



APPROVAL OF BOARD MEETING MINUTES

POLICY ISSUE/SITUATION

Enclosed are the minutes for:

- January 9, 2017 Business Meeting
- February 7, 2017 Work Session

BACKGROUND INFORMATION

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

RECOMMENDATION:

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

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

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.



Beaverton School Board
Business Meeting
Beaverton School District 48
Administration Center
January 9, 2017



Business Meeting

Board Members Present:

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

Staff Present:

Don Grotting	Superintendent
Carl Mead	Deputy Superintendent
Steve Phillips	Deputy Superintendent
Steve Langford	Chief Information Officer
Ginny Hansmann	Chief Academic Officer
Sue Robertson	Chief Human Resources Officer
David Williams	Administrator for Government Relations
Steven Sparks	Executive Administrator for Long Range Planning
Barb Evans	Executive Administrator for Elementary Schools
Nicole Will	Executive Administrator for Elementary Schools
Maureen Wheeler	Public Communications Officer
Claire Hertz	Chief Financial Officer
Dick Steinbrugge	Executive Administrator for Facilities
Camellia Osterink	District Legal Counsel
Robert McCracken	Demographer

Visitors: 35

Media: 1

Call Meeting to Order – Anne Bryan

School Board Chair Anne Bryan called the meeting to order at 6:30 p.m. Jeff Crapper led the group in the Pledge to the Flag.

****Eric Simpson called in by phone****

Recognition of Students, Staff and Community

The Beaverton School District joined the other 196 school districts throughout Oregon in celebrating “School Board Recognition Month”. Board members were presented with cards and the Superintendent thanked Board Members for all of the hard work that they do.

The Board recognized Jeff Crapper, Science/Biomedical teacher at Health and Science School for being selected as the recipient of the 2016 Oregon Science Teachers Association (OSTA) Outstanding High School Classroom Teacher Award.

The Board also recognized the Jesuit High School Alumni Association for exemplifying the WE Collaborate pillar for its support of student success.

Board Procedures – Anne Bryan

Anne Bryan asked for any changes to the agenda. Donna Tyner requested to pull two items from the Consent Agenda. The Virco contract for the new high school under Public Contracts and the Approval of Alternate Construction Contracting Procedure.

Public Participation –

- April Powers addressed the Board about concerns over proximity and the boundary adjustment process.
- Carolyn Hill expressed concern over the proposed Elementary School Boundary proposal.
- Lynne Mutrie talked about Safe Routes to Schools.
- Ragu Venkatesan talked about capacity and proximity for the new Elementary School.
- Suresh Rangarajulu spoke about concerns for the Elementary Boundary Change recommendation.
- Anthony Cox representing the Oregon Army National Guard requested the Board allow a new program into schools.
- Jessi Sigunder wants Pirate Park neighborhood to stay at Springville.
- Kristen Orr and Linda talked about the importance of community and neighborhoods being able to stay together when boundary changes are made.
- Vicky Brooks expressed concerns about students having to change school’s multiple times due to continued growth and boundary changes in the District.
- Linda Nezbeda spoke about Title IX and the complaint process.
- Akhil Sharma expressed support for the Elementary Boundary Committee’s position.
- Isidro Interian Ucan talked about the Resolution in Support of Immigrant Students and their Families.
- Bhaskar Apparatu learned a lot from the Elementary Boundary Change process.
- Anu Roberts concerned that the criteria was not utilized properly in the Elementary Boundary Change recommendation.
- Vince Jones expressed appreciation of the Resolution to Support Immigrant Students and Families but feels we need to do more.
- Prasharit Kowtal wanted to show his support for Map #2 in the Elementary Boundary change recommendation.
- Dhiraj Garg asked the Board to keep climate change in mind when deciding boundary changes in the future and wanted the Board to know he and many others think the Elementary Boundary change process is a solid process.
- Scott Gradisnik expressed concerns over the Elementary Boundary School decision.
- Nirajan Kura advised the Board that he respects the Elementary Boundary change process.
- Shoshanna Holman appreciates the Resolution to Support Immigrant Students and their Families but feels the District needs to go farther and provide Sanctuary Status.

- Samir Sawand showed support for the Elementary School Boundary change and requests it is a process that should be honored.
- Rahul Jadhav discussed the Elementary Boundary Process.
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Board Communication –

A. Individual School Board Member Comments

- Donna Tyner visited the Aloha-Huber PTO meeting.
- Becky Tymchuk toured the Health Center located inside of Beaverton High School.
- LeeAnn Larsen reminded Board members about the upcoming Washington County Legislative Summit.
- Anne Bryan wanted to recognize the District Transportation Department for all of the hard work that they put in especially with the inclement weather. She also wanted to recognize former Board Members for their service.

B. Superintendent’s Comments

- Recognized School Board members for all of their hard work. He realizes that the Board works hard to make informed decisions.
- Superintendent Grotting apologized for the weather issues on December 12th, and the failure to dismiss early. He acknowledged staff who worked hard to make sure students were well taken care of.
- He acknowledged that the District works hard to make the right decisions and that staff is working hard to determine options for making up missed instructional days due to inclement weather.
- Attended the Mayor’s Youth Advisory Board (MYAB) meeting.

