

BOARD OF EDUCATION

September 14, 2017

Regular Board Meeting / Work Session – 6 p.m.

**Partnership Room
Center for Advanced Learning (CAL)
1484 NW Civic Drive, Gresham, OR**

I. CALL TO ORDER**II. ROLL CALL**

_____ Kris Howatt, Chair	_____ Kathy Ruthruff, Director
_____ Sharon Garner, Vice-Chair	_____ Blake Petersen, Director
_____ Carla Piluso, Director	
_____ John Hartsock, Director	_____ A. Katrise Perera, Superintendent
_____ Matt O'Connell, Director	

III. APPROVE MEETING AGENDA**IV. ACTION ITEMS****First Reading**

1. BH/BHA Policy Revision	Ketelsen
2. Architect Selections / Contract Approval	Schofield
3. Personnel Report	Hiu
4. Board Goal Setting	Howatt

V. INFORMATION ITEMS

5. Measure 98 Funding Update	Ketelsen
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VI. DISCUSSION ITEMS

6. Good to Great	Hiu
7. Superintendent's Transition Plan Update	Perera
8. Board Self Evaluation	Howatt
9. Review Board Safety Procedures	Hiu/Howatt
9. Board and Superintendent Working Agreements	Howatt

VII. ANNOUNCEMENTS

Sept. 18, 2017: Gresham-Barlow Education Foundation
"Scramble for Students" Golf Tournament – 10 a.m.
Persimmon Country Club, Gresham, OR

Sept. 21, 2017: ~~DAC Meeting - 7 p.m.~~ MEETING CANCELLED
~~Highland Elementary School~~
~~Board Representatives: All~~

Sept. 28, 2017: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

Oct. 4, 2017: OSBA Fall Regional Dinner Meeting – 5:30 p.m.
Colewood Golf Center
7313 NE Columbia Blvd.
Portland, OR

Oct. 5, 2017: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

VIII. ADJOURN

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: Katrise Perera
Teresa Ketelsen

DATE: September 14, 2017

RE: No. 1 - BH/BHA Policy Revision

EXPLANATION: The Policy Review Committee is suggesting recommendations to policy BH/BHA, Orientation of New Board Members. The recommendation is to require, rather than encourage new Board members to attend the Summer Board Conference and to participate in OSBA online classes to achieve bronze level in their first year of service.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: 1. Board Policy BH/BHA, Orientation of New Board Members

RECOMMENDATION: The administration recommends board approve revisions to Board Policy BH/BHA, Orientation of New Board Members as presented.

REQUESTED ACTION: Move to accept revisions to Board Policy BH/BHA, Orientation of New Board Members as presented.

Gresham-Barlow SD 10

Code: **BH/BHA**

Adopted: 5/01/97

Revised/Readopted: 2/04/99; 5/02/02; 6/06/13

Orig. Code(s): BH/BHA

Orientation of New Board Members

A new member is to be given the Board's and staff's fullest measure of courtesy and cooperation. Board and staff will make every effort to assist the new member to become fully informed about the Board's functions, policies, procedures and issues. In the interim between election and/or appointment and assuming office, the new Board member(s) will be assisted in the following ways:

1. The new Board member will be given materials on the role of a school board member;
2. The new Board member will be invited to attend Board and budget meetings to observe the operation of the Board but will not be a voting member;
3. The new Board member will be given a copy of long range plans, Board policies (available online), Board priorities and the district's adopted budget;
4. The superintendent and/or designee will supply material pertinent to meetings and will explain its content;
5. The incoming member will be invited to meet with the superintendent and other administrative personnel, by arrangement with the superintendent, to discuss services they perform for the district;
6. The new Board member will be ~~encouraged~~ **required** to attend the Summer Board Conference sponsored by the Oregon School Boards Association and to participate in the Oregon School Boards Association online classes **to achieve bronze level in their first year of service**; and
7. New Board members will receive all reports and communications (not including confidential materials) normally sent to Board members.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: September 14, 2017

RE: No. 2 – Architect Selections/Contract Approval

EXPLANATION: In January 2017 the board approved contract negotiations to proceed with the four large renovation and replacement projects as well as a number of firms on our other remaining projects.

Since the initial approval, district administration and project management has worked with firms to better define the program for design at the next four scheduled school improvement projects. The architects have validated the initial program and scopes of work. The administration has also worked to negotiate the not to exceed contract amount for the services. The not to exceed contract amount and architect selected for each project is as follows:

Axis Design Group, Kelly Creek Elementary \$254,000
Axis Design Group, Powell Valley Elementary \$309,000
BBL Architects, Hollydale Elementary \$495,000
BBL Architects, Hall Elementary \$644,000

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None.

RECOMMENDATION: Authorize not to exceed contract amounts with Axis Design Group for \$254,000 for the Kelly Creek Elementary Improvement Project and \$309,000 for the Powell Valley Elementary Improvement Project and authorize not to exceed contract amounts with BBL Architects for \$495,000 for the Hollydale Elementary Addition and Improvements and \$644,000 for the Addition and Improvements at Hall Elementary.

REQUESTED ACTION: Approve not to exceed contracts as follows:

Axis Design Group, Kelly Creek \$254,000
Axis Design Group, Powell Valley \$309,000
BBL Architects, Hollydale \$495,000
BBL Architects, Hall \$644,000

MS:mh

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu

DATE: September 14, 2017

RE: No. 3 - Personnel Report

EXPLANATION: ORS 332.075(2)-(3), states that, "All contracts of the school district must be approved by the district school board before an order can be drawn for payment." This includes the provision of labor performed by employees of the district.

In addition, Board Policy GB, General Personnel Policies, provides that, "The employment contract of candidates to fill licensed and contracted positions will be approved by the Board upon the superintendent's recommendation."

Salary placement for licensed and administrator positions will follow the terms of the established collective bargaining agreement with the labor association and memorandum of understanding with the administrator group. These agreements are available on the District web site.

PRESENTER: James K. Hiu

SUPPLEMENTARY
MATERIALS:

1. Administrator New Hires
2. Licensed New Hires
3. Change in Positions – Example A
4. Change in Positions – Example B

RECOMMENDATION: The administration recommends the board adopt one of the two personnel reporting documents presented for consideration.

REQUESTED ACTION: Move to accept Change in Positions – Example A as the format for the personnel reporting documents.
OR
Move to accept Change in Positions – Example B as the format for the personnel reporting documents.

JKH:cm:sa

(1) Administrator New Hires for 2017-2018
Recommended for Hire for the 2017-2018 School Year

NAME	POSITION	LOCATION
Avery, Sarah	Administrative Assistant to the Superintendent and Board of Directors	DO

(2) Licensed New Hires for 2017-2018
Recommended for Hire for the 2017-2018 School Year

NAME	POSITION	LOCATION
Anderson, Nicole	Counselor	CCMS
Arreola Castillo, Lucia	Kindergarten	HIES
Bennett, Sarah	Grade 4	DCD K-8
Blizzard, Julie	Grade 6	GRMS
Bledsoe, Graham	Special Education	GHS
Boldt, Nancy	Specialized Nurse	DW
Carlisle, Breanne	English/Journalism	GHS
Christianson, Tyler	Business	BHS
Crow, David	Grade 5	HAES
Cummings, Parker	Speech Language Pathologist	SSSO
Dombeck, Jessica	Grade 5	EOES
Donaldson, Erica	Art	CCMS
Duff, Ryan	Music	HAES
Duffy, Michael	Math	BHS/STHS
Ewing, Amanda	Grade 5	KCES
Gehrig, Amy	Grade 3	EOES
Gestrin, Kayla	Grade 5	HCES
Grant, Douglas	Special Education	BHS
Green, Paisley	AP Language/Composition	BHS
Grootwassink, Mandy	Special Education	WOMS
Hoffman, Jared	English Language Arts	CCMS
James, Stephanie	Special Education	GHS
Kinder, Louisa	Counselor	WOMS
Kumar, Angeli	Grades 2-3 Blend	HDES
Lamoureux, Anita	Marketing	BHS
Martinich, Jeffrey	Special Education	STHS
Nearing, Patrick	Music	DCD K-8
North, Tyler	Grade 1	HAES
Pikop, Josh	CTE Woods/Construction	BHS
Schaper, Megan	Music	CCMS
Seits, Coreen	Special Education	HAES
Smith, Julie	Speech Language Pathologist	SSSO
Stultz, Hannah	Grade 4	WGES
Swope, Carol	ELL	HAES
Unger, Kathryn	Grade 5	HAES
Whitehurst, Nicole	Grade 3	HIES
Wolf, Amy	ELL	GHS

(4) Change In Positions

6/1/17 - 8/31/17

Location	Classified				Licensed				Administration		
	Resigned	Retired	Hired	New FTE	Resigned	Retired	Hired	New FTE	Resigned	Retired	Hired
Deep Creek Damascus K-8					2		2				
East Gresham ES	3										
East Orient ES	1		1		1		2				
Hall ES	2		1		6		6				
Highland ES	1				1		3				
Hogan Cedars ES			1		2						
Hollydale ES	1			1b			1				
Kelly Creek ES							1				
North Gresham ES		1	1		1						
Powell Valley ES	1		1								
West Gresham ES							1				
Clear Creek MS	1				1		4				
Dexter McCarty MS											
Gordon Russell MS	1		1				1	1d			
West Orient MS					1		2				
Barlow HS	1		1		2		7	1a			
Gresham HS	2				2		3	.5a			
Springwater Trail HS					1		2	.5a			
Student Support Services	1		3		1		3				1
District Office					1						
Facilities	1		2								
Technology											

KEY
a = Measure 98
b= Title 1
c = Other Funds
d = General Fund

(3) Change In Positions

6/1/17 - 8/31/17

Location	Classified				Reason	Licensed				Reason	Ad Resigned
	Resigned	Retired	Hired	New FTE		Resigned	Retired	Hired	New FTE		
Deep Creek Damascus K-8						2		2			
East Gresham ES	3										
East Orient ES	1		1			1		2			
Hall ES	2		1			6		6			
Highland ES	1					1		3			
Hogan Cedars ES			1			2					
Hollydale ES	1			1	Title 1			1			
Kelly Creek ES								1			
North Gresham ES		1	1			1					
Powell Valley ES	1		1								
West Gresham ES								1			
Clear Creek MS	1					1		4			
Dexter McCarty MS											
Gordon Russell MS	1		1					1	1	Increased Enrollment	
West Orient MS						1		2			
Barlow HS	1		1			2		7	1	Measure 98	
Gresham HS	2					2		3	1	Measure 98	
Springwater Trail HS						1		2	1	Measure 98	
Student Support Services	1		3			1		3			
District Office						1					
Facilities	1		2								
Technology											

(3) Change In Positions
6/1/17 - 8/31/17

[illegible]

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

EXECUTIVE SUMMARY

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: September 14, 2017

RE: No. 4 – Board Goal Setting

EXPLANATION: At the August 25, 2017, Board Planning Retreat, the Board of Directors and District Leadership Team discussed the Gresham-Barlow School District “2020 Vision,” which is defined by seven strategic themes that guide the District’s work:

1. Teaching and Learning, Growth and Achievement for All
2. Equitable Outcomes
3. College and Career Readiness
4. Early Learning
5. Class Size and Learning Environments
6. Community Partnerships
7. Community Investment

Following discussion, Class Size and Learning Environments was removed. Participants were then divided into groups to prioritize the remaining six strategic themes.

PRESENTER: Howatt

SUPPLEMENTARY
MATERIALS: 1. Board Goal Setting Chart Pack Photos

RECOMMENDATION: The administration recommends that the board continue their discussion of Board Goal Setting.

REQUESTED ACTION: No action is requested at this time.

:sa

Blue Sheet

Gresham-Barlow District Goals Revised 2017-2018

The District mission, “Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community,” is supported by four strategic themes that guide the District’s work:

1. Teaching and Learning, Growth and Achievement for ALL: Engage every student in meaningful learning through high-quality, accessible instruction, and relevant content **within effective learning environments**.
2. Equitable ~~Outcomes~~ **Access**: Reduce the achievement gaps by supporting and sustaining equitable ~~opportunities~~ **access** for every student.
3. Early Learning: Align practices and resources that **promote social-emotional development** and support reading at grade level by the end of 3rd grade for all students.
4. ~~College and~~ Career Readiness: Improve and increase ~~high school~~ pathways to college and career options.

Board Goal Setting – Board Planning Retreat
August 25, 2017

1.

