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**SUPERINTENDENT'S BOND RECOMMENDATION**

**POLICY ISSUE / SITUATION:**

The School Board has requested staff to develop a capital bond program for a potential May 2014 bond measure election. That work is now completed and the Superintendent's recommended 2014 Bond program is presented for School Board review.

**BACKGROUND INFORMATION:**

The Bond Community Involvement Committee completed its work in December and unanimously supported a bond program for presentation to the Superintendent. The recommendation consists of three main components that touch every school, including modernization (critical repairs), new capacity, and technology. It totals \$680 million and would maintain the current bond tax rate of \$2.11 per \$1,000 of assessed property value. Attachment (A) contains the report's executive summary with the list of projects endorsed by the Committee; the full Committee report is posted at: [https://www.beaverton.k12.or.us/depts/facilities/Documents/Bond%20Community%20Involvement%20Committee/BCIC%20Final%20Report\\_010614.pdf](https://www.beaverton.k12.or.us/depts/facilities/Documents/Bond%20Community%20Involvement%20Committee/BCIC%20Final%20Report_010614.pdf)

The Superintendent has reviewed the Committee's recommendation and received input and comments from the Beaverton Community. Attachment (B) contains a digest of those inputs along with responsive comments. In addition, Attachment (C) has a list of other questions and responses, which are presented for the Board's information. Finally, there are three items not considered by the Bond Community Involvement Committee which the Superintendent has addressed; these are at Attachment (D). During the Superintendent's review, he also asked for further details to be compiled and reported about the Digital Conversion project, which are included in a report at Attachment (E). A community survey was conducted in November 2013 testing the perspectives of the Beaverton School District community related to a new Bond program. Those results were favorable and are summarized at Attachment (F).

Having reviewed the proposed Bond program in detail, the Superintendent recommends that the Board approve the 2014 Bond program totaling \$680 million containing the projects listed in the Bond Community Involvement Committee report. It is further proposed that this Bond program be presented to voters at the election on May 20, 2014.

**RECOMMENDATION:**

It is recommended that the Beaverton School Board of Directors review and discuss the Superintendent's proposed 2014 Bond program in preparation for taking action at the February 24, 2014 School Board business meeting.

Attachments:

- A. Bond Community Involvement Committee Report, Executive Summary
- B. Beaverton Community Comments about the Proposed Bond
- C. Questions from the Bond Community Involvement Committee Process and Examined by the Superintendent during his Review Process
- D. Superintendent's Additional Comments
- E. Digital Conversion – A Vision of Connected Learning
- F. November 2013 Public Survey Results – Summary

## Executive Summary

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### Recommendation to the Superintendent: 2014 School Bond Program

On Wednesday, December 11, 2013 the Bond Community Involvement Committee (BCIC) reached unanimous consensus on a Bond Capital Improvement Program recommendation to forward to the Superintendent of the Beaverton School District. The recommendations are:

- Project List (Scenario E) that totals \$680 million.
  - The Project List includes 27 projects that will ultimately touch each school throughout the District with some level of physical improvement.
  - The recommended program will retain the current \$2.11/1000 bond tax rate that is in place in the District. Consequently, the \$680 million program will not result in an increase to the current tax rate paid by District residents and businesses. The Committee believes this is very important to the community.
  - The complete Project List is shown on page 2.
- The Bond Program should be placed before District voters in one bond election – May 20, 2014. The BCIC considered splitting the program into two separate elections and strongly supports one election.

The BCIC conducted five meetings between September and December 2013. The Committee's purpose was established by the Beaverton School District School Board:

*“To assist the School District develop a Capital Bond Program to present to District voters at the May 2014 election. Committee members will provide advice and share their interests and perspectives to provide a broad representation of the community's values regarding a bond program that addresses **capacity** increases, **modernization**, and **technology**. Committee recommendations will be provided to the Superintendent.”*

The BCIC meetings were the source of extensive discussions on bond financing, project alternatives and program implementation factors. The BCIC meetings were open to the public and public comment was welcomed at each meeting. In addition to the five BCIC meetings, two Community Open Houses were held to share the Bond Program project alternatives with District residents and businesses and to gain further community input.

