

**Welcome to this Work Session & Regular Meeting of the
Tigard-Tualatin School District Board of Directors
Monday, October 9, 2023**

Virtually through Zoom, and live streamed on the TTSD YouTube Channel

Public participation on agenda items occurs at the discretion of the chair. Please indicate your interest by submitting an email to Patty Roberts @ proberts@tsd.k12.or.us, no later than 4:00 PM on Board meeting day, and provide your name, community, and the reason or topic for your public comment. At 9:00 PM the Board may take a five-minute recess, and the chair will review the agenda for possible rescheduling of items. The public meeting will not go beyond 9:30 PM without a majority vote of the board. For assisted listening/speech call.503-431-4002 (voice) or 503-431-4047 (FAX) no later than 48 hours prior to the meeting.

***DUE TO HEIGHTENED INTEREST IN THE BOARD’S WORK, THESE MEETINGS
WILL BE HELD VIRTUALLY, THROUGH ZOOM TO ACCOMMODATE ALL.***

- I. WORK SESSION ~ Time: 5:00 PM
 - A. Policy Review – Presenter: Chair Tristan Irvin Page 03
- II. ADJOURN WORK SESSION ~ Time: 6:00 PM
- III. REGULAR SESSION ~ Time: 6:30 PM
 - A. CALL TO ORDER - Presenter: Chair Tristan Irvin ~ Time: 6:30 PM Page 04
David Jaimes, Vice-Chair, Kristen Miles, Crystal Weston, and Jill Zurschmeide (Members)
- IV. APPROVAL OF THE AGENDA & CONSENT AGENDA ~ Time: 6:33 PM
 - A. CONSENT AGENDA ITEMS
 - 1. September 25, 2023 TTSD Board Work Session & Meeting Minutes Page 07
 - 2. Human Resources/Personnel Report Page 13
 - 3. Parent Organization Activities Page 14
 - 4. Second Reading: Superintendent Evaluation Process Page 15
- V. RECOGNITION & GOOD NEWS ~ Time: 6:35 PM
 - A. Recognition of District Backpack Program Donors – Presenter: Lisa Burton ~ Time: 6:35 PM Page 27
- VI. STUDENT REPRESENTATIVE REPORTS ~ Time: 6:50 PM
 - A. Creekside Community HS Student Representative: Presenter: Atticus Beckley
 - B. Tigard HS Student Representatives: Presenters: Owen Ahlbrecht, Briana Castellanos-Zuniga & Rima Hussein
 - C. Tualatin HS Student Representatives: Presenters: Jamie Hartmann, Lily Story & Olivia Trone
- VII. SUPERINTENDENT & BOARD COMMUNICATION ~ Time: 7:05 PM
- VIII. PUBLIC COMMENT ~ Time: 7:20 PM

This 30-minute section of the agenda is for public comment related to both board agenda as well as non-agenda items. Please email Patty Roberts, Board Secretary @ proberts@tsd.k12.or.us to signup to provide public comment, by 4:00 PM on Board meeting day. Include your name, community, and the reason or topic for your public comment. Public comments are limited to three (3) minutes and should be brief and concise. Speakers may offer objective criticism of district operations or programs, but the Board will not hear complaints concerning specific district personnel.
- IX. REPORTS & DISCUSSION ITEMS ~ Time: 7:50 PM
 - A. 2023-2024 District & School Boundaries Process Overview – Presenter: Traci Rose ~ Time: 7:50 PM Page 28
 - B. 2023-2024 First Quarter Open Enrollment and ODE 3% Report – Presenter: Traci Rose ~ Time: 8:05 PM Page 41
- X. ACTION ITEMS ~ Time: 8:20 PM
 - A. IGNITE! Reading Contract and Early Literacy Grant – Presenter: Dr. Lisa McCall ~ Time: 8:20 PM Page 45
- XI. BOARD MEMBER REFLECTION TIME – Presenter: Chair Irvin ~ Time: 8:35 PM

This agenda item is provided for the Board to reflect at the end of their meeting and to have an opportunity to discuss, or talk about items to have on a future meeting agenda or if there is something that Board members wish to discuss further. This agenda item is available on an as needed basis.
- XII. ADJOURN - Presenter: Chair Irvin ~ Time: 8:50 PM

Public Participation in Board Meetings

1. To provide public comment please send an email to [Patty Roberts](#), Board Secretary to sign up to provide public comment, by 4:00 PM on Board meeting day. Include your name, community, and the reason or topic for your public comment.
2. A group of visitors with a common purpose should designate a spokesman for the group.
3. Comments or statements by members of the public are limited to 3 minutes and should be brief and concise unless otherwise authorized by the Chair.
4. Speakers may comment a topic not on the published agenda, however, the Board, at its discretion, may require that the proposal, inquiry, or request be submitted in writing. The Board reserves the right to refer the matter to the administration for action or study and to report at a subsequent meeting.
5. When meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda or non-agenda item, may do so at the discretion of the Board chair.
6. Speakers may offer objective criticism of district operations or programs but **the Board will not hear complaints concerning specific district personnel.**
7. These procedures will be published on the back of every Board meeting agenda.

~ Matters Permitted for Executive Session ~

ORS 192.620 The Oregon form of government requires an informed public aware of the deliberations and decisions of governing bodies and the information upon which such decisions were made. It is the intent of ORS 192.610 to 192.690 that decisions of governing bodies be arrived at openly. However, a school board may hold an Executive Session, which excludes the public after the Board Chair has identified one or more of the following reasons:

As per ORS 332.061

- (1) Any hearing held by a district school board or its hearings officer on any of the following matters shall be conducted in executive session of the board or privately by the hearings officer unless the student or the student's parent or guardian requests a public hearing:
 - (a) Expulsion of a minor student from a public elementary or secondary school.
 - (b) Matters pertaining to or examination of the confidential medical records of a student, including that student's educational program.

As per ORS 192.660

- (2) The governing body of a public body may hold an executive session:
 - (a) To consider the employment of a public officer, employee, staff member or individual agent.
 - (b) To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing.
 - (c) To consider matters pertaining to the function of the medical staff of a public hospital licensed pursuant to ORS 441.015 to 441.063, 441.085, 441.087 and 441.990 (3) including, but not limited to, all clinical committees, executive, credentials, utilization review, peer review committees and all other matters relating to medical competency in the hospital.
 - (d) To conduct deliberations with persons designated by the governing body to carry on labor negotiations.
 - (e) To conduct deliberations with persons designated by the governing body to negotiate real property transactions.
 - (f) To consider information or records that are exempt by law from public inspection.
 - (g) To consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations.
 - (h) To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.
 - (j) To carry on negotiations under ORS chapter 293 with private persons or businesses regarding proposed acquisition, exchange or liquidation of public investments.
- (3) Labor negotiations shall be conducted in open meetings unless both sides of the negotiators request that negotiations be conducted in executive session. Labor negotiations conducted in executive session are not subject to the notification requirements of ORS 192.640.
- (4) Representatives of the news media shall be allowed to attend executive sessions other than those held under subsection (2)(d) of this section relating to labor negotiations or executive session held pursuant to ORS 332.061 (2) but the governing body may require that specified information subject of the executive session be undisclosed.
- (5) When a governing body convenes an executive session under subsection (2)(h) of this section relating to conferring with counsel on current litigation or litigation likely to be filed, the governing body shall bar any member of the news media from attending the executive session if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.
- (6) No executive session may be held for the purpose of taking any final action or making any final decision.
- (7) The exception granted by subsection (2)(a) of this section does not apply to:
 - (a) The filling of a vacancy in an elective office.
 - (b) The filling of a vacancy on any public committee, commission or other advisory group.
 - (c) The consideration of general employment policies.
 - (d) The employment of the chief executive officer, other public officers, employees and staff members of a public body unless:
 - (A) The public body has advertised the vacancy;
 - (B) The public body has adopted regular hiring procedures;
 - (C) In the case of an officer, the public has had the opportunity to comment on the employment of the officer; and
 - (D) In the case of a chief executive officer, the governing body has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.



Tigard-Tualatin School District 23J
6960 SW Sandburg Street
Tigard, OR 97223

DATE: October 9, 2023
TO: Board of Directors
FROM: Chair Tristan Irvin
RE: WORK SESSION: Policy Review

EXPLANATION:

During this time, the board will convene in a work session to begin the process of reviewing and potentially revising policies JBC/GBB (and their accompanying ARs) and JFC. Additionally, we will consider creating an AR for policy JFC. For this meeting we will have data that was collected from the three HMS listening sessions.

PRESENTER: Chair Irvin

SUPPLEMENTARY
MATERIALS: [Policy JCB/GBB](#)
[ARs for JCB/GBB](#)
[Policy JFC](#)

RECOMMENDATION: None

PROPOSED MOTION: None

A watercolor illustration on the left side of the page. It depicts two hands, one above the other, cupping a mound of dark brown soil. A small green seedling with three leaves is growing out of the soil. The background is a mix of light green, teal, and white washes, suggesting a natural, outdoor setting.

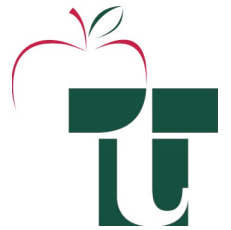
Art of Community

- We acknowledge that we bring our lived experiences into our conversations
- We strive to be in community with one another with care
- We try to stay curious about each other
- We recognize that we need each other's help to become better listeners
- We slow down, so we have time to think and reflect
- We remember that conversation is a natural way we think together
- We expect it to get messy at times
- We will listen with intention to learn something new

Equity Lens

When making decisions and taking action, utilize the following questions:

- *Does the decision align with the Four Pillars of the District's Strategic Plan?
- *Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- *Whom does this decision affect both positively and negatively?
- *Are those being affected by the decision included in the process?
- *What other possibilities were explored? Is this decision/outcome sustainable?



2019

Land Acknowledgement



We acknowledge that we are gathered on the ancestral lands of many tribal nations who made their home here and/or traveled the Columbia River seasonally. The Confederated Tribes of Warm Springs, the Umatilla, and the Yakama Nation have a strong relationship to this region as do the Confederated Tribes of Siletz, the Confederated Tribes of Grand Ronde and the Chinook Tribe.

In Tigard-Tualatin we are situated on [traditional Atfalati \(Tualatin\) Kalapuya lands](#). These lands were taken by the federal government for settlers traveling the Oregon Trail long before they were legally ceded, first in the unratified treaty of 1851 and then in the ratified Willamette Treaty of 1855. Much more can be learned from the K-12 [curriculum written by local tribal leaders](#) under Senate Bill 13, which we are determined to implement in our district.

