



## **APPROVAL OF BOARD MEETING MINUTES**

### **POLICY ISSUE/SITUATION**

Enclosed are the minutes for:

- September 26, 2016 Business Meeting
- October 11, 2016 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.

**Board Members Present:**

Anne Bryan, Chair  
Linda Degman, Vice Chair  
LeeAnn Larsen  
Donna Tyner  
Susan Greenberg  
Becky Tymchuk  
Eric Simpson

**Staff Present:**

Don Grotting	Superintendent
Steve Phillips	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communication Officer
David Williams	Administrator for Government Relations
Ginny Hansmann	Chief Academic Officer
Dick Steinbrugge	Executive Administrator for Facilities
Sheri Stanley	Administrator for Facilities Development
Brenda Lewis	Executive Administrator for Elementary Schools
Steve Sparks	Executive Administrator for Long Range Planning

Visitors: 18  
Media: 0

**WELCOME AND OVERVIEW** - Anne Bryan

School Board Chair Anne Bryan called the meeting to order at 6:32 p.m.

Ava and Alexa Reynolds led the meeting in the Pledge.

**RECOGNITION OF STUDENTS, STAFF AND COMMUNITY**

The Board recognized Katie Gillard, Art teacher at Bonny Slope Elementary School. Katie was recently named the 2016 Distinguished Service Inside the Profession Award winner by the Oregon Art Education Association.

**BOARD PROCEDURES** – Anne Bryan

Anne Bryan asked for changes to the agenda. The Superintendent Goals were pulled out of the Consent agenda and into the Action items.

**PUBLIC PARTICIPATION**

- Lynn Mutrie – Safe Routes to School. 23 schools have signed up for Walk to School on October 5<sup>th</sup>.
- Ava & Alexa Reynolds – Safe Routes to School
- Sarah Smith- 1) suggested to not use “North” in the naming of the new school, 2) Would like the community to have input into the naming of the mascot, mustangs or stallions is a possible name, 3) The community should have had a say in whether the new high school opened up as an AP or IB school, 4)

Learning targets and proficiency grading are still not clear. Teachers are very different on how they treat it. 1, 2, 3 and 4 are unclear and subjective, 5) Diversity, she received a letter home from school that she was asked to sign from the English department that she disagreed with.

- Sara Schmitt, BEA President - She asked Board member to join in the effort to support Measure 97.
- Sara Gortman – She is worried that core classes will not be funded at the new high school because they will only be opening with Freshman and Sophmores. She also feels that extra-curricular activities are at risk.

## **BOARD COMMUNICATION**

### **A. Individual School Board Member Comments**

- Donna – attended a BEF meeting and had the opportunity to go on the Future Bus.
- Susan, Anne and Donna all attended the Vose groundbreaking. It was a wonderful event attended by many community members.
- LeeAnn – appreciated the community’s participation in the open boundary sessions. She spent last weekend attending the OSBA board meeting where Jim Green was selected as the new Executive Director.
- Becky – attended the football game between SRHS and Beaverton. She has also been participating in Southridge’s transition and really appreciates Principal, David Nieslanik in gathering the community and students to get engaged now. She also heard a presentation by Second Home for high school students who do not have a permanent home.
- Anne – thanked everyone for putting on the Boundary Listening sessions. She congratulated LeeAnn Larsen as the newly elected president-elect of OSBA Directors.

### **B. Superintendent’s Comments**

- Supt. Grotting – Enrollment numbers are being evaluated and the official numbers will be available on October 1<sup>st</sup>.
- He met with BEA President, Sara Schmitt and both felt that the school year is off to a great start. The collaborative relationship with the union is to be commended.

## **REPORTS**

### **A. School Reports**

Fir Grove – Erin Miles

Fir Grove is a Title I school with 483 students. She interviewed all staff members over the summer and found a positive culture and a sense of family. Staff and community members go above and beyond.

