

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Work Session

AGENDA

November 30, 2017

BOARD OF EDUCATION

November 30, 2017

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

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

I. CALL TO ORDERII. ROLL CALL

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

III. APPROVE MEETING AGENDAIV. ACTION ITEMSFirst Reading

1. Policy Review Ketelsen
2. Superintendent Evaluation Process Garner / Hartsock

V. INFORMATION ITEMS

None n/a

VI. DISCUSSION ITEMS

3. Student Health Center Steering Committee Update Olson
4. Fundraised Out-of-State Field Trips Ketelsen
5. Oregon Department of Education School Performance Ratings Hahn-Huston
6. ILT's Prioritized Recommendations from the Academic Audit Ketelsen / Evans
7. Bond: Budget Update / Transfers Schofield

VII. ANNOUNCEMENTS

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

VIII. ADJOURN

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: November 30, 2017

RE: No. 1 – Policy Review

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

Policy	Title
CBA	Qualifications and Duties of the Superintendent
CBB	Recruitment and Appointment of the Superintendent
CBC	Superintendent's Contract
CBG	Evaluation of the Superintendent
JFCM	Threats of Violence
JHC	Student Health Services and Requirements

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: 1. Revised Policies (6) with Recommended Changes.

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

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

TK:sa

Gresham-Barlow School District
Board Policies
First Reading
November 30, 2017

Policy	Title
CBA	Qualifications and Duties of the Superintendent
CBB	Recruitment and Appointment of the Superintendent
CBC	Superintendent's Contract
CBG	Evaluation of the Superintendent
JFCM	Threats of Violence
JHC	Student Health Services and Requirements

Gresham-Barlow SD 10

Code: **CBA**

Adopted: 7/11/94

Readopted: 6/03/99; 5/02/02; 1/09/03;
11/07/13

Orig. Code(s): CBA

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools/ Chief /Executive Officer (CEO)

- QUALIFICATIONS:
1. A current Oregon administrative license with an authorization for all levels, superintendent's endorsement or a transitional superintendent license;
 2. Successful experience as an educational leader and administrator;
 3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices approval pursuant to OAR 584-080-0151 and 584-080-0161;
 4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

POSITION PURPOSE: A visionary, future-focused educational leader, that practices a collaborative leadership approach. A leader that focuses primarily on the growth and well-being of students, staff, and the community. The collaborative leader shares power, puts the needs of others first and helps people develop and perform as highly as possible. Provides for effective administration of all schools and departments, and educational leadership throughout the school system and community.

NATURE AND SCOPE: The superintendent is the chief executive officer for the Gresham-Barlow School District and reports to the Board. ~~No other position reports to the Board.~~

PERFORMANCE and RESPONSIBILITIES:

- The superintendent is the liaison between the staff and the Board, develops policy for Board approval and translates it into action through the development of administrative regulations.
- The superintendent directs the preparation of information and recommendations to the Board related to budget and capital expenditures, negotiations with representative employee groups and the hiring of all licensed personnel, presentations and responding to questions.

- The ~~position~~ superintendent provides managerial direction to the central administrative staff who in turn provides managerial direction to the ~~and~~ school staffs to achieve the policies and priorities outlined by the Board. ~~It also~~
- The superintendent designs and maintains an organizational framework capable of effectively meeting these priorities of the Board approved strategic plan.
- ~~The superintendent also directs the internal and external school community and staff communication programs, and develops effective relationships by helping the community and staff members know and understand the district's goals, achievements, concerns, needs and plans. The superintendent will demonstrate the skills necessary to establish effective two-way communications with the students, staff, parents and the community as a whole, including beneficial relationships with the media. The superintendent will elicit and respond to community feedback and build community support for the district.~~
- The superintendent will provide leadership in providing for the recruitment, selection, development and retention of a quality workforce. The superintendent will demonstrate skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.
- ~~The superintendent is responsible for determining and implementing the administrative structure and management systems. A related responsibility is the selection, assignment and evaluation of administrative personnel.~~
~~The superintendent serves as spokesperson on educational issues concerning the district and directs staff in a similar role.~~
- The superintendent ~~also~~ presents testimony on proposed legislation to the State Legislature.
- The ~~position~~ superintendent maintains an awareness of educational trends, new concepts and approaches designed to improve student learning. As appropriate, the superintendent informs the Board about such trends, concepts and approaches and incorporates them into the instructional and operational programs.
- The superintendent will direct attention to the attainment of district goals as adopted by the Board and to report progress toward goal attainment on a quarterly basis.

STANDARDS FOR SUPERINTENDENT PERFORMANCE:

The superintendent shall develop:

- Collaborative relationships with staff, parents, and the community to make decisions in the best interests of students and stakeholders
- Community and Civic partnerships for the mutual benefit of all involved
- A systems approach to align and guide the work of the District and address equity among the schools
- The Gresham-Barlow School District Strategic Plan as the path forward in providing high-quality educational experiences for a diverse student population

The superintendent shall have knowledge of and experience with:

- Instructional leadership to close achievement gaps, to challenge all students to their fullest potential, and to ensure the education of the whole child
- Financial oversight to provide fiscal stewardship for the community's investment in public education during volatile economic times for public education in Oregon
- Facility construction acumen to support the school facility improvements
- State and national leadership to understand and influence state and national educational policies impacting the Gresham-Barlow Schools
- Diverse populations and income levels

The superintendent shall demonstrate:

- Exceptional communication skills to engage the staff and community in discussion and decisions impacting the students being served
- Sophisticated technology skills in order to lead and communicate the efforts of the school district in preparing all students to be college and career ready
- An uncompromising commitment to excellence and equity for all students and staff

~~1. Leadership and District Culture~~

~~The superintendent will demonstrate exemplary leadership through empowering others, providing vision, by helping shape school culture, and by promoting a climate of understanding of multicultural and ethnic differences.~~

~~2. Policy and Governance~~

~~The superintendent will work with the Board to formulate internal and external district policy, define mutual expectations of performance with the Board and demonstrate exemplary school governance to staff, students and the community at large.~~

~~3. Communications, Community Relations and Partnerships~~

~~The superintendent will demonstrate the skills necessary to establish effective two-way communications with the students, staff, parents and the community as a whole, including beneficial relationships with the media. The superintendent will elicit and respond to community feedback and build community support for the district.~~

~~4. Organizational Management~~

~~The superintendent will gather and analyze data for decision making and for making recommendations to the Board. The superintendent will demonstrate the skills necessary to meet internal and external customer expectations and to effectively allocate resources.~~

~~5. Educational Systems and Practices~~

~~The superintendent will assure achievement of instructional goals and effective student learning by providing leadership in educational program development and implementation. The superintendent will ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. Leadership will focus on applying research and best practice.~~

~~6. Human Resource Systems and Practices~~

~~The superintendent will provide leadership in providing for the recruitment, selection, development and retention of a quality workforce. The superintendent will demonstrate skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.~~

~~7. District Goals~~

~~The superintendent will direct attention to the attainment of district goals as adopted by the Board and to report progress toward goal attainment on a semi-annual basis.~~

END OF POLICY

Legal Reference(s):

[ORS 327.133](#)
[ORS 332.075](#)
[ORS 332.515](#)
[ORS 342.125](#)
[ORS 342.143](#)
[ORS 342.173](#)
[ORS 342.175](#)

[ORS 342.200](#)

[OAR 581-022-0102 to -1940](#)
[OAR 581-023-0006 to -0041](#)
[OAR 581-023-0104](#)
[OAR 581-023-0112](#)
[OAR 581-023-0220 to -0240](#)

[OAR 584-020-0000 to -0045](#)
[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0005 to -0024](#)
[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

Gresham-Barlow SD 10

Code: **CBB**
Adopted: 6/03/99
Readopted: 5/02/02; 11/07/13

Recruitment and Appointment of the Superintendent

The Board considers foremost among its responsibilities the selection and appointment of a superintendent who can effectively translate into action the Board's policies and the community's aspirations for its schools.

To provide the most capable leadership available for the district, the Board may engage in a nationwide search for applicants for the position of superintendent whenever a vacancy in that position occurs.

The Board shall develop and adopt the standards (e.g., candidate qualities and work experience), criteria (e.g., application, screening and hiring process) and policy directives (e.g., promote from within, state and/or national search) to be used in hiring the superintendent or interim superintendent at a meeting open to the public and at which the public has had an opportunity to comment.