Reports

A. School Reports -

Hazeldale Elementary School – Angela Tran

Angela Tran reported that Hazeldale Elementary School has 517 students enrolled with 58% Free and Reduced lunch.

At Hazeldale they believe in building strong relationships built on a level of trust. They believe in the pillars of learning and work hard to incorporate that into daily student learning and staff development.

- Collaboraton is utilized by using the Co-teaching approach to English language instruction as well as using Learning Teams and Supplemental Collaboration Time, and the strong Community partnership with Cooper Mountain Fellowship.
- Excellence is their approach to intervention, instructional focus on Assessment for Student Learning and, Curriculum and Pedagogy.
- Innovation has been recognized with Teach for Beaverton and the new partnership between Oregon State University and the Beaverton School District.
- Equity has been embraced by becoming a Primary Years Programme Candidate School.

Questions/Comments from the Board:

Your team sounds really focused on Hazeldale students. Thank you for taking action and for pushing your kids and wanting to do more.

How many kids are in the Girls on the Run (GOTR) program? *There is a shortage of coaches this year. Last year there were over 30 girls with over 6 coaches in the program. So it is a struggle right now.*

On the Tell survey did you look at the data from two years ago and decide to tackle the issues? *We wanted to build trust with the staff and for people to feel safe to do their work.*

With regards to the move to the temporary Timberland location what kind of planning is involved with this kind of move? *The Hazeldale community, staff, students and families are excited however there is some concern about bus transportation.*

McKinley Elementary School – Annie Pleau

Annie Pleau reported that McKinley Elementary School has 650 students enrolled with 65% Free and reduced lunch.

Efforts/Actions - Annie Pleau stated that the professional development focus areas for the 2016-2017 school year have been determined based on student achievement data (SBAC, Easy CBM, IRLA, formative and summative classroom assessments), feedback from the PYP consultation process, McKinley Self Study, Staff Survey, BEA climate meetings, and the ongoing Communication Loop. As a PYP candidate school, the leadership team developed a professional development planner.

Successes – ELA Achievement data shows slight increase over last year and Math Achievement data shows a slight dip from last year to this year, however McKinley is still within a few points of like schools and the state. McKinley is a PYP candidate school and on track for authorization next year.

Challenges – The current gap between academic achievement (Level 4) and the growth achievement (Level 1) in Math needs to be addressed. The difference in the scores happens because the scores for students identified in multiple categories count multiple times. Mobility is the biggest challenge facing McKinley. It is estimated that over 95% of McKinley students reside in apartments.

Questions/Comments from the Board:

We thank you for all of your hard work. We realize mobility is a huge issue.

You provide important roots for students by using traditions.

In your PYP journey what is one thing that has changed McKinley? *Initially we rejected the prospect. It was a bit overwhelming. What we found was that exposure to new language ignites passion.*

In terms of mobility what kind of support do you get from counselors and social workers? Is it enough? *We do receive a lot of support but it is not enough although our counselors and social workers work very hard to support our students.*

B. Financial Update – Claire Hertz

Claire reported that the first internal budget team meeting has occurred. Their work will be completed by the end of January. The main goal of the team is to support the Superintendent in preparing his proposed budget in addition to alignment to the Boards financial goals and the

Strategic Plan. Paying close attention to the discussions around the funding level going on in Salem.

C. Title IX Self Audit – Don Grotting, David Williams & Camellia Osterink

Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. As defined on the Oregon Department of Public Education website Title IX states that:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”.

Currently the district is collaborating with the Oregon Department of Education and (ODE) Oregon School Activities Association (OSAA) to determine a plan to make sure that the district is in compliance of Title IX. Parts of an initial audit for the district may include providing documentation as requested by the Oregon Department of Education and OSAA, conducting site visits, interviews with staff, students and coaches, compiling data, conducting follow up as needed and creating an initial report so that the district can address any points of discrimination and develop a plan of action if needed.

Break – 8:27-8:41 p.m.

Action Items

A. Elementary Boundary Adjustment – Don Grotting

Policy Issue/Situation -

Pursuant to the scheduled opening of a new K-5 elementary school on Kaiser Road (North Bethany) in the Fall of 2017, the District has conducted a process to review and revise the existing elementary school attendance boundaries of Springville K-8 and Jacob Wismer K-5 through a process defined in School Board Policy JC, SCHOOL ATTENDANCE AREAS.

Superintendent Grotting provided background on the process of the Elementary School Attendance Boundary Change meetings. He does feel that Board Policy JC criteria has been met and is willing to make his recommendations based on that information.

Criteria- Space Availability & Economical Use of Buildings, Proximity, Safety Neighborhood Unity, Transportation Costs, Student Body Composition, Staffing Patterns and Feeder Schools.

