



**BOARD MEETING DATE**  
**May 20, 2013**

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## **APPROVAL OF BOARD MEETING MINUTES**

### **POLICY ISSUE/SITUATION**

Enclosed are the minutes for:

- April 9, 2013 Business Meeting
- April 30, 2013 Board Work Session

### **BACKGROUND INFORMATION:**

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

### **RECOMMENDATION:**

**(13-285)** BE IT RESOLVED that the minutes of the above School Board meetings be and hereby are approved:

*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**

**April 9, 2013**

**Board Members Present**

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

**Staff Present**

Jeff Rose	Superintendent
Carl Mead	Deputy Superintendent of Teaching and Learning
Ron Porterfield	Deputy Superintendent of Operations & Support Services
Sue Robertson	Chief Human Resource Officer
Clair Hertz	Chief Financial Officer
Steve Langford	Chief Information Officer
Maureen Wheeler	Public Communication Officer
Holly Lekas	Executive Administrator
Vicki Lukich	Executive Administrator
Brenda Lewis	Executive Administrator
Jan Martin	Administrator for Curriculum, Instruction & Assessment
Jon Bridges	Administrator for Instructional Accountability
Dick Steinbrugge	Executive Administrator for Facilities

Visitors: 30

Media: 0

**CALL MEETING TO ORDER** – LeeAnn Larsen

School Board Chair LeeAnn Larsen called the Business Meeting to order at 6:35 p.m. Karen Cunningham led the group in the Pledge to the Flag.

Aloha High School Principal Ken Yarnell welcomed the Board, staff and audience to Aloha High School. He gave a brief update on what is happening at Aloha High School. He invited everyone to view a media production titled *The Black Fatherhood Project* on Thursday, April 25, 6:30 p.m. at Aloha High School directed by a former Aloha High School student, Jordan Thierry.

**HIGH SCHOOL BOARD REPRESENTATIVES**

Christina Budiselic, representing Aloha High School, presented a report on what it means to be college and career ready. She reported on what Aloha High School is doing to help 9<sup>th</sup> graders start off their high school career with success.

Jessica Palacios, representing Health & Science High School, reported on the effects of bullying in schools.

**RECOGNITION OF STUDENTS, STAFF AND COMMUNITY**

The Board recognized the following individuals for their outstanding achievements and contributions to the

Beaverton School District and the community:

Bethany Baptist Church for creating a supportive partnership with Findley Elementary School and Jacob Wismer Elementary School.

Araya Harrison for organizing a service-learning project to collect socks for children being treated at Doernbecher Children's Hospital.

**BOARD PROCEDURES – LeeAnn Larsen**

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

**PUBLIC PARTICIPATION**

- Karen Hoffman reported that the Local Option Levy campaign is under way, most schools have identified parent captains to lead the school volunteers. 330 homes were canvassed last weekend. Don Zehrunge, last years Flag of Learning & Liberty recipient, has followed through with his promise to continue to support the Beaverton School District. He is coordinating the campaign logistics. Karen also stated that she has car signs for anybody who wants one.
- Steven Edleman addressed the Board regarding the open enrollment process as it pertains to the Summa Program at Meadow Park Middle School. He stated that he did not receive an adequate response and asked the Superintendent to address this issue again.
- Erica Rooney, representing the Beaverton Friends of Music, informed the Board that the Beaverton Friends of Music and its parents have hired a national consultant to study and develop a status profile on the music program in the District.
- Maximilian Logan testified to the Board regarding the impact that music instruction has had on his education and life.
- Lloyd Bernstein shared information about the Local Option Levy and proposed PERS reform. He encouraged the Board to pass Resolution 13-274.

**BOARD COMMUNICATION**

A. Individual School Board Member Comments

Mary VanderWeele stated that she has visited many of the schools in her zone to support the levy.

Jeff Hicks also has been in the schools supporting the levy. He also reported revisiting the Physics First Class to see the outcome of the Barbie Bungee Jump project. The project, which incorporates both math and science has been very engaging for the students. Jeff also reported that he saw the show *The Fantastics* at ACMA.

