

PTO meeting minutes 2/3/2020

Location: Jacob Wismer cafeteria

Date: Monday, February 3rd, 2020

Time: 6:30 pm

Attendees: Sonia Lall, Sonia Sahu, Cara Coates, Pooja Madan, Alexandra Yau, Margaret Maes, Shauna Rakshe, Shalini Sivas, Joan McFadden, Steven Sparks, Allison Guilfoyle, Colin Arnold, Brent Van Volkinburg, Ravi R, Konstantin Arturov, Pankaj Aswail, Ashutosh Misra, Dinesh Mendu, Shiva Akuthota, Balki, Pramod, Himanshu, Bijoy Nair, Mini Nair, Aishwarya, Priya Mani, Mamta, Jyothy Vemuri, Paul, Ram, Jay Kumar, Anand, Lisa Knutson

Agenda items

1. VP community events report

- Ms Leah Biado Presents Award—safe routes to school coordinator for BSD; this program is about making it safe and fun for kids to walk & roll to school (bikes, bus, scooters, etc); trying to decrease number of single car trips; improves physical activity and safe walking routes; physical activity increases performance in school; this program also helps the environment; award for parents & staff who have led the creation of walking school bus program for JW; this is a group of students who meet off campus and are escorted to school safely by parents/teachers; JW has two locations for meeting of walking school bus, and it meets on first Mon of each month; PE teachers Mr. V & Mr. A and parents Ana, Maggie & Alex; this award is presented to all of them for January Walk + Roll Champions; current data normal 19% walking 32% busing 39% riding by car; so you can see there is still room for improvement; on event days 40% walking 38%busing 19% riding by car; new safe routes to school safety program in all schools in district this year eg how to cross roads safely, safe decision making; JW will get these lessons next week during PE time; rolling out program to 10 schools this year; may has big walk + roll event, will be either one day or monthlong challenge, we will help support this event

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2. Guest Speaker Mr. Steven Sparks

0. Speech - MS boundary process is unpleasant, but it happens with all planning, so while unpleasant we just have to get through it; everyone agrees Stoller is overcrowded, but thinks someone else should leave; normal presentation is to PTOs in south part of district who don't know what's going on; for JW will assume we know; committee is offering a recommendation, not making decision; superintendent is making decision; committee's role is to recommend why one factor wins over another, but BSD staff will not allow anything that is not workable; Map C is a walkable

zone centric map but it has all kinds of problems; all maps have lots of problems; what we're doing now in prep for next meeting is trying to solve some of the problems in this map; all three maps have JW in SToller; I do not see JW going anywhere other than Stoller; in Map C Stoller has Summa; Summa is optional program and optional programs go where there is room; there is no guarantee that Summa will stay at Stoller; have read all 1100 emails that have come in; Springville has some compelling arguments; most compelling: should Springville students be on a 2x current bus ride to go to Five Oaks (40ish minutes both ways); is it cheaper, possible to keep Springville at stoller but Summa at Timberland? That's what we're analyzing right now right now on maps, also demographics, bus rides data, free lunch data; people have accused BSD staff of surprising that transportation is a factor, but the factor is accessibility & access; we are considering all these; transportation director is providing facts about budget to advisory committee, not stating what will happen; there are competing factors for every decision eg feeder patterns vs free/reduced lunch vs bus ride length; some split feeder patterns are really controversial eg Cooper Mountain and Mountain View vs Highland Park middle school, but we have to also consider transportation; effective testimony: hooting and hollering is not effective; please don't whistle or hoot; lots of heated rhetoric going on, coming in as comments—these get deleted; everybody chill!; everyone needs to be civil; people will say they were robbed in decision, but everyone needs to tone down the passion, it is easier to take seriously someone who says calmly and logically some suggestion; we take calm logical suggestions seriously and look at them, this is effective; the committee is looking at everything, they read all the comments, you don't need to submit comments 10 times if just saying the same thing; it is much more compelling to say something once, well, with reasons

