

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Work Session

AGENDA

March 8, 2018

BOARD OF EDUCATION

March 8, 2018

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

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

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

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

III. APPROVE MEETING AGENDA**IV. INFORMATION ITEMS**

1. The Leader in Me School Site Visits.....	Garner
2. School-Based Health Center Business Plan Update.....	Olson
3. Health Steering Committee Update.....	Kautz/Hahn-Huston
4. Bond: Owner Controlled Insurance Program (OCIP).....	Schofield
5. Options for Paperless Board Meeting Software.....	DeWitz

V. ACTION ITEMS**First Reading**

6. Policy Review.....	Ketelsen
7. Budget Committee Appointments.....	Schofield
8. Board Committee Assignments.....	Howatt

VI. DISCUSSION ITEMS

9. NSBA Conference Overview / Plan.....	Howatt
10. Board Agenda Review.....	Board

VII. ANNOUNCEMENTS

Mar. 22, 2018: Budget 101
 Partnership Room
 Center for Advanced Learning

Gresham-Barlow School District No. 10 Jt.
Agenda - Board Meeting / Work Session
March 8, 2018
Page 2

Mar. 26-30, 2018: No Board Meeting
Spring Break

Apr. 5, 2018: Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

Apr. 5, 2018: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

VIII. ADJOURN

AKP:sa:3/2/18:4:30 PM

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

TO: Board of Directors

FROM: A. Katrise Perera
Sharon Garner
Blake Petersen

DATE: March 8, 2018

RE: No. 1 – The Leader in Me School Site Visits

EXPLANATION: Board members Sharon Garner and Blake Petersen made site visits in February 2018 to schools utilizing The Leader in Me program. These schools included Highland Elementary School in the Gresham-Barlow School District, Robertson Elementary School in the Yakima (Washington) School District, and Goldendale Primary School in the Goldendale (Washington) School District.

Directors Petersen and Garner will present on the observations they made during their visit to classrooms at Highland and provide an overview of their visits to Robertson Elementary and Goldendale Primary. Amanda Jensen and Krista Pannell, teachers from Highland Elementary School, will share what they are already doing in the classroom, what they learned at the leadership schools, and how that will impact the students and their teaching.

PRESENTER: Sharon Garner
Blake Petersen
Amanda Jensen, 3rd Grade, Highland Elementary School
Krista Pannell, 4th/5th Grade, Highland Elementary School

**SUPPLEMENTARY
MATERIALS:**

1. The Leader in Me Narrative by Shawnda Sewell
2. The Leader in Me Goal Setting Sheets
3. The Leader in Me Data Recording Sheets
4. The Leader in Me Leadership Application and Reflection
5. The Leader in Me Leadership Acknowledgement

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

March 8, 2018
Shawnda Sewell
The Leader in Me (TLIM)

Good Evening GBSD Board Members,

I am sorry I am not present to share my thoughts in person with you, I am on a college tour with my daughter. Please don't let my absence be an indication that this opportunity is not an important one to me. Although The Leader In Me Model requires a principal to be on board and supportive for the most thorough implementation, at the end of the day the fidelity, depth and outcome will take staff buy-in and engagement. The two teachers, Krista Pannell and Amanda Jensen's opinions, thoughts and examples have the most weight in supporting Highland in moving forward in The Leader In Me Process.

"We only get one chance to prepare children for a world none of us can possibly predict, what are we going to do with that one chance?"
—Principal Muriel Summers, A.B. Combs Elementary

From my perspective, The Leader In Me model could be the culminating component that pulls our initiatives together for the success of ALL students. Highland has been working hard on our SIP plan with the focus being Equity integration in all we do, attendance, Educator effectiveness and community engagement.

Equity: We believe that ALL student can learn. TLIM supports our focus by seeing the leadership ability in every child. When looking at TLIM and looking at the habits with an equity lens, it is a solid decision and opportunity for our students.

Attendance: We are currently working with All Hands Raised to improve our attendance. This month we are cumulatively for the year at 13.4%. When students take ownership of their education, have a leadership job to do and are accountable to others there is certain to be a decrease in absenteeism over time.

Educator Effectiveness: The Leader in Me is not an event and it's not a curriculum; it's ubiquitous leadership development—meaning everywhere and all the time. Instead of "teaching leadership every Tuesday at 1 pm and just to self-managers," educators use an integrated approach and make leadership training part of everything they do. So the model impacts

everything—the traditions, events, organization, culture, instructional methodologies, and curriculum of the school.

At Robertson Elementary in Yakima they have experienced the impact first hand of TLIM process. In 4 years, they have gone from the bottom 5% of schools to the top 10% of schools based on primarily academic scores as issued by the state of Washington (this is similar to Oregon).

Do they contribute this amazing growth to TLIM alone? NO. The principal stated that they had a lot of great things happening, they were making slow gains, he has a dynamic staff who are committed to the success of their students and TLIM was the missing and needed process to pull it all together. TLIM gave them focus, common language and a clear vision of success for their students. The similarities between Robertson and Highland are very similar specific to demographics, socio-economic status, dedicated staff, and desired outcomes.

Community Engagement: The common language of the 7 habits begins with teachers and students, then students and parents and then all three players can use and support the same language to communicate and make meaning. Highland recently received the P3 grant to focus on community engagement for preschool through 3rd grade. The P3 grant combine with TLIM will certainly increase community engagement.

Side Note...We have parents, ALL staff members (certified and classified) including student teachers, custodians, SUN staff and Sodexo kitchen staff, as well as members of our faith-based partnership reading the book.

Shawnda Sewell, Principal
Highland Elementary School
Gresham Barlow School District

MY MONTHLY GOAL

Month: _____

Academic Goal _____

Things I can do to achieve my goal: _____

Evaluation of My Goal:

Most days I reached my goal

Some days I reached my goal

I usually did not reach my goal

Personal Goal _____

Things I can do to achieve my goal: _____

Evaluation of My Goal:

Most days I reached my goal

Some days I reached my goal

I usually did not reach my goal

Student Signature: _____

Teacher Signature: _____

Wildly Important Goals

Date _____

Begin with the End in Mind: Think about what you want to work on
so you can be the very best YOU there is!

My **academic** goal is

How long will it take me to reach this goal?

2 weeks 1 month 2 months Other: _____

Who can help me reach this goal?

Parents Teacher Friends Other: _____

Where will I work on this goal?

School Home Other: _____

How will I reach my goal?

Did I reach my goal?

Yes

No

Not yet

Math WIG Goal

We will each complete 36 multiplication facts in 5 minutes by June 2018. We will achieve this by practicing 2x per week.

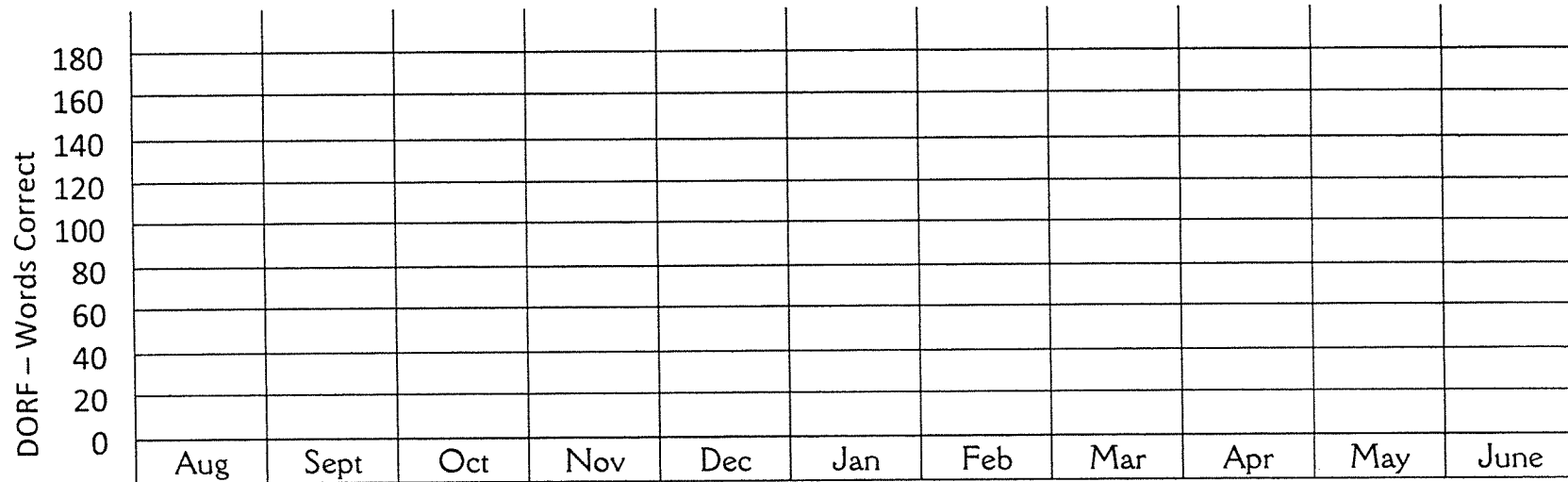
Another thing I can do to help achieve this goal is to:_____

[illegible]

Weeks

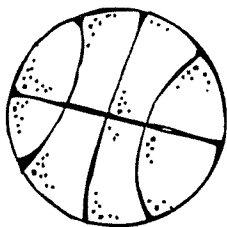
Name: _____ Age: _____
 Teacher: _____ Grade: _____

DIBELS Progress Monitoring



Progress Monitoring Scores

week 1											
week 2											
week 3											
week 4											



Spelling Scores

Name: _____

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9

Leader Application

Name: _____ Date: _____

Leadership Position: _____

Three reasons why I am a good leader are:

1. _____
2. _____
3. _____

I would like to do this role because _____

My favorite habit is _____

because _____

Some other leadership positions I am interested in are:

1. _____
2. _____

Leadership Role Reflection

My role: _____

What I do: _____

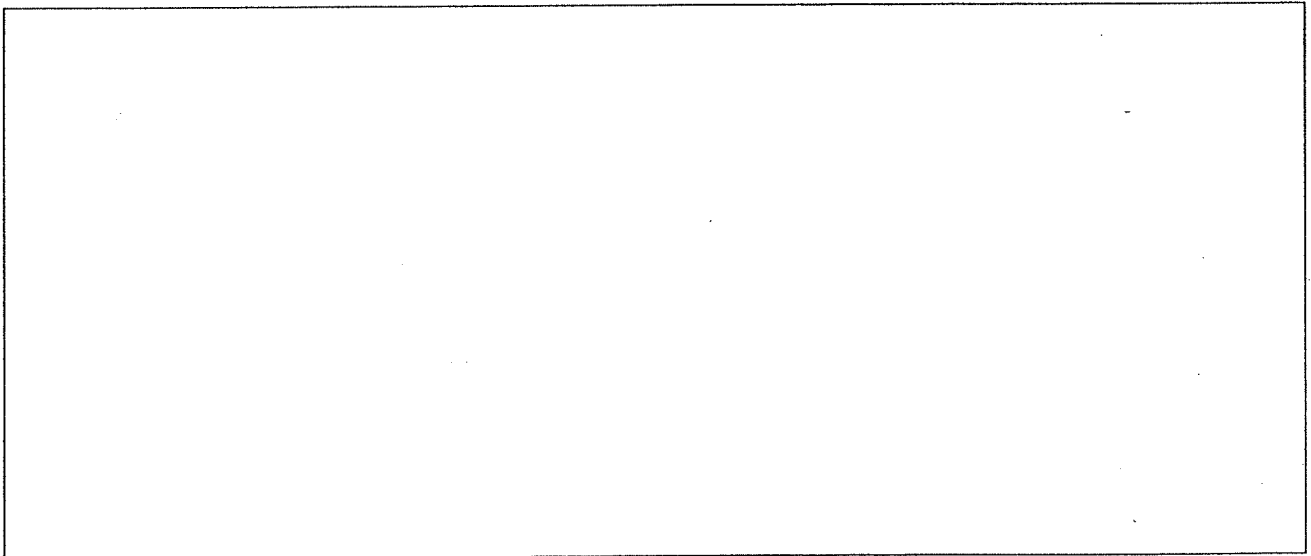
This helps my class by: _____

A picture of me doing my job:





inspires me



THE LEADER iN Me!

Date: _____ Teacher: _____

Student: _____

_____ was a leader today by...

- ☐ Be Proactive ☐ Begin with the End in Mind ☐ Put First Things First ☐ Think Win-Win
☐ Seek First to Understand, Then to Be Understood ☐ Synergize ☐ Sharpen the Saw.



THE LEADER iN Me!

Date: _____ Teacher: _____

Student: _____

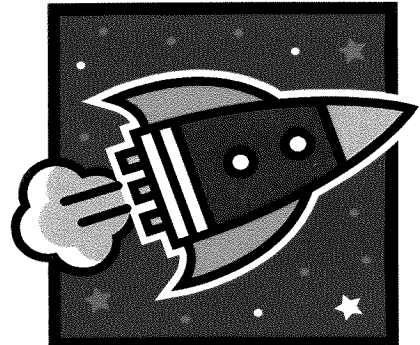
_____ was a leader today by...

- ☐ Be Proactive ☐ Begin with the End in Mind ☐ Put First Things First ☐ Think Win-Win
☐ Seek First to Understand, Then to Be Understood ☐ Synergize ☐ Sharpen the Saw.



