



APPROVAL OF SCHOOL BOARD MEETING MINUTES

POLICY ISSUE/SITUATION

Enclosed are the minutes for:

- January 9, 2018 Beaverton School Board & City of Beaverton Council Meeting
- January 22, 2018 Business Meeting
- February 6, 2018 Business Meeting

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 meetings 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
Becky Tymchuk, Vice Chair
LeeAnn Larsen
Donna Tyner
Susan Greenberg
Tom Colett

Staff Present:

Don Grotting	Superintendent
Steve Phillips	Deputy Superintendent of Teaching and Learning
Carl Mead	Deputy Superintendent of Operations
Maureen Wheeler	Public Communication Officer
David Williams	Administrator for Strategic Relations/Initiatives
Paul Odenthal	Executive Administrator for Facilities
Steven Sparks	Executive Administrator for Long Range Planning

City Council Staff Present:

Denny Doyle	Beaverton Mayor
Lacey Beaty	City Council Position 1
Betty Bode	City Council Position 2
Mark Fagin	City Council Position 3
Cate Arnold	City Council Position 4
Marc San Soucie	City Council Position 5

Visitors: 25**Media: 0****WELCOME AND INTRODUCTIONS**

Mayor Denny Doyle called the meeting to order at 5:30 p.m. at Fir Grove Elementary School. Chair Lacey Beaty thanked the City, School Board and staff for attending. She reminded everyone that the meeting is being recorded and may be televised.

School Board Chair Anne Bryan echoed Councilor Beaty's comments and thanked everyone for coming and recognized the strong partnership that the District has with the City of Beaverton.

Board Member LeeAnn Larsen requested to talk about revenue reform at the state level at some time. She asked how can we leverage our leaders at the state level together?

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.

BSD BOND PROGRAM UPDATE – Paul Odenthal

Paul Odenthal highlighted some of the work that is being done. Two maps included in the report represent Bond program activity within the district.

- Vose Elementary is a brand-new school that is a prototype and can serve 750 students.
- Mountainside is a new school that can support up to 2,200 students.
- Hazeldale has been torn down and is currently being rebuilt.
- William Walker is the next school slated to be rebuilt followed by the original ACMA building. The newer Performing Arts section will remain during the rebuild.
- Five Oaks Middle School portables will be eliminated as more capacity will be added to the building. This project will be a multi-year project that will be completed over two school years.

Questions/Comments:

- Is McKinley Elementary School projected to be part of the reconstruction in the future? *No new capacity will be added at this time.*
- Regarding the ACMA rebuild, is it just the classroom side and not the Performing Arts side? *Yes.*
- How could parents find out about future building projects? *Beaverton School District's Communication team has made it very transparent to the community about what is going on in the District through BSD Briefs, Press Releases and Staff Newsletters. Beaverton's Facility Department website also lists all activities in process as well as completed. There will be a public process regarding future bonds.*
- Mountainside High School is beautiful, especially from the inside looking out. Congratulations to the District!

Supt. Grotting emphasized that the construction last year was done in one of the worst winters that Oregon has ever experienced. He thanked Mayor Doyle for helping to make the opening of Vose Elementary a reality. There are many at-risk populations that attend the school. Students and parents were very proud of the school when it opened.

PLANNING FOR THE FUTURE

A. BSD Future Study – Steven Sparks

Beaverton School District received the Future Study report earlier in the fall. The study looked at how old our buildings are now and the kinds of updates that they will need in the future. The study provided four scenarios affecting education in the District with numerous variables. The study is not an action plan but rather a tool of how the scenarios will work in the district. There is rapid growth in some parts of our district while other neighborhoods are much older and not occupied by families. Eastern Washington County is changing with a higher cost of living which impacts our school population.

Enrollments shifts are occurring throughout the District. In the eastern part of the district, Montclair and Raleigh Park are older neighborhoods. Growth in the Elmonica neighborhood is increasing rapidly. There are more and more developments that are occupied by families in the north Bethany area. South Cooper Mountain is lagging behind right now but the future will bring much more growth in those areas.

Questions/Comments:

- The numbers are interesting in that some are growing and others are shrinking. How does this impact the District's day-to-day planning? *The numbers are reviewed by the Facility Department, demographer and principals constantly to look at possible considerations.*
- Is it possible for the City Council to receive a copy of the Future Study to read? *Yes.*
- Cascadia subduction zone event – what are we doing about that? *The high school was overbuilt to withstand a 9.1 earthquake. It will be used as a community shelter, command center, etc. in the aftermath of a major*

earthquake. It was built with oversized refrigeration to handle the additional capacity and hook-ups for a water tank truck. The District also has an agreement in place with the American Red Cross to use the building for shelter. There are redundancies that were built into Mountainside as well as other buildings being built right now. All new buildings are being built with seismic improvements. We have more upgrades that we need to make. Upgrades have been included in the last five bonds and will continue to be included in future bonds.

- *Are you looking at other schools? Yes, we are constantly looking at other buildings to determine whether the building is better suited for a remodel for seismic upgrades or rebuilt. Are all of the schools looked at? Yes.*
- *Looking at the population numbers, what is the trigger point to look for? They are on a case by case basis. In an area where there is a large student body the District would go through and do a boundary adjustment if neighborhood schools had the capacity to take on the students. The District would look at factors including neighborhood continuity, travel costs, FRLU, etc.*
- *Population pressure points and the fact that the City has constructed a housing plan – how can we address housing needs in the district before they become problems? The data used in the Future Study was based on the data that the City provided to the County. BSD responded to the land use regulation in effect currently and the demographers are working off of that fixed assumption.*
- *Are you looking at alternative uses for the buildings outside of the 7:00 – 3:00 p.m. school day? In January, we had over 4,100 events taking place in our schools. This is an average month. We are active with daycares beginning at 6:30 a.m. going until 10:00 p.m. at night. Schools are being used all the time.*
- *Looking longer term, there are three agencies that are looking for land these days, the City, the District and the County. Hopefully we can share leads, opportunities for redevelopment on a larger scale to continue to prior plan for the future.*
- *Would love to see more work being done on the transportation side. The partnership with Safe Routes to School is working well.*

The Future Study plan will continue to be reviewed. It is being used as a reference tool to help guide the District's decision making. We have to look at how we educate our students in the future. Chair Bryan pointed out that the reason we took such a long look was to be proactive in what we were doing. Next steps – the District will be looking at the earthquake safety requirements and transportation of tomorrow.

Supt. Grotting commented that growing trends in education show more partnerships with YMCA's, retirement facilities, etc. that are built right next to new schools as they are being constructed. They will partner with one another providing wrap-around services.

- *Do you continue to see changes in sports? Soccer has become very popular in the last 20 years. Participation numbers are being impacted by students having difficulty accessing after school sports due to cost, transportation, job requirements and other factors. Youth sports are talked about a lot and how we remove the barriers, how we balance and still provide the opportunities for all students.*

B. City Housing Plans and Homelessness – Cheryl Twete, Community Development Director

The City shared the recently adopted Housing Five Year Action Plan. The Housing Five Year Action Plan describes specific actions to achieve the goals and implement the policies of the city's comprehensive plan. Housing affordability is a huge priority for the City. They are constantly updating housing plans while trying to address the housing needs in the district.

The City is working actively on updating the Housing Action Plan. They are focused on addressing the affordable housing needs and the growing homelessness in the community. It is a high priority for the city. They are creating a more holistic approach with the right tools, goals and strategies to ensure that there is a broad range

of housing for all people that want to live in the community. The City needs to create 133 units annually of affordable housing to keep up with the housing demands in our community over the next 20 years.

The work cannot be done alone. The City will need to partner with other governmental agencies such as school districts, the County and non-profit organizations that focus on affordable housing and homelessness.

Currently there are a number of ways to try to engage and encourage affordable housing in the community. Land acquisition and disposition grants, loans, Affordable Housing Tax Exemption Program, Vertical Housing Tax Exemption Program and community development block grant funds which are federal dollars which are given to the city to address social service needs.

Over the last three years the City has created 338 new affordable housing units with the latest project, The Bridge Meadows, just opening down the street. They provided tax exemption for 314 units of affordable housing as well as 122 units of mixed income market rate housing. In total they have seen 1,040 units built over the last three years.

