

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Work Session

AGENDA

December 14, 2017

**BOARD OF EDUCATION
December 14, 2017**

Regular Board Meeting / Work Session – 6:00 p.m.

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

I. CALL TO ORDER

II. ROLL CALL

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

III. APPROVE MEETING AGENDA

IV. ACTION ITEMS

First Reading

1. Policy Review	Ketelsen
2. Bond Update	Schofield

V. INFORMATION ITEMS

3. New Website Overview	DeWitz / Vadnais
4. Evaluation Update	Howatt / Hartsock

VI. DISCUSSION ITEMS

5. Legislative Update	Perera
6. Good to Great Discussion - Values	Garner / Hiu

VII. ANNOUNCEMENTS

Dec. 20, 2017 – Jan 2, 2018: Winter Break
No Board Meetings

Jan. 4, 2018: Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

Jan. 4, 2018: 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: December 14, 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.

Policy	Title
AC	Nondiscrimination
BDDH	Public Comment at Board Meeting
CCG	Evaluation of Administrators
GBEB	Communicable Disease - Staff
GBH/JECAC	Custodial Parent
JECAC/GBH	Custodial Parent

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: 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
December 14, 2017

Policy	Title
AC	Nondiscrimination
BDDH	Public Comment at Board Meeting
CCG	Evaluation of Administrators
GBEB	Communicable Disease - Staff
GBH/JECAC	Custodial Parent
JECAC/GBH	Custodial Parent

Gresham-Barlow SD 10

Code: AC
Adopted: 5/02/94
Readopted: 2/04/99; 5/02/02; 2/07/08;
12/02/10; 11/01/12; 10/01/15
Orig. Code(s): AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including ~~This includes~~ but is not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation¹, national or ethnic origin, marital status, age, mental or physical disability ~~or perceived disability~~, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability ~~or perceived disability~~, pregnancy, familial status, economic status, veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment ~~in~~ in ~~This includes~~, but not limited to, ~~in~~ employment, assignment and promotion of personnel; ~~in~~ educational opportunities and services offered to students; ~~in~~ student assignment to schools and classes; ~~in~~ student discipline; ~~in~~ location and use of facilities; ~~in~~ educational offerings and materials; and ~~in~~ accommodating the public at public meetings.

The Board encourages staff to ~~improve~~ foster positive human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues.² The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employee and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹ "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

² Districts are ~~reminded that the district is~~ required to notify students and employees of the name, office address and telephone number of the appointed employee or employees ~~appointed~~.

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 to -860](#)
[ORS 659.865](#)
[ORS 659.870](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 to -145](#)
[ORS 659A.230 to -233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)

[ORS 659A.409](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0049](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2017).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2017); 29 C.F.R Part 1626 (2017).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2017).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2017).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2017).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2017).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008.
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2017).
Title II of the Genetic Information Nondiscrimination Act of 2008 (2017).

Cross Reference(s):

ACA - Americans with Disabilities Act
GBA - Equal Employment Opportunity
JB - Equal Educational Opportunity

Gresham-Barlow SD 10

Code: **BDDH**
Adopted: 5/01/97
Revised/Readopted: 2/04/99; 5/02/02; 6/06/13;
2/02/17
Orig. Code(s): BDDH

Public Participation in **Comment at Board Meetings**

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites ~~district citizens~~ **community members** to attend Board meetings to become acquainted with the program and operation of the schools. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

~~It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids⁺ and services.~~

~~Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternative, equally effective means of communication will be used.~~

The District will make reasonable accommodations for individuals with disabilities. All meeting locations are wheelchair accessible. To request other accommodations such as but not limited to: interpreters, large-print documents, sign language, assistive listening devices, note-takers, readers, braille materials, etc., please call the District office at least 48 hours in advance of the meeting.

Audience

At the discretion of the Board chair, anyone wishing to speak before the Board during an open session of the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card prior to the agenda item in order to allow the chair to provide adequate time for each agenda item.

~~During an open session of a Board meeting open to the public, members of the public are specifically **may** be invited to present concerns **comments** during the designated portion of the agenda. At the discretion of the **Board** chair, further public participation may be allowed.~~

~~At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card prior to the agenda item in order to allow the chair to provide adequate time for each agenda item.~~

Request for an Item on the Agenda

⁺Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

A member of the public may request the superintendent ~~place~~ **consider placing** an item of ~~concern~~ on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least 10 calendar days prior to the scheduled meeting.