Jeff Hicks also reminded everyone to attend the School Board Candidate Forum on Monday, April 15, at Beaverton High School at 6:30 p.m.

Linda Degman reported that she has been visiting several PTO meetings to support the levy. She went canvassing with Sunset High School last weekend. The canvassing elicited very positive responses from those she talked to. She also invited everyone to help with a work project at Cedar Park Middle School on May 5 from 9 – 1 p.m. and at Sunset High School on May 20 from 9 – 1.

LeeAnn Larsen has been working on the Local Option Levy with the PTOs in her zone. She stated that the campaign received an endorsement from the Westside Economic Alliance.

B. Superintendent's Comments

- Supt. Rose gave his condolences to the family and friends of Kylie Hornych who was struck and killed by a car last week.
- Janae Doby was also hit by a car last week and is expected to make a full recovery.
- Supt. Rose reported that he returned from China on Saturday night. He is still processing what he

learned and will continue reporting over the coming months. He thanked his Cabinet and assistant, Mary Hawkins for all their support while he was away.

- The public portion of the budget process is about to begin.
- He has been enjoying his time meeting with leadership student groups at the high schools. The students are very good at grilling him with questions.

## REPORTS

### A. Updates from School Board Standing Committees – Board Members

Mary VanderWeele reported that she has been working on the privacy and staff evaluation policies and those should be ready for a first reading in May. She also reminded the Board about the Quarterly CEC meeting on April 18 at the International School of Beaverton from 7 – 8:30 p.m.

### B. Financial Report – Claire Hertz

Claire reported that the projected ending fund balance should be 2.8% as of June 30, 2013. The business office is in high gear preparing the budget document. The team is working with a \$6.75 billion funding level and \$15 million from the levy. The Oregon economic forecast will be out on May 16.

### C. Local Option Levy Update – LeeAnn Larsen

LeeAnn Larsen reported that the Local Option Levy campaign is in full swing. There were over 300 people out canvassing in support of the levy last weekend. They were able to connect with 12,000 voting households. The Volunteer Speakers Bureau has been speaking at various venues.

The campaign has received several major endorsements i.e., Beaverton Chamber of Commerce, Beaverton Education Association, Westside Economic Alliance.

The campaign is being advertised on the [yesforbeavertonschools.com](http://yesforbeavertonschools.com) website, Pandora and is getting positive attention from the media.

LeeAnn asked everyone to make a donation to the campaign; every dollar makes a difference. Make sure everyone you know is registered to vote.

### D. Interventions and Extensions to Meet Individual Needs – Carl Mead

The work toward achieving the District goal of individualizing education so that each and every student masters or exceeds the District's K-12 learning targets, includes teachers assessing each student's strengths and needs and differentiating instruction by implementing interventions and extensions. Although there are a wide range of differentiated strategies classroom teachers regularly use, this year the District added intervention teachers to support the specific learning needs of students.

A .5 intervention was added to each elementary school staff to assist teachers with individual student growth by providing targeted interventions in reading and math for students who are struggling academically. At the middle school level, each of the District's eight neighborhood middle schools have two teachers dedicated to providing high quality reading and math interventions to struggling middle school students.

Carl Mead stated that the interventions last about 6 weeks and can be extended if necessary. There is a lot of flexibility. The groups have between 4-15 students with most groups averaging 6-8 students.

Questions and comments from the Board:

- What is the make up of the 15% receiving interventions?
  - There are basically three tiers of students; tier 1 = general classroom instruction, tier 2 = those needing interventions and tier 3 = Special Education students.

- It would be good to have the Strategic Plan Sub-committee and the Superintendent work with you to check the success of the investment.
- When will the Board receive a Summa and TAG Plan update?
  - There will be a report at the April 30 Spring Work Session.
- Elementary schools are so diverse with some having 700 students and some 250. Is there really one .5 teacher at each school?
  - Yes, Title I schools have Title I interventions and principals have the latitude to use general fund or Title I money to expand the intervention program.
- A 9<sup>th</sup> grade intervention plan would be great, is that in the works?
  - At this time, 9<sup>th</sup> grade interventions are site based only. Aloha High School and Westview High School both have programs. There is nothing District funded or developed.
- How does this track from the elementary level to the middle school level?
  - We have been collecting data, the analysis work has not been done yet.

