

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Business Meeting

AGENDA

November 2, 2017

BOARD OF EDUCATION

November 2, 2017

Board Work Session – 6 p.m.
Board Business Meeting - 7 p.m.

Public Safety and Schools Building
1331 NW Eastman Parkway, Gresham, OR

I. CALL REGULAR BUSINESS MEETING TO ORDER AND PLEDGE OF ALLEGIANCEII. 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. COMMUNICATION FROM THE AUDIENCE

Time has been set aside later on the agenda for Citizens' Requests of the Board. If anyone in the audience wishes to address the board this evening, there are yellow "Citizens' Requests of the Board" forms on the table in the back of the room; please complete a form and give it to our board secretary, Mrs. Avery.

IV. APPROVE MEETING AGENDAV. CONSENT AGENDA

All items listed below are matters considered by the board to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the board or persons in the audience requests specific items be removed from the consent agenda and placed on the regular agenda.

1. Minutes from Regular Work Session.....October 5, 2017
- Minutes from Regular Business Meeting.....October 5, 2017
- Minutes from Regular Work Session.....October 19, 2017
2. Financial Report
3. Personnel Report
4. Policy Updates

VI. RECOGNITIONS

5. Civic Scholars.....Ketelsen
6. Gresham-Barlow School District Doctoral Staff.....Hiu

VII. GRESHAM-BARLOW EDUCATION FOUNDATION REPORT

7. Gresham-Barlow Education Foundation (GBEF) Update.....Vadnais

VIII. SUPERINTENDENT'S REPORT

8. Academic Audit First Draft Perera

IX. PRESENTATIONS

9. Center for Advanced Learning (CAL) Annual Report Evans
10. Nutrition Services Annual Report Schofield

X. RECESS/RECONVENE (5 Minutes)

XI. COMMITTEE MEETING MINUTES AND/OR REPORTS

This portion of the board meeting agenda has been provided for the presentation of advisory committee minutes. No action or discussion is required by the board; however, there may be occasional reports or discussion regarding work being completed by the committee(s).

11. Committee Report: Audit Involvement Schofield

XII. ASSOCIATIONS REPORTS

- Gresham-Barlow Education Association (GBEA) (2 Minutes)
- Oregon School Employees Association (OSEA) (2 Minutes)

XIII. CITIZENS' REQUESTS OF BOARD (3 Minutes per Guest / 15 Minutes Total)

XIV. RECESS/RECONVENE (5 Minutes)

XV. ACTION ITEMS

The board may, by majority vote, take action on items listed under first reading or information.

First Reading

12. Comprehensive Annual Financial Report 2016-2017 Schofield
13. Bond: Portable/Modular Classrooms for Sam Barlow and Gresham H.S. Schofield
14. CMGC Contractor Not to Exceed Amounts Schofield

Second Reading

None n/a

XVI. BOARD REPORTS AND REQUESTS

XVII. DISTRICT LEADERSHIP TEAM (DLT) REPORTS

XVIII. INFORMATION ITEMS

- | | |
|--|-----------|
| 15. City of Gresham Design Commission Hearing..... | Schofield |
| 16. Bond Communications Update | Schofield |

XIX. ANNOUNCEMENTS

Nov. 9-12, 2017: OSBA 2017 Annual Convention
Portland Marriott Downtown Waterfront
1401 SW Naito Pkwy, Portland, OR 97201

Nov. 23, 2017: No Board Meeting
Thanksgiving Holiday

Nov. 30, 2017: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

Dec. 7, 2017: Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

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

XX. ADJOURNMENT (Estimated time for adjournment: No later than 9 p.m.)

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Work Session

October 5, 2017

The Gresham-Barlow School District Board of Education held a regular work session on Thursday, October 5, 2017, in the council chambers conference room of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 6:07 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, Carla Piluso, Matt O'Connell, Blake Petersen, John Hartsock, and Kathy Ruthruff.

The following members of the superintendent's district leadership team were present:

A. Katrise Perera	Superintendent
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
James Hiu	Deputy Superintendent of Human Resources
Mike Schofield	Chief Financial Officer
Julie Evans	Executive Director of Elementary Education
Sara Hahn-Huston	Executive Director of Secondary Teaching and Learning
Athena Vadnais	Director of Communications and Community Engagement

The following members of the superintendent's district leadership team were absent:

John Koch	Executive Director of Student Support Services
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Rick Rainone was also present.

MOTION 34 MEETING AGENDA (6:07 p.m.)

It was moved by Matt O'Connell and seconded by John Hartsock to approve the meeting agenda. The Good to Great discussion item was moved to the October 19, 2017 board work session. The motion carried 7 to 0.

BOND CUBCONTRACTOR PROCUREMENT (6:07 p.m.)

Mike Schofield led a discussion on Minority, Women, and Emerging Small Businesses (MWESB) contractors and what process should be in place to encourage use of these contractors on bond projects.

Mr. Schofield shared the process that was used on the newly finished Boys and Girls Club project. The discussion that followed focused on how to engage local contractors prior to building, goals or targets to have in place, and geographic boundaries to consider when contracting with local businesses.

RECESS/RECONVENE (6:30 p.m.)

The meeting was recessed at 6:30 p.m. and reconvened at 6:36 p.m.

NSBA PRE-CONFERENCE SESSIONS (6:36 p.m.)

The 2018 Annual NSBA Conference is coming up in April. Chair Howatt led a discussion to determine which board members were planning to attend the conference and if anyone was interested in attending the pre-conference this year. Board members were encouraged to look at the session offerings on the NSBA website. Those interested in attending the pre-conference will let Sarah Avery know.

MISCELLANEOUS (6:46 P.M.)

Chair Howatt and Director Garner noted that they were having difficulties accessing the OSBA Conference app. Mrs. Avery has a call into OSBA to resolve this issue.

ADJOURNMENT (6:47 p.m.)

There being no further business, the work session was adjourned at 6:47 p.m.

Submitted by: _____
Sarah Avery
Administrative Assistant to the Superintendent and
Board of Directors

Note: These minutes were approved by the board on _____:sa

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.

Minutes of Regular Board Meeting / Business

October 5, 2017

The Gresham-Barlow School District Board of Education met in regular session on Thursday, October 5, 2017, in the council chambers of the Public Safety and Schools Building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 7:00 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, Carla Piluso, Blake Petersen, Matt O'Connell, Kathy Ruthruff, and John Hartsock.

The following members of the superintendent's cabinet were present:

Katrise Perera	Superintendent
James Hiu	Deputy Superintendent of Human Resources
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Mike Schofield	Chief Financial Officer
Julie Evans	Executive Director of Elementary Education
Sara Hahn-Huston	Executive Director of Secondary Teaching and Learning
Athena Vadnais	Director of Communications and Community Engagement
Bill DeWitz	Director of Technology Services
Karina Bruzzese	ELL Director

The following members of the superintendent's district leadership team were absent:

John Koch	Executive Director of Student Support Services
Angie Kautz	Director of Elementary Teaching and Learning
April Olson	Director of Federal Programs

The chair led board members, administrators and all those present in the Pledge of Allegiance.

Note: All handouts provided at this session have been uploaded to the School Board page on the district's web site: www.gresham.k12.or.us. Copies are also on file at the district office.

MOTION 35 MEETING AGENDA (7:01 p.m.)

It was moved by Matt O'Connell, seconded by John Hartsock and carried 7 to 0 to approve the meeting agenda as modified per Kris' instructions.

MOTION 36 CONSENT AGENDA (7:02 p.m.)

The following items were included on the consent agenda:

1. Minutes from Regular Work Session..... September 7, 2017
- Minutes from Regular Business Meeting..... September 7, 2017
- Minutes from Regular Work Session..... September 14, 2017
- Minutes from Local Contract Review Board Meeting..... September 28, 2017
- Minutes from Regular Work Session..... September 28, 2017
- 1a. Board and Superintendent Working Agreements
2. Financial Report
3. Personnel Report: Employment Contracts
4. BH / BHA Policy Revision

It was moved by John Hartsock, seconded by Blake Petersen and carried 7 to 0 to approve the consent agenda as presented.

RECOGNITIONS (7:02 p.m.)