Recommendation –

1. Grandfather Option for Incoming 5th Graders in September of 2017: Conclusion is that grandfathering SY 2016-2017 fourth grade students to stay at Springville K-8 for their fifth grade year in SY 2017-2018 is acceptable and will not adversely impact Springville K-8 or Kaiser Road K-5 schools.
2. Grandfathered Students Who Have Younger Siblings: The option of grandfathering will not be provided to those students who are younger siblings of SY 2017-2018 fifth grade students. Parents of younger siblings may submit an application for administrative transfer but the transfer request will not receive preference due to the presence of a grandfathered older sibling.

3. Springville Middle School Options Program: Students who are third or fourth grade students at Springville K-5 in SY 2016-2017 and attend Kaiser Road K-5 school in SY 2017-2018 or SY 2018-2019 will have the same preference for enrollment at the option middle school as students who attend Springville K-5.

To assist families with the transition from Springville K-8 to Kaiser Road K-5, staff at the Kaiser Road K-5 are developing a transition plan that will support all incoming families and students. Elements of the transition plan may include Open Houses, Parent Nights and Extra Family Support.

Donna Tyner made a motion to accept Superintendent Grotting's Elementary School Boundary Adjustment recommendation.

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

B. Resolution in Support of Immigrant Students and their Families – Anne Bryan

Donna Tyner moved to approve the following resolution:

BE IT RESOLVED, that the Beaverton School District shall:

1. Treat all students equitably in the receipt of all school services, including but not limited to the free and reduced lunch program, transportation, counseling, and educational instruction;
2. Create and nurture an inclusive and welcoming environment for all students, families, and staff;
3. Incorporate the voice and perspectives of students, families and communities that reflect student demographics into decisions that benefit student success;
4. Comply with ORS 181A.820(1) by refusing to use District resources for the purpose of detecting or apprehending persons whose only violation of law is that they are persons of foreign citizenship present in the United States in violation of federal immigration laws.

and, BE IT RESOLVED, that the Superintendent shall ensure that the Beaverton School District administration and staff understand and follow the principles and practices supported and re-affirmed by this resolution.

and, BE IT RESOLVED that the Superintendent shall ensure that the Beaverton School District community including all parents and students will have easy access to information about the District policies and practices for immigrant students supported and re-affirmed by this resolution.

and, BE IT RESOLVED, further that the Beaverton School Board authorizes the Superintendent to carry out this resolution and communicate its content as needed to support passage of the DREAM Act and related legislation.

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

C. Superintendent Evaluation Process – Anne Bryan

The Superintendent is charged with leading and operating the district according to the priorities and policies adopted by the School Board. The School Board annually evaluates the Superintendent in order to assess how the Superintendent is advancing District priorities and implementing District policies to improve student achievement. The evaluation process provides

the public with transparent information about the Superintendent's performance and is intended to serve as a constructive guide for the Superintendent to facilitate continual improvement.

Anne Bryan discussed the Evaluation Overview which consists of three parts and is a tool used for evaluating the Superintendent. She also broke down the Evaluation Timeline and its corresponding course of action.

LeeAnn Larsen made the motion to approve the Superintendent Evaluation Process for 2016-2017.

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

D. Consent Agenda – Anne Bryan

After significant discussion about the process of selecting the best qualified contractors before a price is negotiated, LeeAnn Larsen made a motion to approve the Alternate Construction Contracting Procedure.

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

Background was provided and discussion occurred about the proposed Furniture, Fixtures and Equipment (FFE) for Mountainside High School under Public Contracts. LeeAnn Larsen moved to approve the Public Contract with Virco.

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

LeeAnn Larsen moved to accept the remainder of the Consent Agenda.

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

1. Personnel

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

2. Approval of Board Meeting Minutes

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

- December 6, 2016 Work Session
- December 12, 2016 Business Meeting

3. Public Contracts

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

4. Grant Report

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

5. Approval of Alternative Construction Contracting Procedures

BE IT RESOLVED that the Beaverton School Board of Directors adopt and approve 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 construction of the New K-5 Elementary School in North

Bethany and (iii) requires that the procurement be in accordance with the Attorney General Model Rules adopted under ORS 279A.065(3).

6. Postpone Adoption of English Language Development Instructional Materials

BE IT RESOLVED that the Beaverton School Board approve the District's request to ODE to delay full implementation of English Language Arts instructional materials until September 5, 2017.

7. Postpone Adoption of K-8 Math Instructional Materials

BE IT RESOLVED that the Beaverton School Board approve the District's request to ODE to delay full implementation of K-8 Mathematics Instructional Materials until September 5, 2017

Closing Comments – Don Grotting

Superintendent Grotting thanked everyone for coming to the meeting. He also thanked the Board for making difficult decisions on the Elementary Boundary and expressed that the District needs to do a better job of planning for growth.

Adjournment

The meeting was adjourned at 9:51 p.m.