SHINING STAR

Student –



Description of STAR behavior –

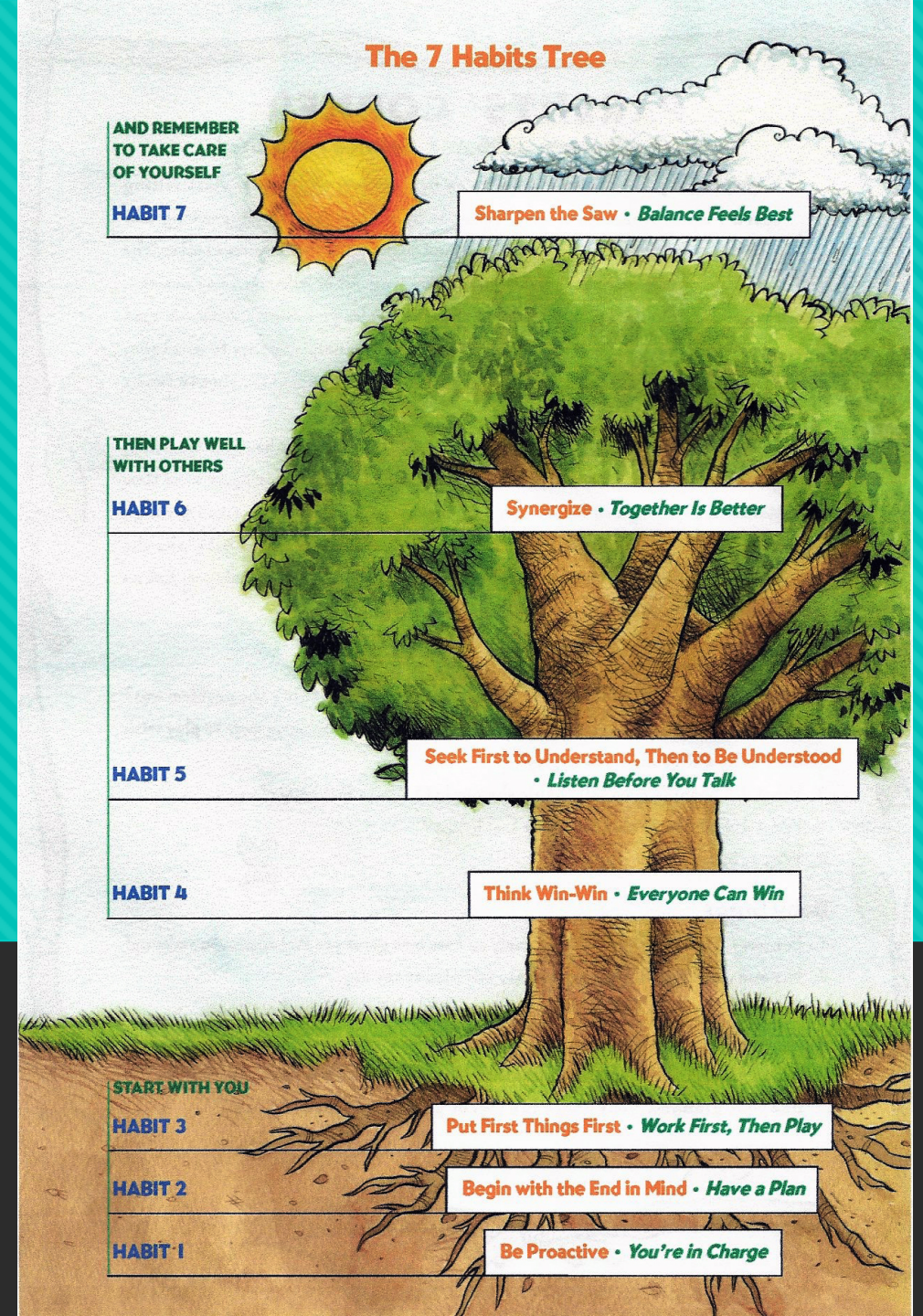
Staff Signature

Administrator Signature

Date - _____

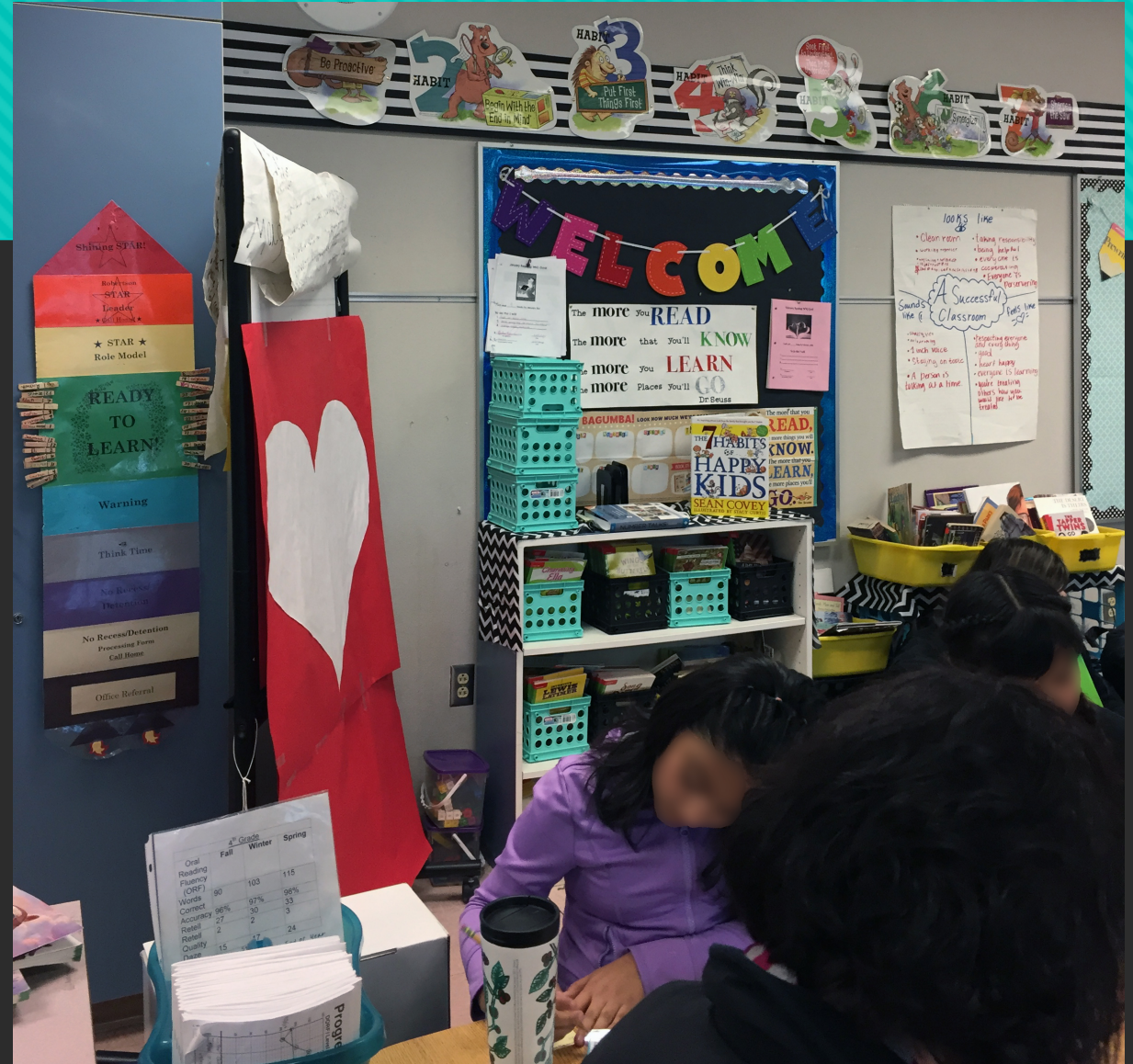
The Leader In Me

Robertson Elementary, Yakima Washington
Goldendale Primary, Goldendale Washington



Demographics ...

- Robertson Elementary demographics are **very** similar to Highland Elementary
 - 530 students
 - High mobility; high rate of homeless students
 - 89-91% free & reduced meals
 - 40% bi-lingual
 - 77% non-white
 - Started implementation slowly and very methodically



Demographics

- Goldendale demographics are very dissimilar.
 - Majority white
 - Large classrooms, smaller class sizes
 - High poverty
 - Started implementation quickly and are now needing to backtrack.

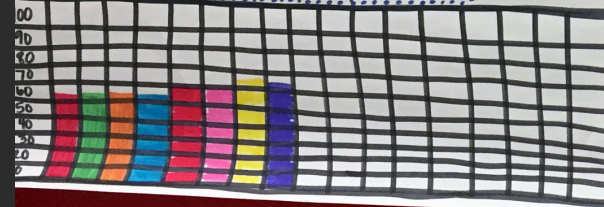
Reading WIG:

We will improve our Oral Reading Fluency by 20 words per minute in 10 weeks by reading to self 20 minutes per day.

Strategy Scoreboard

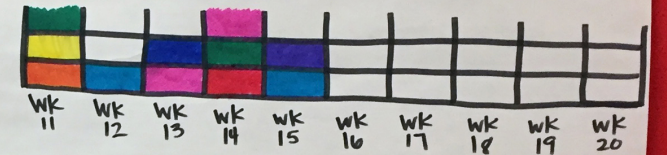
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					

Class average words per minute:



Math WIG:

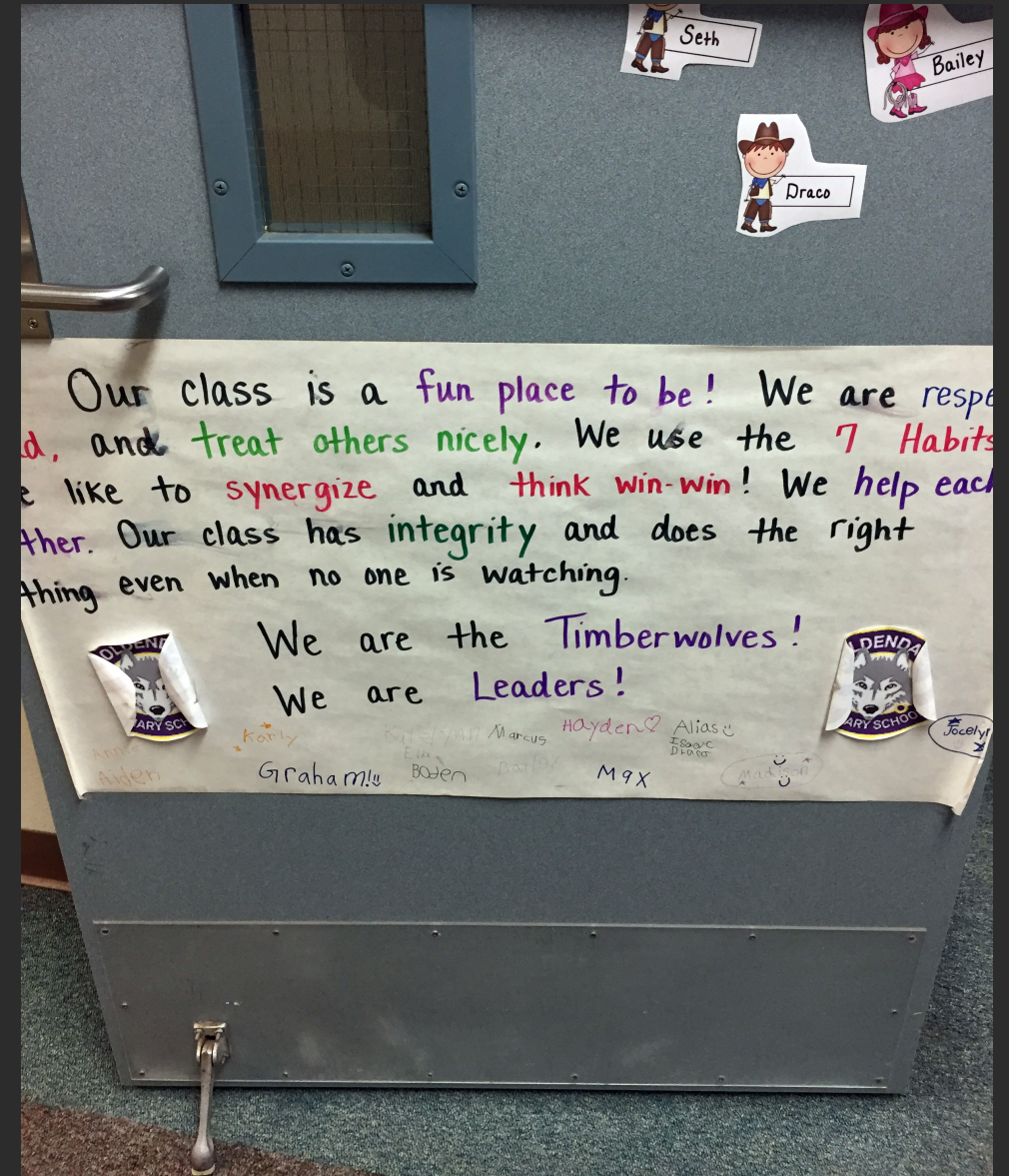
We will complete 40 math facts in one minute by June 2018. We will do this by practicing Rocket Math 3 times each week.



Be Proactive • You're in Charge

Be Proactive ...

In the class room, the school building, even the playground ... students are encouraged to demonstrate the 7 habits.



Habit 1: Be Proactive ...

Robertson Elementary and Goldendale Primary were very different in their implementation strategies, but both had visual reminders throughout each school that reinforced the 7 habits.



WIG: Wildly Important Goal

Reading WIG: We will improve our Reading Fluency by 20 words per minute weeks, by reading 20 minutes per day at school and 15 minutes per day at home!

January 2018

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018

						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Hayden

Max

Seth

Draco

Shining STAR!

Robertson
STAR
Leader
★ Call Home ★

★ STAR ★
Role Model

READY
TO
LEARN!

Warning

Think Time

No Recess/
Detention

No Recess/Detention
Processing Form
Call Home

Office Referral

Andrew

Raige

Gladius

Erica No

Emma

Joseph

Alissa

Sasha

Julia

Mia

Chloe

Chloe

Amberly

Erin

Kelly

Melody

Ariana

Chloe

Nevada

Daniel

Dorian

Maria

Jacob

Chloe

Chloe

MRS REVERAS
of GRADE
CLASSROOM

Sign La

HABIT

Sharpen
e Saw

Bin With the
nd in Mind

HABIT 3

Put First
Things First

Begin with the End in Mind • Have a Plan

Begin with the End in Mind ...

Whether referring to school-wide goals or personal achievement goals, beginning with the end in mind is an important concept at both schools.

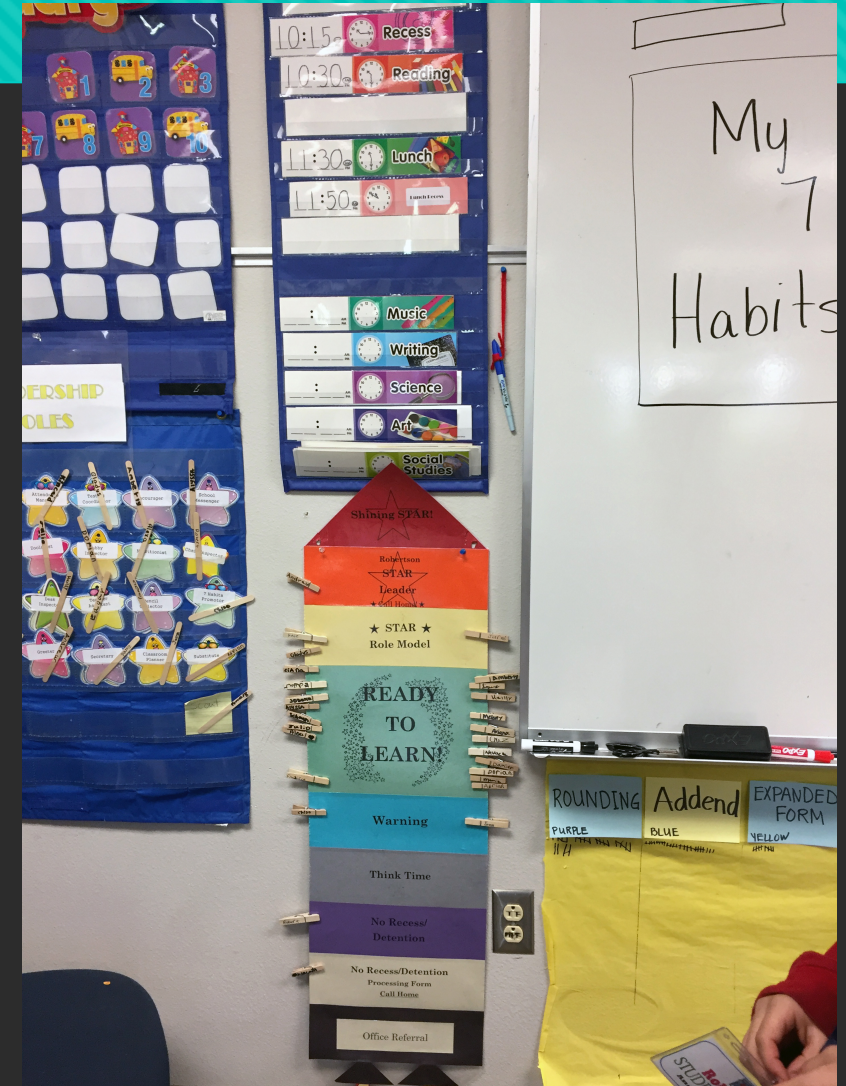


Habit 2: Begin with the End in Mind ...

- Principal's comments:

"The Leader In Me and PBIS, compliment one another.

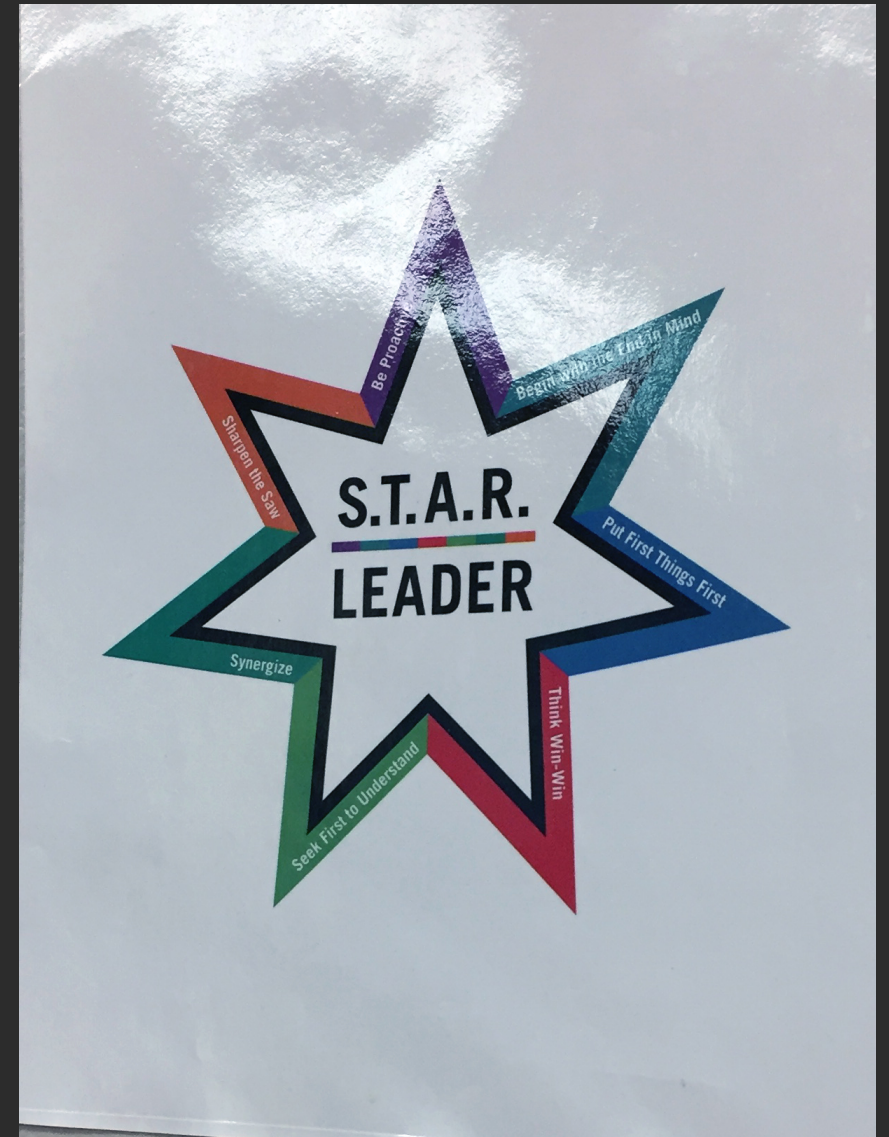
"A student made some very poor choices that resulted in quite a bit of damage. When asked what went wrong, the student replied, "I didn't begin with the end in mind."