Miles shared the school’s goals for improving student achievement for English Language Learners and students with disabilities in math and reading and to continue to develop the home-school partnership. They continue to work on creating a more positive atmosphere.

### **Questions/Comments**

- Full day kindergarten - are there challenges? *Teachers are excited to have that additional time with students.*
- The population that is impacted by homeless and drug-impacted families - Do they have a full-time counselor and social worker? *They have a full time counselor and share a social worker with another school.*
- Innovation – Do teachers have the resources to integrate those into the classrooms? *Fir Grove is not fully implemented with technology. 1<sup>st</sup> and 2<sup>nd</sup> grade students need help. They do not have a Lit Specialist yet.*
- How did you reach out to the community about Kinder Academy? *50 students signed up who didn’t have previous school experience.*
- Home school partnerships – What that means at Fir Grove. *There is a large collection of families that want to help. This year it is principal and parent chats.*
- Love that the library is open early and the idea of co-teaching collaboration.

Hiteon – Meghan Warren & Monica Arbow

Hiteon has noted a shift in demographics and an increase in student mobility over recent years. Principal Warren has developed a plan to improve achievement for the underperforming students. The 2016 – 2017 Plan for Advancement will focus on improving underperforming subgroups to raise Hiteon's overall achievement. The school is in the process of applying to be a Primary Years Program School. To support the application Hiteon hired a language and culture teacher and a PYP coordinator.

Questions/Comments

- Glad that they have taken on the PYP program. Parents want to know what to do with kids who are involved in PYP and then they have to wait until high school to be in an IB/AP program. *AVID is available at the middle school level. There are a lot of similarities to the PYP and the two tie in nicely.*
- Applauding the changing demographics in your school and out of box thinking in meeting the needs of all students.
- What is the world language at Hiteon? *Mandarin*

**B. Financial Update – Carl Mead**

Carl Mead provided the School Board with a financial update. The projected general fund ending balance is 5.9%. The projected ending fund balance for the local option levy is .1%. The Audit Committee met last week and did not find any concerns during their initial work in May. They will meet again in November once the annual financial report is complete.

Question/Comment:

Will enrollment numbers be impacted or are they built in? *They are already built in.*

**C. 2016 – 2017 Enrollment and Staffing Update – Sue Robertson and Carl Mead**

Enrollment: As of Tuesday, September 19, 2016 the District has enrolled 40,270 students, 185 students (1%) above the overall enrollment from September 2015. Overall, the District is down 523 students from projections set for September 30. The District is up about 200 more employees this year. Kindergarten enrollment is still lower than anticipated. There are still 139 open classified positions. The substitute pool is depleted for both certified and classified.

Staffing: As of September 14, 2016, there have been 665 hires or promotions:

- 379 full-time and part-time licensed
- 261 full-time and part-time classified
- 25 full-time administrators

Last spring, schools were allocated 1,829.9 APU from the general fund and the Local Option Levy. Since that time, an additional 25.5 APU has been allocated to reduce class size.

Questions/Comments:

- When we had all the cuts in 2011 – are we back to that level of teachers? *Do not have that exact data but we are pretty close.*
- Where are the drops in enrollment? *Kindergarten and first grades are showing the biggest drops across the district.*
- With the actual enrollment being less are we still in the process of adjusting the rest of the staffing? *No, we only had to move three teachers during August. There could be more adjustments as the enrollment shifts.*
- Do you think parents are keeping their kindergarten students at home? *Last year 19 students opted for half day. There were only two schools represented, both in the North end of the District.*

#### D. Charter School Reports

- Arco Iris – Felicia Giambrone and Christa Billing
  - They are starting their seventh year
  - Their Charter was just renewed last Spring
  - They have about 300 students with 18 certified and 6 classified staff
  - They have a very active PTO volunteer program
  - Their population is about 8 different languages with English being predominant
  - Their students score very high in testing.