The medium household income is \$59,000. The current demographics in Beaverton indicate that one in four houses is cost burdened. 95% of the households who are at 60% of MFI (median family income) are severely cost burdened for what they are paying for their housing.

Homelessness is another problem for the City. In the last annual County survey nearly 540 people were homeless without permanent shelter. Approximately 1,500 students in the district are homeless. The City has opened a severe weather shelter in Beaverton as part of a County-wide system and they are providing almost \$1M a year for social services to help people with needs. They are working with Family Promise as well as helping people with emergency rent, home repairs, etc.

There is lots of energy put into the City's housing plan. They are participating with Washington County and Metro to explore more housing tools and sources.

Questions/Comments:

- Do you have any idea of how many people are leaving Beaverton because they cannot afford to stay? What kind of communication is being sent to these families? *The City does not have any data right now to respond to that question. There is a lot of migration from Portland to Gresham and Hillsboro/Forest Grove. The poverty rate has gone up in Beaverton from 10% to 15%. Title schools are losing their populations because families cannot afford to stay.*
- Do you know what the housing gap is between what is needed and what is actually being built? Is it widening or narrowing? *Widening. Beaverton has not kept up with the demand in the community. Rents are rising and there is a tight inventory on the market.*
- 48.5% of renters in Beaverton are cost burdened – what is the conversation regarding that? *The City is trying to work with the County and Metro to provide housing for families. The City is doing a series of discussion and presentations at the Council level where they will be talking about a number of topics in housing and what are the options.*
- Are you collaborating with Washington County on their 20-year plan and the homelessness issue? *The City does work with Washington County. One of the funding sources is through the Community Development Block Grant. They also work with the Washington County Housing Authority.*
- Do you have any information for transitional housing for families? *The City will get that information back to the District.*
- The District has identified over 1,500 homeless students – are we working together with the City to find a solution for their families? *Yes, Beaverton's Homeless Liaison and the City's Block Grant staff work together.*

The City spends approximately \$1M on a variety of social service agencies. The City's perspective may be different than the District's perspective. They need to work together to review information and learn from each other's perspectives. Beaverton has invested a reasonable amount of money in acquiring land to support affordable housing.

School Board Chair Bryan commented that the District's number one priority is that all students have a stable place to live and number two is that it is spread throughout the District rather than concentrated in certain places.

Supt. Grotting commented that 27,000 students in Oregon are homeless. Beaverton has 4% of the state's homeless population. The mental health issues and trauma that our students face in many of our schools is unbelievable. COSA has made it one of their priorities and the governor hopes to do something with the housing issue and mental health.

CLOSING COMMENTS

- School Board Vice-Chair Becky Tymchuk thanked the City for their partnership providing the School Resource Officers within the city limits to our high schools.
- School Board Member Donna Tyner suggested revenue reform to be a topic at a future meeting.
- The Local Option Levy will be going out for a vote in May and more information will be available at the end of the month.
- Board members were invited to stay for the recognition of Cameron Monfared as the 2017 Human Rights Award recipient for the City of Beaverton. Cameron is an 11th grader at Beaverton High School.
- We need to focus on working strategically together around land acquisition – what else can you use land around schools for? The City and the District need to look at all of the benefits to schools.
- Supt. Grotting commented that Beaverton is a great city to live in. He also talked about graduation rates in Beaverton have risen and more information will be available in February.
- Mayor Doyle invited everyone to the Beaverton State of the City event on Thursday morning at 7:30 a.m.

The meeting adjourned at 7:00 p.m.

Submitted by
Mary Hawkins

Anne Bryan, School Board Chair

**Board Members Present:**

Anne Bryan, Chair
Becky Tymchuk, Vice Chair
LeeAnn Larsen
Donna Tyner
Susan Greenberg
Eric Simpson
Tom Colett

Staff Present:

Don Grotting	Superintendent
Steve Phillips	Deputy Superintendent of Teaching and Learning
Ginny Hansmann	Chief Academic Officer
Claire Hertz	Chief Financial Officer
Steve Langford	Chief Information Officer
Camellia Osterink	District Legal Counsel
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communication Officer
David Williams	Administrator for Strategic Relations/Initiatives
Mike Chamberlain	Executive Administrator for High Schools & Option Programs
Brenda Lewis	Executive Administrator for Elementary Schools
Paul Odenthal	Executive Administrator for Facilities
John Bridges	Administrator for Accountability
Jared Cordon	Administrator for Curriculum, Instruction & Assessment
Scott Drue	Principal of Aloha Huber Park K-8
Zan Hess	Principal of Conestoga Middle School

Visitors: 23**Media:** 0**Public Hearing: Hope Chinese Charter School Renewal**

The Board heard from two families on how Chinese immersion education greatly benefits their children and the Beaverton community.

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.

DISCUSSION

A. First Reading of School Board Policies D, G, and I

- **DN** – Disposal of District Property (*updated language from May 15, 2017 Board approval*)
- **AA/GABA** – Human Relations Employee Expectations and Responsibilities
- **GCI/GCIA/GDI/GDIA** - Assignments and Transfers
- **IAA** - Instructional Objectives (*remove*)
- **IAB** – Partnerships with Other Entities (*remove*)
- **IB** – Freedom of Expression
- **IBDJA** – Relations with Home-Schooled Students (*new proposed policy from OSBA*)
- **ICA /ID** – School Calendar/Day
- **IF** – Curriculum Development
- **IFC** – Oregon 21st Century Schools Program (*remove*)
- **IFCA** – 21st Century Schools Councils (*remove*)
- **IGAB** – Multiculturalism (*on hold for review with other equity policies*)
- **IGACA** – Recognition of Religious Beliefs and Customs
- **IGAEA** – HIV, AIDS, HBV and HCV Health Education (*remove*)
- **IGAEB** – Drug, Alcohol and Tobacco Prevention, Health Education and Intervention (*new language*)
- **IGAEC** – Anabolic Steroids and Performance-Enhancing Substances
- **IGAI** – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
- **IGAJ** – Traffic Safety Education (*remove*)
- **IGAL** – Kindergarten Education Tuition (*remove*)
- **IGBA** – Students with Disabilities – Child Identification Procedures (*new language*)
- **IGBAB** – Confidentiality – Education Records of Students with Disabilities (*previously an AR*)
- **IGBAC** – Special Education – Personnel Development
- **IBGAD** – Special Education – Parent Involvement (*remove*)
- **IGBAE** – Special Education – Participation in Regular Education Programs
- **IGBAF** – Special Education – Individualized Education Program (IEP)
- **IGBAG** – Special Education – Procedural Safeguards
- **IGBAH** – Special Education – Evaluation Procedures
- **IGBAI** – Special Education – Private Schools
- **IGBAJ** – Special Education – Free Appropriate Public Education (FAPE)
- **IGBAK** – Special Education – Public Availability of State Application
- **IGBAL** - Special Education – Services for Home-Schooled Students with Disabilities
- **IGBB** – Talented and Gifted Program ~~and Services~~
- **IGBBA** – Identification Talented and Gifted Students
- **IGBBB** – Identification Talented and Gifted Students Among Non-Typical Populations (*remove*)
- **IGBC** – Title IA/Parental and Family Involvement

- **IGBH** – District Learning Options (*remove*)
- **IGBHA** – Alternative Education Programs
- **IGBHB** – Establishment of Alternative Education Programs
- **IGBHC** – Alternative Education Notification
- **IGBHD** – Program Exemptions
- **IGBHE** – Expanded Options Program
- **IGBI** – Bilingual Education
- **IGDA** – Student Organizations Groups
- **IGDC** – Student Social Events (*remove*)
- **IGDD** – Student Performances (*remove*)
- **IGDF** – District Fund-Raising Activities
- **IGDG** – Student Activity Funds (*new language*)
- **IGDH** – Contests for Students (*remove*)
- **IGDJ** – Interscholastic Athletics and Activities
- **IGDJB** – Community-Sponsored Club Sports
- **IGDK** – Non-School-Sponsored Study and Athletic Tours/Trips/Competitions (*on hold*)
- **IHB** – Class Size (*remove*)
- **IHGA** – Alternative Instructional Programs
- **H/IIA** – Instructional Resources/Instructional Materials
- **IIBD** – District Library/Media Centers (*remove*)
- **IIBGA** – Electronic Communications System
- **IICA** – Field Trips and Special Events
- **IICC** – Volunteers (*updated language from June 12, 2017, Board approval*)
- **IJ** – Comprehensive K-12 School Counseling
- **IK** – Academic Achievement – Grading and Reporting
- **IKB** – Extended Learning Activities (*remove*)
- **IKE** – Promotion and Retention of Students
- **IKF** – Graduation Requirements (*new language previous policy was IKF/IKFA/IKH*)
- **IKFA** – Early Graduation
- **IKI** – Academic Integrity (*remove*)
- **IL** – Assessment Program
- **IM** – Evaluation of Instructional Programs
- **INB** – Studying Controversial Issues
- **ING** – Animals on District Property (*new language*)
- **INI** – Animal Dissection

Board Members received the policies presented for the first reading in December 2017. The Board noted that they were appreciative to have a full month to review the policies. IGBHE and IKF will be reviewed by the Teaching & Learning Department for suggested language during the Board's discussion. All policies will move forward in February or March for a second reading.