GBSD Doctoral Staff:

James Hiu recognized Gresham-Barlow School District staff that has earned their doctoral degree in the past two years. Mr. Hiu also recognized district staff members who have doctoral degrees but may have earned their degrees a few years ago, or prior to coming to the district.

Community Care Day Honorees:

Athena Vadnais recognized the churches that took the lead in coordinating this year's "Community Care Day." This year more than 450 volunteers lent a hand and donated 1,900 volunteer hours. Ms. Vadnais shared a video of the various volunteers that participated.

Community Schools Appreciation Week, September 25-29, 2017:

Julie Evans recognized eight SUN Community School Site Managers in honor of the Community Schools Appreciation Week, which took place September 25-29, 2017. In addition to after-school and summer programming, SUN Site Managers coordinate social services for families, work tirelessly to provide food support for families, and cultivate rich community partnerships.

MOTION 37 Sharon Garner moved to recognize the SUN School Community Site Managers for the Community School Appreciation Week of September the 25th through the 29th. Matt O'Connell seconded the motion. The motion was carried unanimously 7 to 0.

GRESHAM-BARLOW EDUCATION FOUNDATION REPORT (7:23 p.m.)

Steve Lewis, a foundation board member of the Gresham-Barlow Education Foundation, reported on foundation activities.

SUPERINTENDENT'S REPORT (7:27 p.m.)

Superintendent Perera reported on her involvement with Rotary events including the well-attended Steak Fry. She shared that in the last month she has spoken at the Gresham Chamber of Commerce as well as giving a presentation on Equity at the AASA Women's Leadership Forum. She spent time on Capitol Hill October 1-3, 2017, with the staff of Senators Wyden and Merkley and communicated that Gresham-Barlow School District is opposed to any cuts to the education budget.

PRESENTATIONS

HIGH SCHOOL PROGRAMS (7:30 p.m.)

The district's high schools offer a variety of programs allowing students to increase their depth of knowledge in specific content areas and provide opportunities to demonstrate their understanding and skills. Bruce Schmidt, Sam Barlow High School Principal, Ryan Blaszk, Springwater Trail High School

Principal, and Jason Bhear, Gresham High School Assistant Principal provided a presentation highlighting last years participation in the following programs:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Career and Technical Education (CTE)
- Dual Credit College Courses
- Middle College

Please note, slides from this presentation have been included in the Agenda Packet available on the district website, <http://www.gresham.k12.or.us/>.

Following the presentation there were questions and a discussion on the data points presented. The board would like to review AP versus IB at an upcoming work session.

RECESS/RECONVENE (7:58 p.m.)

The meeting was recessed at 7:58 p.m. and reconvened at 8:07 p.m.

COMMITTEE MEETING MINUTES AND/OR REPORTS (8:07 p.m.)

Policy Review Committee:

The committee met on September 26, 2017. They have a slate of policies to bring to the next board work session. Blake Petersen was to the committee.

ASSOCIATIONS REPORTS (8:07 p.m.)

Rhett Hyman, a teacher at East Orient Elementary School, reported on behalf of the Gresham-Barlow Education Association (GBEA).

Judy Hardy, an educational assistant at Hogan Cedars Elementary School, reported on behalf of the Oregon School Education Association (OSEA) Chapter 8 employees.

CITIZENS' REQUESTS OF THE BOARD (8:09 p.m.)

There was one citizens' request of the board submitted. It was not a school related concern. Chair Howatt handed the request over to Superintendent Perera for follow-up.

ACTION ITEMS

MOTION 38 East Gresham Parent Teacher Organization (PTO) Donation (8:10 p.m.)

The East Gresham Parent Teacher Organization (PTO) has motioned to dissolve. They will continue to support the school through the school's fundraising efforts. Their members voted in favor of transferring all physical assets directly to East Gresham Elementary School. The account balance will be deposited into the East Gresham Student Body Account and funds will be designated for student field trips and activities.

It was moved by Blake Petersen and seconded by Sharon Garner to accept the approximate donation of \$10,320 from the East Gresham Parent Teacher Organization.

Following discussion on what precipitated this dissolution, the motion carried 7 to 0.

BOARD REPORTS AND REQUESTS (8:14 p.m.)

Board members summarized various meetings and activities they have participated in over the past month. Comments were focused on topics such as the Gresham Chamber of Commerce luncheon, the Teddy Bear Parade, the Mayor's Breakfast, and the OSBA Fall Regional Dinner.

DISTRICT LEADERSHIP TEAM (DLT) REPORTS (8:30 p.m.)

There were no District Leadership Team reports this evening.

INFORMATION ITEMS (8:30 p.m.)

Opening of School Enrollment and Class Size Report

Teresa Ketelsen and Julie Evans provided the board with a general overview of K-12 enrollment during the initial opening of school. They reviewed enrollment data that provided specific information, including class size averages and other staffing and enrollment information. There was discussion focused on why some of the enrollment numbers have decreased.

ANNOUNCEMENTS (8:38 p.m.)

Oct. 19, 2017: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

Oct. 20, 2017: Football Social Event (not a meeting) - 6 p.m.
Football Field
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

ADJOURNMENT (8:39 p.m.)

There being no other business, the meeting was adjourned at 8:39 p.m.

Submitted by: _____
Sarah Avery
Administrative Assistant to the Superintendent and
Board of Directors

Note: These minutes were approved by the board on _____:sa

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Work Session

October 19, 2017

The Gresham-Barlow School District Board of Education held a regular work session on Thursday, October 19, 2017, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

The meeting was called to order at 6:12 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, Carla Piluso, Matt O'Connell, and John Hartsock. Kathy Ruthruff and Blake Petersen were absent. (Note: A quorum was present.)

The following members of the superintendent's cabinet were present:

A. Katrise Perera	Superintendent
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
James Hiu	Deputy Superintendent / Human Resources
Mike Schofield	Chief Financial Officer
Julie Evans	Executive Director of Elementary Education
Sara Hahn-Huston	Executive Director of Secondary Teaching and Learning
John Koch	Executive Director of Student Support Services
Athena Vadnais	Director of Communications and Community Engagement

Michael Schaefer, Gresham High School Principal, and Audrea Lotman, FranklinCovey, The Leader in Me program were also present.

MOTION 39 MEETING AGENDA (6:12 p.m.)

It was moved by John Hartsock and seconded by Matt O'Connell to approve the agenda with the addition of the bond update. The motion carried 5 to 0.

BOND UPDATE (6:12 p.m.)

Mike Schofield provided a bond update. The Design Commission Hearing scheduled for October 18, 2017 was rescheduled to November 1, 2017 because there was not a quorum present.

Tax rates were posted on the Multnomah County website. The rate came in under the original district estimate published in the voter's pamphlet. Mr. Schofield noted that the district may still receive phone calls from the public because with the old bond tax rate and the new bond tax rate it appears as though the bond tax line item has tripled. Mr. Schofield will provide the board with talking points in case they encounter tax rate questions.

Mr. Schofield shared information on the strategy for communications around the bond. This includes the "Honoring the Past" story for Gresham High School, the North Gresham architect story, and the Sam Barlow High School CTE renovation. This week newsletters will go out to the community.

PRESENTATION

THE LEADER IN ME (6:23 p.m.)

Audrea Lotman of FranklinCovey Education shared a presentation with the board on The Leader in Me program. This is a whole-school transformation model, developed in partnership with educators, that empowers students with the skills they need to thrive in the 21st century.

RECESS/RECONVENE (7:14 p.m.)

The meeting was recessed at 7:14 p.m. and reconvened at 7:24 p.m.

DISCUSSION ITEMS

FUNDRAISED OUT OF STATE FIELD TRIPS (7:24 p.m.)

Teresa Ketelsen and Mike Schaefer led a discussion regarding fundraised out of state field trips and the expectation that these out of state trips occur every other year. This expectation was put in place about ten years ago out of concern over the burden being placed on families having to fund these field trips. Fundraised field trips occurring every other year is not always consistently applied.

Discussion followed concerning putting a plan in place that would have equity of application, a consistent set of guidelines, and factored in student's ability to participate. Mr. Schaefer shared a possible plan with a tiered structure. The board would like to look at data on field trips that have been taken over the last ten years. Time has been reserved on a future agenda for further discussion.