The BCIC strongly recommends that the Superintendent forward the recommendation that the \$680 million Bond Program be placed before District voters in May, 2014. The Committee agrees that the bond program represents an equitable and fiscally responsible approach to provide for the learning and physical environment needs for current and future students in the Beaverton School District.

Table 1. BCIC Recommended 2014 Bond Projects

<b>BCIC Recommended 2014 Bond Projects</b>	<b>Cost Estimate (\$M)</b>	<b>Page # (Appendix A)</b>
<b>Modernization: Replacement Projects</b>		
Arts and Communication Magnet Academy (ACMA)	\$28.3	A-1
Hazeldale K-5	\$24.6	A-3
Vose K-5	\$24.8	A-5
William Walker K-5	\$24.6	A-7
<b>Modernization: Renovation Projects</b>		
Capital Center Improvements	\$5.0	A-9
Critical Equipment Purchases	\$24.0	A-10
Five Oaks	\$21.1	A-11
Maintenance Facility Improvements	\$10.0	A-13
Physical Facility Improvements	\$98.0	A-15
Raleigh Hills K-8	\$9.7	A-25
School Kitchen Improvements	\$0.8	A-27
Springville	\$2.0	A-28
<b>Modernization: Regulatory Compliance</b>		
Districtwide ADA Compliance	\$2.0	A-29
Domestic and Fire Protection Separation	\$0.8	A-30
Green Energy Technology	\$5.0	A-31
High School Title IX Compliance; SHS and AHS	\$4.0	A-32
McKay ADA Upgrades	\$0.4	A-33
Security Upgrades	\$10.0	A-35
Seismic Upgrades	\$4.2	A-36
<b>New Capacity</b>		
New Elementary School Site, Land Acquisition - South Cooper Mtn.	\$3.0	A-37
New High School – South Cooper Mtn.	\$109.0	A-38
New K-5 in North Bethany	\$25.0	A-40
New Middle School on Timberland Site	\$51.6	A-41
<b>Technology</b>		
HVAC Control System Upgrade	\$0.8	A-43
IT Data Center at Capital Center	\$2.9	A-44
Learning Technology: Classroom Systems	\$56.0	A-45
Unified Communication System	\$7.2	A-47
<b>Program Implementation Requirements</b>		
Pre-bond planning reimbursement	\$1.0	--
Program Contingency @ 10% of Total Project Value	\$45.4	A-48
Cost Inflation @ 3.0%/ year of Total Project Value	\$52.8	A-50
Bond Implementation/Management Costs @ \$2.5 million/year	\$20.0	A-51
Bond Issuance Services @ 1% of Bond Value	\$6.0	--
<b>Grand Total</b>	<b>\$680.0</b>	

