



Cedar Park PTC Community Meeting

February 24, 2020

ATTENDEES: Bettina Jeszenszky, Hannah Donohue, Jenna Dornblaser, Stacey Steffanelli, Meghan Clifford, Jennifer Rafanan, Anne Erwin, John Huelskamp, Meagan Pham, Gwen Reid, Dana Scheele, Todd Scheele, Vicki Shumate, Tom Colett, Eric Simpson, Jenny Jenson, Shannon Sherry

CALL TO ORDER (6:32pm)

PRINCIPAL REPORT, Megan Clifford (filling in for Dr. Shannon Anderson)

- Data: Cedar Park performed as well or better than like schools in recent math achievement.
- Thank you to the Art Lit volunteers! Our halls look awesome.
- School sign replacement project continues. A vendor has been finalized and Dr. A will be sharing mock-ups soon.
- New picnic tables (funded by the PTC) are assembled and in use. Wet Kat Pool service, one of our 5K sponsors, pressure washed our entire Cedar Park patio, so our outdoor area is looking much improved.
- Social was 2/14 and between all three classes, it was an all day success. PTC funds provide every student with a \$1.50 ticket for food. There was a DJ, face painting, a photo booth, games in the library and upper gym, and lots of fun and social time for the kids.
- Common Middle School Experience presentation on 2/6 had a great turnout; Ms. Clifford encourages us to share our voices w/ central leadership.
- The PTC is replacing the Cedar Park microscopes for the first time in 40 years! These new 22 microscopes have LCD screens for easier displays and can be streamed onto a larger screen for the class to see.
- Outdoor School for the 6th grade is scheduled for May 26-29th. For the first time, Cedar Park will be hosting an Info Night, in both Spanish & English, on April 9 @ 6pm.
- State testing window has been set and will last two weeks though it shouldn't take that long for each grade. Only 8th grade is tested in science.
- Middle School boundary changes continue. Ms. Clifford and Dr. A are thankful for this community's continued feedback re: those proposed changes. Bettina mentioned her concern about the increased free & reduced lunch rates at CPMS in the last map, which can be a correlation to parent involvement. Under 30% FRL is manageable, but over that can hold a new set of challenges. We are all encouraged

to head to BSD's boundary adjustment page, view the maps, form our own conclusions, and continue to give feedback to the committee.

OFFICER REPORTS

President, Bettina Jeszenszky

- 5K Achieves Goal of \$55,000!! Matching Funds pushed us over the top, so thank you to all our parents and community members for taking the time to complete that step. It has made the difference.

Directors of Volunteers, Jenna Dornblaser & Jennifer Rafanan

- 2020-21 Committee Lead Openings will be public soon as we check in with current leads. 5K is the most obvious committee that will need a new chair.
- Book fair needs people this week!

Treasurer, Bettina Jeszenszky (filling in for Skye Kutansky)

- [Year to Date Numbers](#) show just over half of our budget has been spent (51%). Other items include:
 - Big expenses are couches for the library, picnic tables for outside from discretionary fund, sign downpayment, and all-school winter party (social)
- Our next Community Meeting will discuss the 2020-21 budget.

GUEST SPEAKERS

John Huelskamp, Sunset High School

As principal and parent at Sunset High School, John has a unique perspective to the Sunset experience. He has been with Sunset for nine years. Sunset is an International Baccalaureate school (three BSD high schools are IB, three are AP like Beaverton), and recently became the first school in the nation to offer an "IB for all" experience, having every junior take IB History.

John strives for all students to have as many options/doors open as possible during high school and beyond. Sunset's unwritten motto is "Enter to Learn, Leave to Serve," where students can learn not to be selfish with their experience and work to make the world a better place.

Anne Erwin, Beaverton High School

In her 8th year as principal of THE Beaverton High School, Anne believes the transition to 9th grade is the most challenging school transition of them all. BHS offers all-day "shadow a beaver" opportunities (usually about 150 a year), will be transitioning to an incoming freshman only curriculum night next spring, and provides "freshman chats," one-on-one conversations with faculty members, and a faculty tour each spring for rising 9th graders.