WELCOME AND INTRODUCTIONS – Board Chair Anne Bryan

School Board Chair Anne Bryan called the Business Meeting to order at 6:30 p.m.

BOARD PROCEDURES – Anne Bryan

Board Chair Anne Bryan added a Recognition of Staff to the agenda. Board member Eric Simpson requested that the Board pull the 2017-2018 Compliance with Division 22 Standards for Instructional Time for additional discussion. Anne Bryan added the Standards for Instructional Time as an Action Item to the agenda.

Recognition of Students, Staff, and Community

The Board recognized Melissa Larsen of the Beaverton School District's Community Involvement Department for the Beaverton Area Chamber of Commerce 2017 Rising Star Award.

PUBLIC PARTICIPATION

- Laura Forester, a Beaverton School District parent, spoke on unwritten practices superseding written policies.
- Sara Schmitt, BEA President, shared her gratitude to the Board for their work in the Beaverton School District. She also asked that the Board look beyond school metrics to recognize other indicators of student achievement.
- Sargent First Class Burts & Captain Ortega of the Army National Guard spoke on the Parole in Place Program for soldiers in the Beaverton community to petition for undocumented relatives.
- The Brickwizards, a group of Bethany-area elementary and middle school students, demonstrated their Intelligent Drainage System that improves existing ways to transport storm-water runoff.

REPORTS

A. Superintendent's Comments – Don Grotting

- The District's Internal Budget Team has met twice and is in the process of preparing a balanced budget to propose to the Budget Committee. Based on the latest financial data and projected expenditures and revenues, the District is estimating a seven-million-dollar deficit. Multiple stakeholders have attended the meetings to look at the latest relevant data, proposals, and ways to reduce the deficit. One of their goals is to keep the Board and the Beaverton community informed throughout the process. Superintendent Grotting invited any questions and concerns regarding this process to be emailed to him or other District staff.
- Beaverton currently has 1,138 homeless students. This represents 4% of the State population and 3% of our school district population. It is a growing problem. The District's homeless liaison is working with multiple wraparound services, our city and county to serve these children and families.
- A small group of superintendents met with the Governor on January 9th in Salem. The purpose of the meeting was to discuss the critical challenges facing school districts throughout Oregon, including mental health and behavior issues. In addition, creating

and maintaining a diverse workforce, funding for Early Childhood Education, and increasing graduation rates were discussed. The Governor agreed to meet more frequently. PERS was also discussed. The Beaverton School District is expecting a 23-million-dollar increase in the next biennium. All school districts in Oregon will be seeing a six to seven percent increase. When those increases occur, it takes resources out of the classroom.

- Graduation rates will be released at the end of this month. It went above and beyond what the District expected. The positive results are because of teachers, support staff, administration, School Board Members, along with a supportive community through the Local Levy Option.
- Superintendent Grotting recognized Board Chair Anne Bryan, Vice Chair Becky Tymchuk and Board Members, Tom Colett, Susan Greenberg, LeeAnn Larsen, Eric Simpson, and Donna Tyner for their service to the District's students, parents, staff members, and the Beaverton community. They have unique skills responsible for making this School Board a high functioning body. Their integrity, sense of responsibility, and care for children and staff are the best the Superintendent has witnessed in a School Board.

B. Beaverton Student Advisory Committee Update

- David Chen, of the BSAC, reported that the Student Advisory Committee met and discussed school recognition. They expressed the current need to identify students with outstanding achievements who are not recognized in the school for their accomplishments. David shared with the Board the effectiveness of the Humans of New York (@humansofny) Instagram photos. The BSAC has an interest in creating a similar Instagram account within the District where each school could post on a specific day to recognize a student's achievement. Once the account is up and live, the BSAC will share it with the School Board. David recognized the School Board on behalf of students and thanked them for the work that they do.

Questions/Comments from the Board:

- Board Chair Anne Bryan thanked David Chen for his report. She confirmed that David will provide the username of BSAC's Instagram account to Board Vice Chair Becky Tymchuk at their next meeting.

C. School Reports

Aloha-Huber Park K-8 – Scott Drue

- Principal Drue reported on the success of Aloha-Huber Park's organizational structures and systems for academic improvement throughout the past years. As students progress towards the upper grades, the achievement gap closes and reverses itself in middle school.
- Grades 6 and 7 are ranked #1 in the State of Oregon for academic growth where 80% of Aloha-Huber Park's students are economically disadvantaged.
- Curriculum Mapping is an essential part of providing core instruction to all students.
- The success comes from teachers providing a guaranteed curriculum. Each student, regardless of their grade or teacher, is provided the same access to Common Core

Standards.

- Aloha-Huber Park has become an example in the District where a student's ethnicity, language proficiency, or socio-economic status do not determine their academic success. The only way it is clear that Aloha Huber Park is a Title I school is if you look deeper into their demographics.

Questions/Comments from the Board:

- The Board commented that they were impressed with the success of the school and the passion that Principal Drue has for Aloha-Huber Park.
- Does Aloha-Huber Park have the space to provide Early Childhood Learning? *Yes. We are one of two schools that have started pre-kinder classes this school year.*
- Is Aloha-Huber Park utilizing AVID? *Although we are not totally using AVID, we are using similar strategies.*
- Is ability grouping still being utilized at your school? *Yes. If a child has skills above grade level, then they are grouped with students who are at that same level. We still have to do a great deal of diffraction within that group, however, each student can have their own independent education within a group and are not limited by that grade level.*
- Are you seeing an uptick in trauma? How are you dealing with this successfully? *When we look at healthy schools, the tip of the triangle is red where students receive 3 or more office referrals. A healthy school has about 5% of these cases in a school year. We are at .5% for 1,000 students where 805 students are economically disadvantaged. We look at two things, one is systems and one is individuals. From a systems standpoint, we are proactive in teaching behavior expectations. We are seeing an uptick in trauma. However, behavior plans are in place to help students. Along with counseling services, teachers are trained in restorative practices and we have a Student Success Coach.*
- How do you think the new math adoption is going? How are your staff and students taking to the changes? *The success we have in math is about the 73rd percentile. All of the sub-groups are around the 73% as well. Four years ago, we mapped national standards to develop a comprehensive academic program. We are still in the learning stage. Eureka Math has been utilized for four years and we are grappling with Fosnot. We do use BSD resources. Some of the frustration is that some of the programs have come in piecemeal with absolutely no assessment. I've heard a lot of good feedback also. It gets kids talking and discourse is at the center of the program which is excellent.*
- How has your early release been going? *Wonderful. I'm not sure where we'd be without it. We would have taken an enormous hit due to lack of federal funding this year. It's been a very productive transition.*
- Can you explain engaging in backward mapping? *It's the collaborative practice of creating a structural design. Backwards mapping is like planning a vacation, it begins with the objectives of what you intend to do on a vacation—sometimes things don't go as planned and you have to make adjustments—and then we proceed backward to create lessons that reflect what is trying to be taught and what is actually learned. This is applied to teaching the curriculum the next year so it would be that much better.*
- Superintendent Grotting commented on the unification at Aloha-Huber Park and the hard work teachers and instructional assistants do. The hiring process is extremely vetted, and the staff does whatever it takes to make sure each student reaches their highest potential.