Submitted by Anne Yardley

Anne Bryan, School Board Chair



Beaverton School Board
Winter Work Session
13840 SW Cornell Rd.
Portland, OR 97229
February 7, 2017



Winter Work Session

Board Members Present:

Anne Bryan
Linda Degman
LeeAnn Larsen
Donna Tyner
Becky Tymchuk (Left at 4:00 p.m.)
Eric Simpson (Left at 8:00 p.m.)
Susan Greenberg (Absent)

Staff Present:

Don Grotting	Superintendent
Carl Mead	Deputy Superintendent
Steve Phillips	Deputy Superintendent
David Williams	Administrator for Government Relations
Steve Langford	Chief Information Officer
Ginny Hansmann	Chief Academic Officer
Dick Steinbrugge	Executive Administrator for Facilities
Mike Chamberlain	Executive Administrator for Middle School & High School Options
Matt Casteel	Executive Administrator for Middle Schools
Barb Evans	Executive Administrator for Elementary School
Sheri Stanley	Administrator for Facilities Development
Jon Bridges	Administrator for Instructional Accountability
John Peplinski	Administrator for Instructional Digital Design
Sho Shigeoka	Administrator for Equity and Inclusion
Toshiko Maurizio	Administrator for Multilingual Programs
Ken Struckmeier	Administrator for Curriculum Instruction & Assessment
Jared Cordon	Administrator for Curriculum Instruction & Assessment
Sue Robertson	Chief Human Resource Officer
Maureen Wheeler	Public Communication Officer
Claire Hertz	Chief Financial Officer

Visitors: 3

Media: 0

Welcome and Overview – Anne Bryan

School Board Chair Anne Bryan called the meeting to order at 2:40 p.m. Anne Bryan excused Susan Greenberg from the meeting.

Action/Consent Item - Anne Bryan

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 Group 2 Schools of the District Wide Security Upgrades Project (Phase 1) and (iii) requires that the procurement be in accordance with the Attorney General Model Rules adopted under ORS 279A.065(3).

LeeAnn Larsen moved to accept the Approval of Alternate Construction Contracting Procedure, Construction Manager, General Contractor for District Security Upgrades. Linda Degman seconded and the motion passed unanimously by Anne Bryan, Linda Degman, LeeAnn Larsen, Donna Tyner, Becky Tymchuk, and Eric Simpson.

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

For the past several months, staff have been working with architects and other consultants to create schematic designs for four major Bond projects: ACMA Replacement, Raleigh Hills K-8 Renovation, Maintenance Facility Improvements, and Five Oaks Middle School Remodel. Due to issues with inclement weather and staffing issues the Project Purpose and Scope for ACMA was not completed and will therefore be presented at a later meeting.

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

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

Program Reserve – Funding available to the Bond Program but not yet allocated to a project.

Project Contingencies - Funding contained within an approved project budget.

Project Purpose and Scope Summaries:

Raleigh Hills K-8 Project Purpose

Original construction of the Raleigh Hills school occurred in increments from 1927 through the mid – 1950s. It was converted from a K-5 into a K-8 school in 2005. However, the building remains essentially in a K-5 configuration, which presents challenges in delivering programs for the 6-8 grade level students. Physical improvements to Raleigh Hills are needed to better support the full K-8 program. Needs include: modern science lab classroom, gym improvements, new seating in the cafeteria and classroom furniture. The existing building does not have adequate stage or cafeteria space. Band, music, and sixth grade classes are currently housed in portable buildings.

Raleigh Hills K-8 Project Scope

Construct a building addition with classrooms, choir and band rooms; remove drop ceiling from the gym; modernize classrooms to create appropriate grade level 6-8 science lab classrooms; expand cafeteria; replace covered play structure; purchase new cafeteria seating and classroom furniture. Parking and vehicle access will be improved to separate bus and automobiles. Security will be improved with a relocated visitor entrance. The portable classrooms will be removed.

Questions/Comments:

If classrooms were built utilizing the covered play area did another covered play area get built? *There is another covered play area.*

How does it compare to our other K-8 spaces? Are we setting a new standard for our schools or are we following what we have already been doing? *We are following what we have already been doing. One of the biggest changes is that it adds a middle school science standard classroom. It is creating an equal leverage point that we have with our other K-8 schools.*

It's exciting that you did something with the arts. Exciting that Band stage area was a part of this. It really speaks to the community.

Have you worked with Washington County to address the high levels of traffic flow? Yes. *We have met with Washington County and the City of Beaverton and continue to work with them to make sure we are addressing the flow of traffic on Scholl's Ferry and the flow of bus and automobile traffic flowing onto school property.*

Maintenance Project Purpose

The current Maintenance and Custodial Facility was acquired in 1971. It now serves more than 50 schools and over 5 million square feet of space, is the same in size and functionality as when the district had only 28 schools in 1971. The buildings are worn-out and severely undersized for the staff that cleans, maintain, and keep our buildings open, which results in significant operational challenges. Equipment parking needs have expanded, causing staff parking to overflow into the surrounding neighborhood.