## Beaverton Community Comments & Questions about the Bond

Topic	Comment / Question Themes	Response
1	<p><b>Support International School of Beaverton (ISB) improvements</b></p> <ul style="list-style-type: none"> <li>a) ISB needs more capacity</li> <li>b) Fix existing schools before we build new schools</li> <li>c) ACMA and Capital Center getting renovations, why not ISB?</li> <li>d) Too many students in ISB portables; ISB classrooms are too small</li> <li>e) ISB gym too small &amp; outdated</li> <li>f) ISB cafeteria too small; 3 lunch periods</li> </ul>	<ul style="list-style-type: none"> <li>a) Agree; but can't address all needs in one Bond</li> <li>b) 55% of Bond is dedicated for Modernization projects and will touch every school.</li> <li>c) 1949 section of ACMA has had little improvement; Capital Center getting critical repairs (roof, HVAC, seismic upgrade). ISB had \$10.8M in improvements in 2005-07, including a new cafeteria, kitchen, main office, parking lot expansion, remodeled science classrooms, and several other refurbishments.</li> <li>d) Overcrowding exists at ISB, but it is even worse elsewhere: WHS has more portables than ISB, ACMA at 137% of capacity, Stoller at 121%, Sunset HS at 110%, ISB is at 107%;</li> <li>e) ACMA has no gym at all.</li> <li>f) ACMA has no kitchen or cafeteria – some kids eat lunch in hallways; many schools have multiple lunch sessions.</li> </ul>
2	<p><b>Provide more capacity for Springville K-8</b></p> <ul style="list-style-type: none"> <li>a) No help with overcrowding at Springville K-8</li> <li>b) Requests Board not support Bond</li> </ul>	<ul style="list-style-type: none"> <li>a) New K-5 in North Bethany will add space for 750 more students. This is much more than 4 to 6 new classrooms at Springville would add. A new middle school at Timberland will add capacity for an additional 1,100 students at grades 6 – 8. These two new schools will provide a better long-term solution to addressing growth in the north part of the District. Timing for constructing new K-5 could be reevaluated based upon enrollment growth.</li> <li>b) If the Bond is not approved, the only alternative for overcrowding relief at Springville would be attendance boundary adjustments moving some students to other schools.</li> </ul>

Topic	Comment / Question Themes	Response
3	<p><b>Improvements for Sunset HS</b></p> <p>SHS has significant building issues; doubt they will be addressed</p>	<ul style="list-style-type: none"> <li>SHS will get over \$7M in improvements including: new roof, auditorium &amp; stage upgrade, electrical improvements including new paging and clock systems, new telephone system, classroom technology improvements, HVAC chiller replacement, PE &amp; locker room improvements, new artificial turf. (The 2006 Bond funded a 12 classroom addition, science classroom upgrades, south parking lot expansion, fire protection improvements, replaced unsafe bleachers on visitors' side of football field.)</li> </ul>
4	<p><b>Does BSD really need more capacity?</b></p> <p>a) Really need HS?  b) Consider staggered class schedule &amp; expanded use of buildings during the day; no extra cost  c) Over capacity schools have vacant classrooms due to lack of teachers.  d) Population growth rate will not continue; if new schools built, will be empty in 15 – 20 years.  e) In past, BSD had overcapacity yet sold property to THPRD.  f) Condemnation for HS land irresponsible  g) Assess capacity vs. enrollment annually &amp; treat each school equitably</p>	<p>a) Four of BSD's five HS's are already at, or over, capacity. High schools currently use 21 portable classrooms; WHS has 16 and is at 123% of permanent capacity. PSU Population Research Center forecasts continued HS student enrollment growth for BSD.</p> <p>b) Lots of extra costs; extra hours for teachers &amp; school staff; support services staff. By law, Bond cannot pay these operational costs.</p> <p>c) Shortage of teaching staff is a temporary problem that will get better. Planning for buildings needs a decades-long perspective.</p> <p>d) PSU Population Research Center provides BSD's long-range demographic forecasting &amp; has been generally reliable in the past. Metro and Washington Co. both expecting continued population growth. All data BSD has indicates enrollment increases at all levels.</p> <p>e) Some 30+ years ago, the District sold Cedar Hills Elementary School and Garden Home ES to THPRD for recreational centers. BSD was going through a lot of growth then, but it wasn't in the Cedar Hills or Garden Home areas.</p> <p>f) Property owners agreed BSD has valid public need; only disagree on price. BSD has duty to taxpayers to pay only fair market value and relies upon value estimates from certified appraisers. Condemnation is the mechanism under law for settling value disagreement in this situation; goal is fair price for property owners <u>and</u> fair cost to taxpayers.</p> <p>g) This assessment is done multiple times a year. Equal distribution of students would require annual boundary adjustments affecting perhaps dozens of schools. Boundary adjustments are extremely disruptive to students, parents, and teachers; much worse than temporary overcrowding. However, targeted and strategic boundary adjustments are used periodically to rebalance enrollments.</p>