- How do we get kids to stay at Aloha-Huber Park from K-8? *We are a neighborhood K-8 and only take kids from the elementary school into our middle school. Preference is given to siblings to keep the school whole. We try to honor families who have been there from K-2nd grade. We are getting well over 120 applications for 64 spots. After we honor our families, we do an in-house lottery. It's a matter of space.*
- Board Chair Anne Bryan thanked Principal Drue for his caring approach and the systems in place at Aloha-Huber Park.

Conestoga Middle School – Zan Hess

- Principal Hess thanked the Board for their service. He recognized Board Vice Chair Becky Tymchuk for serving the community and volunteering her time with AVID at Conestoga.
- Conestoga is currently hosting a Head Start program.
- At an Avid conference two years ago, it was clear to Principal Hess that the staff's use of time in committees, organizations, and planning groups was fragmented, cumbersome, and ineffective. Leadership is now represented amongst staff to resolve this problem.
- WICOR strategies are taught in the classrooms every day to provide students the support they need.
- Culturally Responsive Teaching is also utilized at Conestoga. The student population has changed dramatically with an increase in economically disadvantaged. Staff must respond effectively to these changes, ensuring that each of their students has the opportunity to engage in and master essential skills.
- As Conestoga uses more complex language and vocabulary in the classroom, students are required to raise the level of dialogue, developing a capacity to express themselves.
- Conestoga has expanded the number of Reading Intervention options for their students. Additionally, they have been able to restore some math interventions in their classes.
- This past summer, 8th grade teachers observed the students who had just moved on to high school. Currently, over 55% of all former 8th grade students are working toward completing at least one honors course. This includes a significant portion of SPED students and ESL students.

Questions/Comments from the Board:

- The Board thanked Principal Hess for presenting tonight.
- The statistics for the number of class days missed due to suspension is high. What are you doing to address this? *We are using Restorative Justice in the classroom, engaging in conversation with students, looking at social and emotional learning, and connecting with students in a positive way.*
- Teachers and staff reporting that they contribute to school decision making is low. Can you talk about that? *I was struck and stunned by that. The work that we are doing completely involves teachers making decisions and finding solutions. We have received Academic Achievement Funding and staff specifically identified areas of where that funding should go. It's certainly something that is a concern to us.*

- How has early release been going? *We love it. Based on teachers' feedback, it was something they needed for a very long time and teachers utilize the time well. They are incredibly grateful for the time.*
- How long has Conestoga been an all-in AVID school? *We're in our 4th year. The structures, systems, and capacities it develops within teachers and our students is remarkable.*
- As time goes on, will numbers go up because of AVID? *I would expect so. Yes.*
- Do all of your students go to Southridge High School? *We are split between Southridge and Mountainside almost 50-50.*
- Do you know if they are going on to AVID? *I would say that 90% or higher of our students are continuing with the AVID program. Both Southridge and Mountainside are planning on opening a few more sections and we already have students lining up at the door for the elective.*
- Vice Chair Becky Tymchuk thanked Principal Hess for welcoming her into Conestoga as an AVID volunteer.
- There has been a change in demographics in the past 15 years. Can you tell us a little more about the food and clothing pantry? *Our food pantry started due to a demonstrated need. We worked with community partners and some of our feeder elementary schools to provide the food. Students who express a need receive a backpack with food or if they choose, they can pick out the food and take it home the next day. Our clothes pantry is just starting. A group of teachers and staff members are working really hard to raise money for the clothes pantry. It will be running sometime around spring break.*
- How do you and teachers feel the math curriculum is going? *We're in a learning mode right now. It is taking more time to get through the lessons. It could be a learning curve for the teachers as well as the students themselves. Not having assessments pre-made added to the additional time teachers are spending on the curriculum. Students have needed alternative access to bring home school work. Some have not found a way to access their homework which is an ongoing struggle for us.*
- Board Chair Anne Bryan thanked Principal Hess for his hard work and hoped he would share with his team that the Board appreciates everything they do.

D. Financial Update – Claire Hertz

- The June 30th projected fund balance for General Funds has been updated to 5.5%.
- Revenue from the Local Option Levy is expected to come up slightly above budget by \$600,000.
- There is a decline in enrollment from the start of the year and is now under budget by 300 students. It is normal for the District to have a high level of enrolment in October. Our enrollment numbers are fluctuating quicker than they have in the past.
- Salary is over budget while benefits are under budget. The Financial Team will continue to track this throughout the year as the cost will carry over to next year's budget.
- The next Budget Listening Session will be on February 12th at Meadow Park Middle School.

Questions/Comments from the Board:

- Are we able to track where kids are going? *We are seeing a decline in poverty for the second year in a row across the District. Most elementary schools have a lower poverty rate. Families are going south of Beaverton, outside of the metro area, where costs are down.*
- If Measure 101 fails tomorrow, do we have a plan in place? *We expect a “yes.” However, if it doesn’t pass, it goes back to the legislature in February. It would depend on how they would solve the budget crisis.*
- Why are extra-curricular activities down in the general fund? *It doesn’t necessarily mean it’s down overall. You can look at next month to see if it’s gone back up.*
- Board Chair Anne Bryan thanked Claire Hertz for her report.

E. Division 22 Assurances – Jon Bridges

- There are two additional areas that the District would not be in compliance in Division 22 had the Board not followed through with action in the Consent Agenda this evening. One is the request to postpone the purchase of instructional materials in PE and science. The other is standards for instructional time.
- John Bridges thanked the Board for the attention to policy IKF, Graduation Requirements.

Questions/Comments from the Board:

- What subject matter would drug and alcohol prevention go under? *The Health Project Team is discussing that as they work on developing new curriculum.*
- Board Chair Anne Bryan thanked Jon Bridges for the clarity of the report.

F. Student Success Coaches – Jared Cordon

- Monique Wortman-Singleton, Principal of Scholls Heights Elementary, and Principal Kristin LeMon of Cooper Mountain presented to the Board along with Jared Cordon, Administrator for Elementary Curriculum, on their assessment of Student Success Coaches.
- The Student Success Coach (SSC) position was developed to support teachers in student engagement strategies and effective interventions. Teachers appreciated having a coach with experience teaching in the classroom, noting that it would be great to have a fulltime coach.
- Having SSC’s present in schools has impacted students. Trauma impacted students have especially improved due to the successful implementation of the coaching program. The Coaches are able to identify what the triggers are for trauma impacted students and the systemic factors involved.
- Constant intervention and support are essential when supporting trauma impacted students. Coaches work with the teachers during early release time to come up with a strategy to improve the growth of these students.

Questions/Comments from the Board:

- What are other resources that trauma impacted kids have? *The coaches help these students. We have Student Assistance Team Meetings to review academic needs and*

- make sure all resources are used.*
- When are parents brought into the discussion? *Parents are brought into the discussion early on in regards to any academic/behavior concern that students have.*
 - Do you have hard metrics to show that the SSC program is working well? *National literature and a number of organizations consider SSC's about 11 to 1 return on investment in dollars spent. We use 4 metrics to rate the impact of the SCC along with staff surveys. These metrics look at the number of kids in the classroom, how much kids are learning, and how many teachers are working with the students.*
 - How many students are impacted by having a SSC at the school? *For Cooper Mountain, 8 to 10 students actively. In Scholls Heights, 80-90 students are impacted through having a coach there at the school. It's a multi-layered impact. Things are healthier for more kids.*
 - Where are the majority of applicants for SSC's coming from? *The Principals actively spend time in the hiring process. Some of the coaches are not from Beaverton. A large majority were hired from within the school.*
 - How much are we spending on SSCs now? *Our investment now is around 2 million. It's braided funding between our general fund and Title dollars. 2/3 of schools have a half-time SSC. 13 schools are without a SSC.*
 - How much would it cost to get SSCs at least half-time in all of our schools? *Next year, if we plan on providing half-time coaches with General and Title funding district-wide, we'd need another 6.5 million to fund the additional 13 non-Title schools. It would be around 10 million to allow for fulltime SSCs in our schools.*
 - Supt. Grotting acknowledged the need for SSCs in schools and how it has greatly improved the schools. These are the kind of issues that are dealt with the District's Internal Budget Meetings. He believes that every school needs 1 -2 coaches, but, we have to deal with a 7-million-dollar deficit and it's a difficult decision. Every principal would like a SSC in their school full time.