Maintenance Project Purpose

Renovation of both the site and buildings to provide a functional Maintenance Facility including a building addition, increased parking, and relocating and remodeling of the shop spaces to provide more appropriate space utilization, with upgrades to meet code.

Questions/ Comments:

The seismic level on this new building, is that a 4? *Yes, it will be upgraded to a level 4.*

Is this where the printing is or used to be? *Yes, printing is done on this property.*

Maintenance facility is next to Central Office. Is there a long range plan for all of these building sites and how they will continue to serve in the future? *Not yet but there are opportunities.*

Five Oaks Middle School Project Purpose

The existing building is a one-story structure, originally constructed in 1976 with an open classroom design. Alterations in subsequent years to enclose classrooms led to odd configurations, which require passage through one classroom to reach another, and also compromised the effectiveness of the HVAC system. Additional deficiencies include interior classrooms with no natural light; inadequate science laboratories, a front office that does not have positive control over building access for visitors, and a limited gymnasium capacity. This project would modernize the building, addressing the repair requirements and other deficiencies. The site currently has 9 portable classrooms.

Five Oaks Middle School Project Scope

Addition of science lab support areas, expanding teaching area by adding classroom space in four wings of the current building. Also includes, modification of school entry to control access through a single point at the administrative office, HVAC replacement, and upgrading of finishes throughout existing

space where needed. Methodology is designed to allow renovation work to be performed while school is in session.

Questions/Comments:

Where is Rachel Carson going to be? Will it be integrated more? *Rachel Carson and Five Oaks want to make it feel like one school.*

Great work. It is very exciting. What a great opportunity for students to be engaged.

How are we sharing all the news with parents and community members with so many projects going on? *Working with Parent Groups, Neighborhood organizations. Data posted on website. Briefs and social media.*

Mid-Year Evaluation – School Board – Anne Bryan and Superintendent Grotting
Anne Bryan reviewed the Board Mid-Year report with the Board.

Successes:

- Strategic plan refresh
- Guidance for Bond Accountability Committee
- Improved communication with stakeholders
- Involved at state and local level
- Improvement on student achievement
- Support for multi-year financial plan aligned to Strategic Plan
- Increased diversity of community voice
- Maintained high level of integrity and transparency in decision-making process

Challenges:

- Ensuring policy is up-to-date, appropriate, and guides efforts
- Building effective community outreach and engagement
- Promotion of District facility and planning efforts
- Engaging with other agencies and officials

The Board utilizes its team members (7) well across sub-committees to work with District Cabinet on efficient use of resources and programs.

Board members agreed to participate in the OSBA Promise Board Development program.

Superintendent Grotting worked with Cabinet members to provide input on Board Member work. Superintendent Grotting discussed the commendations of the Board and addressed issues that may need extra consideration. He is very satisfied with the Boards hard work.

****Anne Bryan excused Becky Tymchuk from the meeting 4:00 p.m.****

Break – 4:17 p.m. to 5:30 p.m.

Strategic Plan Reports

**Academic Achievement - Ginny Hansmann, Jon Bridges, Mike Chamberlain and Ken Struckmeier
4 and 5-Year Graduation Rates**

Jon Bridges reported that the percentage of students graduating in four years for the school year 2015-2016 is 83.1%. The goal for 2016-2017 is 85%.

Successes:

- Four and Five Year Cohort graduation rates have continued on an upward trend over the last seven years. Four-year cohort graduation rates at Beaverton, Westview, HS2, SST and Community School have increased at twice the rate of the District as a whole.
- The overall four and five-year cohort graduation rates hit an all-time high at the conclusion of the 2016 school year.
- Graduation rates for historically underserved student groups are increasing faster than for the District as a whole. Comparing the class of 2016 (2012-2013 cohort) with the class of 2014 (2010-2011 cohort), double digit or close to double digits increases are observed for the four-year cohort graduation rates for Hispanic/Latino students, Black students, ELL and Ever ELL students.
- The four-year graduation rate for male students exceeds 80% for this first time.

Action Plan:

- AVID school-wide implementation development and focus
- AVID growth with an additional elective class to grades 6 and 11
- 2016 and 2017 Summer School programs for credit recovery coursework
- High School credit recovery opportunities for the 2016-2017 school year
- Additional 9th grade science/math staffing to address the academic needs for some of the most challenged students in these two core subject areas
- Increase use of District's Early Warning System (EWS) for attendance and academic progress data
- Continued growth and support of District Passages Program at Community School
- Oregon Youth Challenge Program – focus this National Guard program in Bend, OR as students are transitioned back to the District once they have completed OYCP requirements

Questions/Comments:

Why is restorative justice not mentioned in this report? We have seen it makes an impact. *Less students are being expelled.*

It's a pretty amazing jump in the Community School program.

Beaverton and Westview had some significant increases with subgroups. What happened with the other schools? *No easy answer but part of it is the use of academic achievement dollars and how they are spent as well as participation in the Early Warning System.*

Notice a drop in the TAG numbers. Why would someone in TAG not graduate? *It is not unheard of for students in the TAG program to struggle with school for various reasons. For some they will graduate while others may need to look at other educational options.*

Mike Chamberlain reported that the percentages for five year completers with advanced math are getting better but not by much. They are working toward all students taking AP and IB courses.