The Board may seek the advice and counsel of interested individuals, or of an advisory committee, or it may hire consultants to assist in screening candidates and to encourage the filing of applications by professional educators who meet the qualifications. Final selection, however, will rest with the Board after a thorough consideration of qualified applicants.

The Board will hire the superintendent by a majority vote of the Board members at a meeting for which notice has been given of the intended action.

At the time of superintendent appointment, the superintendent will be issued an initial contract with the length of the contract, salary, and benefits as mutually negotiated and determined by the superintendent and the Board. The Board will thereafter fix the superintendent salary and benefits annually prior to May 1.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(7\)\(d\)](#)
[ORS 332.505](#)

[ORS 342.513](#)
[ORS 342.835](#)

Cross Reference(s):

CBC - Superintendent's Contract

Gresham-Barlow SD 10

Code: **CBC**
Adopted: 6/03/99
Readopted: 5/02/02; 11/07/13

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. Contracts shall not be issued for more than three years at a time. The contract shall automatically expire at the end of its term. The Board may, however, elect to issue a subsequent contract extensions but in no case will the contract period be greater than three years. ~~for not more than an additional three years at any time~~

The compensation and benefits for the position of superintendent will be fixed by the Board, based upon the responsibilities required ~~of the superintendent~~ in performing ~~his/her~~ the superintendent's duties.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract.

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

For a period of one year after termination of the contract the superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

ORS 332.432	ORS 332.525	ORS 342.835
ORS 332.505	ORS 342.549	
ORS 332.507	ORS 342.815(1),(3),(6),(8)	

Ambrose v. Bd. of Educ., 51 Or. App. 621 (1981).
Babbitt v. Mari-Linn Sch. Dist., 94 Or. App. 161 (1988).

Cross Reference(s):

CBB - Recruitment and Appointment of the Superintendent

Gresham-Barlow SD 10

Code: **CBG**
Adopted: 6/03/99
Readopted: 5/02/02; 7/11/13

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance ~~will be evaluated formally~~ at least annually once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent's and his/her performance will be in executive session, unless the superintendent requests an open session. However, such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

~~Any time the superintendent's performance is deemed to be unsatisfactory, the superintendent will be notified in writing of specific areas to be remedied and will be given an opportunity to correct the problem(s). If performance continues to be unsatisfactory, the Board may dismiss the superintendent pursuant to Board policy, the employment contract with the superintendent and state law and rules. At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)
[ORS 332.107](#)

[ORS 332.505](#)
[ORS 342.513](#)

[ORS 342.815](#)
[OAR 581-022-1720](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

Cross Reference(s):

BDC - Executive Sessions
CB - Superintendent
CBA - Qualifications and Duties of the Superintendent

Gresham-Barlow SD 10

Code: **JFCM**
Adopted: 5/02/02
Readopted: 12/04/14

Threats of Violence**

~~The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage school property shall not be tolerated on district property or at activities under the jurisdiction of the district.~~ **In order** to promoting healthy relationships and a safe learning environment, To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage school property shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence ~~he/she has~~ **they have** knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

The principal shall, in determining appropriate ~~disciplinary~~ action, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school property;
2. Placing the student in a setting where the behavior will receive immediate attention from a building administrator, counselor, licensed mental health professional or others;
3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting. **The student can also be evaluated by the district's Student Threat Assessment and Safety Management System (level 1 and/or level 2)**

The principal shall ensure notification **consistent with state and federal education records laws and district policies** is provided to:

1. The parent of any student in violation of this policy and the disciplinary action imposed;
2. The parent of a student when the student's name appears on a targeted list that threatens violence or harm to the students on the list or when threats of violence or harm to the student are made by another student;
3. Any school employee whose name appears on a targeted list threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others.

Notification to the above shall be attempted by telephone or in person within 12 hours of discovery of a targeted list or learning of a threat. Regardless, a written follow-up notification shall be sent within 24 hours of discovery of a targeted list or learning of a threat.

The principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health-care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, ~~he/she~~ **the principal** may provide such information to other school officials, including teachers, within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations or other disciplinary options as may be required by law and this policy shall be provided by the district.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.327](#)
[ORS 809.060](#)
[ORS 809.260](#)

[OAR 581-021-0050 to -0075](#)
[OAR 581-053-0010\(5\)](#)

[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)
[OAR 581-053-0630](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

Cross Reference(s):

GBNA - Hazing/Harassment/Intimidation/Bullying/Cyberbullying/Menacing – Staff
JFCF - Harassment/Intimidation/Bullying/Cyberbullying/Teen Dating Violence – Student
JFCJ - Weapons in the Schools

Oregon School Boards Association Selected Sample Policy

Code: **JHC**
Adopted:

Student Health Services and Requirements

~~Although the district's primary responsibility is to educate students, the students' health and general welfare is also a major Board concern. The Board believes s~~ School programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

The district shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems and also scoliosis;
3. Health counseling for students and parents, when appropriate;
4. Health care and first-aid assistance that are appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special health care needs;

8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of the Every Student Succeeds Act of 2015 (ESSA), the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination¹ or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 336.201](#)

[OAR 581-022-0705](#)

[OAR 581-022-1420](#)

[OAR 581-022-1440](#)

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

Every Student Succeeds Act of 2015, 20 U.S.C. § 8548.

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

HR6/27/17 | PH

¹The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

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

TO: Board of Directors

FROM: A. Katrise Perera
Sharon Garner
John Hartsock

DATE: November 30, 2017

RE: No. 2 – Superintendent Evaluation Process

EXPLANATION: At their September 7, 2017 meeting the Board of Directors established a Committee to develop the Superintendent evaluation process for 2017 - 2018.

The Committee has drafted a charter to guide their work and a calendar to define the process.

The Committee will be including the following participants in the process: Superintendent self-evaluation; Board Members (7); District Leadership (11); High School Principals (3); Middle School Principals (4); Elementary / K8 School Principals (11).

The Committee will structure the evaluation on: Policy CBA – Qualifications and Duties of the Superintendent; Superintendent's Transition Plan approved July 6, 2017; and a Superintendent's Evaluation Rating Form.

PRESENTERS: Sharon Garner, John Hartsock

SUPPLEMENTARY
MATERIALS: 1. Superintendent Evaluation Committee Charter
2. Process Calendar

RECOMMENDATION: Review the proposed Superintendent Evaluation process.

REQUESTED ACTION: Approve the Superintendent Evaluation Process Charter and Calendar.

JH:sa



BOARD OF DIRECTORS SUPERINTENDENT EVALUATION COMMITTEE CHARTER

November 21, 2017

Chartering Group	Members	Leader	Facilitator (if different from leader)	Team Kick Off Date	Team Sunset Date
GBSD Board of Directors	Sharon Garner / John Hartsock	Sharon Garner		Dec. 4, 2017	March 2, 2018

Mission Statement	Development and implementation of a superintendent evaluation process
Goals & Objectives	<ul style="list-style-type: none"> • Develop an enhanced comprehensive superintendent evaluation process • Develop an evaluation methodology and communication of process • Conduct evaluation surveys • Analyze results of survey and develop an evaluation report
Customers	Gresham-Barlow School District Board of Directors
Success Indicators / Feedback Plan	Track scope of work milestones for a monthly Board report
Problem Statement	Policy to provide a comprehensive review of the superintendent's job performance
Procedures / Meeting Frequency	Meet monthly with additional meetings as required to achieve the objectives
Decision Making Process	The team shall use a consensus model to make decisions
Decision Ratifying Body	Gresham-Barlow School District Board of Directors
Boundary Conditions to Decisions Made	Board concurrence with evaluation process
How Decisions Are Communicated	Meeting minutes, issue papers and reports, draft recommendations, evaluation survey results and recommendations
Team Review Schedule	At monthly team meetings – establish recurring date
Sunset Clause	After the completion and board approval of the 2018 superintendent evaluation process and revision to policy CBA, Qualifications and Duties of the Superintendent
Sustaining Plan	Gresham-Barlow School District Board of Directors will conduct an annual evaluation of the superintendent according to the updated policy and process



Gresham-Barlow School District 2017 - 2018 Superintendent Evaluation Schedule

November 21, 2017

September 7, 2017	Board Committee Established – Sharon Garner / John Hartsock
November 1- 24, 2017	Develop the evaluation process
November 30, 2017	Board reviews evaluation process, criteria and evaluators
December 4, 2017	Committee issues survey to evaluators
January 5, 2018	Response to surveys due and Superintendent's Self-evaluation is due
January 6-12, 2018	Committee Develops draft survey results, Superintendent outcomes related to the strategic plan, and Superintendent's Transition Plan.
January 15-19, 2018	Committee prepares results and develops recommendations for salary and contract terms and conditions for FY 2018 - 2019
January 22-26, 2018	Board meets with Superintendent to review results and finalize salary and contract for FY 2018 - 2019
February 1, 2018	Committee provides presentation to Board in Executive Session
February 5-9, 2018	Committee develops executive summary for Board Approval
March 1, 2018	Board accepts evaluation

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

TO: Board of Directors

FROM: A. Katrise Perera
April Olson

DATE: November 30, 2017

RE: No. 3 – Student Health Center Steering Committee Update

EXPLANATION: The Gresham-Barlow School District has received funding from Multnomah County to explore the feasibility of developing a Student (school-based) Health Center (SHC) at Gresham High School. The district has contracted with Oregon School-Based Health Alliance (OSBHA) to be our consultant and guide us through the SHC planning process. The OSBHA is a statewide body that promotes effective school health centers.