We solemnly reflect on the genocide and displacement of families and relatives. We commit ourselves to moving forward towards tribal sovereignty and reconciliation. We humbly look to Indigenous leadership on Indigenous lands. In a community process we solidified that commitment by making visible and known for future generations that we are on Kalapuya land through the naming of our early childhood center Kalapuya in Spring 2021.

*Shared from Dr. Julie Esparza-Brown, adapted by
Page 6 of 45 Rina Miyamoto-Sundahl for TTSD, updated August 2021*

September 25, 2023 TTSD School Board

Meeting Minutes

Tigard-Tualatin School District, 23J

The minutes are official after Board approval and will be posted at www.ttsdschools.org

Board Members Present:

Tristan Irvin, Chair
David Jaimes, Vice Chair
Kristen Miles
Jill Zurschmeide
Crystal Weston

Administrators Present:

Dr. Susan Rieke-Smith, Superintendent
Dr. Lisa McCall, Assistant Superintendent
David Moore, CFO
Traci Rose, Director, Communications
Susan Barnard, Director, IT
Darin Barnard, Director, Bond/Operations
Carol Kinch, Director, Student Services
Dr. Zinnia Un, Director, Equity & Inclusion
Todd Robson, Director, Teaching & Learning
Len Reed, Director, Human Resources

Others Present:

Patty Roberts, Executive Assistant
Lisa Burton, Community Relations Manager
Stace Shillito, Safety & Security Manager
Thor Kuhn, Teacher & Technology Specialist
Owen Ahlbrecht, Student Representative, Tigard HS
Jamie Hartmann, Student Representative, Tualatin HS
Rima Hussein, Student Representative, Tigard HS
Briana Castellanos Zuniga, Student Representative, THS
Ryder Eaton, Student, Tualatin HS
Matt Kingsley, Culturally Responsive Coordinator, THS
Erin Harris, Teacher, Tigard HS
Robin Bridgeman, Parent, Hazelbrook MS & Tualatin HS
Caroline Westman, Parent, Bridgeport ES
And
Members of the Community via the Internet

I. REGULAR SESSION ~ 6:30 P.M.

A. CALL TO ORDER

Chair Irvin convened this Board meeting of the Tigard-Tualatin School District Board of Directors to order at 6:30 PM at the Tigard-Tualatin Training Center, at 9550 SW Murdock St., Tigard, OR 97224. This Board meeting was streamed live on the [TTSD YouTube Channel](#).

II. APPROVAL OF THE AGENDA & CONSENT AGENDA ~ 6:30 PM

Chair Irvin asked Superintendent Rieke-Smith if there are any changes to the agenda. Superintendent Rieke-Smith shared that there are no changes to the agenda. Chair Irvin asked for a MOTION to approve the agenda and Consent Agenda, as presented. Vice Chair Jaimes made a MOTION to approve the Agenda and Consent Agenda consisting of the September 11, 2023 TTSD Board Work Session & Regular Meeting Minutes, Human Resources/Personnel Report, Preliminary August Financial Report, and FOR INFORMATION ONLY: Administrative Rule: DLC-AR: Staff Expense Reimbursement, as presented. Director Zurschmeide seconded the MOTION. Chair Irvin asked for discussion. There was no discussion. The MOTION carried unanimously, 5-0. The MOTION passed.

III. RECOGNITION AND GOOD NEWS ~ 6:31 PM

A. Presentation for Hispanic Heritage Month ~ Time: 6:31 PM

Lisa Burton, Community Relations Manager, Matt Kingsley, Tigard HS Culturally Responsive Coordinator, and Erin Harris, Tigard HS Publications & Digital Photography Teacher, shared information regarding the creation of the [Diversity, Equity and Inclusion Newsletter, Celebrating Heritage, as found on the TTSD Website, a link is found here](#), to highlight some of the cultural events and celebrations that are happening in our District. There are several video's that provide additional Hispanic Heritage Month and upcoming Jewish holiday's information and activities that are shared by students, parents, staff and community members. Ms. Harris had some of her publication's students help with this newsletter and they learned a lot about video editing and project management.

2023-2024 Tigard-Tualatin School District Board of Directors:

Tristan Irvin, Chair, David Jaimes, Vice Chair; Kristen Miles, Crystal Weston and Jill Zurschmeide Directors

Board Members shared the following questions and comments:

- This is a great newsletter! I think it is going to be a really good resource to share with our families.
- It is a nice opportunity for students to go through the process to be interviewed on camera.
- Thank you so much for your important work and it is important to honor all of our communities.
- I love having all of this information in one place. This information is critical for our families, and it is nice to have a calendar with these types of events for everyone to see.

IV. STUDENT REPRESENTATIVE REPORTS ~ Time: 6:42 PM

Olivia Trone and Lily Story, Tualatin HS Student Representatives and **Atticus Beckley**, Creekside Community HS Student Representative, were absent this evening.

Owen Ahlbrecht, Tigard HS Student Representative, shared;

- Busy week with homecoming and will have pajama day, spirit events, and we kick off on Friday with the parade, from 4-5 PM, beginning at Trader Joe's parking lot and end at the THS Football field.
 - Homecoming Football game, at 7:00 PM, on Friday night vs Oregon City High School.
 - The Homecoming dance will be held on Saturday night.
- We will be holding a Student Round Table, to discuss how we can coordinate between all of the Affinity groups and Leadership to combine forces to make some really cool events. The groups include:
 - Student Affinity Group Leaders;
 - Student Leadership; and
 - Administration & staff
- Sports:
 - Girls Soccer is still undefeated at 6-0.
- The Tigard-Tualatin Student Union will be meeting next week for planning, and recruiting.

Rima Hussein, Tigard HS Student Representative, shared;

- Spirits are pretty good, so far and a lot of people were involved with pajama day, today. And I spoke to a few students who said there is a different vibe at school this year. Everyone is excited for the school year.

Briana Castellanos-Zuniga, Tigard HS Student Representative, shared;

- Club Rush event last week. And today, the Black Student union held their first affinity group meeting.
- The class of 2024 is excited for their graduating year!

Jamie Hartmann, Tualatin HS Student Representative, shared;

- Football remains undefeated, with wins over Wilsonville and Jesuit.
- Club Fair was held last week.
- The College and Career Center is ramping up with college visits this week.
- Reminder: TTSD Student Safety and Well Being Forum will be held this Wednesday, at Tualatin HS

Board members asked:

- Do we know if there are steps being taken to bring back the Tigard-Tualatin Student Union?

V. SUPERINTENDENT & BOARD COMMUNICATION ~ 6:45 PM

Dr. Sue Rieke-Smith, Superintendent shared:

- Highlight of Hispanic Heritage Month in City of Tigard with the "El Tigre Fest" held on October 7th at Cook Park from Noon to 9PM. There will be live music, food, arts & crafts and children's activities!
- Student Safety and Well Being Forum @ Tualatin HS on Wednesday, September 27, from 6 – 8 PM

Board members shared:

- Excited about Homecoming, and the change of seasons and the rain. Take care of your health everyone!
- I am pleased with the number of events that are happening right now. It is a busy time for the community

<p style="text-align: center;">2023-2024 Tigard-Tualatin School District Board of Directors: Tristan Irvin, Chair, David Jaimes, Vice Chair; Kristen Miles, Crystal Weston and Jill Zurschmeide Directors</p>

- Attended the Tualatin Chamber of Commerce Key Leaders Breakfast where the topic of discussion was tolling.
- I also attended a Town Hall meeting with our representative Jules Walters and our Senator Rob Wagner and the topic of conversation there was also tolling. This whole issue is still in flux. It will be one to keep your eye on. It could impact students, staff and community.
- Had a conference call with Stand for Children regarding the implications of the new early literacy program and what that is going to look like. There was a wealth of information and was very informative.
- I am working to build relationships with Board members in neighboring school districts in an informal capacity, to get a sense about what is going on in our neighboring districts and what issues are coming up.
- Attended the Down Syndrome Network Oregon Buddy Walk, with THS Cheerleaders, it was great to be there.
- Thanks to Emily Dehn, Twality MS Teacher, for showing me some amazing Artwork posters, that were created by Ryan Lomber, a former Twality student, who makes and sells these posters, that you can buy for your classroom, to Packed with Pride and the Foundation for Tigard Tualatin Schools.
- Attended Durham Back to School night.
- Attended the Tigard HS vs Tualatin HS Volleyball game, that was very fun.
- The LRFPC meeting, last week, and gearing up for our next bond and looking at the priority items that we really want to make sure that we get included in this bond.

VI. PUBLIC COMMENT ~ 6:52 PM

Chair Irvin shared that the Tigard-Tualatin School Board meetings are public meetings where the business of the Board is conducted in an open meeting for the public to observe as required by law, however regular public comment at board meetings is a policy choice of the Board and is not a legal requirement. As the Board values the input from our students, parents and district community members that we serve. The Board provides these opportunities for community members to provide input on important topics. In addition to public comment, community members may submit written comments to the Board secretary, Patty Roberts, at each meeting or email comments directly to the Board. Public comments are limited to three (3) minutes for each comment and should be brief and concise. Speakers may offer objective criticism of school operations and programs. The Board will not hear complaints concerning specific personnel. *There was no public comment requested.*

VII. REPORTS & DISCUSSIONS ~ 6:52 PM

A. Enrollment Update – Presenter: Len Reed ~ Time: 6:52 PM

Human Resources Director Len Reed and CFO David Moore, shared information regarding the current enrollment information found in the agenda. Director Reed reviewed the enrollment information, found in the agenda. She shared that last week was the 10-day drop and as of 9/20/23 enrollment was 11, 316. She reviewed enrollment at all school levels. She shared that there has been growth at the high school and elementary levels.

Director Reed noted that there are some bubbles to address after the 10-day drop, in looking at the numbers across the district and classrooms. There are also bubbles that we are going to be taking care of at Tigard HS. She shared that we are constantly reviewing our enrollment numbers. And we have exhausted all of our ESSER and SIA funds, and we are now committing to using the general funds to provide supports for our buildings.

Board members provided the following questions & comments:

- Do we know what percentage of students that transferred to online charter schools in other districts?

B. First Reading: Superintendent Evaluation Process – Presenter: Chair Tristan Irvin ~ Time: 6:57 PM

Chair Tristan Irvin, shared that this is a first reading and we have decided to keep the five performance standards the same, as found in the agenda. She noted that nothing in the performance indicators have changed. She said that what she would like to discuss is the agreed upon evidence and we have reviewed and discussed the evidence that would be appropriate for each standard and this is an opportunity for us to take a look at those and ask questions, have a conversation, propose any changes, if needed.