Topic	Comment / Question Themes	Response
5	<p><b>Taxes</b></p> <p>a) Understands BSD asking for more tax revenue</p> <p>b) Taxes too high already</p> <p>c) People selling homes because of tax increases</p> <p>d) My taxes went up 12% last year. Isn't it true taxes would go down without Bond? Concerned BSD not telling whole truth.</p> <p>e) Lingering bitterness about Levy; opposed to further funding of schools since new taxes approved last year.</p> <p>f) Look for other funding rather than Bond measure.</p> <p>g) Concerned about BSD wording: "not EXPECTED to increase taxes". Needs to be a priority; seniors and others cannot handle increase in school district taxes</p>	<p>a) Due to retiring previous bonds, this measure is expected to result in <u>no increase</u> in the District's existing bond tax rate of \$2.11/\$1,000 of assessed value.</p> <p>b) c) BSD Bond tax rate is lower than several comparable school districts: West Linn-Wilsonville, Hillsboro, North Clackamas, Salem-Kaiser.</p> <p>d) Property tax <u>bill</u> goes up if assessed value increases: [fixed % rate] x [value] = \$ bill. Schools are only part of the property tax bill. Without new Bond, BSD Bond tax <u>rate</u> would decrease to about \$1.37/\$1,000 in 2015.</p> <p>e) Levy has been effective in doing what was promised with 100% of the funding dedicated to teachers. Levy funding has allowed rehiring over 150 teachers, but provided no funding for buildings.</p> <p>f) The only alternative would be to use General Fund resources, which pay for teachers and school days. School funding comes from taxpayers one way or the other.</p> <p>g) Tax rate would only increase if the conservative estimate about property value increase (average of 3% per year) does not materialize. Even during the recent recession, assessed property values in BSD's area increased over 3% almost each year.</p>
6	<p><b>Modify school calendar to recover budget reduction days</b></p>	<ul style="list-style-type: none"> <li>• Cost of school days is an operational (General Fund) expense. State law prohibits use of Bond funds for operational costs.</li> <li>• Presence or absence of a new Bond does not impact the number of school days.</li> </ul>
7	<p><b>Technology</b></p> <p>a) Technology investments not well implemented; SHS guest WiFi not working well.</p> <p>b) Tech: Don't finance with long-term debt</p>	<p>a) Technology improvements are not completed. The 2014 Bond will complete the needed improvements.</p> <p>b) Agree; technology items will be financed over 4-year periods.</p>

Topic	Comment / Question Themes	Response
8	<p><b>Miscellaneous</b></p> <p>a) Opposed the levy last May, and I even more vehemently oppose the pending bond proposal</p> <p>b) Survey process about the bond has generally been under-inclusive and flawed so as not to discern the real level of public support</p> <p>c) Exhausted teaching staff; don't add more disruption</p>	<p>a) No comment</p> <p>b) Survey done in Nov 2013 by professional polling firm using standard scientific polling techniques and sampling.</p> <p>c) Teaching staff and students need adequate classroom space and building improvements to support the learning environment. Bond will reduce stresses on teachers and students struggling to overcome school facility limitations.</p>