##### Questions/Comments

- What is the socio-economic breakdown? *13% is FRLU.*
- There is a big waiting list for younger students – how do you make a decision? *There is not a clear policy and they are discussing at school and Board level.*
- Is there a preference on in-district or out-of-district students? *It's not a very formal structure at this time but they will be taking a look at the process.*
- Why isn't there a kindergarten class offered? *The space that they lease will not let them have a kindergarten class.*

Hope Chinese – Victor DePablos and Julie Rickman

They just moved into a new facility. They only have 1 kindergarten class due to the building not being finished on time. Students did well with the smarter balance assessments last year.

##### Questions/Comments:

- Where is the new facility? *In Beaverton at 104<sup>th</sup> street, the old Beaverton Elks Lodge. They have a 10 year lease with the option to renew in five years.*
- Was school delayed at the start? *No*
- Surprised to see pre-school on your balance sheet. Please explain. *Pre-school is private program to make up the gap in costs due to the Charter School not receiving full funding. Funds are kept separately.*
- *Pre-school students have to apply through the lottery process like other students to be considered for the Charter school.*

#### **BREAK**

#### E. Bond Program Review – Rick Rainone

A bond program review has been conducted by Cornerstone Management Group, Inc. They reviewed systems, business practices and communications being utilized on the current projects. Their focus was on budgets, cause of the budget increases, cost control plan and the construction schedule for the new high school.

Cornerstone interviewed staff working on the bond who were open and transparent and provided everything they asked for. They reviewed reports, schedules and other documents provided. They concluded that the high school project team is doing an amazing job overcoming some outside challenges beyond their control. They have developed a very technical design standard and security standards that other schools have not used yet.

Cornerstone believes that the school will make the occupancy date.

Land use process delays, building permit delays and labor shortages in the Masonry Union have caused Hoffman Construction to re-sequence the job numerous times.

Beaverton staff have led one of the best reviews about resilience planning for schools. The new high school and all future new schools will withstand a 9.0 earthquake.

Suggested Recommendations:

1. Develop and implement a plan to improve the relationship with the City of Beaverton
2. Improve budget management specifically focusing on uncommitted dollars
3. Confirm the completion date in writing and develop a move plan for the new high school
4. Improve communication as a district, focus on the achievements and not just the project details
5. Continue the lessons learned process

Questions/Comments:

- If we follow the recommendations that were listed in the report will we be able to fulfill all of the obligations to the community? *Believes that we can.*
- Future projects and cuts to those projects since we are over budget on the high school? *I don't see it now but, would be happy to do more work.*
- \$10M cushion will be gone very quickly. *\$10M is below the project uncommitted funds.*
- The cost control plan has not been approved by the School Board. The plan needs to go to the BAC committee first and then to the Board.
- Recommendations for projects that can be streamlined and save money.
- Did we follow our own internal policies and procedures? Board would like to get information sooner.
- Work to improve communication with the Bond Accountability Committee

**DISCUSSION ITEM**

**A. School Board Zones and School Assignments – Anne Bryan**

Zones were last redistributed in 2001. At that time, the difference in population between zones was as great as 100% (between Zone 1 and Zone 2). Board members have a set of schools assigned for which they are the main point of contact for community questions. Five schools are either under construction or have previously not been assigned to a board member: 1) new high school 2) new middle school 3) new elementary school and 4) Bridges Academy and Charter schools. Although all of the zones have grown, Zone 2 is the largest.

Board members discussed whether they should re-align board zones to reflect changes in population distribution now or after the 2020 census and whether the assignments should align to high school feeder patterns or minimize changes to current responsibilities. The majority prefer to wait until the 2020 census.

After the high school boundaries are finalized they will continue the discussion in November and then vote.

**ACTION ITEM**

**A. Approval of Superintendent Goals**

Under Student Achievement, first bullet was changed to read: Students *demonstrating proficiency* in the State required SBAC summative assessment with special attention given to students of color, Second Language, Special Education, Poverty, and Homeless students.

LeeAnn Larsen made the motion and Donna Tyner seconded to approve the Superintendent Goals with the change. The motion passed unanimously.