Mike Chamberlain reported that a CTE concentrator is defined as a student who has earned a minimum of 1.0 credit of CTE courses, with at least .5 credit being designated by the school as 'required.' 'Required' means that this course curriculum and instruction is based on industry-recognized standards approved for the applicable CTE program and may be addressed by the technical skill assessment used to measure student achievement.

Questions/Comments:

Kind of surprised there is such a gap in the math and science numbers. *One of the things we have struggled with is to have dual credit courses in math and science.*

Advanced Math and Science

Successes:

- The percentage of graduates who have completed an advanced math course with a C grade or better continues to increase over time. For the first time, the majority of White and Multi-racial students met this outcome. Also for the first time, at least one-fourth of Hispanic/Latino and Economically Disadvantaged students met this outcome.
- A greater percentage of students at Aloha and SST are completing at least one advanced math course compared to two years ago. Greater percentages of students at Beaverton and SST are completing at least one advanced science course compared to two years ago.
- Within the past two years, multi-racial students have completed more advanced math classes than the District percentage.

Action Plan:

- Terra Nova course in Field Biology and Chemistry continues to gain momentum as additional ways to access rigorous science coursework.
- ELL Research Group to review and make recommendations about ELL service delivery. Instructional practices, and professional development needs.
- A current review of high school resource room instructional practices for Students with Disabilities, which includes instructional practices and professional development.
- AGS (Algebra/Geometry/Statistics) math sequence prepares all students for advanced course work in high school.
- Science Dual Credit work – Human Anatomy and Physiology particularly.
- Science professional development PLC's for physics, biology and chemistry instructors.
- Deployment of iPads and chromebooks as instructional tools in high school science classrooms, combined with professional development for teachers.
- Professional development on culturally relevant classroom practices for teachers.
- AVID school-wide implementation.

Questions/Comments:

Is there something structurally we are providing for our students with limited English language skills? *They do not have room in their schedules. Not as many options due to they have to have so many classes with ELL support.*

Graduating Completing a CTE Program of Study

Successes:

- The percentage of graduates completing a CTE Program of Study increased by nearly 6 percentage points from last year, with double-digit increases at Beaverton and Southridge.
- Asian, Black, American Indian/Alaskan Native, Pacific Islander and White students are all completing a CTE Program of Study at a higher rate than the District average.
- More than half of all graduates with disabilities complete a CTE Program of Study.
- Students attending Health and Science High School participate in a CTE Program of Study at a higher rate than any other in our District.

- Students requiring specific educational services (ELD, Special Education, Interventions) face the challenge of accessing CTE courses within their crowded schedule.

Action Plan:

- Increased PCC options for CTE coursework with the Career Encounters program.
- Continued work on Terra Nova as a CTE Program of Study for BSD students.
- CTE revitalization grant awarded to Sunset High School for their Engineering Pathway Program.
- Additional state funding awarded to individual school CTE programs where students have completed three or more credits in a Program of Study.
- Increased funding for our District to the Hillsboro Chamber of Commerce for job shadow, internship and career fair experiences for high school students.
- Continued planning of the new CTE offerings at Aloha High School for the Fall of 2017.

What’s going on at Beaverton High for girls as the numbers appear to have flipped? *They have teachers who are CTE certified.*

Looking at the eight-year progress graduation rates shows a lot of work and attention. It’s very exciting.

Academic Growth – Ginny Hansmann, Jon Bridges, Jared Cordon and Toshiko Maurizio

Students Achieving a Typical Year’s Growth in Reading, Math, English, and Science College Readiness

Successes:

- The percentage of students with growth at or above the 50th percentile on the Smarter Balanced assessments in English Language Arts and Mathematics remained above 50% for the second consecutive year. The Talented and Gifted and Asian student groups had more than 60% of students with growth above the 20th percentile in both subjects.
- For ACT college readiness testing, the percentage of students with yearly growth at or above the 50th percentile rose to above 60% in all four subject tests. Double-digit growth for the all students group and for most racial/ethnic groups is observed for reading, math, and English.

On Track to College Readiness

Successes:

- District performance on the Smarter Balanced assessments in English Language Arts and Mathematics continues to be well above the performance of students in “like districts” as well as across the state.
- For ACT college readiness testing just under half of all students met college and career readiness benchmarks on the Reading, Math, and Science with more than 7 in 10 students meeting the benchmark on the English test. The percentage of students on track to college and career readiness in reading increased 6 percentage points to 54%.