GOOD TO GREAT DISCUSSION (7:44 p.m.)

Board members and District Leadership Team (DLT) members formed two groups. Using Venn diagram charts, each group discussed the following three areas: A passion for excellent educational opportunities for all students; A belief that the district can be the best at delivering the most equitable, quality educational opportunities in the state; The district's resource engine of people who give of themselves and their time to help make goals a reality.

The purpose of this activity was to work on creating a "Big Hairy Audacious Goal (BHAG)" for the district. Each group listed items under the three categories and came together to share out their lists. James Hiu will work on merging the two lists. Time will be reserved on a future work session agenda to address this item again.

ACTION ITEMS – FIRST READING

POLICY REVIEW (8:19 p.m.)

Teresa Ketelsen led a discussion on the thirteen revised policies with recommended changes. Many of the revisions are due to the change from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA). There was also discussion on wording choice.

ANNOUNCEMENTS (8:44 p.m.)

Items for the November 2 work session will include data on fundraised out of state field trips, rank order of schools, and a negotiations update in executive session.

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

ADJOURNMENT (8:46 p.m.)

There being no further business, the work session was adjourned at 8:46 p.m.

Submitted by: _____
Sarah Avery
Administrative Assistant to the Superintendent and
Board of Directors

Note: These minutes were approved by the board on [DATE]:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 2, 2017

RE: No. 2 – Financial Report

EXPLANATION: State Revenue Forecast. The State of Oregon Office of Economic Analysis will update their forecast on November 29, 2017. We'll be looking to see how this most recent forecast compares to the close of session forecast used by the legislature.

The attached financial report reflects staffing additions made for enrollment at the start of the school year.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS:

1. Financial Report/Summary (Ending September 30, 2017)
2. Quarterly Investment Report (as of October, 2017)
3. Quarterly Grant Report (Ending September 30, 2017)

RECOMMENDATION: None

REQUESTED ACTION: Consent agenda approval

MS:mkh:sa

As of September 30, 2017

GRESHAM-BARLOW SCHOOL DISTRICT

Financial Report

2017-2018

GENERAL FUND

	Actual Sept	Actual QTR 1	Projected QTR 2	Projected QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget	
Revenue										
Current Taxes	-	-	24,600,000	1,160,000	940,000	26,700,000	-	26,700,000	0	
Prior Year Taxes	69,750	145,369	146,000	80,000	125,000	496,369	145,369	500,000	-3,631	
Other Taxes / Interest	35	259	200	2,950	550	3,959	259	15,000	-11,041	
Total Taxes	69,785	145,628	24,746,200	1,242,950	1,065,550	27,200,328	145,628	27,215,000	-14,672	
Common School Fund	-	-	-	750,000	750,000	1,500,000	-	1,500,000	0	
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0	
Federal Forest Fees	1,141	1,430	-	-	11,750	13,180	1,430	12,000	1,180	
State School Fund (SSF)	7,247,325	28,998,001	21,741,975	21,741,975	14,494,650	86,976,601	28,998,001	84,600,000	2,376,601	
Other SSF Revenue	7,248,466	28,999,431	21,741,975	22,491,975	15,258,400	88,491,781	28,999,431	86,114,000	2,377,781	
Total Formula Revenue	7,318,251	29,145,059	46,488,175	23,734,925	16,323,950	115,692,109	29,145,059	113,329,000	2,363,109	
High Cost Disability	-	-	-	-	600,000	600,000	-	600,000	0	
Prior Year SSF	-	-	-	-	-	-	-	-	0	
State Restricted	-	-	-	-	-	-	-	-	0	
Other State Revenue	-	-	-	-	600,000	600,000	-	600,000	0	
Tuition / Transportation	933	1,068	10,000	18,000	71,000	100,068	1,068	100,000	68	
Earning on Investment	32,918	89,033	75,000	75,000	70,000	309,033	89,033	300,000	9,033	
Student Fees / Admissions	7,176	35,734	92,500	76,000	161,500	365,734	35,734	365,000	734	
Rentals	16,586	53,437	60,000	72,000	60,000	245,437	53,437	250,000	-4,563	
Donations	-	-	60,000	60,000	100,000	220,000	-	250,000	-30,000	
Services to other Funds	-	-	45,000	20,000	410,000	475,000	-	480,000	-5,000	
Misc.	6,888	28,470	150,000	90,000	155,000	423,470	28,470	450,000	-26,530	
MESD Transfer	-	-	2,000,000	-	-	2,000,000	-	2,000,000	0	
Other County Funds	-	-	-	-	-	-	-	-	0	
Drivers' Education	-	-	-	-	-	-	-	-	0	
Other Federal Revenue	-	-	-	-	-	-	-	-	0	
Child Care Development	-	-	15,000	20,000	5,000	40,000	-	40,000	0	
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000	
Bond Proceeds	-	-	-	-	-	-	-	-	0	
TRANSFERS	-	-	-	-	-	-	-	-	0	
Total Other Revenue	64,501	207,742	2,507,500	431,000	1,032,500	4,178,742	207,742	4,240,000	-61,258	
TOTAL REVENUE	\$7,382,752	\$29,352,801	\$48,995,675	\$24,165,925	\$17,956,450	\$120,470,851	\$29,352,801	\$118,169,000	2,301,851	24.8%
								12,115,813	BFB Budget	
Expenditures										
Licensed Salaries	2,964,295	3,016,488	9,150,000	9,150,000	15,400,000	36,716,488	3,016,488	36,912,450	195,962	
Support Staff Salaries	925,391	1,587,981	2,817,000	2,817,000	4,078,000	11,299,981	1,587,981	11,813,662	513,681	
Admin Salaries	460,051	1,396,094	1,395,000	1,395,000	1,410,000	5,596,094	1,396,094	5,522,931	-73,163	
Confidential Salaries	35,543	106,629	129,000	129,000	129,000	493,629	106,629	499,037	5,408	
Subs' / Temp Salaries	209,762	310,259	1,015,000	900,000	1,490,000	3,715,259	310,259	3,863,751	148,492	
Total Salaries	4,595,042	6,417,451	14,506,000	14,391,000	22,507,000	57,821,451	6,417,451	58,611,831	790,380	
PERS	1,174,733	1,563,296	3,750,000	3,750,000	5,350,000	14,413,296	1,563,296	15,175,842	762,546	
FICA	346,612	486,260	1,050,000	1,050,000	1,600,000	4,186,260	486,260	4,454,679	268,419	
Insurance	1,184,755	1,540,434	3,570,000	3,570,000	5,580,000	14,260,434	1,540,434	13,824,446	-435,988	
Other Benefits	122,292	313,624	310,000	330,000	505,000	1,458,624	313,624	1,356,340	-102,284	
Total Benefits	2,828,392	3,903,614	8,680,000	8,700,000	13,035,000	34,318,614	3,903,614	34,811,307	492,693	
Purchased Services	522,541	1,615,018	3,600,000	3,600,000	4,950,000	13,765,018	1,615,018	14,451,075	686,057	
Charter School Payments	497,856	2,321,286	1,875,000	1,875,000	1,325,000	7,396,286	2,321,286	8,173,566	777,280	
Supplies & Materials	215,977	453,812	415,000	375,000	865,000	2,108,812	453,812	2,263,290	154,478	
Capital Outlay	-	-	15,000	10,000	10,000	35,000	-	50,000	15,000	
Other Objects	20,558	606,849	70,000	15,000	35,000	726,849	606,849	761,025	34,176	
Transfers	-	820,000	-	-	-	820,000	820,000	820,000	0	
TOTAL EXPENDITURES	\$8,680,366	\$16,138,030	\$29,161,000	\$28,966,000	\$42,727,000	\$116,992,030	\$16,138,030	\$119,942,094	\$2,950,064	13.5%
Reserves - Contingency/Unappropriated Ending Balance								6,963,168		
Beginning Cash Balance							\$11,855,631	\$0		
							\$3,478,821	\$126,905,262	Budget	
							\$15,334,452			
							13.1% (Percentage of Projected Expenditures)			
Expenditure Summary										
Salaries								6,417,451	39.8%	
Benefits								3,903,614	24.2%	
Purchased Serv								3,936,304	24.4%	
Supplies								453,812	2.8%	
Capital Outlay								-	0.0%	
Other Objects								606,849	3.8%	
Transfers								820,000	5.1%	
								\$ 16,138,030	100.0%	