**B. Consent Agenda – Linda Degman made the motion and LeeAnn Larsen seconded and the motion passed unanimously.**

**1. Personnel**

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. Approval of Board Meeting Minutes**

BE IT RESOLVED that the minutes are hereby approved as submitted at this meeting.

**3. Public Contracts**

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.

**4. Grant Report**

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

**5. Approval of Superintendent Goals**

BE IT RESOLVED that the Beaverton School Board approve the Superintendent Goals for the 2016 – 2017 school year.

**6. 2016 – 2017 School Board Goals**

BE IT RESOLVED that the Beaverton School Board approve 2016 – 2017 School Board goals.

**7. Brand Name Approvals for Facility Projects**

BE IT RESOLVED that the Beaverton School District Board of Directors approves an exemption to ORS 279C.345 and authorizes use of brand names in public improvement contract specifications for the submitted items based upon the findings listed.

**CLOSING COMMENTS & ADJOURNMENT – Anne Bryan**

Appreciate the boards participation in the bond discussion.

The meeting was adjourned at 9:08 p.m.

Submitted by Mary Hawkins

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Anne Bryan, School Board Chair

**Fall Work Session****October 11, 2016****Board Members Present:**

Anne Bryan  
Linda Degman  
LeeAnn Larsen  
Donna Tyner  
Susan Greenberg  
Becky Tymchuk  
Eric Simpson

**Staff Present:**

Don Grotting	Superintendent
Nicole Will	Administrator for Curriculum & Instruction
Ken Struckmeier	Administrator for Curriculum & Instruction
Jon Bridges	Administrator for Instructional Accountability
Sho Shigeoka	Administrator for Equity & Inclusion
Mike Chamberlin	Executive Administrator for Middle School & High School Options
Brenda Lewis	Executive Administrator for Elementary Schools
Danielle Sheldrake	Executive Administrator for Student Services
Maureen Wheeler	Public Communications Officer
Claire Hertz	Chief Financial Officer

**Visitors:** 0**Media :** 0**Welcome and Overview** – Anne Bryan

School Board Chair Anne Bryan called the meeting to order at 8:40 A.M

**Action/Consent Item** – Anne Bryan**Public Contracts:**

BE IT RESOLVED that the School Board authorize the Superintendent or a designee to obligate the District for the public contract item listed in Attachment A. - BHS HVAC Upgrade Design and Brocade Network Purchase.

LeeAnn Larsen moved to accept the Public Contract. Linda Degman seconded and the motion passed unanimously.



### **Strategic Plan Standards** – Mike Chamberlain, Jon Bridges

The Board reviews progress on the Strategic Plan Standards annually at the Fall Work Session. The objective is to engage in on-going discussions around successes, issues an action plans, and to develop School Board and Superintendent goals based on this information.

Mike Chamberlain reviewed the six measures:

1. Percentage of graduates completing Oregon University System minimum entrance requirements (15 specified college-prep courses with a grade C or better)
  - The 2015-16 (58.4%) is slightly lower than the 2014-15 (59.0%). It is not a significant drop but is something they are watching.
  - Course patterns/sequencing are designed to help students be more prepared.
  - The implementation of a common mathematics sequence (AGS), ensuring all students learn the critical concepts and skills, will support student success.
2. Percentage of students completing 3 or more college level courses
  - This measurement showed an increase (59.8% up to 62.7%) but not as much as they wanted to see, especially in the at-risk sub groups.
  - College level courses include AP, IB, PCC coursework, and other dual credit opportunities.
  - Structured support is being provided with AVID – Advancement VIA individual Learning Determination, CRP-Culturally Responsive Practices, and SBLs – Standards Based Learning System. These Key Efforts directly influence the success of the at risk populations.
  - Investments in systemic interventions, such as extended instructional time in the school day and across the school year as well as increased professional development time for staff.
3. Percentage of graduates completing four or more credits with a C or better in the six learning areas of the Oregon Skill Set.
  - Oregon Skill Set includes one or more of the following areas: AG. Food and Natural Resource Systems; Arts, Information and Communications; Business and Management; Health Sciences; Human resources; Industrial and Engineering Systems.
  - A challenge for this measurement is that most of the option schools, given their size and limited elective options, struggle to offer these courses.
  - Sunset is implementing a CTE Revitalization grant in engineering starting in 2016-17.
  - Increase the number of Career Technical Education (CTE) certified courses available.
4. Percentage of students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school.
  - The increase in percentage participating in career related experience is partly due to the student survey being expanded to include the 11<sup>th</sup> and 12<sup>th</sup> grade students in 2014-15.
  - This data is pulled from the annual student survey and there were numerous schools that did not complete the survey during the 2014-15 school year. The 2015-16 data us the most accurate data to date because of improved participation and the inclusion of students in all grades 9-12.
  - With an increased contract amount with the School to Career Program, through the Hillsboro Chamber of Commerce the new contract adds additional spaces for students to be brought on for internships, career-related experiences, career spotlight events in the BSD area, and career day activities.
  - Increase partnerships with local business (e.g Hoffman Construction) to provide students with more career related learning experiences in the field.
5. Percentage of students recording learning goals; Percentage of students reporting on track to achieve those goals.
  - This data is self- reported and thought to be unreliable.

- Career Information System (CIS) was updated in January 2015 to allow 9<sup>th</sup> through 12<sup>th</sup> grade students to record their learning goals and assess their progress.
  - Provide access to courses that teach real life skills (applying for financial aide, et al.)
6. Percentage of families reporting that they feel informed and valued as active partners in their child's education.
- Of the parents/guardians responding to the email survey, 80% of families reported that they feel informed and valued as active partners in their child's education. This is a decrease from last year, but still a significant percentage of parents indicated they feel informed and valued.
  - Continued Parent Tips, School Leaders, Counselor Corner, Nurse's Notes rotating features in the weekly BSD Briefs, social media and website parent pages.
  - Parent Vue and Student Vue usage continues to grow.
  - Implemented a partnership with Univision TV, the world's largest media conglomerate to co-produce 30 & 60 sec. educational segments in 2016-2017 for our Spanish-speaking parents.
  - Launch a new BSD app with SchoolMessenger in fall 2016.
  - Increase resources to adjust and continue to meet the needs of sub-groups to close gaps.
  - Translating BSD Briefs into Spanish.
  - Develop communication guidelines to make sure we are reaching all families.

## **Strategic Plan Report - Nicole Will, Ken Struckmeier, Maureen Wheeler**

### **Student Experience – Nicole Will, Ken Struckmeier**

Nicole Will reviewed the 7 Measurements.

1. Percentage of students reporting that at least one adult in school really cares about them, 86%.
  - A three-year trend upward in all students in grades 9-12 who report that at least one adult at school really cares about them.
  - All administrators participation in two days of Culturally Relevant Teaching staff development.
2. Percentage of students who report that there is an adult at school who helps with decision-making, 77%.
  - Continued lack of staff that reflects the diversity of student demographics
  - Overall, larger class sizes at the secondary level compared to the elementary level.
  - Increase AVID Elective participants.
  - Offer AVID Elective in grades 6-11.
3. Percentage of students who report that they receive personal feedback to improve their school performance, 81%.
  - The continued use of the standards based learning system and reporting model supports specific feedback to students based on their progress toward individual goals to improve achievement.
  - Continue professional development to support new teachers and teachers who need updated training on providing targeted feedback to students.
4. Percentage of students who report they receive challenging coursework, 73%.
  - All students in all subgroups report an increase in receiving challenging coursework.
  - Implementation of AVID at secondary schools gives historically underrepresented students access to rigorous courses.
  - Continued growth in AP and IB course offerings at the high school level.
  - Bring consistency in differentiation process and practice across elementary schools.
5. Number of minutes of arts instruction provided, no data.
6. Percentage of students missing ten or more school days remained at 33%.