A Steering Committee has been formed to discuss the kinds of services and supports that the SHC should provide, and how we can use existing and new resources and partnership to realize this vision for our school community.

The school district will then use input from the steering committee to inform development of a business plan that will be presented to the Multnomah County Commissioners, Multnomah County Community Health Council and the School Board.

The state of Oregon has 78 certified Student (school-based) Health Centers (SHC). Four of the six districts in Multnomah County have SHC. The objective of SHC is to give students meaningful access to care in a location that is safe and convenient so that they can be healthy and ready to learn.

PRESENTER: Maureen Hinman, OSBHA Policy Director

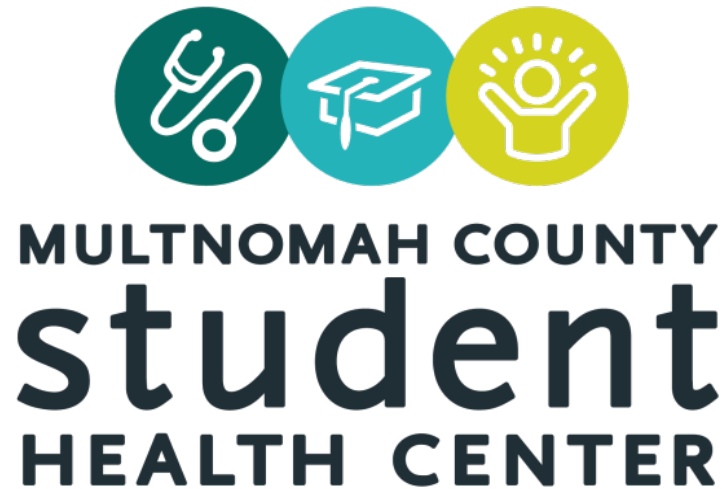
SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

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

AO:sa

PRESENTATION



Overview of MCHD SHCs

Gresham-Barlow School Board Work Session
November 30 , 2017



What is an SBHC/SHC?

School-Based Health Center. Student Health Center. Wellness Center. Adolescent Clinic.

Different labels, common purpose. Each of these innovative delivery models represents a partnership between schools & community health organizations.

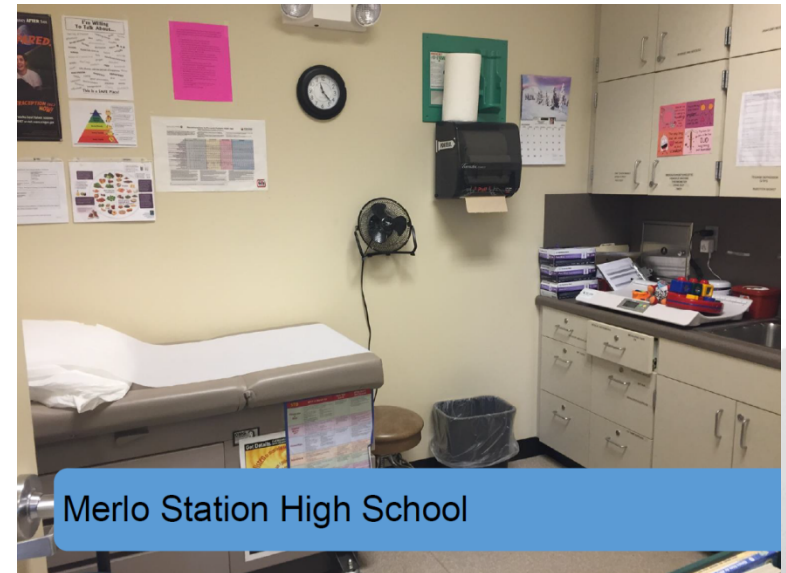
Their objective: give students meaningful access to care in a location that is safe and convenient so that they can be healthy and ready to learn.

Physically, they are like a physician's office.

PRESENTATION



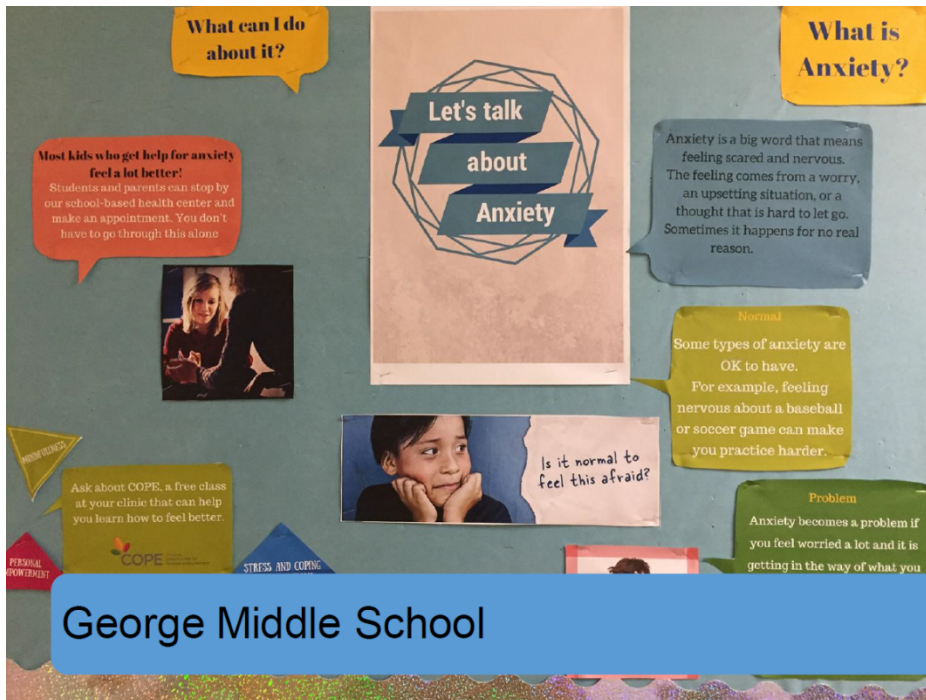
What Does an SHC Look Like?



PRESENTATION



What Does an SHC Look Like?





SHCs in Oregon

Oregon has 78 certified SBHCs in 24 counties

- 45 high schools
- 8 middle schools
- 11 elementary schools
- 14 combined-grade campuses