1. Q & A

1. Mamta

- a. Thank you message to Steve Sparks
 - i. Emotions are riding high with the boundary talks. However, we truly enjoy the humor you inject into the meetings. We are very happy that all the comments are being read and heard
 - b. Explain how we've been involved in the boundary adjustment process
 - c. Review Jacob Wismer's priorities: walkability and Feeder pattern for each half of JW -- so Map C really resonated with us.
 - d. Ask how Jacob Wismer can help him with the process and move it to the right direction
 - o Keep showing up at meetings and submitting comments; engage, pay attention to what board recommends. Board recommends, superintendant ultimately decides; continue to voice opinion; say if agree with board's recommendation or not; this process will end this school year

2. Paul - What are the longer term plans by BSD to try and eliminate portables at Stoller? Is there a timeline to phase out the portables at Stoller, perhaps with some additional permanent construction like at Five Oaks?

- o Portables not necessary as we have enough seats for all MS students. Portables are really expensive; some Five Oaks portables were moved to Stoller, it costs 100k to move. Trying to sell them now but purchasers have to pay moving costs.

3. Jyothy- Does the school district own any land in the NW part of Bethany near Springville/Sato that might be used in the future to create a new elementary/middle school?

- BSD owns a parcel near Sato; not big enough for MS, only for elementary; to build a school, board has to approve bonds, voters have to approve bonds; Timberland took 20 years; many schools need seismic improvements and this is more of a priority than bonds for new MS since we have enough MS seats, they are just not in the right places
4. **Priya**- At the last AC meeting, Map C was the popular choice by the committee and the public. Map C puts the population of Stoller at 100% - is it critical that we need to hit the 90% utilization in 2021? If so, what map revisions would you propose? Do other MS also need to come down to 90%?
 - Other schools have more flexibility because they don't have growing developments feeding into them, except Connestoga, but doubt that will have as much growth/impact as North Bethany since there is a better commute path to Nike/Intel from North Bethany; Map C needs some tweaks, for example Rock Creek apartments go to Stoller but this leaves these kids as an island from their elementary school; eventually superintendent will have to weigh all factors based on committee's recommendation, they can recommend that Stoller be placed at 100% to satisfy other criteria/factors
 5. **Aishwarya** - What happens if we make tweaks that satisfy some policy factors but not others - how will the call be made in terms of what factors are more important? Is it up to a majority of the committee?(Do we have a ranking or order of these policy factors)
 - It is likely that we will have to sacrifice some policy factors. There is no order of priorities. Committee will make recommendation as to which factors to satisfy.
 6. **Ram** - In the situation that nips/tucks are made to adjust high school feeders proposed in Map C, would those changes be approved by the Superintendent at the same time as the middle school boundary changes?
 - HS, ES adjustments done. Map C: send Barnes to Murray, send all of Oak Hills to Sunset. Committee can recommended changes for various reasons, but would need to be approved by the school board. Would come into effect at same time as MS boundary changes.
 7. **Jay** - Are the travel times shown in the table one-way or round trip? Some Springville folks seem to think it will take their kids 1 hour to get to school. Is that true?
 - Time is one-way, 40 min. BSD uses very careful validation method, with one vehicle driving and stopping, another following behind to time.
 8. **(Kate)** To what extent do you coordinate with Washington County to track where new development will be and ensure that there is land set aside for new schools to accommodate that growth, and require developers to cover at least some of the cost of new buildings and public utility infrastructure?
 - Oregon does not require developers to do anything much; they are in the driver's seat. School district must just cope with what they build. One bill currently before state legislature proposes putting affordable housing at edge of urban growth boundary; this seems unfair as it puts most vulnerable population far away from services.
 9. **(Kate)** I'm happy to see that there is socio-demographic information being considered in the middle school boundary adjustments and that there is also an effort to standardize curriculum offerings to improve equity among schools. Is there anything

beyond this being considered to improve equity and inclusion across the district? Is BSD able to adjust funding formulas to direct more resources to schools that serve a higher percentage of disadvantaged students, beyond what programs like Title 1 can provide? What about working with the county to encourage zoning, development, and transit plans to put affordable housing within attendance boundaries that are currently mostly higher income, and vice versa?