2023-2024 Tigard-Tualatin School District Board of Directors:
Tristan Irvin, Chair, David Jaimes, Vice Chair; Kristen Miles, Crystal Weston and Jill Zurschmeide Directors

Board members provided the following questions & comments:

- I like the “tweaking” that has been done. I like keeping the standards the same.
- We did add in some of the Strategic Plan goals, and the Governors early literacy mandates
- I appreciate the tangible, measurable nature of each of these. And my only question is this is a lot, and is all of this reasonable for you?
- This has actually been one of our ongoing conversations, is have we pared it back so that it’s not such an overwhelming amount of evidence.
- I think what is nice is how we roll the things that you are already doing into evidence.
- I think that when we look at the performance evaluation document, we can tell from this evidence that you are doing a great job.
- There is a lot of work that goes on every day.
- I appreciate having a Superintendent and Cabinet and Board that recognizes that we are never done!
- And I appreciate that with the standards, that kind of mirrors what our teachers are held against, so it gives us that continuity of what we are expecting from our teachers, in the field.
- Sometimes when we send home information about a growth mindset, it is so nice that we’re adopting a similar way of thinking about changes in the community that we can respond to. That continuous improvement is something that makes our district great.
- I noticed the tight alignment of evidence with the Strategic Plan, as we look with our governance lens,
- This will be part of the consent agenda for second reading on October 9th.

VIII. ACTION ITEMS ~ Time: 7:06 PM

A. OSBA Board Election Nomination – Presenter: Chair Tristan Irvin ~ Time: 7:06 PM

Chair Irvin shared information regarding the upcoming OSBA Board of Directors election, and said that she is interested in serving on the OSBA Board of Directors, Position #16, for the Washington Region. OSBA’s 2023 election calendar and Chair Irvin’s nomination form are found in the agenda. This nomination is due to OSBA no later than September 29th, 2023. Voting will occur between November 15th and December 15th, 2023. Chair Irvin noted that a nomination to the OSBA Board of Director’s will require official action of our Board of Directors. Director Zurschmeide mentioned that TTSD has done very well with representation on the Board of Directors in years past. She is excited by this possibility again.

Director Weston made a MOTION to approve the nomination of Director Tristan Irvin for Position #16 on the Oregon School Boards Association Board of Directors, as presented. Director Zurschmeide seconded the MOTION. Chair Irvin asked for discussion. Director Miles shared that she fully supports Chair Irvin’s nomination and with her work at the Oregon School Boards Association, as the Interim Director of Board Development, and she works directly with the OSBA Board members. She noted that this is not an actual, or potential conflict of interest, but just to avoid any mixed messages or perception, I am going to abstain from the vote, but I do want to indicate my support. There was no further discussion. The MOTION carried unanimously, 4-1-0, with Vice Chair Irvin, Vice Chair Jaimes, Director Crystal Weston and Director Jill Zurschmeide voted yea, and Director Kristen Miles abstained from the vote. The MOTION passed.

B. Lifeworks NW Personal Services Contract – Presenter: David Moore ~ Time: 7:09 PM. 38:33

David Moore, CFO, and Kathy Wilson-Fey, Coordinator of District Mental Health Services, shared information regarding the Lifeworks NW Personal Services Contract, a copy if found in the agenda. Director Moore referred to Kathy Wilson-Fey, who provided additional information regarding the unique model of services that Lifeworks provides in working with our students and families who are in need of a variety of mental health services. Director Moore pointed out that within our own public contracting rules, that are adopted by the board, the opportunity and provision to enter into a contract, such as this without competitive bidding based on the Superintendent determining the benefits that the particular contract provides the district, such as longevity, proximity to the district and our families, and the level of service.

Ms. Wilson-Fey shared that she is here to talk about the contract that the district has had for many years with Lifeworks NW, for this particular services. It's a pretty unique model and is an important part of the array of supports we have for students in the area of mental health. She shared that Lifeworks provides mental health clinicians, and helps families and students to find meaningful, affordable and appropriate mental health care in the community. This model is being used in many school districts in Washington County, and it is a way that we can get students and families linked up to the services that we have in our community. The services provided include: mental health services to all ages, in multiple languages, and a variety of transportation issues with families. Looking for mental health services can be pretty challenging. It is also challenging to figure out insurance and to make that first call is daunting, and we have care coordinators to help with those tasks. She shared that the services that Lifeworks NW provides fills a gap with families who are ready to move forward with mental health services.

Board members questions & comments:

- We have had this program for approximately 10 years and the Lifeworks program is a very unique program.
- When I was a Community Liaison working with the mental health care coordinator was lifesaving for a lot of our students and families. I want to express my gratitude for Lifeworks NW for all that they bring to the TTSD community.
- If a student is looking to use this resource, how do they go about it?
- How many students use this service per year?
- Generally, there is a shortage in mental health practitioners, and wonder if there is any difficulties making those referrals? You mentioned the community resources, and I wonder, how robust those are in meeting that need and if there is any gap or if referrals are meeting that need, given some students don't have health insurance, and things like that?

Director Zurschmeide made a MOTION to approve a contract with LifeWorks NW for mental health coordination services in the amount of \$179,682., as presented. Director Miles seconded the MOTION. Chair Irvin asked for discussion. Director Weston asked if the district could consider hiring mental health services instead of the coordination? She asked if that would be a more strategic investment, and is the coordination the best way to go? There was no further discussion. The MOTION carried unanimously, 5-0. The MOTION passed.

C. Fall 2023 Chromebooks Purchase with 2017 Technology Bond Funds – Presenter: Susan Barnard ~ *Time: 7:23 PM*

Susan Barnard, IT Director, shared the information found in the agenda, for the Fall 2023 Chromebook Purchase with 2017 Technology Bond Funds agenda item. She is asking for approval to purchase 450 Chromebooks for classified staff and our high school students. The cost is for 250 devices for our K-12 instructional assistants and classified staff and requesting 200 devices for our high school students, as “loaner” devices as the student issued devices come in for repair. She said we will be shifting to a “loaner” checkout process which will allow the original device to be returned to the student after the repair.

Board members:

- I love our 1:1 program
- I like that kids can take the loaner devices home. That is not the same at all districts.
- The fact that a Chromebook that gets carried back and forth from the school, some percentage of them are going to suffer damage and that's just the cost of doing education.

Director Zurschmeide made a MOTION to approve the purchase of ACER Chromebooks with 2017 bond funds, and authorize the District Superintendent or CFO to sign the purchase order to OETC in an amount not to exceed \$235,000., as presented. Director Weston seconded the MOTION. Chair Irvin asked for discussion. There was no discussion. The MOTION carried unanimously, 5-0. The MOTION passed.

IX. BOARD MEMBER REFLECTION TIME ~ Time: 7:28 PM

Chair Irvin noted that this agenda item is provided for the Board to provide reflection at the end of their meeting to have an opportunity to discuss, or talk about items to have on a future agenda or if there is something that the Board would like to talk through. This agenda item is available on an as needed basis.

- Director Weston shared that she appreciates Dr. Rieke-Smith and all of our administrators work on the lunch time issue. And thanks to our Student Reps for voicing that issue. I wanted to say that it's important for the board to have information about any barriers, as far as making sure that lunch can be around lunch time. And I would like to request for a future board meeting agenda, to have an informational item to review any parameters and any efforts on this issue, partly just to make sure that everyone is able to hear the work that's being done and to be transparent about how we're resolving the issue, as a point of clarity. Superintendent Rieke-Smith asked if this is something she would like at the next board meeting? Director Weston said yes, if she could get a second, she would make a motion. Director Zurschmeide said it might be appropriate to have this as part of the Superintendent communication, at the next board meeting, rather than an agenda item, unless you anticipate a lot of discussion around it. Superintendent Rieke-Smith shared that there was work done today relative to communication out to the community, as a whole, and as you received in your board update, over the weekend, we are now in the midst of negotiations with TTEA, relative to the schedule. Director Zurschmeide asked if because we are in negotiations, that it is something that she cannot speak about. Superintendent Rieke-Smith said that it means the conversation, at this point, would be a broad and high-level communication. Director Weston said that sometimes these conversations are better had in front of the community, to make sure that the various constraints are understood, so that we can have all of the information and the community knows the work that is happening.

X. ADJOURN ~ 7:31 PM

Board Chair Irvin adjourned the Board meeting of the Tigard-Tualatin School District Board of Directors at 7:31 PM.

APPROVED BOARD MEETING

This Board Meeting was streamed on the [TTSD YouTube Channel](#).

DATE: _____

CHAIRMAN: _____

CLERK: _____

October 9, 2023

HUMAN RESOURCES REPORT

TIGARD-TUALATIN SCHOOL DISTRICT 23J

HUMAN RESOURCES REPORT - LICENSED

LASTNAME	FIRSTNAME	RECOMMENDED ACTION	CATEGORY	BUILDING	ASSIGNMENT	FTE	RATE	EFFECTIVE	DATE ENDS
LEEBRICK	DIANE	CHANGE	CHANGE OF ASSIGNEMENT	LICENSED	TUHS	FRENCH	1.000	F15	8/24/23
ROTT	DANIEL	CHANGE	CHANGE OF ASSIGNMENT	LICENSED	TUHS	SCIENCE	1.000	F14	8/24/23
TRONCOSO	MELISSA	CHANGE	CHANGE OF ASSIGNEMENT	LICENSED	TTVA	SOCIAL STUDIES/ LANGUAGE ARTS	1.000	F15	8/24/23