Teaching and Learning, Growth and Achievement for All~
Engage every student in meaningful learning through high-quality, accessible instruction and relevant content

#1 (Drives everything else!!) YES!!!

#1 yes!! 😊

1 yes YES #1

#1 YES

① supports all ⑥

2.

Early Learning

align practices and resources to support
all students reading at grade level by the
end of 3rd Grade + social/emotional readiness

~~3~~ ^{Top 3} -yes- this is the foundation of the
house

Top 3 YES!! this is our group's #2 priority
by consensus

Yes, please 😊

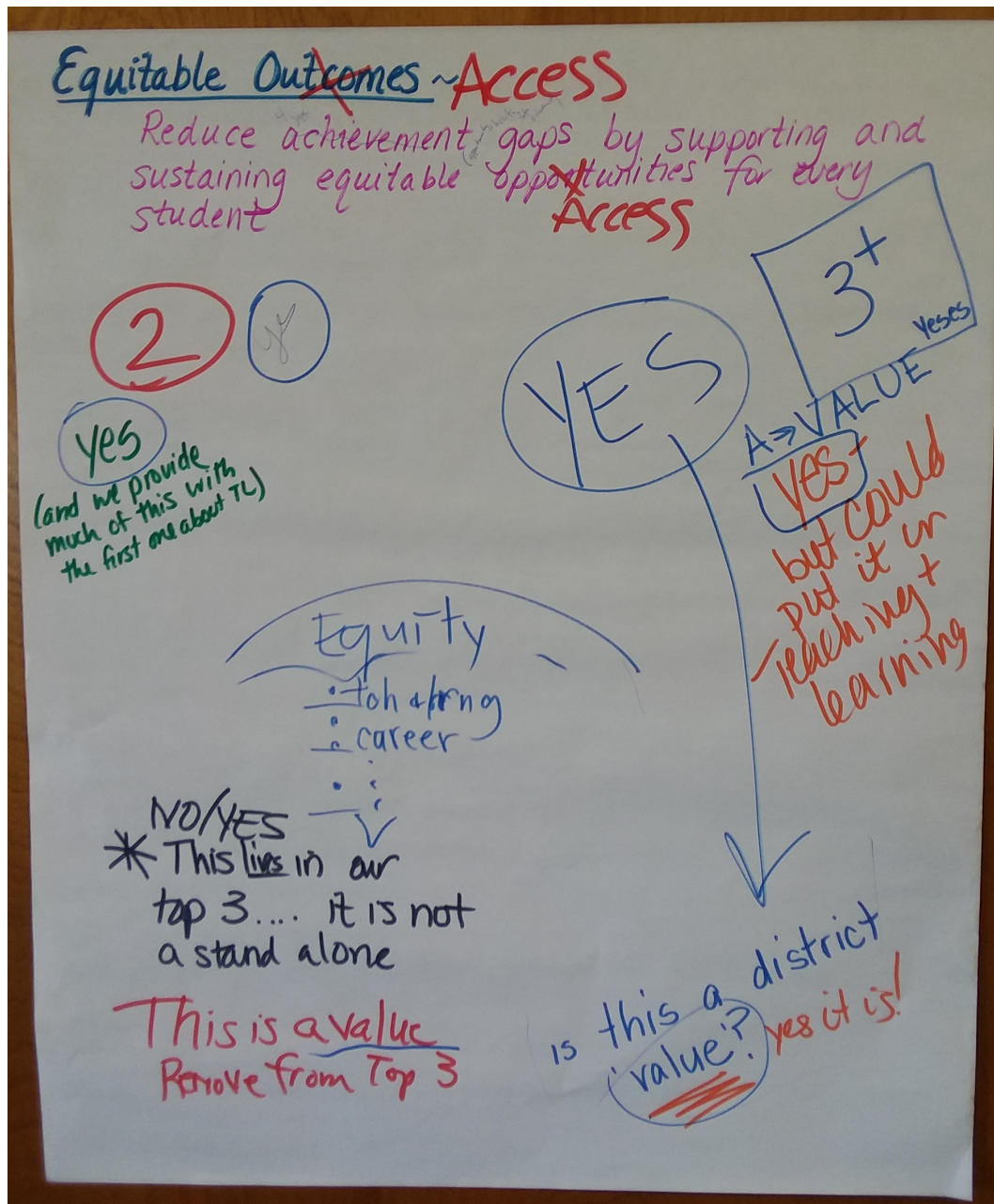
Yes

YES

#3 yes

Total
6-YES

3.



4.

College and Career Readiness

~~YES~~ ~~NO~~ ~~FA~~ ~~3~~

? Improve and increase (~~high school~~) pathways
to ~~college~~ and career options

No - (it was #4) 😞

~~Mostly yes (2 out of 3)~~

YES

YES

Yes!
#3

Teaching
lifeskills, productive
citizens....

#4 - It's in AVID
Graduation

No -
4 - (but TL
will help
get us there)

Final tally

Yes = 5
No = 3

5.

Community Partnerships

~~Enhance~~ support for students and schools
through parent, business and community
partnerships

NO

5

NO

No (important-but not
our biggest priority)

#6

Do but not
focus

No.
#4

YES !!!
- integrate
support...
- two-way
give & take

6.

Community Investment (Stewardship)

~~Monitor~~ Create a long-term prioritized plan for enhancing and preserving the community's facilities

No

5

No

No - #5 for our team

Important, but No. 😊

No

NO - integrate this into community partnership

||||

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: September 14, 2017

RE: No. 5 - Measure 98 Update

EXPLANATION: The High School Graduation and College and Career Readiness Act of 2016 (Measure 98) provides state funding targeted at the high school level to increase student success. The funds we receive must be spent in three specific areas:

- Dropout-prevention strategies in high schools
- College-level educational opportunities for students in high schools
- Career and technical education programs in high schools

This evening's presentation will highlight the funding we are receiving for this school year as well as highlights of how the funds will be spent.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: None

REQUESTED ACTION: No formal action is required.

TK:pkh:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu
Sharon Garner

DATE: September 14, 2017

RE: No. 6 - Good to Great Discussion

EXPLANATION: In the past seven years, district leadership have read, "Good to Great", "Great by Choice", and "Good to Great and the Social Sectors" by Jim Collins. We will briefly review the focus on "Good to Great" and engage in a discussion about the paper that Director Sharon Garner wrote for the 2017 OSBA Leadership Session on May 5, 2017. We will dialogue about the practical application using "Good to Great and the Social Sector" and the implications it has on the district.

PRESENTER: James Hiu
Sharon Garner

SUPPLEMENTARY
MATERIALS: 1. Good to Great PowerPoint
2. Good to Great and the Social Sectors – A Practical Application for Using

RECOMMENDATION: This report is being provided as information/discussion only.

REQUESTED ACTION: No action is required at this time.

JKH:clm:sa

GRESHAM-BARLOW SCHOOL DISTRICT 2017-2018 SUMMER BOARD RETREAT RETREAT
August 25, 2017

Good to Great
Great By Choice
Good to Great and the Social Sectors

Every Student Prepared for Success
Gresham-Barlow School District



Mission - Vision - Strategic Plan
2010-2015

Gresham-Barlow School District

Lead with a Shared Vision
School and District

- Priority Standards (Strategic Themes)
- Progress Targets
- Common Measures
- Aligned to CIP and SIP

LEVEL 5 LEADERSHIP

- Personal humility
- Professional will
- Lincoln and Socrates vs. Patton or Caesar



FIRST WHO... THEN WHAT.

We expect good-to-great leaders would begin by setting a new vision and strategy.



CONFRONT THE BRUTAL FACTS

(NEVER LOSE FAITH)

Stockdale Paradox: maintain unwavering faith that you can and will prevail and you will have the discipline to confront the brutal facts of your current reality.



HEDGEHOG CONCEPT

**Simplify....Initiatives, and
School Improvement Efforts**

FOCUS



A CULTURE OF DISCIPLINE

Culture of Discipline (+) ethic
of entrepreneurship = great
performance



THE FLYWHEEL

No single defining action, no grand program,
lucky break, or miracle moment.

Relentlessly pushing a heavy flywheel in one
direction, turn upon turn, and building
momentum until a point of breakthrough and
beyond.



FROM GOOD TO GREAT TO BUILT TO LAST Sustainability



GOOD TO GREAT AND THE SOCIAL SECTORS

p.5 The confusion between inputs and outputs stems from one of the primary differences between business and the social sectors. In business, money is both an input (resource for achieving greatness) and an output (measure of greatness) In the social sectors, money is only an input and NOT a measure of greatness.



GOOD TO GREAT AND THE SOCIAL SECTORS

It does not matter if you can quantify your results. What matters is that you rigorously assemble evidence to track your progress.



HOW DO THESE PRINCIPLES PLAY OUT IN YOUR ROLE FOR THE DISTRICT?



The District's mission, "Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community," is supported by our vision as defined by seven strategic themes that guide the District's work.

Teaching and Learning, Growth and Achievement for All — Engage every student in meaningful learning through high-quality, accessible instruction and relevant content

Eliminate the Achievement Gap and Support Equitable Outcomes — Eliminate the achievement and opportunity gaps throughout the District through an increased focus on e

College and Career Readiness — Align practices and resources to support all students reading at grade level by the end of the 3rd grade

Early Learning — Align practices and resources to support all students reading at grade level by the end of the 3rd grade

Class Size and Learning Environments — Strive to strategically reduce class sizes and improve learning environments

Community Partnerships — Enhance support for students and schools through parent, business and community partnerships

Community Investment — Create a long-term prioritized plan for enhancing and preserving the community's facilities

Priority Standards

The District's mission, "Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community," is supported by our vision as defined by seven strategic themes that guide the District's work.

Teaching and Learning, Growth and Achievement for All — Engage every student in meaningful learning through high-quality, accessible instruction and relevant content

Eliminate the Achievement Gap and Support Equitable Outcomes — Eliminate the achievement and opportunity gaps throughout the District through an increased focus on equitable outcomes

College and Career Readiness — Improve and increase high school pathways to college and career options


Early Learning — Align practices and resources to support all students reading at grade level by the end of the 3rd grade

Class Size and Learning Environments — Strive to strategically reduce class sizes and improve learning environments

Community Partnerships — Enhance support for students and schools through parent, business and community partnerships

Community Investment — Create a long-term prioritized plan for enhancing and preserving the community's facilities

Power Standards




Build and maximize the power of a

Collaborative Culture

“Collective Efficacy”

- Make the case: WHY
- Hattie 2015
- Keating
- ILT, BLT, PLT



Keep focus on the work using a

Student Success Lens

Four Questions

- What expected to learn?
- How know if they have learned?
- How respond if not learned?
- How respond if exceeding?

Energize the school environment through

Relationships and Trust

Empower Others

- Common Goal – ESPS
- Value and Serve Others
- Listen and Empathize
- Reciprocal Accountability

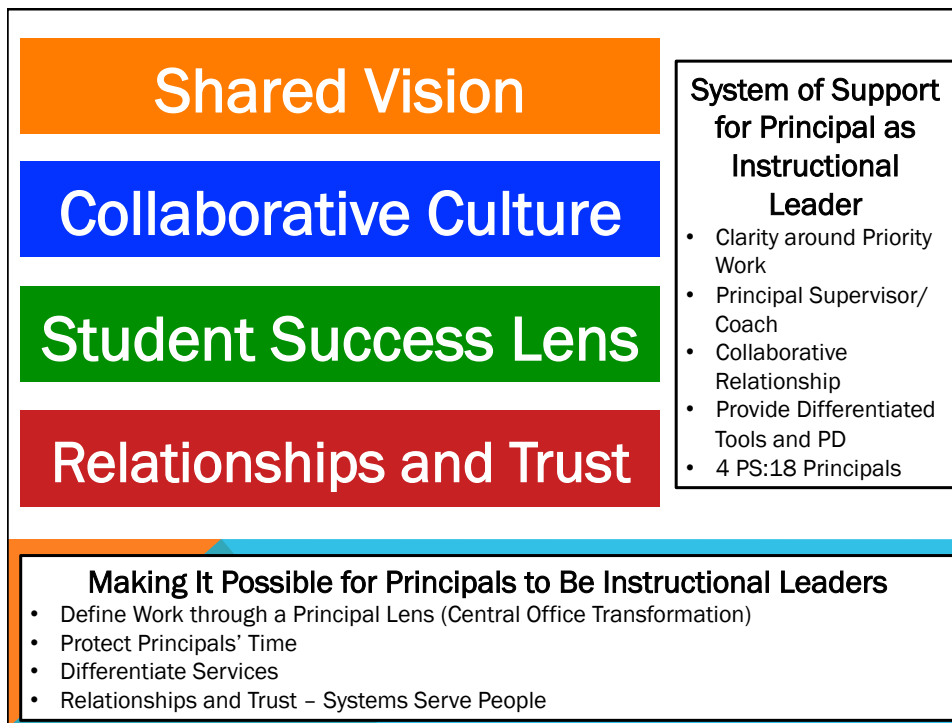


**EVERY STUDENT
PREPARED FOR
SUCCESS**

Student Prepared for Success

Gresham-Barlow School District





Good To Great and the Social Sectors

A Practical Application for Using

By Jim Collins

5 May 2017

A Practical Application for Using ...

