anne Bryan called the meeting to order at 3:05 p.m. Anne Bryan noted that Susan Greenberg would be arriving late.

### Bond Project Planning – ACMA – Carl Mead, Dick Steinbrugge and Sheri Stanley

Dick Steinbrugge reported that the preliminary budget is still on target with project contingency and inflation being included in the estimate of \$48.1 million.

Policy Issue/Situation:

For the past several months, staff have been working hard with architects and other consultants to create schematic designs for four major Bond projects: ACMA Replacement, Raleigh Hills K-8 Renovations, Maintenance Facility Improvements, and Five Oaks Middle School Remodel. A presentation of the work for all of these projects except for ACMA were presented at the Winter Work Session Board meeting held February 7, 2017. The ACMA Replacement project has now been completed and is being presented at this meeting.

Background Information:

Schematic design is the first step toward the development of construction documents for major projects. This phase defines details of a project's scope to ensure a mutual understanding of what the project will deliver and facilitates much more precision in cost estimating.

In the case of these four projects, this step has been taken early, consistent with the approach described in the Bond Cost Management and Control Plan (Section 7), in order to ensure scopes and budgets are aligned when there is the most flexibility to make adjustments if necessary. Completion of this work should provide a high level of confidence in the cost estimates for these projects and by extension, for the remainder of the Bond program as a whole.

A Project Purpose and Scope Summary - ACMA

Project Purpose – The existing main building is an old one-story structure: original construction in 1949 and 1950. A new state-of-the-art performing arts building was added in 2010. The main building has multiple deficiencies including: lack of a kitchen or cafeteria, no gym, inadequate science and art rooms, visitor entrance that is far removed from the school main office, a partial fire sprinkler system, bus and parent parking conflict, and in general a poorly configured building to support the ACMA school program. The site currently has 8 portable classrooms. Instead of attempting to repair and renovate, replacement would resolve these issues and would provide more capacity.

Project Scope – ACMA

Replacement of the main building and adding new facilities, including new classrooms, a gymnasium, cafeteria and kitchen. Bus parking and visitor parking would be expanded and re-arranged for safety and efficiency. Portables would be removed and capacity increased to 725. The existing performing arts building would be retained and incorporated into the replacement building's design. During reconstruction, the student body and staff would be relocated to the new middle school on the Timberland site for one year, with temporary busing provided for access to the existing performing arts building.

Questions/Comments:

Is the new building going to have seismic upgrades? *Yes, it will be upgraded to a Level 4.*

What is the capacity for the new school? *It is designed for around 725 students.*

Are there any concerns over the saw tooth design? *We will continue to look at drainage issues and will make changes as needed.*

It appears that there will be an increase in classes being offered that are not specifically tied to the Arts, why is this? *We wanted every space to be a flexible use space and offer a neutral design.*

It did not look as though there was a gym designed into the new space, is this correct? *The PE model for ACMA is slightly different than the traditional school. Most students earn PE credits through their dance classes. There is a fitness space in addition to the dance studio where students will be able to participate in different fitness activities to earn PE credit.*

The current ACMA space does not offer properly equipped spaces for science classes. Will the new building design offer these spaces? *Yes, there are two dedicated science labs, and a third space for chemical storage as well as other things that are not specifically lab related.*

## **Strategic Plan Reports:**

### **Operations**

- **Facilities** – Dick Steinbrugge, Nathan Potter and Sheri Stanley

Dick Steinbrugge reported that there are many studies supporting the conclusion that the quality of buildings and facilities available to students and teachers have a valuable connection with performance. Creation of quality teaching spaces is the foundation, but only the beginning, of a school's life cycle. It is generally accepted that 80% of a building's life-cycle cost is from maintenance and operations.

Dick reported that they have analyzed funding and staffing trends and also contrasted these with workload increases and expanding building space in Beaverton. It is their belief that significant increases in resources need to be planned in maintenance services and custodial services to keep pace with the growing infrastructure in the District in order to ensure that the investments supported by our community are protected.

- **Maintenance Services**

Nathan Potter reported that the Maintenance Department is primarily responsible for district-wide buildings and grounds maintenance and repair work covering over five million square feet of building space contained in 60 separate facilities on 800 acres of property. The work is accomplished through a combination of in-house trades staff and contracted services.

Nathan advised the Board that staffing must continue to increase significantly to support the building space already added in the 2006 Bond as that is currently being added as part of the 2014 Bond. The 2014 Bond is in the process of increasing building space to 30% above what existed in 2006 with the completion of a new Middle School (Timberland) that came online at the start of the 2016/2017 school year, Mountainside High School, and Sato Elementary School. Additionally, three elementary schools are being replaced.