- Not able to answer this

10. (Lisa) What kind of relief is being given to Stoller for the 2020-2021 school year, before the boundary is in place? I believe our boundary change was originally supposed to happen in Fall 2020, then got pushed back one year. I'm deeply concerned about the safety of my kids in the coming year.

- Not enough time due to difficulties encountered (ACMA, William Walker building damage), so got pushed back a year; not sure what the plan is, possible some students would be transferred elsewhere (eg entire 8th grade) but currently no plans for this

11. (Wenting) why there can only be centralized summa program at certain schools? Can't it be offered at more schools? Or in the structure of, for example, math/science/reading level 1, level 2, level 3 depending on student's ability? It doesn't look like it would require summa specialized teacher, but would need teacher to be more adaptive to student composition. Also, it would take away the fight for more summa school from district boundary adjustment. And mostly importantly, students across the district benefit from it.

- Don't know much about SUMMA program internal workings, not able to answer about teachers. SUMMA program is already spread between a couple of schools

12. (Wenting) What else BSD could do to move toward getting another middle school in north bethany area? No matter how boundary is redrawn, stoller will be overcrowded again in the near future due to the crazy amount of construction. Could BSD reach over to higher levels to get this talking going?

- There is not enough time and money for this anytime soon; new construction of MS would cost something like \$120 million; would need to get bond approved, etc.; there is plenty of MS capacity in BSD, it is just inconveniently placed, so new MS construction is very unlikely; many schools are very old and need replacing/renovation, so money would go to that first

13. (Anand) When do the adjusted/changed boundaries take effect? Will it affect the middle schools starting in Fall 2020? Or Fall 2021?

- Fall 2021

14. (Anand) Impact to students who have started Middle school prior to when the new boundaries take effect:

what is the impact to students who have already started middle school prior to the new

MS boundaries? Will they continue the rest of their middle schools as per current boundaries?

- Usually only highest grade affected gets legacy status; students entering 8th grade in fall 2021 would stay at Stoller, others get shifted; this means that one family might have an 8th grader at Stoller and a 6th grader at Timberland

15. (Anand) Impact on Stoller Summa students (from before MS boundary decisions): The ongoing discussions have also proposed some plans where SUMMA program will be moved completely from Stoller MS to Timberland MS. While this are still not decided yet, in the eventuality that SUMMA program moves out of Stoller, what will the impact of this be on Stoller SUMMA students who have/had started their SUMMA program at Stoller prior to such a change? will they continue thru their SUMMA at Stoller for the rest of their MS?

- Can't say for certain; in other options schools in similar situations, they have had continuing options students stay in same school, while new students move, until the program ages out at a location; for example, any SUMMA 6th graders in the Stoller boundary in fall 2021 would go to Timberland, while SUMMA 7th and 8th graders would remain at Stoller, in fall 2022 SUMMA 8th graders would remain at Stoller while SUMMA 6th and 7th graders went to Timberland, and from fall 2023 on there would be no SUMMA at Stoller

16. (Soumya) why was the K-8 program at Springville discontinued while the one at Aloha Huber continues? If it is because of space, hasn't the opening of Sato elementary relieved Springville a bit?

- Aloha Huber: their students fill every seat through every grade; Springville K-8 their own students fill 65% of middle school grades; kids were not prepared for high school

Mr. A -rep of teacher union, what is position of our teacher union? BEA position is that officially they will not support or contradict any map. If it seems necessary to weigh in, BEA will weigh in that teachers are worried about their own kids in district. But other than that, BEA is teacher's union and has no official position—it is too political. Please do not question teachers about this issue, it's uncomfortable. Teachers are neutral.

3. Vote of thanks to guest speaker

4. Principal's report

- TVs and stands have all come in and all been delivered except for a couple; teachers are saying they are really easy to use; teachers are really excited about the new technology so thank you; this was about 24 TVs/stands bought this year as some classrooms already have them, and you can project onto the TV using iPads, takes the place of projectors; this was funded with Jogathon money so thank you parents!