Good To Great and the Social Sectors

Beginning the Journey from Good to Great

I chose to write A Practical Application of Using Good To Great and the Social Sectors based on the monograph, **Good to Great and the Social Sectors** written by Jim Collins for two reasons:

- 1) In an effort to find ways to improve our school district and at the suggestion of our current superintendent, we as a board, had studied this monograph, and;
- 2) As the members of Superintendent Search Committee for our board, we decided to use **Good To Great and the Social Sectors** in our efforts to acquire our superintendent candidate criteria and to guide us through the interview and selection process.

I decided that the best way to get the most out of **Good To Great and the Social Sectors** was to also read **Good To Great** by Jim Collins, from which the monograph was developed. This gave me greater insight into the principles Jim discussed in the monograph. It also gave insight into how the principles were developed and why there needed to be a separate discussion of the application of those principles for the social sectors.

In the Epilogue of *Good To Great*, Jim Collins answers some frequently asked questions. One of those questions and its answer is:

Q: What is the role of the board of directors in a transformation from good to great?

A: "First, boards play a key role in picking Level 5 leaders ... Boards should familiarize themselves with the characteristics of Level 5 leadership and install such leaders into positions of responsibility. Second, boards at corporations should distinguish between *share value* and *share price*. Boards ... should refocus their energies on creating great companies that build value for the shareholders ... Managing the stock for anything less than a five-to-ten year horizon confuses price and value and is irresponsible to shareholders."¹

This question and answer had a great impact on me. Especially, as I came to better understand the difference between 'share value' and 'share price' and how they might apply in the social sector of a school district. To make this applicable to me, I changed a few words in Jim's last two sentences:

"School Boards ... should refocus their energies on creating great *districts* that build value for the *students* ... Managing the *school district* for anything less than a five-to-ten year horizon confuses the *price of sustainable planning* and the *value of sustainable planning* and is irresponsible to the *students*."

So, I am writing a guide to the practical application of the principles set forth in **Good to Great** and in **Good to Great and the Social Sectors**, as they apply to our desire to improve our school district and to the development our superintendent search.

Who Then What ... Getting the Right Person on the Bus

Getting the Right People On, In the Right Seats or Off the Bus

The leadership style of our next superintendent is very important to us. How did they get the right people on their bus? How did they get the wrong people off? How do they determine the right person for the right seat on the bus?

In Good to Great, Jim Collins explains Principle Discipline #3: "Put your best people on your biggest opportunities, not on your biggest problems." He further surmised that failing to grasp the fact that managing your problems can only make you good, whereas building your opportunities is the only way to become great.³

As we work with our Level 5 leader, we will build upon our efforts to define and separate our challenges from our opportunities; as we strive to decide which opportunities are best pursued. We will support our Superintendent as he or she determines the right people to work within the Cabinet to help develop these opportunities. We will not overlook our challenges – but, we do recognize that efficacy in building on opportunities often eliminates the need of dedicating man power and resources to many of those challenges.

Hiring a Level 5 leader is not just a determination of their humility and understanding of getting the right people on the bus. It also encompasses their ability to motivate change within an organization where they do not have the power to enforce that change. I believe a shared vision or interest can be that motivating factor. The ambition that the Level 5 leader shows for the success of the organization can be a catalyst for change.

The board oversees operations of the district from the 20,000' level. The superintendent may be closer to ground zero, but they have only as much influence on change as can be wheeled within the contract language with our Certified and Classified Agreements. Our staff members, for the most part, want our students to succeed as much as we do. I have heard from building heads and district administrators that the union entity is larger than the sum of its members and isn't necessarily in favor of supporting our goals even if its members are. So, how does our Level 5 Leader effect change in this environment? Good To Great And The Social Sectors gives us two possible answers:

1. When [Frances Hesselbein, CEO, Girl Scouts of America] was asked how she got [great outputs within a diffused power structure] without concentrated executive power, she said, "Oh, you always have power, if you just know where to find it. There is the power of inclusion, and the power of language, and the power of shared interests, and the power of coalition."
2. Legislative leadership relies more on persuasion, political currency, and shared interest to create the conditions for the right decisions to happen.⁴

A Level 5 leader knows they are responsible for ensuring that the right decisions happen — even if they don't have the sole power to make those decisions.⁵

There will be a delicate balancing act in getting the right people in the right seats and the wrong people off the bus while creating political currency with which to leverage change. This is where

A Practical Application for Using ...

Good To Great and the Social Sectors

With the retirement of our Superintendent, the board is in agreement that this is a good time for a change.

In saying, "a good time for a change," what I think we really mean is, "we have had a very good level 4 leader who could have possibly become a Level 5 leader given more time. He has started the flywheel turning by putting solid values, strategic themes and achievable goals into motion and we are now searching for a Level 5 leader who will add momentum to the flywheel and catapult us from a good school district into a great school district."

We are looking for a Level 5 leader who can crystalize into a dynamic hedgehog concept:

- our passion for giving each student the opportunity to access a quality education;
- our belief that we can be the best at delivering an equitable, quality education, and;
- our understanding that school districts have become great despite having limited revenue sources.

Our community needs this. Our students deserve it!

We may have limited revenue sources at this time, but our staff, volunteers and board are excellent examples of a people driven resource engine.

Change for the sake of change isn't going to do us any good. We need to find a Level 5 leader who will help us define our district's hedgehog concept and to collectively (as a school district) embrace the journey from good to great.

Our first objective is to decide what that Level 5 leader's qualifications and qualities should be. We understand that input from our community and business partners is important. We need input from those who work for our schools and from the students who learn within our schools. But, we also know that ultimately, we the board, are responsible for, and should be in agreement, as to what that Level 5 leader will look like to us.

We realize that the candidates need to talk about themselves, but we narrowed our selection to the ones who also mentioned how their current teams factored into their previous success and how important 'getting the right people' on their team is to their future success.

We recognize that Level 5 leaders are often introverts, but also know that the person who will successfully lead our district needs to be articulate, concise, and have a personality that will make business leaders, the community and our students feel comfortable and included. They will need to build political currency, capitalize on shared interest and be persuasive when talking with a wide variety of people on a diverse number of topics.²

We compared notes on who did their homework and had looked into the strengths and weaknesses of our district and our community and still wanted to be part of our future success. We looked for a sense of passion for their profession and a desire for the success of our students and our district's goals.

A Practical Application for Using ...

Good To Great and the Social Sectors

developing a pride in a shared interest will be extremely important. Identifying the right people and building a cohort focused on excellence may be the best way to "eject" the wrong people off the bus.

We, as a board, may need to exercise patience as our Level 5 leader focuses on the "Who" part of our problem, before tackling the "What." This does not mean that we will not expect results; it just means that we need to understand and manage expectations. We expect our Level 5 leader to do likewise.

We need to do whatever we can to help get the right people on our bus and build a culture of discipline with an expectation of greatness. The more we build this culture of discipline and expectancy, the more the wrong people will feel uncomfortable and perhaps self-eject off the bus. If they elect to stay on the bus, our standard of rigor and high expectations will be applied to them and excellent results will be expected. The superintendent will need a system of accountability and a way to enforce that accountability. In the social sector, where getting the wrong people off the bus can be difficult; early-assessment mechanisms turn out to be more important than hiring mechanisms.⁶ We will be very interested to see what early-assessment mechanisms the new superintendent will put in place and how well they will be enforced.

What ... to Do and Stop Doing

"A lack of resources is no excuse for a lack of rigor -- it makes selectivity all the more vital."⁷

As important as getting the wrong people off the bus is, getting the wrong objectives off the agenda may be even more important. Our Level 5 Superintendent will need to invest time and energy in deciding which of the objectives we are currently pursuing that are not aligned with the goal of becoming a great school district. Where are we expending resources and time that could be better spent in achieving our desired outcomes? And, perhaps, it will be decided there is nothing that should be cut, but it is a reallocation of resources that needs to be made.

We have made inroads into improving our shares' value (improved graduation rates at all three high schools, good working relationships with our charters, improvements in assessment testing, gains in the opportunity gap, etc.). We passed a bond measure and are having more robust dialogues with our community and its leaders. We now have the attention of our Chamber of Commerce and City leaders. Good starts, but far short of great progress. We need to continue building on each of these opportunities.

Our Hedgehog Concept

In the intro to Good To Great And The Social Sectors, Jim Collins points out that there are 5 differences between achieving good to great in business and in the social sectors. These differences for the social sector are:

A Practical Application for Using ...

Good To Great and the Social Sectors

1. Defining "Great" - calibrating success without business metrics
2. Level 5 Leadership - getting things done within a diffuse power structure
3. First who - getting the right people on the bus within social sector constraints
4. The Hedgehog Concept - rethinking the economic engine without a profit motive
5. Turning the flywheel - building momentum by building the brand

In defining "great organizations" for the social sectors, Jim Collins says, "A great organization is one that delivers **superior performance** and makes **a distinctive impact over a long period of time**. Performance must be relative to mission, not financial returns."⁸

If we use the following three circles as our example for developing our hedgehog concept to achieve greatness:

1. A passion for excellent educational opportunities for all students;
2. A belief that we can be the best at delivering the most equitable, quality educational opportunities in our state; and,
3. We have a resource engine of people who will give of themselves and their time to help make our goals a reality;

And, add our District Mission: "Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community"; then we need to ask:

How do we effectively deliver on our mission and make a distinctive impact, relative to our resources?

Answer: We can hold ourselves accountable in terms of outputs, even if those outputs aren't measurable.

Outputs

1. Increased high school on-time graduation for most of our students and five-year graduation for our academically challenged students.
2. Making significant gains in narrowing the opportunity gap.
3. Development of equitable opportunities and outcomes for students of poverty, color, language barriers, gender and gender identity, cultural and ethnic challenges.
4. Increased resource allocation for equity issues and increased resource generation derived from equity-based opportunities. (How do we offer our students the opportunity to receive and generate the resources they need?)
5. Improved third grade literacy and reading statistics, fifth grade competency, ninth grade attendance and retention and on-track graduation achievements.
6. College and career ready graduates. Increased opportunities to achieve preparation for college and career.
7. A significant increase in students graduating with trade sector certifications and accepted college credits.

8. Hiring and retention of highly credentialed and high quality, diverse educators (not the same as just highly credentialed).
9. Increased Community involvement and volunteer efforts.
10. Community and business support for our students and schools.
11. Development of partnerships that benefit our students, our businesses and community.

Would these outputs, if obtained, not signal superior performance that would make a distinctive impact on our mission, relative to our resources?

The second part of that "great" definition is: **"over a long period of time"**. This means we need to look at each output we implement in regards to its sustainability.

Then the question becomes, "What do we need to bring to the table to help us delineate sustainable measures of implementation for each of the outputs we defined as our measures of greatness?"

Turning The Flywheel

"By focusing on your Hedgehog Concept, you build results. Those results, in turn, attract resources and commitment, which you use to build a strong organization. That strong organization then delivers better results, which attracts greater resources and commitment, which builds a stronger organization ... When [people] see tangible results — when they can *feel* the flywheel beginning to build speed — that's when most people line up to throw their shoulder to the wheel."⁹

As mentioned above, we have been slowly making rotations on our flywheel. With the passage of our bond, we have gained a little momentum. We need to build on that momentum!

Although there is no direct correlation in the social sectors between creating a strong organization and fluidity in financial or in-kind support, having a strong school district with a proven track record of successfully obtaining our goals regarding student achievement, academic excellence and Level 5 leadership will positively impact:

- our efforts to form partnerships with local businesses to provide more opportunities for our students;
- the efforts of our foundation is raising funds to support our students and teachers;
- our efforts to attract and retain excellent teachers and support staff; and,
- recruiting more community members who want to be involved in our schools by becoming board members or sitting on other committees.