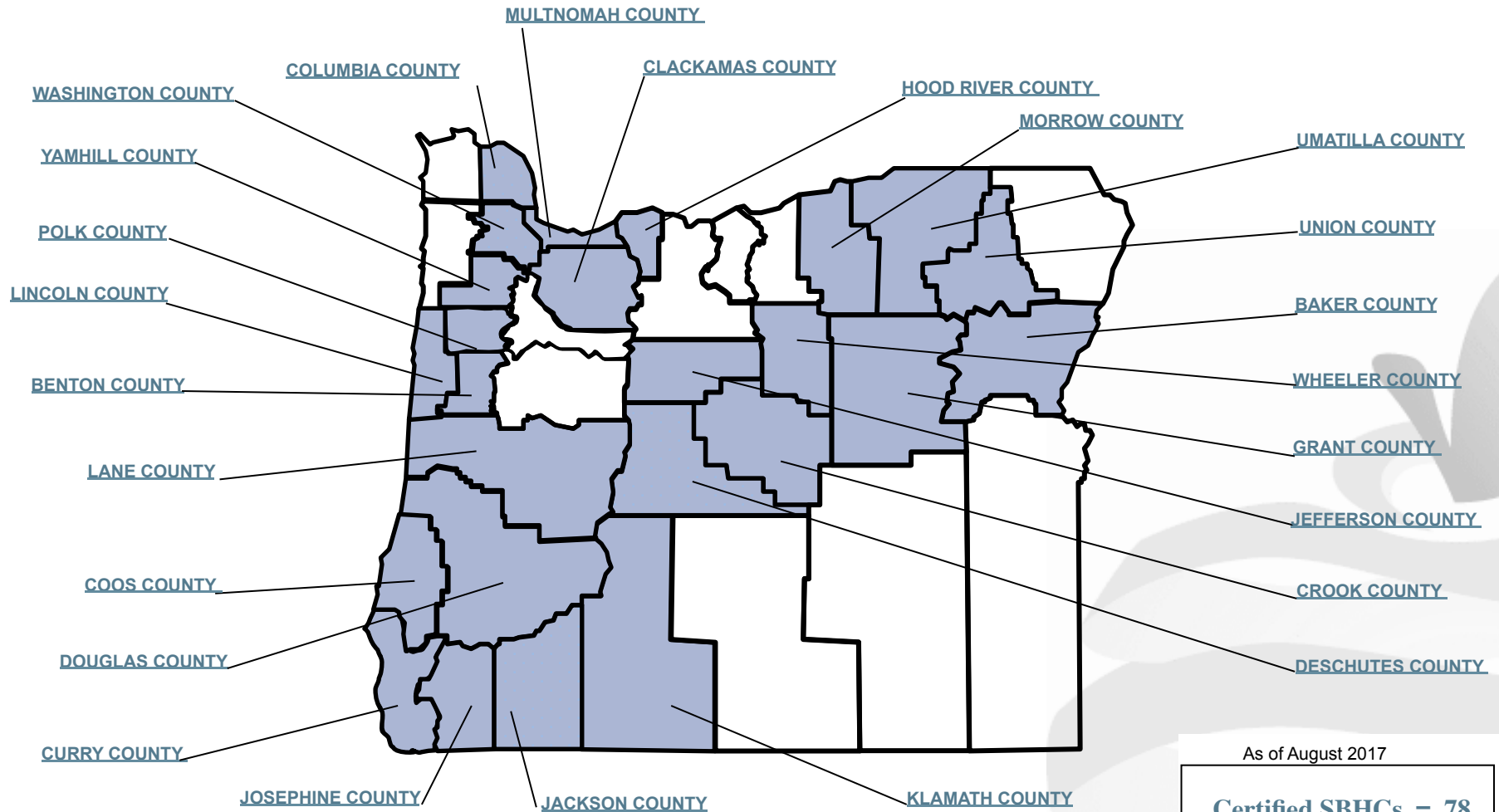


Sisters High School

PRESENTATION



OREGON SCHOOL-BASED HEALTH CENTERS 2017



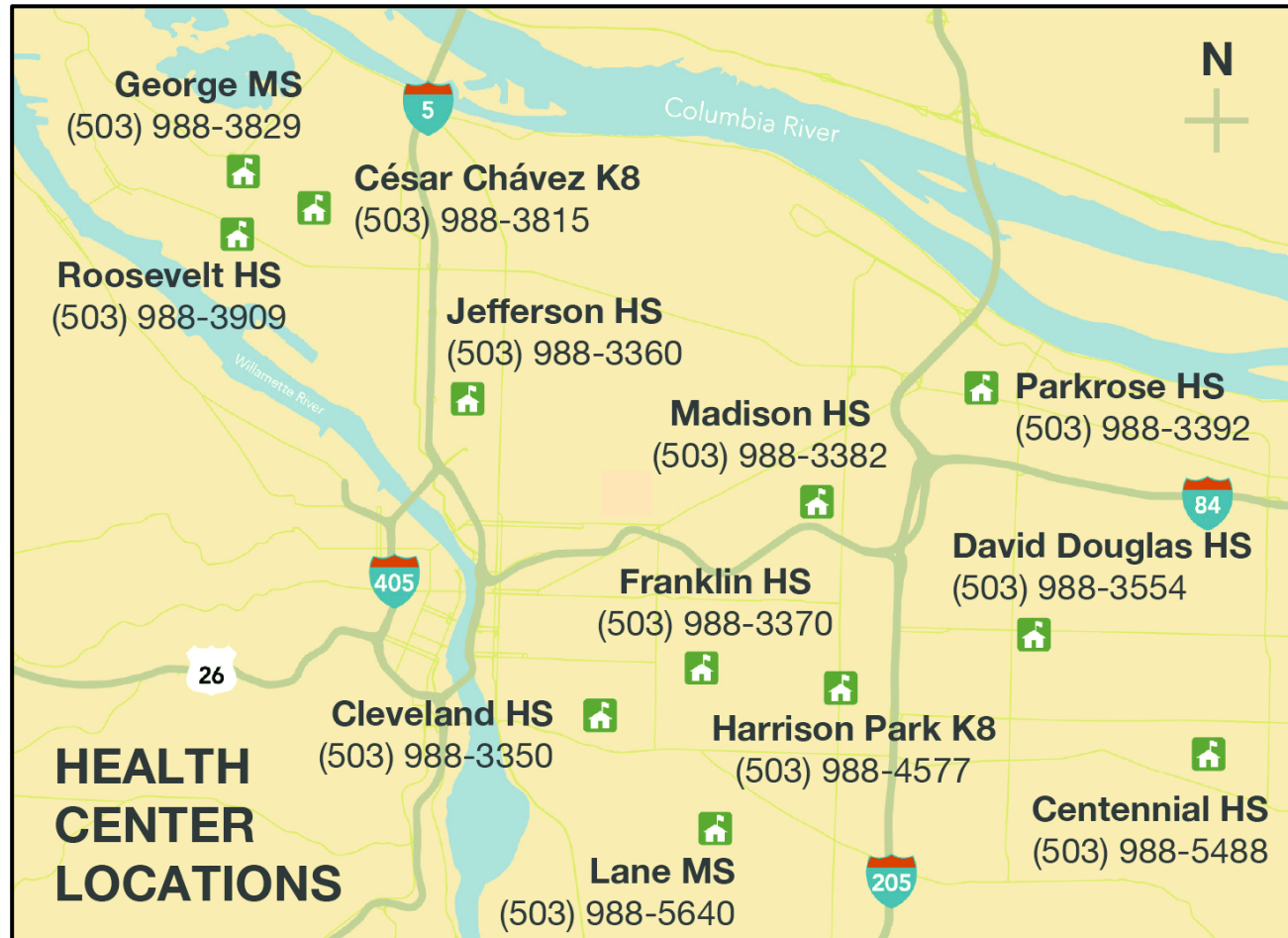
As of August 2017

Certified SBHCs = 78

 Counties with certified SBHCs

PRESENTATION

12 locations in Multnomah County



PRESENTATION



Trusted

**Developmentally
appropriate**

Accessible

**Culturally
appropriate**

Family Support

Confidential

PRESENTATION



**Mental
Health**

**Oral
Health**

**Vision
Screening**

**Reproductive
Health**

Immunizations

**Injury & Violence
Prevention**

**Alcohol, Tobacco, &
Drug Use Prevention**

**Nutrition
Services**

Services Offered

- Physical exams, including sports physicals
- Diagnosis and treatment of acute and chronic illness
- Mental health services
- Treatment of minor injuries
- Immunizations
- Vision, dental, and blood pressure screenings
- Reproductive health including abstinence counseling, birth control, education, exams, and STD tests
- Health education, counseling, and wellness promotion
- Fitness and nutrition education and counseling





Benefits to the Community

- Addresses causes of chronic absenteeism
- Decrease loss of seat time
- Reduce barriers to care
- Care when it is needed
- Parents do not miss work
- Prevention focus
- Improves health and MH
- Connecting to school success
- Care regardless of ability to pay





PRESENTATION

Effectiveness

Academic Success Enhanced

- Improved attendance
- Reduced early dismissal
- Reduced school dropouts
- Improved grades
- School connectedness

Physical and Mental Health Improved

- Asthma
- Obesity
- Eating disorders
- Reproductive health
- Alcohol and Drugs
- Depression and anxiety
- Suicide ideation
- Bullying



Oregon SHC Partnerships

State -> County-> Medical Sponsor-> School

- State – Certification, funding, data collection
- County – Quality assurance, reporting and identifying medical sponsors
- Medical Sponsor –Responsible for medical oversight, staffing, liability, and logistical support
- School- Provides space, access to school community, sometimes logistical support

