

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Work Session

AGENDA

October 19, 2017

BOARD OF EDUCATION
October 19, 2017

Regular Board Meeting / Work Session – 6:00 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	
_____ Matt O’Connell, Director	_____ A. Katrise Perera, Superintendent

III. APPROVE MEETING AGENDA

IV. PRESENTATION

1. The Leader in Me Garner

V. ACTION ITEMS

First Reading

2. Policy Review Ketelsen

VI. DISCUSSION ITEMS

3. Good to Great Discussion Garner

4. Fundraised Out-of-State Field Trips Ketelsen

VII. ANNOUNCEMENTS

Oct. 20, 2017: Football Social Event (not a meeting) - 6 p.m.
Football Field Endzone
Sam Barlow High School

Nov. 2, 2017: Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

Nov. 2, 2017: Board Business 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: A. Katrise Perera
Sharon Garner

DATE: October 19, 2017

RE: No. 1 – The Leader in Me

EXPLANATION: The Education Division's mission is to enable greatness in students, educators, and school communities everywhere.

The Leader in Me is a K-12, whole-school improvement model and process, developed in partnership with a global community of educators, that empowers students with the leadership and life-skills they need to thrive in the 21st century by being leaders in their own lives and academics, and beyond their academic careers. Leader in Me enhances measurable results for schools in the areas of leadership, culture and academics.

Audrea Lotman, Education Client Partner with FranklinCovey's Leader in Me will provide an overview of the program.

PRESENTER: Audrea Lotman

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided for discussion purposes.

REQUESTED ACTION: No action is required.

:sa

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

TO: Board of Directors
FROM: A. Katrise Perera
Teresa Ketelsen
DATE: October 19, 2017
RE: No. 2 – Policy Review

EXPLANATION: At the work session this evening, board members will be asked to provide input regarding the recommended revisions to policies from the Oregon School Board Association.

<u>Policy</u>	<u>Title</u>
EBBB	Injury/Illness Report
EEA	Student Transportation Services
GCPB/GDPB	Resignation of Staff
IGBAC	Special Education - Personnel
IGBAK	Special Education – Public Availability of State Application
IGBC	Title I/Parental Involvement
IGBI	Bilingual Education
IKF	Graduation Requirements
JEA	Compulsory Attendance
JECC	Assignment of Students to Schools
JFC	Student Conduct
KAB	Parental Rights (NCLBA)
LBE	Public Charter Schools

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Revised policies (13) with recommended changes.

RECOMMENDATION: The administration recommends that the board review policy revisions, additions and/or deletions as presented for first reading.

REQUESTED ACTION: No formal action is required at this time.

TK:sa

Gresham-Barlow School District
Board Policies

First Reading
October 19, 2017

Policy	Title
EBBB	Injury/Illness Report
EEA	Student Transportation Services
GCPB/GDPB	Resignation of Staff
IGBAC	Special Education - Personnel
IGBAK	Special Education – Public Availability of State Application
IGBC	Title I/Parental Involvement
IGBI	Bilingual Education
IKF	Graduation Requirements
JEA	Compulsory Attendance
JECC	Assignment of Students to Schools
JFC	Student Conduct
KAB	Parental Rights (NCLBA)
LBE	Public Charter Schools

Gresham-Barlow SD 10

Code: **EBBB**
Adopted: 1/09/14

Injury/Illness Reports

All injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. A written report will be submitted within 24 hours to the district's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related¹ illness or injury to an employee resulting in overnight hospitalization for medical treatment² other than first aid, the district safety officer shall ~~inform~~ report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). A report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes³ shall be reported within eight hours.

ALL injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

Monthly records will be maintained. An analysis of the data and trends will be made at least annually and presented to the Board.