Procedures for Public ~~Participation in~~ **Comment at Meetings**

The Board will establish procedures for public ~~participation~~ **comment** in open meetings ~~of the Board~~. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

A visitor speaking during the meeting may introduce a topic **that is** not on the published agenda. The Board **Chair**, ~~at its discretion~~, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.

Any person who is invited by the **Board** chair to speak to the Board during a meeting should state their name and whether they reside in the district and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.

Statements by members of the public should be brief and concise. The **Board** chair may establish a time limit, normally three to five minutes, on discussion or oral presentation by visitors.

Questions asked by the public will be referred to the superintendent for response at a later time.

Petitions

Petitions may be submitted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

Criticisms of ~~Comments Regarding~~ **Staff Members**

Speakers may offer objective criticism of school operations and programs, ~~but~~. ~~†~~ **The Board will not hear personal complaints concerning school personnel or against any person connected with the school system comments regarding any individual district staff member.** The Board chair will direct the visitor to the ~~appropriate means~~ **procedures in Board policy KL - Public Complaints for Board consideration and disposition of a legitimate complaints involving individuals a staff member.** A commendation involving a staff member should be sent to the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 to -192.690](#)
[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

Gresham-Barlow SD 10

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

Licensed Evaluation -of Administrators

The superintendent will implement and supervise an evaluation system for administrative personnel. Each probationary administrator will be evaluated annually. Following the probationary period, administrators will be evaluated at least once every two years.

The purpose of administrator evaluations is to assist ~~an~~ administrators ~~to~~ with developing and strengthening their professional abilities, to improve the instructional program as demonstrated by student performance and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status. ~~To achieve these purposes, administrators are expected to engage in a planned program of professional development on a continual basis.~~

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

~~Evaluations shall be conducted based upon written criteria made available to each administrator. An~~ Administrator's² evaluations shall be customized based on collaborative efforts and include use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

~~The standards include:~~

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership;

¹These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of administrators;
2. Refine the support, assistance and professional growth opportunities offered to an administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators; ~~and~~

5. Use evaluation methods and professional development, support and other activities that are based on curricular standard and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

~~The administrative evaluation system will also include provisions for initiating dismissal or contract nonextension procedures if the need for such is indicated.~~

Evaluation and support systems established by the district must evaluate administrators on a regular cycle. The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)
[ORS 332.505](#)
[ORS 342.513](#)

[ORS 342.815](#)
[ORS 342.850](#)
[ORS 342.856](#)

[OAR 581-022-2405](#)
[OAR 581-022-2410](#)
[OAR 581-022-2420](#)

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

Gresham-Barlow SD 10

Code: **GBEB**
Adopted: 7/11/94
Revised/Readopted: 1/11/01; 5/02/02; 10/02/14
Orig. Code(s): GBEB/GBEBA

Communicable Disease - Staff

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally shall be attained through immunization, exclusion or other measures as provided for in by Oregon Revised Statutes and Oregon Administrative Rules law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

An employee who knows that they have or have been exposed to any restrictable disease, may not attend work unless authorized by Oregon law. When an administrator has reason to suspect that any employee has or has been exposed to any restrictable disease and exclusion is required, the administrator shall send the employee home. If the disease is a reportable disease, the administrator will report the occurrence to the local health department.

Employee shall comply with all other measures adopted by the district and with all rules set adopted by the Oregon Department of Human Services Oregon Health Authority, Public Health Division, and the county local health department. Employees have a responsibility to report to the district when infected with a communicable disease unless stated otherwise by law.

Employees shall provide services to students who are infected with a communicable disease except as provided required by law. In those cases where when a communicable restrictable or reportable disease is diagnosed and confirmed for a student, the district administration shall inform the appropriate employees with a legitimate educational interest so as to protect against the risk of exposure.

Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons, including those who are infected with a communicable disease, and shall provide the services in accordance with this policy as required by law. Where the district knows that a person is infected with a communicable disease, it shall inform the employees, as appropriate, so as to protect against the risk of exposure.