Put First Things First • Work First, Then Play

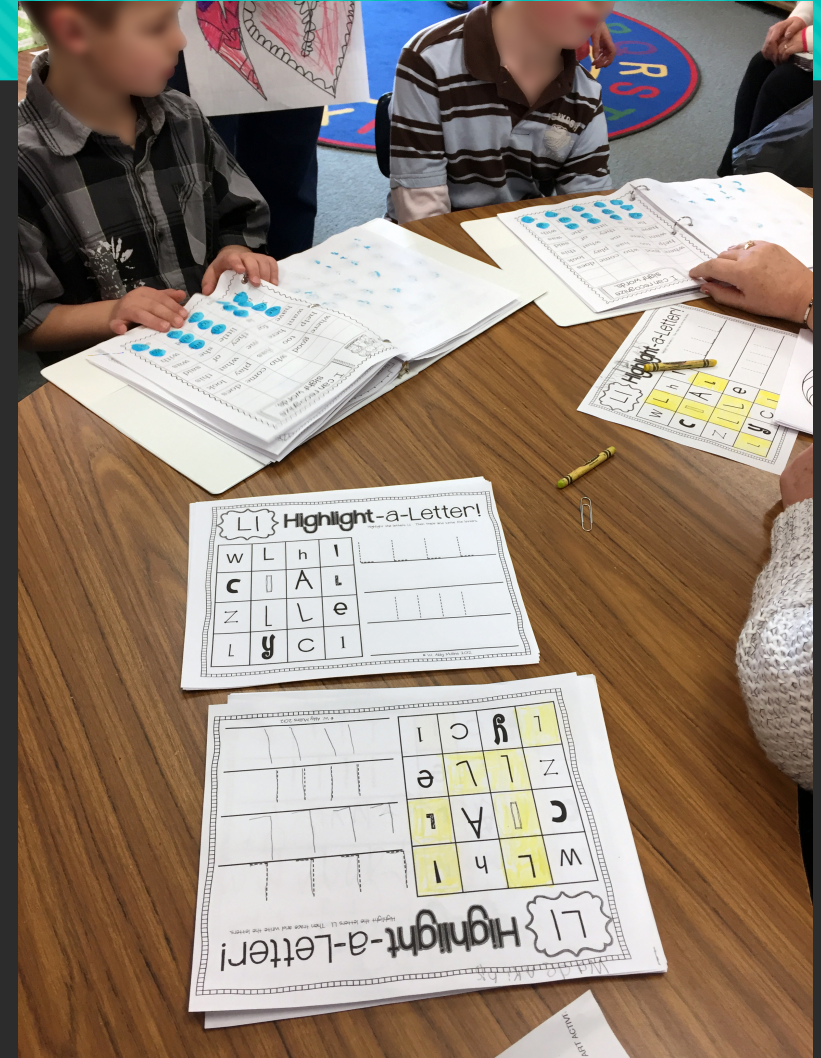
Put First Things First ...

We entered a kindergarten classroom. The teacher turned to the students and said, "I need five minutes with these adults. Please have a seat and start your reading." All of the students took their seats and began reading. Students came up as they were called, but no one else disturbed the teacher.



Habit 3: Put first things first ...

- Kinder students were able to use their Leadership Notebooks to show us what they had already accomplished, what their next goal is and what they still needed to work on.
- Assessment Reviews are student lead, even in kindergarten.
- All grade levels have Leadership Notebooks, teams decide the tabs but all include an “about me section”, data tracking of goals and celebrations of accomplishments.



Think Win-Win • Everyone Can Win

Think Win-Win ...

A teacher commented, "I have more time to plan and teach because the students run the classroom and take ownership of their personal progress and that of the entire class."

Teacher teams decided and painted one of the 7 habits around the school.



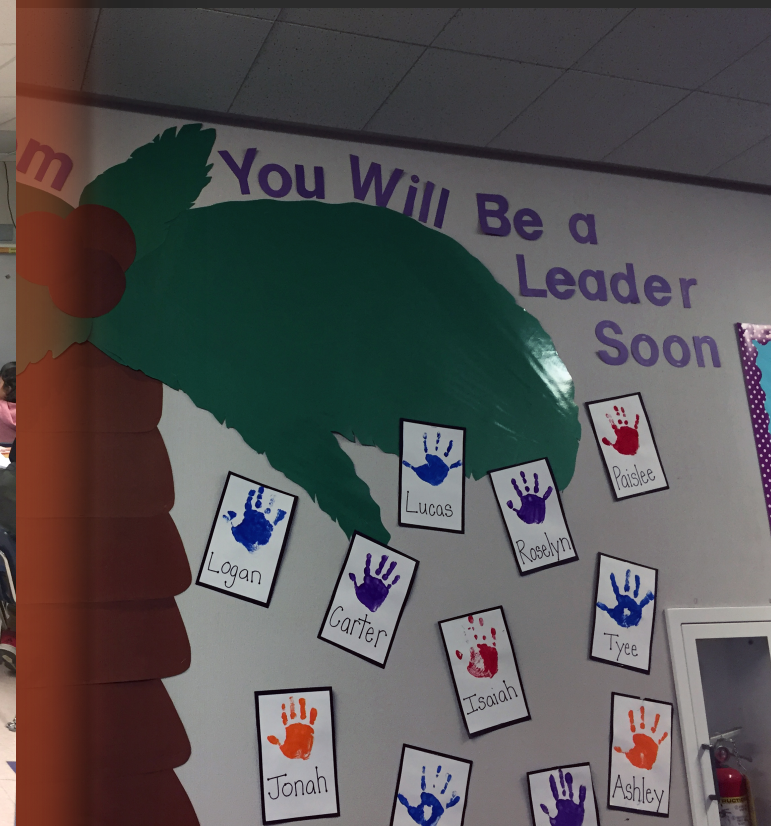
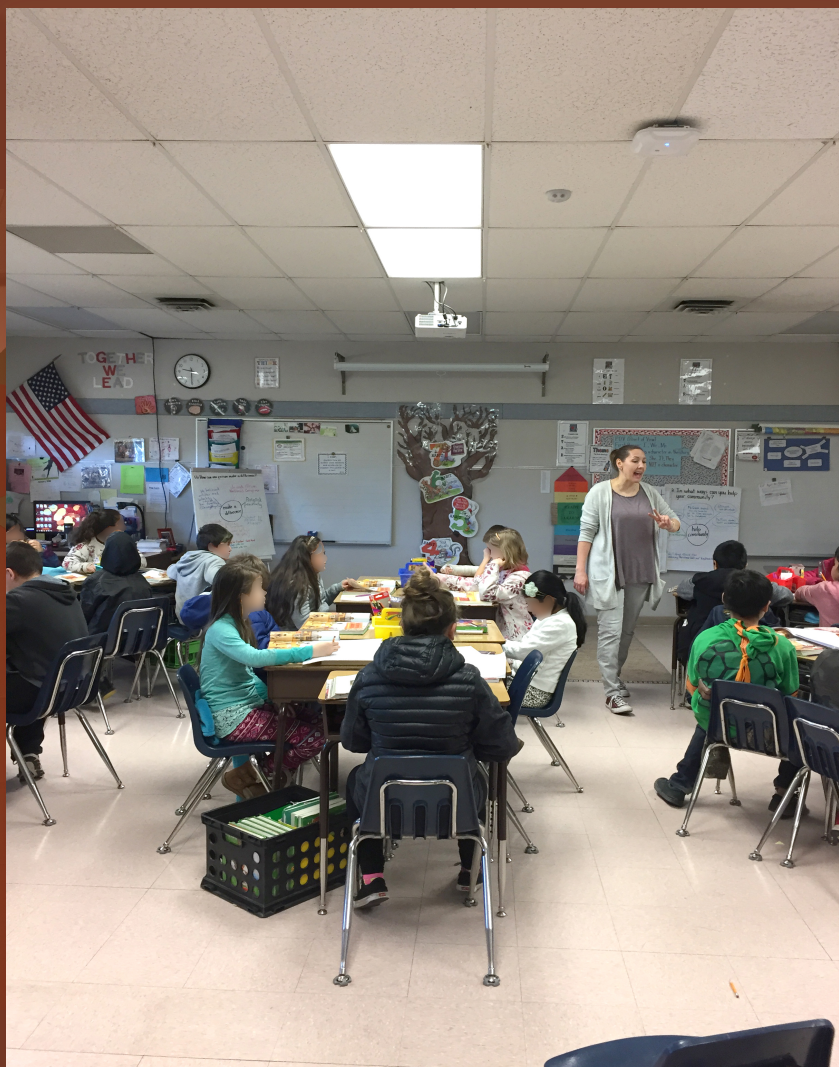
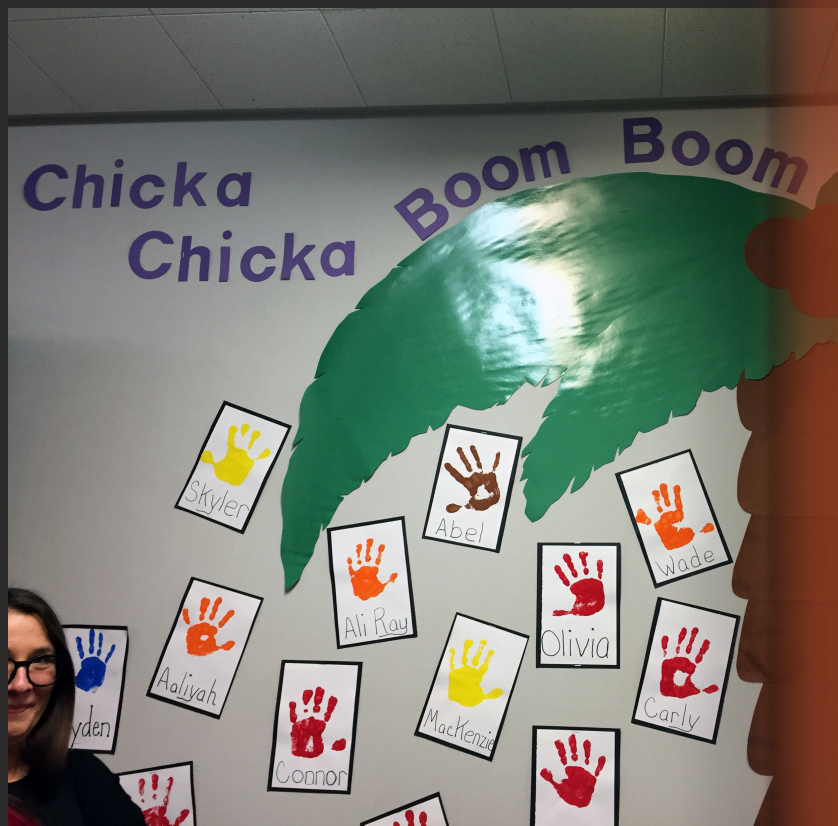
Habit 4: Think Win-Win ...

Student comments:

- "Having a leadership role make me feel good."
- "We set our own goals and we get to put our progress on the data wall as we achieve them."
- "My leadership notebook is designed by me. First I tell about myself. Then I decide what I want to achieve in each area. That's my WIGs!"
- Everyone has a job. Some of us have two!"

Teacher Comments

- "[TLIM] helps kids learn what they can control. For a lot of these kids whose lives are out of control, that's a big deal!"
- "Special needs students are some of the first to volunteer for leadership roles. The roles are doable by everybody."
- "Students are more solution oriented."
- "The work begins with the adults and I learned a lot about myself and my leadership skills. This is foundational before supporting students in the process."



7 habits prominently displayed in every classroom and common area

Seek First to Understand, Then to Be Understood
 • *Listen Before You Talk*

Seek First to Understand ...

Having defined goals and expectations helps everyone to understand what the school body is striving to achieve.


Disney Proactive Coaching Time To Teach	Integrity (Who we are, what we stand for)
What the Core Covenants Look like for a...	<ul style="list-style-type: none"> - Be Honest (people need to be able to trust you) - No short cuts (Do what needs to be done to be successful) - Have guts, stand up for what is right (no one can make you do anything you don't want) - Keep your word (walk the talk)
<u>Student</u>	
What the Core Covenants Look like for a...	<ul style="list-style-type: none"> - Taking Responsibility (I am a huge part of my child's success) - Giving schools a chance to respond to concerns (no negative talk in community without a school conversation first) - Follow school protocols (systems are in place) - Active participants in your child's education (talk with your child, support them in their interests)
<u>Parent/Community Member</u>	
What the Core Covenants Look like for a...	<ul style="list-style-type: none"> - Hold each other accountable (Goldendale Way) <i>Disney/Proactive</i> (can't and shouldn't be just administration) - Positive motivation <i>Wooden/Proactive</i> (excited to be able to work with kids) - Honesty <i>Wooden/Proactive</i> (people must trust you) - Doing what is right when no one is looking <i>Disney/Proactive/TTT</i> (self-reflect on what you are modeling)
<u>Staff Member</u>	
What the Core Covenants Look like for a...	<ul style="list-style-type: none"> - Honesty <i>Wooden/Proactive</i> (people must trust you) - Communicate clearly <i>Barker/TTT</i> (do what you say you are going to do) - Respond in a timely manner <i>Proactive/TTT</i> (return calls and e mails) - Model what you want to see <i>Barker/Wooden</i> (lead by example)
<u>Administrative Team</u>	

Habit 5: Seek First to Understand ...

District Core Covenants ...

Common Language
Common Understanding

It's a win-win!

Goldendale School District Core Covenants Goldendale Primary School				
Disney Proactive Coaching Time To Teach	Integrity (Who we are, what we stand for)	Respect (Effort and Attitude)	Commitment (Empowering Everyone Through Education)	Attitude Primary School
What the Core Covenants Look like for a ... <u>Student</u>	<ul style="list-style-type: none"> - Be Honest (people need to be able to trust you) - No short cuts (Do what needs to be done to be successful) - Have guts, stand up for what is right (no one can make you do anything you don't want) - Keep your word (walk the talk) 	<ul style="list-style-type: none"> - Responsible for own actions (be prepared for the positives or negatives to come) - Take care of yourself, others, and facilities (come to school ready to learn, respect others, keep your campus clean) - Treat others like you want to be treated (how does that make you feel) 	<ul style="list-style-type: none"> - Do your best every day (Can't ask any more from any one) - Commitment to the Goldendale Way (hold everybody to high expectations) - Support each other (none of us can do this alone) - Love your school (want to be here) 	<ul style="list-style-type: none"> - "I Can Do It" (Never, Never give up) - Encourage others (Help others do their best) - Push Yourself (Try your hardest everyday) - Learn and Use the 7 Habits (Be proactive and think win-win) - Smile! (Even when you don't feel like it)
What the Core Covenants Look like for a ... <u>Parent/ Community Member</u>	<ul style="list-style-type: none"> - Taking Responsibility (I am a huge part of my child's success) - Giving schools a chance to respond to concerns (no negative talk in community without a school conversation first) - Follow school protocols (systems are in place) - Active participants in your child's education (talk with your child, support them in their interests) 	<ul style="list-style-type: none"> - Recognize and honor other cultures (everyone has value) - Positive attitude (understand the importance of your child's education) - Follow the chain of command (start with those involved with the decisions) - Know your role in your child's education (support their learning and advocate for them) 	<ul style="list-style-type: none"> - Be involved (volunteer, support, encourage, advocate) - Get kids to school (every morning have them ready to learn) - Hold one another accountable (Goldendale way) - Resolve conflicts (come in and talk with those needed) 	<ul style="list-style-type: none"> - Encourage Students to Work hard And Be Kind (Model the behaviors of hard work & kindness) - Speak Positively To Students About School (Help your student think positively about school) - Learn and use the 7 Habits (Be proactive and think win-win) - Smile! (Even when you don't feel like it)
What the Core Covenants Look like for a ... <u>Staff Member</u>	<ul style="list-style-type: none"> - Hold each other accountable (Goldendale Way) Disney/Proactive (can't and shouldn't be just administration) - Positive motivation Wooden/Proactive (excited to be able to work with kids) - Honesty Wooden/Proactive (people must trust you) - Doing what is right when no one is looking Disney/Proactive/TTT (self-reflect on what you are modeling) 	<ul style="list-style-type: none"> - Honesty Wooden/Proactive (people must trust you) - Internal and External Unity Disney/Wooden (be a fan of all of Goldendale schools and not just your part of it) - Creating and maintaining relationship Disney/Proactive/TTT (be in halls, make calls, talk with kids) - Speak positively about GSD and your school Disney/Barker (in voice, on the web, everywhere) 	<ul style="list-style-type: none"> - On time, every day – ready to go Disney/Proactive/TTT (planning to succeed) - All in – Excellence is the norm Proactive/Disney (never settle, nothing less) - Willing to go above and beyond (ie - staying after to help kids, calling parents) Barker/Disney (phone calls, attend ball games and activities, coach, stay late, come early for kids) 	<ul style="list-style-type: none"> - Role Model Positive Behavior (Learn and use the 7 Habits) - Speak Positively About All Students (Recognize the talents and abilities of all students) - Build Strong, Positive Relationships (Let every student know that you care about them as an individual) - Smile! (Even when you don't feel like it)
What the Core Covenants Look like for a ... <u>Administrative Team</u>	<ul style="list-style-type: none"> - Honesty Wooden/Proactive (people must trust you) - Communicate clearly Barker/TTT (do what you say you are going to do) - Respond in a timely manner Proactive/TTT (return calls and e mails) - Model what you want to see Barker/Wooden (lead by example) 	<ul style="list-style-type: none"> - Be on time Proactive/Wooden (to every meeting you have) - Honesty Wooden/Proactive (people must trust you) - Internal and External Unity Disney/Wooden (be a fan of all of Goldendale schools and not just your part of it) - Communication Wooden/TTT (make sure people understand your message) 	<ul style="list-style-type: none"> - On time, every day – ready to go Disney/Proactive/TTT (planning to succeed) - All in – Excellence is the norm Proactive/Disney (never settle, nothing less) - Willing to go above and beyond (ie - staying after to help kids, calling parents) Barker/Disney (phone calls, attend ball games and activities, coach, stay late, come early for kids) - 24/7 Barker/Proactive/Wooden (spend whatever time it takes to get the job done) 	

Synergize • *Together Is Better*

Synergize ...

Even at the Kindergarten level, students were using the language and understanding what it meant.

Habit 6
Synergize!

Habit 6: Synergize
TOGETHER IS BETTER

How do we Synergize?

We help each other clean up our tables and floors.

We helped each other to cut and draw in our art lesson.

Kids work together to solve problems or play games at recess.

How do penguins Synergize?

Penguins help each other to hunt.

Penguins clean each others feathers.

Penguins watch each others chicks while they take turns to hunt

Habit 6: Synergize

Student comment:

- “My accountability partner helps me stay on track.”

