

Meeting Minutes of June 24, 2025

CALL TO ORDER

Board Chair Kottkey called the business meeting to order at 5:32 p.m. and welcomed everyone; she then led the pledge of allegiance. The following were in attendance:

Board of Directors

Kristy Kottkey, Chair
Kate Grandusky, Vice-Chair
Brad Bafaro
Mark Everett
Valyrie Ingram (Absent)

Staff

Suzanne West, Superintendent
John O'Neill, Assistant Superintendent (Absent)
Kim Shearer, Director of Student Services
Ilean Clute, Director of Finance
Enrique Pinon, Technology Manager
David Warner, Director of Communications
Arturo Lomeli, Director of Teaching and Learning
Bethany Magnuson, Executive Assistant (Absent)

PRELIMINARIES

Approval of the Agenda

Vice Chair Grandusky moved to approve the agenda as presented, Director Bafaro seconded and the agenda was approved.

Board Report

None

Superintendent Report

- Superintendent West visited with the Chamber of Commerce yesterday. She was able to share the good work of our schools, and share the budget reality that we face. As we have said many times in this board room, state school funding has not kept pace with expenses and with the demands on school systems that are not included in the current funding formula. The \$1.8 M reduction we are making this year is the start of several years of reductions as we adjust our expenses to match state revenue. Superintendent West thanked the Chamber for the generosity of their time.
 - Shared a slide with meaningful experiences that have made a huge difference for our students.
- Legislative session ends next week. We have been monitoring increases in special education funding, which is highly unlikely to happen at this point. \$11.36 Billion is what has been approved by both chambers of our legislature. We will see our governor sign that along with the accountability bill.
 - Another bill approved is related to unemployment benefits for those who are striking. There are safeguards and limits. We won't know what the true impact will be.

Forest Grove Education Association

None

Unscheduled Public Appearance

None

CONSENT

- 2024-220 MOTION: Chair Kottkey moved to approve the consent agenda, Director Everett seconded, unanimously carried with a vote of 4-0.
- Item 1: Board Minutes of the June 10, 2025 School Board meeting.
- Item 2: Personnel
- Assignment Change:
- 7/1/25 - Travis Tocher - 1.0 FTE - Assistant Principal - Forest Grove High School
- New Hires:
- 8/25/25 - Devianne Taylor - 1.0 FTE - Mental Health Specialist - NAMS & CALC
- 8/25/25 - Jenny Mai-Hur - 1.0 FTE - Licensed School Psychologist - Temporary, Location TBD
- Resignations:
- 6/16/25 - Matthew Nichols - 1.667 FTE - Health & Nutrition Teacher, Forest Grove High School
- 6/16/25 - Wyatt Moore - 1.0 FTE - Special Education Teacher, Oak Grove Academy - TM
- Deceased:
- 6/1/25 - Kristan Beckwith - 1.0 FTE - ELD Teacher, Fern Hill Elementary

PRESENTATIONS

Spring Benchmark Data

Presented by, Arturo Lomeli, Director of Teaching and Learning

The Director Lomeli provided the Board with a detailed update on spring local benchmark data for the 2024–25 academic year. She opened by dedicating the presentation to Board Members Brad and Mark, acknowledging their long-standing commitment to using data to measure outcomes and monitor system progress over time. She emphasized that this data reflects meaningful work that aligns with the Board's strategic focus.

Director Lomeli framed the presentation by revisiting a prior discussion from the beginning of the school year, where the distinction between local benchmark assessments and state summative assessments was explained.

While both serve important roles, local benchmarks are particularly valuable because:

- They are administered more frequently throughout the year.
- They directly inform instruction.
- They are responsive to student needs in real time.
- They offer timely insights to guide systemwide adjustments.