5. Treasurer's report

- PE proposal presentation—we approached board last year with a request, but this got put on hold due to budget cuts; request is for climbing ropes and cargo nets to install in gym; climbing is good for developing upper body strength and endurance, and many elementary schools use ropes/nets; this will help us meet PE Learning targets that will be implemented next year; we have many students who do not participate in traditional team or individual sports, so exposing them to different forms of physical activities is important; this can be especially important for kids who don't fit or aren't interested in traditional sports; "alternative" physical activities like this and obstacle courses are really great ways to engage kids who might otherwise not be interested in physical activities; every 4-5 weeks we would combine classes for a week, set out equipment for 10-12 stations for kids to rotate through, usually 5-6 kids in a group, there are 2 teachers in gym and one would be positioned next to ropes/net for safety reasons; with lower grade levels, kids could swing on ropes instead of climbing; this equipment would be used for a week, almost every month; safety is number one priority; we have a crash mat, BSD policy is minimum 6 inches of mat at bottom of rope, ours is 24 inches thick. We have another mat 12 inches thick to set beneath cargo net; at old school's climbing net, Mr. A climbed to top of rope, let go and fell (2x) before letting kids on rope, just to make sure kids would be okay; district max height for climbing is 16 ft, we would install disc to cap climbing height as our ceiling is 20 ft or more; many older schools were built with ropes/nets, newer schools sometimes have depending on PE teacher's request, some very new schools have them but JW doesn't; we have checked with BSD and have been given green light to go ahead if we can fund, etc.; we want one regular climbing rope, one with knots for kids who need more help, and one cargo net for kids who need an easier climb; kids sometimes really get motivated by ringing bell at top of rope
- Questions: is program running at other schools? Data on safety issues? Also, video shows how to climb—is there a video to teach kids how to fall safely? Yes, will teach to climb AND how to fall safely, roll, keep arms in; other schools' safety—we have not heard about major safety issues, have asked other PE teachers and no other complaints. When classes are combined, what about kids not following directions? Out of 60 kids? We would have one person at climbing station, had a person from district come in and look at distances between stations, etc. to help look at safety. One PE teacher would always be at this one station to supervise. If one student gets hurt, will climbing get taken out? Because if we pay for this, then don't want it taken out. Kids get hurt on monkey bars and we still have monkey bars, so we probably would not take out, we would just supervise and emphasize safety. BSD has given okay, but not money, and we can't fund with normal PE budget. What about maintenance? Is it inspected every year? We always check equipment weekly/before each use time. Would you climb it every time to check? How would it get checked? Yes, district would check every time. We have somebody come in and maintain/grease basketball hoops, so this would be like that—somebody from district would come do maintenance. This would be a one-time investment from PTO, after that maintenance from BSD. From Eagle Run stuff, district is very strict about what you can do on school property, due to insurance etc; could not move forward with this without structural engineer checking etc. We don't have exact quote, ballpark is probably 7 to 8 k; ropes/net itself is about 1500, 2.5k to engineering firm, and rest for labor and installation; can't just hire any structural engineer, have to be BSD approved, so can't just get a parent who's a structural engineer to do it unless their company is approved.

- First step: have outside engineer come in and look; 2 or 3 times district engineers have come to look at ceiling and said it should be fine; there is a possibility that we would pay 2.5k for inspection and the engineer would say it is not possible, and that money would be gone; district has company picked out, paperwork is done; can we pay 2.5 to check this year and then pay to install next year? If PTO wanted to push installation to next year, PE teachers would ask district to approve that inspection gets certified for a period of time. FIP is filled out, this sometimes takes years to get approved; took 6 months for tetherball and signboard. PTO wants to make sure we don't have to pay 2.5k multiple times to get approval, so would need time frame to be certified (6 months or whatever). This we would need to know from district. PE will ask if we can get structural engineer certified for 6 months. Do we need inspection for both cargo net and ropes? Or can we get just cargo net for now? PE will ask this too, it might be more cost effective to have all installed at once. How long does construction take & would it prevent normal gym activities, would it have to be done over the summer? At Mr. A's old school, cargo net was installed in a weekend, PE teachers would lean toward having it done in summer or when it would not disrupt anything; Would PTO want to fund 2.5 this year? We would first want to know if can be certified for time, maybe could use next Eagle Run to fund this project
- Staff appreciation proposal—Cara motions that we pass increase to staff appreciation fund (1k) to thank all staff for supporting Eagle Run; unanimous approval