PRESENTATION

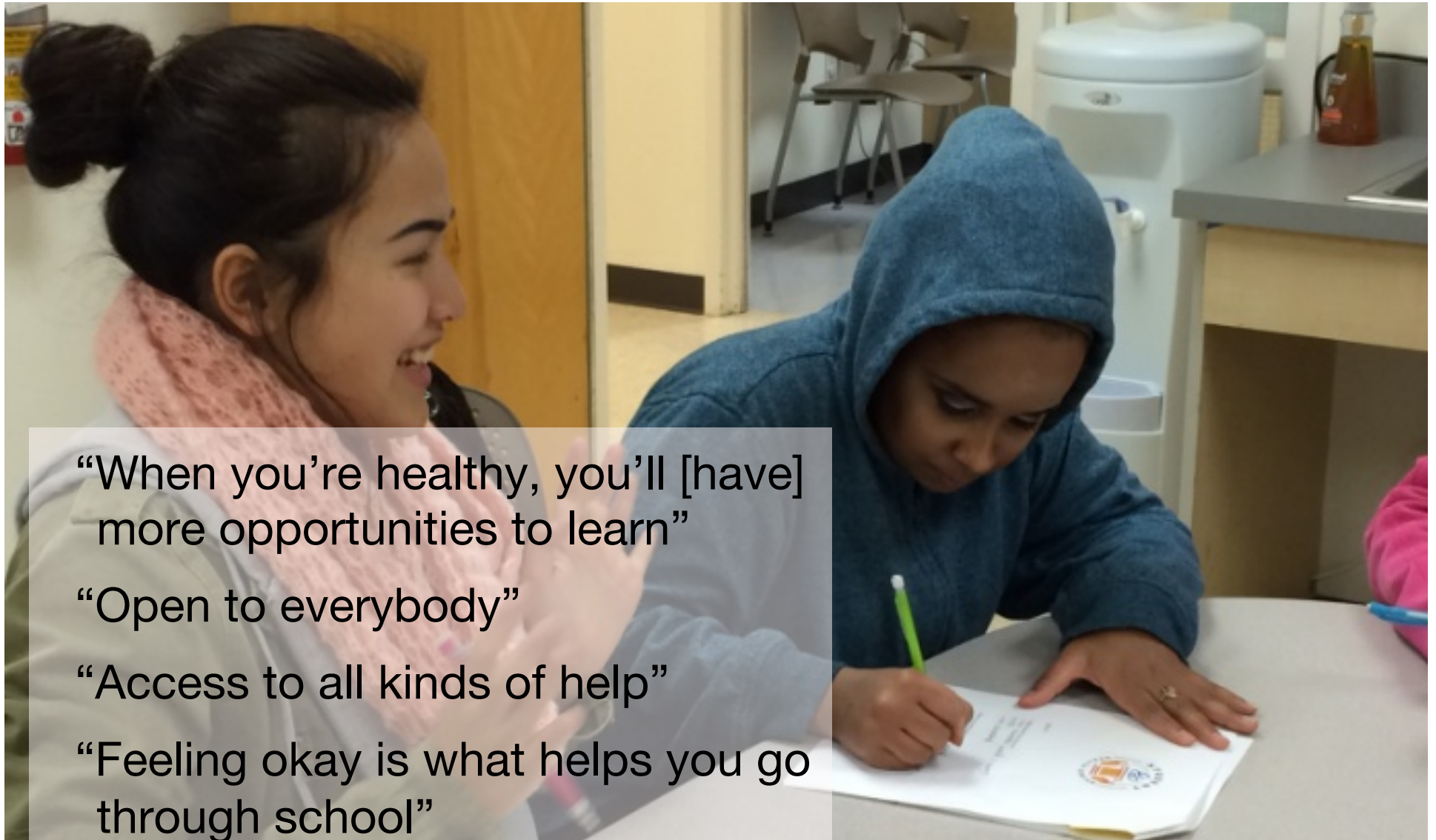
Staffing

Office Assistant
Medical Assistant
Registered Nurse
Nurse Practitioner
Behavioral Health Provider
Mental Health Counselor



PRESENTATION

Mission: Through partnerships we promote whole community, whole school, and whole child health, wellness, and readiness to learn by being located in schools.



Video



MULTNOMAH COUNTY
student
HEALTH CENTER

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: November 30, 2017

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

EXPLANATION: Information was brought to the October 19, 2017 board work session for discussion in regards to fundraised out-of-state field trips. At that time, the board requested information on the number of trips programs have taken in the past five or six years.

The district has followed guidelines to approve fundraised out-of-state field trips occurring every other year for any particular program. This was put in place to help relieve the financial burden from the families of students who want to commit to participate in these enrichment field trip opportunities. Over the past couple of years, these guidelines have become less clear and more complex to follow, especially when it comes to attending competitions or traveling to see or participate in a performance.

Both the information sheet shared at the October 19, 2017 work session and the requested data are included as supplementary materials. Time has been set-aside on tonight's agenda to have a discussion leading to a clear process that can be communicated to schools in the district.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: 1. Out-of-State Travel Discussion Information
2. Out-of-State Travel: Fundraised Trips 2009 - 2017

RECOMMENDATION: None

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

TK:sa

Out-of-State Travel

Discussion Information for Board Work Session

Background:

As indicated in the Executive Summary, this practice/guideline has followed varying degrees of compliance, given the intricacies of application for various groups (sports, clubs, competition, co-curricular). Recently, GBSD High School administration has examined this practice, and the complexities in application without clarity.

Rationale:

The schools are concerned with the equity of application, and of individual students' ability to participate in out-of-state travel. There also is a degree of concern regarding the financial impact on families, students and the community given some of the higher-cost trips.

Likewise, there has been extensive discussion about the appropriateness of a school-related activity that can cost individual participants upwards of a thousand dollars per student in fundraising and student/family contributions. It is recognized that the experience is valuable to students both within the realm of experiential learning, and within social bonding over learning/experiencing/competing in these events. We also request consideration of the other fees associated with the students' participation in these classes and activities that is in addition to these trips (participation fees, equipment, instruments, uniforms, food when traveling on other in-state trips).

Finally, it is also recognized that relatively local, low-cost out-of-state travel is considerably different (Redding, CA or Seattle, WA, vs. Florida, Chicago, New York). Events such as team camps at Eastern Washington University, weekend music trips to Seattle, or tournaments in Boise, Idaho where teams stay in dorms and may use parent transportation or buses are significantly different than the larger, more-extensive experiences that some groups propose.

Proposal:

In discussions between the high schools, it would seem reasonable to formalize these agreements in "tiers". Considering the exponential cost, it could be deemed reasonable to allow leaders/ coaches/ teachers to plan in advance for major trips, while relatively low cost ones could be managed on a more regular basis.

We would propose the following levels be considered. While cutoff points can be adjusted, this would provide a reasonable level of expectation for families and students, as well as opportunity to plan in advance for major fundraising needed for large trips.

The per-student expenses should include travel (bus, car rental, shuttles and airfare), meals (per-diem when students are on their own, and group meals paid as an overall cost), lodging, and associated expenses for the event (registration, activities, event fees). These

costs would include those paid for by the ASB account, regardless of individual-student expected contributions.

Programs would be approved to travel out-of-state under the following guidelines. A program is defined as one activity, such as “choir”, “band”, “football”, and “dance”, **not as** separate “groups” within an activity. If a program travels under any of the following Tiers, they will not be allowed to travel again until the waiting period expires to complete that term. For example, if a program travels under Tier 3, they may not travel out-of-state again until the next third year following that trip. At that point the program can request approval for a tier 1, tier 2 or tier 3 out-of-state trip.