Areas of Focus:

- K–10 Literacy
- K–10 Math
- K–12 English Language Development (ELD)
- Expulsions and TAG Identification (Additional insight slides presented at the end)

Key Details:

FGSD Board of Directors

Approved Meeting Minutes

- The 11th and 12th grade data was not included in the literacy and math reports due to inconsistencies in how these students are assessed throughout the year. Many seniors meet benchmarks early or are excluded from interim assessments after demonstrating proficiency. This variability makes their data less reliable for longitudinal tracking.
- The literacy data in particular has been affected by changes to the STAR assessment system. The district has experienced transitions in assessment platforms or processes, and the Director noted that this may affect year-over-year comparability.
- The spring data presentation reflects cumulative insights gathered across multiple benchmark windows during the year, providing a clearer picture of student growth and proficiency trends.

Technical Notes:

- There was a brief technical issue at the start of the presentation involving the slide clicker and some slide formatting. The presentation will reconvene after Action Items are complete.

The Director concluded this portion by reinforcing the importance of using this data to support instructional planning, drive equitable outcomes, and adjust system-level supports as needed.

ACTION

2025-26 School Fees

Ilean Clute, Director of Finance and Operations

Reviewed the attached recommended fees for the 2025-2026 school year and the fees for the 2024-2025 for comparison.

- 2024-221 MOTION: Vice Chair Grandusky moved to approve the 2025-2026 fee schedule as presented, Director Bafaro seconded, unanimously carried with a vote of 4-0.

Fern Hill Elementary School Addition - Robinson GMP

Ilean Clute, Director of Finance and Operations

The District has completed the process of selecting a Construction Manager / General Contractor (CM/GC) Services for the Fern Hill Elementary School Pre-K Addition project. Both the CM/GC process and selection of Robinson Construction as the contractor have been approved by the board in this Fiscal Year. After working with Mahlum and Robinson through Design, we are working on finalizing the Guaranteed Maximum Price (GMP) Contract amount. This sets a maximum price for construction with Robinson and will include; Base Construction, Construction Contingency, Site, and Demolition Costs. At this time, the District is seeking board approval for the preliminary GMP construction contract of \$4,135,635. This is based on bid day results and is within our current Project Budget amount. The bid day numbers will continue to be vetted through the buyout process. The CM/GC Contract amount for Robinson will be updated once the final GMP is negotiated.

- 2024-222 MOTION: Director Everett moved to award the Preliminary purchase agreement up to \$4,135,635. with Robinson Construction for the Fern Hill Elementary School Pre-K Addition Project, Vice Chair Grandusky seconded, unanimously carried with a vote of 4-0.

Contracted Staffing Services

Dr. Kimberly Shearer, Director of Student Services

The 1.0 FTE licensed District Nurse position remains open and is currently posted. While we are continuing our efforts to recruit and hire for this role, we are requesting approval to pursue contracted nursing services in the event we are unable to fill the position.

Student Services is requesting board approval to allocate up to \$168,000 for the 2025–26 school year to secure contracted nursing services, if necessary. This cost is comprehensive and would include salary and benefits. Currently budgeted FTE would be converted to cover the contracted services. This funding would support engagement with a qualified agency, contingent on hiring availability and successful contract negotiations, should we be unable to fill the currently open District Registered Nurse position.

- 2024-223 MOTION: Director Bafaro moved to approve spending up to \$168,000 for 1.0 FTE District Nurse position that is vacant in Student Services for the 2025-2026 school year, Director Everett seconded, unanimously carried with a vote of 4-0.

PRESENTATION CONTINUED

Spring Benchmark Data

Presented by, Arturo Lomeli, Director of Teaching and Learning

Following a short break, the presentation resumed with a deeper dive into local benchmark assessment data, specifically focusing on district-wide trends in literacy, math, and English Language Development (ELD). The Director reiterated the framework used with school principals to interpret data across three levels:

- Level 1 (Satellite Data): Big picture, district-wide trends
- Level 2 (Map Data): Skill-specific breakdowns at the school level
- Level 3 (Street-Level Data): Teacher-level assessment and classroom observations

Elementary Literacy (K–6):

- Tool Used: *MCLASS Assessment*
- From fall to spring, the percentage of students *well below benchmark* decreased from 47% to 38%, while students *at or above benchmark* increased from 35% to 47%.
- Four of six grades achieved growth at or above the national norm (60%), but 3rd grade declined by 7 points to 59%, prompting further investigation.
- Staff attributed some variation to 3rd grade being a transitional year, with students tested in English while still developing bilingual (Spanish) literacy skills.
- The curriculum in use—*Amplify*—has now been implemented fully for two years in grades K–2, with a ramp-up in intervention strategies beginning this year.