BREAK

ACTION ITEMS

- A. Resolution Authorizing Local Option Levy Renewal Election May 15, 2018 – Becky Tymchuk

Board Statements:

- LeeAnn Larsen voiced her support for the 5-year Local Option Levy Renewal so that we can supplement the classrooms in our community by providing the much needed 300 teachers in our schools.
- Eric Simpson reiterated LeeAnn's support for the levy, emphasizing the importance to be transparent in where the tax money is going towards.
- Donna Tyner echoed the Board's support for the levy. She believes it's what we need to do for our community, for our students, and the State.
- Tom Colett was in agreement with the Board. He stressed that the passing of the levy is not something that can be done by a small group of people. He is looking for all parts of the Beaverton community to support the levy and invited everyone across the District to become involved.

- Susan Greenberg was proud to be part of a community who supported the levy in the past and supports wholeheartedly moving forward with the renewal of the Local Option Levy.
- Board Vice Chair Becky Tymchuk noted that the levy brings \$128 million dollars to our school district. 100% of the funding has remained in Beaverton Schools to fund approximately 300 teaching positions and reduce class sizes. In the 2017-2018 school year, the levy funded: 158 positions in Beaverton's 34 elementary schools, 53 positions in Beaverton's 8 middle schools, 70 positions in Beaverton's 6 high schools, and 18 positions in Beaverton's 5 options schools. The 2018 levy renewal will allow Beaverton schools to preserve these teaching positions, maintain class sizes, and help ensure students are prepared for post-high school success, all without raising taxes.
- Board Chair Anne Bryan was grateful and cognizant of Beaverton voters support for students. She acknowledged that the District has taken the responsibility of honoring voters trust as the District collectively works to support students. Anne noted that the Local Option Levy has a huge impact on our students and voters should be given the opportunity to continue their support. The levy will be at the same tax rate as the past and the Board is committed to ensuring that the funds are used responsibly.

BE IT RESOLVED that the Beaverton School Board will place a 5-year Local Option Levy Renewal on the May 15, 2018, ballot. The Board further resolves to levy \$1.25 per \$1,000 of assessed value for five years beginning in 2018.

LeeAnn Larsen made a motion to place a 5-year Local Option Levy Renewal on the May 15, 2018, ballot. Donna Tyner seconded, and the motion passed unanimously with a vote of 7 to 0 by Anne Bryan, Becky Tymchuk, LeeAnn Larsen, Susan Greenberg, Eric Simpson, Donna Tyner, and Tom Colett.

- B. 2017-2018 Compliance with Division 22 Standards for Instructional Time – Jon Bridges
- Upon approval by the Board, certain schools may use up to 30 hours of staff professional development to count towards the calculation of instructional time.
 - In 2015-16 the State Board adopted a new rule around instructional time due to events in neighboring districts. The requirement shifted from being the number of hours that are offered in each school, to the percentage of students in the district that meet instructional time.
 - In the new rule, transportation is not an allowable reason to wave instructional time. Other instances, like professional development time or parent/teacher conferences, can be included as instructional time if the Board approves it.
 - This year, with the inclusion of early release for teacher collaboration and the location of seniors' last day relative to the calendar, Accountability has made the request to use early release time towards the calculation of instructional time.
 - Next year, Accountability doesn't expect to make the request because the District is adding 3 class days to the calendar and seniors will graduate only 5 days before the end of the school year.
 - The requirement this year is that 90% of students would need to be scheduled in for a full instructional day. Most of the seniors are not meeting that requirement. In the 11th

grade there are students that don't take a full schedule. And in some of our elementary schools, the amount of recess they provide to their students takes away from instructional time.

- The requirement next year is 92% of students would need to be scheduled in for a full instructional day. 80% of students in each building also need to take a full schedule in order to meet the State Board's requirement. Accountability will have to monitor that so the District meets the 80% requirement.

Questions/Comments from the Board:

- What if we don't get all of our school days in due to weather? *In the report next year, we would acknowledge that we were out of compliance for the last school year and we have added 3 more school days to resolve this issue.*
- Superintendent Grotting, would the State Board wave the requirements if there was a winter storm? *Yes. Just like last year they can come in and provide extra provisions. There is some concern that the 80 % rule will impact high schools regarding using resources from elementary and middle schools to comply with the regulation. This means that class sizes could go up in elementary schools. There are also equity issues. Seniors are taking partial schedules to work and help support their family. Unless the State Board decides to form a committee, there are things other than weather that could affect this.*
- How are students being advised to take full schedule? *Students have to be on track to graduate and have parental consent to have a partial schedule.*
- Is this a waiver that we have sought pretty consistently in the past? *We used to utilize the 30 hours of transportation for the option schools because those were the only schools that didn't meet the requirement. That option is gone. Using professional development time is what we can use to address kindergarten and high school compliance.*
- So, we have never used this particular waiver before, but we have used it for transportation. And how consistently was that used? *Every year.*

BE IT RESOLVED that the School Board approves the use of 30 hours of staff professional development in the calculation of instructional time.

LeAnn Larsen made the motion to approve the use of 30 hours of staff professional development in the calculation of instructional time. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Anne Bryan, Becky Tymchuk, Donna Tyner, LeeAnn Larsen, Susan Greenberg, Tom Colett and Eric Simpson.

C. Consent Agenda

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 School Board Meeting Minutes

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

- December 11, 2017, Business Meeting

3. Public Contracts

BE IT RESOLVED that the School Board authorizes the Superintendent or a designee 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. Postpone Purchase of Instructional Materials

BE IT RESOLVED that the School Board approve the District's request to ODE to delay adoption and implementation of science instructional materials for two years and the adoption and implementation of PE instructional materials for one year until September 3, 2019.

6. Superintendent Evaluation Process

BE IT RESOLVED that the School Board approved the process for the Superintendent's evaluation for 2017 - 2018.

LeAnn Larsen noted that several administrators are retiring: Mike Chamberlain, Executive Administrator for High Schools and Option Programs, Aloha High School Principal, Ken Yarnell, along with Barbara Evans and Brenda Lewis, Executive Administrators for Elementary Schools. They have truly made a difference in the lives of our students and will be greatly missed. Donna Tyner reciprocated LeAnn Larsen's gratitude.

LeAnn Larsen made the motion to adopt the Consent Agenda. Donna Tyner seconded and the motion passed unanimously by a vote of 7 to 0 by Anne Bryan, Becky Tymchuk, Donna Tyner, LeeAnn Larsen, Susan Greenberg, Tom Colett and Eric Simpson.

BOARD COMMUNICATION – Board Members

- Donna Tyner attended the Beaverton Education Foundation meeting last week. She also pointed out that the BSD Innovation Expo is coming up on March 21st at Aloha High School.
- Susan Greenberg thanked Chair Anne Bryan and Vice Chair Becky Tymchuk for their hard work, in light of School Board Appreciation Month.
- Board Vice Chair Becky Tymchuk was a guest at Scholls Heights' winter assembly. She mentioned that it was wonderful to see the joy and excitement of students at the event. Becky also judged the regional "We the People" contest and congratulated Aloha High School for their 3rd place finish. They were thrilled to get the award the first time out. She attended the OSBA Legislative Policy session with LeeAnn Larsen.
- LeeAnn Larsen attended the OSBA meeting and mentioned that she was fortunate to have Becky in attendance as well. She, among other OSBA members, are pushing for revenue reform in the state of Oregon.
- Tom Colett thanked the District's Policy Committee. He also noted that Measure 101 was on the ballot and encouraged everyone to vote tomorrow.

CLOSING COMMENTS – Board Chair Anne Bryan & Superintendent Don Grotting

- Board Chair Anne Bryan reminded the Board that the BSD Work Session is on Tuesday, February 6, 2018. It is a time for Board Members to reflect on mid-year goals and provide

feedback to Superintendent Grotting. She noted that Beaverton schools are fortunate to have seven unique Board Members who work very hard to make a difference for students.