No employee shall be denied the opportunity to provide service solely on the basis that the employee is infected with a communicable disease except as otherwise required by law. However, the district may require an employee infected with a communicable disease, which is diagnosed and confirmed, to comply with such reasonable measures, including submission to district paid medical examinations, as may be determined as conditions of continued employment.

The district shall protect the confidentiality of an employee's health condition/ and record to the extent possible and consistent with federal and state law.

The district will include, as part of its emergency plan, a description of the actions to be taken by district staff in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The superintendent will develop administrative regulations necessary to implement this policy.

HIV, AIDS and HBV

~~The district will strictly adhere in its policies and procedures to the Oregon Revised Statutes and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS or HBV¹.~~

~~The district recognizes a staff member has no obligation under any circumstance to report his/her condition to the district and the staff member has a right to continue working.~~

~~If the staff member reports his/her condition to the district, strict adherence to written guidelines outlined by the staff member shall be followed.~~

~~These guidelines shall identify who may have the information, who will give the information, how the information will be given, where and when the information will be given. All such information will be held in confidence in accordance with Oregon Revised Statutes.~~

~~When informed of the infection, and with written, signed permission from the staff member, the district will develop procedures for formulating an evaluation team as directed by the employee. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the staff member's condition and be sensitive to the individual as well as the district's needs.~~

~~Procedures for accommodating a staff member infected with HIV, AIDS or HBV shall be nondiscriminatory and shall be the same as with any other illness.~~

END OF POLICY

Legal Reference(s):

[ORS 431.150](#) to -431.157

[ORS 433.001](#) to -433.526

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2017).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

¹HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

Gresham-Barlow SD 10

Code: **GBH/JECAC**
Adopted: 7/11/94
Readopted: 5/02/02; 10/02/14
Orig. Code(s): JECAC/GBH

Custodial Parent**

The Board encourages parents to be involved in their student's educational activities; and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent without written permission of the parent with sole custody or unless allowed by court order.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)

[ORS 109.056](#)

[ORS 163.245 - 163.257](#)

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

Cross Reference(s):

JECAC/GBH - Custodial Parent

Gresham-Barlow SD 10

Code: **JECAC/GBH**
Adopted: 7/11/94
Readopted: 5/02/02; 10/02/14
Orig. Code(s): JECAC/GBH

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END OF POLICY

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[ORS 107.154](#)

[ORS 109.056](#)

[ORS 163.245 - 163.257](#)

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

Cross Reference(s):

JECAC/GBH - Custodial Parent

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

TO: Board of Directors
FROM: A. Katrise Perera
Mike Schofield
DATE: December 14, 2017
RE: No. 2 – Bond Update

EXPLANATION: At the November 16, 2017 special work session, the board chair asked for a standing agenda item for bond updates to be included on future board agendas.

As such, time has been set-aside on tonight's agenda to discuss any upcoming bond projects.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

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

TO: Board of Directors
FROM: A. Katrise Perera
Athena Vadnais
DATE: December 14, 2017
RE: No. 3 – New Website Overview

EXPLANATION: The Gresham-Barlow School District is in the process of transitioning to a new content management system (website) district-wide.

The new websites will utilize the latest technology to improve the way our websites function and deliver information.

Some of the improvements include:

- Simplified design to make information easier to find
- Designed for easy use on mobile devices such as smartphones, tablets
- Improved calendar integration
- Easier to use interface for staff

At tonight's meeting, an overview of the new website will be presented. The district will transition to the new website near the end of winter break.

PRESENTER: Bill DeWitz and Athena Vadnais

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This summary is being provided as information only.

REQUESTED ACTION: No action is required.

AV:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt
John Hartsock

DATE: December 14, 2017

RE: No. 4 – Evaluation Update

EXPLANATION: Time has been set-aside on tonight’s agenda for a review of the evaluation process. The board and administration will discuss the evaluation process following the review.

PRESENTER: Kris Howatt and John Hartsock

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The administration recommends discussion of the evaluation process.