Anne strives that graduates of BHS be prepared for the future that they choose and notes the tremendous community involvement from BHS alumni who have come back to help support Beaverton High. She is

anxious to meet rising 9th grade families and is intrigued by Cedar becoming an exclusively Beaverton feeder in the most recent adjusted boundary map.

BHS has many student groups that offer student volunteers, such as working elementary carnivals or events, so call if you need help.

When she first came to Beaverton High, they were attempting to be both an IB and AP school. Unfortunately, it is simply unsustainable to try and be both. Beaverton decided to be an AP school and has seen an increasing percentage of students accessing AP classes, even with their changing demographics and boundary change several years ago. In the next couple years, Anne hopes to add a required AP Human Geography to be taken by the entire student body.

Beaverton is a dual language school, with Math, Science and Spanish lit & comp classes included in that program. Next year they are adding a Latin American history class.

HIGH SCHOOL PATHWAYS

All comprehensive high schools in BSD offer career pathways, or a guided track of classes to set students up for success in a specific field. Sunset offers Business, Computer Science, Engineering, and Mathematics pathways. Beaverton High School has Education, Engineering, Health Careers, Marketing and Digital Media pathways.

Pathways are not required for graduation, but are usually decided by the end of freshman year or during the sophomore year. Students have the options of taking their homeschool pathways, or accessing the magnet pathways: Terra Nova, Auto (Aloha HS), Manufacturing (Westview), Culinary (Mountainside), or Health Careers (Beaverton High School). Transportation is provided to a magnet pathway.

Anne is especially proud of the Health Careers pathway at BHS. Students can graduate as certified nurse's aides, be prepared as pharmacy techs, cardio techs, or medical techs (especially valuable with the dual language program), meaning they graduate high school with job offers. The Education pathway allows graduates to sit for the paraeducator exam, which qualifies them to work as an instructional aide in BSD after graduation. These students shadow and assist at Vose Elementary during their program. The Digital Media pathway students create all the marketing materials for Beaverton High School (such as signage and business cards).

John also mentions the PCC Early College program, available to BSD students after their sophomore year, that provides training in machining, welding, and other career pathways. Graduates can complete high school with an associates degree from PCC.

Sophomore year is an important time to decide the choices for junior year. Junior year is an important grade for students to set themselves up for post-high school success.

HOW TO TRANSITION TO HIGH SCHOOL WELL

Anne's goal is to have 100% kids connected with something by the end of freshman year. Her advice includes

bringing students/families into your community to create connections, work for students to be on track by the end of 9th grade, READ every word she sends you :) and let BHS know if something isn't working.

John agrees on all those points, but adds that Sunset is always striving to circle back and ensure students are accessing the clubs/connections/activities. There are still cracks that kids can fall through and our high schools work to catch those kids.

HOW TO TRANSITION ACADEMICALLY

Anne shares that Sunset & Beaverton use the teaming model, meaning the same four teachers teach around the same 100 freshman. This is a deliberate/intentional choice to create a safety net and smaller community within the school (similar to what Cedar Park does).

John shares that high schools are intentional in developing self-advocacy in students and use a collegiate model, similar to office hours, for students to meet with teachers, ask questions, etc., called Access Tutorial (AT) at Sunset and Beaver Lodge at BHS. This also allows students to work together collaboratively. They strive to help students learn that strength is in asking and encourage a study group vs. competition mentality. He encourages parents to stay involved by volunteering, such as working concessions, in the classroom or at the College & Career Center.

Beaverton HS and Sunset only use Canvas (not google classroom). Canvas is the same system used by the Oregon University system, and while not a gradebook, it is a window into the daily activities and assignments.

OTHER HIGH SCHOOL INFO

Anne shares that if parents have concerns or questions, that they should call the office or contact her and not just assume anything. All high schools have a general info email on their websites, where parents can email their questions and that query is forwarded to the correct respondent.

The faculty at Sunset and Beaverton do have a good number of "second-career" teachers, but it is usually department dependent. All the Health Careers instructors had a former career in the health field. Same with BHS's Marketing teachers. Sunset has several science teachers who had a previous life in the scientific field.

In March, incoming freshman are kicked into Sunset & Beaverton's mailing list, meaning newsletters will begin to be sent to incoming families electronically. Beaverton currently has an incoming freshman bulletin that has already been sent. Counselors will be busy during the next few weeks/month as they work through forecasting, so May may be a better time to chat with them re: next year's transition.