6. PTO liaison grade level report

K - We are working hard in Kindergarten! We have been just completed a unit on the culture of China and a comparison of how are children are alike and different to us, animals in winter with hibernation/migration/adaptation and the positive influence of Martin Luther King Jr. Children are working hard on writing "How To" books and reading bigger and bigger books.

Come see our decorated winter hall-- it is pretty impressive!

1 st - The first grade just rocked giving oral reports on Arctic animals. They also created amazing sock puppets of their animals.

In Math they have been telling time to the hour and half hour. They are also learning to identify coins.

In Science they are learning about light and sound, they are doing fun experiments to go along with this.

In writing they are doing research and actually writing a report!

2 nd - Second grade is working on

measurement for math,

fluency, literary language and book clubs for our next reading unit,

erosion in science,

opinion writing wrapping up soon, then poetry.

We are really enjoying the new TVs. When it first came the kids were so excited, they just stood in front of it staring. (It wasn't even turned on!)

3 rd - Thank you for our TVs!!!! They are awesome!!!! In reading, we have begun our unit on Character Studies. In writing, we have started our persuasive unit. In math, we are working on multiplication and division.

4 th - Reading: We have wrapped up non-fiction and have started rolling out a close reading of fiction unit.

Writing: We just wrapped up our opinion writing and are now working on a literary essay

Math: "the teachers' lounge" working on multiplication and division

Cont.: Working through more health lessons/native Americans

We have new trout eggs! Growing and hatching in the pod and in Mr. Silver's classroom!

5 th - In writing, most classes have wrapped up literary essays and will soon be moving into argument and advocacy. For reading there is a variety of novel studies, figurative language, and author studies happening. In math, we are working with multiplying and dividing fractions.

Most classes are studying space or healthy eating for science and health.

Music - Violins in grades 4/5

Xylophones K/1/2/3

MLK/Valentine's/President's Day song

PE - Mr. V just finished up a unit on Components of Fitness

Mr. A just finished up a unit on Team Handball

We will be doing our "Workout Week" for the next few days. Next week, we will be doing a week-long unit in collaboration with Safe Routes To School to teach kids about pedestrian and biking safety.

7. New business/adjournment

Violin (Atsuko)—maintainance of the violins is not so good, so a parent would like to help rosin bow hairs and tune; shoulder pad is not so good so kids are holding it wrong, shoulder pads cost a little bit, don't know how many, can look into this? Violins are district-owned and they go around to different elementary schools, so PTO may not be able to effect this, but maybe we could keep pads here. Teachers also have funds, so contact teachers and ask; otherwise make proposal to PTO with Ms. Belgique

Can school email everyone in general to remind sickness policy about flu/fever (due to Coronavirus). Although coronavirus can spread asymptotically. There was something about coronavirus in BSD briefs last week. Maybe BSD or school can resend it. If policy changes, we would let everybody know. Next JW journal: will put link/reminder

Reminder: spring break is cutoff for teacher reimbursement requests

Playground (Lori)—any update on fixing playground? Rubberized surface could cost up to 200k due to drainage required below; bark chips are current plan, BSD will send someone to inspect; tarp is so weeks don't come through, but it needs to be taken out for drainage problem; then 10 inches of bark chips; inspection will look at drainage, etc. for both options; maybe we could fix drainage problem short-term and then fundraise for turf or rubberized; rubber gets very hot in summer months so can be unusable without shade; how much of this cost is maintance, how much does BSD cover, how much does school pay?; what is time frame for finding out