- Tier 1 – Annual Up to \$350
- Tier 2 – Every 2 Years \$350-\$700
- Tier 3 – Every 3 Years \$700+

HS Out-of-State Fundraised Events 2009-2017

GHS			SBHS		
March 2014	New York, NY	Argus students at convention	April 2011	Charlotte, NC	Academic Decathlon
March 2012	New York, NY	Argus students at convention	March 2011	Boise, ID	Academic Decathlon
July 2011	Tacoma, WA	Yearbook staff	April 2010	Omaha, NE	Academic Decathlon
March 2009	New York, NY	Argus & Yearbook	March 2017	San Francisco, San Jose	Concert Choir
April 2009	Seattle, WA	AVID Classes	April 2014	Seattle, WA	Concert Choir
March 2013	Anaheim, CA	Cheerleading Competition	March 2012	Anaheim, CA	Concert Choir
May 2017	San Francisco, CA	Overtones	Feb 2011	Seattle, WA	Concert Choir
March 2016	Orlando, FL	Concert Choir	March 2009	Seattle, WA	Concert Choir
March 2015	Anaheim, CA	Overtones	April 2013	Seattle, WA	Symphonic Band
March 2014	New York, NY	Concert Choir	March 2012	Anaheim, CA	Symphonic Band
March 2013	San Diego, CA	Overtones	Feb 2011	Bellevue, WA	Symphonic Band
March 2012	Orlando, FL	Concert Choir	Mar 2009	Anaheim, CA	Symphonic Band
March 2011	Anaheim, CA	Overtones	Feb 2009	Spokane, WA	Solo Musicians
Feb 2011	Seattle, WA	Concert Choir	June 2017	EWU, Cheney, WA	Barlow Football camp
March 2010	San Francisco, CA	Concert Choir	June 2016	Cheney, WA	Barlow Football camp
May 2009	Vancouver, BC	Overtones	June 2015	Boise State	Barlow Football Camp
March 2009	Tacoma, WA	Concert Choir	June 2013	Boise State	Barlow Football Camp
June 2017	Anaheim, CA	Wind Symphony Clinic	June 2012	EWU, Cheney, WA	Barlow Football camp
June 2016	Anaheim, CA	Jazz Ensemble	June 2011	EWU, Cheney, WA	Barlow Football camp
March 2015	San Francisco, CA	Wind Symphony Clinic	June 2009	Boise, ID	Barlow Football camp
March 2014	Seattle, WA	Jazz Ensemble	June 2016	Moses Lake, WA	Equestrian Team
March 2014	Seattle, WA	Wind Symphony Clinic	June 2016	Lincoln, Nebraska	Nat'l Thespian Festival
March 2013	San Diego, CA	Jazz Ensemble	June 2018	Lincoln, Nebraska	Nat'l Thespian Festival
March 2013	Seattle, WA	Wind Symphony Clinic	March 2017	Anaheim, CA	National Cheer Competition
March 2012	Orlando, FL	Wind Symphony Clinic	March 2016	Anaheim, CA	National Cheer Competition
May 2011	Seattle, WA	Jazz Ensemble	March 2013	Anaheim, CA	National Cheer Competition
May 2011	Seattle, WA	Wind Symphony Clinic	March 2012	Anaheim, CA	National Cheer Competition
Sept 2013	Boise, ID	Cross Country	March 2017	St. Louis, MO	Raquetball Nationals
Sept 2011	Boise, ID	Cross Country	February 2015	St. Louis, MO	Raquetball Nationals

HS Out-of-State Fundraised Events 2009-2017

GHS			SBHS		
April 2013	Anaheim, CA	DECA Club	June 2018	Ft. Lauderdale, FL	Speech & Debate Competition
May 2012	Salt Lake City, UT	DECA Club	Feb 2018	Stanford, Palo Alto, CA	Speech & Debate Competition
April 2011	Orlando, FL	DECA Club	Jan 2018	Tacoma, WA	Speech & Debate Competition
April 2009	Anaheim, CA	DECA Club	Dec 2017	Ridgefield, WA	Speech & Debate Tournament
May 2016	Phoenix, AZ	Int'l Science Fair	August 2017	Cle Elum, WA	Speech & Debate officer retreat
May 2014	Los Angeles, CA	Int'l Science Fair	June 2017	Birmingham, AL	Speech & Debate Competition
May 2013	Pittsburgh	Science Fair Finalist	Feb 2017	Berkeley, CA	Speech & Debate Competition
March 2010	Seattle, WA	Key Club	Dec 2016	Ridgefield, WA	Speech & Debate Competition
Dec 2013	New York, NY	Theater/Drama	June 2016	Salt Lake City	Speech & Debate Competition
June 2013	Lincoln, Nebraska	Theater/Drama	January 2016	Tacoma, WA	Speech & Debate Competition
June 2010	Lincoln, NE	Theater/Drama	December 2015	Ridgefield, WA	Speech & Debate Competition
June 2009	Lincoln, NE	Theater/Drama	October 2015	Tacoma, WA	Speech & Debate Competition
March 2012	Stanford, Palo Alto, CA	Track and Field	June 2015	Dallas, Texas	Speech & Debate Competition
March 2018	Phoenix, AZ	Varsity Baseball	January 2015	Phoenix, AZ	Speech & Debate Competition
March 2017	Orlando, FL	Varsity Baseball	October 2014	Walla Walla, WA	Speech & Debate Competition
March 2015	Phoenix, AZ	Varsity Baseball	June 2014	Overland Park, Kansas	Speech & Debate Competition
March 2014	Phoenix, AZ	Varsity Baseball	February 2014	Stanford, Palo Alto, CA	Speech & Debate Competition
March 2012	Phoenix, AZ	Varsity Baseball	June 2013	Birmingham, AL	Speech & Debate Competition
March 2009	Glendale, AZ	Varsity Baseball	Feb 2013	Berkeley, CA	Speech & Debate Competition
Dec 2016	Vancouver, WA	Wrestling Tournament	Nov 2012	Walla Walla, WA	Speech & Debate Competition
July 2011	Tacoma, WA	Wrestling Tournament	Feb 2012	Henderson, NV	Speech & Debate Competition
			Feb 2012	Berkeley, CA	Speech & Debate Competition
			Dec 2011	Alta, Utah	Speech & Debate Competition
			Nov 2011	Walla Walla, WA	Speech & Debate Competition
			June 2011	Dallas, Texas	Speech & Debate Competition
			April 2011	Lexington, KY	Speech & Debate Competition
			Feb 2011	Berkeley, CA	Speech & Debate Competition
			Nov 2010	Walla Walla, WA	Speech & Debate Competition
			June 2010	Kansas City, MO	Speech & Debate Competition

**HS Out-of-State Fundraised Events
2009-2017**

GHS		SBHS	
	June 2009	Birmingham, AL	Speech & Debate Competition
	March 2009	Washington, DC	Speech & Debate Competition
	Feb 2009	Berkeley, CA	Speech & Debate Competition
	Nov 2008	Walla Walla, WA	Speech & Debate Competition
	April 2011	Arcadia, CA	Track meet - Ryan Crouser
	March 2017	Palm Desert, CA	Varsity Baseball Tournament
	Mar 2009	Phoenix, AZ	Varsity Baseball Tournament
	Oct 2011	Spokane, WA	Volleyball Tournament
	Oct 2010	Spokane, WA	Volleyball Tournament
	Sept 2010	Auburn, WA	Volleyball Tournament
	Dec 2011	Reno, NV	Wrestling Tournament
	Dec 2010	Reno, NV	Wrestling Tournament
	December 2008	Reno, NV	Wrestling Tournament

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

TO: Board of Directors

FROM: A. Katrise Perera
Sara Hahn-Huston

DATE: November 30, 2017

RE: No. 5 – Oregon Department of Education School Performance Ratings

EXPLANATION: The Oregon Department of Education (ODE) produces yearly report cards for schools and districts. These reports, called for by the 1999 state legislature, provide an opportunity for parents and community members to learn more about how local schools are performing. For the 2016-17 report cards, ODE did not assign summative ratings due to the expiration of Oregon's ESEA flexibility waiver and the transition to ESSA in 2017-18. Instead, ODE reported ratings for each school by indicator as well as student group. Information will be provided about how Gresham-Barlow School District schools performed, by indicator, in accordance with the ratings.

PRESENTERS: Sara Hahn-Huston

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

SHH:sa

HANDOUT



Gresham-Barlow School District 2017 School Performance Ratings

The Oregon Department of Education (ODE) produces yearly report cards for schools and districts. These reports, called for by the 1999 state legislature, provide an opportunity for parents and community members to learn more about how local schools are performing. For the 2016-17 report cards ODE did not assign summative ratings due to the expiration of Oregon's ESEA flexibility waiver and the transition to ESSA in 2017-18. Instead, ODE reported ratings for each school by indicator. GBSD school scores, by indicator, are provided below.