This brings me to my final point: the need for branding. Our school district will need to become more visible in the community, projecting a positive and consistent message. Developing a positive and consistent message that has been proven by our outputs. It may take some time to come together on a branding message, but it is vital that we produce one.

A Practical Application for Using ...

Good To Great and the Social Sectors

This branding should encompass more than a tag line. It must evolve from our Hedgehog Concept and echo our mission and goals. It needs to be relatable to our students, community and staff. And, it should be an honest reflection of who we are.

¹ Jim Collins, *Good To Great*, (Harper Books; New York, 2001), 216.

² Jim Collins, *Good To Great And The Social Sectors*, (2005), 10,11

³ Ibid; 58, 59.

⁴ Jim Collins, *Good To Great And The Social Sectors*, (2005), 10,11

⁵ Ibid; 10,11.

⁶ Ibid; 14,15.

⁷ Ibid; 15.

⁸ Ibid; 4,5.

⁹ Ibid; 23, 24.

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

EXECUTIVE SUMMARY

TO: Board of Directors
FROM: A. Katrise Perera
DATE: Date of Board Meeting
RE: No. 7 – Subject As Listed on Agenda

EXPLANATION: Superintendent Perera developed a transition plan when she started her position with Gresham-Barlow School District in July of 2017. She will provide an update to the board on the transition plan.

PRESENTER: A. Katrise Perera

SUPPLEMENTARY
MATERIALS: 1. Transition Plan

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa



Transition & Entry Plan

A.K. Perera, Ed.D



EVERY STUDENT, EVERY DAY, IN EVERY CLASSROOM, NO EXCUSES



Superintendent
Dr. A. Katrise Perera

In May of 2017, the Gresham-Barlow School Board selected Dr. A. Katrise Perera to serve as superintendent of schools beginning July 1, 2017.

Dr. Perera's - Entry Plan & Transition Goals is intended to share how she will engage in purposeful, proactive, deliberate, systematic, and strategic work that will result in quick-wins and long-term success.

It will afford her an opportunity to share the strategic ideas with stakeholders, tweak action steps and to share progress.

Most importantly, once the plan is finalized and put into action, the gained insight into the strengths and needs of students, staff,

the community, the district's organizational structures, ROI, time to identify key partnerships, and to discover a variety of instructional factors will be invaluable.

The plan consists of three phases:

- Phase 1: Listening and Learning Tour
- Phase 2: Research and Identifying
- Phase 3: Strategic Action Planning and Next Steps



BUILDING UPON EXCELLENCE AS A TEAM

Dr. Perera will begin a **Listening & Learning Tour (Phase 1)** with a few (but not limited to) essential questions:

Q. How can we better collaborate, problem solve, build trust, and partner with community groups/leaders to ensure GBSD is the best school district not only in Oregon, but in the nation? Have we captured this in the strategic plan?



Education is not a tool for development - individual, community and the nation. It is the foundation for our future. It is empowerment to make choices and emboldens the youth to chase their dreams.

– Nita Ambani


Q. What data/resources should be prioritized; analyzed to ensure that we are increasingly financially prudent; transparent with finances; academic growth/achievement levels and preparing ALL students for a college and/or a career of their choice?




The function of education is to teach one to think intensively and to think critically. Intelligence plus character--that is the goal of true education."

– Dr. Martin Luther King Jr.

Q. Does the current GBSD strategic plan capture what stakeholders want & how can we better communicate progress? What can we measure or do differently and why?



Every Student Prepared for Success











Our Mission and Vision

OUR MISSION:
Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community.

OUR VISION:
Gresham-Barlow School District supports dynamic learning opportunities led by accomplished educators dedicated to creating environments where every student values learning and academic achievement while developing the skills and attributes necessary to be prepared for a lifetime of learning, career opportunities, and productive contributions to the community.

Seven Strategic Themes Focusing the District's Work

Teaching and Learning, Growth and Achievement for All  Engage every student in meaningful learning through high-quality, accessible instruction and relevant content	Class Size and Learning Environments  Strive to strategically reduce class sizes and improve learning environments
Equitable Outcomes  Reduce the achievement gaps by supporting and sustaining equitable opportunities for every student	Community Partnerships  Enhance support for students and schools through parent, business and community partnerships
College and Career Readiness  Improve and increase high school pathways to college and career options	Community Investment  Create a long-term prioritized plan for enhancing and preserving the community's facilities
Early Learning  Align practices and resources to support all students reading at grade level by the end of the 3rd grade	<p>The Gresham-Barlow School District's Commitment to the Community</p> <p><i>Every day the staff members of this school district will work to achieve our mission and make our vision a reality:</i></p> <p>Every Student Prepared for Success</p> 

Gresham-Barlow School District • www.gresham.k12.or.us

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Contributing photographer: Katharine Kimball

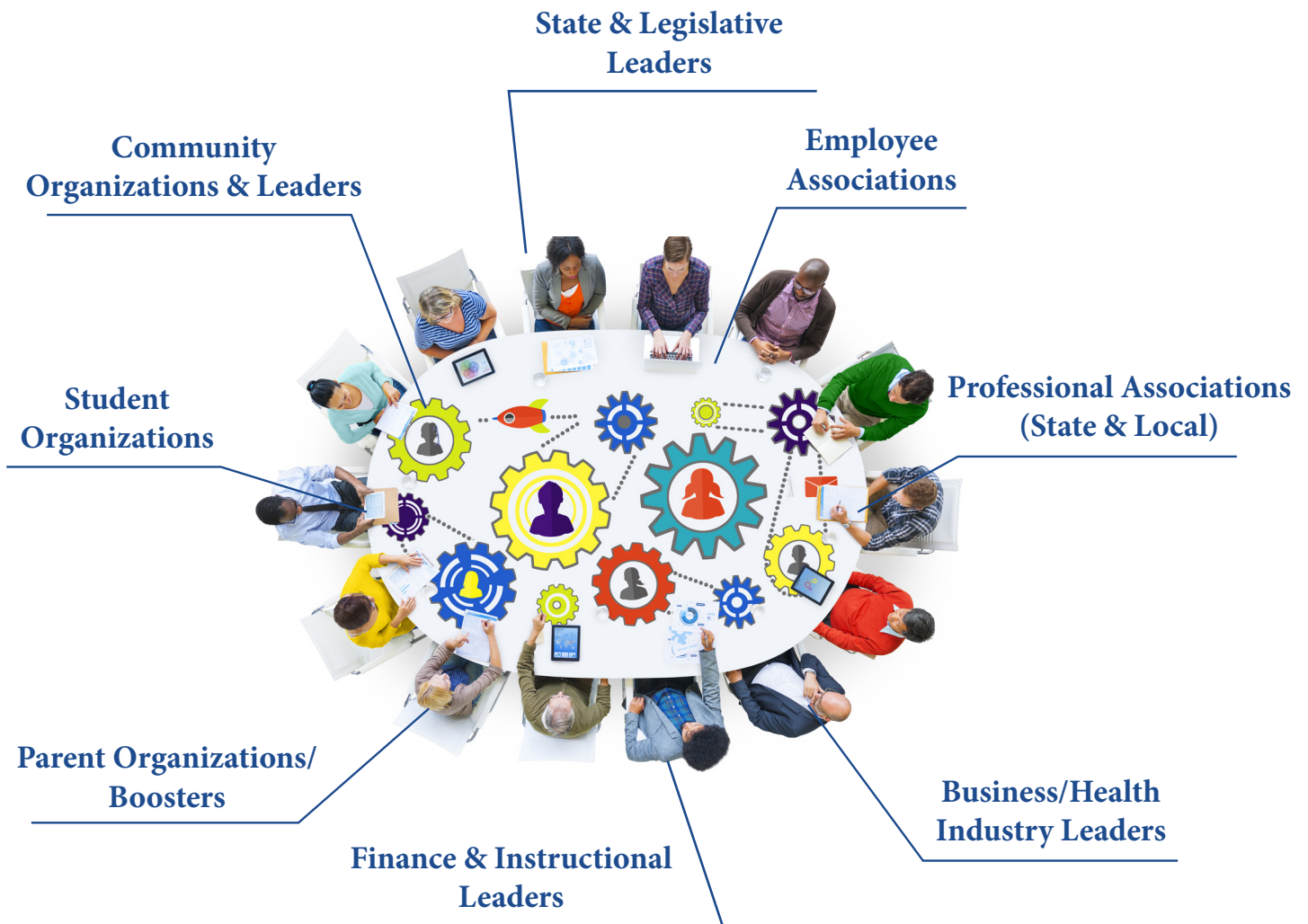
We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.

– Cesar Chavez

TEAM GBSD

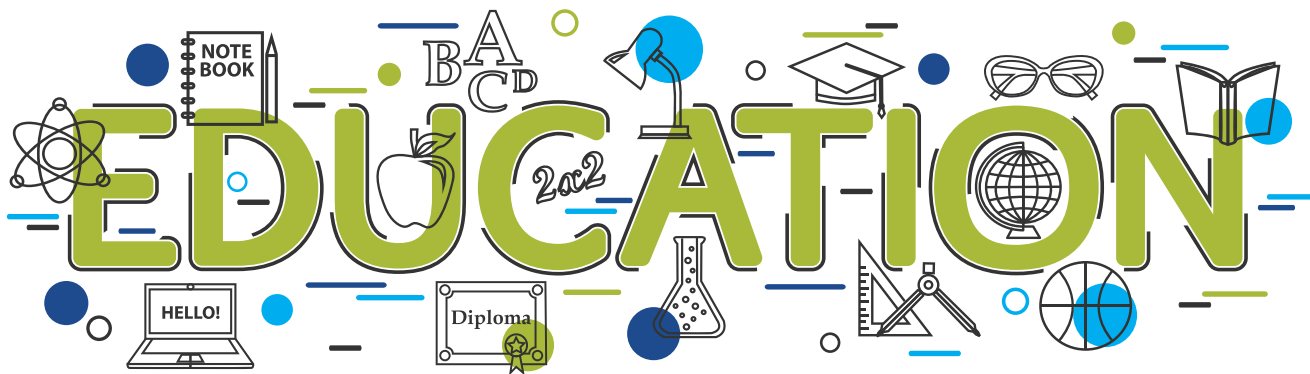
*Click on the link above to see full list of groups
Dr. Perera will collaborate with during Phase 2*

Dr. Perera will collaborate during the **Research & Identifying (Phase 2)** phase of her transition with the following (but not limited to) members of TEAM GBSD.

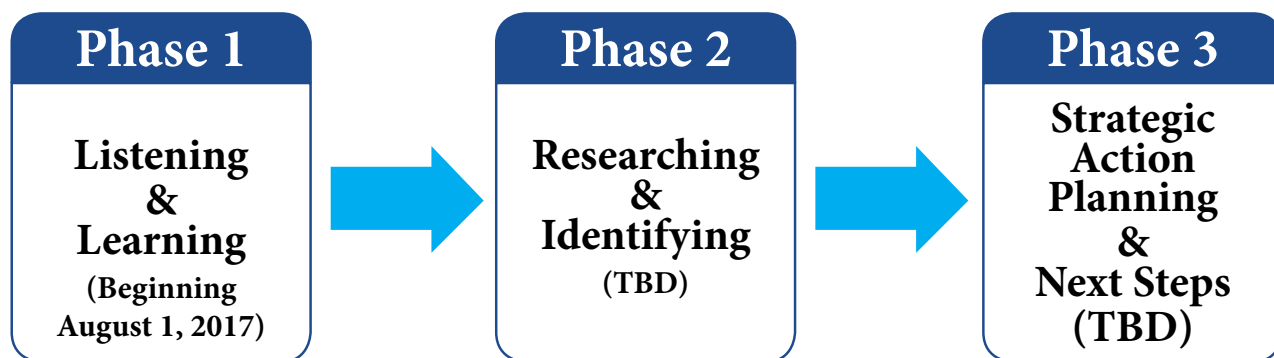


As the new GBSD Superintendent, Dr. Perera will work to establish a culture of trust and continuous improvement based on honesty, purposeful actions, no excuses accountability, financial transparency, strategic communication, branding, and deliberate collaboration with key GBSD community stakeholders to ensure that **EVERY student, EVERY day, and in EVERY classroom** - be given an excellent equitable education, and graduate from GBSD ready for a college/ a career/ and be prepared for a service of civic duty to our country. In the end, the preparation of the GBSD students will all positively contribute to the community, the state, and without a doubt our nation - the United States of America.