The ~~Board superintendent or designee~~ will be notified of receive reports on serious injuries/illnesses, including accidents involving district property, ~~or~~ employees, students, volunteers or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0700](#)

[OAR 437-001-0760](#)

[OAR 437-001-0015](#)

[OAR 581-022-1420](#)

Cross Reference(s):

GBE - Staff Health and Safety

¹An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

²Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

³A "catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

Gresham-Barlow SD 10

Code: **EEA**
Adopted: 7/11/94
Revised/Readopted: 5/02/02; 2/04/16
Orig. Code(s): EE/EEA

Student Transportation Services

School transportation services will be provided for students to and from school, ~~and for transporting students~~ to and from curricular and co-curricular activities sponsored by the district and school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the Every Student Succeeds Act of 2015 (ESSA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board.

Elementary students in grades K-8 who live more than one mile from school will be transported. Secondary students in grades 9-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

Miles from school will be determined by the transportation supervisor in accordance with Oregon Administrative Rules (OAR) 581-023-0040(1)(c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

¹"School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

²"Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each student and meets minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under **Oregon Revised Statute (ORS) 815.055**. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law. ~~Seating capacity will be in compliance with vehicle design and student grade levels.~~

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus/vehicle driver to the transportation supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the building principal and/or transportation supervisor.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers, as appropriate.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus/vehicle driver will be responsible for the school bus/vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

Legal Reference(s):

ORS 327.006	ORS 815.055	OAR 581-053-0031
ORS 327.033	ORS 815.080	OAR 581-053-0040
ORS 327.043	ORS 820.100 to-820.190	OAR 581-053-0053
ORS 332.405		OAR 581-053-0060
ORS 332.415	OAR 581-021-0050 to-0075	OAR 581-053-0070
ORS 339.240 to-339.250	OAR 581-022-1530	OAR 581-053-0210
ORS 343.155 to-343.246	OAR 581-023-0040	OAR 581-053-0220
ORS 343.533	OAR 581-053-0002	OAR 581-053-0230
ORS 343.155 to-343.243	OAR 581-053-0003	OAR 581-053-0240
ORS 811.210	OAR 581-053-0004	OAR 735-102-0010
ORS 811.215	OAR 581-053-0010	

~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2015).

~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.~~

~~McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2001).~~

Gresham-Barlow SD 10

Code: **GCPB/GDPB**
Adopted: 5/02/02
Readopted: 10/02/14

Resignation of Staff

A licensed staff member who wishes to resign from his/her **their** position with the district must give written notice of at least 60 days ~~prior to the date he/she wishes to leave district employment~~ at or upon the time of resignation. The superintendent is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations or inform the teacher that ~~he/she~~ **they** must continue teaching for part or all of the 60-day period.

Where less than a 60-day notice is given, the Board, **under the advisement of the superintendent**, may request the Teacher Standards and Practices Commission to discipline the licensee. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

The superintendent is authorized to accept resignations of classified employees effective the day they are received.

END OF POLICY

Legal Reference(s):

[ORS 342.545](#)

[ORS 342.553](#)

[ORS 652.140](#)

[OAR 581-022-1720](#)

[OAR 584-050-0020](#)

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).

Gresham-Barlow SD 10

Code: **IGBAC**
Adopted: 1/4/01
Readopted: 5/02/02; 1/11/07; 11/06/14

Special Education - Personnel

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, the district's personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The district takes measurable steps to recruit, hire, train and retrain ~~highly qualified~~ personnel, who are appropriately licensed and endorsed by TSPC, to provide special education and related services to children with disabilities.

The district's plan for providing personnel development programs in the district is found in Board policy GCL/GDL – Staff Development.

END OF POLICY

Legal Reference(s):

[OAR 584-220-0180](#)
[OAR 584-220-0185](#)

Individuals with Disabilities Education Act 20 U.S.C. § 1412(a)(14)(D) and 20 U.S.C. § 1413(a)(3).
Assistance to States for the Education of Children with Disabilities 34 C.F.R. § 300.156(d) and 34 C.F.R. § 300.207.

Special Education - Public Availability of State Application

The superintendent or designee will be responsible for ensuring that all documents relating to the district's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to parents of children with disabilities and to the general public for inspection, review and comment.