**It is important to note that ODE is currently revising the school/district report cards for the 2018-19 school year.*

Performance Indicator #1: Academic Achievement

Description: This indicator reflects the percent of all students that meet or exceed standards on the state English Language Arts (ELA) and math assessments at all tested grades in the school. Both ELA and Math have an annual measurable target, and each student group will meet the target if the value for "% of students at Level 3 or Level 4" is greater than or equal to the target.

Achievement Level Cutoffs		
Level	English Language Arts	Math
Level 5	82.3 & above	50.8 & above
Level 4	57.0 to 82.2	47.0 to 50.7
Level 3	45.6 to 56.9	19.2 to 46.9
Level 2	34.5 to 45.5	9.8 to 19.1
Level 1	Less than 34.5	Less than 9.8

Performance Indicator #2a: Academic Growth

Description: The growth model examines a student's current performance as compared to that of his/her peers with a similar test score history and expresses it as a percentile. The median growth percentile for both ELA and math is used to represent the "typical" growth at the school. For example, a median growth percentile of 65 in math would indicate that the typical student in this school exhibited growth in math as high or higher than 65 percent of his/her academic peers.

Performance Indicator #2b: Student Group Growth

Description: This indicator measures the growth of historically underserved student groups by disaggregating the Academic Growth Indicator (noted above in 2a) and reflects growth for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. A median growth percentile for both ELA and math is used to represent the "typical" growth for each student group.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

HANDOUT

Performance Indicator #3a: Cohort Graduation

Description: This indicator uses four and/or five year cohort graduation rates. These rates follow incoming high school students for four or five years to determine the percent of students who graduate with a regular diploma in that timeframe. A school year's cohort consists of students who first enrolled in high school in that year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who drop out or otherwise leave a school without transferring to another diploma-granting school remain members of the cohort in which they were last enrolled.

Performance Indicator #3b: Student Group Graduation

Description: This indicator uses the graduation rates for historically underserved student groups. It disaggregates the four and five-year graduation rates for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The rating for the Student Group Graduation indicator is the higher of the rating between the four-year and the five-year rate.

Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	90.0 & above	93.0 & above
Level 4	76.0 to 89.9	78.0 to 92.9
Level 3	67.0 to 75.9	67.0 to 77.9
Level 2	60.0 to 66.9	60.0 to 66.9
Level 1	Less than 60.0	Less than 60.0

HANDOUT

GBSD School Rating by Performance Indicator

		Academic Achievement #1	Academic Growth #2a	Student Group Growth #2b	Cohort Graduation #3a	Student Group Graduation #3b
High Schools	GHS	LEVEL 4	LEVEL 4	LEVEL 3	LEVEL 4	LEVEL 3
	SBHS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 4	LEVEL 3
	STHS	LEVEL 4	LEVEL 3	NOT RATED	LEVEL 4	LEVEL 4
Middle Schools	CCMS	LEVEL 3	LEVEL 3	LEVEL 3		
	DMMS	LEVEL 3	LEVEL 4	LEVEL 4		
	GRMS	LEVEL 3	LEVEL 4	LEVEL 3		
	WOMS	LEVEL 4	LEVEL 4	LEVEL 4		
K - 8	DCD	LEVEL 4	LEVEL 3	LEVEL 3		
Elementary Schools	EGES	LEVEL 2	LEVEL 4	LEVEL 3		
	EOES	LEVEL 5	LEVEL 4	LEVEL 4		
	HAES	LEVEL 2	LEVEL 3	LEVEL 2		
	HIES	LEVEL 2	LEVEL 4	LEVEL 3		
	HCES	LEVEL 3	LEVEL 4	LEVEL 3		
	HDES	LEVEL 3	LEVEL 3	LEVEL 3		
	KCES	LEVEL 4	LEVEL 4	LEVEL 4		
	NGES	LEVEL 3	LEVEL 4	LEVEL 4		
	PVES	LEVEL 3	LEVEL 3	LEVEL 2		
	WGES	LEVEL 3	LEVEL 4	LEVEL 4		
Charter Schools	CAL	NOT RATED	NOT RATED	NOT RATED	NOT RATED	NOT RATED
	GAA	LEVEL 4	LEVEL 5	LEVEL 5		
	MEWA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	LEVEL 1
	LCMS	LEVEL 3	LEVEL 3	LEVEL 1		

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen
Julie Evans

DATE: November 30, 2017

RE: No. 6 - ILT's Prioritized Recommendations from the Academic Audit

EXPLANATION: The Instructional Leadership Team (ILT) prioritized the recommendations provided through the Academic Audit. The top three priorities from this team are:

1. Build systems that define and align curriculum and assessment in academic areas, social-emotional learning, and digital literacy.
2. Build systems that give students a voice and make them feel comfortable, appreciated, and understood.
3. Build systems that are committed to high-quality, effective instructional practices.

The process to prioritize the recommendations will be shared during the presentation. The administration will also update the board on work that has been recently completed, is currently in progress, or still needs to be planned in each of these areas.

PRESENTER: Teresa Ketelsen, Julie Evans

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This item is for information only.

REQUESTED ACTION: No formal action is required.

TK:sa



Academic Audit Priorities

District Leadership Team (DLT) / Instructional Leadership Team (ILT)



Process to Prioritizations

- Narrow our focus
- Link Recommendations to Strategic Themes
- Embedded technology and equity
- Based on research-based best practices
- Scalability

Academic Audit Recommendations

1.	Systems Thinking
2.	Initiative Fatigue
3.	Social-Emotional Experience
4.	Instructional Technology
5.	Curricular Consistency Between Schools
6.	Commitment to Good Instruction
7.	Interventions
8.	Develop the Equity Plan
9.	Increase Opportunities for All
10.	Improve Attendance
11.	Evaluation System

DLT / ILT Priorities

- **Build a framework that defines and aligns curriculum and assessment in academic areas, social-emotional learning and digital literacy.**
- Build systems that give students a voice and make them feel comfortable, appreciated, and understood.
- Build a framework that is committed to high-quality, effective instructional practices.

Systems Thinking

Initiative Fatigue

Social-Emotional Experience

Instructional Technology

Curricular Consistency Between Schools

Commitment to Good Instruction

Interventions

Develop the Equity Plan

Increase Opportunities for All

Improve Attendance

Evaluation System

DLT / ILT Priorities

Build a framework that defines and aligns curriculum and assessment in academic areas, social-emotional learning and digital literacy.

Recent Work	Working On	Gap
<ul style="list-style-type: none">• Common Unit Plans for Core Content K-8• Two Common District Assessments in ELA and Math (K-8)	<ul style="list-style-type: none">• Building capacity with teachers to use the common unit plans.• Building capacity with administrators to conduct fidelity checks	<ul style="list-style-type: none">• Build social-emotional components• Build digital literacy• Define curriculum as a primary resource• Create systems of accountability and clarity around expectations

DLT / ILT Priorities

- Build a framework that defines and aligns curriculum and assessment in academic areas, social-emotional learning and digital literacy.
- **Build systems that** give **students a voice** and make them feel **comfortable, appreciated, and understood.**
- Build a framework that is committed to high-quality, effective instructional practices.

Systems Thinking

Initiative Fatigue

Social-Emotional Experience

Instructional Technology

Curricular Consistency Between Schools

Commitment to Good Instruction

Interventions

Develop the Equity Plan

Increase Opportunities for All

Improve Attendance

Evaluation System

DLT / ILT Priorities

Build systems that give students a voice and make them feel comfortable, appreciated, and understood.

Recent Work	Working On	Gap
<ul style="list-style-type: none">• Growth Mindset PL• Trauma-informed Practices PL• Culturally Responsive Teaching Strategies• Student Recognitions• Refocus on PBIS	<ul style="list-style-type: none">• Focus on positive relationships and interactions between all stakeholders.• Increase student voice in the classroom• PBIS comment ratio 4:1	<ul style="list-style-type: none">• Student voice in the school culture• District system of social-emotional qualities our students should be able to demonstrate.

DLT / ILT Priorities

- Build a framework that defines and aligns curriculum and assessment in academic areas, social-emotional learning and digital literacy.
- Build systems that give students a voice and make them feel comfortable, appreciated, and understood.
- **Build a framework that is committed to high-quality, effective instructional practices.**

Systems Thinking

Initiative Fatigue

Social-Emotional Experience

Instructional Technology

Curricular Consistency Between Schools

Commitment to Good Instruction

Interventions

Develop the Equity Plan

Increase Opportunities for All

Improve Attendance

Evaluation System

DLT / ILT Priorities

Build a framework that is committed to high-quality, effective instructional practices.