CPEC=Classified Position Evaluation Committee per OSEA-TTSD Bargaining Agreement

**Salary placement may be adjusted in accordance with prevailing OSEA Bargaining Agreement

+ Redline

++Grandfathered

HUMAN RESOURCES REPORT - CLASSIFIED

LASTNAME	FIRSTNAME	RECOMMENDED ACTION	CATEGORY	BUILDING	ASSIGNMENT	FTE	RATE	EFFECTIVE	DATE ENDS
ANDERSON	MEGAN	EMPLOY	REHIRE	HOURLY	METZGER	TITLE 1 ASSISTANT	0.438	H6	10/2/23 6/13/24
ANUNTAK	SHERLINA	CHANGE	FTE INCREASE	HOURLY	WOODWARD	INSTRUCTIONAL ASSISTANT 1/INSTRUCTIONAL ASSIS	0.469	E3/G3	10/2/23 5/31/24
BECKMAN	STACEY	EMPLOY	REHIRE	HOURLY	WOODWARD	INSTRUCTIONAL ASSISTANT 1	0.144	E7	9/25/23 6/13/24
BOGARIN MEJIA	PATRICIA	EMPLOY	REPLACE	HOURLY	BRIDGEPORT	TITLE 1 ASSISTANT	0.469	H2	6/20/23 6/13/24
CLARK	LIGIA	EMPLOY	REPLACE WILSON	CLASSIFIED	TWALITY	LEARNING SPECIALIST ASSISTANT	0.875	I3	9/25/23
EMERSON	ELIZABETH	EMPLOY	NEW POSITION	CLASSIFIED-TEMP	DURHAM	INSTRUCTIONAL ASSISTANT 3	0.938	H3	10/3/23 6/13/24
FAST	MADAE	EMPLOY	TEMP FTE INCREASE	HOURLY	DURHAM	TITLE 1 ASSISTANT	0.688	H7	9/18/23 12/5/23
FERGUSON	RACHEAL	EMPLOY	TEMP FTE INCREASE	HOURLY	FOWLER	NUTRITION SERVICES ASSISTANT 1	0.638	C6	9/11/23 12/31/23
FITTERER	MAIA	EMPLOY	REPLACE	CLASSIFIED	BRIDGEPORT	LEARNING SPECIALIST ASSISTANT	0.813	I6	9/25/23
FLYNN	JENNA	EMPLOY	REPLACE	CLASSIFIED	TEMPLETON	LEARNING SPECIALIST ASSISTANT	0.813	I3	10/4/23
FRAZIER	HANNA	TERM	RESIGN	CLASSIFIED	FAMILY RESOURCE CENTER	FAMILY PARTNERSHIP ADVOCATE	0.500	I7	10/6/23
GARCIA ROBLES	ANGIE	CHANGE	FTE INCREASE	HOURLY	BRIDGEPORT	TITLE 1 ASSISTANT	0.656	H4	9/25/23 1/19/24
GETTYS	SUZANNE	CHANGE	REPLACE	CLASSIFIED	DURHAM	UTILITY/CLEAN TECH	1.000	G11	9/26/23
GORSKI	DAWN	EMPLOY	NEW POSITION	CLASSIFIED-TEMP	ALBERTA RIDER	INSTRUCTIONAL ASSISTANT 3	0.738	H8	9/28/23 6/13/24
GRIFFIN	ROXANNE	CHANGE	FTE DECREASE	HOURLY	WOODWARD	INSTRUCTIONAL ASSISTANT 1	0.125	E2	9/25/23 6/13/24
HERNANDEZ	CRYSTAL	EMPLOY	REPLACE	HOURLY	TIGARD HIGH	NUTRITION SERVICES ASSISTANT 1	0.438	C6	10/2/23 6/13/24
HUGEBACK	JULIET	EMPLOY	REPLACE ANTON	CLASSIFIED	TEACHING AND LEARNING	BUILDING LIBRARY MEDIA COORD	0.875	I6	9/27/23
JOHNSON	MELISSA	EMPLOY	REHIRE	HOURLY	WOODWARD	INSTRUCTIONAL ASSISTANT 2	0.375	G5	10/2/23 5/31/24
MERRIFIED-EL BAKRY	DANA	EMPLOY	REPLACE	CLASSIFIED	TEMPLETON	LEARNING SPECIALIST ASSISTANT	0.813	I6	10/4/23
MICHELET	EDIE	CHANGE	TEMP FTE INCREASE	HOURLY	CF TIGARD	TITLE 1 ASSISTANT	0.625	H6	9/25/23 1/28/24
MUNOZ-HERNANDEZ	ARACELI	CHANGE	NEW POSITION	CLASSIFIED	DURHAM	ELD ASSISTANT-PRIMARY TRANSLATOR	0.813	I3	9/22/23
O'FARRELL	CHARLENE	CHANGE	FTE INCREASE	HOURLY	WOODWARD	INSTRUCTIONAL ASSISTANT 1/INSTRUCTIONAL ASSIS	0.375	E8/G8	10/2/23 5/31/24
MATINALL DILLON	PAULINA	EMPLOY	NEW POSITION	CLASSIFIED-TEMP	DURHAM	INSTRUCTIONAL ASSISTANT 3	0.938	H2	10/3/23 6/13/24
RIVERA-DE-LA-O	GUADALUPE	CHANGE	POSITION	CLASSIFIED	DEER CREEK	SECRETARY 3-PRIMARY TRANSLATOR	1.000	J8	10/2/23
RUIZ	DAISY	CHANGE	POSITION	CLASSIFIED	DEER CREEK	FAMILY PARTNERSHIP ADVOCATE-PRIM TRAN	1.000	J9	10/2/23
SHOTTS	CHELSEA	CHANGE	LOCATION	CLASSIFIED	TIGARD HIGH	LEARNING SPECIALIST ASSISTANT	0.875	I7	9/20/23
SILVAIN	KRISABEL	EMPLOY	REPLACE CORTES-TZINTZUN	CLASSIFIED	BRIDGEPORT	LEARNING SPECIALIST ASSISTANT	0.813	I6	9/25/23
SMART	DANIELLE	CHANGE	FTE INCREASE	HOURLY	WOODWARD	INSTRUCTIONAL ASSISTANT 1/INSTRUCTIONAL ASSIS	0.469	E10/G10	9/25/23 5/31/24
SMITH	JACQUELYN	EMPLOY	REPLACE	CLASSIFIED	METZGER	SECRETARY 3	1.000	I6	9/28/23
TREJO FLORES	STEPHANY	CHANGE	FTE INCREASE	HOURLY	BRIDGEPORT	TITLE 1 ASSISTANT	0.656	H3	9/25/23 1/19/24
VANDERBILT	HEATHER	CHANGE	LOCATION	REPLACE	STUDENT SERVICES	LEARNING SPECIALIST ASSISTANT	0.875	I10	9/20/23
WILLIAMS	NAOMI	EMPLOY	NEW POSITION	CLASSIFIED-TEMP	DURHAM	INSTRUCTIONAL ASSISTANT 3	0.938	H6	10/3/23 6/13/24
ZAIGER	JESSICA	CHANGE	INCREASE FTE	CLASSIFIED-TEMP	TUALATIN ELE	INSTRUCTIONAL ASST 4, EBS	0.125	I11	9/5/23 6/13/24
ZIBBLE	KAITLYN	EMPLOY	NEW POSITION	CLASSIFIED-TEMP	DURHAM	INSTRUCTIONAL ASSISTANT 3	0.938	H6	9/28/23 6/13/23



Tigard-Tualatin School District 23J
6960 SW Sandburg Street
Tigard, OR 97223

October 9, 2023

TO: Board of Directors
FR: David Moore
RE: Parent Organization Activities

EXPLANATION:

The District's liability coverage allows the District to expand the coverage umbrella to parent organizations as long as they are under the "...jurisdiction and supervision of the governing board." The District's insurance broker, Brown and Brown, concurs that submitting this information from Alberta Rider PSO; Art Rutkin PSO; Bridgeport PTO; Byrom PSO; Charles F. Tigard PSO; Deer Creek PSO; Durham PSO; Mary Woodward PSO; Metzger PSO; Templeton PSO; Tualatin ES PTA; Fowler PSO; Hazelbrook PSO; Twality PSO; Tigard High School PSO, and Tigard High School ; Tualatin High School TSO, Tualatin High School Senior Grad Night Community, Tualatin High School Athletic Boosters and The Foundation for Tigard-Tualatin Schools to the consent agenda qualifies the events listed on the attached forms to be covered by District liability coverage.

The coverage only extends to the listed events. Any events added by any of the parent organizations will require an additional Board review.

PRESENTER: David Moore, CFO

SUPPLEMENTARY
MATERIALS: [Parent Organization Activity Reports](#)

RECOMMENDATION: Approve the Parent Organization Activity Reports for the schools indicated as presented.

PROPOSED MOTION: I move to approve the Parent Organization Activity Reports for the schools indicated as presented.

**TIGARD-TUALATIN SCHOOL DISTRICT
SUPERINTENDENT EVALUATION STANDARDS AND PERFORMANCE INDICATORS
DR. SUE RIEKE-SMITH – FOR THE YEAR ENDING JUNE 30, 2024**

Performance Standards:

- 1) Visionary Leadership**
- 2) Policy & Governance**
- 3) Communications & Community Relations**
- 4) Management of Resources & Personnel**
- 5) Instructional Leadership**

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Performance Indicators:

The superintendent:

- 1.1 Collaboratively develops and implements the district's shared vision and mission while safeguarding the values of the district.
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning;
- 1.3 Promotes continuous and sustainable improvement through culturally responsive practices;
- 1.4 Ensures that individual student needs inform all aspects of schooling so that students can fully participate in society.

Ineffective	Developing	Effective	Exemplary
<p>Little or no evidence exists of a district vision implemented in the work of the district. It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a plan for alignment of sources, resources, actions and staff in vision.</p>	<p>Articulates the vision of the district in writing and speech. Attempts to engage stakeholders in vision. The vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the district through words and actions. The vision is lively and evident in the culture, focused on equity and social justice by raising the rigor for all and simultaneously closing opportunity gaps.</p>
<p>Actions and intentions are not always grounded in shared district values.</p> <p>Is not self-aware and does not reflect on their practice.</p>	<p>Fairness to staff and students is frequently raised.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>

Standard 1: VISIONARY LEADERSHIP

Summary Rating — Standard 1:

Performance Indicator	Ineffective	Developing	Effective	Exemplary	Agreed Upon Evidence
1.1					<ol style="list-style-type: none"> 1. Transitioning from government funding post-pandemic 2. Progress of the Community Budget Work Group 3. Smarter School Spending program inventory and evaluation 4. Evidence of progress towards the strategic plan goal of the 80% proficiency in reading and math by 2027 5. Leverage SEL work: student attendance; discipline/mental health referrals 6. Evidence of progress towards implementation of oracy skill development and Governor's Early Literacy mandate 7. Progress towards implementation of equitable grading practices at the secondary level per policy ACC
1.2					
1.3					
1.4					
Overall Rating					

Comments

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Performance Indicators:

The superintendent:

- 2.1 Understands and articulates the system of public-school governance and differentiates between policy-making and administrative roles;
- 2.2 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 2.3 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Exemplary
<p>Behavior indicates a lack of value in a healthy working relationship with the board.</p> <p>Does not enforce district policies.</p>	<p>Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.</p> <p>Unevenly or inequitably enforces policies.</p>	<p>Demonstrates reasonable value of a healthy working relationship with the board.</p> <p>Appropriately and equitably enforces policies.</p>	<p>Proactively and effectively engages the board in the work of advancing organizational goals. The district takes pride in the equitable enforcement of district policies.</p>

Standard 2: POLICY AND GOVERNANCE

Summary Rating — Standard 2:

Performance Indicator	Ineffective	Developing	Effective	Exemplary	Agreed Upon Evidence
2.1					<ol style="list-style-type: none"> 1. Community convenings for discussions related to the upcoming bond boundaries, budget, and safety & security. 2. Input into direction of education at state and national level 3. Quarterly reports for Superintendent Goals CIP implementation and accountability 4. Continued Bias Incident and Hate Speech implementation 5. Evidence of response to 2022-23 Policy ACC Equity Audit. Execute 2023-24 Equity Audit.
2.2					
2.3					
Overall Rating					

Comments

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district.