1. In complying with this requirement, the district does not release or make public personally identifiable information.
2. Information available for public review includes, but is not limited to:
 - a. How the district implements policies, procedures and programs for special education consistent with state and federal requirements;
 - b. Performance of students with disabilities on statewide assessments;
 - c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
 - d. District achievement of performance targets established in the State Performance Plan (SPP);
 - e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:
 - (1) Identifying the Excess costs of educating students with disabilities;
 - (2) Maintaining the financial support for programs and services for students with disabilities (Maintenance of Effort or (MOE)); and
 - (3) Describing available Schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) or No Child Left Behind Act (NCLBA) the Every Student Succeeds Act of 2015 (ESSA);
 - (4) Documenting the Annual district application for IDEA funds; and
 - (5) Reporting of Official audit reports, complaints and due process hearings.
 - f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2006).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2006).
Every Student Succeeds Act of 2015, 20 U.S.C. § 1114.

Gresham-Barlow SD 10

Code: **IGBC**
Adopted: 11/06/14

Title IA/Parental and Family Involvement

The Board recognizes that Parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and families to provide information regarding their school's participation in the Title IA program and its requirements.

The superintendent shall strive to ensure equivalence equity among schools in teachers, administration and other staff and in the provision of curriculum materials and instructional supplies.

The Board directs the superintendent to ensure that each of the district's schools participating in the Title IA program meets annually. Parents and families of participating students shall be informed of their right to be involved in the development of the district's parental involvement and family engagement policy, overall district Title IA plan and the school-parent compacts.

The district shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. Information and school reports will be provided in a format and language parents understand.

In cooperation with parents and families, the district's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent shall develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

END OF POLICY

Legal Reference(s):

[ORS 343.650](#)

[ORS 343.660](#)
~~ORAR 581-015-0750~~

[OAR 581-037-0005 to -0025](#)

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).~~
~~Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318.~~

Gresham-Barlow SD 10

Code: **IGBI**
Adopted: 5/02/02
Readopted: 11/06/14

~~English Language Learners~~ **Bilingual Education**

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

[ORS 336.074](#)

[ORS 336.079](#)

[OAR 581-021-0046](#)

[OAR 581-022-1140](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ 68101-7014 (2015).

Gresham-Barlow SD 10

Code: **IKF**

Adopted: 9/12/02

Readopted: 5/06/04; 4/12/07; 3/06/08;
6/11/09; 6/11/09; 1/06/11;
2/02/12; 11/06/14; 4/07/16;
12/01/16

Graduation Requirements

The district adopts the policy statements contained herein in compliance with Oregon Administrative Rule 581-022-1130. The Board will review Board policy IKF - Graduation Requirements and its administrative regulations annually.

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if written consent is given by the student's parent or guardian or by the student if 18 years of age or older or emancipated.

The district will ensure that students have onsite access to the appropriate resources to earn a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation. A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

Essential Skills

Students are required to demonstrate proficiency in Essential Skills before they are awarded their diploma. Essential Skills are process skills that can be applied in a variety of courses, subjects, experiences and settings:

1. Read and comprehend a variety of text;
2. Write clearly and accurately;
3. Apply mathematics in a variety of settings;
4. Any additional Essential Skills adopted by the State Board of Education.

Essential Skills and English Language Learner (ELL) Students

~~The district will provide English Language Learner students the opportunity to meet Essential Skills requirements in the student's language of origin as district capacity allows.~~

~~District capacity is defined as the ability to ensure:~~

- ~~1. The written material (reading passages and/or prompts) are at the same level of rigor as those required in English; and~~
- ~~2. A qualified rater scores the student responses. A qualified rater is someone who is both proficient in the language of origin and is trained to score in that particular content area.~~

The district will allow ~~English Language Learner (ELL)~~ students to demonstrate proficiency in the Essential Skill of Applied Mathematics, in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills of English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Applied Mathematics, in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)¹.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Modified Diploma, Extended Diploma and Alternative Certificate

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

¹This criteria does not apply to students seeking a diploma in 2017-2018.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the individualized education program (IEP) team.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternate certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

District Attendance Requirement

In order to earn a diploma, students must be in attendance a minimum of half time status during the last semester of their senior year. Exceptions may be granted by the district for students who have been in previous attendance and approved for early graduation or approved for graduation under Board policy IHGA - Alternative Instructional Programs.

