

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Business Meeting

AGENDA

April 5, 2018

**BOARD OF EDUCATION
April 5, 2018**

Board Business Meeting - 7 p.m.

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

I. CALL REGULAR BUSINESS MEETING TO ORDER AND PLEDGE OF ALLEGIANCE

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. COMMUNICATION FROM THE AUDIENCE

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

IV. APPROVE MEETING AGENDA

V. CONSENT AGENDA

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

1. Minutes from Regular Work Session..... March 1, 2018
- Minutes from Regular Business Meeting..... March 1, 2018
- Minutes from Regular Work Session..... March 8, 2018
- Minutes from Board Planning Retreat..... March 22, 2018
2. Financial Report
3. Personnel Report: Employment Contracts
4. Policy Updates

VI. RECOGNITIONS

5. Student Recognition: Racquetball – Sam Barlow High School..... Ketelsen
6. Instructional Leader of the Year..... Ketelsen
7. Resolution: Volunteer Appreciation Week..... Vadnais
8. Student Recognition: Sam Barlow High School Athletes..... Ketelsen
9. Mt. Hood Conference Coach of the Year..... Ketelsen
10. Student Recognition: Science – Gresham High School..... Hahn-Huston

VII. GRESHAM-BARLOW EDUCATION FOUNDATION REPORT

11. Gresham-Barlow Education Foundation (GBEF) Report..... Vadnais

VIII. SUPERINTENDENT'S REPORT

IX. PRESENTATIONS

12. Champions Update..... Evans
13. Schools Uniting Neighborhoods (SUN) Update Evans

X. RECESS/RECONVENE (5 Minutes)

XI. COMMITTEE MEETING MINUTES AND/OR REPORTS

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

14. Policy Review Committee Minutes of March 13, 2018..... Ketelsen

XII. ASSOCIATIONS REPORTS

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

XIII. CITIZENS' REQUESTS OF BOARD (3 minutes per guest / 15 minutes total)

XIV. RECESS/RECONVENE (5 minutes)

XV. ACTION ITEMS

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

First Reading

15. Bond: Asbestos Abatement – Powell Valley Elementary..... Schofield
16. Bond: Powell Valley Elementary Capital Construction Project..... Schofield
17. Bond: Communications Equipment - Transportation..... Schofield
18. Bond: Gym Floor – Sam Barlow High School..... Schofield
19. Bond: First Student Transportation Contract Extension..... Schofield
20. Use of Make-Up Days for 2017-18 Inclement Weather Closures..... Hiu

Second Reading

21. School Year Calendars (2018-2021)..... Hiu
22. Postpone Material Selection..... Hahn-Huston

XVI. BOARD REPORTS AND REQUESTS

XVII. DISTRICT LEADERSHIP TEAM (DLT) REPORTS

XVIII. INFORMATION ITEMS

- | | |
|--|-----------|
| 23. Financial Update..... | Schofield |
| 24. TELL Survey Participation..... | Ketelsen |
| 25. School District Collaboration Grant..... | Ketelsen |

XIX. ANNOUNCEMENTS

Apr. 6-9, 2018: NSBA Annual Conference
San Antonio, TX

Apr. 12, 2018: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

Apr. 26, 2018: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

May 3, 2018: Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

May 3, 2018: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

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

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

March 1, 2018

The Gresham-Barlow School District Board of Education held a regular work session on Thursday, March 1, 2018, in the council chambers conference room of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 6:06 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O’Connell, Blake Petersen, and Kathy Ruthruff. Carla Piluso was absent. A quorum of the board was present.

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

A. Katrise Perera Superintendent

MOTION 78 MEETING AGENDA (6:07 p.m.)

The litigation item that was going to be addressed in executive session was moved to a future meeting agenda.

It was moved by Kathy Ruthruff, seconded by Matt O’Connell and carried 6 to 0 to approve the meeting agenda as amended.

MOTION 79 MESD BUDGET COMMITTEE APPOINTMENT (6:08 p.m.)

The MESD Budget Committee consists of the MESD Board, along with an equal number of electors, plus one, who are appointed by the MESD Board from among members of component district boards.

Board Director John Hartsock has been the district representative for the past three years. His term ended last spring.