While the proposed 2014 Bond program is providing \$98 million for investments in major repairs and is replacing four old school buildings, it is also adding three new schools that cannot adequately be supported with current staffing and finding levels. Continued increases will be needed to keep pace with the new capacity constructed in the 2014 Bond program.



- **Facilities Development**

Sheri Stanley shared a few of the successes with the Board that Facilities Development has completed or is currently working on. Sheri also discussed how anyone can utilize the District website to locate completed projects as well as monitor projects that are in progress. It is part of providing a high level of customer service as well as transparency in the work that is being done.

There is a concern that labor shortages are anticipated to become even more critical in the coming years as many school districts in the region have now passed significant capital improvement bonds.

Long-term plans include:

1. Identify and acquire second elementary school site in South Cooper Mountain area.
2. Evaluate the need for elementary school attendance boundary adjustment prior to completion of Hazeldale Elementary school construction.
3. Develop goals and strategy for conducting a boundary adjustment process for middle schools in preparation for the Timberland campus becoming a middle school in Fall 2020.
4. Develop a timeline and implementation plan for Futures Study recommendations.

- **Energy Conservation**

Sheri Stanley reported that the Beaverton School District continues to be a leader in energy management locally and nationally. The District currently has 31 EPA- recognized Energy Star schools, more than any other school district in Oregon, and 13 certified Oregon Green Schools. BSD's Energy Star score across the Districts school building portfolio continues to impress with 91 out of 100 possible points, meaning that our schools average 91% better in energy use than similar school buildings across the country. Additionally, all but one of our schools is currently within the Oregon Department of Energy (ODOE) recommended Energy Use Index (EUI) range with an average of 39 kBtu/SF/year. Since 2011, student enrollment has increased 4% yet electricity consumption has increased only 1.1% and natural gas usage has decreased a remarkable 11.2%

- **Public Safety – Carl Mead**

Carl Mead reported that the Bond Team has completed phase one security upgrades in thirteen schools and completed punch list items, such as frame touchups and other cosmetic fixes, in nine additional schools. Nine schools are in the construction documentation stage and are scheduled to begin security upgrades after the end of this school year. Eighteen schools remain to be analyzed and documented.

Carl reported that the District continues to work closely with our partners from the Beaverton Police Department and Washington County Sheriff's Office. School Resource Officer's (SRO's) from both agencies are a vital resource for the District, assisting with crime prevention, intervention, response, and enforcement activities. Coordination with both agencies has increased over the past year, and weekly meetings are held with both agencies.

The Public Safety Office, in collaboration with the Beaverton Police Department and Community Involvement, continues to work with the BSD Student Leadership group to develop creative

methods for educating staff and students. The current project is a Standard Response Protocol video that covers the four actions: lockout, lockdown, evacuation, and shelter.

Challenges:

Training – Time for training staff and students has been a hurdle for the Public Safety Office. Developing a more streamlined approach to public safety and emergency training is vital. While in person, one on one training with staff cannot be replicated, creating an annual video based training on emergency protocols and essential information will be crucial to increasing awareness and better preparing staff across the district.

Campus Supervisors (Monitors) – Campus Supervisors are essential to supporting our students and staff in the schools. The number of campus monitors was reduced by eight in 2009. These positions have not been restored. School Administrators continue to ask for the restoration of these positions to foster a safer school climate.

The Public Safety Office has developed invaluable relationships with community partners such as the Beaverton Police Department, Washington County Sheriff's Office, Beaverton Office of Emergency Management, Washington County of Emergency Management, and TVFR. The Public Safety Office will continue to partner with these agencies to facilitate more effective prevention, protection, mitigation, response, and recovery activities for the Beaverton School District.

Questions/Comments:

Non-labor funding appears to be below average. If money is not the issue, what is causing the delay in completing projects faster? *It's the capacity of the team trying to complete projects within the allotted time.*

Appreciate the breakdown of the report. It is very detailed.

What is the flow like for work orders? *There is a need for a more efficient and user friendly work order system.*

Thank you for all of your hard work.

- **Transportation** – Craig Beaver

Craig Beaver reported that the Department carried over 19,336 Regular Education students to and from school on 138 routes. Over 73% of eligible students chose to use District Transportation services. Over 919 Special Needs students were transported on 96 routes representing 19% of all District students with Individualized Educational Plans (IEP's).

Accomplishments:

Hiring - Aggressive approach to hiring. Over 56 employees departed during the 2015/2016 school year. By June 30<sup>th</sup> 2016 a total of 53 new drivers have been hired and trained, with an additional 15 more waiting to begin training.

GPS – 90% of the fleet was equipped with Global Positioning System devices by June 30, 2016. The remaining 10% were scheduled to be completed prior to the beginning of classes in Fall 2016.