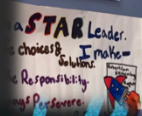
Teacher comment:

- “Inclusive behavior from students ... it takes only 1 or 2 students being a leader to get all the students to want to be leaders.”



Each student painted a flower on a stem. More will be added to this in the Spring.

Shared ideas and jobs displayed differently to meet the needs of the students and teacher.



Encourager- 1 Student every 2 weeks. Your role is to provide encouragement to students that are feeling frustrated during the day. You are looking for friends who are showing sadness, fear, anger, discouragement, frustration, or may be crying. If you are not sure of their feelings you can ask, "Are you okay?"

Here are some examples of situations where a friend may display these feelings:

- Math problem set
- Losing a game
- Did not do well in a classroom activity
- Struggling to find the answer
- Having a hard time drawing their picture just right
- Walks in the classroom after having a rough morning
- See him/her crying

Here are some examples of what you can say:

- Keep trying!
- Don't give up; I know you'll get it!
- Can I help you?
- Let's do it together because together is better.
- You may not know it now, but you will.
- You can do it!
- I believe in you!
- Keep on persevering!
- Stay positive!



Sharpen the Saw • *Balance Feels Best*

Sharpen the Saw ...

A teacher asked a student how the 7 habits had helped her. The student responded, "They have helped us both. I had to seek help and you knew how to help me."



Habit 7: Sharpen the Saw

- This is an extra-curricular activity during the school day
- 3rd & 4th grade students choose to give up a morning or afternoon recess to learn to unicycle or to practice synchronized hula-hoop.
- The students organized and choreographed the hula-hoop sequence themselves.
- Students manage their time and their participation
- Teachers facilitate student leadership



2015
Washington Achievement
Award Winner



TLIM: LESSONS LEARNED

○ LEADERSHIP COMMITTEE REFLECTIONS: WHAT CHANGES ARE WE SEEING WITH TLIM

Personally:

- More effective – planning more ahead.
- Use of mission statement in family.
- Twenty-one year-old daughter is considering the seven habits in decisions.
- Application and common vocabulary within the family.
- Increased courage in relationships.
- Be the person that causes the change you want to see.

Robertson Elementary: The Leader In Me Coaching Day with Lighthouse Committee

TLIM: LESSONS LEARNED

○ LEADERSHIP COMMITTEE REFLECTIONS: WHAT CHANGES ARE WE SEEING WITH TLIM

Classroom:

- Students are taking more responsibility for the classroom.
- Students are more solution oriented.
- Increased encouragement between students.
- Taking pride in fulfilling their leadership roles.
- Increased student ownership.
- Students are connecting characters in literature with the habits.
- Students not previously leaders are stepping forward.
- Enthusiasm for ideas they generate to improve our school.
- Increased students solving their own problems.

Robertson Elementary: The Leader In Me Coaching Day with Lighthouse Committee

TLIM: LESSONS LEARNED

○ LEADERSHIP COMMITTEE REFLECTIONS: WHAT CHANGES ARE WE SEEING WITH TLIM

School:

- Increased trust among staff and a common commitment to work hard.
- Increased student leadership has had a positive impact upon the school.
- Fewer problems on the playground.
- Increased school pride.
- Decreased referrals, increased teaching without interruption.
- Improved assemblies with wider student involvement.
- Students more comfortable, friendly and welcoming.

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

TO: Board of Directors

FROM: A. Katrise Perera
April Olson

DATE: March 8, 2018

RE: No. 2 – School-Based Health Center Business Plan Update

EXPLANATION: The Gresham-Barlow School District, along with consultant Oregon School-Based Health Alliance (OSBHA), has been conducting a School-Based Health Center (SBHC) planning process.

A Steering Committee has met twice to review data and determine services and supports that the SBHC should provide, and how the district can use existing and new resources and partnerships to realize this vision for the school community.

Student and parent focus groups and surveys were also conducted. The results of both were very positive.

The school district is using this input to inform development of a business plan draft that was presented to the Multnomah County Commissioners, Multnomah County Community Health Council and the School Board on February 15, 2018. A final draft is due in June. It would be ideal to make this a formal action item at a March work session for a Board statement of support for the SBHC.

PRESENTER: April Olson, Director of Federal Programs

SUPPLEMENTARY
MATERIALS: 1. Business Plan Draft
2. Gresham-Barlow School-Based Health Center Steering Committee:
List of Members

RECOMMENDATION: This report is being provided as information only.

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

AO:sa

Gresham SBHC Business Plan Draft*

Date approved: **[insert date here]**

Table of Contents

- I. Executive Summary
- II. Needs Statement
 - A. Demographics
 - B. SBHC outcomes
- III. Community Engagement
 - A. Steering/Advisory Committee
 - B. Parent, Student, and Partner Engagement
- IV. Operations and Management Plans
 - A. Location/facilities
 - B. Operating procedures
- V. Medical Sponsor and School District Partnership
- VI. Fundraising Plan
- VII. Timeline

I. Executive Summary

There is a clear need for a school-based health center (SBHC) at Gresham High School. This is not only evident by the inadequacy of current local resources, but also through multiple data sources. On the Oregon Health Teens (OHT) Survey, one in six students rated their physical health as fair or poor and one in three reported that their mental health is fair or poor. Almost half of parents surveyed said that expense was a reason they did not take their child to receive health services. Community risk factors in Gresham continue to grow. The GHS SBHC Steering Committee identified current gaps in health services, including lack of culturally-specific access points and language barriers.

Through the community engagement process with multiple opportunities for feedback, the consistent message was very supportive of a SBHC. Students ranked mental health and reproductive healthcare as the most important services they'd like at the SBHC. Parents rated mental health and access to services as the biggest needs facing students. 83% of non-neutral survey responses were positive, with support or thanks for consideration of a SBHC.

The building for the SBHC is identified and owned by GBSD. Architects will be working jointly so that renovations to the existing building will receive interior upgrades per specifications to meet the needs of a SBHC.

The GBSD SBHC Steering Committee is in the process of selecting a medical sponsor. Once a sponsor is in place, we will make plans for a certification process and address funding.

Our SBHC will be located at the high school but will serve students from the entire district. Further conversations with the medical sponsor and steering committee will help identify if it is feasible to serve other age groups from community.

II. Needs Statement

The Gresham School District's mission is "Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community," As a district, we are doing all we can to support those efforts academically but if students are not healthy it becomes challenging for them to access the opportunities provided by schools. SBHCs support student success by bringing essential physical, preventive, and mental health services to students where they are, in school. Simply put, healthy students are better able to learn.

We know that there are existing health concerns of the students in our community. In 2017, Gresham High School (GHS) 11th grade students participated in the Oregon Healthy Teens (OHT) survey. Data from that survey provide us with insight into health concerns and risky behavior.

- 16% rate their physical health as fair or poor.
- An alarming 33% report that their emotional and mental health is fair or poor.
- 29% of 11th grade students were reported as obese. 35% of students reported on the OHT survey that they have not had a physical exam in the last 12 months.
- 19.4% of students surveyed have physical health care needs not being met and 18.4% report mental or emotional health care needs not being met.
- 22% of surveyed students reported that because of a physical, mental or emotional condition they have serious difficulty concentrating, remembering or making decisions.

- 28.4% of surveyed students felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities in the past 12 months.
- 11.7% seriously considered attempting suicide, while 4% have made at least one attempt.

Additionally, a recent student survey of all Gresham 10th and 12th grade health students found that over a third report it is too expensive to access health services, and 43% of parents echoed this barrier on a parent survey. Of parents who participated in the survey, 36% reported that their child has gone to urgent care in the last 12 months, 14% have gone to the emergency room, and 17% have gone to health clinics. Least accessed health services reported by parents are mental health/counseling (20%), reproductive healthcare (5%) and alcohol and drug counseling (3%). Adolescents have the lowest access to health care service use of any age group, and they are the least likely to seek care through traditional office-based settings. SBHCs see young people who otherwise would not get care, help students get back in the classroom faster, lessen the demand on parents to take time off to coordinate their children's care, and decrease emergency room and urgent care visits. Students who have SBHCs inside their schools are more likely to seek services they need.

Students' health impacts attendance, test scores, and the ability to pay attention in class. In the 2016-17 school year, 43.5% of Gresham 11th graders reported missing three or more days of school for physical health reasons; 20.4% for mental or emotional health reasons. Additionally, 31% of all GHS students were chronically absent, missing at least 10% of the school year. 105 Gresham-Barlow School District students were excluded from school in 2016-17 due to not having required immunizations. SBHCs allow students to receive services at school, decreasing the amount of seat time lost, and addressing the underlying health issues that are the cause of many absences, thereby improving school attendance.

In 2016-17, 67.9% of Gresham 11th graders met the standard for English Language Arts on the Smarter Balanced Assessment. In Mathematics, only 25.5% met the standard. Half of students met the standard in Science. In all success measures the district tracks, there is a consistent discrepancy when looking at outcomes for white students compared to students of color, or those who are economically disadvantaged. Only 71.8% of freshman GHS students are on track to graduate within 4 years. This is lower than the state average of 83.4%. The 4-year graduation rate at GHS is 80% with 3.3% of students dropping-out during the school year.

In Multnomah County, there are enduring and large differences to receiving effective health outcomes for people of color compared to the white population. Communities of color experience barriers to healthcare, prevention, and education. In Oregon, SBHCs reduce health disparities by reducing access barriers for all. Reducing health disparities reduces education disparities as well.

SBHCs provide whole-person care that includes education, prevention, wellness and treatment services. Evidence-informed and culturally attuned approaches are used to reduce risky behaviors, prevent illness and disease and strengthen healthy behaviors and resilience.

Adolescents typically engage in risky behaviors. Based on the most recent OHT survey, 41.8% of 11th graders are sexually active and 58.6% have had more than one partner. Based on data from www.oregon.gov, 1% of 10-14 year olds in Multnomah County had Chlamydia over the last 10 years. As well as 13% of boys and 28% of girls aged 15-19. Additionally, 5% of boys and 23% of girls aged 15-19 had Gonorrhea. From 2014-16, there were 222 births to teen mothers

(age 10-19) living in the two primary zip codes of Gresham. At Gresham High School, 22.4% of 11th graders reported they have used alcohol in last 30 days, with 13% of those reporting binge-drinking (5 or more drinks within a couple hours). 20.4% of 11th graders have used marijuana in last 30 days, and 6.5% used rx drugs without doctor's orders in last 30 days. SBHCs help identify and address risky behaviors and can make referrals to appropriate community providers as needed.

A SBHC is desperately needed at Gresham High School due to inadequacy of current resources. At the first SBHC Steering Committee Meeting, the members identified twelve current gaps in services, including increase in mental health needs, lack of insurance, lack of adult support and lack of culturally-specific access points. The resource gap increased significantly when the School-Linked Health Center was relocated from downtown Gresham to Centennial High School. The district has partnered with other local agencies, providing health referrals to local clinics, like Wallace Medical Concern, and contracting with other partners like Western Psychological to provide mental health services. Yet we are still seeing a need for services, especially in mental health.

It has long been recognized that schools are the heart of health in a community. Schools play a crucial role in the health of young people and healthy kids are more likely to attend school ready to learn. SBHCs can be a one-stop location for primary care, mental health and health prevention services. They provide comprehensive health services to youth and adolescents in a setting that is trusted, familiar and immediately accessible: their schools..

A. Demographics

Our community is the City of Gresham, the fourth largest city in Oregon. In the last two decades, the City of Gresham has undergone a dramatic change in population:

1) Poverty – In Gresham, families with children under age 18 who are in poverty grew from 14% in 2000, to 24.6% in 2016 (<https://factfinder.census.gov>). The number of GHS students who are eligible for free and reduced lunch has tripled since 2000, while the number of homeless GHS students has steadily increasing. 100% of students at the six feeder elementary schools receive free breakfast and lunch and 53% of GHS students are economically disadvantaged.

2) Language barriers/ minority status – Among people at least five years old living in Gresham in 2012, 28% spoke a language other than English at home. Of those speaking a language other than English at home, 63% spoke Spanish and 37% spoke some other language; 48% reported that they did not speak English “very well.” In Gresham, the Latino population has increased by 86% from 2000 (11.9%) to 2010 (18.9%). In addition, the African American population is gradually increasing, from 3.5% in 2010 to 5.1% in 2016 (<https://factfinder.census.gov>). Latino students represented 7.2% of the GHS population in 2002-03, and 16.3% in 2007-08, to a current rate of 33% of the student body. (*ODE School Report Cards*).

The trends in poverty and LEP growth suggest risk factors will continue to increase over the next five years.

Among the civilian noninstitutionalized population in Gresham city, Oregon in 2012, 82% percent had health insurance coverage and 18% did not have health insurance coverage. For those under 18 years of age, 6% had no health insurance coverage. The

civilian noninstitutionalized population had both private and public health insurance, with 58% having private coverage and 35% having public coverage.

Our school is located centrally in downtown Gresham. While secondary education started in 1902 in Gresham, the actual Gresham High building was erected in 1940. There are currently 1511 Gresham Gophers enrolled; 48% female-identifying and 52% male-identifying. 53% of the students are eligible for free or reduced lunch. The mobility rate is 16%.

The demographics of GHS students are: 1% American Indian/Alaska Native, 4% Asian, 5% Black/African American, 33% Hispanic/Latino, 5% Multi-Racial, 1% Native Hawaiian/Pacific Islander, and 51% White (49% of GHS students are non-white). There are 33 languages spoken, and 31% of students are currently or have been an English Language Learner.

Our SBHC will be located at the high school but will serve students from the entire district. Further conversations with the medical sponsor and steering committee will help identify if it is feasible to serve other age groups from community.

B. SBHC Outcomes

The SBHC is an appropriate health care delivery model for our community because the SBHC model is evidence-based and effective at improving both health and educational outcomes.

SBHCs increase access to healthcare, especially for those who experience the highest barriers to care. The U.S. [Community Preventive Services Task Force \(CPSTF\) recommends](#) the implementation and maintenance of SBHCs in low-income communities to **improve educational** (school performance, grade promotion and high school completion) **and health outcomes**. Data reviewed support the following health outcomes as improving: delivery of vaccinations and other recommended preventive services, asthma morbidity, emergency department and hospital admissions, contraceptive use among sexually active females, prenatal care and birth weight, and other health risk behaviors. If targeted to low-income communities, SBHCs are likely to reduce gaps in education and improve health equity ([The Community Guide, 2015](#)).

Healthcare Access

A number of other studies have shown that SBHCs increase access to healthcare (Soleimanpour, Geierstanger, Kalley et al, 2010; Guo, Wade & Keller, 2008; Wade, Mansour, Guo, et al, 2008; Allison, Crane & Beaty et al, 2007; Kaplan, Brindis & Phibbs et al, 1999), that SBHC users are more likely to use primary care more consistently (Allison, Crane & Beaty et al, 2007; Kaplan, Brindis & Phibbs et al, 1999; Anglin, Naylor & Kaplan, 1996; Santelli, Kouzis & Newcomer, 1996), that SBHC users are more likely to have yearly dental and medical check-ups (Allison, Crane & Beaty et al, 2007, Kaplan, Brindis & Phibbs et al, 1999) and SBHC users are less likely to go to the emergency room or be hospitalized (Allison, Crane & Beaty et al, 2007).

SBHC mental health services have shown some ability to reduce mental health care disparities (Larson, Chapman, Spetz and Brindis, 2017).

Academic Performance

SBHCs have a positive impact on absences, dropout rates, disciplinary problems and other academic outcomes (Geierstanger & Amaral, 2005). Students who received SBHC mental health services improve their grades more quickly than their peers (Walker, Kerns, Lyon et al, 2010). States with SBHCs that serve as Medicaid providers have higher student achievement results (Vinciullo & Bradley, 2009).

Oregon SBHCs

Two 2017 studies on Oregon populations have explored the impact of SBHCs on mental and reproductive health.

One study used 2013 and 2015 Oregon Healthy Teen data to evaluate the influence of increased SBHC mental health services capacity on student mental health (Paschall & Bersamin, 2017.) Youth at SBHCs with increased mental health services capacity were:

- 12% less likely to report a depressive episode;
- 16% less likely to report suicidal ideation, and
- 18% less likely to report a suicide attempt.

A second Oregon study looked at the association between SBHCs and 11th grader sexual behavior and contraceptive use, relying on a sample of 11,840 students who participated in the 2015 OR Healthy Teens Survey. Positive associations were found between the presence of SBHCs and healthy sexual behavior and contraceptive use. These associations were strongest in schools with at least 50% of students receiving free or reduced price lunch. Findings suggest that exposure to SBHCs and availability of specific reproductive health services may be effective population-based strategies to support healthy sexual behavior (Bersamin, Paschall & Fisher, 2017).

III. Community Engagement

A. Steering/Advisory Committee

A steering committee was created to gather input from people participating in the school community that will inform development of the SBHC business plan. The steering committee includes district and high school staff, a school board member, county health professionals, the SUN site manager, and representatives from community organizations that partner with the school or that represent specific populations within the school, including El Programa Hispano Católico, Lifeworks Northwest, Western Psychological & Counseling Services, and The Urban League. It also includes representatives of the groups that will be receiving services when the SBHC is open, i.e. several students and a parent. A list of all steering committee members is attached to this plan.

As of February 15, 2018, the steering committee has been convened twice, on November 6, 2018, and December 18, 2018. The framing statement for the group is as follows:

“The Gresham-Barlow School District is exploring the feasibility of developing a student health center at Gresham High School. What kinds of services and supports should the Gresham-Barlow SBHC provide, and how can we use existing and new resources and partnerships to realize this vision for our school community?”

The first meeting focused on building a shared understanding of steering committee responsibilities, providing information on what SBHCs do and an overview of Multnomah County Health Department Student Health Centers, and identifying current health resources as well as gaps in the Gresham-Barlow School District.