Questions/Comments:

How have participations levels changed over time especially with students having to take so many assessments? *Need to research that further.*

Are we not using SBAC scores for 8th grade or high school students? *We are using the data for both.*

Growth verses achievement charts are very different. When you are sharing this data with Principal's and your team how does it guide your practice? What do you do at the student level, or your building level so that it makes sense for teachers and is meaningful. *We are having conversations at the District level and sharing this information with building leaders who then share it with teachers.*

Do you also look at the fact the population is growing and shifting? If trends are going down maybe, it's due to growth in the student population? With shift in mobility of free and reduced students doesn't it impact the numbers and do you include that in the data? *We do look at those numbers. Some of the data does exclude a portion of the mobility due to when the data is collected. The impact is not as significant as you might think.*

Action Plan:

2016-2017

English Language Arts/Reading/English

- Continued implementation of the English Language Arts adoption with a focus on instructional shifts in reading at the elementary level and writing at the secondary level.
- Expand AVID elective to grades 6 and 11 and work towards school-wide AVID implementation in middle and high schools.
- Continued implementation of summer school for incoming middle school students (5.5) and incoming 9th graders (8.5) with an emphasis in literacy in transitioning students to the next level.
- Continued use of full-time intervention teachers supporting small group reading instruction at the elementary level.
- Continued use of Leveled Literacy intervention program at elementary level.

Math

2016-2017

- Implementation of a consistent and aligned math sequence at middle school and high school.
- Complete math adoption grades K-8.
- Expand AVID elective to grades 6 and 11 and work towards school-wide AVID implementation in middle and high schools.
- Continued implementation of summer school for incoming middle school students (5.5) with an emphasis in math in transitioning students to the next level.

Science

2016-2017

- Continue district-wide monthly Learning Teams for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention.
- Continued implementation of the Next Generation Science Standards (Shifts of learning targets and practices) in Physics, Chemistry, and Biology.
- Continued implementation of Project-Based Inquiry Science resources in middle school science courses.
- Continued professional development for middle school science teachers focused on modeling, computational thinking, and science talk.
- Implementation of Equity Lens learning group for secondary science teachers to examine data and analyze practices to close the access and opportunity gaps.

ELL

The English Language Proficiency Assessment (ELPS) changed to incorporate the new standards and is now called ELPA21. The 2015-2016 data includes scores from the new standards, however, because the test is new, we do not have new targets for each of the measures. Also, due to the new Education for

Student Success Act (ESSA), accountability for English Language Learners will be held harmless for the 2015-2016 school year on the ELPA21 assessment.

Successes:

- In the 2015-2016 school year, the 4-year graduation rate for our ELLs increased:
LEP – from 59.8 to 61.2 Ever ELL – from 70.3 to 76.3
The 4-year graduation rate for active ELLs increased by 1.4 percentage points and for the Ever ELLs the rate increased by 6 percentage points in one year. The BSD LEP rate is 8.3 percentage points higher than the state average (52.9). The BSD Ever ELL rate is 5.2 percentage points higher than the state average (71.1).
- In the 2015-2016 school year, the 5-year graduation rate increased as well:
- LEP – from 59.1 to 71.1 Ever ELL – from 73.8 to 79.2
The 5-year graduation rate for active ELLs increased by 12 percentage points and for Ever ELLS the rate increased by 5.4 percentage points in one year. The BSD LEP rate is 9.9 percentage points higher than the state average (61.2). The BSD Ever ELL rate is 5.3 percentage points higher than the state average (73.9).
- In the 2015-2016 school year, the drop rate for ELLs decreased:
LEP – from 7.5 to 2.8 Ever ELLs – 5.5 to 2.1.
The dropout rates for the 2015-2016 school year for both groups were the lowest in the history of BSD for this subgroup. The BSD LEP dropout rate is 3.6 percentage points lower than the state average (6.4) and the BSD Ever ELL rate is 1.9 percentage points lower than the state average (4.0).
- In the 2015-2016 school year, 30.1% of ELLs met or exceeded the Smarter Balanced assessment in ELA, which is an increase of 0.9% from 2014-2015 (29.2).
- In the 2015-2016 school year, dual language ELLs received a higher mean score in the ELA and Math assessments than the ELL Active Group. Dual language ELLs also received a higher mean attendance rate, the lowest out of school suspension, in-school suspension, and expulsion rate than the ELL Active group.

Action Plan:

- Implement 4 ELL Newcomer Centers at the different levels (elementary, middle, and high) to support our recent arrivers.
- Support and monitor the implementation of the program models.
- Work with third party agency to develop the methodology for the evaluation of program models.
- Work with a team to revise the Multiculturalism (Policy IGAB) ARs.
- Work with a team and Dual Language staff to revise the Bilingual Education (Policy IGBI) ARs.
- Begin the work of creating a theoretical framework for language acquisition to help guide the curriculum adoption process.

Questions/Comments:

Do you have any statistical tools or a way to model to see the result's? *There are many variables that affect the data.*

We need some consistency in the models so we can do what is best for our students.

Qualify Staff – Sue Robertson

Success:

- Adding assistant principals, particularly at the elementary level, has increased the ability of administrators to provide teachers with feedback.