Spanish Literacy (K–6):

- Positive growth trends were noted in bilingual students' Spanish literacy as well, especially in upper grades where academic Spanish develops later.
- Growth data indicated increasing percentages of students moving from below to at/above benchmark.
- Kindergarten still shows room for growth, but instructional staff report growing belief in the curriculum and instructional methods being applied.

Secondary Literacy (7–10):

- Tool Used: *STAR Reading Assessment*
- Substantial growth was reported in middle school intervention classes, credited to science-of-reading-aligned professional development.
- Approximately 80–85% of 9th and 10th grade students completed the STAR Reading assessment.

- The district emphasized the need to strengthen explicit and systematic reading instruction in high school classrooms.

Math Benchmark Data:

- Tool Used: Local Benchmark Math Assessment (Year 2)
- Achievement increased slightly from the 32nd to 34th percentile from fall to spring.
- More notably, growth percentiles increased to the 50th percentile nationally, indicating progress even though students may not yet be moving between proficiency bands.
- Discussion included the Matthew Effect, where high-performing students often grow fastest unless interventions support struggling learners.
- Comparisons to prior year growth (43rd percentile) showed a 7-point gain in growth rate, signaling positive trends.
- Elementary Math Highlights:
 - Kindergarten students showed exceptional growth—93rd percentile—despite not having fully implemented the new curriculum, underscoring the impact of strong foundational instruction.
 - 5th grade was flagged for improvement due to lower growth rates.
- Secondary Math: Overall performance in the yellow zone (around the 50th percentile) suggested average national performance, with aims to improve next year.

English Language Development (ELD):

- Tool Used: *Flashlight 360* (First Year of Implementation)
- Data showed upward trends in speaking and writing, with beginning-year averages moving from 2.0 to 2.6 in speaking and 2.0 to 2.5 in writing.
- Gains were especially strong in speaking, as expected for language learners. Writing and academic vocabulary acquisition were noted as longer-term goals.
- Challenges persist in moving students to proficient and advanced levels, especially in earlier grades.
- The Board discussed limitations of *Flashlight 360* in accounting for varying entry points and exposure time. In contrast, the ELPA state assessment includes algorithmic models to determine expected growth timelines for English learners.

Conditions for Learning:

- Expulsion Data:
 - Significant decrease in expulsions noted from the post-COVID peak in 2021 to 30 total expulsions in 2024–25.
 - This trend was celebrated as evidence of improved school climate and student support systems.
- TAG (Talented and Gifted) Identification:

The number of identified TAG students increased by 71 students over the past year.

 - Notably, ELD student representation grew from 1 to 9 students, and Special Education representation increased to 5 students.
 - A shift in TAG leadership model—recruiting teacher volunteers as site leads instead of relying solely on counselors—was credited for the improved identification rates.
 - Board members emphasized the need to now focus on improving Tier 1 instruction for TAG students, ensuring their needs are met with appropriate challenge and depth in the general education classroom.

Board members expressed appreciation for the clarity and positivity of the data, noting that this presentation represented a strong close to the final board meeting for three departing members. Gratitude was shared for their continued engagement and data-driven focus through their final term.

INFORMATION

1. Restraint and Seclusion Report 2024-2025

ADJOURNMENT

There being no further business the meeting adjourned at 6:22 p.m.

Bethany Magnuson, Executive Assistant

Kristy Kottkey, Board Chair

Date: _____

To view the entire board meeting, the recording is available on the districts website www.fgsdk12.org