Current health gaps identified by participants during the first steering committee meeting are as follows: an increase in mental health needs, lack of insurance, lack of culturally-specific access points, lack of adult support, lack of resources in school, addiction issues, access issues with medication and medication management, lack of access to vision and dental services, transportation issues, language barriers, early childhood SPED testing, and an increase in undiagnosed fetal alcohol syndrome in addition to a lack of prenatal care.

At the second steering committee meeting, participants identified desired services, and were provided with a presentation from Multnomah County Health Department on SBHC parent involvement with sensitive services, including mental health services and reproductive healthcare.

During the second steering committee meeting, participants identified preferred services they would like to see during the initial implementation stage of the SBHC. In addition to the basic primary care services required for state certification, the additional services in order of priority included: 1) Individual, group, and family counseling; 2) Condom and contraceptive medication availability; 3) Crisis mental health support; and 4) Care for ages 0-5, especially for student parents.

A third meeting that was scheduled for January 11, 2018 was postponed pending more information of medical sponsor options. The meeting was planned to discuss medical sponsor options, if relevant, and identify community resources available to help support SBHC services that were listed as priorities. The steering committee will reconvene for this meeting once one or more potential medical sponsors have been identified.

B. Parent, Student, and Partner Engagement

The steering committee was supplemented by additional community engagement processes to ensure opportunities for participation from all stakeholders.

Youth listening sessions were conducted with students from the high school. Approximately 174 students participated. The listening sessions involved providing information about what an

SBHC is, and asking students to identify reasons they don't go to the doctor when they need to, in addition to what the most common health issues at Gresham High School are. During the listening sessions, students identified cost, transportation, lack of time, and stigma/judgement as reasons that they don't receive health services when they need them.

Students who participated in these listening sessions were also given an opportunity to participate in an anonymous survey to help understand student health needs. 174 students participated in the survey. When asked to identify current obstacles to accessing health services, 35% of students responded that health services are too expensive, 19% said they don't have enough time, 15% stated they don't have insurance, 14% said that they don't want their parents to know, and 8% stated that it was too far away. Other identified obstacles included the healthcare provider not respecting or understanding the student's views and/or culture (3%), a bad experience in the past (2%), transportation (2%), and stigma or bad perception of the service (1%).

Students were asked to rank services they would like to see at an SBHC, and the following services were identified as their most preferred health services: 1) mental health and counseling; 2) reproductive healthcare (family planning, contraception, STD/STI tests, pregnancy tests); 3) nutrition; and 4) immunizations.

When asked what the #1 biggest health concern facing students at Gresham High School is, 171 of the 174 students responded to the open-ended question. 36% of students stated that mental health was the #1 health concern, 31% of students stated that sexual health was the #1 concern, and 13% of students stated that drugs and alcohol was the #1 concern. Other needs that were listed were general wellness (10%), access to care (4%), nutrition (4%), confidentiality (4%), and dental care (2%).

Similar to the youth engagement process, parents were engaged through a survey that was given in English and Spanish, and a parent listening session took place during the January Latino Parent Night.

Overall, parents are very supportive of a SHBC. When asked what is the #1 biggest health need facing students in the Gresham-Barlow School District, 228 of the 363 survey participants responded. 78 of them (34%) responded that mental health was the biggest need. Access to services was reported by 62 (27%), with nutrition being the third biggest need (14%). Other needs that were listed were drug & alcohol related care (10%), reproductive health care (9%), money/insurance (6%) and dental care (6%).

When asked to provide written feedback or questions at the end of the survey, nearly half of respondents answered. Responses were coded as neutral, positive or negative. 83% of non-neutral responses were positive, with support or thanks for consideration of an SBHC. Of the negative responses, a majority related to feeling that health care services was not a school district responsibility.

Future plans for community engagement include:

- Conducting a final steering committee meeting to discuss medical sponsorship and resources for priority services.
- The district is currently updating the high school using bond funds, and is periodically updating parents. SBHC information will be included with bond updates.
- As SBHC development moves forward, continuing to engage students in the process through creation of a diverse Youth Advisory Committee that will work with the district and medical sponsor to ensure that the SBHC is youth-friendly. Three of the five Gresham High School students on the steering committee attended the Oregon School-Based Health Alliance's School Health Advocacy Day at the Oregon State Capitol on February 6, 2018, where they received training on advocating for SBHCs and spoke with their legislators about funding for SBHCs. These students have demonstrated themselves to be engaged and excited about this process, and will help to build a strong foundation for a future Youth Advisory Council.
- As SBHC development moves forward, continuing to engage culturally specific partners and clients to ensure that the SBHC feels welcoming to all students and families.
- Prior to opening the SBHC, parents will be invited to tour the facility and learn more about services offered.

IV. Operations and Management Plans

A. Locations and Facilities

The proposed location for the Gresham Barlow School District is on Main Street, in the heart of the Gresham Community, and across from Gresham High School. The District owns a double-lot with an approximately 2850 square foot home on it. The home is being renovated in spring and summer of 2018, including full utilities. The home will be a temporary location for the Gresham High School Child Development Center (CDC) during bond construction of the entire High School campus. The intent is that in the process of renovating the CDC, the home will receive interior upgrades per specifications to meet the needs of a SBHC after the CDC no longer needs the space.

A pre-application meeting with the City of Gresham occurred in December to include parking lot improvements, structural upgrades and ADA access to the building. The site plan for the existing home is complete, and a meeting with the architects and district staff to review possibilities for the CDC's needs and requirements is set up for the week of February 12, 2018. GBSD has the names of the county-recommended potential architects for the SBHC plans and will work with County Project Managers when the initial CDC drawings are completed to align the plans with the needs of both programs. In preparation for the CDC to vacate the building, GBSD will work with the City on any land use issues and other preparation to convert to an SBHC will be addressed at that time.

B. Operating Procedures

In 2014, Oregon Administrative Rules 333-028-0200 through 333-028-0250 were adopted to establish the procedures and criteria the Oregon Health Authority shall use to certify,

suspend and decertify SBHCs. Certification of a SBHC by the SBHC State Program Office (SPO) is voluntary; an operating clinic is free to operate without participating in SPO certification. However, only certified SBHCs are eligible for funding from the Oregon Health Authority. Benefits of certification include:

- Inclusion in the SPO funding formula, as available
- Access to grant projects and funding through the SPO
- Access to technical assistance through the SPO
- Increased capacity to leverage money from other sources (such as federal grants)
- Access to the statewide network of SBHCs
- Representation of data in SPO materials and access to SBHC data by request

Medical sponsorship will determine concretely how the certification process will proceed. However, regardless of which entity is the medical sponsor, the Multnomah County SBHC Program will work to ensure that the SBHC will be eligible for certification per State standards in order to assure quality services and eligibility for future State funding, should it become available. It is possible that SBHC services will be implemented in stages. The initial implementation stage will include the minimum hours, staffing, and service requirements.

V. Medical Sponsor and School District Partnership

Two medical sponsors are currently determining the feasibility of sponsoring one or more SBHCs in East Multnomah County. Wallace Medical Center has been working with Multnomah County and has completed their budget process. They will presenting to their Board at the end of February. Multnomah County just finished the budgeting process.

Once complete, the District will reconvene the Steering Committee to provide information about medical sponsor availability and make a determination. The proposal will be taken to the School Board and once approved, an Intergovernmental Agreement (IGA) will be developed.

VI. Fundraising Plan

The fundraising plan for many start up costs, including planning, logistics, and initial staffing will need to be done in conjunction with the medical sponsor so is currently on hold. However, there is a plan for facilities development to be primarily done in conjunction with the child development center construction. Most of the core components, including but not limited to plumbing, electrical, handicapped access, will be incorporated into the design of the child development center with little to no extra cost. When it is time to convert the child development center into the SBHC, it is expected that there will be minimal renovations. Funding needs will be determined at that time and based on needs.

VII. Timeline

Activity	2018						2019			2020		
	Feb	Apr	Jun	Aug	Oct	Dec	Apr	Aug	Dec	Apr	Aug	Dec
IGA with School Districts												
School Districts contract w/ consultant												
Business plan	X draft		X									
Present business plan to Community Health Council & County Commissioners	X											
Medical sponsorship determined		X										
Architectural plans			X									
Fundraising Complete										TBD		
Child Development Center Construction Begins		X										
SBHC Renovation Begins (if needed)											Spring 2020	

SBHC Facility Complete											X	
SBHC Opens												X

Gresham-Barlow School District School-Based Health Center Steering Committee

List of Members:

- Tony Broadus, Metropolitan Family Service SUN Program Manager
- Karina Bruzzese, Gresham-Barlow School District Director of English Language Learners
- Solen Chu, Gresham HS Attendance Liaison/Latino Community Liaison
- Lisa Cline, Wallace Medical Concern CEO
- Flavio Cornejo, El Programa Hispano Católico
- Ady Cortes, Gresham High School Student
- Sandra Dornfeld, Gresham HS School Nurse
- Raene Dorotiss, Gresham High School Student
- Shanaquewa Finney, The Urban League Community Education Worker
- Tyson Gradwahl, Gresham High School Student
- Elizabeth Hakala, Gresham HS English Teacher
- Laurel Hess, Metropolitan Family Service SUN Site Manager
- Teresa Ketelsen, Gresham-Barlow School District Deputy Superintendent of Secondary Education
- Lexy Kliewer, Lifeworks Northwest Integrated Behavioral Health Program Director
- Amaya Lacey, Gresham HS Student
- Shamai Larsen, Gresham High School Counselor
- Alexandra Lowell, Multnomah County Health Department Student Health Centers Manager
- Mary Monnat, Lifeworks President/CEO
- April Olson, Gresham-Barlow School District Director of Federal Programs and Homeless Liaison
- Blake Peterson, Gresham-Barlow School District Board Member
- Kate Poland, Gresham HS Social Worker
- Sylwia Quick, Western Psychological & Counseling Services, Director of School-Based Program
- Cristina Ramirez, Gresham High School Parent
- Katrina Ratzlaff, Wallace Medical Concern Director of Advancement
- Lilliana Rekdahl, Gresham High School Student
- Michael Schaefer, Gresham HS Principal
- Julianne Standish, Gresham High School Early Childhood Education Instructor

resham High School Health Data

Access to Care

- 34.9% of students report that they have not, or are unsure if they have seen a doctor or nurse practitioner for a physical exam in the last 12 months. In fact 3.4% report never having seen a provider for an exam when they were not sick or injured.
- 19.4% of students report having had a physical health care need that was not met in the last 12 months, and 18.4% report an emotional or mental health care need that was not met.

Mental Health

- 32.9% of 11th grade students report that their general emotional and mental health is Fair or Poor. While only 15.2% report Excellent.
- 11.7% of students report contemplating suicide in the last 12 months, and 4% report having actually attempted suicide one or more times.

Sexual Activity

- 41.8% of Grade 11 youth report having had sexual intercourse
- How old were students when they had sexual intercourse for the first time?
 - 12 Years old: 1.2%
 - 13 Years old: 2.5%
 - 14 Years old: 18.5%
 - 15 Years old: 37.0%
 - 16 Years old: 34.6%
 - 17 Years old or older: 6.2%
- 58.6% of students that have had sexual intercourse, have had 2 or more partners in their lifetime, and 17.2% have had 2 or more partners in the last three months.

Contraceptive Use

- Only 46.9% of students report using a moderately or highly effective method of birth control. They use a less effective method 60.8%, and no method or emergency contraception 15.2% of the time.

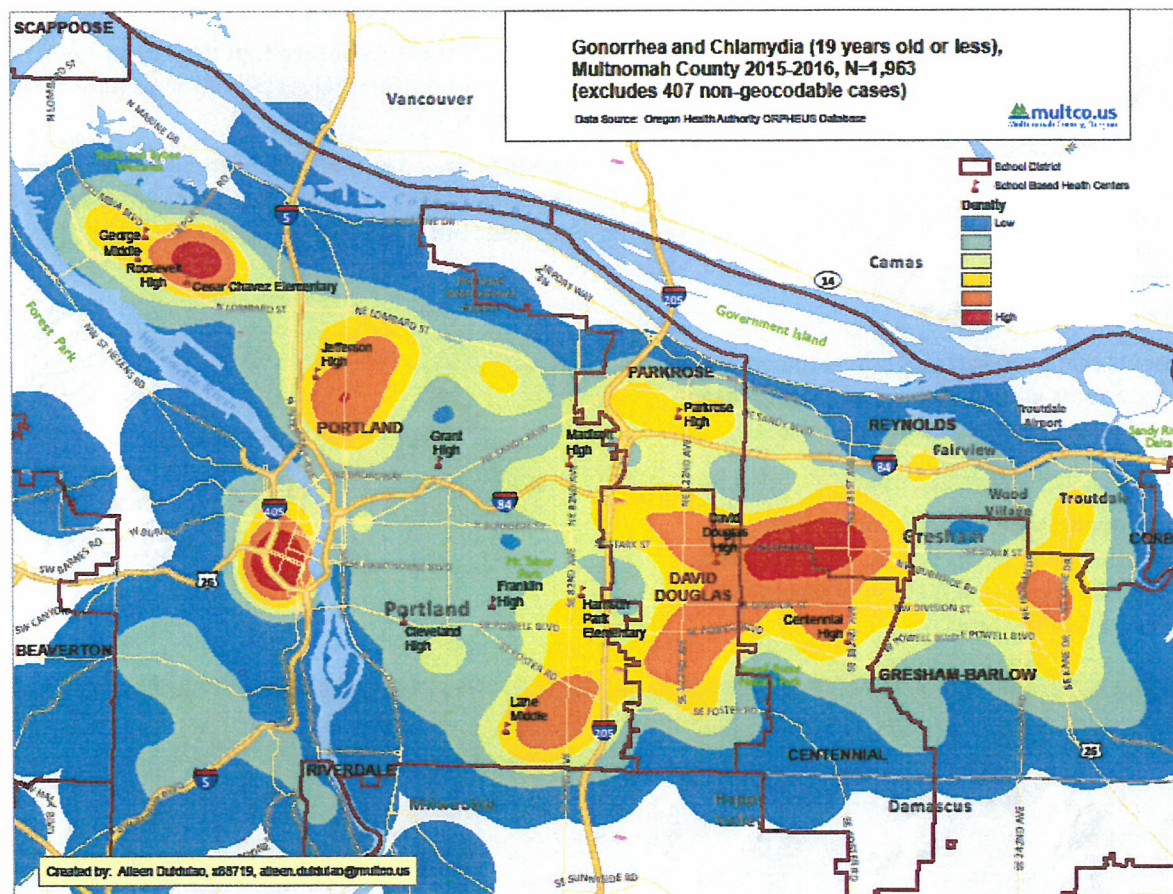
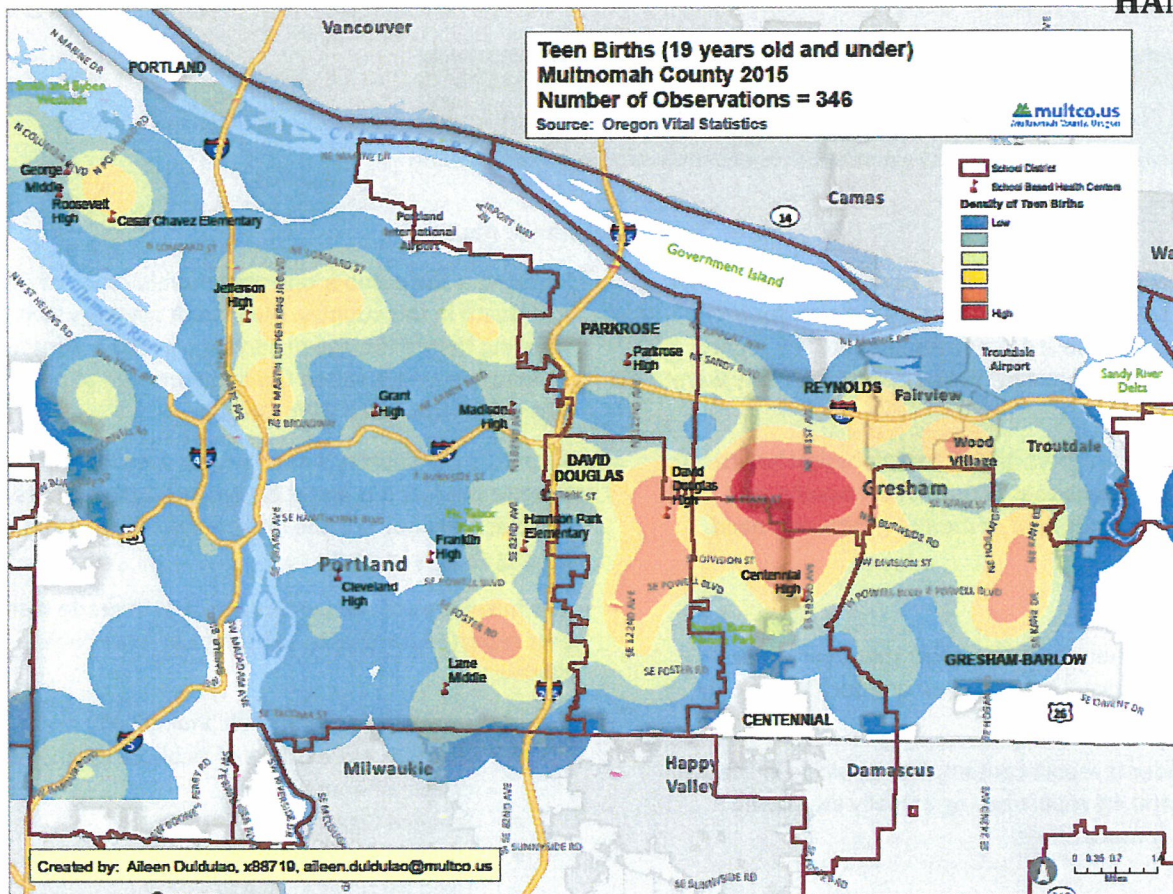
Substance Abuse

- Smoking is the number one preventable cause of disease and death in this country. Most adult smokers start smoking before the age of 18 years. In 2017, Senate Bill 754 passed, which raised the minimum age to purchase cigarettes from 18 to 21 in Oregon.
- Alcohol is the country's most widely used legal drug and, despite the fact it is illegal for 8th and 11th graders to purchase alcohol, it is the most widely used substance among American youth.
- The following are the percentage of 11th grade students that reported using each substance at least once in the last 30 days:
 - At least one drink of alcohol: 22.4%
 - Had 5 or more drinks of alcohol in a row, within a couple of hours: 13.0%
 - Smoked Cigarettes: 7.8%
 - Used an e-cigarette: 15.5%
 - Used Marijuana: 20.4%
 - Used prescription drugs without a doctor's orders: 6.5%
- 30.10% of students believe that they are at moderate to no risk of harming themselves by smoking a pack of cigarettes every day.
- 64.8% believe that they are moderate to no risk of harming themselves by consuming five or more drinks of an alcoholic beverage once or twice a week.