- Retention rates for all employee groups remain high.
- Hiring has more than doubled since 2013-14 and more than tripled since 2012-13.
- The first cohort of practicum students and clinical teachers is completing their first year of Teach for Beaverton. A new cohort is in the process of being identified with over 250 expressing interest and at least twenty-three classified staff attending a recent informational event.
- There has been a recent trend of elementary principals requesting assignment in assistant principal or non-administrative positions.
- Current budget reductions may impact retention rates

Action Plan:

- Implement second cohort of Teach for Beaverton practicum teachers, with a focus on diverse candidates.
- The Professional Development Advisory Committee is developing a model(s) for implementing differentiated professional development.
- Pool hire for high needs areas, including special education and bilingual programs.
- Continue partnership with Portland Teachers' Program and PSU's Bilingual Teacher Pathway.
- Conduct Spring Teacher Chats with new hires.
- Provide mentors for first and second year teachers and administrators.
- Continue administrator training and coaching of inclusive practices and effective supervision and decision-making.

Questions/Comments:

Appreciate the staff for all the hard work they put in and the dedication to our students.

In light of potential budget cuts what is the plan for hiring new teachers/staff to replace ones that leave? It will be a challenge. There may be some layoffs, retirements, etc. We may gain some staff back due to attrition.

2014 Bond Cost Management & Control Plan – Hal Bergsma and Dick Steinbrugge

Dick Steinbrugge briefly discussed the Revised 2014 Bond Program Cost Management and Control Plan attachment to address changes that were made to the wording of the document.

The School Board approved a recommendation from the Bond Citizen Accountability Committee (BAC) to require that staff prepare a Bond cost control plan for Board approval. The updated plan was completed and has been attached for the School Board to review and discuss.

The Plan documents the strategy and procedures used by the Beaverton School District to manage and control costs associated with the implementation of the 2014 Bond Program. The District's goal is to execute all projects promised to the voters. Additional funding that becomes available to the Bond program will be first applied to these projects, as necessary, to accomplish this goal.

Key elements of the Plan are:

- Managing and controlling project scope changes beyond what was included in the original Bond program and budgets is important. Project documentation developed as the program was being compiled defined the projects' purpose, and scope. These are provided to staff and serve as the boundaries for their work.
- Design standards are used to ensure appropriate, but not excessive, levels of quality that are included in project designs.

- Project-level budget management requirements for Bond project manager staff have been defined in a standard operating procedure work process document. Bond staff are required to become familiar with this work process and are trained to adhere to the techniques and strategies it prescribes.
- Effective project management is also fundamental to cost control. Techniques used by project teams include early bidding of contracts, early initiation of the land-use permitting process, negotiation of reasonable design fees, and strategic application of construction contracting options including: hard bid, prequalification + hard bid, and construction manager/general contractor.
- Project cost estimates are required from the design teams and/or contractors as the designs are being developed. A separate cost estimating firm is under contract directly to the District to provide an independent check. These cost estimates together with value engineering are used to modify designs as needed to align with budgets. Where the Construction Manager/General Contractor method is used, the Guaranteed Maximum Price will normally be set at completion of the 100% design development stage.
- Program-wide cost forecasting is updated monthly. About one-third of the total program can be rigidly cost-controlled to budget while still meeting obligations promised to voters. For the remainder of the program, with the exception of four projects, all major projects now have updated, reliable cost estimates. For the remaining four, architects have been working with staff to develop schematic designs with scope details and updated cost estimates. This work is nearly completed.

Questions/Comments:

Why are refinements and contractor claims not considered scope change? *Design refinement is very detailed data.*

Can you explain why we do not have perfect designs? *With so many people working on these projects mistakes will be made. We could not afford perfection. In theory, omissions when they are fixed, do not add to costs.*

Is there some kind of protection from contractors who try to make more money and may not be fully honest about costs? *With the CMGC you work through things. It is very collaborative. There is a give and take. It is not a low bid job. Much more beneficial relationship. If a contractor gives you a bill that is higher than the contracted amount you go back and look at why the additional costs and how much of an increase it is from the original contract?*

Thank you to the BAC for all of your hard work.

****Anne Bryan excused Eric Simpson from the meeting at 8:00 p.m.****

Elementary School Name – Maureen Wheeler

The new elementary school in the North Bethany area needs a name as it is set to open in September of 2017. The School Board will select the name for the new school.

The Communications and Community Involvement Department publicized the elementary naming in November and December 2016. Planning Principal Charli Hagseth will convene future students to gather names and narrow their suggestions. In all, over 30 individual suggestions were received.

The naming report provides early history about the area and the property the new elementary school is being constructed on as well as the community suggestions.

Suggested names are organized into three categories: historical, community and honorary names. A report from the Planning Principal Charli Hagseth will follow on February 15, 2017.

The Board will have a second reading and decide the school name on February 27, 2017.

Questions/Comments:

Historically what has been the process for naming Elementary Schools? *We have gotten some really great suggestions with people taking time to research the community history.*

Adjournment

Anne Bryan adjourned the meeting at 8:11 p.m.

Submitted by Anne Yardley

Anne Bryan, School Board Chair