- The Early Warning System provided secondary schools with a resource to identify attendance concerns.
  - Student Outreach position continue to have a positive impact on school attendance.
  - The percentage of students missing ten or more days plateaued in the 2015-2016 school year.
  - Continue to model culturally relevant teaching practices with staff and train staff on their implementation.
7. Percentage of students participating in club, leadership, or another after school activity, 41%.
- Disproportionate participation of underrepresented groups of students in clubs, leadership and other extra- curricular activities.
  - Lack of consistent stipend funding for staff to supervise clubs/activities.
  - Continued professional development to increase participation for historically underrepresented students in clubs and extracurricular activities.

### **OSBA Revenue Reform** – Jim Green OSBA, LeeAnn Larsen

Jim stated that one of the main goals of the OSBA Board of Directors is to promote comprehensive school funding in Oregon with the primary objective of attaining a stable, politically viable, fair, equitable and adequate system of funding public education. To meet this goal, OSBA President Doug Nelson appointed a Revenue Reform Advisory Committee to make recommendations for the OSBA membership to consider for implementation.

The initial recommendations of the Advisory Committee, subject to any new input from members, are as follows:

1. Amend Oregon's Constitution to require the Legislative to provide adequate funding to meet the Quality Education Goals as established by the Quality Education Commission and the Legislature; and
2. Establish a Commercial Activity Tax on all businesses with sales of over \$1 million and eliminate the current corporate excise tax system. (Creates roughly \$3.5 billion per biennium); and
3. Increase the Earned Income Tax Credit to 18 percent of federal credit and double the standard deduction for the personal income tax. (Costs roughly \$1.5 billion per biennium); and
4. Address cost drivers in the education system (PERS and health care) and eliminate unfunded mandates; and
5. Provide accountability to local taxpayers and policymakers through transparent planning and communications of how new resources generated would be spent to impact student achievement.

These are the recommendations based on the work of the Advisory Committee. At the conclusion of the Fall Regional meetings the Advisory Committee will review all of the feedback and make any necessary modifications, then submit a final report to the full OSBA Board for consideration.

### **Lunch & Campus Tour** – Andrew Cronk, Dr. Sandra Fowler-Hill

### **Oregon School Board Policy Review** – Peggy Holstedt OSBA

Peggy explained the importance of School Board policy. Policy gives direction, informs the public, School Board, staff and students. It is needed for accountability and transparency.

The School Boards role in understanding Board Policy is that they have the right to review, amend, and adopt policies at Board meetings.

Beaverton will be engaging in a full policy review over the next year.

## **Strategic Plan Progress Reports, Cont.**

### **Discipline** – Sho Shigeoka, Brenda Lewis, Danielle Sheldrake

Sho Shigeoka reviewed the two measurements.

1. Number of students missing class as a result of school discipline.
  - The number of students excluded from class has declined each year from 2013-14 through 2015-16. The percentage of students excluded from class each year has decreased by 26% since 2013-14.
  - Overall, in the last four years for all racial and ethnic groups we have seen a reduction in the number of students missing class as a result of school discipline.
  - The overall length of class days missed as a result of disciplinary action has reduced in the last four years for race, ethnicity, and subgroup populations.
2. The number of class days missed as a result of school discipline.
  - The number of days missed as a result of school discipline has declined each year from 2013-14 through 2015-16. The percentage of days missed as a result of school discipline has decreased by 20% since 2013-14.
  - The number of students starting the new academic year at Bridges Academy is at an all time low.
  - Revision of Student/Parent Resource Handbook to provide resources on alternatives to exclusionary practices.
  - Continued professional development for all school-based administrators on culturally responsive teaching.
  - Implement a culturally responsive student behavioral management at all schools.

### **Safety and Inclusion** – Danielle Sheldrake, Sho Shigeoka

Danielle Sheldrake reviewed the three measurements.