**OREGON****SCHOOL-BASED
HEALTH ALLIANCE**

School-Based Health Centers provide education, prevention, and health care services that help students make healthy choices and be ready to learn.

- SBHCs provide youth-friendly services
- SBHCs engage families
- SBHCs are rooted in evidence-based practices
- SBHCs support student success



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

TO: Board of Directors

FROM: A, Katrise Perera
Sara Hahn-Huston

DATE: March 8, 2018

RE: No. 3 – Health Steering Committee Update

EXPLANATION: It is best practice to provide an opportunity for multiple stakeholder groups to be involved in reviewing the district's plan for addressing Health instruction. Additionally, policy IGAI outlines various specific requirements related to the area of Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education.

A Health Steering Committee comprised of parents, a school board member, health professionals, community liaisons, teachers, school counselors, and administrators is currently in the process of creating a Health instruction plan that aligns to the revised Health curriculum standards recently adopted by the Oregon State Board of Education and meets all required OARs and policies. This plan will be presented to the school board this spring for approval per policy IGAI. This Health instruction plan is intended for implementation beginning in the fall of 2018.

PRESENTER: Sarah Hahn-Huston
Angela Kautz

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

SHH:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: March 8, 2018

RE: No. 4 – Bond: Owner Controlled Insurance Program (OCIP)

EXPLANATION: Over the last several months, the administration and representatives from our agent of record, Brown & Brown, have been discussing insurance needs and opportunities for our upcoming capital construction projects.

Representatives from Brown & Brown will attend the work session to share information about an owner controlled insurance program.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: After hearing the information regarding the OCIP program, discuss the merits and potential drawbacks of the program.

REQUESTED ACTION: No action is required at this time.

MS:mh:sa

WHAT IS AN OCIP OR WRAP-UP?



An Owner Controlled Insurance Program (OCIP) or “Wrap-Up” involves the procurement of certain insurance coverages by one party (GBSD). The OCIP insures the owner and all contractors and subcontractors for work performed on the project site, rather than contractors and subcontractors procuring their own coverage.



OCIP BENEFITS



Advantageous to Small Businesses



Higher Liability Limits



Dedicated Products & Completed Operations Coverage



Eliminates Concern That Contractors Or Subs May Not Be Adequately Covered



Reduced Loss Litigation



Greater Claims Management Control



Improved Safety Performance



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

TO: Board of Directors

FROM: A. Katrise Perera
Bill DeWitz

DATE: March 8, 2018

RE: No. 5 – Options for Paperless Board Meeting Software

EXPLANATION: In October 2017, the administration began researching possible software options to allow the board to have paperless meetings. Five paperless board meeting software options were reviewed which included BoardDocs, BoardBook, EduPortal by TransACT, BoardPaq, and Simbli by eBOARDsolutions.

Each option was graded using a rubric scoring system. The rubric looked at aspects of cross platform compatibility, ease of use for the board, administration, and public, and system features including agenda creation, training, minutes creation, electronic voting, annotations, etc.

Time has been reserved on this evening's agenda to provide an overview of the options and to receive input from the board.

PRESENTER: Bill DeWitz

SUPPLEMENTARY
MATERIALS: 1. Electronic Board Documents Scoring Rubric
2. Electronic Board Documents Scoring Rubric Notes

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

Requirements or Feature Requests (0=N/A, 1=Poor - 10=Excellent)	BoardDocs	BoardBook	EduPortal	BoardPaq	Simbli
Cross Platform Compatible (User Level)	7	7	7	7	7
Chrome OS	7	7	7	7	7
Windows	7	7	7	7	7
OS X	7	7	7	7	7
iOS	7	8	7	7	8
Android	7	7	7	7	7
Web Browser Compatibility	9	4	5	9	9
Ease of use - Management and packet setup	9	4	4	7	6
Ease of use - Board Members	7	2	2	6	4
Ease of use - Public	9	6	6	6	6
Ease of Deployment (Stand up System)	9	7	7	7	7
Permissions and Security Mgmt (User and Group Mgmt)	8	8	8	8	8
Transaction Layer & Data Storage Security	8	8	8	8	8
Cloud Based (Hosted) or Internal Hosting	8	8	8	8	8
Agenda Creation, Managment and Approval Tools	9	6	6	9	6
Minutes Creation and Management Tools	9	6	6	9	6
Electronic Publishing Capability	9	9	7	9	8
Electronic Repository Capability and Features	9	8	8	8	8

Requirements or Feature Requests (0=N/A, 1=Poor - 10=Excellent)	BoardDocs	BoardBook	EduPortal	BoardPaq	Simbli
Policies Creation and Management Tools	8	1	1	1	7
Ordinance and Resolution Management Tools	8	5	5	8	8
Annotations Tools	8	5	2	8	6
Electronic Voting	8	1	1	8	8
Board Member Notes Capability	9	5	1	9	8
Training and Support Resources	10	4	6	6	6
References	5	5	5	5	5
* Additional Feature or Need	0	0	0	0	0
	201	145	138	181	175
Cost Information					
Licensing or Pricing Model - (O)rganization, (D)evice or (U)ser	20 (u)	20 (u)	20 (u)	20 (u)	20 (u)
Initial Purchase Price, (S)ubscription or (P)erpetual	\$12,000	\$2,500	\$3,190	\$3,588	\$2,300
Intial Training Costs	\$1,000	\$0	\$0	\$0	\$1,000
Support and Maintenance Contracts (1 year)	\$12,000	\$2,500	\$3,190	\$3,588	\$2,300
Total Startup Cost	\$13,000	\$2,500	\$3,190	\$3,588	\$3,300
Total Annual Maintenance and Support Cost	\$12,000	\$2,500	\$3,190	\$3,588	\$2,300

Electronic Board Documents

Scoring Rubric Notes

March 8, 2018 – Board Work Session

Board Docs

- Web browser compatibility – All currently supported browsers
- Ease of deployment (Stand up System) – No Idap integration
- Cloud Based (Hosted) or Internal Hosting – Cloud Based SaaS, 99.99 uptime rating
- Agenda Creation, Management, and Approval Tools (including distribution of agenda and agenda content) – Private notes for members and staff; strong video component to consider for future meetings
- Electronic Repository Capability and Features – MetaSearch has items from across the nation
- Policies Creation and Management Tools – Part of the primary package, can still work with OSBA and some tools for policy creation and management
- Training and Support Resources – 2 day onsite training for super users and local users; Additional online training available
- References – Battle Ground SD uses successfully
- Cost Information (for 20 users) – Initial training cost and setup fee of \$1,000 covers website setup and 2-day training; Annual cost of BoardDocs Pro is \$12,000
- BoardDocs Lite Cost Information – BoardDocs Lite has a cost of \$5,000 annually with a one-time setup fee of \$1,000; fewer features are included with this purchase

BoardBook

- Cross Platform Compatible: iOS – There is an iPad app
- Web Browser Compatibility – Have not yet made the move to HTML5
- Cloud Based setup
- Policies Creation and Management Tools – They do not have policy creation or management tools
- Training and Support Resources – 1.5 to 2 hour webinar/ screen share training for administrators and compilers; those trained would then have to train the board
- Cost Information - \$2,500 includes setup, training and unlimited users

EduPortal by TransACT

- Policies Creation and Management Tools – They do not have policy creation or management tools
- Annotations Tools – Users can add notes or comments to the agenda item in the system, but everyone would be able to see their notes; they suggested downloading it to Adobe Acrobat and using that program to take notes.
- Training and Support Resources – Training is offered through screen sharing (webinar); they also offer a support tab with webinars, a video library, resource center, and FAQs
- Cost Information (for 20 users) – \$3,190 annually

BoardPaq

- Ease of deployment (Stand up System) – The district can get access to the system quickly, however, the district would be responsible for setting up all users, importing logos, and entering all district information into the system
- Policies Creation and Management Tools – The district could upload policies to the system but there are not tools to create or manage policies in the system
- Training and Support Resources – They provide live training sessions through screen sharing (webinar); they also have training videos for setup along with a full manual and user guides
- Cost Information (for 20 users) – volume package cost of \$299 per month, includes up to 50 users.

Simbli by eBOARDsolutions

- Cross Platform Compatible: iOS – There is an app for iOS
- Policies Creation and Management Tools – There is a separate module for policy management that can be purchased
- Training and Support Resources – 1 to 1.5 hour training sessions via webinar; they offer unlimited training and support
- Cost Information (for 20 users) – One-time setup fee of \$1,000; modules range in price, cost could range from \$2,300 - \$10,000 per year depending on the modules selected

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: March 8, 2018

RE: No. 6 – 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
CM	Compliance and Reporting on Standards (<i>Proposed</i>)
EBBB	Injury / Illness Reports
GCA	License Requirements
GCN / GDN	Evaluation of Staff
IGBA	Students with Disabilities – Child Identification Procedures
IGBAH	Special Education – Evaluation Procedures
IICC	Volunteers
IKF	Graduation Requirements
IKFB	Graduation Exercises
JEA	Compulsory Attendance
JECA	Admission of Resident Students
JGAB	Use of Restraint and Seclusion
JHCD / JHCDA	Prescription and Nonprescription Medication (<i>Delete</i>)
JHCD / JHCDA	Medications (<i>Proposed</i>)
JOA	Directory Information
KL	Public Complaints
LGA	Compliance with Standards (<i>Delete</i>)

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Revised policies (17) 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
March 8, 2018

Policy	Title
CM	Compliance and Reporting on Standards <i>(Proposed)</i>
EBBB	Injury/Illness Reports
GCA	License Requirements
GCN/GDN	Evaluation of Staff
IGBA	Students with Disabilities – Child Identification Procedures
IGBAH	Special Education – Evaluation Procedures
IICC	Volunteers
IKF	Graduation Requirements
IKFB	Graduation Exercises
JEA	Compulsory Attendance
JECA	Admission of Resident Students
JGAB	Use of Restraint and Seclusion
JHCD/JHCDA	Prescription and Nonprescription Medication <i>(Delete)</i>
JHCD/JHCDA	Medications <i>(Proposed)</i>
JOA	Directory Information
KBA	Public Records
KI	Public Solicitation in District Facilities
KL	Public Complaints
LGA	Compliance with Standards <i>(Delete)</i>

Oregon School Boards Association Selected Sample Policy

Code: **CM**
Adopted:

Compliance and Reporting on Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education and submit that report to the Board.

The district's annual report will be presented at a public Board meeting by February 1 of each school year. This report will be posted on the district's web page by February 1 of each school year. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).

The district will report on its compliance with state standards to ODE by February 15 each year on a form provided by ODE.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.105](#)

[OAR 581-022-2260](#)
[OAR 581-022-2305](#)

Gresham-Barlow SD 10

Code: **EBBB**
Adopted: 1/09/14
Readopted: 11/02/17

Injury/Illness Reports

All injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. All accidents involving students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the district's safety officer. Reports will cover property damage as well as personal injury.

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

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

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

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

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

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

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

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the superintendent for review annually.

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0700](#)

[OAR 437-001-0015](#)

[OAR 437-001-0760](#)

[OAR 581-022-2225](#)

Cross Reference(s):

GBE - Staff Health and Safety

Gresham-Barlow SD 10

Code: GCA
Adopted: 5/02/02
Readopted: 10/02/14

License Requirements

~~All applicants requiring licensure shall hold a valid Oregon license as a condition of employment and shall meet any other condition required by Teacher Standards and Practices Commission (TSPC). Those offered employment in the district must present their original license to the superintendent's office before the Board will consider approving their employment. Applicants not presenting their license prior to the beginning of school or the first day employment is to begin, will not be employed until such license is presented to the superintendent's office.~~

The Board, in adhering to Oregon Revised Statutes, shall require all applicants selected for employment for positions that require licensing, to hold a valid Oregon license issued by the Teacher Standards and Practices Commission (TSPC) as a condition of employment. The district must be able to verify the current license of applicants offered employment.

If an applicant's teaching license application with the TSPC is pending, the applicant may teach for 90 calendar days after the date of submission of the application, if the applicant has:

1. Submitted an application in the manner and form required by the TSPC, including payment of all required fees;
2. Completed a background clearance conducted by the TSPC that includes having:
 - a. Furnished fingerprints, if required;
 - b. Provided satisfactory responses to character questions in the form and manner required by the TSPC; and
 - c. Completed a criminal records check pursuant to state law and a background check through the interstate clearinghouse for revoked or suspended licenses, and is eligible for a teaching license.

The district will complete a review of the applicant's employment history prior to beginning employment.

This 90-day teaching option will only be applied to those positions of high need, specialty areas or emergency assignments as determined by the district.

~~The district requires licensed staff to submit a copy of all license endorsements to the human resources office. The verification of licensure includes all license endorsements. It shall be each licensed staff member's responsibility to keep all endorsements current and to submit them to the superintendent's Office of Human Resources.~~

END OF POLICY

Legal Reference(s):

[ORS 339.374](#)
[ORS 342.120 to-342.203](#)

[OAR 584-050-0035](#)
[OAR 584-200-0020](#)

Gresham-Barlow SD 10

Code: GCN/GDN
Adopted: 7/11/13
Readopted: 10/02/14

Evaluation of Staff

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, Administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.

Teachers' The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education with teachers and any exclusive representatives of the licensed staff.

Evaluation and support systems established by the district for teachers 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. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;
3. Consideration of multiple measures of teacher 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.
4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;

5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;
6. Customized by each district, which may include individualized weighting and application of standards.

An Evaluation using the core teaching standards must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the individual needs of the teacher and the needs of the students, the school and the district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including the classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher; and
6. Address ways to help educators strengthen their culturally responsive practices.

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

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor at least once during their first year of employment and at least once every two years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.505](#)
[ORS 342.850](#)

[ORS 342.856](#)
[OAR 581-022-2405](#)

[OAR 581-022-2410](#)
[OAR 581-022-2415](#)

Students with Disabilities - Child Identification Procedures

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need Early Intervention, Early Childhood Special Education (EI/ECSE) or special education services. For preschool children the district is responsible for the evaluation(s) used to determine the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they ~~have not failed, been retained in a course or a grade, and are advancing~~ advance from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) ~~school~~ located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular or modified diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five by September 1 of the school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular or modified diploma.

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located, and evaluated are receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a count of all children with disabilities attending private schools located within the boundaries of the district, in

accordance with OAR 581-015-2465. The district reports any additional data to ODE as required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

<u>ORS 332.075</u>	<u>ORS 343.517</u>	<u>OAR 581-015-2190</u>
<u>ORS 338.165</u>	<u>ORS 343.533</u>	<u>OAR 581-015-2195</u>
<u>ORS 339.115 to -137</u>		<u>OAR 581-015-2315</u>
<u>ORS 343.151</u>	<u>OAR 581-015-2040</u>	<u>OAR 581-015-2480</u>
<u>ORS 343.157</u>	<u>OAR 581-015-2045</u>	<u>OAR 581-021-0029</u>
<u>ORS 343.193</u>	<u>OAR 581-015-2080</u>	<u>OAR 581-022-2315</u>
<u>ORS 343.221</u>	<u>OAR 581-015-2085</u>	

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3) (2017).

Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

Gresham-Barlow SD 10

Code: **IGBAH**

Adopted: 1/04/01

Readopted: 5/02/02; 4/10/08; 7/09/09;
6/14/12; 11/06/14

Special Education - Evaluation Procedures

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need ~~e~~Early ~~i~~ntervention, ~~e~~Early ~~e~~Childhood ~~s~~pecial ~~e~~ducation (EI/ECSE) or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they advance from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, ~~Attending private school~~ (religious or secular) ~~school~~ located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular ~~or modified~~ diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for school age children. The district is responsible for evaluating children who may be eligible for ~~Early Intervention/Early Childhood Special Education (EI/ECSE)~~ services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular or modified diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Are used for purposes for which assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;
2. When the child's parents or teacher requests a re-evaluation; and
3. At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.157](#)

[ORS 343.164](#)

[OAR 581-015-2000](#)

[OAR 581-015-2095](#)

[OAR 581-015-2105 to -2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

Gresham-Barlow SD 10

Code: IICC
Adopted: 7/11/94
Readopted: 4/12/01; 5/02/02; 11/06/14
Orig. Code(s): IICC

Volunteers

~~Citizens~~ Those who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instruction, community education and other programs are valuable assets. The Board District encourages constructive participation of groups and individuals in local schools, other district offices and programs to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel. ~~The Board believes that community volunteers enrich school environment and improve communication between school and community.~~

Any person authorized by the district for volunteer service into a position ~~having~~ that will have direct, unsupervised contact with students ~~will~~ shall be required to undergo an Oregon criminal records check ~~every four years [do we need a time period].~~

Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Nonexempt employees¹ may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services² as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.³

The superintendent ~~is instructed to~~ shall provide guidelines for the management of the volunteer program, recruitment and training of volunteers and the training of professional staff in the utilization of volunteers.