**Questions from the Bond Community Involvement Committee Process  
and Items Further Examined by the Superintendent**

Topic	Question	Response
A	Why were these specific four replacement schools chosen? (Vose, Hazeldale, William Walker, ACMA).	A Facility Condition Index (FCI) rating showed these were in the worst condition of all BSD schools. The FCI is a ratio of the cost of repairs vs. the building replacement cost.
B	Wouldn't it be cheaper to simply make the repairs and use the remaining Bond funds on other needs?	<ul style="list-style-type: none"> <li>• In the short run, it would be cheaper. But from a long-term financial investment perspective, the most cost-effective solution is to replace them.</li> <li>• Also, repairs would not address major functional deficiencies in these old buildings that impact students' learning environment and safety. Each of these buildings is one-story; new schools will be two-story to better utilize existing school sites, expand capacity, eliminate portables at those sites, meet modern standards for fire protection, security, &amp; seismic design, improve parking lots by separating buses from autos, and allow more space for playground improvements.</li> </ul>
C	What do Modernization projects entail?	This category of work represents 55% of the Bond investments. It includes replacement of old schools, renovations of some buildings, renewing worn out building components, safety improvements for seismic and security needs, and building code compliance upgrades.
D	What are Physical Facility Improvements?	These are a collection of projects that will replace worn out building components such as roofs, boilers, HVAC equipment, electrical systems, etc. In general, they are significant building improvements that extend the useful life of existing buildings. These projects represent about one-third of the Modernization work, which is 55% of the Bond.
E	How were the Physical Facility Improvements identified and prioritized?	<p>a) <u>Identification.</u> BSD staff conduct inspections of all existing buildings evaluating the condition and life expectancy of facility components. Improvement projects address items that should have been replaced already, plus forecasted requirements over the term of the Bond based upon life-expectancy estimates.</p> <p>b) <u>Prioritization.</u> Each requirement was scored with two factors: (1) likelihood of failure, and (2) severity of the impact of a failure. These were combined into a single score which was then used in the priority ranking.</p>

Topic	Question	Response
F	Will all schools get an equal share of the Physical Facility Improvements?	No; newer schools do not have as many needs as older buildings. However, every BSD school will receive some improvement projects.
G	Why does BSD need another high school?	Four of BSD's five HS's are at, or over, capacity. High schools currently use 21 portables classrooms; WHS has 16 and is at 123% of permanent capacity. PSU Population Research Center forecasts continued HS student enrollment growth for BSD.
H	Why is the new high school located in the SW area of the District?	<ul style="list-style-type: none"> <li>• Finding a satisfactory location for a large HS site is challenging in the mostly urbanized area where BSD is located. BSD studied 25 potential locations for a new HS site and found the SW site to be the most suitable. The 25 sites were evaluated using criteria that included: site size, number of parcels needed to assemble a 40 to 45 acre site, land use and zoning restrictions, transportation access, topography, and other environmental constraints impacting development.</li> <li>• The SW site provides long-term balance in HS locations: 2 north, 2 middle, 2 south.</li> <li>• The proposed HS site is in an area primed for significant growth due to Metro's expansion of the Urban Growth Boundary in South Cooper Mountain in 2011 and the expected development of between 3,746 to 5,138 residential dwelling units within BSD's boundary.</li> </ul>
I	Why does BSD need another MS?	Lots of housing construction is happening north of Hwy 26; BSD only has one MS in the area (Stoller, already at 121% of capacity). BSD owns property acquired previously for MS construction that will be used for this school.
J	Will there be more added K-5 capacity in addition to the new K-5 in North Bethany?	Yes. Each of the replacement school projects will also expand the capacity at those schools by replacing old one-story structures with modern two-story buildings. K-5 capacity will increase by an additional 418 students due to the replacements; the new K-5 school will add 750 for a total increase of 1,168 at the K-5 level.
K	How much new capacity is planned in the Bond?	<p>The total increase in student capacity will be 4,518 broken down as follows:</p> <p style="margin-left: 40px;">HS = 2,225</p> <p style="margin-left: 40px;">MS = 1,125</p> <p style="margin-left: 40px;">ES = 1,168</p>
L	Why is technology part of this Bond but was not in the previous bond?	Oregon law was changed in 2010 by a statewide ballot measure to allow use of Bond funding for technology. About 10% of the Bond will fund technology investments.