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

:sa

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

TO: Board of Directors
FROM: A. Katrise Perera
DATE: December 7, 2017
RE: No. 5 – Legislative Update

EXPLANATION: The Oregon School Boards Association (OSBA) and the Confederation of Oregon School Administrators jointly prepared a report that describes the bills enacted by the 2017 Oregon Legislative Assembly. Below is a list of bills that COSA/OSBA have selected for priority focus:

- Funding
- Modified diploma
- Open enrollment (1 year extension)
- Class size bargaining
- Mandatory reporting law
- SLP Pension
- Ballot Measure 101
- Budget shortfall
- Sexual harassment complaints
- Early Childhood SpEd

The board will further narrow this list down for areas of focus in the district.

Additional information on bills affecting public schools can be found in the 2017 OSBA/COSA Legislative Report online at:

http://www.osba.org/-/media/Files/Resources/Legislative/2017_OSBA-COSA_Legislative_Report-v2.pdf?la=en

PRESENTER: Stacy Michaelson, Government Affairs Administrator, Multnomah ESD

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

HANDOUT

2018 Issues

- Modified Diploma
 - Transition services for students need to be protected in statute
 - We need a statutory change to ensure students are eligible for federal financial aid programs
 - Students should be able to graduate with their cohort and districts should be able to count them as part of their graduation rate

- Mandatory Reporting Laws
 - For statewide consistency, clarity is needed regarding what district employees are and are not required to report
 - Students' sexual health choices should not be subject to mandatory reporting laws

- Speech Language Pathologists
 - There is a shortage of speech language pathologists (SLPs) in Oregon, and districts have employed retired SLPs in order to maintain services
 - We need an extension of legislation allowing districts to employ retired SLPs without impacting the individual's ability to draw their PERS benefit
 - Without this extension, retired SLPs may only work half time, hindering districts' ability to provide these services

- Open Enrollment
 - In 2016 the legislature extended the sunset on open enrollment to July 1, 2019
 - Further discussions and legislation are needed to determine what the system looks like going forward

- Class Size in Bargaining
 - There is a push to introduce a bill that would make class size a mandatory subject of collective bargaining

- Early Childhood SpEd Categories
 - Oregon only recognizes "developmental delay" as a SpEd category for children ages 3-5
 - Many states allow application of the developmentally delayed category for children ages 3-9

- Sexual Harassment
 - Legislators are interested in ensuring that previous federal protections under Title IX are extended to Oregon students

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

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu
Sharon Garner

DATE: December 14, 2017

RE: No. 6 - Good to Great Discussion - Values

EXPLANATION: The board will dialogue about the practical application of using “Good to Great and the Social Sector” and the implications it has on the district. After reviewing the recent academic audit data and priorities identified by both the District Leadership Team (DLT) and Board, Director Garner and Director Petersen will lead a discussion to identify shared values and common definitions for the district to consider.