INFORMATION ITEMS

- A. Board Policy Committee Notes December 13, 2017
- B. Board Policy Committee Notes January 10, 2018
- C. Summary of Beaverton School District Preschool Programs
- D. Title IX Athletics Self-Evaluation Status Report.

ADJOURNMENT

Anne Bryan adjourned the meeting at 9:00 p.m.

The next scheduled School Board meeting will be a Work Session on Tuesday, February 6, 2018 at 3:00 p.m. at Beaverton High School.

Submitted by
Candice Hiatt

Anne Bryan, School Board Chair

**Board Members Present:**

Anne Bryan, Chair
Becky Tymchuk, Vice Chair
Donna Tyner
Susan Greenberg
Eric Simpson
Tom Colett

Staff Present:

Don Grotting	Superintendent
Carl Mead	Deputy Superintendent of Operations & Support Services
Steve Phillips	Deputy Superintendent of Teaching & Learning, Human Resources & IT
Ginny Hansmann	Chief Academic Officer
Claire Hertz	Chief Financial Officer
Steve Langford	Chief Information Officer
Camellia Osterink	District Legal Counsel
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communications Officer
David Williams	Executive Administrator for Strategic Relations
Matt Casteel	Executive Administrator for Middle Schools
Mike Chamberlain	Executive Administrator for High Schools & Option Programs
Barbara Evans	Executive Administrator for Elementary Schools
Brenda Lewis	Executive Administrator for Elementary Schools
Paul Odenthal	Executive Administrator for Facilities Development
Nicole Will	Executive Administrator for Elementary Schools
Jon Bridges	Administrator for Accountability
Jared Cordon	Administrator for Elementary Curriculum, Instruction & Assessment
Danielle Hudson	Administrator for Student Services
Toshiko Maurizio	Administrator for Multilingual Programs
John Peplinski	Administrator for Instructional Innovation
Sho Shigeoka	Administrator for Equity and Inclusion
Sheri Stanley	Administrator for Facilities Development
Ken Struckmeier	Administrator for Secondary Curriculum, Instruction & Assessment
Anne Erwin	Principal, Beaverton High School

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.

Visitors: 0

Media: 0

WELCOME– Board Chair Anne Bryan

School Board Chair Anne Bryan called the Winter Work Session to order at 3:10 p.m.

DISTRICT STRATEGIC MEASURES – Ginny Hansmann

- Chief Academic Officer Ginny Hansmann introduced the Districts’ Teaching and Learning Team. She discussed how the data was produced and how the team was going to present the information to the Board. The team meets once a week to make sure that their work aligns with all the District Goals and the Pillars of Excellence.
- The current data is aligned to the District’s Strategic Measures and the format is new this year. Teaching and Learning are open to feedback if the Board wants anything changed.
- Strategic Measures include: the percentage of students proficient or advanced in various subjects, the cohort graduation rate, graduates completing a CTE program of study, and students missing 10 or more days of school.
- The Strategic Plan measures data, the analysis of successes and issues, and the description of short-term and long-term action plans are identified by level.
- When looking at the data, it’s important to look at how the Beaverton School District measures up to the State and other districts. The District has outperformed the State and like districts in areas like the percentage of 3-5th graders proficient or advanced in English Language Arts, math and science at grade 5, ELA grades 6-8, and math for grades 6-8.
- The four-year cohort graduation rates have continued on an upward trend over the last eight years to an all-time high of 85.9%, and an increase of 2.8% from last year.
- The five-year cohort graduation rates for 2016-17 also reached an all-time high of 87.1%.
- Graduation goals will be aligned with State goals and will be reassessed each year as the data comes in. The goals are applied to the 11th grade ACT tests. The State goals for graduation rate is set at 90% for the class of 2024-25 and 93% for students who graduate in five years.
- The State has a goal of 90% for regular attendance, however, our definition of regular attendance is stricter.

Questions/Comments from the Board:

- Who are the “like” districts? *The larger districts - Portland, Salem, Tigard, and North Clackamas. The most “like” district would be Tigard.*
- Why is the specific goal tied to the class of 2024-25? *It aligns with federal law where ISO will either be reviewed or renewed. All states have to have long-term goals.*

ELEMENTARY

- The district-wide cohort benefitted from professional development from the ELA adoption. Through this adoption, teachers have received ongoing support with professional development and materials.
- For the class of 2024, there has been sustained and increased growth in this cohort from 3rd through 5th grades. 60.6% of 2014/15 3rd graders were proficient or advanced in ELA and 65.6% 2015/16 4th graders were proficient or advanced.

- The achievement data for 5th grade science increased 2.3%, from 72.9% of our students proficient or exceeding in 2015-16 to 75.2% of our students proficient or exceeding in 2016-17.
- Out of 800 elementary teachers, 89% indicated they see increased growth in their students in the area of reading.
- The achievement data for 5th grade science increased 2.3%, from 72.9% of our students proficient or exceeding in 2015-16 to 75.2% of our students proficient or exceeding in 2016-17.
- There is a concern that there was up to a 3% drop in mathematics. This could be because of the implementation of the math adoption with a focus on instructional shifts.
- Teaching and Learning are working on the current professional development and the cohort data. They are averaging about 600 teachers who attend the 3rd work session. They will also continue working on ELA and math adoption.
- Pre-school programs are focused on supporting social-emotional and cognitive/academic development for vulnerable students. It is believed that students who benefit from early education will outperform those that don't.

Questions/Comments from the Board:

- There seems to be a wide range in disparity within our schools. Are we targeting the low achieving schools? *There are a lot of ways we are addressing this. Executive Administrators are in the schools to discuss this and there is an emphasis on professional development. Since Superintendent Grotting has been here, student achievement has been a main priority. Executive Administrators meet with principals two times a month now. By progress monitoring, the principal can identify what changes need to be made.*
- It seems to be the same schools over time. How long do you let the disparity go? *We don't. Our schools are always looking at cohort data. We are there to connect principals to additional support. We have some schools who are implementing different strategies and we need to see if the strategies are successful then implement it across the board. The execs have had to deal with a bit of a culture change in the way we are measuring student success. There is a sense of ownership from the staff to all the way up to the Superintendent. Aside from meeting with executive administrators, the principals are also meeting regularly.*
- The Board complimented Teaching & Learning for the different ways that they are looking at cohort data. It would be helpful to see on paper some of the facts presented today. Is there a reason why 3rd graders and 5th graders have a disparity in math? *The way they take the test is part of it. It's a little different with students and teachers on the level of discussion. Now students cannot ask a teacher a question during the test. You see a little of a dip because of this. There is also the factor of professional development. Last year we cut back on it.*
- Do you know how that might have impacted math? *It's a bit of a boom-bust cycle with this. It's about \$300,000 to pay teachers an extra day outside of their contract. We were able to do professional development during the first weeks before school. An email is sent to teachers prior to the school year to see what they need. The feedback we've received is that they need professional development for math. The best professional development is optional.*
- How long does it take for a new adoption to get traction? *It depends on what the adoption is. Materials are easy to implement. It takes a little longer when it is changing the way of how and why they teach. Sometimes it takes a few years for that process.*

- The Board commented that everyone should be happy with the graduation rate. It's useful to look at the long-run trends to see the impacts of change. These cohorts that we are seeing in their first few years, will have a big impact on that.

SPECIAL EDUCATION/ ENGLISH LANGUAGE LEARNERS

- 80% of SPED students are in general education. Ownership for students with disabilities plays a major role.
- We tend to talk about students with disabilities centered on their disability itself instead of the other way around. For a student with a disability, it's predicted that they will perform lower than their peers.
- In the elementary level, we have a lot of diagnostics in place, however, it is hard to pinpoint a baseline with kindergarten all the way to the 12th grade. We are trying to focus on progress monitoring.
- In the District overall, 3rd grade showed a dip in English Language Arts (ELA) scores. English Language Learners (ELL) showed an increase. The design of the program really makes a difference in student achievement. We are at the tail end of the study to see just what that difference is. We put like schools together and ran program models to understand which ones make the most gains in student achievement.
- We are adopting a new curriculum for ELL. We think that ELA connects with language acquisition and how we are connecting the curriculum will help us with the program materials. It could be a paradigm shift instead of a material shift. The project team is looking at different lenses to have a good framework to start from.