Topic	Question	Response
M	How will BSD fund new teachers and staff for the new schools?	<ul style="list-style-type: none"> <li>• As students are shifted to new schools to relieve overcrowding, a proportional number of teaching staff will follow the students. As enrollment grows, which it is forecasted to do, additional operational funding will be provided by the State, which uses a funding formula based upon student enrollment numbers.</li> <li>• These factors address most of the operational funding needed at the three new schools. However, some support costs (school front office staff, custodial, grounds, utilities, etc.) will need to be addressed in the normal General Fund budget development process, probably beginning with the 2016-17 budget.</li> </ul>
N	How will the furniture requirements for new schools be funded?	The new schools and replacement project budgets include the cost of new furniture.
O	This Bond program totals \$680 million. How does that compare with prior BSD Bond programs?	The proposed 2014 Bond is quite comparable with recent Bond programs considering the period of time it will cover and adjusting for inflation. BSD's most recent Bonds were approved in 1996, 2000, and 2006. Adjusted for inflation, in 2013 dollars, the amount approved for these three Bonds totaled about \$629M. The 2014 Bond will cover requirements for an 8 to 10-year period.
P	Why is BSD planning to buy land in the South Cooper Mountain area?	This area is primed for significant growth due to Metro's expansion of the Urban Growth Boundary in South Cooper Mountain in 2011. Planners for the City of Beaverton have recommended that we plan for the expected development of between 3,746 to 5,138 residential dwelling units with 952 to 1,306 K-8 students within BSD's boundary.
Q	Why is Green Energy Technology included?	Effective in 2013, State law now requires that all construction and major renovations of public buildings include at least 1.5% of the construction cost for passive energy generation technology. We expect that this funding will be used for solar photovoltaic panels.
R	If assessed property values increase faster than forecasted, the \$2.11/\$1,000 tax rate will generate more revenue than estimated. How will that funding be used?	All revenue generated for the Bond issue must be used for paying down the bonded debt. The tax rate would be lowered if assessed property values increase more than projected.

## Superintendent's Additional Comments

Topic	Issue	Response
I	a) There is inadequate space at Deer Park, which services students with high needs. b) Currently only receiving ½ day program; not considered adequate.	I am concerned about the inadequate support for the students in the Deer Park program and am committed to finding a solution to better support their needs.
II	Music Task Force recommendations for investment in new instruments	This was not a matter considered or presented to the Bond Committee as it was being processed separately by the Music Task Force and staff. Based upon that work I am concerned that there is a significant inequity of music resources across the district. For that reason I am recommending that all BSD music classrooms be resourced with the minimum inventory of musical instruments. I will be working with staff to reallocate \$250,000 from the Bond program contingency line item to support classroom music instrument procurement.
III	Digital Conversion plan needed more details	Digital Conversion – A Vision of Connected Learning is included as Attachment (E).

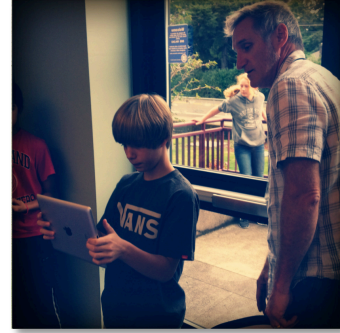


# DIGITAL CONVERSION

— A Vision of Connected Learning —

## Overview

Digital conversion describes the transformation of learning from paper-based resources and how students demonstrate their learning to an environment that includes curriculum and instructional materials in digital formats. Teachers and students have access to computing devices and the Internet anytime and anywhere. This conversion is centered on how students and teachers work together around concepts and skills. While the software and hardware devices are important supports in this transformation, they are not the drivers. The critical factors in Beaverton's digital conversion are the changes in how teachers access and incorporate additional learning resources in their work, and how students use technology tools and devices to explore tools and content, process information, and demonstrate their learning.



## Connected To Our Goal

The Beaverton School District goal is for every student to graduate with many options and be prepared to:

- Think:** Creatively and Critically
- Know:** Master Content
- Act:** Self-Direct and Collaborate
- Go:** Navigate Locally and Globally

Transforming instruction with access to technology computing devices, software, and collaboration tools directly supports the Beaverton School District Goal. Using a wide variety of technology tools, students will have the ability to creatively direct and demonstrate their learning, access quality, real-time content, and collaborate with others. Students will graduate better prepared to successfully enter the world of higher

education, the job market, or other paths where technology use is a fundamental part of our world.