The board engaged in discussion on the time commitment required to serve on the MESD Budget Committee as well as who should be appointed to the committee.

It was moved by Kathy Ruthruff, seconded by Sharon Garner and carried 6 to 0 to appoint John Hartsock to the MESD Budget Committee.

EXECUTIVE SESSION (6:12 p.m.)

The board recessed into executive session at 6:12 p.m. to discuss the Review and Evaluation of a Public Officer (Superintendent) as provided by ORS 192.660(2)(i). The regular work session was reconvened at 6:54 p.m.

BOARD OPERATIONS AND AGENDA REVIEW (6:54 p.m.)

There was a brief discussion on how the personnel report is presented to the board and if any changes need to be made.

ADJOURNMENT (6:56 p.m.)

The work session was adjourned at 6:56 p.m. A regular board business meeting followed in the council chambers at 7:00 p.m.

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

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

Draft

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Meeting / Business

March 1, 2018

The Gresham-Barlow School District Board of Education met in regular session on Thursday, March 1, 2018, in the council chambers of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 7:03 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O'Connell, Blake Petersen, and Kathy Ruthruff. Carla Piluso arrived at 7:33 p.m.

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

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

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

April Olson	Director of Federal Programs
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John Koch led board members, administrators and all those present in the Pledge of Allegiance.

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

MOTION 80 MEETING AGENDA (7:04 p.m.)

Several items were moved to this agenda because of the cancellation of the February 22, 2018 board work session. That session was cancelled due to snow.

Item 4, Student Recognition: Racquetball – Sam Barlow High School, was moved to the April 5, 2018 business meeting because the students being recognized were not in attendance. James Hiu will give a brief update on the student's current tournament participation.

Item 8, Veolia Donation, was removed from the agenda because representatives were not present at the meeting.

Superintendent Evaluation results were added to the agenda as item 11a.

Item 19, Samsung Donation to Clear Creek Middle School, was moved up on the agenda to follow recognitions.

Item 23, Health Steering Committee Update, was removed from this evening's agenda and moved to the March 8, 2018 work session agenda to be combined with the student health center conversation.

It was moved by John Hartsock, seconded by Matt O'Connell and carried 6 to 0 to approve the meeting agenda as presented.

MOTION 81 CONSENT AGENDA (7:06 p.m.)

The following items were included on the consent agenda:

- 1. Minutes from Regular Business Meeting February 1, 2018
- 2. Financial Report
- 3. Personnel Report

It was moved by Sharon Garner, seconded by Kathy Ruthruff and carried 6 to 0 to approve the consent agenda as presented.

RECOGNITIONS (7:07p.m.)

Student Recognition: Racquetball – Sam Barlow High School:

This item was moved to the April 5, 2018 business meeting because the students being recognized were not in attendance. James Hiu provided an update on the student's current tournament participation.

Classified School Employees Week Resolution:

March 5-9, 2018 has been designated as Classified School Employees Week. It is appropriate that the board officially acknowledge the importance of a strong local school system and the contribution that classified employees make to that system.

It was moved by Matt O'Connell, seconded by John Hartsock and carried 6 to 0 to ratify the resolution recognizing March 5-9, 2018 as Classified School Employees Week in the Gresham-Barlow School District.

Sharon Garner read the resolution into the record. Erika Fuller of the Oregon School Employees Association was recognized in honor of Classified School Employees Week.

MOTION 82 Samsung Donation to Clear Creek Middle School (7:13 p.m.)

Item 19, Samsung Donation to Clear Creek Middle School was moved to this portion of the agenda.

Mr. Tom Erickson, STEAM teacher at Clear Creek Middle School, submitted a plan for a project to Samsung Solve for Tomorrow. His project outlines how families trapped in their homes as a result of flooding or other natural disasters

can safely seek help. Mr. Erickson's project was named a state winner and is now being evaluated at the national level.

Mr. Erickson and his students shared a video of their project with the board. Following the video, students of Mr. Erickson's class shared their experiences working on this project.

It was moved by Blake Petersen, seconded by Kathy Ruthruff and carried 6 to 0 to accept the donation of a \$25,000 Samsung Technology Package to the STEAM program at Clear Creek Middle School.

GRESHAM-BARLOW EDUCATION FOUNDATION REPORT (7:24 p.m.)