As of October 25, 2017

Gresham-Barlow School District
Quarterly Investment Report

2017-2018

Investment Description	Date Purchased	Maturity Date	Yield To Maturity (A)	Coupon	Cost (B) 6131/6135	Percent of Portfolio	Par Value	Accrued Interest Paid 6201	Accrued Interest Rec'd 6201	Total Accrued Interest 6201	Purchase Price	PAR-COST
General												
Checking					144,928.50							
Local Government Investment Pool 4061	n/a	n/a	1.45		30,269,842.34	10.31%						
Local Government Investment Pool 5278	n/a	n/a	1.45		2,063,676.87	0.70%						
US Bank Money Market Account	n/a	n/a	0		0.00	0.00%						
Umpqua Bank Money Market Account	n/a	n/a	0.15		7,573.40	0.00%						
Bond												
Checking					461,712.80							
Local Government Investment Pool 4461	n/a	n/a	1.45		16,192,248.61	5.51%						
T-Bill 912796NT2	8/23/17	2/22/18	0.907	0	9,955,005.56	3.39%	10,000,000	0.00	0.00	0.00	9,955,005.56	44,994
FHDN 313385TQ9	8/23/17	2/27/18	0.917	0	14,929,875.00	5.08%	15,000,000	0.00	0.00	0.00	14,929,875.00	70,125
FMCDN 313397TX9	8/31/17	3/6/18	0.917	0	8,958,150.00	3.05%	9,000,000	0.00	0.00	0.00	8,958,150.00	41,850
FMCDN 313397UE9	8/31/17	3/13/18	0.917	0	8,956,575.00	3.05%	9,000,000	0.00	0.00	0.00	8,956,575.00	43,425
FHLB 3130A7CX1	7/7/17	3/19/18	1.085	0.875	10,983,940.00	3.74%	11,000,000	28,875.00	28,875.00	0.00	11,012,815.00	16,060
FNMA 3135G0J61	7/13/17	3/28/18	1.066	0.875	24,966,250.00	8.50%	25,000,000	63,802.08	63,802.08	0.00	25,030,052.08	33,750
FHLB 3130A4GJ5	7/20/17	4/25/18	1.094	1.125	10,002,300.00	3.41%	10,000,000	26,562.50	0.00	26,562.50	10,028,862.50	-2,300
FFCB 3133EEP95	7/20/17	6/1/18	1.121	1.100	14,997,300.00	5.11%	15,000,000	22,458.33	0.00	22,458.33	15,019,758.33	2,700
FHLB 3130A8BD4	7/27/17	6/29/18	1.121	0.875	9,977,500.00	3.40%	10,000,000	6,805.56	0.00	6,805.56	9,984,305.56	22,500
FHLMC 3134G9UY1	7/27/17	6/29/18	1.122	1.000	14,983,200.00	5.10%	15,000,000	11,666.67	0.00	11,666.67	14,994,866.67	16,800
FHLB 3130ABVJ2	9/7/17	7/24/18	1.091	1.250	10,013,900.00	3.41%	10,000,000	14,930.56	0.00	14,930.56	10,028,830.56	-13,900
FHLB 3130ABXW1	9/7/17	7/27/18	1.096	1.250	15,020,400.00	5.11%	15,000,000	20,312.50	0.00	20,312.50	15,040,712.50	-20,400
FHLB 3130ABZU3	8/7/17	8/7/18	1.133	1.250	11,012,716.00	3.75%	11,000,000	0.00	0.00	0.00	11,012,716.00	-12,716
FHLB 3130A9AE1	8/3/17	10/1/18	1.211	0.875	9,961,500.00	3.39%	10,000,000	29,652.78	0.00	29,652.78	9,991,152.78	38,500
FHLB 3130A9AE1	9/13/17	10/1/18	1.118	0.997	4,987,400.00	1.70%	5,000,000	19,809.03	0.00	19,809.03	5,007,209.03	12,600
TVA 880591EQ1	9/13/17	10/15/18	1.131	1.750	15,100,200.00	5.14%	15,000,000	108,645.83	0.00	108,645.83	15,208,845.83	-100,200
FNMA 3135G0G72	8/10/17	12/14/18	1.211	1.125	24,971,500.00	8.50%	25,000,000	43,750.00	0.00	43,750.00	25,015,250.00	28,500
FNMA 3135G0J53	8/17/17	2/26/19	1.232	1.000	24,912,500.00	8.48%	25,000,000	118,750.00	118,750.00	0.00	25,031,250.00	87,500
					293,685,265.58	100%	245,000,000	516,020.84	211,427.08	304,593.76	202,406,626.84	109,394

(A) Rates on Local Government Pool and Money Market Accounts change daily.

The rate is an average daily rate for the month

(B) Cost includes accrued interest at the date of purchase

PERS - Public Employee Retirement System

32,486,021.11 General

261,344,172.97 Bond

Quarterly Grant Award Summary

2017/2018

Program/ Department	Grant	Term	Funding Source	Current Year Amount	Staff Responsibility
District Wide	21st Century Community Learning	07/01/17-09/30/18	Federal	249,936	Olson
Special Education	IDEA Part B, Section 611	07/01/17-09/30/18	Federal	411,387	Koch
Special Education	IDEA SPR&I	07/01/17-09/30/18	Federal	1,017	Koch
Special Education	IDEA Extended Assesment	07/01/17-09/30/18	Federal	1,648	Koch
Title - District Wide	Title III - English Language	07/01/17-09/30/18	Federal	176,320	Bruzzese
	MHCC - Early Head Start (contract year 2)	07/01/17-06/30/18	Local	79,440	Olson

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

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu

DATE: November 2, 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.

Board of Directors

Re: No. 3 - Personnel Changes: Employment Contracts

November 2, 2017

Page 2

PRESENTER: James Hiu

SUPPLEMENTARY
MATERIALS: 1. Licensed New Hires

RECOMMENDATION: As required by Policy GB, the administration recommends the employment of candidates to fill positions as listed above in supplementary materials #1.

REQUESTED ACTION: Consent agenda approval

JH:mc:sa

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

NAME	POSITION	LOCATION
Meeker, David	English, ELL	GHS
Reed, Emily	Title I TOSA	NGES
Tyler, Rebecca	Grade 3	KCES
Westwood, John	Science	CCMS

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: November 2, 2017

RE: No. 4 – Policy Updates

EXPLANATION: Changes to the policies recommended by Oregon School Boards Association, district staff, and the Policy Review Committee were presented for first reading at the October 19, 2017 board work session.

The board reviewed and provided input regarding the policy updates. A question was asked as to whether the terminology “persistently dangerous schools” used in policy JECC is still relevant under the Every Student Succeeds Act (ESSA). We have confirmed that this is still a designation that a school could receive.

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	English Language Learners
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: 1. Revised Policies (13) with Recommended Revisions.

RECOMMENDATION: The administration recommends board approval of the policy changes as presented.

REQUESTED ACTION: Consent agenda approval.

TK:sa

Gresham-Barlow School District
Board Policies

Second Reading
November 2, 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	English Language Learners
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 school to home 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.

Gresham-Barlow SD 10

Code: **IGBAK**
Adopted: 1/04/01
Readopted: 5/02/02; 1/11/07; 5/10/08;
11/06/14

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 p-Parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, i-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](#)
~~OAR 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

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 581-022-1140-2310](#)

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~~ Student conduct ~~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

Gresham-Barlow SD 10

Code: **KAB**
Adopted: 12/04/14

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: Members of the Board

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: November 2, 2017

RE: No. 5 - Civic Scholars Recognition

EXPLANATION: Every Oregon state legislator names two teachers from their district to be Civic Scholars. This program is part of a statewide initiative to enhance high quality professional development in civic education teachers.