Questions/ Comments from the Board:

- Should the data be more about demographics instead of listing schools alphabetically?
Teaching and Learning concurred that it was a good idea.
- Does the data include the impact of Student Success Coaches? *Because we just put Student Success Coaches in the schools this year, it's not in the data. But we are measuring the student achievement and we will have the data for next year. A lot of principals are giving us good feedback. They are saying that they are finally able to provide instructional leadership in classrooms. Those are going to be some things that will be measured.*

MIDDLE SCHOOL

- We are seeing consistent cohort data in middle school or it is going down. One thing to keep in mind is that the weather and political climate made it harder for students to focus. In addition, middle school students have a lot of extra tests before the ESBAC test. We are looking at testing locations and technical issues that might have affected the testing.
- Science went up about to about 4%.
- In ELA, teachers have invested in the adoption deeply, but we are not getting the results we would like in student achievement. There are some clear directions on how to resolve this:
 1. Teachers are holding themselves accountable. They have an app to help them. Teachers hold weekly meetings, and healthy competitions are going on.
 2. Teachers are working hard to meet SPED and EL students' needs in their classroom.
 3. Teachers are working hard to maximize classroom time.
 4. Schools are looking at the cultural aspect, showing students that middle school counts and

encouraging them to take courses that bare credit.

Questions/Comments from the Board:

- Looking at the data, what is Stoller Middle School doing differently? *There are patterns of talented and gifted children in certain neighborhoods. There is also a culture in humanity teachers with a commitment to instructional practices.*
- When you discussed interventions, you left out student success coaches. Do to you plan on having more coaches in middle schools? It seems like it would be the right population for student success coaches. *If resources were available, then certainly, that would be something that I know that there is additional interest. We have a robust PBIS and Restorative Justice program. We want to make sure when investing in positions that they are adding value and clarity to teachers rather than giving conflicting information.*
- As we're looking at integrating AVID school-wide, it ties within high school I hope. *It ties to high school and middle school. What's exciting is that AVID is deepening their resources past ELA.*
- I'm not seeing a change at the middle school level in cohorts. *One thing to keep in mind is the number of students at the school. A larger student body will show a greater swing in student performance.*
- The relative success at some of our schools for the Latino and Hispanic students are maybe not what people would have expected. Especially the math results at Aloha Huber Park. It is a stark contrast with science whereas health and science at Stoller are places with the most success. *We have been working with the District Management Group to evaluate our strengths and weaknesses in terms of students who struggle. One of the biggest things we are focusing on now is providing additional instructional time for students who struggle. We want to make sure that our most trained staff are providing intervention to the students that need it the most.*
- What about early identification for students that struggle? *We are looking at students who are struggling in reading and math and supporting them. That intervention piece is being ramped up. We're 8% higher now.*

HIGH SCHOOL

- For ACT college readiness testing, just under half of all students met college and career readiness benchmarks on the reading, math, and science, with 6 in 10 students meeting the benchmark on the English test.
- Female students meeting the science benchmark has increased by 4.9% in the last six years. In 2016-17, the benchmark met in in this area is at the highest for female students.
- There were some issues with lost days of instruction before ACT testing. The ACT is a rigorous exam. In professional development, we have some work to do. Having AVID school-wide will impact student success. Early release and professional development will improve those scores as well.

Questions/Comments from the Board:

- Are students opting out of taking the ACT test? *They don't opt out of taking the ACT.*
- Are the participation rates consistent? *We've seen a decline over time. We have to keep in mind that they are tested rigorously. By the time they take the ACT test, their mind is on the*

honors testing.

- Is this data just on an ACT day? *Yes. We just started getting results for graduation rates from the ACT.*
- Is there anything we could do to change the time of our finals or something we do internally? *Students understand the importance of the ACT. There are some students that might feel that they don't need the test. Junior year is a stressful time. We can look again to see when the ACT is offered.*
- Are we not as rigorous with ACT as we are with graduation rates? *There is a strong emphasis on graduation rates, and we can't compare the two.*
- Superintendent Grotting noted that Oregon has a lower number of tests compared to other States. Immediate feedback to students is important. It reduces stress and helps with testing.
- *If we move the ACT in February, it's 2 months less of instruction than they would have received. 71-72% of BSD students access an institution after high school. The rate that our students come back to their sophomore year in college is higher than almost every other district that I look at. The GPA for freshman is higher than students from other districts.*
- Do we track the number of kids who return to their sophomore year? *Yes.*

GRADUATION RATES

- In 2016-17, Beaverton students in every subgroup graduated at a higher percentage than the state average in both 4-year and 5-year graduation rates. The percentage improvements in cohort graduation rates for our historically underserved students are notably significant. AVID is not part of the data.
- When we deal with the 7-million-dollar deficit, the academic achievement fund will be drastically reduced.
- There is an 84.4 % graduation rate for English Learners. The 5-year graduation rate is important to look at as well. This could reflect a student taking extra courses or summer school. It doesn't necessarily mean that the student takes 5 full years.

Questions/Comments from the Board:

- Who are active English Learners compared to an Ever-English Learner? *Active English Learners are those that are currently flagged as an English Learner. Ever-English Learners are students that were former English Learners who have exited the program. By law, they are monitored for 4 years and their status will remain an Ever-English Learner throughout their education.*
- Do you have any data or research to show how long the typical English Learner or Ever-English Learner stays in the district? *It varies. We have a lot of students that go from K-12. We have about 100-150 students that have arrived this year. We track their start date and follow them through 12th grade.*
- What is the percentage of English Learner students that move in and out of the District? *Our mobility is about 18-20%.*

GRADUATES COMPLETING FOUR CREDITS IN OREGON SKILL SETS

- There are some successes but also some concerns. We still struggle with all of our options programs. Some of our district options schools struggle to offer the curriculum options that fall within this measurement.
- We are working on a comprehensive plan for CTE programs. It will take 4 -5 years before

everything solidifies. Teachers feel excited about adding CTE programs into their school.

Questions/Comments from the Board:

- It was nice to see that we are continuing the BSD Dual-Language program. *In the Multilingual Department, we also offer American Indian Education (Title VI) and a Migrant Education Program. Our four-year graduation rate for Native Americans went from 57.1% to 61.5% and for migrants, it went from 65.6% – 70.6%*
- The Board provided positive feedback on the report and offered again the suggestion to group similar schools together instead of alphabetizing them. They thanked the Teaching & Learning Team for all their hard work.

STUDENTS MISSING 10 DAYS OR MORE SCHOOL DAYS

- The attendance rate is still going down this year and it's not an issue of weather.
- With the Early Warning System, teachers are now able to identify students with low attendance rate.
- There is a state plan regarding the issue of attendance. This includes a campaign to encourage families to make attendance a priority. We'll be receiving technical assistance through Northwest Regional ESD. In March, we'll receive a Best Practices guide including professional development to implement new attendance strategies for next year. District-wide, we should have a protocol in place to have the guide implemented by September.

Questions/Comments from the Board:

- The Board commented that they would like to see the comparison between State and District levels in the report.
- Board Chair Anne Bryan thanked Teaching & Learning for the report.

MID-YEAR SCHOOL BOARD EVALUATION- Anne Bryan

- Board Chair Anne Bryan took the time to reflect and acknowledge the work of the School Board, their time completing the surveys, and providing information about how they feel like they are doing as a Board. In addition, she also thanked the District Cabinet for the feedback they provided as well.
- She highlighted two things that stood out. First, was how well the Board Members work with each other. Second, was the overlapped feedback of Board alignment that they had received from Cabinet. This includes thanking Board Member LeeAnn Larson for her Leadership at the OSBA. In addition, there was respectful praise for the work that is being heavy lifted by our Local Option Committee. The Board is appreciative of the team effort amongst the District, staff, and our team that is leading it as a Board.
- There was a lot of feedback for the effort to place student achievement at the highest level.
- Superintendent Don Grotting spoke on behalf of the District and said that they were really appreciative of the work that the Board has done with policies. From the people that were on the committee to the Board reading each and every one of the policies, they're going to have completed some really great work.

BEAVERTON HIGH SCHOOL REPORT and BUILDING TOUR – Anne Erwin

- Principal Anne Erwin welcomed the Board to Beaverton High School. She spoke about the long

history of the building.