Performance Indicators:

The superintendent:

3.1 Promotes stakeholder involvement, engagement and participation in the process of schooling and with an attention to equity;

3.2 Establishes effective school/community relations, school/business partnerships and public service with a focus for building relationships with the traditionally underserved populations

Ineffective	Developing	Effective	Exemplary
Ineffective in communication with staff, parents and students.	Advocates for some students and families. Stakeholders frequently feel out of the loop.	Keep staff, students, and parents informed on a regular basis. Communication with individuals and groups is clear and effective.	Communicates key information to all constituents in an appropriate and timely manner.
Staff and students feel undermined by the lack of leadership in the school district. Not aware of the undercurrents with staff or school environments.	Many staff members do not feel positive about district leadership. Staff and students do not feel stimulated to do their best work.	Most staff and students identify positively with district leadership. Work as a member of a district team to positively influence education decisions.	Alert to potential issues; predicts and shares possibilities with the school board in advance. Constituent groups report a positive relationship with district leadership.

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

Summary Rating — Standard 3:

Performance Indicator	Ineffective	Developing	Effective	Exemplary	Agreed Upon Evidence
3.1					<ol style="list-style-type: none"> 1. "2 With Sue" updates 2. Staff and Community Newsletters 3. Community convenings relative to bond, boundaries, budget, long-range facilities planning, local option, and safety & security 4. Sits with Sue 5. Weekly Board Updates 6. Community input and data gathering from staff/students/parents 7. Health of relationships with local municipalities 8. Evidence of communication plan that connects board, staff and student/parent regarding instructional community work.
3.2					
Overall Rating					

Comments

Standard 4: MANAGEMENT OF RESOURCES AND PERSONNEL

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

The superintendent:

- 4.1 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.2 Ensures teacher and organizational time is focused to support quality instruction/student learning.
- 4.3 Establishes productive relationships with bargaining groups while managing contracts effectively.
- 4.4 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

Ineffective	Developing	Effective	Exemplary
Management of the operations of the district is poor or non-existent.	Expectations for staff and students are inconsistent and not well known.	Establishes a clear set of operating procedures for effective operation of the district. Discipline of students is handled fairly and consequences are used to maximize student learning.	Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.
The district is disorderly, disorganized and there is a feeling that the district is "out of control."	The daily operating procedures are occasionally followed but are frequently changed.	Students and staff are held accountable for their performance and conduct.	Students' input, particularly from groups who have been under served, is actively pursued and valued in decisions to improve performance for all students. Staff input, particularly from our staff members of color, is actively pursued and valued in decisions to better equip and train teachers to improve performance for all students.
Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.	The budget does not support the district's priorities and budget category limits are not always followed.	The annual budget is adhered to with only approved variances.	Develops and manages a budget that maximizes the learning goals of the school.
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Standard 4: MANAGEMENT OF RESOURCES AND PERSONNEL

Summary Rating — Standard 4:

Performance Indicator	Ineffective	Developing	Effective	Exemplary	Agreed Upon Evidence
4.1					<ol style="list-style-type: none"> 1. Union Collaboration <ul style="list-style-type: none"> • Labor Management Meetings – conflict resolution • Contracts • Upbeat staff survey 2. Evidence annual budget aligned to enrollment forecast and student population needs 3. Monthly meetings with finance department 4. Community Budget Workgroup meetings 5. Planning and implementation of adjustments to workforce 6. Insuring continuity of work relative to the initiatives within the HR department such as diversification, mentorships, and the labor management process
4.2					
4.3					
4.4					
Overall Rating					

Comments

Standard 5: INSTRUCTIONAL LEADERSHIP

Standard 5 addresses what is to be taught; this standard emphasizes how it should be taught. The superintendent integrates principles of cultural competency/equitable practice and promotes the success of every student by sustaining a positive school culture conducive to student learning and staff professional growth.

Performance Indicators:

The superintendent:

5.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;

5.2 Creates a comprehensive, rigorous and coherent curricular program;

5.3 Creates a personalized and motivating learning environment for students;

Ineffective	Developing	Effective	Exemplary
<p>A shared understanding of instruction is not evident.</p> <p>Professional development is infrequent and is not connected to student or staff performance data.</p>	<p>Participates in professional development based on feedback and student performance data.</p>	<p>Actively developing expertise about quality instruction and can recognize and describe quality teaching.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</p>
<p>A yearlong plan for professional development of the school does not exist or is inadequate. There are no or few effective teacher planning teams.</p>	<p>Participation in district-led professional development is inconsistent</p> <p>Teacher planning teams occasionally meet but there is not a common structure for facilitating this work.</p>	<p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.</p>	<p>Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.</p>
<p>There is no consistent system in place for teacher observation and feedback.</p>	<p>Teachers are observed and given face-to-face feedback based on the observation.</p>		<p>Creates structures for observing and analyzing instruction and for making practice public to deepen a shared understanding of practice within the district.</p>

Standard 5: INSTRUCTIONAL LEADERSHIP

Summary Rating — Standard 5:

Performance Indicator	Ineffective	Developing	Effective	Exemplary	Agreed Upon Evidence
5.1					<ol style="list-style-type: none"> 1. Regular Principal meetings <ul style="list-style-type: none"> • Classroom walk-throughs • Review data, set goals, determine path forward, evaluate outcomes 2. Staff Professional Development 3. Student attendance data 4. Student academic achievement data 5. Effective Collaboration (SATs) – Golden Hedgehog Awards
5.2					
5.3					
Overall Rating					

Comments



Tigard-Tualatin School District 23J
6960 SW Sandburg Street
Tigard, OR 97223

Date: October 9, 2023
TO: Board of Directors
FR: Lisa Burton
RE: Recognition of District Backpack Program Donors

EXPLANATION:

Theda Pansevicious has continued to manage the Tigard-Tualatin School District backpack and school supply donation program since her retirement in 2019. Theda makes valuable connections with community partners and makes sure that the donations they provide go directly into the hands of students. We are so grateful for Theda's dedication to TTSD all these years.

We also recognize the following community groups who have supported the TTSD supply drive this school year and some in past years as well..

1. Chris Balmes, Properties LLC, Lisa Balmes, 3rd year,
2. Golden State Foods, Fernando Gomez, new partnership this year,
3. RISE Church (formerly Tigard Calvin Presbyterian) Joanne Shipley, 4+ years,
4. NVIDIA, Kristi McNinch, 4th year

PRESENTER: Lisa Burton and Theda Pansevicious

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: Recognition & Good News

PROPOSED MOTION: None



Tigard-Tualatin School District 23J
6960 SW Sandburg Street
Tigard, OR 97223

Date: October 9, 2023
TO: Board of Directors
FR: Traci Rose David Moore
RE: 2023-2024 District & School Boundaries Process Overview

EXPLANATION:

The purpose of this agenda item is to inform the Board of the plan for a full assessment of TTSD elementary school boundaries that will guide recommendations for identified adjustments. To include:

- Review of Enrollment history and projections
- Engagement Plan for staff and families
- Timeline

PRESENTERS: Traci Rose, Director of Community Relations & David Moore, CFO

SUPPLEMENTARY MATERIALS: Enrollment Data Reports & Summary of Engagement Plan

PROPOSED MOTION: Discussion Only.

REQUESTED ACTION: No action required.

2023-24 TTSD DISTRICT BOUNDARY PROCESS PLANNING OVERVIEW

BOUNDARY PROJECT TEAM:

Internal Team:

Superintendent Dr. Sue Rieke-Smith
Director of Operations & Bond: Darin Barnard
Director of Community Relations Traci Rose
Operations Administrator Jarvis Gomes

CFO David Moore
Board Representatives: Zurschmeide
Communications Specialist Lisa Burton

Supplementary Team:

Identified Principals, School Representatives
Building Equity Coordinators (impacted)
Student Services
Location Analytics consultant

Assessment Coordinator, Paul Verstraete
Transportation & Food Services
Student Representation
Student Information Coord, Carla Parker

External Partners:

PSOs/Parents
District Community Partners (IRCO, Latino Net., REAP)

City Partners: SRTS; Planning

POLICY/PRINCIPLES

[Board Policy JC](#): School Attendance Areas

- Create and execute process as guided by district mission and values ([TTSD Strategic Plan](#)) and [TTSD Equity Pillars](#)
- Maintain existing feeder patterns – keep students in existing feeder groups (K-12)
- Minimize the number of schools and students impacted by boundary adjustments
- Minimize changes for families who have been impacted by past boundary adjustments
- Make adjustments informed by long term growth projections
- Consider transportation costs associated with all boundary adjustment
- Maintain existing neighborhood cohorts

Additional Priorities:

- Identifying/engaging families most impacted
- Guide boundary adjustments to represent inclusive, culturally diverse student population
- District Transfer Considerations: Consider/create an appeal/transfer process to allow students to stay at their current school; consider transfer requests to and from other district schools

DEFINING PROCESS

Current [District Boundaries](#)
[ODE Boundary Change Calculator](#)

Priority Focus:

- Deer Creek Elementary (1997)
- Durham Elementary (1989)

Impact on Secondary Schools:

- Twality Middle School, Fowler Middle School
-

TIMELINE

2022-2023:	Internal meetings with principals to review and discuss Identify internal leadership committee
October 2022:	Meetings with identified impacted schools: Durham, Deer Creek
Fall 2023:	Board recommendation for Art Rukin attendance Boundary Staff information sessions PSO meetings
Oct-Dec 2023	Intentional families meetings
January 2024	Leadership review of school demographic data Leadership recommendation on identified boundary considerations
Jan-Feb	Continued family meetings
March 2024	Leadership review and recommendations of identified adjustments Recommendation for School Board approval Family communication
April-May	Begin 2024-2025 Enrollment In-person meetings with families and principals