## **Connected To Our Pillars of Learning**

To accomplish the District Goal, the Beaverton School District and community have committed to four Pillars of Learning. The Beaverton School District Digital Conversion is aligned to, and supports our Pillars of Learning.

We Expect Excellence



Teachers have access to the tools and resources needed to best serve students and inform student growth.

We Innovate



Innovative practices, and the ability to solve complex problems are aided by technology.

We Embrace Equity



All students deserve to be prepared for post-secondary success in a world where all paths require technology proficiency.

We Collaborate



Technology tools allow students to work together anytime and anywhere.

## **Our Vision for Digital Conversion**

Learning must be dynamic, engaging and tailored to the unique needs of each student. Our students have unlimited potential as well as specific learning needs and interests. Now and in the future, they will be asked to think, create, innovate, communicate, and collaborate as engaged members of our global community. Learning shifts must occur in the classroom as students and teachers work together with the varied resources used in our daily lives to find, consume, evaluate, and contribute information. Our classrooms will mirror the world we are preparing our students to navigate and ultimately, lead.

Students need to be able to access information to work in collaboration with teachers, peers and experts on what and how they learn. Printed textbooks contain static information, without an easy way to update the information. The goal of pursuing digital content is to meet the unique learning needs of students so that learning is engaging

and efficient, available at any time, and steeped in authentic problem solving. Access to high quality, dynamic information for all students will help close the equity gap.

Teachers need the opportunity to access, modify, and customize curriculum to meet the unique needs of their learners. Teachers know their students well and also know the resources necessary to meet their learning needs. As curriculum transforms to a digital format accessed largely online, students and teachers need modern, mobile technology devices. A combination of district-owned and personally-owned devices will address the lack of available resources available throughout the district, making the initiative sustainable and equitable. In addition to meeting curriculum needs, our Digital Conversion will provide students with technology to support exploration and creation of content. Our vision is that every student and teacher has immediate access to technology and the Internet throughout the school and school day to support their learning.

## **Building A Foundation For Success**

In 2010, a team of researchers studied one-to-one computing implementations from almost 1,000 schools nationally and published their results in *The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness* (Greaves, 2010). The results of the study provide the keys to a successful implementation, including: Time for teacher learning and professional collaboration, staff training, and integration into both core and intervention classes. To achieve our vision of connected learning, we must also address other significant areas:

“Our digital conversion effort aims to give all students, regardless of their socio-economic background or special needs, a chance to succeed in today’s digital world.”

- Mark Edwards, *Every Child Every Day: A Digital Conversion Model For Student Achievement.*

**Staff Development:** Beaverton’s Digital Conversion will result in a change of practice for teachers, and a change in the classroom environment as well. Studies have found that educators are more likely to incorporate technology into their instruction when they have access to collaborative teaching colleagues who employ technology into practice



(Strudler and Herrington, 2009). Sustainable, just-in-time, job-embedded support will be necessary to ensure teachers are equipped to lead this change. The District's staff collaboration and professional development portal, TeacherSource, will be highly leveraged in providing resources and support for teachers.

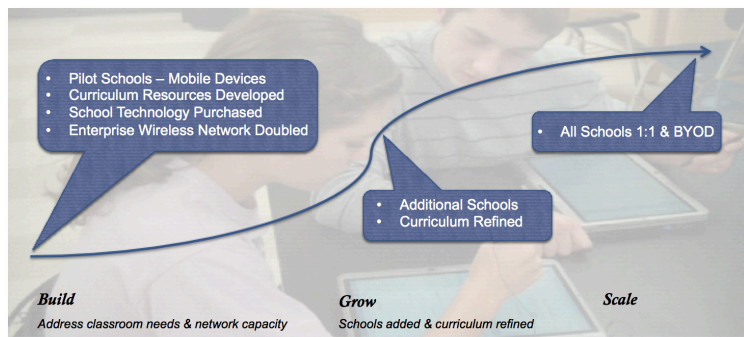
**Wireless Networking and Connectivity:** The wireless network at every school will be upgraded to meet the connectivity needs of district-owned and personally-owned devices. Open, robust networks will ensure students and teachers ability to access instructional resources. Data security will be IT's highest priority.