E. OSBA Report – Karen Cunningham, Betsy Miller-Jones

Betsy Miller-Jones stated that OSBA has a goal to become more relevant to local school boards. She has been out visiting boards around the state. She thanked the BSD Board for their hard work and thanked Karen Cunningham specifically for serving on the OSBA Board for several years.

She spoke about the proposed PERS reform bills and stable funding for schools.

Betsy encouraged the Board to attend Urban Issues Day on May 10. School board members from Oregon’s 10-15 largest districts are invited to gather at the Salem Convention Center to identify specific issues and recommend ways OSBA can help address them.

When asked how board members can find out who to contact in the legislature with specific issues, Betsy suggested that they call the OSBA Legislator Policy Department; they are there to help.

Jeff Rose stated that Betsy is always so helpful. There has been some good progress in Salem due to OSBA and other groups.

**BREAK** – A break was called from 8:05-8:15p.m.

**DISCUSSION ITEMS**

A. Transportation Supplemental Plans for 2013-2014 – Jane Langlois, Ron Porterfield

Oregon Revised Statute (ORS 327.006) establishes the criteria for “approved transportation costs” that are reimbursable by the State at 70% of those costs. The major component of these that are approved result from daily home-to-school and back to home transportation for elementary students that live at least 1.5 miles from school. The statute also includes, when approved, reimbursable costs for the transportation of students who live within the respective 1.0 and 1.5 mile standards if such transportation is required for “health or safety reasons.” However, to qualify for reimbursement, lesser distance transportation routes must be submitted to, and approved annually by the Oregon State Board of Education as local district “supplemental transportation plans”.

The most frequent reason for providing home-to-school-to-home transportation for students within the 1.0 and 1.5 mile standards is the lack of sufficient infrastructure for a safe walkway (e.g. no sidewalks, no designated walkways away from traffic, requirements to cross major traffic arterials or highways, construction that disrupts foot traffic on such sidewalks or walkways, etc.) Annually, Transportation Department staff identifies, evaluates and recommends either adding to, or withdrawing neighborhoods from prior supplemental plans for a given school year.

Jane Langlois reviewed the proposed Transportation Supplemental Plan Changes for the 2013-2014

school year.

Ron Porterfield stated that information will be sent out to each family affected by the changes before the next business meeting.

Questions and comments from the Board:

- Are the CECs involved in the process?
  - There are only a few families affected, they will contact each family and not the CEC.
- It would be nice to have a communication piece regarding the number of students on our buses. Some constituents notice and question when there are only 2-3 students on a bus.

**B. Superintendent Evaluation Process and Timeline for 2012-2013 – LeeAnn Larsen**

LeeAnn Larsen instructed the Board on the 360° evaluation distributed at the meeting. The Board members are to call each person on their list asking the 9 questions provided. She asked the Board to fill out the questionnaires keeping in mind the goals that were set in the fall. There will be an Executive Session on April 30 to discuss the results.

Karen Cunningham stated that the OSBA Board uses some of the same elements in their evaluation with one addition. They use a Performance Standards form that evaluates the following 5 areas:

- Leadership
- Policy & Governance
- Communications & Community Relations
- Organization Management
- Human Resources Management

Karen suggested that the Board look at the Performance Standards piece and consider it for next year's Superintendent evaluation. LeeAnn Larsen asked Karen to send copies to the Board members.

The Board had the following questions/comments:

- Will Jeff Rose be doing a self-evaluation?
  - Yes, that is part of the process.
- We could try the Performance Standards piece this year to see if we like it, just not use it as part of our official evaluation.

**ACTION ITEMS**

**A. Approval of Superintendent Evaluation Process and Timeline for 2012-2013 (13-273)**

The Board held a discussion earlier tonight on the process and timeline for the Superintendent's evaluation for the 2012-2013 school year. The evaluation will be finalized at the June 3, 2013 School Board Business meeting.