Diploma Options

The district believes that all students should be provided a rigorous and relevant curriculum that will prepare them for success ~~in college and the workforce~~ in the 21st century ~~workforce~~. With this belief as a foundation to our graduation policy, the Board also recognizes that diploma options are important to address all students' needs in our district. As such, the district will make available the following diploma options with the requirements as follows:

1. Gresham-Barlow School District Diploma: Must meet all district and state requirements as defined in administrative regulation IKF-AR;
2. Gresham-Barlow School District Scholars' Diploma: See administrative regulation IKF-AR;
3. Oregon Diploma: See administrative regulation IKF-AR;
4. Modified Diploma: See policy administrative regulation IKF-AR;
5. Extended Diploma: See policy administrative regulation IKF-AR;
6. Alternative Certificate: See policy administrative regulation IKF-AR.

The district may not deny a diploma to a student who has opted out of the Smarter Balanced or alternate Oregon Extended Assessment if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces², as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Education Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

² The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.095	ORS 339.505	OAR 581-022-1133
ORS 329.451	ORS 343.295	OAR 581-022-1134
ORS 329.479		OAR 581-002-1135
ORS 332.107	OAR 581-022-0615	OAR 581-022-1210
ORS 332.114	OAR 581-022-0617	OAR 581-022-1215
ORS 338.115	OAR 581-022-1130	OAR 581-022-1350
ORS 339.115	OAR 581-022-1131	OAR 581-022-1910

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
Essential Skills and Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

Cross Reference(s):

IKFA - Early Graduation

Gresham-Barlow SD 10

Code: **JEA**
Adopted: 9/13/01
Readopted: 5/02/02; 12/04/14; 4/07/16

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18, who have not completed the 12th grade, are required to regularly attend a public full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between ages 6 and 18, who has not completed the 12th grade, are required to have the student attend school and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school are required to have the student attend and maintain the child in regular attendance during the school term.

Under the superintendent's direction and supervision, attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and maintain a student in regular attendance is a Class C violation.

The district will develop administrative regulations for issuing compulsory attendance notices and citations.

A parent who is not supervising ~~his/her~~ **their** student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1)(c). Failing to supervise a child is a Class A violation.

In addition, under Board policy JHFDA - Suspension of Driving Privileges, the district may report students with 10 consecutive days unexcused absence or 15 cumulative days unexcused absences in a single semester to the Oregon Department of Transportation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public schools full-time:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Students being taught by a private teacher the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.

4. Students being educated in the home by a parent:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Multnomah Education Service District (ESD), as the district's ESD of record, in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
5. Students excluded from attendance as provided by law.
6. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as define in ORS 336.615.
7. An exemption may be granted for any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615 to -336.665](#)
[ORS 339.010 to -339.090](#)
[ORS 339.095](#)

[ORS 339.990](#)
[ORS 419B.550 to -419B.558](#)
[ORS 807.065](#)
[ORS 807.066](#)
[OAR 581-021-0026](#)

[OAR 581-021-0029](#)
[OAR 581-021-0071](#)
[OAR 581-021-0077](#)

Gresham-Barlow SD 10

Code: JECC
Adopted: 7/11/94
Readopted: 5/02/02; 1/12/06; 12/04/14
Orig. Code(s): JECBB

Assignment of Students to Schools

Attendance areas are established for all schools in the district. Students are expected to attend the school serving the place of residence of their parents/guardians, or in the case of emancipated students, where the student resides. ~~However, w~~When overcrowding exists or a different school placement is considered to be in the best interest of the student, a student can be assigned to a different school.