Recent Work	Working On	Gap
<ul style="list-style-type: none">• PLTs (Collaborative discussions on teacher practice and student data)• Reflective Conversations PL• Collaboration Walks (PL)• Instructional Coaches• Tech Coaches• Consistent Scheduling	<ul style="list-style-type: none">• Transparency of Practice through a collaborative environment• Mentors for new teachers• Embedding AVID strategies @ secondary• Embedding Right Brain strategies @ elementary	<ul style="list-style-type: none">• Creating a culture shift that values and emphasizes engaging, relevant, and rigorous instruction.

Academic Audit Recommendations

1.	Systems Thinking
2.	Initiative Fatigue
3.	Social-Emotional Experience
4.	Instructional Technology
5.	Curricular Consistency Between Schools
6.	Commitment to Good Instruction
7.	Interventions
8.	Develop the Equity Plan
9.	Increase Opportunities for All
10.	Improve Attendance
11.	Evaluation System

DLT / ILT Priorities

- Build a framework that defines and aligns curriculum and assessment in academic areas, social-emotional learning and digital literacy.
- Build systems that give students a voice and make them feel comfortable, appreciated, and understood.
- Build a framework that is committed to high-quality, effective instructional practices.

PRESENTATION



Questions?



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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: November 30, 2017

RE: No. 7 – Bond: Budget Update/Transfers

EXPLANATION: An update on the bond budget and proposed transfers will be provided at the meeting along with specific updates on progress at Gresham High School, Sam Barlow High School, East Gresham Elementary School and North Gresham Elementary School.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Discuss proposed budget transfers and modifications.

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

MS:mh:sa

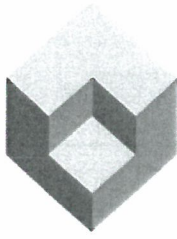
HANDOUT



	SCHOOL	ORIGINAL ESTIMATE	PROGRAM CONTINGENCY TRANSFERS	UPDATED ESTIMATE		
1.1	District Wide Costs	\$ -	\$ 3,000,000	\$ 3,000,000		
1.2	District Wide FFE	\$ -	\$ -	\$ 5,569,000		
1.3	District Wide Radios	\$ 300,000	\$ -	\$ 300,000		
1.4	District Wide Technology	\$ -	\$ -	\$ 5,610,292		
1.5	Door Locks	\$ -	\$ -	\$ 1,273,620		
1.6	Tracks/Fields/Playgrounds/Asphalt	\$ -	\$ -	\$ 3,957,791		
1.7	East Gresham ES	\$ 28,970,000	\$ 1,600,000	\$ 30,441,915		
1.8	East Orient ES	\$ 3,147,000	\$ -	\$ 1,197,036		
1.9	East Orient ES Maintenance Projects	\$ -	\$ -	\$ 1,083,032		
1.10	Hall ES	\$ 8,014,000	\$ -	\$ 6,592,543		
1.11	Hall ES Maintenance Projects	\$ -	\$ -	\$ 494,440		
1.12	Highland ES	\$ 3,432,000	\$ -	\$ 1,645,401		
1.13	Highland ES Roofing Project	\$ -	\$ -	\$ -		
1.14	Highland ES Maintenance Projects	\$ -	\$ -	\$ 838,274		
1.15	Hogan Cedars ES	\$ 1,672,000	\$ -	\$ 803,471		
1.16	Hogan Cedars ES Maintenance Projects	\$ -	\$ -	\$ 128,558		
1.17	Hollydale ES	\$ 6,514,000	\$ -	\$ 4,530,967		
1.18	Hollydale ES Maintenance Projects	\$ -	\$ -	\$ 920,329		
1.19	Kelly Creek ES	\$ 4,334,000	\$ -	\$ 3,209,491		
1.20	Kelly Creek ES Maintenance Projects	\$ -	\$ -	\$ 388,152		
1.21	North Gresham ES	\$ 28,970,000	\$ 1,600,000	\$ 30,369,354		
1.22	Powell Valley ES	\$ 3,747,000	\$ -	\$ 2,612,243		
1.23	Powell Valley ES Maintenance Projects	\$ -	\$ -	\$ 519,414		
1.24	West Gresham ES	\$ 562,000	\$ -	\$ 137,108		
1.25	Deep Creek K-8	\$ 6,340,199	\$ -	\$ 4,045,923		
1.26	Deep Creek K-8 2017 Roofing Project	\$ -	\$ -	\$ 123,500		
1.27	Deep Creek K-8 2017 Maintenance Projects	\$ -	\$ -	\$ 1,021,136		
1.28	Clear Creek MS	\$ 11,464,000	\$ -	\$ 8,177,154		
1.29	Clear Creek Middle School Maint. Projects	\$ -	\$ -	\$ 1,592,500		
1.30	Dexter McCarty MS	\$ 10,676,000	\$ -	\$ 9,354,466		
1.31	Gordon Russell MS	\$ 13,334,000	\$ -	\$ 11,841,670		
1.32	West Orient MS	\$ 3,232,000	\$ -	\$ 1,526,646		
1.33	West Orient MS - 2017 HVAC Project	\$ -	\$ -	\$ 294,500		
1.34	West Orient Middle School Maintenance	\$ -	\$ -	\$ 903,005		
1.35	Gresham HS	\$ 93,244,000	\$ 7,500,000	\$ 98,168,545		
1.36	Gresham HS Def. Maint.	\$ -	\$ -	\$ 1,461,000		
1.37	Sam Barlow HS	\$ 70,100,000	\$ 5,900,000	\$ 69,093,875		
1.38	Sam Barlow HS Def. Maint.	\$ -	\$ -	\$ 5,411,194		
1.39	Springwater Trail HS	\$ 1,099,000	\$ -	\$ 913,654		
1.40	BOND SUBTOTAL *	\$ 299,151,199	\$ 19,600,000	\$ 319,551,198		
1.41	GRANTS & REIMBURSABLES	\$ 800,000	\$ -	Included above		
1.42	BOND PREMIUM	\$ 29,810,354	\$ (19,600,000)	\$ 10,210,355		
1.43	BOND TOTALS	\$ 329,761,553	\$ -	\$ 329,761,553		

NOTES:

- 1.44 FFE costs have been removed from all project budgets to create stand alone budget (except 4 bigs)
1.45 Technology Costs of \$5.569M have been deducted from all projects except GHS and SBHS Deferred Maintenance
1.46 Original Program Contingency Amount is \$29,810,354
1.47 * Bond Subtotal includes Oregon School Capital Improvement Matching Grant of \$8,000,000



HANDOUT

Cornerstone Management Group, Inc.

**Gresham Barlow School District
2016 Capital Improvements Projects
Program Contingency Summary**

11/30/2017

1.1 Original Program Contingency \$29,810,354

1.2 Amounts Distributed from Program Contingency:

1.2a	District Costs <i>Overall District Bond Expenses (4/5/17)</i>	\$ 3,000,000
1.2b	East Gresham Elementary School <i>Increased SF \$1,000,000 (4/5/17)</i> <i>Offsites \$300,000 (4/5/17)</i> <i>SDC Fees \$200,000 (4/5/17)</i> <i>Traffic Impact Fees \$100,000 (4/5/17)</i>	\$ 1,600,000
1.2c	North Gresham Elementary School <i>Increased SF \$1,000,000 (4/5/17)</i> <i>Offsites \$300,000 (4/5/17)</i> <i>SDC Fees \$200,000 (4/5/17)</i> <i>Traffic Impact Fees \$100,000 (4/5/17)</i>	\$ 1,600,000
1.2d	Gresham High School <i>Offsite Fees, TIF's \$500,000 (4/5/17)</i> <i>Main Gym Building Replacement \$ 7,000,000</i> <i>Pool Seismic (Grant Application) Not yet funded</i>	\$ 7,500,000
1.2e	Sam Barlow High School <i>Offsite Fees, TIF's \$750,000 (4/5/17)</i> <i>Additional Sewer Connection Costs \$ 600,000 (4/5/17)</i> <i>Additional Costs for Fire Suppression \$550,000 (4/5/17)</i> <i>Performing Arts Area \$2,000,000</i> <i>Perf Arts Snow Load Structural, Aud. Clg. \$1,000,000</i> <i>Stadium Concession & RR's \$800,000</i> <i>HVAC Added work at Perf Arts \$200,000</i>	\$ 5,900,000

1.3 Current Program Contingency

\$10,210,354