Jeff Hicks moved to approve the Superintendent's evaluation process and timeline for 2012-2013.

Karen Cunningham seconded and the motion passed unanimously.

**B. School Board Support for PERS Reform, Senate Bill 754 (13-274)**

The Beaverton School Board included PERS Reform in the 2013 Legislative Agenda.

This resolution supports the OSBA bill for PERS Reform (SB754) with three modifications:

1. A stepped implementation of the Annuity Change to avoid a rush of employee retirements upon implementation of the reform;
2. No change to including sick leave in the final average salary calculation to avoid increased substitute costs and a rush of employee retirements upon implementation of the reform; and
3. Add an additional reform to eliminate money match for inactive PERS members.

The Board had the following questions/comments:

- Why is it important to have a stepped implementation?
  - If we have a rush of employees retiring because of the reforms, it will cost us more money.

Karen Cunningham moved to approve Resolution 13-274 PERS Reform Senate Bill 754 Support with the three modifications.

Mary VanderWeele seconded and the motion passed unanimously.

This is a PERS Resolution; we need to continue to look for other ways to stabilize the budget.

**C. William Walker Elementary/Cedar Hills Park, Sale of Excess Property (13-275)**

Board Policy DN requires School Board approval to declare property surplus prior to sale or disposal. Staff has negotiated an Intergovernmental Agreement (IGA) with the Tualatin Hills Park & Recreation District (THPRD) for the sale of about 1.6 acres of unused property at the William Walker Elementary School site that adjoins Cedar Hills Park. The IGA also requires that THPRD develop new sports and play fields on the Park and provides for shared use of the fields and parking facilities.

The THPRD park improvements, together with the shared use agreement, will be of significant benefit to BSD by allowing much more field use for school physical education classes and recess, plus will provide expanded parking for shared use. The community will also benefit from THPRD programs that will be conducted at the Park.

This plan will cost us nothing but the students and community will benefit greatly.

Mary VanderWeele moved that the Board authorize the Superintendent or his designee to execute an Intergovernmental Agreement with THPRD for the purposes of selling the proposed property at Wm. Walker Elementary School and authorizes execution of necessary and appropriate documents related to the property sale.

Linda Degman seconded and the motion passed unanimously.

**D. Consent Agenda**

Karen Cunningham moved to approve the Consent Agenda.

Linda Degman seconded and the motion passed unanimously.

**1. Personnel (13-276)**

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

**2. Designate Signatories for Student Body Accounts (13-277)**

BE IT RESOLVED that, in accordance with the provisions of ORS 328.441, the School Board designates the following individuals as student body fund signatories of the following schools for the 2012-13 fiscal year:

Rock Creek Elementary School

Jared Cordon

Jessica Vogel

Sharon Burbank

Linda Jones

Craig Irwin

**3. Minutes from Community Engagement Committees (13-278)**

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

4. **Arco Iris Progress Report (13-279)**

BE IT RESOLVED that the School Board and administrative staff receive this report as an information item.

5. **Public Contracts – Board Authorization of Superintendent to Obligate the District (13-280)**

BE IT RESOLVED that the School Board authorize the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

6. **Approval of Board Meeting Minutes (13-281)**

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

- March 18, 2013 Business Meeting

**CLOSING COMMENTS AND NEXT STEPS**

Jeff Rose stated that the budget season will be challenging, he thanked the Board and Budget Committee in advance of their hard work.

LeeAnn Larsen reminded everyone about the Local Option Levy.

**ADJOURNMENT**

The meeting was adjourned at 8:45 p.m.

Submitted by Carol Marshall, Recording Secretary

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LeeAnn Larsen, School Board Chair



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
Public Improvement Construction Contract for Telecomm Upgrades 2013. Remodel of telecommunications rooms and cabling at 26 schools.	Richard Steinbrugge	Advanced Authorization for Competitive Bid Bids due April 25, 2013	TBD	\$1.5 Million
Public Improvement Construction Contract for Synthetic Field Turf Replacement at Beaverton High School Football Field	Richard Steinbrugge	Advanced Authorization for Competitive Proposals April 25, 2013	TBD	\$950,000



**Work Session**

**April 30, 2013**

The School Board of Beaverton School District 48 conducted a Work Session at Five Oaks Middle School on April 30, 2013 at 9:00 a.m.