2023-2024 Enrollment and Capacity Report

As of September 22, 2023

				September Enrollment	End of 22-23 Enrollment as of 6/23	Pre-Covid (3/20) Enrollment 2019-20	ACREAGE	BUILT	Fall 23 vs June 22	Enrollment Pre-COVID
SCHOOL	ADDRESS	SQ. FOOT	Main Building Capacity*	Enrollment as of 10/2/2023	Enrollment as of 6/23	Enrollment 2019-20	ACREAGE	BUILT	Fall 23 vs June 22	Enrollment Pre-COVID
Alberta Rider	14850 SW 132nd Terrace Tigard OR 97223	72,995	575	387	505	535	13.35	2005	-118	Fall Enrollment vs end of 22-23 SY
Art Rutkin	15989 SW Taylor Lane Tigard, OR 97224	78,747	600	110	n/a	n/a	8.91	2023	n/a	
▲ Bridgeport	5505 SW Borland Rd Tualatin, OR. 97062	67,985	525	483	465	573	11.15	1982	18	
▲ Byrom	21800 SW 91st Tualatin OR 97062	61,275	525	432	443	540	19.3	1979	-11	
CFT	12850 SW Grant Tigard OR 97223	76,444	625	455	473	496	9.2	2004	-18	
▲ Deer Creek	16155 SW 131st Tigard, OR 97223	61,387	550	538	560	574	17.4	1997	-22	
▲ Durham	7980 SW Durham Rd Tigard, OR 97224	65,322	575	577	590	568	10.72	1989	-13	
▲ Metzger	10350 SW Lincoln Tigard, OR 97223	69,981	625	575	558	622	7.37	2004	17	
Templeton	9500 SW Murdock St Tigard, OR 97224	74,472	650	578	579	546	12.62	1965/2019	-1	
Tualatin	20405 SW 95th Place Tualatin, OR 97062	76,024	650	443	442	517	8.9	2004	1	
▲ Woodward	12325 SW Katherine St Tigard, OR 97223	69,110	525	451	488	591	10.97	1979	-37	
 										
Fowler	10865 SW Walnut Tigard, OR 97223	124,488	951	742	761	862	33.7	1974	-19	
Hazelbrook	11300 SW Hazelbrook Rd Tualatin, OR 97062	135,523	1030	837	871	987	14.12	1992	-34	
Twality	14650 SW 97th Tigard, OR 97224	159,848	1123	982	922	1082	15.55	1960	60	
 										
Tigard HS	9000 SW Durham Rd Tigard, OR 97224	278,795	2023	1781	1710	1751	43.65	1953/2019	71	
Auditorium / Cafeteria		17,654								
Pool (THS)	8680 SW Durham Rd Tigard, OR 97224	61,600						1965		
 										
Tualatin HS	22300 SW Boones Ferry Rd Tualatin, OR 97062	243,348	1960	1749	1636	1859	65.21		113	
Tech. Wing		17,911								
Auditorium		20,651								
 										
Creekside	8040 SW Durham Road Tigard, OR 97224			174	168	187			6	
2019 Building		17,800								
Old Schoolhouse & Annex		5,800								
 										
TTVA				123	172	**			-49	
 										
*2022-2023 Educational Adequacy Report										
▲ Portables										

TTSD District-wide Forecast Accuracy by Grade

Grade	2023–24 Actual Enrollment	One Year Forecasts (Base Year 2022–23)								
		Low			Middle			High		
		Forecast	Diff.	Error	Forecast	Diff.	Error	Forecast	Diff.	Error
K	720	725	5	0.7%	755	35	4.9%	774	54	7.5%
1	763	752	-11	-1.4%	771	8	1.0%	781	18	2.4%
2	837	837	0	0.0%	853	16	1.9%	862	25	3.0%
3	820	791	-29	-3.5%	803	-17	-2.1%	812	-8	-1.0%
4	884	852	-32	-3.6%	871	-13	-1.5%	879	-5	-0.6%
5	855	832	-23	-2.7%	844	-11	-1.3%	855	0	0.0%
6	847	831	-16	-1.9%	843	-4	-0.5%	855	8	0.9%
7	885	855	-30	-3.4%	868	-17	-1.9%	877	-8	-0.9%
8	865	835	-30	-3.5%	851	-14	-1.6%	860	-5	-0.6%
9	919	918	-1	-0.1%	931	12	1.3%	942	23	2.5%
10	1,004	955	-49	-4.9%	974	-30	-3.0%	984	-20	-2.0%
11	917	908	-9	-1.0%	927	10	1.1%	936	19	2.1%
12	951	939	-12	-1.3%	957	6	0.6%	967	16	1.7%
Total	11,267	11,030	-237	-2.1%	11,248	-19	-0.2%	11,384	117	1.0%
K–5	4,879	4,789	-90	-1.8%	4,897	18	0.4%	4,963	84	1.7%
6–8	2,597	2,521	-76	-2.9%	2,562	-35	-1.3%	2,592	-5	-0.2%
9–12	3,791	3,720	-71	-1.9%	3,789	-2	-0.1%	3,829	38	1.0%
MAPE †		-	-	2.2%	-	-	1.7%	-	-	1.9%

Source: TTSD 2023–24 Enrollment Summary and FLO Analytics forecasts.

Shaded cells indicate that actual enrollment fell outside of the range of forecast scenarios.

† Mean absolute percent error for individual grades.

Figure 8: Historical and Current Enrollment by Grade

Grade	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2017–18 to 2022–23
K	901	862	919	702	799	729	-172
1	936	930	870	870	770	846	-90
2	903	922	899	819	881	795	-108
3	916	912	939	835	819	861	-55
4	993	934	885	880	850	839	-154
5	986	978	961	842	880	847	-139
6	962	967	993	913	861	865	-97
7	945	967	961	946	908	849	-96
8	933	930	976	920	961	899	-34
9	993	963	971	969	947	982	-11
10	1,005	985	973	933	973	942	-63
11	1,026	957	968	926	921	950	-76
12	1,053	1,019	969	977	948	921	-132
District-wide Total	12,552	12,326	12,284	11,532	11,518	11,325	-1,227

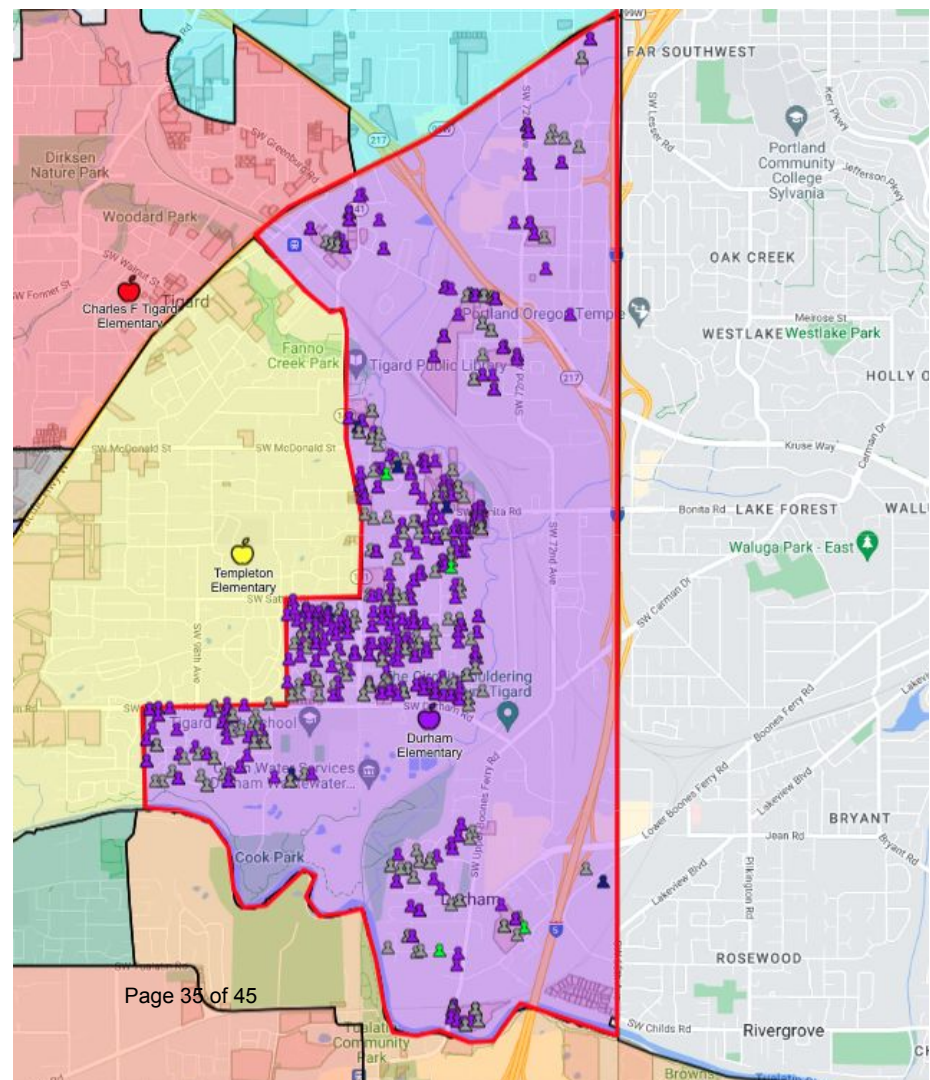
TTSD October 2017–18 to 2022–23 enrollment (headcount) by grade, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.

Figure 20: Enrollment Forecasts by Individual Grade: Middle Scenario

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
K	729	755	756	752	760	790	804	811	817	824	830
1	846	771	803	804	794	802	835	850	857	864	871
2	795	853	785	818	813	802	812	845	861	868	875
3	861	803	870	801	828	823	813	823	857	873	880
4	839	871	820	887	810	837	834	824	834	868	884
5	847	844	883	831	892	814	843	840	830	840	874
6	865	843	848	888	829	890	813	842	839	829	839
7	849	868	854	859	893	834	897	819	848	845	835
8	899	851	878	864	862	896	839	902	824	853	850
9	982	931	891	919	899	896	933	874	939	858	888
10	942	974	932	894	914	896	894	930	872	937	856
11	950	927	967	926	881	901	886	883	918	861	925
12	921	957	945	984	934	890	914	900	896	930	873
K-5	4,917	4,897	4,917	4,893	4,897	4,868	4,941	4,993	5,056	5,137	5,214
6-8	2,613	2,562	2,580	2,611	2,584	2,620	2,549	2,563	2,511	2,527	2,524
<u>9-12</u>	<u>3,795</u>	<u>3,789</u>	<u>3,735</u>	<u>3,723</u>	<u>3,628</u>	<u>3,583</u>	<u>3,627</u>	<u>3,587</u>	<u>3,625</u>	<u>3,586</u>	<u>3,542</u>
Total	11,325	11,248	11,232	11,227	11,109	11,071	11,117	11,143	11,192	11,250	11,280

TTSD October 2022-23 enrollment and FLO 2023-24 to 2032-33 enrollment forecasts, not including pre-kindergarten, MITCH Charter School, Cordero Residential Program, Lifeworks NW, Transition Program, or Tutorial Program.