Ultimately, during the Final Phase 3 (Strategic Action Planning & Next Steps) of the entry/transition plan, if teamwork, problem solving, putting students needs first, effective planning, building trust, identifying resources, communicating progress, and the establishment of long-term business/industry partnerships – GBSD will not only be on its way to becoming one of the best public school districts in Oregon – but in the nation. The entry plan and transition goals are highlighted in the subsequent pages. The activities noted in each phase may overlap and are subject to change with GBSD Board of Directors input, approval, and updates.



ENTRY PLAN TIME LINE



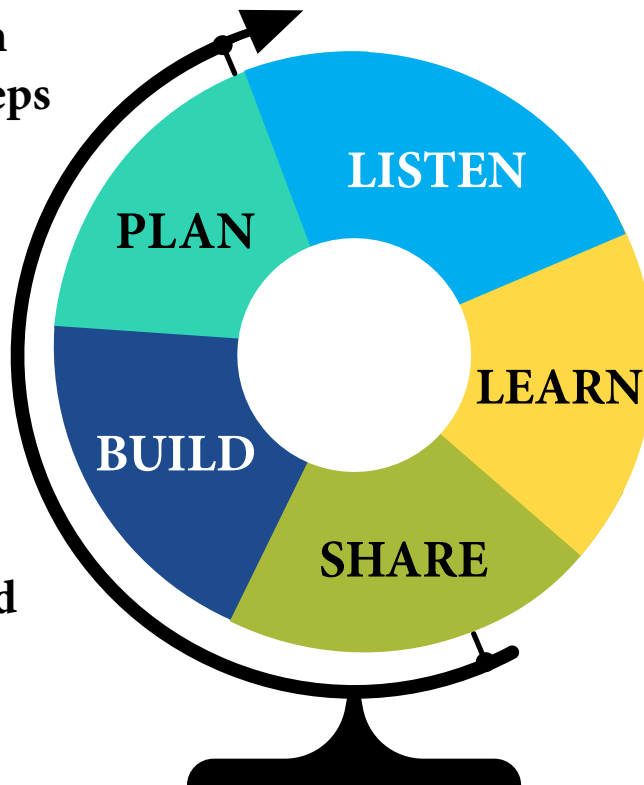
TRANSITION GOALS

Click on the link above to see the plan's transition goals.

OVERARCHING ACTION STEPS

*Click on the link above to learn more
about the overarching steps.*

PHASE 3
Strategic Action
Planning/Next Steps



PHASE 1
Listening and
Learning

PHASE 2
Research and
Identifying



COMPLETION OF ENTRY PLAN & ENTRY GOALS

Near the end of the first ninety to one hundred days (TBD), Dr. Perera and the district's leadership team will have learned a great deal about the district's strengths, weaknesses, and its needs through the work of the transition team, and as a result of multiple meetings with key stakeholders. The GBSD (internal & external) stakeholders will receive updates regarding the transition on a monthly basis along with the GBSD Board during scheduled board meetings.

After the approval and again at the conclusion of the entry/transition plan actionable steps, a special follow-up GBSD Board-Superintendent-District Leadership work session will be scheduled to set expectations and to reveal summative findings of the current status, determine the differences between actual and desired vision, outline a proposal for reaching vision, determine needs, identify resources, map timelines, determine next steps, and collaborate on developing an efficient way to drive improvements in that will positively impact student achievement/growth, financial austerity, organizational efficiency, and status. Ultimately, this will lead to BUILDING UPON EXCELLENCE FOR ALL.

Team GBSD will be able to work together to ensure that the district strengthens its commitment to a positive and productive culture that willingly focuses on continuously improving facilities, safety, accountability systems, organizational structure/processes, and student achievement/growth using research-based improvement models, professional recommendations, and effective 21st Century strategies that will enhance in the GBSD community. Proposed plans and agendas will be strategically and deliberatively communicated to the GBSD community. Ultimately, it will promote understandings, commitment, excitement, and support for goals of the district becoming – FUTURE READY –which will help expand the growing business developments and higher education entities, not only in Gresham-Barlow or in Oregon but - in the all-encompassing GLOBAL WORLD by engaging...

Every Student, Every Day, In Every Classroom – NO EXCUSES!



Transition Plan

Phase 1 – Update

Superintendent of Gresham-Barlow School District

Dr. A. K. Perera



Blue Sheet

Overview:

In May of 2017, the Gresham-Barlow School Board selected Dr. A. Katrise Perera to serve as superintendent of schools beginning July 1, 2017.

Dr. Perera's - Entry Plan & Transition Goals are intended to share how she will engage in purposeful, proactive, deliberate, systematic, and strategic work that will result in quick-wins and long-term success. The plan was presented to the Board of Directors and was unanimously approved at their July 6, 2017 Business Meeting.



Dr. Perera immediately began meeting with internal/external stakeholders, district leaders, building leaders, state representatives, and attended a few civic club meetings. Under the guidance of the CFO regarding procurement, Dr. Perera collaborated with representatives from the district, COSA, AASA, & NASS for the purpose of soliciting an audit team(s) that would conduct a S.W.O.T analysis of the districts curriculum, alignment, instructional practices, student achievement, level of trust of the district, and communication effectiveness.

Three Phases:

The plan consists of 3-phases:

- **Phase 1:** Listening & Learning
- **Phase 2:** Research & Identifying
- **Phase 3:** Strategic Action Planning & Next Steps

Questions Presented:



1) How can we better collaborate, problem solve, build trust, and partner with community groups/leaders to ensure GBSD is the best school district not only in Oregon, but in the nation? Have we captured this in the strategic plan?

2) What data/resources should be prioritized; analyzed to ensure that we are increasingly financially prudent; transparent with finances; academic growth/ achievement levels and preparing ALL students for a college and/or a career of their choice?

3) Does the current GBSD strategic plan capture what stakeholders want & how can we better communicate progress? What can we measure or do differently and why?

Phase 1: Listening & Learning

External Stakeholders:

- Dan Ryan (All Hands Raised)
- Dr. Michael J. Wriston - Transformational Education
- Teresa Carson – Outlook
- Mayor Shane Bemis – Gresham Mayor
- Rotary Club of Gresham (every Wednesday)
- EMEA Legislative Wrap-Up
- Dr. Carr & Ms. Lewis – ACT Career Readiness of Oregon
- Dr. Tammy Campbell – FWSD
- Lynn Snodgrass – Gresham Chamber of Commerce CEO
- Scott Wallace – Renaissance Learning
- Rhett Hyman – GBEA Rep.
- Dr. Linda Florence – Reynolds S.D. Superintendent
- Vicki Moen & Steve Lewis – GBEF
- Dr. Paul Coakley, Centennial S.D. Superintendent
- Various Sodexo Reps
- AVID Reps
- Robin Sells - Gresham Police Chief
- Steve Kelly - OSBA
- Velvet Cooley & Pam Corrie – MHCC Head Start Reps.
- COSA leadership
- Steve Kelly - OSBA Rep
- Various North Clackamas reps
- Dr. T. Grier – Mentor
- Dr. B. Hite – Mentor



- Almitra Berry – Achieve 3000 rep
- Yousef Awwad – Portland P.S. Interim Superintendent
- Lorena Campbell – East County Intergovernmental Representative
- Dr. Dance – MGT Consultant
- Francisco Bueno – College Possible Rep.
- Amy Pol – Thought Exchange
- Marna Stalcup – Arts Ed, Regional Arts & Culture Council
- Suhail Farooqui – K12Insight
- Catherine Alexander – East County UniServ Consultant
- Karen Gray – Parkrose S.D. Superintendent
- Carlo Ramon – El Programa Hispano, Director
- Representative Janelle Bynum – District 51
- Key Communicators Group



Blue Sheet

Internal Stakeholders

- GBSD Board Members
- District Leadership Team Members (1:1)
- Elementary Principals (1:1)
- Middle School Principals (1:1)
- High School Principals (1:1)
- Various Teachers
- Various Classified Staff
- Charter School Directors
- GBEA leaders & various members
- OSEA various members
- Food & Nutrition leaders
- TBA – Student sessions
- Brian Hungerford – GBSD Legal Council
- Jim Schlachter – Former GBSD Superintendent
- School Secretaries Group



Action Steps

The following is a partial list of actions Dr. Perera has taken since August 1, 2017.

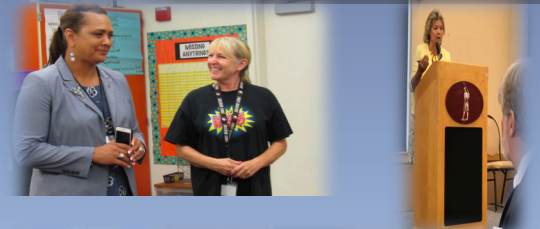
- Met with various stakeholders (internal & external); DLT weekly to review needs/roles/responsibilities
- Established transparent process for reviewing Transition plan & reviewed new website features
- Established time to engage in Bond projects & Bond communication; meetings/presentations
- Met with municipal government reps to establish an ongoing working relationship
- Collaborated with DLT to plan/participate in Admin Retreat
- Developed weekly highlights of each department for Board
- Reviewed current budget and worked w/CFO to extend opportunities for feedback
- Collaborated with DLT and Board to plan/participate in Board Retreat to enhance communication & relationships
- Collaborated with DLT to plan/participate in Convocation
- Collaborated with specific DLT members to solicit consultation on instructional & communication audits
- Participated in various Community Care Days
- Visited schools/charter sites /& district programs
- Attended COSA & MESD meetings
- Reviewed Crisis/Emergency plans
- Visited programs – SUN & Champions



Preliminary Findings/ Needs *(Note: not in ranking order)*

Blue Sheet

- Vertical alignment of curriculum & district formative assessments
- Decrease class sizes
- Inclusive budget process (principals/teachers want a voice)
- Market study/customer service audit
- Improve morale of all staff
- Improved communication & clarification of expectations
- Deliver on bond promises & keep all informed
- Increased co-curricular and extra-curricular activities in MS
- Increase access to technology (1:1)
- Diversify staff /leadership and increased visibility of leaders
- Ensure our students are prepared for their future and they are work force ready



GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

EXECUTIVE SUMMARY

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: September 14, 2017

RE: No. 8 – Board Self Evaluation

EXPLANATION: In March 2017, the board of directors took a self-evaluation survey on Characteristics of Highly-Effective Boards. The results of this survey have not been discussed. At this time, the board would like to discuss the topic of board self evaluation.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: 1. Board Self Evaluation Survey Results

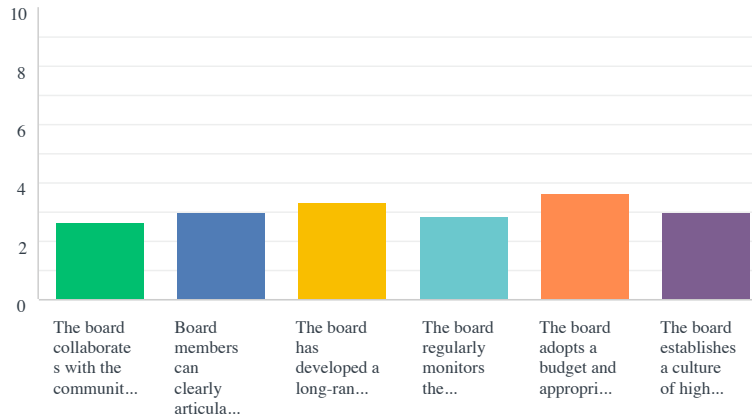
RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

Indicators of Vision-Directed Planning are:

Answered: 6 Skipped: 0



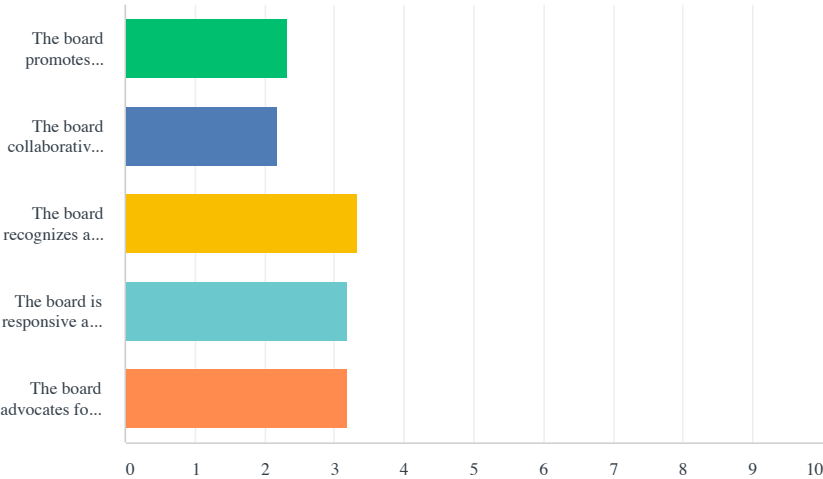
	F	D	C	B	A	A+	N/A	TOTAL	WEIGHTED AVERAGE
- The board collaborates with the community to articulate core values and beliefs for the district.	0.00% 0	16.67% 1	0.00% 0	83.33% 5	0.00% 0	0.00% 0	0.00% 0	6	2.67
- Board members can clearly articulate the vision and goals of the district.	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6	3.00
- The board has developed a long-range plan for improving student learning.	0.00% 0	0.00% 0	33.33% 2	0.00% 0	66.67% 4	0.00% 0	0.00% 0	6	3.33
- The board regularly monitors the progress of goals to improve student learning.	0.00% 0	16.67% 1	33.33% 2	0.00% 0	50.00% 3	0.00% 0	0.00% 0	6	2.83
- The board adopts a budget and appropriates resources aligned to the vision and goals.	0.00% 0	0.00% 0	16.67% 1	16.67% 1	50.00% 3	16.67% 1	0.00% 0	6	3.67

-	The board establishes a culture of high expectations for all students.	0.00% 0	16.67% 1	16.67% 1	33.33% 2	16.67% 1	16.67% 1	0.00% 0	6	3.00
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Page 2: Community Engagement

Indicators Community Engagement are:

Answered: 6 Skipped: 0

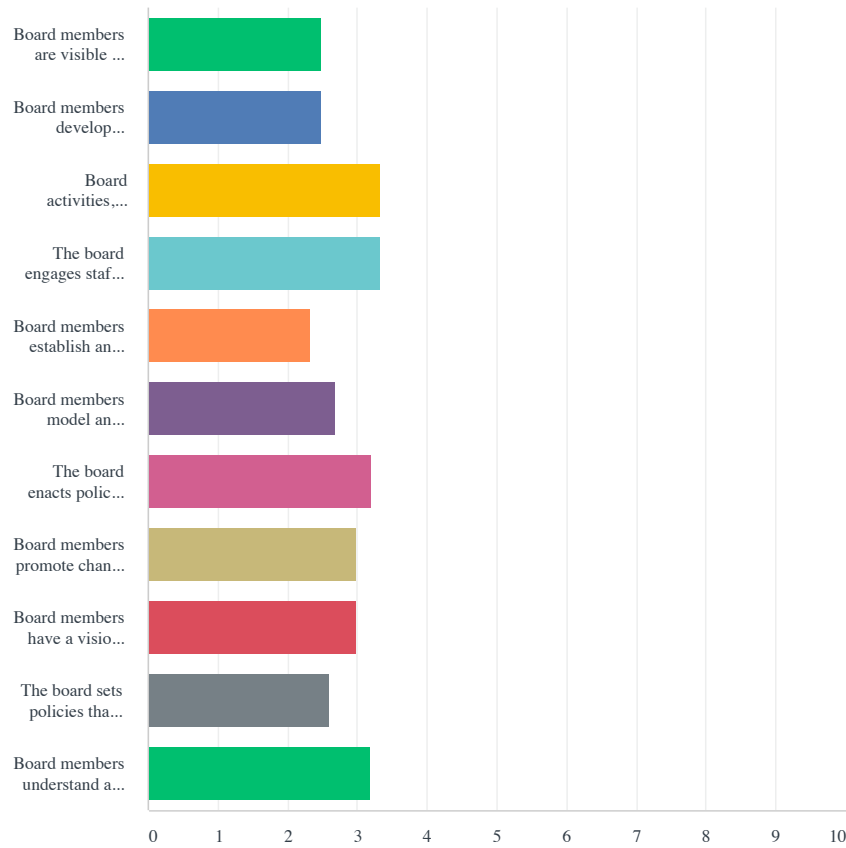


	F	D	C	B	A	A+	N/A	TOTAL	WEIGHTED AVERAGE
- The board promotes practices that solicit input and involvement from all segments of the community.	0.00% 0	16.67% 1	50.00% 3	16.67% 1	16.67% 1	0.00% 0	0.00% 0	6	2.33
- The board collaboratively develops vision and goals with staff, parents, students and the broader community.	0.00% 0	16.67% 1	50.00% 3	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6	2.17

- The board recognizes and celebrates the contributions of school community members to school improvement efforts.	0.00% 0	0.00% 0	33.33% 2	33.33% 2	0.00% 0	33.33% 2	0.00% 0	6	3.33
- The board is responsive and respectful to community inquiry and feedback.	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	0.00% 0	0.00% 0	6	3.17
- The board advocates for public policy that supports education through relationships with community leaders, city and county government officials and state legislators.	0.00% 0	16.67% 1	0.00% 0	50.00% 3	16.67% 1	16.67% 1	0.00% 0	6	3.17

Indicators of Effective Leadership are:

Answered: 6 Skipped: 0



	F	D	C	B	A	A+	N/A	TOTAL	WEIGHTED AVERAGE
- Board members are visible in the community.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6	2.50
- Board members develop relationships to improve student learning and opportunities for students.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6	2.50
- Board activities, analysis and decision making are aligned to vision and goals.	0.00% 0	0.00% 0	33.33% 2	0.00% 0	66.67% 4	0.00% 0	0.00% 0	6	3.33
- The board engages staff in decision-making processes.	0.00% 0	16.67% 1	16.67% 1	16.67% 1	16.67% 1	33.33% 2	0.00% 0	6	3.33

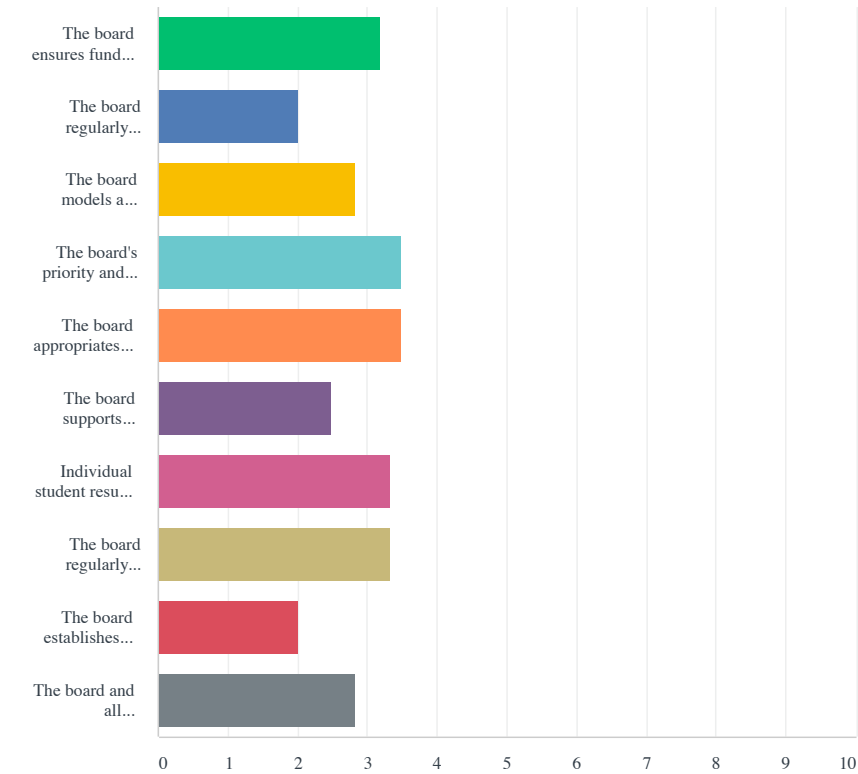
- Board members establish and sustain relationships with community leaders, city and county government officials, and state legislators.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6	2.33
- Board members model an empowering leadership style.	0.00% 0	16.67% 1	0.00% 0	83.33% 5	0.00% 0	0.00% 0	0.00% 0	6	2.67
- The board enacts policies to define hiring practices that select employees who fit into the culture and core values of the district.	0.00% 0	0.00% 0	16.67% 1	33.33% 2	33.33% 2	0.00% 0	16.67% 1	6	3.20
- Board members promote change through dialogue and collaboration.	0.00% 0	16.67% 1	0.00% 0	50.00% 3	33.33% 2	0.00% 0	0.00% 0	6	3.00
- Board members have a vision of what the district/schools can be that is greater than what is.	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6	3.00
- The board sets policies that incorporate thoughtful long-term leadership succession plans for all levels of leadership in the district.	16.67% 1	0.00% 0	16.67% 1	16.67% 1	33.33% 2	0.00% 0	16.67% 1	6	2.60

-	Board members understand and are knowledgeable about-school improvement initiatives and their role in supporting those initiatives .	0.00% 0	16.67% 1	0.00% 0	33.33% 2	50.00% 3	0.00% 0	0.00% 0	6	3.17
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Page 4: Accountability

Indicators of Accountability are:

Answered: 6 Skipped: 0



	-	F	-	D	-	C	-	B	-	A	-	A+	-	N/A	-	TOTAL	-	WEIGHTED AVERAGE
-	The board ensures funding to implement accountability measures.	0.00%		0.00%		16.67%		50.00%		33.33%		0.00%		0.00%		6		3.17
		0		0		1		3		2		0		0				
-	The board regularly conducts a self-evaluation to monitor its performance.	16.67%		16.67%		0.00%		50.00%		0.00%		0.00%		16.67%		6		2.00
		1		1		0		3		0		0		1				

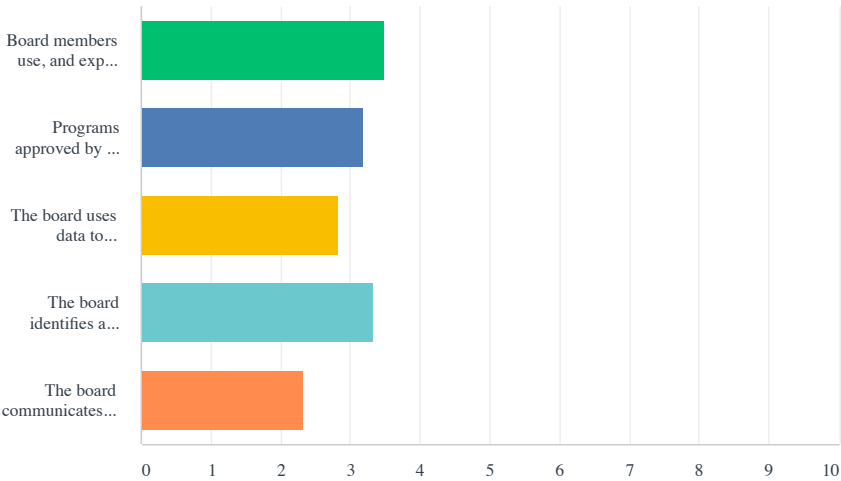
- The board models a culture of high expectations throughout the district.	0.00% 0	16.67% 1	16.67% 1	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6	2.83
- The board's priority and focus are on curriculum, student learning, and student success.	0.00% 0	0.00% 0	33.33% 2	0.00% 0	50.00% 3	16.67% 1	0.00% 0	6	3.50
- The board appropriates resources based on student learning priorities.	0.00% 0	0.00% 0	16.67% 1	33.33% 2	33.33% 2	16.67% 1	0.00% 0	6	3.50
- The board supports reward, consequence, and recognition systems to encourage high levels of staff and student learning.	0.00% 0	16.67% 1	33.33% 2	33.33% 2	16.67% 1	0.00% 0	0.00% 0	6	2.50
- Individual student results are measured against expectations set by district standards.	0.00% 0	0.00% 0	16.67% 1	50.00% 3	16.67% 1	16.67% 1	0.00% 0	6	3.33
- The board regularly conducts a superintendent evaluation to monitor progress on goals and student learning.	0.00% 0	0.00% 0	33.33% 2	16.67% 1	33.33% 2	16.67% 1	0.00% 0	6	3.33
- The board establishes performance goals for senior staff and itself.	16.67% 1	0.00% 0	50.00% 3	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6	2.00