**Board Members Present:**

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

**Staff Present:**

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

**Visitors:** 2

**Media:** 1

**Welcome and Agenda Review – LeeAnn Larsen**

School Board Chair LeeAnn Larsen called the meeting to order at 9:10 a.m.

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

- Teacher Appreciation Week and Proclamation  
The Board agreed to proclaim May 6 – 10, 2013 Teacher Appreciation Week

**Achievement by Special Populations (ELL) – Carl Mead, Wei-Wei Lou**

Wei-Wei Lou instructed the Board in an activity that was written and spoken in Chinese. The Board quickly got the point of how hard it is to participate in a classroom lesson/activity when you do not understand the language.

Wei-Wei reviewed a PowerPoint presentation. 12.61% of the total the District's student population are

active ELL students. 5.92% have their native language other than English but are not eligible for ELL services because they have adequate English competency. Spanish is the #1 language group with 6838 students being served. She reviewed OAKS Reading Performance, History of Graduation statistics, Attendance, English Language Proficiency Assessments, and the percent of ELLs with one or more D, F and or I in high school.

She explained why qualifying ELL students might refuse services. The main reason is class selection, they have to decide between classes they want to take or ELL services. Students are pulled from classes at different times; some are pulled during independent reading time, small group time or PE.

There is little or no correlation of school attendance and performance.

During discussion the Board had the following comments:

- It would be interesting to compare the Beaverton School District and State data. How are we doing?
- I am unclear on what our goals ought to be.

### **Achievement by Special Populations (SPED) – Carl Mead, Danielle Sheldrake**

Danielle Sheldrake first explained the importance of using student first language, i.e. “This child is a student with autism rather than she is an autism student.”

Danielle explained the Special Education funding sources include general fund dollars and Individuals with Disabilities Education Act (IDEA) grant funds. The District receives a double weight for up to 11% of the special education population. Even with the double weight, the funds do not always cover the entire cost to educate a student with a disability. The District receives High Cost Disability (HCD) funds that provide the District with additional funds up to 50% for expenses exceeding \$30,000 to educate students with disabilities. During the 2012-2013 school year the District applied for HCD funds for 183 students with 10 students costing the District more than \$70,000 for services.

From the 2007-2008 school year, there has been an increase of 629 students (14.49%) eligible for special education services. Although there has been an increase in the number of students eligible for special education, the percentage of the student body that is identified as eligible has remained in the 12.2% to 13.5% range. The District attracts students with disabilities for our outstanding services and businesses bring an increase in special education students.

The Beaverton School District offers a continuum of special education placements that includes a resource room in all Beaverton schools, 66 specialized classrooms throughout the District, placement in special schools, and homebound instruction.

Even though there has been an increase in the number of students requiring special education services there has been a decrease in the number of certified and classified special education staff.

There is an 81% 5-year completion rate for students with disabilities. Beaverton ranked second in the state for the highest graduation rate for students with disabilities attending a mid to large size district.

Danielle invited everyone to attend the Special Education Track Meet on May 23, 2013 at Beaverton High School from 10 a.m. – 12:30 p.m.

### **Break**

### **Achievement by Special Populations (TAG) – Carl Mead, Jan Martin, Robin Kobrowski, Heidi Hanson, Wendy Bernard**

The TAG Project Team brought forward five recommendations that outline specific areas of focus to prioritize and further support growth and development of TAG services. The District has directed work on all five recommendations and has prioritized specific areas based on available resources.

The Team provided an overview of the five TAG Project Team “Priorities for Action” and the status of implementation and learning in these five areas.

#### Priority #1 – Professional Development

In 2012-13, specific professional development opportunities for Beaverton teachers addressed effective strategies for engaging gifted learners, including curriculum compacting, high-level questioning strategies and conceptually based unit planning.