~~The district believes, however, in the concept of open enrollment, and that parents and emancipated students, should have the opportunity to request the school the student attends. Therefore, the district shall, with limitations, consider transfer requests by parents/guardians (and emancipated students) to attend a school outside the official attendance area in which the student's parents/guardians, or the student, reside.~~

~~In conjunction with the concept of open enrollment, principals shall assist parents/guardians and emancipated students in making an informed decision when a request for transfer is being considered. This assistance is designed to serve as an act of providing information, not as an act to dissuade.~~

~~Students who attend a district school identified as persistently dangerous, or who are victims of a violent criminal offense occurring in or on the grounds of the school the student attends, may transfer to a public school in the district that has not been identified as in need of improvement.~~

Principals are prepared to assist parents in making an informed choice when an attendance area exception is being considered. This assistance is designed to serve as an act of providing information, not an act to dissuade. Principals will ensure appropriate notice is provided to parents of their right to request a transfer of their student to a safe district school in the event the school the student is attending is identified as persistently dangerous, or the student has been a victim of a violent criminal offense in or on the grounds of the school the student attends.

The parent/guardian or emancipated student will be asked to complete a basic application form after which the request will be considered by the administration. ~~Whenever possible, the request will be granted, but only in accordance with established school capacities and with the procedures and special provisions adopted by the district.~~ In instances when it is not possible to grant all the requests for a particular school, a lottery will be conducted to determine which requests are approved.

When a student transfer is approved by the district, the student may continue at the school to which ~~he/she they~~ transferred until such time ~~he/she they~~ completes that level of instruction provided there is a space available. Should overcrowding occur, transfers will be rescinded in the reverse order of approval date or lottery list by grade. New transfer applications must be submitted and approved prior to student movement to the next level of instruction (from elementary to middle school, and from middle school to high school).

Student transfers may be denied or revoked for the following reasons: overcrowding at the requested building; irregular attendance; chronic tardiness; violation of school rules; failure to make academic progress; or because the student poses a specific threat to the safety of students or staff at the school.

Students whose residence changes within the district boundaries during the regular school year may continue in the school serving the former residence until the end of the school year. Requests to continue in attendance for the following school year will be by application.

Transfer request applications are subject to availability of space, personnel and resources, except those based on identification of the student's school as persistently dangerous or the student has been a victim of a violent criminal offense. Approved applications will normally be granted for a full school year. The Board may establish other criteria from time-to-time.

Transportation to the school to which the student will transfer will be the responsibility of the parent/guardian and student. Transportation will be the responsibility of the district for all student transfers approved pursuant to the provisions of the ~~No Child Left Behind Act~~ Every Student Succeeds Act (ESSA) or state law.

All transfers are subject to annual review and renewal at the discretion of the district, unless the transfer was required by ESSA.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.107](#)

[OAR 581-021-0045](#)

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6316, 7912.~~

~~Every Student Succeeds Act of 2015, 20 U.S.C. § 7912.~~

~~Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.~~

Gresham-Barlow SD 10

Code: **JFC**
Adopted: 7/11/94
Readopted: 5/02/02; 8/15/14; 10/06/16
Orig. Code(s): JFC

Student Conduct**

~~The Board expects s~~ Student conduct to ~~to~~ shall contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct, or other document shall be developed by district administration and will be made available on the district's website and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, ~~as required by the No Child Left Behind Act of 2001 (NCLBA)~~. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021-0050 to -0075](#)

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Cross Reference(s):

ECAB - Vandalism/Malicious Mischief/Theft
IGAEC - Anabolic Steroids and Performance-Enhancing Substances
JF/JFA - Student Rights and Responsibilities
JG - Student Discipline

Parental Rights-(NCLBA)**

~~The Board recognizes the importance of parental input in decision making related to their student's health and general well being, in determining district and student needs for educational services, in program development and district operations. In accordance with the No Child Left Behind Act of 2001 (NCLBA)~~ **In accordance with the Every student Succeeds Act of 2015 (ESSA)**, the district affirms the following right of parents, upon request, to inspect:¹

1. A survey created by a third party before the survey is administered or distributed by the district to a student, including any district survey containing "covered survey items"² as defined by ~~NCLBA~~ **ESSA**;
2. Any instructional material used by the district as part of the educational curriculum for the student;
3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of district students will also, upon request, be permitted to excuse their student from "covered activities"³ as defined by ~~NCLBA~~ **ESSA**. The rights provided to parents under this policy, transfer to the student when the student turns 18 years old **of age**, or is an emancipated minor under applicable state law.