The 2017-2018 Civic Scholars from our district are:

Selected by Senator Laurie Monnes Anderson, Senate District 25:

- Jim Gardenhire and Amanda Williams, Gresham High School

Selected by Representative Carla Piluso, House District 50:

- Patricia Lim-Pardo and Eric Neiwert, Gordon Russell Middle School

With the recognition of Civic Scholar, teachers receive:

- Free registration to the Civics Conference on December 1
- Special recognition at the conference
- Payment for a substitute teacher
- Follow-up classroom assistance

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: None

REQUESTED ACTION: No formal action is required.

TK:pkh

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

TO: Members of the Board

FROM: A. Katrise Perera
James Hiu

DATE: November 2, 2017

RE: No. 6 - Gresham-Barlow School District Doctoral Staff

EXPLANATION: The Gresham-Barlow Board of Directors and Administration would like to recognize staff members who have earned their doctoral degree within the last two years. In that regard, we recognize Dr. Sandra Duty.

Sandra Duty, Ed.D, Portland State University
Dissertation: The Impact of Daily 5 and CAFE Literacy Framework on Reading Comprehension in Struggling Fourth Grade Readers: A Case Study

PRESENTER: James Hiu

SUPPLEMENTARY
MATERIALS: 1. Certificate of Recognition

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No formal action is required.

JH:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Athena Vadnais

DATE: November 2, 2017

RE: No. 7 – Gresham-Barlow Education Foundation Update

EXPLANATION: The Gresham-Barlow Education Foundation has identified the following dates for 2017-18 reports to the school board:

September 7, 2017
October 5, 2017
January 4, 2018
March 1, 2018
June 7, 2018

When a member of the Gresham-Barlow Education Foundation is not present to give a report, Director John Hartsock will act as a liaison to the foundation and will offer a report. The next update from the Foundation will be presented on January 4, 2018.

PRESENTER: Athena Vadnais

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

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

DATE: November 2, 2017

RE: No. 8 – Academic Audit: First Draft

EXPLANATION: Felicity Educational Services (FES) conducted an academic audit for the Gresham-Barlow School District. The research, extensive interviews, classroom walkthroughs, online surveys and dialogue with students provided a tremendous amount of insight, data, and unique perspectives on the District. FES found every District representative responsive to questions, generally enthusiastic to be participating in the audit and authentic when discussing the District. The online survey results, predominately completed by parents, also demonstrated the positive vibe these community members feel about Gresham-Barlow.

Strength: In addition to a genuine desire to improve the experiences of students, FES found people to be honest about their likes and dislikes of District practices and protocols. This sincere, relatively accurate, assessment of strengths and weakness, and the apparent willingness to improve set the stage for substantial growth. Staff understands the complex and difficult work of educating students of varying socio-economic situations and ethnicities. During classroom visits, students were engaged, positive and generally ready to learn. Traditionally, the District allowed substantial autonomy in buildings and classrooms so programs have grown organically. There are choices for students, especially for high school students, including an alternative setting (small environment), International Baccalaureate program and a tradition starting with Advanced Placement options. In many ways, Gresham-Barlow is on the cusp to become a great District for all students, with the administration, faculty and staff willing to perform the work necessary to achieve these lofty goals.

Areas of Potential Growth: Felicity Educational Services has identified the following areas that could help Gresham-Barlow School District improve.

Unifying Vision, core beliefs and focus to align the District: From a systems approach, growth and consistency would be realized by developing a clear and concise focus for all District employees.

Curriculum: Based on best practices, participant insight and research, classroom outcomes can be improved by defining

“curriculum,” establishing exemplar documents and protocols, and establishing a more robust accountability system for students and staff. Discussions should include:

- Guaranteed and viable curriculum
- Formative and common assessments
- Curriculum design consistency
- Vertical integration

Technology: With more and sufficient hardware and broadband capabilities, the District could begin to shift technology focus to instructional technology. Efforts should be systemic and designed to infuse the use of technology into the curriculum. With the enormity of this task, it is difficult for “structure”/hardware-focused individuals or administrators, also responsible for teaching and learning, to lead.

Opportunities for Students:

- HR- Hiring, Attendance, On-boarding: Gresham-Barlow should consider reviewing human resource protocols and practices for efficiencies to allow some decisions on hiring to be localized and incentivize better staff attendance.
- Equity: With changing demographics, the District has begun working on issues related to equity and poverty. These early stages, while commendable, should be enhanced and systemized as much as possible to ensure positive change is occurring throughout the organization.
- Interventions: The extent of interventions in buildings is a school-by-school choice. With very limited interventions in high school, and few in math, the District should look to establishing District best practices and protocols. While there are successful pockets, the system is not as equipped as staff, parents and administrators would like.
- Leveraging new opportunities: The District should continue to examine the fidelity of current offerings (from a systems lens) and determine which programs at various schools are best for District students. Replicating successes across the District (like AVID, PBIS...) and creatively working on community resources, such as business partnerships and alternative options for students, could add substantial value to the educational experiences provided by Gresham-Barlow.

Obstacles and Threats: With any organization or change process, obstacles to success exist. While these roadblocks can be overcome, consideration and planning must occur to avoid pitfalls. Please consider:

- Initiative Fatigue: There have been a number of initiatives, and many of these improvement plans have not been sustained over time. Whether redone, ignored and replaced with new initiatives, the many initiatives have led to staff fatigue. Perhaps, in the future, this may mean fewer goals, more clear direction, and a promise of a long-term commitment.
- Mistrust: As in any organization, there are groups at Gresham-Barlow that rightfully have different priorities. Over time, these conflicts have manifested themselves in divergent thinking and

some mistrust. Open and honest dialogue should continue to be valued. During negotiation times this can be more difficult. Another way to describe mistrust could be the problem of inertia: a mentality believes in the status quo and/or in outlasting this initiative/leadership.

- Skill: Some of the suggested areas to consider involve creating, developing, improving or rethinking some responsibilities. There will be areas of focus like technology, curriculum design or leadership where people will need some professional development, mentoring or other skill work.
- Historical autonomy (versus consistency): The District has a tradition of local autonomy that can conflict with system consistency. Attention must be given to this dynamic.
- Mismanagement: Careful attention must be applied to the institutional process of change and accountability to ensure consistency and resiliency.
- Will: Unfortunately, in some instances initiatives and change will be threatened by people's unwillingness to change. While not a skill issue, this involves a true willingness to change behavior and empathize with people in different circumstances. The areas of poverty, equity and interventions are more likely to experience this reality.

This report of findings will serve to provide recommendations and commendations using a research-based diagnostic tied to the AdvancED Standards for Quality. These standards are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools/districts to achieve quality student performance results and organizational effectiveness. The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each of the standards. Supporting data is generated from site assessment results. Gresham-Barlow school leaders and staff are committed to providing the best possible experiences for the students and community of the District. There are great teachers and high levels of learning throughout the District. At the same time, there are opportunities to create a more systems approach to the academic programs to ensure all students benefit from the efforts of all Gresham-Barlow employees.

PRESENTER:	A. Katrise Perera Mike Nekritz, Felicity Educational Services
SUPPLEMENTARY MATERIALS:	None
RECOMMENDATION:	This report is being provided as information only.
REQUESTED ACTION:	No action is required at this time.

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

TO: Board of Directors

FROM: A. Katrise Perera
Julie Evans

DATE: November 2, 2017

RE: No. 9 - Center for Advanced Learning (CAL) –Annual Report to the Board

EXPLANATION: In accordance with ORS 338.095 (1), the Center for Advanced Learning (CAL) must submit an annual report to the district and the State Board of Education each year on the performance of the school and its students in the preceding fiscal/school year. This report must include, among other things, information regarding the goals and outcomes relating to student performance, and a look forward at the school year ahead.

CAL Director, Carol Egan, will present that information this evening.

PRESENTER: Carol Egan

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JE:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 2, 2017

RE: No. 10 – Nutrition Services Annual Report

EXPLANATION: Keely Davidson will review the highlights of last year's Nutrition Services Program.

The food service management company (Sodexo) employs a staff of 90 plus to provide the nutrition services to approximately 12,000 students at 25 sites. Their main responsibility is preparing and serving meals and meal supplements (snacks) to students and participants in the National School Lunch and Breakfast Programs.

The program runs on a cost-effective basis. The total of all direct operating costs (including cost of food, supplies, wages, benefits, and other direct costs) must not exceed total program revenues.