#### Priority #2 – Total School Cluster Grouping Elementary Schools

The identification and placement of students is an important and time-consuming task. However, it is what takes place after the placement that really makes the model successful. By grouping students in clusters, classrooms are organized to meet students’ individual needs.

Prior to implementation, it is important that the team of school personnel makes a commitment to some very targeted professional development. Within each classroom, teachers will be dealing with a narrower range of students, but students who still present a variety of needs. Therefore, professional development focusing on grouping, differentiation, and meeting the needs of high ability learners will be required for the entire staff.

A financial investment is needed in teacher and administrator training in Total School Cluster Grouping and differentiation practices if we are to continue to increase the number of schools using the Total School Cluster Grouping.

#### Middle Schools

There is a lack of research of Total School Cluster Grouping at the middle level. According to Marcia Gentry, TSCG is not a recommended model for middle schools.

Many middle school teachers confidently group students in flexible groups within and among their classrooms, using a variety of strategies for enrichment and intervention, including the use of stations, grouping students relative to achievement of certain targets, accessing reading material at varying levels, and scaffolding for high level concepts.

#### Priority #3 – Under-represented Populations

The third priority of the TAG Project Team was to increase number of TAG identified student from underrepresented populations. Although the practices below are in place, the identification of underrepresented populations continues to be a challenge.

- Blanket testing in grades 2 & 4 to get baseline data on every student in intellect.
- TAG Specialist attends information evenings for Native American families to provide TAG information and resource. In addition, TAG services and the Beaverton Welcome Center are working on summer workshops for this population in late June.
- TAG Specialist provides Parent/Child Creativity evenings for several Title schools with enrichment ideas and resources than can be used at home.
- Investigation of using local norms for scoring and CogAT.
- Concentration on the teaching of critical and creative thinking skills.

#### Priority #4 – Full-time TAG position in all schools

In the 2012-13 school year, the District maintained the facilitator position (with stipend) in elementary and

middle schools; however, the three release days TAG facilitators were granted in previous years have been reduced to one day in 2012-2013. In addition, sub time granted for facilitators to meet has been cut. The TAG facilitator position was removed at the high school level, but a designated Associate Principal, as well as the AP and IB coordinators, are serving as contact people for TAG identification and events.

#### Priority #5 – Curriculum

Developing programs that hold all students to a high intellectual standard is our top priority. To this end, the Beaverton School District is supporting the expansion of IB's Primary Years Program and the implementation of key instructional shifts of the Common Core State Standards.

PYP Expansion – Bonny Slope and Ridgewood Elementary are firmly established IB Primary Years Program schools. The PYP program has provided both buildings with a framework for teaching conceptually through the inquiry process, and they have had a high degree of success in providing rigorous instruction for all students. In a movement to expand the PYP, several teachers from each building were identified as “lab teachers”. Throughout this year, these teacher leaders have opened their classrooms and provided professional development to five elementary schools in our district that are formally exploring IB's Primary Years Program (Hiteon, McKinley, Findley, Raleigh Park, and Elmonica). Raleigh Park has moved into the candidacy phase of PYP, and the remaining four “explore” schools will continue training to begin their PYP curriculum work during the 2013-2014 school year.

Common Core/Next Generation Science Standards – The National Common Core and Next Generation Science Standards have provided a K-12 framework for rigorous instruction in mathematics, English language arts, science, and social studies. Teacher articulation teams in the District at all levels have been unpacking and prioritizing the national standards to prepare for continued formal rollout this summer and fall.

Professional Development Facilitators, identified teacher leaders from each elementary and secondary building, have been supporting all teachers in implementation of the Common Core State Standards through their leadership at the building level. PD Facilitators have provided guidance in implementing the new standards as well as staff development on the following topics: formative assessment, engagement strategies, text-based debate, calibration, moderation and designing high-level assessments.

Board question and comments:

- The TAG Advisory Team was active for 1 year in 2009. Revise that team concept and include parents to participate on the team.