END OF POLICY

¹There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

²Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

³Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisers for cheerleading and other district-sponsored activities for FLSA district impact.

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)

[ORS 332.107](#)

[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2017).

Cross Reference(s):

GCDA/GDDA - Criminal Records Checks/Fingerprinting

Gresham-Barlow SD 10

Code: **IKF**

Adopted: 9/12/02

Readopted: 5/06/04; 4/12/07; 3/06/08;
6/11/09; 6/11/09; 1/06/11;
2/02/12; 11/06/14; 4/07/16;
12/01/16; 11/02/17

Graduation Requirements**

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

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

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school².

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

¹As defined in ORS 30.297.

²For a high school diploma awarded on or after January 1, 2018.

Essential Skills

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

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

Essential Skills and English Language Learner (ELL) Students

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

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

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

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

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

Modified Diploma, Extended Diploma and Alternative Certificate

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a

³This criteria does not apply to students seeking a diploma in 2017-2018.

barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

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

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

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

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

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

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

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.⁴

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student

⁴A student who received a modified diploma prior to July 1, 2018, shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

who has an IEP completes high school, the district will give the student an individualized summary of performance.

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

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

District Attendance Requirement

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

Diploma Options

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

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

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

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces⁵, as specified in Oregon law, if and the person was discharged or released under honorable conditions and has received either a General Education Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

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

END OF POLICY

Legal Reference(s):

ORS 329.095	ORS 343.295	OAR 581-022-2025
ORS 329.451		OAR 581-022-2030
ORS 329.479	OAR 581-022-1910	OAR 581-022-2115
ORS 332.107	OAR 581-022-2000	OAR 581-022-2120
ORS 332.114	OAR 581-022-2010	OAR 581-022-2505
ORS 339.115	OAR 581-022-2015	
ORS 339.505	OAR 581-022-2020	

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).

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

Cross Reference(s):

IKFA - Early Graduation

⁵ The policy applies to any person who:

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

Gresham-Barlow SD 10

Code: **IKFB**
Adopted: 5/02/02
Readopted: 2/03/05; 5/01/08; 2/04/10;
11/06/14

Graduation Exercises

~~Because~~ The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from the public schools is an achievement that improves the community as well as the individual. ~~†~~ The Board wishes to recognize ~~that this~~ achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the principal and designated staff on the date selected. Principals will take steps to help ensure that appropriate decorum and safety are maintained during the ceremony.

The district's valedictorian(s), salutatorian(s) or others at the discretion of the principal or designee may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the principal or designee.

All students in good standing who have successfully completed the district requirements for a district diploma, scholars diploma, state diploma, qualifies to receive or receives a modified diploma, extended diploma, alternative certificate or honorary diploma may participate in graduation exercises.

END OF POLICY

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.105](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)

[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0071](#)
[OAR 581-022-2000](#)

[OAR 581-022-2015](#)
[OAR 581-022-2010](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

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).

Kay v. David Douglas Sch. Dist. No. 40, 1987; cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Gresham-Barlow SD 10

Code: **JEA**
Adopted: 9/13/01
Readopted: 5/02/02; 12/04/14; 4/07/16;
11/02/17

Compulsory Attendance**

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

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

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

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

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

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

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

Exemptions from Compulsory School Attendance

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

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

5. Students being educated in the home by a parent or guardian:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Multnomah Education Service District (ESD), as the district's ESD of record, in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Students excluded from attendance as provided by law.
9. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as define in ORS 336.615.

10. An exemption may be granted for any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 336.615 to -336.665](#)

[ORS 339.010 to -339.090](#)

[ORS 339.095](#)

[ORS 339.257](#)

[ORS 339.990](#)

[ORS 419B.550 to -419B.558](#)

[ORS 807.065](#)

[ORS 807.066](#)

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0071](#)

[OAR 581-021-0077](#)

Gresham-Barlow SD 10

Code: JECA
Adopted: 9/05/96
Readopted: 5/02/02; 12/04/14
Orig. Code(s): JECA

Admission of Resident Students**

A School-age students who lives within the district attendance area between the age of 5 and 19 shall be allowed to ~~may~~ attend school without paying tuition.

- 1.—A Sstudents who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
- 2.—The Board may admit an otherwise eligible students who ~~are~~ ~~is~~ not receiving special education and who ~~have~~ ~~has~~ not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma or a modified diploma and the ~~These~~ students may attend school without paying tuition for the remainder of the school year.
- 3.—The Board shall admit an otherwise eligible students who ~~have~~ ~~has~~ not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular or modified high school diploma; or
 - b. Has received a ~~modified diploma~~, an extended diploma or an alternative certificate.

A student with disabilities shall be considered a resident in which the child's parent or guardian resides under criteria identified in Oregon Revised Statute (ORS) 339.134.

- 4.—Students with disabilities voluntarily placed outside the home by their parent(s) or guardian may continue to attend the school the student was attending prior to the placement as a district resident, when the student's parent(s) or guardian and school staff can demonstrate it is in the student's best interest.
- 5.—The Board may deny regular school admission to a students who ~~have~~ ~~has~~ become a residents student and who ~~are~~ ~~is~~ under expulsion from another school district for reasons other than a weapons policy violation.
- 6.—The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a students who ~~have~~ ~~has~~ become residents student and who ~~are~~ ~~is~~ under expulsion from another school district for a weapons policy violation.
- 7.—The Board may, based on district criteria, provide alternative programs of instruction to a students expelled for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)

[ORS 327.006](#)

[ORS 339.115](#)

[ORS 339.133](#)

[ORS 339.134](#)

[ORS 433.267](#)

Use of Restraint and Seclusion

~~The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during and after the use of physical restraint and/or seclusion as an intervention with district students.~~

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others. **The following definitions are not in any order.**

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.
3. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student. "Mechanical restraint" does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.
6. "Prone restraint" means a restraint in which a student is held face down on the floor.

~~The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others.~~

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee, **as necessary**, when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in **Oregon Administrative Rule (OAR) 581-021-0568**.

The district shall utilize the Oregon Intervention System (OIS) training program of physical restraints and seclusion for use in the district. As required by state regulation, the selected program shall include: behavioral support, prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Superintendent of Public Instruction to ensure compliance with district policies and procedures.

The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
6. The total number of students placed in seclusion;
7. The total number of students placed in physical restraint and/or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of physical restraint and seclusion for each student;
8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed;

10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be made available to the Board and to the public at the district's main office and on the district's website.

At least once each school year the public shall be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

A complainant, who is a student, is a parent or guardian of a student attending school in the district or is a person who resides in the district, may appeal a final decision by the Board to the Deputy Superintendent of Public Instruction as provided in OAR 581-002-0040.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of physical restraint or seclusion by district personnel.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[OAR 581-021-0061](#)

[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)
[OAR 581-021-0559](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)

[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment
JGDA/JGEA - Discipline of Students with Disabilities

Gresham-Barlow SD 10

Code: **JHCD/JHCDA**
Adopted: 10/01/15
Readopted: 11/03/16
Orig. Code(s): JHCD; JHCDA

Prescription and Nonprescription Medication**

The district recognizes that administering prescription and nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of students who require regular doses or injections of medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or have a need to manage hypoglycemia, asthma or diabetes. Consequently, the district may administer or students may be permitted to take prescription (injectable and noninjectable) and nonprescription (noninjectable) medication at school. When a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law.

The superintendent will require that an individualized health care plan is developed for every student with a known life-threatening allergy and for every student for whom the district has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

A request to the district to administer or allow a student to self-administer prescription or nonprescription medication shall include an Oregon licensed health care professional² written and signed prescription and treatment plan. A written request and permission form signed by a parent/guardian is required and will be kept on file. This request will be on a Parent Authorization for Specialized Health Care form.

The district shall designate staff authorized to administer medications to students. Training shall be provided to designated staff as required by law in accordance with approved protocols established by the Oregon Health Authority. Staff designated to receive training shall also receive bloodborne pathogens training. Current first-aid and CPR cards are strongly encouraged for designated staff.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable or injectable and prescription or nonprescription medicines to students, including procedures for the disposal of sharps and glass.

Students may be allowed to self-administer medications for asthma, diabetes, hypoglycemia, or severe allergies as prescribed by an Oregon licensed health care professional upon written and signed request of the parent, and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care

¹Under proper notice given to the district.

²A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

professional on the proper use of and responsibilities for the prescribed medication. A meeting between the principal, parent/guardian and student to discuss the student's self-medication needs will follow the submission of the appropriate documents described above.

The district reserves the right to reject a request to administer or allow self-administration of a medication when such medication is not necessary for the student to remain in school.

A process shall be established by which, upon parent written request, a back-up prescribed auto-injectable epinephrine is kept at a reasonable, secured location in the student's classroom as provided by state law. A meeting between the principal, parent/guardian and student, when appropriate, to discuss the student's urgent medication needs and most readily available storage location will follow the submission of the appropriate documents described above.

A premeasured dose of epinephrine may be administered by designated, trained district staff to any student or other individual on school premises who the staff member believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

The school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee is in compliance with the instructions of a physician, physician assistant, nurse practitioner or clinical nurse specialist, in good faith, administers prescription medication to a student following written permission and instructions of the student's parents/guardian. A school administrator, teacher or other school employee, designated by the school administrator, is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee, in good faith, administers nonprescription medication to a student following written permission and instructions of the student's parent/guardian.

This policy shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and the implementation of this policy, including regulation for student self-medication. The superintendent and/or designee will ensure student health management plans are developed as required by training protocols, maintained on file, and pertinent health information is provided to district staff as appropriate. Such plans will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs, on school-owned property and in transit to or from school or school-sponsored activities.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866 to -339.871](#)

[ORS 433.800 to -433.830](#)
[ORS 475.005 to -475.285](#)
[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 to -0035](#)

[OAR 581-021-0037](#)
[OAR 581-022-2220](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

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).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration in Oregon Schools: A Manual for School Personnel* (2016).

DELETED

Gresham-Barlow SD 10

Code: JHCD/JHCDA
Adopted:

Medications**/* (Version 2)

~~The district recognizes that~~ Administering a medication to a student and/or permitting a student to self-administer a medication to ~~themselves~~, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to self-administer to themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

A current first-aid and CPR ~~card~~ certification is required for designated personnel.

When a licensed health care professional is not immediately available, personnel designated by the district may administer to a student, epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

The district reserves the right to reject a request for district personnel to administer, or to permit a student to self-administer to ~~themselves~~, a medication when such medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

¹Under proper notice given to the district by a student or student's parent or guardian.

A request to the district to administer or allow a student to self-administer prescription medication or a nonprescription medication that is not approved by the Food and Drug Administration (FDA) shall include a signed prescription and treatment plan from a prescriber² or an Oregon licensed health care professional.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by designated personnel to any student or other individual on school premises who a staff member believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, when that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, subject to state law.

²A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

³Subject to ORS 109.610, 109.640 and 109.675.

The district and the members of the Board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers autoinjectable epinephrine to a student or individual, subject to state law.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866](#) to -339.871

[ORS 433.800](#) to -433.830
[ORS 475.005](#) to -475.285

[OAR 166-400-0010](#)(17)
[OAR 166-400-0060](#)(29)

[OAR 333-055-0000](#) to -0035
[OAR 581-021-0037](#)
[OAR 581-022-2220](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

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).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration in Oregon Schools: A Manual for School Personnel* (2016).

Gresham-Barlow SD 10

Code: **JOA**

Adopted: 7/11/94

Revised/Readopted: 5/02/02; 9/06/12; 12/04/14

Orig. Code(s): JOA

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information¹ and may be released to the public through appropriate procedures:

1. ~~the s~~ Student’s name;¹
2. ~~Student’s~~ address;¹
3. ~~Student’s~~ telephone listing;¹
4. ~~Student’s~~ electronic address;¹
5. Student’s photograph;
6. ~~d~~ Date and place of birth, classroom teacher;¹
7. ~~Major field of study;~~
8. Participation in officially recognized activities and sports ~~participated in;~~
9. ~~w~~ Weight and height (if on athletic team);¹
10. ~~d~~ Dates of attendance;¹
11. Grade level; and
12. Honors or awards received;¹ and
13. ~~the Most recent previous school or program attended, photos, including yearbook and such other categories of information as the superintendent shall designate under the authority of and in conformance with this policy.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information,

¹[For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘degrees’ in #12 if kept.]

and the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student, may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)

[ORS 336.187](#)

[ORS 107.154](#)

HB 3464 (2017)

[ORS 326.565](#)

[OAR 581-021](#)-0220 to -0430

[ORS 326.575](#)

[OAR 581-022](#)-1660

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (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).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (2017).

Cross Reference(s):

IGBAB/JO - Education Records/Records of Students with Disabilities

IJA - Confidentiality in Counseling

JO/IGBAB - Education Records/Records of Students with Disabilities

JOD - Media Access to Schools

Gresham-Barlow SD 10

Code: **KL**
Adopted: 7/11/94
Revised/Readopted: 5/02/02; 12/04/14; 10/01/15;
1/07/16; 4/07/16
Orig. Code(s): KL

Public Complaints

There is a process and procedure for complaints such as instruction, discipline, learning materials, retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, or other matters related to the district's schools.

Community members, staff, parents and students who have a complaint are encouraged to start at the lowest level in the organization to attempt to resolve the complaint.

The following order will be used unless otherwise identified (see administrative regulation KL-AR - Public Complaint Procedure for specific procedures and timelines):

1. Teacher/Employee;
2. Principal/Supervisor;
3. District administrator;
4. Superintendent;
5. Board.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and potential action by the Board. The Board will not hear charges against employees in a session open to the public, unless the employee requests an open session.

A complaint of retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be reported to the administrator.

Complaints against the principal or supervisor shall be filed with the district administrator responsible for the level or area. Complaints against a district administrator other than the superintendent may start at step 4 and shall be filed with the superintendent.

Complaints against the superintendent may start at step 5 and shall be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member may start at step 5 and shall be made to the Board chair on behalf of the Board.

Complaints against the Board chair may start at step 5 shall be made directly to the Board vice chair on behalf of the Board.

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The superintendent will develop and administer the ~~general~~-complaint process, as appropriate.

No staff, student, parent or community member will be denied the right to petition the Board for redress of an issue, complaints will be referred through the proper administrative channels for resolution before investigation or action by the Board. Exceptions are complaints that concern the superintendent or involve Board actions or Board operations.

If a complainant, who is a parent or guardian of a student who attends school in the district, is a student or a person who resides in the district alleges a violation of ~~state standards~~ Oregon Administrative Rule (OAR), Chapter 581, Division 22 (Standards), ORS 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS. 659.852 (Retaliation) ~~or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities~~, and the complaint is not resolved at the local level, the district will supply the complainant with appropriate information to file an ~~direct~~ through the complaint process, the complainant may have appeal rights ~~to~~ with the State ~~Deputy~~ Superintendent as outlined in ~~Oregon Administrative Rule (OAR) 581-022-1940.581-002-0040.~~

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#) to -192.690
[ORS 332.107](#)

[ORS 659.852](#)
[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

IIA - Instructional Resources/Instructional Materials

Gresham-Barlow SD 10

Code: **LGA**
Adopted: 7/11/94
Readopted: 5/02/02; 12/04/14
Orig. Code(s): LGA

Compliance with Standards**

The Board recognizes the need to comply with the educational standards as outlined by the State Board of Education.

It is also recognized that a school district may petition the Deputy Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined the request conforms with the intent of the standards, the state superintendent shall recommend the waiver to the State Board of Education.

The district will maintain a record of any waivers which have been requested by the district and approved by the State Board of Education.

The superintendent shall provide procedures whereby residents of the district or any parent of students attending school in the district may make an appeal or complaint alleging a violation of a standard. The district shall also include a procedure for direct appeal to the State Superintendent of Public Instruction of an alleged standards violation.

END OF POLICY

Legal Reference(s):

[ORS 327.102](#)

[ORS 327.103](#)

[ORS 329.085](#)

[ORS 336.035 to -336.086](#)

[OAR 581-022-0102 to -1941](#)

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: March 8, 2018

RE: No. 7 – Budget Committee Appointments

EXPLANATION: The district currently has two budget committee positions open. Four applications were received for these vacancies. The board chair and vice-chair interviewed applicants to fill the two open positions.

Eligibility requirements for budget committee members are as follows:

1. The candidate must live in the district.
2. The candidate may not be an officer or employee of the district.
3. The candidate must be a registered voter in the district.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: Budget committee applications for all applicants:

1. Nicki Belnap
2. Karen Camp
3. Jonathan Sewell
4. Rob Walsh

RECOMMENDATION: The administration recommends appointment to fill two budget committee vacancies.

REQUESTED ACTION: Move to appoint _____ to budget committee Position 1, for a three-year term expiring June 30, 2021.

Move to appoint _____ to budget committee Position 3, for a three-year term expiring June 30, 2021.

MS:mkh:sa



Mike Schofield, Chief Financial Officer

Gresham-Barlow School District No. 10Jt

1331 NW Eastman Parkway, Gresham, OR 97030-3825
www.gresham.k12.or.us

Phone: (503) 261-4567
Fax: (503) 661-1589

Application for Appointment to the Budget Committee

The 14-member Budget Committee is composed of the District's seven-member elected School Board and seven members appointed by the Board. Appointed members serve for three years.