The superintendent will ensure that activities requiring parental notification are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in district schools. The input of parents will be encouraged in the development, adoption and any subsequent revision of this policy.

¹~~This parental rights list is not comprehensive and only applies to legislation governed by NCLBA.~~

²~~"Covered survey items," under NCLBA ESSA, include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.~~

³~~"Covered activities," requiring notification under NCLBA ESSA, include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.~~

The superintendent shall develop administrative regulations to implement this policy, including provisions as may be necessary to ~~ensure~~ **provide** appropriate notification to parents of their rights under federal law and district procedures to request review of covered materials, excuse a student from participating in covered activities and protect student privacy in the event of administration or distribution of a survey to a student.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 (2015).

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2006~~2015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2006~~2015).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2010).

Gresham-Barlow SD 10

Code: **LBE**
Adopted: 12/09/99
Readopted: 5/02/02; 12/04/14

Public Charter Schools

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities and accompanying administrative regulation.

The district will not provide instructional materials, lesson plans or curriculum guides for use in a public charter school.

The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

Virtual Public Charter School Enrollment

The district will ~~monthly~~ **semiannually, by October 1 and April 1¹**, calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose to not approve additional students for enrollment to a virtual public charter school, subject to the requirements in OAR 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including, but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)

[ORS Chapter 338](#)
[ORS 339.141](#)
[ORS 339.147](#)

[OAR 581-026-0005 to -0515](#)

~~No Child Left Behind Act of 2001~~ **Every Student Succeeds Act of 2015**, 20 U.S.C. §§ 6311-6322 (~~2006~~ **2015**).

¹[Per OAR 581-026-0305(7)(a) the district must choose annual, semi-annual or other date used for calculation; dates are provided as a recommendation only.]

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: October 19, 2017

RE: No. 3 - 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. The board 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. The board will dialogue about the practical application using "Good to Great and the Social Sector" and the implications it has on the district.

The discussion will focus on the Hedgehog Concept and the Big Hairy Audacious Goal (BHAG). The board will look at how to use the Hedgehog Concept and a BHAG for the district.

PRESENTER: Sharon Garner

SUPPLEMENTARY MATERIALS: 1. 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

A Practical Application for Using
***Good To Great and the
Social Sectors***

By Jim Collins

5 May 2017

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*."

A Practical Application for Using ...

Good To Great and the Social Sectors

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

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.

A Practical Application for Using ...

Good To Great and the Social Sectors

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.ⁱⁱ

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.

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.ⁱⁱⁱ

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.^{iv}

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.^v

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 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.^{vi} 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."^{vii}

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 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:

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."^{viii}

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

A Practical Application for Using ...

Good To Great and the Social Sectors

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?

A Practical Application for Using ...

Good To Great and the Social Sectors

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."^x

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 in 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.

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.

A Practical Application for Using ...

Good To Great and the Social Sectors

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- i Jim Collins, *Good To Great*, (Harper Books; New York, 2001), 216.
 - ii Jim Collins, *Good To Great And The Social Sectors*, (2005), 10,11
 - iii Ibid; 58, 59.
 - iv Jim Collins, *Good To Great And The Social Sectors*, (2005), 10,11
 - v Ibid; 10,11.
 - vi Ibid; 14,15.
 - vii Ibid; 15.
 - viii Ibid; 4,5.
 - ix Ibid; 23, 24.

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: October 19, 2017

RE: No. 4 - Fundraised Out-of-State Field Trips

EXPLANATION: It has been a guideline for the past decade to have fundraised, out-of-state field trips occur every other year for any particular program. This was put in place to help relieve the financial burden from the families of students who want to commit to participate in these enrichment field trip opportunities.

Over the past couple of years, these guidelines have become less clear, especially when it comes to competitions versus traveling to see or participate in a performance. During the meeting this evening we would like to have a discussion leading to a decision that can be communicated to our schools.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: None

REQUESTED ACTION: This item is being provided as information for discussion; no formal action is required.

TK:pkh:sa