**Learning Management System:** A Learning Management System is an online space used to provide content, deliver assessments, and allow for teacher/learner exchange of documents and communication. The implementation of a Learning Management System will provide a workspace for students and teachers to interact through content and activities and assessments to be delivered and scored.

**Immediate School and Classroom Technology Needs:** District-wide, one-third of computers currently used by students are unable to be repaired due to the age of the equipment. Since the move to District-owned and personally-owned computing devices will take some time, it is important that we address critical and immediate school and classroom technology needs.

## The Plan For Digital Conversion

Digital Conversion at the Beaverton School District will take a number of years. Our



multi-phased plan allows us to start with schools and classrooms that are ready for the conversion. As we develop and refine curriculum resources and instructional practice, we will see growth as additional schools and

classrooms are added. This focused and intentional growth will allow us in time to successfully scale change throughout the District.

## **What It Will Look Like**

**Build:** The first two years will be the Build Phase and will focus on adding the necessary infrastructure, wireless network, a Learning Management System, and ensuring that pilot schools and classrooms have the necessary staff supports. An Innovation Grant process will allow schools and classrooms to assess their readiness and will target staff development for teachers. Additionally, aging computers used by students will be replaced ensuring that students at all schools will have a better experience using technology for their learning in spite of their schools readiness, of lack thereof, in terms of digital conversion.

**Grow:** Informed with learning from the early adopters, we will be ready to expand the conversion to additional schools and classrooms in years 3 and 4. During this phase, it will be time to replace teacher technology in addition to increasing the number of schools and classrooms where there is a combination of district-owned and personally-owned computing devices.

**Scale:** As the majority of schools and classrooms have transformed, the next phase beginning in year 5, will be to scale the conversion throughout the district so that every student has access to rich instructional resources accessible anytime and anywhere.

## **Conclusion**

The Beaverton School District Strategic Plan places students at the center of our collective vision and assumes responsibility for their individual achievement. Technology tools, applied appropriately, have the power to engage students, allow for individualized and personalized learning experiences, and foster innovation and creativity in each student's learning journey. Beaverton's Digital Conversion will create a system that supports individual student learning, provides students and teachers with the tools and information they need, and prepares students for success in their future endeavors.

## **References**

Edwards, M. 2014. *Every Child, Every Day: A Digital Conversion Model For Student Achievement*. New Jersey: Pearson Education Inc.

Greaves, T.; Hayes, J.; Wilson, L.; Gielniak, M.; & Peterson, R., *The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness*, MDR 2010.

Strudler, N. and D. Herrington. 2009. Quality support for ICT in schools. In *International handbook of information technology in primary and secondary education*, ed. J. Voogt and G. Knezek, 579-596. New York: Springer

## Bond Public Survey – Summary of Results

A telephone survey was conducted from November 4 – 7, 2013 to test the perspectives of likely voters in the Beaverton School District community. The survey was conducted on behalf of the School District by the firm of Anzalone Liszt Grove Research. The general attitudes of the survey sample were positive about the District in general, and supportive of a capital bond program.

### Key Results:

- Beaverton School District General Performance:
  - Quality of Education: *66% Excellent / Good*
  - Use of Tax Dollars: *57% Very Satisfied / Somewhat Satisfied*
  
- Bond Projects
  - *70%+* Support Renovations, Repairs, Technology projects
  - Overcrowding Recognized as a Problem
  
- Alternative Bond Packages
  - 8-Year Program (\$664M): *55% Strongly Support / Not so Strongly Support*
  - 4-Year Program (\$458M): *58% Strongly Support / Not so Strongly Support*