Durham Attendance Boundary



Durham Attendance Boundary

School Type	Count	%
MIDD	276	33.91%
ELEM	538	66.09%

Grade	Count	%
PK	7	0.86%
03	83	10.20%
02	84	10.32%
KG	87	10.69%
08	88	10.81%
05	89	10.93%
07	91	11.18%
01	93	11.43%
04	95	11.67%
06	97	11.92%

School Name (Enrolled)	Count	%
Fowler Middle School	9	1.11%
Hazelbrook Middle School	11	1.35%
Twality Middle School	256	31.45%
Durham Elementary	538	66.09%

Transfer Status	Count	%
Transferring within the District	20	2.46%
Home Area Enrolled	794	97.54%

Special Ed Status	Count	%
Y	90	11.06%
N	724	88.94%

Gifted	Count	%
Y	57	7.00%
N	757	93.00%

ESL ELL Status	Count	%
Y	85	10.44%
N	729	89.56%

Race	Count	%
American Indian / Alaskan Native	19	2.33%
Native Hawaiian / Other Pacific Islander	24	2.95%
Black / African American	34	4.18%
Asian	50	6.14%
Multi	96	11.79%
White	591	72.60%

Ethnicity	Count	%
Hispanic	214	26.29%
Non-Hispanic	600	73.71%

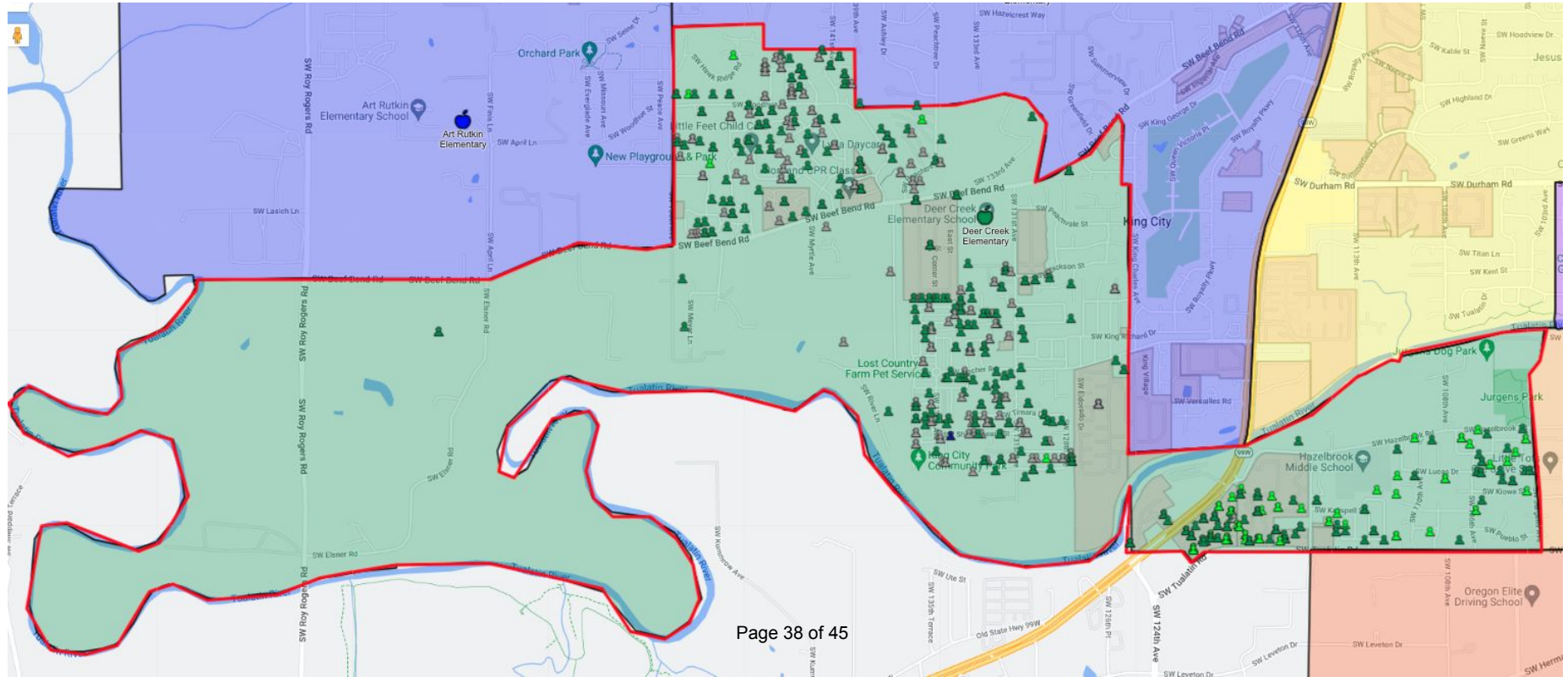
Home Language	Count	%
Bosnian	1	0.12%
Castilian	1	0.12%
Chamorro	1	0.12%
Chinese	1	0.12%
Korean	1	0.12%
Mandar	1	0.12%
Other languages	1	0.12%
Tamil	1	0.12%
Tibetan	1	0.12%
Marshallese	2	0.25%
Persian	2	0.25%
Russian	2	0.25%
Japanese	3	0.37%
Kurdish	3	0.37%
Chuukese	4	0.49%
Somali	5	0.61%
Arabic	7	0.86%
Vietnamese	8	0.98%
Spanish	94	11.55%
English	675	82.92%

Durham enrollment stats including transfer students

Student Profile		Student Count: 578	
::			
School Type	Count		
ELEM	578	100.00%	X
::			
Grade	Count		
PK	26	4.50%	X
03	86	14.88%	
02	88	15.22%	
KG	88	15.22%	
01	94	16.26%	
04	96	16.61%	
05	100	17.30%	
::			
School Name (Enrolled)	Count		
Durham Elementary	578	100.00%	X
::			
Transfer Status	Count		
Transferring into the District	2	0.35%	X
Transferring within the District	38	6.57%	
Home Area Enrolled	538	93.08%	
::			
Special Ed Status	Count		
Y	77	13.32%	X
N	501	86.68%	
::			
Gifted	Count		
Y	33	5.71%	X
N	545	94.29%	
::			
ESL ELL Status	Count		
Y	68	11.76%	X
N	510	88.24%	

::			X
ESL ELL Status	Count		
Y	68	11.76%	X
N	510	88.24%	
::			
Race	Count		
American Indian / Alaskan Native	15	2.60%	X
Native Hawaiian / Other Pacific Islander	15	2.60%	
Black / African American	30	5.19%	
Asian	37	6.40%	
Multi	72	12.46%	
White	409	70.76%	
::			
Ethnicity	Count		
Hispanic	147	25.43%	X
Non-Hispanic	431	74.57%	
::			
Home Language	Count		
Chinese	1	0.17%	X
Chuukese	1	0.17%	
Mandar	1	0.17%	
Persian	1	0.17%	
Tibetan	1	0.17%	
Japanese	2	0.35%	
Kurdish	2	0.35%	
Russian	2	0.35%	
Vietnamese	2	0.35%	
Somali	5	0.87%	
Arabic	7	1.21%	
Spanish	59	10.21%	
English	494	85.47%	

Deer Creek Boundary



Deer Creek Attendance Boundary

ESL ELL Status	Count	%
Y	111	13.34%
N	721	86.66%

Race	Count	%
American Indian / Alaskan Native	9	1.08%
Native Hawaiian / Other Pacific Islander	22	2.64%
Black / African American	44	5.29%
Asian	47	5.65%
Multi	100	12.02%
White	610	73.32%

Ethnicity	Count	%
Hispanic	282	33.89%
Non-Hispanic	550	66.11%

Home Language	Count	%
Japanese	1	0.12%
Mandar	1	0.12%
Other languages	1	0.12%
Vietnamese	1	0.12%
Arabic	2	0.24%
Chinese	2	0.24%
Pushto	2	0.24%
Russian	5	0.60%
Marshallese	6	0.72%
Spanish	139	16.71%
English	672	80.77%

School Type	Count	%
MIDD	319	38.34%
ELEM	513	61.66%

Grade	Count	%
KG	69	8.29%
01	79	9.50%
03	89	10.70%
04	89	10.70%
05	92	11.06%
02	95	11.42%
06	101	12.14%
08	108	12.98%
07	110	13.22%

School Name (Enrolled)	Count	%
Fowler Middle School	6	0.72%
Hazelbrook Middle School	120	14.42%
Twality Middle School	193	23.20%
Deer Creek Elementary	513	61.66%

Transfer Status	Count	%
Transferring within the District	13	1.56%
Transferring into the District	16	1.92%
Home Area Enrolled	803	96.51%

Special Ed Status	Count	%
Y	89	10.70%
N	743	89.30%

Gifted	Count	%
Y	19	2.28%
N	813	97.72%

Deer Creek enrollment stats including transfer students

Student Profile		Student Count: 539	
:: X			
School Type	Count	%	
ELEM	539	100.00%	
:: X			
Grade	Count	%	
KG	71	13.17%	
01	83	15.40%	
03	93	17.25%	
04	96	17.81%	
02	98	18.18%	
05	98	18.18%	
:: X			
School Name (Enrolled)	Count	%	
Deer Creek Elementary	539	100.00%	
:: X			
Transfer Status	Count	%	
Transferring within the District	15	2.78%	
Transferring into the District	22	4.08%	
Home Area Enrolled	502	93.14%	
:: X			
Special Ed Status	Count	%	
Y	52	9.65%	
N	487	90.35%	
:: X			
Gifted	Count	%	
Y	4	0.74%	
N	535	99.26%	
:: X			
ESL ELL Status	Count	%	
Y	68	12.62%	
N	471	87.38%	

:: X		
Race	Count	%
American Indian / Alaskan Native	6	1.11%
Native Hawaiian / Other Pacific Islander	18	3.34%
Black / African American	25	4.64%
Asian	36	6.68%
Multi	67	12.43%
White	387	71.80%
:: X		
Ethnicity	Count	%
Hispanic	170	31.54%
Non-Hispanic	369	68.46%
:: X		
Home Language	Count	%
Arabic	1	0.19%
Chinese	1	0.19%
Japanese	1	0.19%
Mandar	1	0.19%
Pushto	1	0.19%
Russian	3	0.56%
Marshallese	5	0.93%
Spanish	75	13.91%
English	451	83.67%



Tigard-Tualatin School District 23J
6960 SW Sandburg Street
Tigard, OR 97223

Date: October 9, 2023
TO: Board of Directors
FR: Traci Rose
RE: 2023-2024 First Quarter Open Enrollment & ODE 3% Report

EXPLANATION:

The purpose of this agenda item is to provide the Board with a formal report of TTSD's Student Transfer/Open Enrollment activity and the ODE 3% Calculation Report for the first quarter of the 2023-2024 school year.