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

PRESENTER: Sharon Garner, Blake Petersen, and James Hiu

SUPPLEMENTARY
MATERIALS: None

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

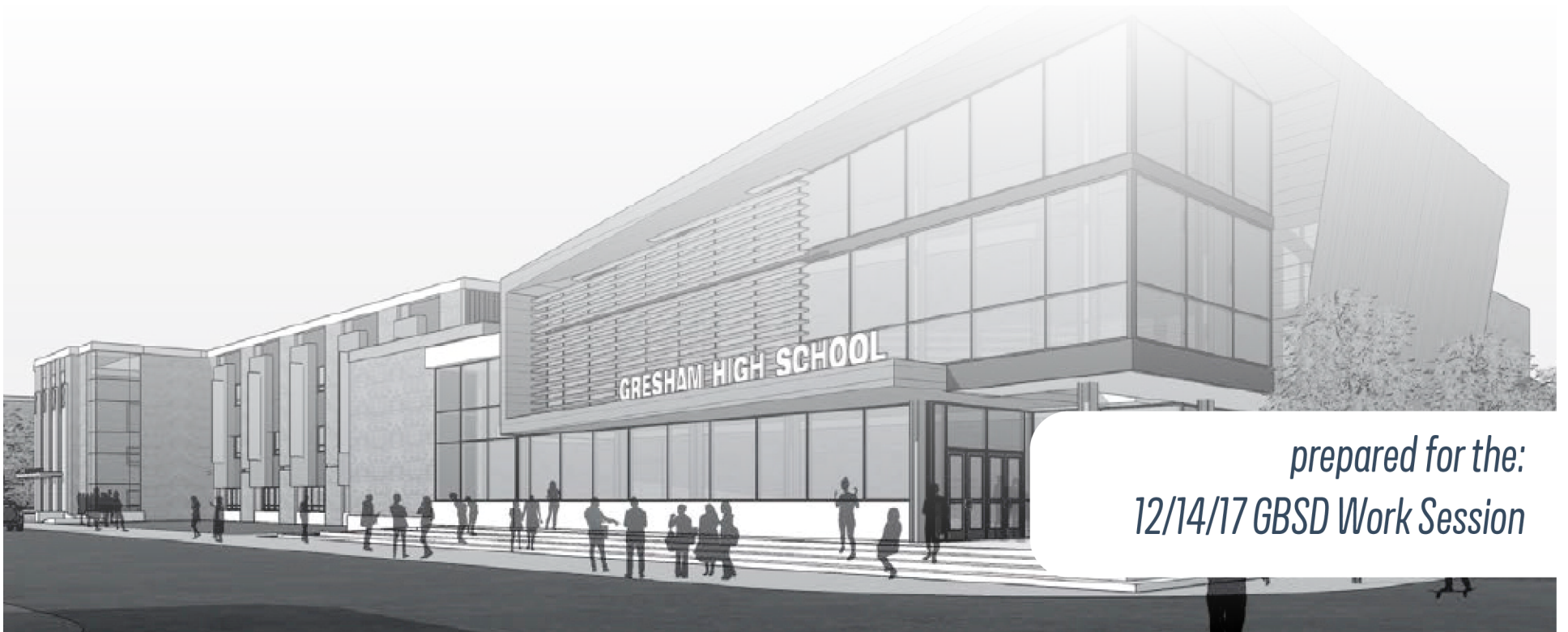
REQUESTED ACTION: No action is required at this time.

JKH:clm:sa

PRESENTATION

Values, Vision & Mission

VALUES



*prepared for the:
12/14/17 GBSD Work Session*

KEY PREMISES

1. *We are not creating values, but identifying them.*

2. *Adopt simple words to convey comprehensive identity*

BIG QUESTION



WHO ARE WE *when we are at our best?*

PRESENTATION

“

on *PASSION / DESIRE*

- + *ALL students* reach their full potential & are inspired to learn more
- + Remove barriers that lead to inequities
- + *Highly trained & effective educators*

on *BEST BELIEF*

- + Welcoming & servicing *ALL families*
- + Inlusiveness
- + Continuous learning for students & adults

on *PASSION*

- + *ALL students*
- + Student opportunities
- + Social/emotional growth
- + *Equity & diversity*
- + *Effective use of available resources*
- + *Transparency*

on *FUTURE BEST*

- + *ALL children* passionate for learning
- + *Engaged educators*
- + *Personalized learning* within a *community of learners*
- + Rally the troops in *community*

District Leadership Team (white) & GBSD Board (blue) 10.19.17 Business Meeting

“

...*Strong stewardship, exemplary community involvement, and modeling integrity will ensure the success and develop the resiliency of all students now and in the future.*

Felicity Educational Services, 2017 GBSD Academic Audit



Stewardship

Our high calling is to the safety and educational development of **ALL our students**. With that principal and enduring consideration, we carefully manage every resource of people, time, facilities, and finance. No circumstance absolves us from the privilege and responsibility of educating our students.

To that end: we affirm the value of effective educators and leaders, which is the rightful expectation of **every student** in every building in our district; we conduct our business as grateful ambassadors of our community and its reputation; and, we promote by our actions and expectations the noble **profession** of educator.



Community

We are champions of the vibrant and diverse communities of parents, guardians, grandparents, neighbors, administrators, teachers, staff, and students that make our schools and our district. We are also partners alongside civic, business, non-profit, and faith-based institutions in pursuing prosperity for the cities, towns, and neighborhoods we serve. Neither can our community thrive without our success, nor we succeed without our community. We embrace our lofty role as leaders in teaching and learning with devotion and **professionalism** in the spirit of partnership, selflessness, and **inclusion**.



Integrity

Above all and in all, we are noble in our actions and our intentions. Our conduct is forthright, respectful, and sincere, and our faith in one another upheld by a common bond of honesty, even and especially when perspectives or passions may differ.