Most Budget Committee meetings are held in early spring, usually in the evenings, at the Center for Advanced Learning. The number and length of the meetings vary.

Eligibility for the Budget Committee:

1. Live in the Gresham-Barlow School District
2. Be a registered voter
3. Not an officer, agent, or employee of the District

Please Print:

Name Nicki Elaine Belnap
First, Middle, Last

Day Phone 503-491-6981 Evening Phone 503-880-9769

Address 1644 SW 24th Dr Gresham OR 97080
City, State, Zip

I have lived in the District for 16 years.

Do you have children attending public schools? ☒ Yes ☐ No

If so, what grades 12th Grade

Occupation Accountant

Employed Mt Hood Community College - Gresham OR
Firm or Individual; City

If appointed, I will fulfill my duties as Budget Committee member to the best of my ability.


Signature

Please complete the 3 questions on the attached form and return both pages to Michelle Hobbs by mail at the above address, or email at hobbs11@gresham.k12.or.us.

Name Nicki Elaine Belnap

Why do you want to serve on the Budget Committee?

I have lived and worked in east county for over 20 years and have seen the truly unique struggles of our community. I know there are universal challenges in the funding of K-12 school districts and creativity and collaboration are essential to meeting the needs of our students while maintaining thoughtful and responsible funding for the most essential programs of our schools. It is my earnest desire to bring a fresh perspective so together we can solve those issues facing the Gresham Barlow School District. I have dedicated my life to public service in education and this was a perfect way to utilize my professional skills as an accountant and my perspective as a mother, educator, and local community member to help ensure our students receive the best education possible.

What strengths would you bring to the Budget Committee?

I have a Bachelors degree in Business Administration from Eastern Oregon University with concentrations in Leadership and Accounting. I have experience in Grants & Contracts, and I am currently an accountant with Mt Hood Community College. I have a broad perspective as a professional accountant, mother, community member and leader. I have demonstrated skills in collaborative problem solving and have excellent critical thinking skills in problem solving and future analytics. I am involved in many aspects of our community from local youth groups to serving meals to the homeless at the St Francis Center, all of which have enhanced my life perspective in valuable ways. I have a broad base of knowledge about education funding and the struggles that the districts face in solving the budget gap between what we need and what the state has allocated to the schools.

What is your educational philosophy?

It is my philosophy that every student be provided an education that will enable them to be lifelong learners and help them to achieve their personal goals. Students need to know that education is essential to their future success in the community, and that our schools provide that opportunity for developing a valuable and dynamic skill set. It is my earnest desire that every student know that they as individuals are critically important to our community and that they are provided equal opportunity to achieve their highest potential. This can only be found in class sizes that are small enough that no student could ever "slip through the cracks". Our community partners should be involved in the successes of our students providing them with engaging mentor opportunities to show them how classroom learning is directly applied to future goals. It is critical for our students to see a tight connection between current learning and future success. Every student must leave our district prepared to reach for their dreams.



Mike Schofield, Chief Financial Officer

Gresham-Barlow School District No. 10Jt

1331 NW Eastman Parkway, Gresham, OR 97030-3825
www.gresham.k12.or.us

Phone: (503) 261-4567
Fax: (503) 661-1589

Application for Appointment to the Budget Committee

The 14-member Budget Committee is composed of the District's seven-member elected School Board and seven members appointed by the Board. Appointed members serve for three years.

Most Budget Committee meetings are held in early spring, usually in the evenings, at the Center for Advanced Learning. The number and length of the meetings vary.

Eligibility for the Budget Committee:

1. Live in the Gresham-Barlow School District
2. Be a registered voter
3. Not an officer, agent, or employee of the District

Please Print:

Name Karen, Marie, Camp

First, Middle, Last

Day Phone 503-866-7686

Evening Phone 503-866-7686

Address 2323 SE Williams Dr. Gresham, OR, 97080

City, State, Zip

I have lived in the District for 34 years.

Do you have children attending public schools? ☒ Yes ☐ No

If so, what grades 2nd & 4th

Occupation Finance Manager

Employed Oregon Health & Science University

Firm or Individual; City

If appointed, I will fulfill my duties as Budget Committee member to the best of my ability.

Karen Camp
Signature

Please complete the 3 questions on the attached form and return both pages to Michelle Hobbs by mail at the above address, or email at hobbs11@gresham.k12.or.us.

Name Karen, Marie, Camp

Why do you want to serve on the Budget Committee?

I would like to sit on the Budget Committee to serve the community. I grew up in the Gresham-Barlow district attending K-12. Now that my children are attending I have a vested interest in the success of the district. I believe I have relevant budgetary expertise and would contribute my knowledge to the committee.

What strengths would you bring to the Budget Committee?

I will bring 11 years of experience in Finance and Administration from Oregon Health & Science University. I have extensive knowledge in managing federal, state and private grants and contracts. I have experience in academic programs, budgetary development, forecasting and analysis. I am familiar with cost constraints in a academic setting and the challenges that creates. I am a critical thinker with a open minded positive attitude and feel I could contribute to the GBSD budget committee.

What is your educational philosophy?

I believe that children are our future. I believe that each child is a unique individual that has potential to contribute something special to our world. I believe that children do well if they can. I believe it is our responsibility, as a community, to foster relationships with our children to give them the tools necessary to succeed. Education empowers our children and provides them a foundation for lifelong learning.



Mike Schofield, Chief Financial Officer

Gresham-Barlow School District No. 10Jt

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Eligibility for the Budget Committee:

1. Live in the Gresham-Barlow School District
2. Be a registered voter
3. Not an officer, agent, or employee of the District

Please Print:

Name Jonathan Michael Sewell

First, Middle, Last

Day Phone 503-706-7847

Evening Phone Same

Address 359 SE Paloma Avenue, Gresham, OR 97080

City, State, Zip

I have lived in the District for 9 years.

Do you have children attending public schools? ☒ Yes ☐ No

If so, what grades First grade @ Powell Valley Elementary, second child will be attending Kinder in 2018

Occupation Commercial Banker

Employed Bank of America Merrill Lynch; Portland

Firm or Individual; City

If appointed, I will fulfill my duties as Budget Committee member to the best of my ability.


Signature

Please complete the 3 questions on the attached form and return both pages to Michelle Hobbs by mail at the above address, or email at hobbs11@gresham.k12.or.us.

Name Jonathan Michael Sewell

Why do you want to serve on the Budget Committee?

My goal is to have an active knowledge of the budgetary items and help to improve the allocation of funds for the betterment of our local education/community. Being able to leverage my 11+ years of financial sector experience would be a great opportunity for me to assist the school district all three of my children will be participating.

What strengths would you bring to the Budget Committee?

Strong understanding of financial concepts, budgeting, cash-flow, and balance sheet management
Relationship management and conflict resolution skills
The ability to find opportunities within existing structures for improvement

What is your educational philosophy?

My philosophy is to provide children with the greatest education opportunities available in order for them to become strong contributing members of our community. Ensuring kids have options for arts, sports, and after-school learning not only gives them greater chances for success in life, but also helps to create a stronger sense of camaraderie and avoidance of alternative and less desirable activities. Having lived in East County the vast majority of my life, my goal is to make sure each of these kids have access to vital information and understanding of how and what the community will someday need from them. We have seen a migration of lower income families into Gresham over the last decade, which has depressed home values and increased crime rates. Through the power of education, we have the opportunity to create a generation of individuals able to take advantage of recent business developments in the surrounding area for greater prosperity and lower crime rates.



Mike Schofield, Chief Financial Officer

Gresham-Barlow School District No. 10Jt

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Eligibility for the Budget Committee:

1. Live in the Gresham-Barlow School District
2. Be a registered voter
3. Not an officer, agent, or employee of the District

Please Print:

Name Robert, Emmett Walsh

First, Middle, Last

Day Phone (503) 505-0981

Evening Phone same

Address 887 SE 27th St. Gresham, OR 97080

City, State, Zip

I have lived in the District for 15 years.

Do you have children attending public schools? ☒ Yes ☐ No

If so, what grades 8th

Occupation Engineer

Employed Firm, Heidelberg Germany

Firm or Individual; City

If appointed, I will fulfill my duties as Budget Committee member to the best of my ability.

Robert Walsh
Signature

Please complete the 3 questions on the attached form and return both pages to Michelle Hobbs by mail at the above address, or email at hobbs11@gresham.k12.or.us.

Name Robert, Emmett Walsh

Why do you want to serve on the Budget Committee?

I want to be actively involved in education, especially my daughters in any way I can
I am on the site council at Dexter McCarty
I have to four year college degrees (AB Biology, BS Mechanical Engineering)
I firmly believe the path forward for this country is education.

What strengths would you bring to the Budget Committee?

I am now a lone Field Engineer managing my own expenses, but I was the lead manufacturing Engineer for a robotics company in Indianapolis. I believe I can bring a seasoned opinion to the discussion.

What is your educational philosophy?

Learn all that you can, while you can, never stop.

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

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: March 8, 2018

RE: No. 8 – Board Committee Assignments

EXPLANATION: Members of the board serve on many district and community committees. In order to ensure a more even distribution of committee responsibilities, board members are assigned to specific committees. Committee assignments for the 2017 – 2018 school year were discussed and made at the September 7, 2017 work session.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: 1. Board Committee Assignments 2017-18

RECOMMENDATION: Review the assignments made at the September 7, 2017 board work session of board members to designated committees for 2017-18.

REQUESTED ACTION: Move to approve the board committee assignments for 2017-18.

:sa

2017-18 Board Committee Assignments

Committee	Number	Carla Piluso	Sharon Garner	John Hartsock	Kathy Ruthruff	Blake Petersen	Kris Howatt	Matt O'Connell	Other / Appointed	Advisory to Superintendent	Advisory to Board
Audit Involvement Team	2		•				•				
Board Evaluation Committee	1						•				
Board Leadership	2		•				•				
Bond	1			•							
Communications Project	2			•		•					
District Data Team <i>(On Hold)</i>	2					•	•				
District Equity Focus Team	2	•	•								
Federal Relations Network (FRN) <i>(AKA Advocacy Institute)</i>	1						•				
GBEA CBA Negotiations	2	•	•								
Gresham-Barlow Education Foundation	2	Back Up		•							
MESD Budget Committee <i>(A 3-year commitment)</i>	1			•							
Metro Policy Advisory Committee (MPAC)	1										
OSBA Board of Directors	1						•				
OSBA Legislative Policy Committee (LPC)	1										
OSEA CBA Negotiations	1						•				
OSEA/GBSD Contract Review Team	1						•				
Policy Review Committee	3			•		•	•				
Superintendent's Evaluation	2		•	•							
City Council Committee	3	•		•				Back Up			

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

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: March 8, 2018

RE: No. 9 – NSBA Conference Overview / Plan

EXPLANATION: The board of directors will attend the National School Boards Association (NSBA) Annual Conference, April 7-9, 2018. Time has been set aside on this evening's agenda to plan and coordinate sessions that board members will attend.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: March 8, 2018

RE: No. 10 – Board Agenda Review

EXPLANATION: Time has been set-aside on this evening's agenda for the board to discuss upcoming agenda topics, board operations, and meeting needs.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:sa

GBSD CORE VALUES

WHO & WHAT <i>WHO is impacted?</i> <i>WHAT core values look like for all?</i>	COMMUNITY	INTEGRITY	STEWARDSHIP
STUDENTS			
PARENTS & COMMUNITY			
FACULTY & STAFF			
LEADERSHIP TEAM(S)			
BOARD OF DIRECTORS			

Gresham-Barlow SD 10

Code: **GBG**
Adopted: 5/02/02
Readopted: 10/02/14

Staff Participation in Political Activities

Employees may exercise their right to participate fully in affairs of public interest on a local, county, state and national level on the same basis as any citizen in a comparable position in public or private employment and within the law.

All district employees are privileged within the limitations imposed by state and federal laws and regulations to choose any side of a particular issue and to support their viewpoints as they desire by vote, discussion or persuading others. Such discussion and persuasion, however, will not be carried on during the performance of district duties, except in open discussion during classroom lessons that consider various candidates for a particular office or various sides of a particular political or civil issue.

On all controversial political activities, employees acting in their district capacity must designate that the viewpoints they represent on the issues are personal and are not to be interpreted as the district's official viewpoint.

No employee will use district facilities, equipment or supplies in connection with his/her campaigning, nor will he/she use any time during the working day for campaign purposes.

END OF POLICY

Legal Reference(s):

[ORS Chapter 244](#)
[ORS 260.432](#)

OR. CONST., art. XV, § 8.

Cross Reference(s):

INB - Studying Controversial Issues



MEMORANDUM

For General Distribution

FROM: Adam Arms, OEA General Counsel
 DATE: February 22, 2018
 SUBJECT: Student-Walk-Out Guidance for Educators

This memorandum addresses the legal rights of educators and best practices regarding student-led protests that involve walking out of class. Recently, a number of such walk-outs have been scheduled to advocate for gun reform and/or safe schools.

Participating in or encouraging walk-outs

Educators should be aware that they face potential district and/or TSPC discipline if they choose to participate in, help students organize, or encourage student walk-outs, and face potential termination for taking part in a walk-out if they have been specifically directed to not do so. Educators have little if any First Amendment protection in this situation. Be mindful that even off-duty encouragement of student walk-outs should be avoided. If educators and affiliates are interested in participating in some other manner on days of action, they should work with their local school districts to find educational and meaningful ways to do so.

Showing support for the walk-out cause

While educators have limited rights when it comes to participating in or encouraging student walk-outs, there are other ways to show support.

- To show solidarity with the students who walk out, some educators plan to wear to school buttons or shirts with slogans or images that relate to the subject of the student walk-outs. While such expression may be allowed by law, educators should be aware that it might trigger situations that disrupt the educational environment. For example, a button may ignite a group conversation about politics or gun control that quickly turns heated and results in a student feeling disrespected or humiliated. I advise educators to be prepared for difficult questions and conversations, and to either deflect them or handle them professionally, taking into account the maturity level of the members of the conversation and any other relevant factors.
- As noted above, educators face potential discipline for encouraging students to walk out of school. Such encouragement could take the form of words on a t-shirt or button, etc. However, this does not mean that all supportive messages are prohibited. Supportive messages that do not encourage the act of walking out of school may be allowed under state and federal law. So, for example, a t-shirt with the words "Walk out for gun safety," or "I support the walk out" may lead to school-district pushback, but the words "I Stand With Students" or "Safe Schools Now!" are less problematic.

HANDOUT

- Educators can take off-the-clock action to support the effort to make schools safer. Among other things, educators can: walk in marches; sign petitions; write letters; post statements of support on social media; and call and lobby their state, federal, and local legislators. When educators act as private citizens speaking about matters of public concern such as school safety, they are protected by the First Amendment so long as their activities do not disrupt the workplace. Educators should therefore avoid raising specific workplace complaints about administrators, coworkers, or—especially—students. They should also avoid any suggestion that they are speaking in their official capacity or on behalf of the school or district.

Things to Keep in Mind

1) DO be mindful of the fact that students, parents, guardians, administrators, and colleagues may have strong opinions regarding the subject of the walk-out. Many people may be on edge when it comes to the issue at the subject of the walk-out. Some may fear talking about the issue, while others may be eager to engage. Some may be strongly in favor of the walk-out, and others may be strongly opposed. Please be conscious of this.

2) DO NOT, while acting in your official capacity, disparage or demean anyone for their political beliefs, opinion regarding the subject of the walk-out, or their feelings about the walk-out. Also, during off-duty time and after work hours be careful in communications with anyone connected to your employment (students, parents, staff, etc.). This includes communication on social media sites. These communications may be subject to scrutiny by your employer and TSPC, and your First Amendment rights may be limited. For example, an educator may be subject to discipline for off-duty derogatory or demeaning comments to a student regarding the student's beliefs or the student's parents' beliefs.

3) DO try to avoid the perception that you are proselytizing while at work. I advise avoiding conversations aimed at (or that could be perceived as) trying to switch a student's political or walk-out-related beliefs to reflect your own. Encouraging age- context-appropriate critical thinking is appropriate; indoctrination is not.

4) Educators have asked how they should respond to student requests for their personal position regarding gun control (or related matters) or if it is safe to discuss school safety and gun violence with students.

- If one does reveal one's beliefs, the educator should clarify that they are giving a personal opinion/belief, follow the guidance outlined above, and be ready to – in an age- and context-appropriate manner – respond to questions, criticism, and potentially difficult conversations. General statements similar to the following would likely not be deemed inappropriate: “In my personal opinion, all students and educators have the right to safe schools, and I believe we need to make this a top priority.” Unfortunately, there is no one-size-fits-all guidance here. Such discussions should be consistent with district guidelines on discussing these issues. Educators are more likely to be protected when such discussions are both age appropriate and instructionally relevant—and also when the educator herself enjoys “contract teacher” or “just cause” protections. Even then, and given that school safety and gun control issues may be considered “controversial,” educators should refer to their collective bargaining agreement and district policies, which may provide for academic freedom protections or protections to discuss controversial subject matters.

HANDOUT

- Another option is to deflect the question, with responses like, "I keep my opinions private."
- It is also worth noting that some districts might direct educators to not reveal to students their personal opinions regarding gun control or related issues. While such a directive might violate an educator's rights in certain circumstances, the safest course of action is to follow the directive, and contest the district's directive through the grievance process or some other avenue.

The Oregon Education Association stands ready to defend members' free speech rights and other rights guaranteed under collective bargaining agreements, and state and federal law. Please contact your Local Association or your UniServ Consultant if you have any questions or concerns regarding the limits of free expression in - or related to - the workplace.