PRESENTER: Traci Rose

SUPPLEMENTARY MATERIALS: 2023-2024 Student Transfer Data Reports, and 2023 ODE 3% Calculation Report

RECOMMENDATION: Discussion only. No action required.

PROPOSED MOTION: None

TTSD INTER-DISTRICT TRANSFER DATA 2023-2024

As of September 2023 (Last Update September 28, 2023)

Inter-District Summary						
Incoming Students	23-24	22-23	21-22	20-21	19-20	
	74	70	90	59	91	Incoming students approved
	41	33	54	42	65	Continuing students/Siblings
	33	37	*36	17	26*	New students
			16	0	6	New hardships approved
Outgoing/Released	23-24	22-23	21-22	20-21	19-20	
	47	103	74	49	54	Outgoing students approved
	23	70	35	24	37	Continuing students/Siblings
	24	33	*39	25*	17	New students
	4		*19	5*	0	New hardships approved

BY DISTRICT 2023-2024	Outgoing					Incoming				
	23-24	22-23	21-22	20-21	19-20	23-24	22-23	21-22	20-21	19-20
Beaverton SD	9	11	18	3	18	19	22	15	20	25
Colton SD	1	3								
Canby SD	1		1	1				2	2	3
Centennial SD								2		
David Douglas			2			2	1	3		
Dayton SD									1	
Estacada SD								2		
Gervais SD								1		
Gresham-Barlow SD										
1+		2	2			3	3	4	1	7
Lake Oswego SD	17	26	20	22	14	5	6	1	5	5
McMinnville SD						1		2		
Molalla SD								3	1	
Newberg SD		3	2	2	2	8	8	2	5	5
No. Clackamas SD						1	1	5		2
No. Marion SD						1	2	3		1
Nyssa SD	2	7								
Oregon City SD						2	2			
Oregon Trail SD								4		1
Portland Public SD		12	9	11	8	7	2	5	2	7
Reynolds SD						1				
Riverdale SD	3	9	5	2	4					
Salem-Keiser SD							2	1		
Sherwood SD	10	19	6	5	3	12	14	20	12	19
Silver Falls SD				1						2
West Linn-Wilsonville SD	3	10	8	2	2	4	4	13	7	13
Woodburn SD	1		1		2	9	2	2	3	1
Yamhill Carlton SD		1			1					
Totals:	47	103	74	49	54	74	70	90	59	91

Continuing/Siblings of Continuing = Students (& their siblings) who moved into TTSD boundary
New Releases/New Incoming = Students who request to attend district out of home boundary. TTSD Board approved 50 spots for new releases and 50 spots for new incoming for 2022-23 school year

Incoming - By Grade						
School	Kinder	1st	2nd	3rd	4th	5th
A. Rider	2	1		1		1
A. Rutkin	2					1
Bridgeport	2	2	2	1	2	
Byrom	1					
CFT	2					
Deer Creek	1		1			
Durham						
Woodward	2					
Metzger	2	2	1	2		1
Templeton	1					
Tualatin ES	1	2		2	1	
	6th	7th	8th			
Fowler	2		2			
Hazelbrook	2	1	2			
Twality	2	1	1			
TTVA			1			
	9	10	11	12		
Creekside			2			
Tigard HS	3		1			
Tualatin HS	5	2	4	4		
Total:						74

Outgoing - By Grade						
School	Kinder	1st	2nd	3rd	4th	5th
A. Rider						
A. Rutkin						
Bridgeport	2	1	1			
Byrom						
Deer Creek						
Durham	2					
Mitch						
Metzger						
Templeton	2					
Tualatin ES	1					
Woodward	1					
Continuing	1	1	2	1		
Private/Cha	1					
	6th	7th	8th			
Continuing	4					
Fowler	1	1				
Hazelbrook			1			
Twality			1			
TTVA						
Private/Cha			1			
	9	10	11	12		
Continuing	4	2	2	3		
Creekside						
Tigard HS	2		2			
Tualatin HS	4		1			
Private/Cha	2					
Total:						47

TTSD IN-DISTRICT TRANSFERS 2023-2024

As of September 28, 2023

*23-24 Enrollment***
22-23 Enrollment
21-22 Enrollment
20-21 Enrollment
19-20 Enrollment

Boundary School

SCHOOL	23-24	22-23	21-22	20-21	19-20							A. RIDER	A. RUTKIN	BRI. PORT	BYROM	CFE	DEER CREEK	DURHAM	WOODWARD	METZGER	TEMPLETON	TUALATIN	FOWLER	HAZELBROOK	TWALITY	THS	TUHS	
A. RIDER	30	22	24	29	25	386	505	494	502	502	535		9				9	1	9		1	1						
A. RUTKIN	17					108											6		11									
BRI. PORT (TWI)***	93	84	105	99	75	482	465	497	523	523	573	4			36	3	11	12	2	3	5	17						
BYROM	21	26	44	26	31	432	443	408	417	417	540			4				1				16						
CFE	12	12	18	22	38	449	473	424	447	447	496	1						1	1	1	8							
DEER CREEK	13	18	16	32	28	536	560	546	544	544	574	5		2					5			1						
DURHAM	19	26	28	39	33	576	590	507	528	528	568	2		1		2	1				11	2						
WOODWARD	13	14	23	29	38	453	488	482	511	511	591	1	1			6	1			2								
METZGER (TWI)***	47	49	59	47	68	574	558	521	565	565	622	2				31	3	4	3		2	1						
TEMPLETON	19	15	41	24	23	580	579	487	515	515	546					5	2	9	3									
TUALATIN ES	35	34	38	38	38	442	442	375	425	425	517	2		10	10		10	3										
FOWLER	25	26	34	30	35	746	761	771	828	828	862													2	23			
HAZELBROOK	22	24	35	35	40	842	871	864	926	926	987											3			19			
TWALITY	30	26	32	35	34	980	922	955	1014	1014	1082											28	2					
TIGARD HIGH	78	76	90	77	61	1814	1710	1731	1782	1782	1751																78	
TUALATIN HIGH	23	16	22	20	18	1768	1636	1716	1851	1851	1859															23		
CREEKSIDE (CHS)*	151	170				174	168	166	171	171	189															68	83	
TTVA	80	66				129	113	246														7	9	8	29	27		
	728	704	609	582	585	11471	11284	11190	11549	11549	12292																	

*Application Only
 ** As of 9/28/2023
 ***Includes some TWI students

ODE 3 % CALCULATIONS as of: September 2023	23-24	22-23	Notes	
Per OAR 581-026-0305: The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:				
(A) The number of students enrolled in the schools of the school district;	11,651	11,521		Total school enrollment (9/14/22); Cordero; Transition; Tutorial
(B) The number of students enrolled in public charter schools located in the school district;	239	237		Mitch
(C) The number of students enrolled in virtual public charter schools;	214	272		Per monthly rosters
(D) The number homeschooled students who reside within the district and who have registered with an education service district	34	58		Per NWESD
(E) The number of students enrolled in private schools located within the school district.	0	0		N/A
Total Students in the District:	12,138	12,088	372	Number of students that must be enrolled in Virtual Public Charter Schools to reach 3% in 22-23
			365	Number of students that must be enrolled in Virtual Public Charter Schools to reach 3% in 23-24

Percentage of Students Enrolled in Virtual Charter Schools Sponsored by Different District(s): **1.76%** 2.25%

Please include link to District Policy below:

[JECB Admission of Non-Resident Students](#)

[JECBB Intradistrict Transfer Procedures](#)



Tigard-Tualatin School District 23J
6960 SW Sandburg Street
Tigard, OR 97223

October 9, 2023

TO: Board of Directors
FR: Dr. Lisa McCall
RE: Ignite! Reading Contract and Early Literacy Grant

EXPLANATION:

During 2022-23, TTSD piloted a high dosage tutoring program for 16 students at Durham Elementary after entering a \$40,000 contract with Ignite! Reading.

Pre (Fall 2022) and post (Spring 2023) diagnostics from I-Ready and Acadience were available for 14 participants. A series of comparison groups were created with students that had similar demographics and starting scores. The results showed

- Students in the program showed slightly higher rates of growth from Fall to Spring.
- The greatest results were seen in students 2 or more grade levels below in I-Ready.
- Students of color also saw some of the greatest impacts of this program.

Following the positive outcomes for the impacted Durham students in 2022-23, this fall TTSD entered a \$100,000 contract with Ignite! Reading for high dosage tutoring students for 20 students each at Durham Elementary and Deer Creek Elementary. This contract is funded by General Fund dollars.

TTSD has learned that the preliminary 2023-24 allocation for the Early Literacy Grant is \$845,000. Although the grant application is due in January, the grant period begins on October 1, 2023. Dr. McCall and Todd Robson, Director of Teaching and Learning, have convened a workgroup of teachers and administrators to inform the grant application. The Board will be asked to approve the grant application before submission to the Oregon Department of Education.

TTSD administration has proposed that the current Ignite! Reading contract be amended to expand the tutoring program to the remaining nine elementary schools (180 slots) for an additional contract amount of \$324,000 funded by the Early Literacy Grant.

PRESENTERS: Todd Robson, Dr. Lisa McCall, and David Moore

SUPPLEMENTARY MATERIALS: Slides
[Ignite High-Dosage Tutoring](#)
Video
[Ignite Reading One-Page Overview](#)
Slide Deck
[Early Literacy Ignite Plan & Update](#)

RECOMMENDATION: Approve a contract with Ignite! Reading for high dosage tutoring services in a total amount of \$424,000.

PROPOSED MOTION: I move to approve a contract with Ignite! Reading for high dosage tutoring services in a total amount of \$424,000.