1. The percentage of students reporting their school has a safe, inclusive, and respectful climate for 2015-2016 was 87%.
  - When reviewing disaggregated student data over the last three years, there has been an increase in the percentage of all students reporting their school has a safe, inclusive, and respectful climate.
  - Continued training of all district administrators in Culturally Responsive Teaching Practices.
  - Professional development for administrators, certified and classified staff on ways to support transgender students.
2. The percentage of teachers and staff reporting their school has a safe, inclusive, and respectful climate was 88% for the 2015-16 school year.
  - Executive administrators are providing side-by-side coaching for principals in developing safe, inclusive, and respectful school cultures.
  - Continue providing supports and services regarding Culturally Responsive Practices.
3. The percentage of students reporting not being bullied was 63%.
  - The overall percentage and subgroup percentage of students reporting not being bullied has increased in the last three years.

- There is a disparity between the percentage of heterosexual and LGBTQ students reporting that they were not bullied.
- Continue Leading for Equity professional development for new administrators.
- Continued training for all counselors and administrators in intervention strategies around suicide prevention and intervention.
- Continued training for all counselors and administrators on the Student Threat Assessment process.
- Long term strategies include full implementation of district-wide behavior prevention and intervention system as well as full implementation of anti-bullying curriculum district wide.

### **Volunteerism** – Maureen Wheeler

WE welcome and expect our Beaverton families and community members to be active participants in our schools. The research is clear –parent/guardian involvement in their child’s education is essential for academic success.

Maureen reviewed the four measurements for Volunteerism.

1. Percentage of volunteers who report they have made a positive contribution.
  - The 2015-16 goal was 90%, the result was 86%.
2. Number of volunteers with children attending Beaverton schools.
  - This goal was set at 10,000. We had a result with 9,092; -877 below last year’s number of 9,969.
3. Number of volunteers without children attending Beaverton schools.
  - The goal was set at 800 volunteers. The result was 1,404, higher by 626 volunteers over 2014-2015.
4. Total volunteer hours.
  - The District logged 233,276 volunteer hours. Volunteer hours are under-reported for after-school, evening activities and sports at the high school level. A new Integrated Volunteer Management System was phased in last year and is expected to help with this issue.

### **Engagement** – Maureen Wheeler

1. Percentage of families who report they are active participants in the life of the school
  - The result was 72% of families reported that they are active participants in the life of the school. This is a drop from the prior year of 80%, but still, nearly ¾ of parents/guardians report they are active participants in the life of the school.
  - Parent Vue / Student Vue are used by more parents and students and the systems are providing more information about real time progress.
2. Percentage of families who report they feel well-informed about what their students are learning and their progress.
  - The result was 77%. Parent Vue & Student Vue are being used more by parents and students and we expect to continue to see these numbers grow.
3. The percentage of schools with functioning Community Partnership Teams is estimated to be 90%.
  - This is the third year of our Community Partnership Teams. Schools are making good progress.
  - The Teams promote and assist with developing collaborative, school bases community outreach, engagement and volunteer activities amongst parents, non-parents, business, faith communities and community organizations.
  - Hired a Community Resource Coordinator Fall 2016 to provide assistance to schools and depts. In building effective partnerships to serve students and the needs of schools.

**High School Naming Process** – Mike Chamberlin, Maureen Wheeler

The new high school in the South Cooper Mountain. area needs a name. The School Board will select the name for the school.

The Communications & Community Involvement Department assists the School Board in determining the process and timeline. The CCI department compiles a naming report includes historical research, principal and community nominations.

The first School Board Reading – The Naming Report will be presented to the School Board on November 14<sup>th</sup>, 2016. With the second School Board reading and selection of school name on December 12<sup>th</sup>, 2016.

It is recommended that the School Board review the naming process and the timeline for naming the new high school.

**Adjournment:**

Anne Bryan adjourned the meeting at 3:45 P.M

Submitted by Anne Yardley

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Anne Bryan, School Board Chair