Our goals for the Nutrition Services Program includes: providing nutritious, high-quality meals and snacks to students and participants; accommodating special diets where medically necessary; providing occasional catered food services; and, improving nutrition awareness.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being submitted as information only.

REQUESTED ACTION: No action required.

MS:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 2, 2017

RE: No. 11 – Committee Report: Audit Involvement

EXPLANATION: The Audit Involvement process provides an essential two-way communication between the independent auditor and the board. The process enhances the board's responsibility to provide independent review and oversight of 1) the district's financial reporting processes, 2) the district's internal controls, and 3) the independent audit of the district's financial statements.

The process includes several meetings a year between management and the Board Chair, Vice-Chair and two appointed Budget Committee Members. The committee met with the independent auditor to review the audit process and results of the audit.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: 1. Audit Involvement Meeting Summary for September 7, 2017

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

MDS:mkh:sa



12700 SW 72nd Ave. ♦ Tigard, OR 97223
(503) 620-2632 ♦ (503) 684-7523 FAX
www.paulyrogersandcpcpas.com

September 7, 2017

Gresham-Barlow School District
Audit Involvement Meeting
Fiscal Year 2016-17 Audit

SUMMARY OF AUDIT PROCESS

Preliminary Audit: May 22-24

- Testing of internal controls and accounting systems
- Compliance testing for federal funds and state requirements under OAR 162
- Visits to schools for testing of student body funds
- No significant audit findings

Final Audit Fieldwork: August 22-24

- Testing of final general ledger used in preparation of CAFR
- Balance sheet testing of accounts
- Analytical procedures to test reasonableness of data
- Testing of bond sale transactions, investments, disclosures and reporting requirements
- No significant audit findings

Reporting Phase and Wrap-Up: Current

- CAFR Preparation by GBSD Staff
- Presentation of CAFR and audit results to the Board in November
- New pronouncements implemented:
 - GASB 75 – Other Post-Employment Benefits (revised to mimic Pension standards)
 - GASB 77 – Tax Abatements (various disclosures based on information from counties)
- Significant matters for your attention:
 - Unfunded PERS liability grew from approx. \$30 million to approx. \$80 million
 - OPEB Liability grew from approx. \$2 million to approx. \$12 million due to GASB 75
 - Cash and Investments exceeding \$287 million as of June 30, 2017

Future Accounting and Auditing Issues

- New Pronouncement on Leases (GASB 87 – FY 20-21)
- Testing of bond spending, controls over accounting and compliance requirements
- Use of technology to identify anomalies and unusual analytical relationships

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 2, 2017

RE: No. 12 – Comprehensive Annual Financial Report 2016-2017

EXPLANATION: The district's auditors, Pauly, Rogers & Co., P.C., have completed the audit of the Comprehensive Annual Financial Report (CAFR) for 2016-2017. The audit was conducted in accordance with Generally Accepted Auditing Stands (GAAS), and the general purpose financial statements for the year ending June 30, 2017, adhered to Generally Accepted Accounting Principles (GAAP).

It has been the board's practice to take formal action on the Comprehensive Annual Financial Report by accepting it as presented by the auditors. This action will be requested at the December 7, 2017, regular board meeting.

The business office intends to submit the 2016-2017 CAFR to the Government Finance Officers Association and the Association of School Business Officials Excellence in Financial Reporting programs.

The CAFR can be viewed on the district web page at: http://business.www.gresham.k12.or.us/modules/locker/files/group_files.phtml?gid=1917520&parent=17446399&sessionid=627a502fd8983da5899e933935872c1b

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: 1. Governing Body Letter 2017

RECOMMENDATION: The 2016-2017 Comprehensive Annual Financial Report is being presented as a first reading.

REQUESTED ACTION: No action is required at this time. The Comprehensive Annual Financial Report will be presented for second reading and acceptance at the December 7, 2017, board meeting.

MS:mkh:sa



PAULY, ROGERS AND Co., P.C.
12700 SW 72nd Ave. ♦ Tigard, OR 97223
(503) 620-2632 ♦ (503) 684-7523 FAX
www.paulyrogersandcpcpas.com

October 11, 2017

To the Board of Directors
Gresham-Barlow School District
Gresham, Oregon

We have audited the basic financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Gresham-Barlow School District for the year ended June 30, 2017. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Purpose of the Audit

Our audit was conducted using sampling, inquiries and analytical work to opine on the fair presentation of the basic financial statements and compliance with:

- generally accepted accounting principles and auditing standards
- the Oregon Municipal Audit Law and the related administrative rules
- federal, state and other agency rules and regulations related to expenditures of federal awards

Our Responsibility under U.S. Generally Accepted Auditing Standards and the Uniform Guidance

As stated in our engagement letter, our responsibility, as described by professional standards, is to express opinions about whether the basic financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the basic financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of the basic financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit. Also in accordance with the Uniform Guidance, we examined, on a test basis, evidence about compliance with the types of compliance requirements described in the OMB's Compliance Supplement applicable to each of the major federal programs for the purpose of expressing an opinion on compliance with those requirements. While our audit provided a reasonable basis for our opinion, it does not provide a legal determination on compliance with those requirements.

Our responsibility for the supplementary information accompanying the basic financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the basic

financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Planned Scope and Timing of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements; therefore, our audit involved judgment about the number of transactions examined and the areas to be tested.

Our audit included obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the basic financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. We also communicated any internal control related matters that are required to be communicated under professional standards.

Results of Audit

1. Audit opinion letter - an unmodified opinion on the basic financial statements has been issued. This means we have given a “clean” opinion with no reservations.
2. State minimum standards – We found no exceptions or issues requiring comment.
3. Management letter – No separate management letter was issued.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used are described in the notes to the basic financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2017, except for the implementations of GASB 75 – *Accounting and Financial Reporting for Postemployment Benefits other than Pensions*, and GASB 77 – *Tax Abatement Disclosures*. We noted no transactions entered into during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the basic financial statements in the proper period.

Accounting estimates are an integral part of the basic financial statements prepared by management and are based on management’s knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the basic financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the basic financial statements were Management’s estimate of Accounts Receivable and Capital Asset Depreciation, which are based on estimated collectability of receivables and useful lives of assets. We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the basic financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The disclosures in the basic financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no difficulties in dealing with management in performing and completing our audit.

Pauly, Rogers and Co., P.C.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements or determined that their effects are immaterial. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, taken as a whole. There were no immaterial uncorrected misstatements noted during the audit which were discussed with management.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the basic financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the basic financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards with management each year prior to our retention as the auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Required Supplementary Information

We applied certain limited procedures to the required supplementary information that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the required supplementary information and do not express an opinion or provide any assurance on it.

Supplementary Information

We were engaged to report on the supplementary information, which accompany the basic financial statements but are not required supplementary information. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the basic financial statements. We compared and reconciled the supplementary information

Pauly, Rogers and Co., P.C.

to the underlying accounting records used to prepare the basic financial statements or to the basic financial statements themselves.

Other Information

We were engaged to report on the other information, which accompanies the basic financial statements but is not required supplementary information. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Matters – Future Accounting and Auditing Issues

In order to keep you aware of new auditing standards issued by the American Institute of Certified Public Accounts and accounting statements issued by the Governmental Accounting Standards Board (GASB), we have prepared the following summary of the more significant upcoming issues:

GASB 87 – LEASES

GASB Statement No. 87, *Leases*, provides guidance for lease contracts for nonfinancial assets—including vehicles, heavy equipment, and buildings—but excludes nonexchange transactions, including donated assets, and leases of intangible assets (such as patents and software licenses). Implementation of this new standard will be required for the fiscal year ending June 30, 2021.

This information is intended solely for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.



Matthew Graves, CPA
PAULY, ROGERS AND CO., P.C.

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 2, 2017

RE: No. 13 – Bond: Portable/Modular Classrooms for Sam Barlow and Gresham High School

EXPLANATION: As a part of the 2016 Capital Construction bond projects for Sam Barlow High School and Gresham High School, the design teams have determined the schools will need portable classrooms during construction.