-	The board and all stakeholders clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	0.00% 0	0.00% 0	50.00% 3	33.33% 2	0.00% 0	16.67% 1	0.00% 0	6	2.83
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Page 5: Using Data for Continuous Improvement

Indicators that Data is Used for Continuous Improvement are:

Answered: 6 Skipped: 0



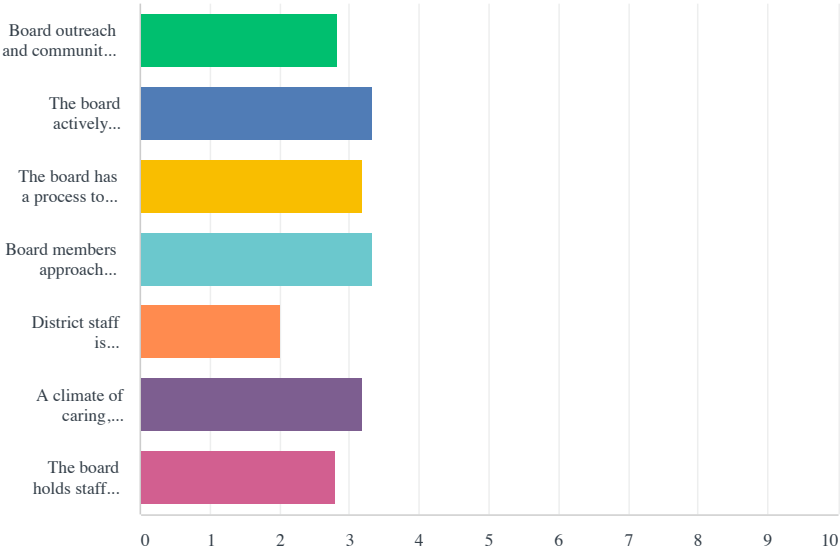
	- F	- D	- C	- B	- A	- A+	- N/A	- TOTAL	- WEIGHTED AVERAGE
-	Board members use, and expect staff to use, a variety of types of relevant data in decision-making.	0.00% 0	16.67% 1	0.00% 0	66.67% 4	16.67% 1	0.00% 0	0.00% 0	6 3.50
-	Programs approved by the board have effective data collection requirements and measurable result	0.00% 0	16.67% 1	16.67% 1	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6 3.17

- The board uses data to identify discrepancies between current and desired outcomes.	0.00% 0	16.67% 1	33.33% 2	33.33% 2	16.67% 1	0.00% 0	0.00% 0	6	2.83
- The board identifies and addresses priority needs based on data analysis and often uses comparison to other similar districts.	0.00% 0	16.67% 1	16.67% 1	16.67% 1	33.33% 2	16.67% 1	0.00% 0	6	3.33
- The board communicates to the public how policy decisions are linked to student learning data.	16.67% 1	0.00% 0	50.00% 3	0.00% 0	33.33% 2	0.00% 0	0.00% 0	6	2.33

Page 6: Cultural Responsiveness

Indicators of Cultural Responsiveness are:

Answered: 6 Skipped: 0

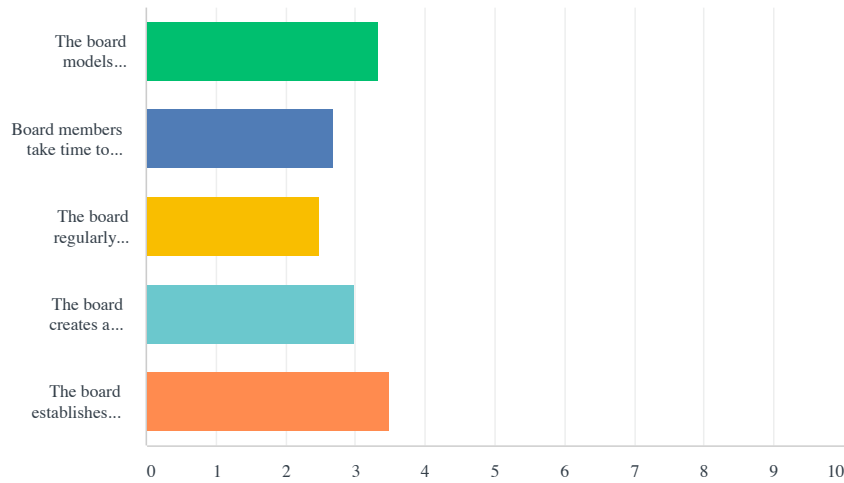


- F - D - C - B - A - A+ - N/A - TOTAL - WEIGHTED AVERAGE

- Board outreach and community engagement activities accommodate cultural differences in values and communication.	0.00% 0	0.00% 0	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6	2.83
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	0.00% 0	0.00% 0	16.67% 1	50.00% 3	16.67% 1	16.67% 1	0.00% 0	6	3.33
- The board has a process to review policies for cultural, racial and ethnic bias.	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	0.00% 0	0.00% 0	6	3.17
- Board members approach decision-making from multiple perspectives.	0.00% 0	0.00% 0	16.67% 1	50.00% 3	16.67% 1	16.67% 1	0.00% 0	6	3.33
- District staff is representative of the community.	16.67% 1	0.00% 0	50.00% 3	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6	2.00
- A climate of caring, respect, and the valuing of students' cultures is established through board policy and goals.	0.00% 0	0.00% 0	16.67% 1	66.67% 4	0.00% 0	16.67% 1	0.00% 0	6	3.17
- The board holds staff accountable for high standards and expectations for all students.	16.67% 1	0.00% 0	0.00% 0	33.33% 2	33.33% 2	0.00% 0	16.67% 1	6	2.80

Indicators that the board creates this climate are:

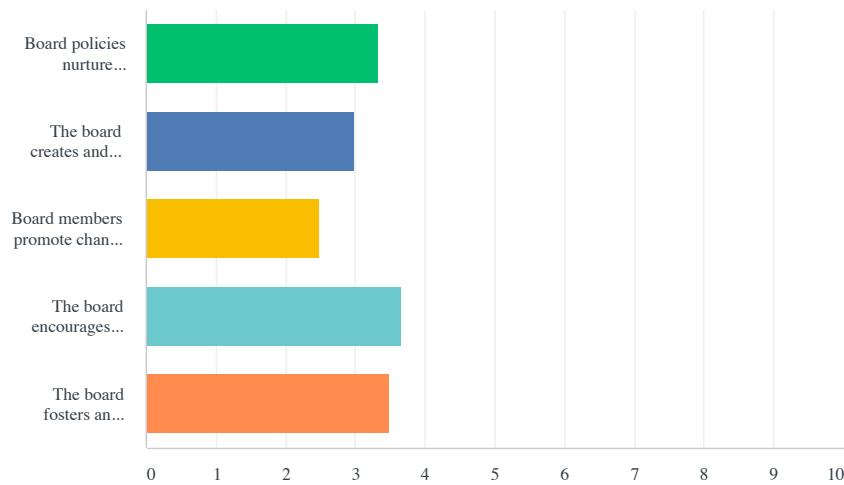
Answered: 6 Skipped: 0



	F	D	C	B	A	A+	N/A	TOTAL	WEIGHTED AVERAGE
- The board models relationships built on trust and respect.	0.00% 0	0.00% 0	0.00% 0	83.33% 5	0.00% 0	16.67% 1	0.00% 0	6	3.33
- Board members take time to reflect and improve internal and external relationships.	0.00% 0	16.67% 1	0.00% 0	83.33% 5	0.00% 0	0.00% 0	0.00% 0	6	2.67
- The board regularly assesses the district climate.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6	2.50
- The board creates a system in which high levels of student learning are expected.	0.00% 0	16.67% 1	16.67% 1	33.33% 2	16.67% 1	16.67% 1	0.00% 0	6	3.00
- The board establishes policies and ensures practices to foster a safe, positive learning climate for students.	0.00% 0	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	0.00% 0	6	3.50

Indicators that the Board encourages, supports and empowers learning organizations are:

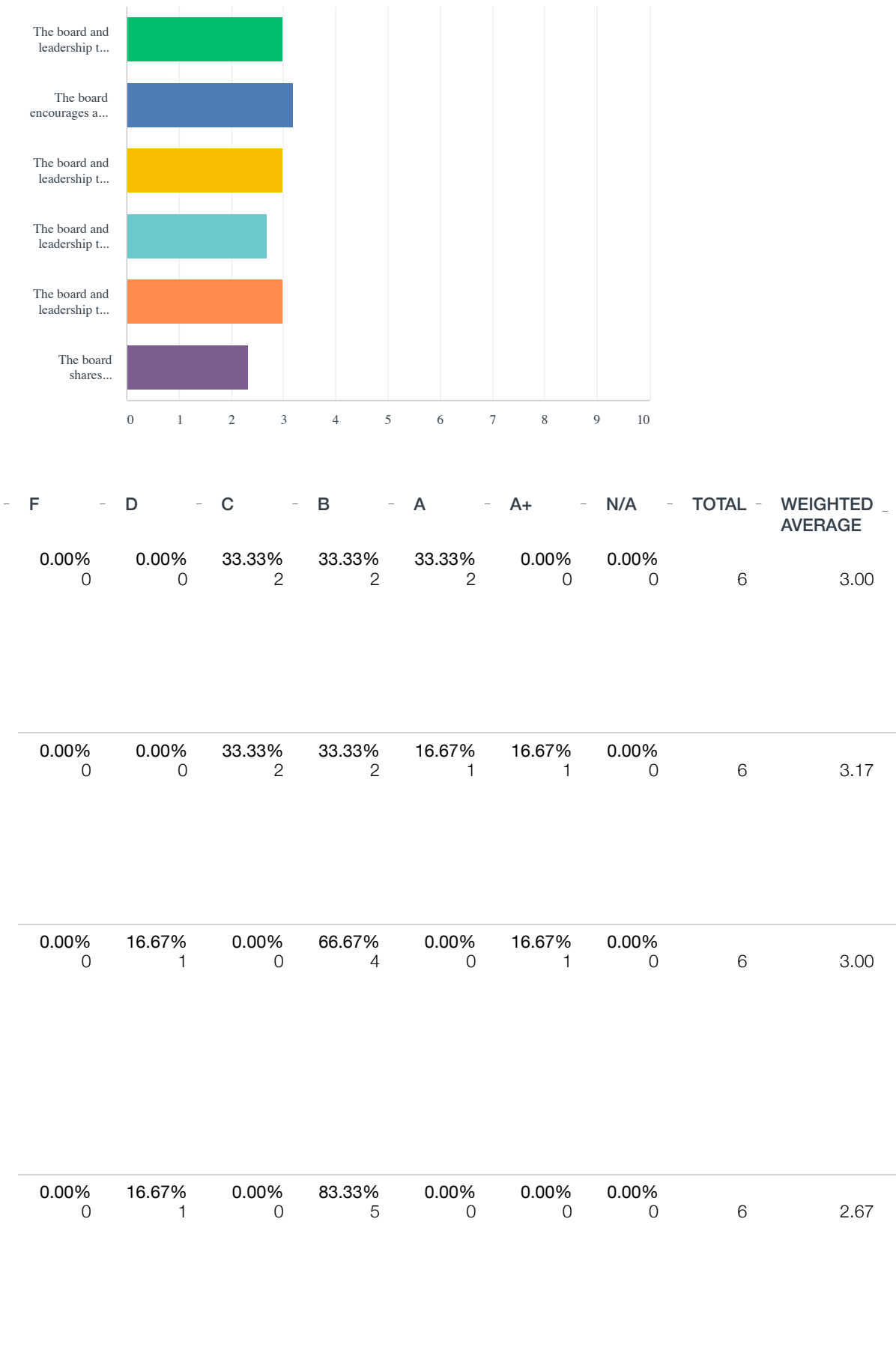
Answered: 6 Skipped: 0



	F	D	C	B	A	A+	N/A	TOTAL	WEIGHTED AVERAGE
- Board policies nurture leadership capabilities across the organization.	0.00% 0	0.00% 0	16.67% 1	50.00% 3	16.67% 1	16.67% 1	0.00% 0	6	3.33
- The board creates and pursues opportunities to learn about research-based strategies to address identified problems.	0.00% 0	16.67% 1	0.00% 0	50.00% 3	33.33% 2	0.00% 0	0.00% 0	6	3.00
- Board members promote change through dialogue and collaboration. The board understands that problem-solving involves risk-taking.	0.00% 0	16.67% 1	33.33% 2	33.33% 2	16.67% 1	0.00% 0	0.00% 0	6	2.50
- The board encourages professional development that empowers staff.	0.00% 0	0.00% 0	0.00% 0	50.00% 3	33.33% 2	16.67% 1	0.00% 0	6	3.67
- The board fosters an environment of mutual cooperation, emotional support and personal growth throughout the organization.	0.00% 0	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	0.00% 0	6	3.50