Fleet Replacement – Continuation of the fleet replacement program as prescribed in the 2014 Bond by purchasing and replacing 24 buses. Twelve of those buses are powered by propane fuel.

Supervisory Aide Program – 2015/2016 was the first-year mid-day kindergarten was eliminated. The District negotiated a Memo of Understanding with OSEA to allow bus drivers to fill part-time supervisory aide positions at elementary schools to make up for loss of hours. Results proved to be beneficial for schools and employees.

School Boundaries –

The Department actively participated in the established and adjustment of boundaries related to new school construction by providing essential route, cost, and travel time information to the committees.

Questions/Comments:

Looking at the report it looks like there was a decrease in the percentage of Special Needs transport. Is that because the needs shift from year to year? *Yes, each year is different.*

What is reimbursable mileage? Can you break it down? *To be reimbursed transportation has to be education related. Athletics are not reimbursed but after school club transportation is.*

### **Futures Study Update – Steven Sparks**

In 2014, the Beaverton School District passed the largest capital bond program for school construction in the history of Oregon. That program will fund facility needs for the next 8-10 years.

The District is now evaluating its needs beyond that period. The Futures Study looks at how District facilities and services might evolve over the next 20-50 years.

The District assumes that Washington County will continue to grow: there will be more economic activity, development, housing, people, and students. The District wants to know: how many students will it have? Where will they live? And what education programs, technology, and facilities will it deliver to them? The Futures Study explores these questions by focusing on three categories of driving forces:

- Growth of Enrolled Students.
- Education Models.
- Facility Needs.

The Futures Study Team is currently focused on scenarios. The scenarios facilitate an exploration of challenges and opportunities that the District might face over the next 50 years, and the implications for the District's shorter-term facility-planning process.

A scenario is a snapshot of what the District might look like (students, learning models, facilities) in 50 years. The future will be shaped by a set of external conditions over which the District has only little or no control (enrollment growth, funding per student, and external competition), and by internal conditions that the District does control (especially, educational and facility policies).

Each scenario examines the question: If all the students that are expected to be in the District 50 years from now were here tomorrow – and given assumptions about funding, District education model policy, and certain external forces – what facilities would the District build to accommodate those students?

The Study defines each scenario by assumptions about expected, low, or high levels for four categories of future conditions.

- Student enrollment.
- District funding.
- Competition for students.
- District policy flexibility.

The Futures Study Team expects to have a final report for the Board by the Fall of 2017.

Questions/Comments:

The maps in the report show different growth levels in middle school and high school. What exactly is being shown? *More research will need to be conducted.*

Have any lessons been learned from other Districts? Portland Public has closed schools due to projections and now they could really use those spaces as they too are running out of room for growth. It is something that is being taken into consideration. *While it was not specifically factored into the plan, it is something worth taking a closer look at.*

Are schools that are being completely rebuilt verses schools that have major remodels done, being taken into account on the 10-year model? *Yes, if a school is completely rebuilt it starts at zero again. A school that has had a major remodel will not go back to a zero but it will extend the life of that particular school.*

Looking towards the future, it is almost certain that there will not be a lot of land to build new schools on. Are considerations being made for this such as building schools vertical? *The current assumptions were made based on projected neighborhoods and capacity. There are potential outcomes that may need to be reconsidered. However, it is important to know that there are implications that would have to be dealt with for any changes made.*

#### **Action Items:**

- **Math Adoption** – Ken Struckmeier and Jared Cordon

During Phase I, the Mathematics Project Team completed an evaluation of the current program, reviewed current research on effective practices and programs, produced a Position Paper articulating a vision and direction for the program, and made recommendations for instructional and assessment practices Learning Targets for grades K-12, based on the Common Core State Standards, were also created. Instructional materials for Algebra, Geometry, and Statistics were selected and a professional development plan for their implementation was developed. The Mathematics Project Team Report (Phase I) includes all of these documents and recommendations, and was approved by the School Board at the June 13, 2016 meeting.

Phase II of the Mathematics Project Team included review of data as well as further research in mathematical practices at the elementary and middle school level. Based on the documents and recommendations approved by the School Board in Phase I. the Project Team made

recommendations for instructional resources, professional development, and implementation for support for grades K-8. Budget implications were considered. An overall goal of Phase II was to create greater alignment of instructional practices in Mathematics at all grade levels.

Questions/Comments:

Are teachers more excited about the rigor of the program? *Yes, and that will become more evident with the Professional Development piece.*

LeeAnn Larsen motioned to accept the Math Adoption Phase II with recommendations.

Donna Tyner seconded and the motion passed unanimously by Anne Bryan, Donna Tyner, Eric Simpson, Becky Tymchuk, Susan Greenberg and LeeAnn Larsen.