Based on construction schedules and existing classroom disruption, the design teams at Sam Barlow and Gresham High schools have determined the following needs:

Sam Barlow High School – Five portable structures (10 classrooms)

Gresham High School – One portable structure (1 classroom)

The district intends to lease the portables over approximately 18 months during construction. The cost during the lease period is expected to be no more than \$450,000. Purchase orders are ready for processing, and business office staff will use the Intermountain ESD/KPN purchasing co-op that provides member schools with the pre-determined preferential pricing by approved vendors whose product has already bid at the national and state level. The vendor providing the modular classrooms is Modern Building Systems. Modular buildings will be built and delivered in time for start of school in 2018.

Board of Directors
Re: No. xx – Bond: Portable/Modular Classrooms
November 2, 2017
Page 2

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Authorize leasing modular buildings through Modern Building Systems using the Intermountain ESD/KPN contract for delivery and installation in August 2018.

REQUESTED ACTION: Approve leasing modular buildings through Modern Building Systems with a not to exceed amount of \$450,000 using the Intermountain ESD/KPN contract for delivery and installation in August 2018.

MS:mh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 2, 2017

RE: No. 14 – CMGC Not-to-Exceed Amounts

EXPLANATION: In March of 2017 the board approved the following contractors and not-to-exceed amounts:

- Gresham High School – Fortis Construction \$125,000
- Sam Barlow High School – Lease Crutcher Lewis \$125,000
- East Gresham Elementary – P&C Construction \$80,000
- North Gresham Elementary – Bremik Construction \$80,000

The not-to-exceed amounts were to allow the contractors to provide pre-construction services for the respective projects. Since that time, each of the general contractors hired pre-construction services for mechanical, electrical, plumbing and fire suppression. In addition, several of the contractors will begin doing some work on the projects prior to establishing the guaranteed maximum price. Examples include selective demolition and asbestos abatement during scheduled school breaks. Each contractor will look to take advantage of breaks in the school year to perform work that will be advantageous to the overall construction schedule. The guaranteed maximum price will be established in the Winter/Spring of 2018.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Based on planned and potential work to be done prior to establishing the guaranteed maximum price, the administration recommends increasing the not-to-exceed contract values to \$3.5 million for each high school and \$1.5 million for each elementary school.

Board of Directors
Re: No. xx – CMGC Not-to-Exceed Amounts
November 2, 2017
Page 2

REQUESTED ACTION: Approve the not-to-exceed contract amounts as follows:

Gresham High School Project - Fortis Construction \$3.5 million

Sam Barlow High School Project - Lease Crutcher Lewis \$3.5 million

East Gresham Elementary Project - P & C Construction \$1.5 million

North Gresham Elementary Project - Bremik Construction \$1.5 million

MS:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 2, 2017

RE: No. 15 – City of Gresham Design Commission Hearing

EXPLANATION: A City of Gresham Design Commission Hearing on the Gresham High School project was scheduled for October 18, 2017. Due to the lack of a quorum being present, the meeting was postponed to November 1, 2017.

The administration will provide an update as to how the meeting went at the regular business meeting on November 2, 2017.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This item is being presented as information only.

REQUESTED ACTION: No formal action is required.

MS:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 2, 2017

RE: No. 16 – Bond Communications Update

EXPLANATION: Time has been set-aside on the agenda to provide an update on the bond communications plan. Additional information is included with the supplementary materials provided.

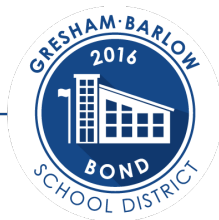
PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: 1. Gresham-Barlow School District Bond Communications Update

RECOMMENDATION: This item is being provided for information only.

REQUESTED ACTION: No formal action is required.

MS:sa



GBSD Bond Communications Update

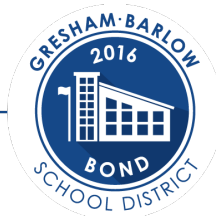
Late Spring/Summer 2017

- Designed a new logo, look and style-guide based on 2016 bond communications in order to ensure a consistent look and feel for all bond communications.
- Developed a long range communications plan through end of 2018 with specific communications plans for every school.
- **Gresham-BarlowBond.org** Built and launched a comprehensive stand alone bond website with detailed information on bond projects at every school. This website has been designed to become a comprehensive resource for all things Bond going forward.

September/October 2017

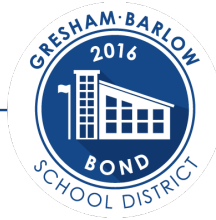
- Printed 6,500 Bond update cards in English and Spanish that were sent home with every elementary student and have been passed out at various events around the community.
- Version of Bond update card emailed to in English and Spanish to parents, key communicators, media and individuals who signed up for bond communications.
 - We sent the email to the GBSD community on Emma (email communications software). The email was sent to 9,238 individuals and was opened by 2,894, giving us a 31% open rate.
 - The Spanish version of the bond update was sent to 774 individuals and was open by 177, giving us a 23% open rate.





- Developed, published human interest and bond features articles, including:
 1. ***Launch of the Bond Oversight Committee.*** We shared this story on GBSD Facebook page. The story reached 1,448 people. We also sent the story out as a press release to journalists; we sent the story to the GBSD community through Emma (sent to 402 people, was opened by 197 people: 49% open rate)
 2. ***A Student Returns to Build a School :*** We wrote a story on an architect working on the North Gresham ES project, who is an alum of the school. The story was picked up and published by the *Gresham Outlook* (see below). Content shared on GBSD Facebook page; the story reached 17947 people and received 90 reactions.
 3. ***Honoring the Past, Building for the Future:*** A story about the architectural history of Gresham HS, and the ways community input shaped how to incorporate the building's historical elements into new construction. Will be posted to social media soon.
 4. ***New CTE classrooms at Barlow –*** Story published highlighting the benefits and details included in the new Career and Technical Education Classrooms to begin at Barlow. The story was included in *Building Blocks* newsletter, will be shared on social media in future.
 5. ***Summer projects completed*** - Included in newsletter, will be shared on social media in future.
 6. ***New fixtures and furnishings*** - will be shared on social media in future. (stats for social media reach as of 10/24/17)
- Our *A Student Returns to Build a School* story was picked up by *The Gresham Outlook* and published on October 20. The article spoke favorably about Alexander's involvement with the design of Gresham ES, and her status as an alumni of the district. The article features quotes, content and messaging produced by our communications team. Story available here:





<http://www.pamplinmedia.com/go/42-news/376082-261326-north-elementary-grad-designs-new-school>

- Bond updates have been included in the Gresham Chamber of Commerce weekly newsletter on 10/10 and 10/17.
- Regular social media posts reminding followers of the Gresham-BarlowBond.org resource.

Future Communications

- The inaugural Gresham-Barlow Bond newsletter (named "***Building Blocks***"). This is a four-page, quarterly newsletter that will be mailed to **all households in Gresham-Barlow** (mailed before end of October). Expect a future newsletter early next year and 3 other times in 2018.
- 4x8 signs with renderings and a "project schedule" that will be posted in late October outside of East Gresham ES, North Gresham ES, Sam Barlow HS and Gresham HS.
- E-version of the newsletter will be emailed out to appropriate lists, (including a translated newsletter to list of Spanish-speakers)
- Content highlighting Bond updates posted to Gresham-Barlowbond.org
- Content produced posted to social media (facebook, twitter, instagram)
- Monthly summaries emailed to parents, district staff and bond interest lists.
- Regular feature stories will continue to be developed and published.

Social Media Content Channels:

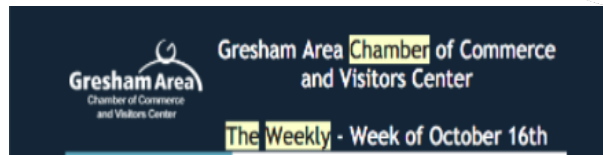
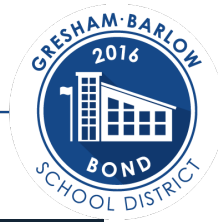
Gresham Barlow School District:
Facebook Page
Twitter
Instagram



Link highlighting our work (and *Gresham Outlook's* story on Renee Alexander) featured in the Gresham Area Chamber of Commerce e-blast.