Eric Simpson, Beaverton School Board Rep, Zone 3

Tom Collet, Beaverton School Board Rep, Zone 7

Eric, a graduate of Sunset, and Tom, a Beaverton High alum, joined us for a discussion and Q&A regarding the proposed schedule changes set forth in the Common Middle School Experience initiative.

COMMON MIDDLE SCHOOL EXPERIENCE

The District has been working on this endeavor on and off since 2014. A committee of stakeholders was formed this fall (including BSD leadership, middle school administrators). The goal of the committee was to review the work completed between 2014-2018 and to make recommendations to meet the objectives stated by Superintendent Grotting. [More historical background is available on BSD's website.](#)

Last 2/6, admins were tasked with presenting the proposed schedules to their individual communities. 50-60 parents turned out at Cedar Park to hear the proposed uniform schedules. The largest goal was to create common electives across all eight middle schools.

Parents voiced their concern re: the proposed schedules and what they mean for Cedar Park. Concerns include the reduction of math and science, and how this pits our core teachers against each other in order to validate their curriculum. Parents shared that a CPMS teacher at the original presentation noted that in order to continue at the current pace, students would be assigned more homework. The top 20% will do the homework as assigned, while at least 50% most likely will not.

Cedar Park parent, Todd Scheele, presented some research he'd done that showed that these schedules would result in the loss of 10-16 weeks of math and science instruction.

Eric emphasized that the Board's perspective is equal opportunity to elective choice and that Superintendent Grotting may decide to take more time in making this decision. Tom shared that several committees looked over these schedules and that several factors are at play, including the continuation of the Humanities model (possibly reverting back to Language Arts & Social Studies), the upcoming state mandate re: PE instruction, and the elective accessibility for special ed students, AVID students, and students needing intervention services. BSD spends the least amount of money on middle schools and he's hoping to change that and possibly add more staffing and reduce class size.

Tom also shared that Don Grotting will make the final decision on the proposed schedules, so any advocacy efforts can be emailed to him or sent through the online survey. It is his job to operationalize any decision. He will decide if this will be for 2020-21 or the year after. The Board had hoped to have done this initiative sooner, but the money wasn't there.

Frustrations were expressed regarding doing this at the same time as the boundary adjustment, the wording of the survey, the continued binding of staff allocation to enrollment numbers, and the sudden pace of this proposal. Other concerns were that none of these schedules are actually being used in the District, that teachers were not asked to review before they were made public, and that this felt like a top-down decision being imposed by the Board.

Tom also shared that he's spoken to several parents who are in favor of additional arts/elective minutes during the school day and how that can positively impact a student's experience. The schedules themselves don't create academic achievement, but the tailoring of the schedule to the curriculum creates success.

Megan Clifford shared that Cedar Park's current model of two-day alternating electives (four total) has been the most successful for SPED and intervention services, as that still allows those students to have an elective of their choice every day. However, the upcoming PE requirements would require over 40 minutes of PE each day, leaving our current schedule in non-compliance.

Other questions/ideas/concerns expressed by the parents present:

- The demographics of each middle school are unique-- can't administrators be trusted to choose best practice at each site?
- Could a pilot school be established to see how these play out to better understand how this plays out within instruction?
- Currently five of the eight middle schools have a very similar schedule-- why was that one dismissed?
- The advanced math track at Cedar Park has seen gains across all students and keeps us on par with option school rigor, especially because entering high school at AG2 allows students to access all the higher level IB and AP math/science classes later in high school.
- Can a waiver be asked for re: the PE requirements?
- Can funding for elective teachers be separated from enrollment numbers? Wouldn't that better serve smaller, struggling schools?
- Suspicion re: one lobbying group that doesn't reflect the priorities of parents from the entire District.

Tom thanked us for our ideas and advocacy and recommended we email Superintendent Grotting (don_grotting@beaverton.k12.or.us) and/or [fill out the parent survey](#).

Parents expressed gratitude to Tom & Eric for coming out to listen, answer questions, and be available to our community.

ADJOURNMENT (8:43pm)

**Next Meeting: April 27, 2020 @ 6:30 PM
Join us to help shape next year's budget!**

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