### **Consent Agenda – Anne Bryan**

LeeAnn Larsen made a motion to accept the Consent Agenda.

Donna Tyner seconded and the motion passed unanimously by Anne Bryan, Becky Tymchuk, LeeAnn Larsen, Donna Tyner, Susan Greenberg and Eric Simpson.

- **Public Contracts**

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

### **Update on Current Testing Practices in Beaverton School District – Jon Bridges**

Jon Bridges presented the Board with a current overview of College Readiness Testing within the District for the 2016-2017 school year which included a breakdown of grade level being tested, type of assessment, when testing is completed, format and subjects that students are tested on.

Jon also discussed what the current College Readiness Testing Student Reports provide for students once testing has been completed. The Aspire, Pre-ACT and ACT testing student reports provide similar data to students with some minor differences detected.

Data reported to students after testing completion may include the following:

- College readiness benchmarks and scores
- ELA\* (Benchmark under development) and STEM benchmarks and scores
- National percentiles
- % items correct within scoring categories
- Item responses and correct responses
- Interest inventory (majors and careers)
- College fit
- Progress toward career-readiness in Reading, English, Math and Science

With the exception of College Fit, schools receive aggregate reports of counts and/or percentages for all of the information listed in the student reports.

Jon advised the Board that current Legislation is being worked on which will lead to shifts in the testing that is offered within the District. The long-term goal is to offer more accountability.

Questions/Comments:

Do all of the schools currently conduct Aspire testing? *Yes, they all do.*

Are 8<sup>th</sup> graders and 11<sup>th</sup> graders still being given the SBAC test? *Grade 8 is and Grade 11 will continue taking the SBAC for the 2016/2017 school year and will probably take it again in the 2017/2018 school year.*

What was the District-wide statistic for students who opted out of the SBAC for 2015/2016 school year? *It was 14%.*

### **Planning Team Measurements on Strategic Plan Measurements – Ginny Hansmann and Jon Bridges**

Ginny Hansmann presented the Board with a draft of the Planning Team Measurements on Strategic Plan Measurements report. The Board was walked through the Six Districtwide Milestones:

- English Language Arts and mathematics at the proficient and advanced levels for grade 3
- English Language Arts and mathematics at the proficient and advanced levels for grade 5
- English Language Arts and mathematics at the proficient and advanced levels for grade 8
- Earning 6 or more credits for grade 9
- Reading and mathematics at the proficient and advanced levels for grade 11
- Graduate with at least two of the following for grade 12
  - Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
  - Three or more college-level courses
  - CTE Program of Study

Board Reports would be divided with grades 3, 5, 8, 9 and 11 released in the Fall and grade 12 being released in the Winter.

Board Reports would include:

- Academic Achievement Data
- Analysis
- Successes
- Challenges
- Action Plan – additional data will be utilized
  - Four Pillars
  - Key Efforts

Questions/Comments:

Really like the layout of the report.

It does not seem like as much data will be presented with this new report. *Is there a way to make sure the data is all encompassing? Yes, this is just an initial snapshot and the Planning Team wanted to get Board feedback in order to create a reporting system that works well.*

Is the proposal that all strategic planning reports would really be just the two Fall and Winter reports? In the past the reports that we had were operational. Will those not be included anymore? *That does still need to be a report. When the research and planning were being looked at we wanted to look at what fell underneath the pillars and the key investments.*

The data needs to reflect sub-groups.

### **Local Option Levy – Maureen Wheeler and Becky Tymchuk**

The current five-year local option levy will expire in 2018. The 2017-2018 proposed budget includes the fifth-year funding of approximately \$30 million. This funding has enabled the district to fund approximately 300 teachers to reduce class size. The School Board is the authorizing body for an election. Discussion and preparation are key to a successful outcome next May 2018.

Maureen Wheeler shared a copy of the previous Local Option Levy Measure from 2013 and discussed with the Board the steps and an estimated timeline of pursuing a Local Option Levy for 2018 including:

- Background Information which includes research.
- Communications and outreach between now and the election.
- Campaign Consultant.
- Budget required (fundraising for campaign) and organizational structure.

The Board needs to consider if they want to go out for a renewal in 2018 and if so would the School Board consider a change to the tax rate? If so what else could the local option fund if the School Board were to increase the tax rate?

Questions/Comments:

If the tax rate increased could some of those funds be used to offset some of the specific needs that the District has? **Yes, but when you are addressing the Accountability part of the Local Option Levy filing, you have to be very specific on what the funds will be used for. It cannot be changed.**

### **Adjournment – Anne Bryan**

Anne Bryan adjourned the meeting at 8:20 p.m.

Submitted by Anne Yardley

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Anne Bryan, School Board Chair