Indicators of a Systems Thinking Board are:

Answered: 6 Skipped: 0

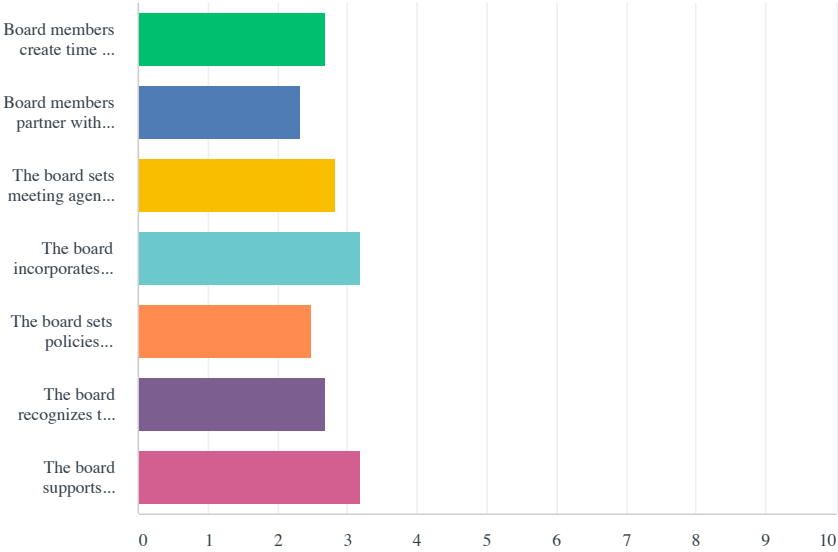


- The board and leadership team take responsibility for solving problems and avoiding blame as a solution.	0.00% 0	16.67% 1	0.00% 0	66.67% 4	0.00% 0	16.67% 1	0.00% 0	6	3.00
- The board shares information with board members from other education systems and levels.	16.67% 1	0.00% 0	16.67% 1	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6	2.33

Page 10: Innovation and Creativity

Indicators of Board Innovation and Creativity are:

Answered: 6 Skipped: 0



	F	D	C	B	A	A+	N/A	TOTAL	WEIGHTED AVERAGE
- Board members create time and opportunities for their own creative thinking.	0.00% 0	0.00% 0	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6	2.67

- Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation.	16.67% 1	0.00% 0	16.67% 1	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6	2.33
- The board sets meeting agendas that allow it to proactively identify and explore strategic issues.	0.00% 0	16.67% 1	16.67% 1	50.00% 3	0.00% 0	16.67% 1	0.00% 0	6	2.83
- The board incorporates flexibility into its future plans to enable the district to loo and move in unforeseen directions in response to unexpected events.	0.00% 0	16.67% 1	0.00% 0	50.00% 3	16.67% 1	16.67% 1	0.00% 0	6	3.17
- The board sets policies creating informed and aware employees at all levels in order to seize the opportunities presented by unexpected events.	16.67% 1	0.00% 0	16.67% 1	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6	2.50
- The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action and experimentation.	16.67% 1	0.00% 0	16.67% 1	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6	2.67
- The board supports creative and innovative practices at all levels of leadership.	0.00% 0	16.67% 1	0.00% 0	50.00% 3	16.67% 1	16.67% 1	0.00% 0	6	3.17

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

EXECUTIVE SUMMARY

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu
Kris Howatt

DATE: September 14, 2017

RE: No. 9 – Review Board Safety Procedures

EXPLANATION: With the start of a new year and having a new superintendent and board member it is important that everyone knows and follows the same safety procedures. This item is being presented for the board to review the safety procedures that are in place.

PRESENTER: James Hiu
Kris Howatt

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

EXECUTIVE SUMMARY

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: Date of Board Meeting

RE: No. 10 – Board and Superintendent Working Agreements

EXPLANATION: During the August 25, 2017, board planning retreat, the board and superintendent worked with OSBA representative Steve Kelley to modify the Board and Superintendent Working Agreements. There were revisions made to the previous agreement. This item has been placed on the agenda for further discussion of the draft of the Board and Superintendent Working Agreements.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: 1. Draft Board and Superintendent Working Agreements

RECOMMENDATION: This report is being provided for discussion only.

REQUESTED ACTION: No action is required at this time.

:sa

Gresham-Barlow School District

Fiscal Year 2017-18



Board and Superintendent's Working Agreements

Presented by
A. Katrise Perera, Superintendent

Reference: Policy BBA, *Board Powers and Duties*

GRESHAM-BARLOW SCHOOL DISTRICT

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GRESHAM-BARLOW SCHOOL DISTRICT

Purpose

Purpose:

The board of directors is the educational policy making body for the Gresham-Barlow School District.

To effectively meet the district's challenges, the school board and superintendent must function together as a leadership team to:

1. Establish, refine, and review annually a long-term vision for the district.
2. Establish, refine, and maintain a basic organizational structure for the district, including selection of the superintendent and adoption of policies, curriculum, the budget and the collective bargaining agreements.
3. Ensure accountability to the local community, which includes district personnel, and provide programmatic and fiscal accountability.
4. Serve as a judicial and appeals body as needed.
5. Provide community leadership and advocacy at the local, state and national levels on behalf of children, district programs and public education. ■

GRESHAM-BARLOW SCHOOL DISTRICT

Basic Tenets

Basic Tenets:

1. Be respectful to each other, all citizens, and all staff.
2. Offer each other time and opportunity to speak, and listen intently. Share your opinions honestly and solicit others' opinions.
3. Remember that what we are doing is for students. Set aside personal agendas and politics.
4. Agree to disagree with respect. Keep issues on the topic and in perspective. Maintain a sense of humor and don't be defensive.
5. Work for consensus and as a team. Do your homework before responses and decisions are made.
6. Once decisions are made, speak with one voice. We collectively support our decisions as we move to implementation.
7. Be responsible to all board commitments.
8. Continue to clearly define our goals and roles.
9. Communications between the board and district staff are encouraged. If a communication is a planned meeting between a board member and a staff member, advance notice to the superintendent is expected.
10. Requests that may require staff time or resources ~~should~~ *shall* be communicated to the superintendent. The superintendent will communicate to all board members requests and responses to requests that the superintendent is able to fulfill.
11. Complaints and criticisms related to personnel received by the board or its individual members will be directed to the superintendent.
12. The last stop, not the first, will be the school board. Follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue.
13. No surprises. ■

GRESHAM-BARLOW SCHOOL DISTRICT

Board Job Description

The Board Member Job Description:

1. Work together as a team with the superintendent and other board members.
2. Focus on policymaking, planning and evaluation, rather than day-to-day operations.
3. Recognize that individual members have no authority to take individual action in policy or district and school administrative matters.
4. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
5. Recognize and respect the superintendent's responsibility to manage the school district and to direct employees in district and school matters.
6. Give careful consideration to all issues brought to you by individuals and special interests. Actively solicit input and listen to all perspectives. We will operate as representatives and make decisions in the best interest of the whole district.
7. Value the role we play in the community and represent the district, when possible, by attending school and community functions.
8. Be an advocate for public education in the district, region and state level by speaking up for, and on behalf of, public education whenever appropriate.
9. Participate in professional development activities at the local, state and national levels. ■

GRESHAM-BARLOW SCHOOL DISTRICT

Role of Chair and Vice-Chair

Role of the Chair:

1. Speak for and about the board, and describe the board's process and positions.
2. Convene meetings, develop the agenda with the superintendent, and execute documents as appropriate. Consult board members as practical to review potential changes to the board calendar.
3. Partner with the superintendent in anticipating issues and concerns of fellow board members.
4. Act as a spokesperson for board matters in the community (parent groups, media, etc.).
5. Make thoughtful board member work assignments, utilizing individual skills and talents, while ensuring equitable opportunities and providing professional development options. May sit as an ex-officio member of any committee.
6. Involve the vice-chair in a consultative and collaborative role.
7. Listen actively and work to understand all individual board member's perspectives and ensure they are considered. ■

Role of the Vice-Chair:

1. The vice-chair is a support role for the chair and superintendent and will participate in activities requiring formal presence, including pre-board meetings with the superintendent.
2. Serve as board chair in the chair's absence.
3. Participate with the board chair as necessary in representing the district at official functions.
4. May sit as an ex-officio member of any committee. ■

GRESHAM-BARLOW SCHOOL DISTRICT

Board Meeting Operational Agreements

Board Meeting Operational Agreements:

1. Uphold the legal requirement for confidentiality on all matters arising from the board meeting in executive session.
2. Potential agenda items brought by board members will be considered by the full board at a scheduled work session for inclusion in the regular board meeting agenda.
3. Superintendent develops meeting agendas with the board leadership.
4. Start and end meetings on time.
5. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
6. Attend regularly scheduled board meetings and work sessions unless a situation occurs that makes attendance impossible.
7. Cast a vote on all matters except when a conflict of interest arises.
8. Make decisions as a whole board only at properly called meetings. ■

GRESHAM-BARLOW SCHOOL DISTRICT

Communication Agreements

Communication Agreements:

Individual board members should . . .

1. Communicate openly to prevent surprises.
2. Communicate one-on-one, when an individual concern arises, with the superintendent or other board members as appropriate.
3. Give the superintendent a courtesy call or email before visiting a school, or when interacting with cabinet or community leaders. Confer with the superintendent prior to requesting cabinet resources. Cabinet resource requests will be shared by the superintendent with all board members.
4. Exercise care to speak on behalf of their own viewpoint or perspective as an individual board member. Individual board members do not have the authority to speak for the full board on issues for which the board has not taken a formal position or action.
5. From time-to-time, the board may be required to make findings of fact that are appealable to another agency. In these situations, no board member will have personal contact with parties who have a personal interest in the findings and in the board's decision prior to the time the decision is made.
6. Be willing to engage in regular interaction with the superintendent and other board members.
7. Remember that any correspondence by board members regarding the district is subject to the public records law. This includes emails written on a board member's home computer using an email address that is not a district email address, deleted email, handwritten notes, printed text, text messages, etc.
8. Uphold public meeting laws, which includes all communications regarding district business between or among a quorum of the board through the use of electronic and/or written communications (e.g., email, text messages, telephone calls, printed materials, conversations outside of a scheduled and advertised public meeting, etc.).
9. *Keep current with email, and respond promptly to all communications from the district office. ■*

Annual Planning and Evaluation

Annual Planning and Evaluation:

1. Discuss priorities as a board for board professional development annually.
2. Participate in annual assessment of the board's performance.
3. Participate in establishing annual expectations and goals for the superintendent.
4. Evaluate the superintendent's performance objectively and provide appropriate feedback.
5. Review at least annually the Board and Superintendent's Working Agreements. ■

GRESHAM-BARLOW SCHOOL DISTRICT

Board's Expectations of the Superintendent

Board's Expectations of the Superintendent:

(Note: expectations are not listed in priority order)

1. Work with the board to establish a clear vision for the school district.
2. Provide data to the board members so that data-driven decisions can be made.
3. Inform the board of all critical information including relevant trends, anticipated adverse media coverage, or critical external or internal change.
4. Represent the school district by being visible in the community.
5. Provide follow-up information to board members on concerns and issues they have referred to the superintendent – close the communication loop. ■

GRESHAM-BARLOW SCHOOL DISTRICT

Superintendent's Expectations of the Board

Superintendent's Expectations of the Board:

(Note: expectations are not listed in priority order)

1. Integrity of the highest order.
2. Willingness to study and evaluate educational issues affecting the school district.
3. Assistance in gaining acceptance and support in the community.
4. Willingness to abide by it's own rules, policies, and code of ethical conduct.
5. Willingness, within budget constraints, to provide the superintendent with adequate staff and clerical assistance.

Superintendent Perera's top three expectations of the board:

6. Recognition of the superintendent as the educational leader of the school district.
7. Avoidance of seeking personal privilege.
8. Integrity of the highest order. ■