- Principal Erwin started teaching a history class to get back into the classroom.
- The boundary process has been smooth. Not many issues.
- Three graduation mentors, three Portland State University mental health interns, additional support for their newcomer center, and additional community liaisons are working closely with students, in a variety of ways, to support greater connection to the school. The Future You Facility has become a wonderful place. There might not be a dramatic change within a small window.
- A student-run magazine, DAM, is centered on giving a voice to students who might not feel like they have one. Seven teachers heard the request from students last year who wanted the magazine.
- Career Pathways is not just written on papers. Now, it's a virtual pathway so that all students could access it. Then they have the opportunity to go to the location that they are most interested in.
- Principal Erwin was happy about graduation rates going up and equally challenged by the results. Momentum is now building in the school. 90% of students say they have someone they can turn to. Principal Erwin thinks those two elements are connected to make that kind of improvement in graduation rates. Beaverton High School has a strong community and culture. They've been seeing people step in and help others.
- The ACT results were intriguing because the graduation rate is going up. They are now looking at the cohort data to get a better story of the ACT results. They have developed Aloha's successful math program.

Question/Comments from the Board:

- How many kids are utilizing counseling and the Future You Facility? *The interns have about 30 students in each of their caseloads. There are 5-6 appointments on Tuesday evenings that provides family counseling from PSU.*
- Has the change in boundaries affected the attendance rates? *No, however, across the District, the 9th graders are having a difficult time. They are the generation of 9/11 and school shootings. Now they have immediate access to tragic news without the buffer of the parent. There's no way to really know why the attendance rates are down.*
- Superintendent Grotting stated that Principal Erwin was instrumental in the new Early Warning System and getting the high school leadership on board.
- The Board loves the way Beaverton High School has embraced new technology like the digital magazine but also keep old traditions at their school. How they find partners is wonderful and it reflects in the university setting that they create.
- The Board appreciated Principal Erwin for how much she cares about the students at her school. *The staff deeply care about students. There was an increase in mental health needs amongst the students and the staff was amazing.*

Principal Anne Erwin took the Board on a walking tour of Beaverton High school.

BOND UPDATE – Carl Mead, Paul Odenthal & Sheri Stanley

- Project contingency was used at Mountainside High School (\$1.4M) and Sato Elementary School (\$126K) for Guaranteed Maximum Price (GMP) cost reconciliation as a part of the

closeout process. The costs are within the project contingencies and the District did not use funding from the program reserves.

- With ACMA, there has been complexity to the project and lessons learned will be applied. To accelerate the projected finish date, it would cause additional risk factors and costs.
- An engineer looked at the truss in the Beaverton High School main gymnasium and recommended to close the gym until that truss could be repaired. The cracks were formed over the last months. It could have been the heavy wind days. Facilities worked right away to put a wall in place in less than a week. The damage was in the corner and basketball games are now going on. The gym was reopened after the truss was repaired and inspected by a structural engineer on January 29th. The Facilities team will be checking the tresses every month until we get to the summer. If there is a snow event, the gym would be evacuated. If there is a strong wind event, the structure will be checked. There will be a permanent fix this summer.
- During the district-wide water quality testing, 12 fixtures in Bethany Elementary tested above the action level for lead. Two of these points, both classroom water fountains, remain out of service as the source of the lead has not been pinpointed despite extensive exploration and follow-up testing. Both classrooms are being provided with bottled water for student consumption.
- While the water remains safe for consumption at Bethany, a combination of the aesthetic issues and nonresolution of the lead has created a consumer confidence issue for the school community.
- The project cost estimate to replace Bethany Elementary water pipes, including contingency, is \$1.2 million. The Bond Accountability Committee endorsed this repair work on January 29, 2018, and recommended it could be accomplished as a budget increase to the District-wide Repair Project.
- The District has agreed to partially remove the moratorium on Sato Elementary School and Mountainside High School and allow access for public use of these facilities beginning March 1, 2018. At Sato Elementary School, the public will have full access to internal spaces, but no access to outdoor spaces. At Mountainside High School, the public will have partial access to the community room, commons area, gymnasium, and the athletic stadium.
- Our outreach efforts to get contractors and the community together expanded to the Beaverton Chamber of Commerce. Because we have over \$3 million left in the bond, the District asked to be on a panel with Portland Community College and other educational leaders in the community to highlight our successes. This Friday, the District is invited to speak at OSBA on behalf of our bond project to highlight our successful practices.

Questions/Comments from the Board:

- Was the cost reconciliation as part of the close out processes at Sato and Mountainside expected? *We knew that it was coming. It's in the normal process of negotiation. The contractor picked up some of the costs tied to the design and construction methods.*
- *William Walker was awarded to Kirby Nagelhout for \$27.8 million. The construction company is also working on Hazeldale. The next bidder for William Walker was close as well. It's within our price range.*
- Will there be a time where we could look at the dollars saved and add a project? *We have a few large projects to go. Working with the Bond Accountability Committee, we'll start looking*

- at the program reserve. In about a year we'll have confidence assessment.*
- Were there any complaints to adding an additional year to the completion of ACMA? *There was a little on social media. Contractors in the industry gave the decision praise. ACMA staff was happy and they got additional things that weren't originally designed to meet teaching needs. There was some concern in the Performing Arts Department. The principal has worked with facilities to make it a more flexible and better school.*
 - Do we have a district-wide process to check trusses? *Normally, trusses are age-dependent. Our team is consistently looking for early signs at all schools.*
 - Is Maintenance trained to identify key signs? *They look for these kinds of things during the Building Condition Assessments. They know what to look for.*
 - Does the temporary wall under the truss make it difficult to play basketball? *For a main game, the chances of a ball hitting the crack are slim. Bleachers are in front of it. Padding will be added to the wall for P.E.*
 - Board Chair Anne Bryan thanked Paul Odenthal and the team for being on top of Bethany Elementary School's domestic water pipe replacement.
 - Superintendent Grotting thanked Carl Mead, Paul Odenthal, and Sheri Stanley for their work. He also praised Paul for jumping right into the job and his ability to interact with outside agencies.
 - Board Chair Anne Bryan commented on the positive relationships formed within our major construction projects. She appreciates how the District is approaching these partnerships with the right mindset. Anne also thanked the team for evaluating the District's processes and looking into the one-year moratorium.
 - Board Vice Chair Becky Tymchuk noted that we as a District have a responsibility to the community. She thanked the team for being transparent and building trust within the community.

ACTION ITEMS

- A. Hope Chinese Charter School Renewal – Jon Bridges
- Jon Bridges made the recommendation to renew the Charter for Hope Chinese Charter School with the suggested policy changes to their English Language Arts program.
 - The renewal will be for five years with 80% financial responsibility.

Donna Tyner made the motion to approve the renewal of the Charter for Hope Chinese Charter School to June 30, 2023, and directs staff to negotiate a new charter contract. Becky Tymchuk seconded and the motion passed unanimously by a vote of 7 to 0 by Anne Bryan, Becky Tymchuk, Donna Tyner, LeeAnn Larsen, Susan Greenberg, Tom Colett and Eric Simpson.

- B. Consent Agenda

1. 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 in Attachment A.

2. Approval of Design-Build Alternative Procurement for Bethany Elementary Domestic Water Repipe Project

BE IT RESOLVED that the Beaverton School Board of Directors adopts the findings of fact and grants a specific exemption from competitive bidding requirements for use of a

design-build alternative procurement process for construction of improvements at Bethany Elementary school.

3. Approval of Alternate Construction Contracting Procedure, Construction Manager/ General Contractor (CM/GC), for Raleigh Hills K-8 Renovation and Addition

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/GC 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).

Donna Tyner made the motion to adopt the Consent Agenda. Becky Tymchuk seconded and the motion passed unanimously by a vote of 7 to 0 by Anne Bryan, Becky Tymchuk, Donna Tyner, LeeAnn Larsen, Susan Greenberg, Tom Colett and Eric Simpson.

ADJOURNMENT

Anne Bryan adjourned the meeting at 6:45 p.m.

The next scheduled School Board meeting will be a Business Meeting to be held on Monday, February 26, 2018, at 6:30 p.m. at the Beaverton School District Central Administration office.

Submitted by
Candice Hiatt

Anne Bryan, School Board Chair