Gresham-Barlow School District
1331 NW Eastman Parkway Gresham, OR 97030 * Phone: 503-261-4550



Member Tips, Tools & Press Releases

Legacy Mount Hood Medical Center - Diversity Supplier Event
 Legacy Health is hosting a Diversity Supplier Event on October 26th at Legacy Mount Hood in Gresham to encourage minority and women-owned businesses to do business with Legacy. [Click here to learn more.](#)

Gresham-Barlow School District - School Bond Update
 The redesign of Gresham High School is focused on honoring the past, building for the future. [Click here to learn more about the work underway.](#)

Portland General Electric - Storm Safety
 We want you to stay safe in a storm. Severe weather can sometimes bring down power lines. As we work quickly to make repairs and restore power to your business, we want you to stay safe. [Click here for important rules to remember.](#)

Tsuru Island - Gresham Japanese Garden - Benefits of Tai Chi
 Benefits of Tai Chi...can you do it at home? Tai Chi is a series of slow movements and calm breathing that can help your back, knee and neck pain; improve balance; assist with keeping your thinking sharp; improve your mood and quality of life. [Read more...](#)

BFit Gyms - Exercise Tips
 Follow the 80/20 rule. Eat health 80 percent of the time. Indulge occasionally, but make sure most of your choices are healthy.

Member Tips, Tools & Press Releases

Gresham-Barlow School District - School Bond Update
 Did you know the architect creating the design for the new North Gresham Elementary attended school there as a child? [Click here](#) to learn more about architect Renee Alexander and the North Gresham project.

Tsuru Island - Gresham Japanese Garden - Special Picture Tip
 Where can I take that special picture? We have been told so many times by visitors to Tsuru Island that they did not know that there was a garden in Main City Park, but at the same time we also notice a few individuals that bring their camera and find an area to take those special family pictures. [Read more...](#)

Portland General Electric - Storm Safety
 We want you to stay safe in a storm. Severe weather can sometimes bring down power lines. As we work quickly to make repairs and restore power to your business, we want you to stay safe. [Click here for important rules to remember.](#)

BFit Gyms - Exercise Tips
 Move your body everyday of the week. Remember to prioritize movement, not just the concept of "exercise." Even on days you don't get a workout in, be sure you take a walk, stretch, stand, or dance! Your body was meant to move: enjoy it.

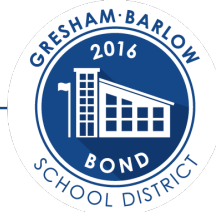
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Security

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Modernize Classrooms
and Buildings

Gresham-Barlow School District
 1331 NW Eastman Parkway Gresham, OR 97030 * Phone: 503-261-4550



The Outlook
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Eagle Creek Fire suspect to be tried as juvenile

15-year-old arraigned on multiple charges

By TERESA CARSON
The Outlook

The 15-year-old Vancouver, Wash., boy who allegedly started the still burning Eagle Creek Fire in the Columbia River Gorge is facing multiple charges in juvenile court, the Hood River District Attorney's office announced Thursday.

When the Eagle Creek fire erupted on Saturday, Sept. 2, the Oregon State Police opened a criminal investigation. Witnesses reported a 15-year-old boy was throwing lit fireworks off a cliff.

The fire started about one mile south of Cascade Locks and grew quickly, eventually covering more than 45,000 acres. Residents were

TRUE NORTH

The new North Gresham Elementary School will be a two-story building with a dramatic entrance to welcome students, their families and community.

TOP: The 58-year-old North Gresham Elementary School is showing its years and will be replaced thanks to a \$29.5 million bond passed by voters in November 2016.

Architect who attended elementary school reimagines facility

By TERESA CARSON
The Outlook

Once Alexander fondly remembers Mrs. Powell, her fourth-grade teacher at North Gresham Elementary, she doesn't see a "giant" ahead, but now she does.

She recalls hanging out in the cafeteria like it was yesterday. "I remember getting awards on that stage. I remember them bringing in television sets so we could watch a moon landing," she said.

Alexander, known back then as Krups, went on to better McTear Middle School and Gresham High School, where a teacher suggested she consider a career in architecture because of her love of design and talent in math.

Alexander did just that and went on to University of Oregon for her degree in architecture. She is now a principal in charge at BBT Architects Inc. in Bend, a firm that specializes in designing schools.

Her many memories of her grade school years at North prompted Alexander to jump at the chance to design the new building that will replace the 58-year-old, well-used school at 1001 S.E. 27th Ave.

"I grew up in the district. I wanted to give back to the district," she said.

What do the kids want?

The design team for North Gresham Elementary School asked "What do the kids want?" as one of the questions they would like to see in their new school.

Celine asked her "sister" grade 4. "A boy named Quentin thought 'a glass elevator' would be a good idea."

Lily wanted an art room and Daniel thought "an upstairs" would be cool.

Kylea was very specific. "I think you should build a nest in front of the window so we can read with natural sunlight. I would like it to be comfy and with a back rest."

Not all the student ideas made it into the design, but several have been incorporated. Kylea is getting her book nook.

Alexander and her team are designing a school that will be totally different from the one she attended decades earlier. The new \$29.5 million North Gresham Elementary will be two stories instead of one.

ABOVE LEFT: Home Alexander, then Krups, captured by a school photographer at North Elementary School.

ABOVE RIGHT: The all-grown-up Krups Alexander added up as an architect and got the chance to design the replacement for North Elementary School she attended as a child.

RIGHT: Little Home Krups's report card from fourth grade at North Elementary School.

The new school is part of a building boom in the Gresham-Barlow School District funded by a \$29.5 million bond voters passed in November 2016. With that money, Gresham and Barlow high schools

will get major overhauls, and East and North Gresham elementary schools will be replaced. Hall and Haddale elementary schools will

See PAGE 47

Oregon sues feds to get immigrant information

Joins nine other states seeking deportation data

By PARIS AGNEW
Capital Bureau

SALEM — Oregon has joined nine other states in a federal lawsuit against the U.S. Department of Homeland Security for failing to release public information detailing the detention and deportation of immigrants.

The complaint, filed Tuesday, Oct. 17, in the U.S. District Court for Massachusetts, claims that states have a legal right to the public records and that federal agencies

Domestic violence vigil honors victims of 2014 tragedy

Lawmakers lead event to draw attention to growing epidemic

By CHRISTOPHER KIZZOR
The Outlook

On a February night in 2014, Charlotte Grabin joined two of her friends for a night together at a local Gresham restaurant. It had been a trying time for Grabin, as her husband, a Clackamas County

You are not alone

The National Domestic Violence Hotline has answered more than 3 million calls from victims of relationship abuse and their friends and family.

The hotline offers phone and chat support for anyone affected by domestic violence. Support is available 24/7 every day of the year. Call 1-800-795-SAFE (7233) or go online at www.thehotline.org.

her outside, and shot her in the head. He then returned to the restaurant and shot both of Charlotte's friends, before committing suicide outside alongside his wife.

Charlotte Grabin, 47, and her friends Victoria Schumacher, 53, and Kathleen Hoffmeister, 55, were all victims of domestic violence. On Tuesday night, Oct. 17, members of the Gresham community came together to remember their stories and honor the victims and survivors of domestic and sexual violence.

"It is an honor and a pleasure to see all of you here as we continue to fight

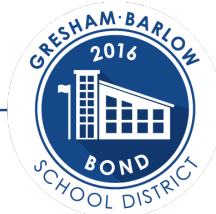
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Gresham-Barlow School District added 2 new photos. Published by Jeremy Wright [?] · Yesterday at 9:49am ·

Questions about the Bond? Curious what the plan is for your neighborhood school? When construction begins? Our bond specific website has all the information you need! Gresham-barlowbond.org



2,559 people reached

Boost Post

22 2 Comments 1 Share

Gresham-Barlow School District added 3 new photos. Published by Jeremy Wright [?] · September 7 at 4:03pm ·

Bond Update - Bond oversight committee holds first meeting!

Focus of their work: To ensure bond dollars are spent as voters intended.
Read: <https://www.gresham-barlowbond.org/.../bond-oversight-commit.../>



1,448 people reached

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