#### **Credit by Proficiency – Robin Kobrowski**

There are two procedures designated by the Oregon Department of Education and the Beaverton School District in which students may apply for credit for proficiency: Prior Learning and Out of Class Learning.

Proficiency is defined as sufficient evidence of student-demonstrated knowledge and skills that meet or exceed defined levels of performance. The intent of offering credit for proficiency is to:

1. Base the award of course credit on proficiency.
2. Provide more options for students.
3. Encourage student engagement in learning beyond the classroom in real-world contexts.
4. Personalize and bring increased relevance to a student's high school education.

Are counselors aware of this option?

- Yes, but we do not promote this option. There is a financial burden for the process.

The process has taken up a lot of time this year in reviewing applications and course work submitted.

## **Lunch - 12:10 - 12:45**

### **Bond Update - Ron Porterfield, Dick Steinbrugge, David Etchart**

Ron, Dick, David and Claire presented the Board with a construction bond program update.

The planning work with the public will start in the fall of 2013.

Claire reviewed the District's debt capacity.

Claire presented bond 2 scenarios to consider; others scenarios are also possible.

1. One vote for \$440 million in 2014 and \$240 million in 2018
2. \$300 million in 2014 and \$300 million in 2018 in two votes.

The capacity projections show continued student growth through 2025. The new high school will serve 2200 students. Boundary adjustments will be necessary when the new high school opens in 2017.

The facilities team is considering a high school design competition. This will begin in the fall or winter 2013. The competition will bring excitement to the public prior to the 2014 bond election. There are three steps to the competition:

1. Open competition to all.
2. Contact 2-3 architects to participate
  - a. These will be paid a small stipend
  - b. Floor plans, elevations and renderings will be required
  - c. Ask the public to participate in choosing their favorite design.
3. Final design proposal from each firm.
  - a. Select a firm and negotiate a contract
  - b. Award a final design

David Etchart reviewed potential building projects at Vose Elementary. He had the Board consider the differences between a complete rebuild and a major remodel of Vose. David also reviewed other considerations for capital maintenance projects.

There are other items needed that should be considered for the Capital Construction Bond including computer technology, a new telephone system and furniture replacements.

The Board had the following questions and comments:

- We need to consider the overcrowding at ISB and ACMA.
- Please include the Board in facility planning.

### **Summer Board Planning - LeeAnn Larsen**

- **2013-2014 Meeting Schedule**

The Board reviewed the 2013-14 meeting schedule; there were no comments or changes.

- **Training**

LeeAnn Larsen asked the Board to consider a Center for Reform of School Systems (CRSS) training on August 20, 2013. This will be a training session for several districts at the same time. The training includes one half-day training on August 20 from 2 p.m. - 6 p.m. and then additional meetings with just the BSD Board.

The Board had the following comments:

- With 3 or 4 new Board members coming on in July, the Board will need to do some team building and training.
- Collaboration with other boards is always beneficial.
- August 12 is a full-day goal-setting meeting that can also be used for team building.

LeeAnn asked the Board what was most helpful when they came on the Board:

- Having a mentor, the new Board members will need someone to talk with about how things work.
  - The OSBA summer conference is very helpful. It will be held in Bend this year so that may not be very convenient.
  - Set up an administrator/board member buddy.
  - Have one-to-one meetings with the Board Chair.
  - Sitting down with the Teaching and Learning Administration to learn all they do.
  - Have a Budget 101 meeting for new members.
  - OSBA publications are very helpful.
  - Introduce staff members to new Board members so they know whom to contact for information.
  - They need to know the difference between policy and administrative regulations.
  - The primary job of a Board member is to make the Superintendent successful.
  - The candidates should have the School Board meeting calendar now so they can make plans to attend.
  - Team building within the BSD Board needs to be a priority.
- **Strategic Planning**  
There were no further comments on Strategic Planning.
  - **Mentoring**  
There were no further comments on Mentoring.

#### **Adjournment**

The meeting was adjourned at 2:35 p.m.

Submitted by Carol Marshall, Recording Secretary

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LeeAnn Larsen, School Board Chair