Foundation reports are typically presented every-other-month. While scheduled to give a report in March, the foundation asked to move their report this month to the April business meeting.

SUPERINTENDENT'S REPORT (7:24 p.m.)

Superintendent Perera provided a report on the marketing research program she participated in. For her participation, she received an honorarium of \$2,000, which she donated to the Gresham-Barlow Education Foundation. Vicki Moen of the Foundation was present to receive the check.

Superintendent Perera also provided an update on her listening and learning tour and student focus group panels. The final findings of the academic audit have been shared with the board, key communicators, and external groups. The district is continuing to build a framework that defines and aligns their programs.

PRESENTATIONS (7:31 p.m.)

Student Transportation Services Update – First Student, Inc.:

Daniel Spahr, First Student Gresham Location Manager, and Mike Hamel, First Student Area General Manager, provided a report on student transportation services for the district.

Mr. Spahr provided an update on the background of the company as a whole. He also reviewed data for the Gresham location. Staffing continues to be a huge challenge for the school bus industry. People are moving out of the part time workforce into full time work, which makes staffing a year round challenge.

Information was provided on the Operation Backpack program, which provides weekend meals for students. All the food for this program is donated with a large share being donated by the drivers at the location.

Note: Carla Piluso arrived to the meeting at 7:33 p.m.

Veolia Donation:

This item was removed from the agenda because representatives were not present at the meeting. (See Motion 80 above.)

COMMITTEE MEETING MINUTES AND/OR REPORTS (7:41 p.m.)

The following committee meeting minutes were made available for review. No action or discussion of the minutes is required by the board.

Bond Oversight Committee Minutes, January 17, 2018
Policy Review Committee Minutes, February 20, 2018

ASSOCIATIONS REPORTS (7:41 p.m.)

Rhett Hyman, a teacher at East Orient Elementary School, reported on behalf of the Gresham-Barlow Education Association (GBEA). He provided an update of the current completion rates for the TELL Survey.

Erika Fuller, an elementary secretary at West Gresham Elementary School, reported on behalf of the Oregon School Employees Association (OSEA) Chapter 8 employees. She thanked the district for its continued collaboration with classified staff.

CITIZENS' REQUESTS OF THE BOARD (7:44 p.m.)

There were no citizens' requests of the board.

RECESS/RECONVENE (7:41 p.m.)

The meeting was recessed at 7:41 p.m. and reconvened at 7:52 p.m.

ACTION ITEMS

MOTION 83 Superintendent Evaluation Result Recommendation (7:52 p.m.)

There is a requirement in the superintendent's contract for an evaluation of the superintendent to be completed by March 1 of each year. John Hartsock described the process the board followed for this evaluation, which included looking at responsibilities, standards in policy, district goals, and the superintendent's entry transition plan.

The Board of Directors is unanimous in its support of Superintendent Perera and they commended her for her first year of guiding the district. Director Hartsock read the evaluation conclusion into the record. (Note: This conclusion has been added to the agenda packet materials found on the district website.)

It was moved by John Hartsock, seconded by Blake Petersen and carried unanimously, 7 to 0, to approve the evaluation for school year 2017-2018 and authorize a 1.5% salary increase effective July 1, 2018 and a one-year contract extension for school year from July 1, 2020 to June 30, 2021.

MOTION 84 Bond: Asbestos Abatement – Sam Barlow High School (7:53 p.m.)

As part of the 2016 capital construction bond, significant renovations will be made to Sam Barlow High School. In order to prepare for the renovations, a number of areas require asbestos abatement.

After confirming the scope of work and reviewing the bid results, the administration recommended the selection of Performance Abatement Services for the Sam Barlow High School Abatement Project.

It was moved by John Hartsock, seconded by Kathy Ruthruff and carried unanimously, 7 to 0 to approve Performance Abatement Services as the lowest responsible bidder pending successful contract negotiations at an amount not-to-exceed \$1,129,000 for the Sam Barlow High School asbestos abatement project.

MOTION 85 Bond: CMGC North Gresham Elementary (7:55 p.m.)

In November 2017, the board approved a not-to-exceed amount for Bremik Construction, contractor for North Gresham Elementary School, in the amount of \$1,500,000. This amount was established to allow the contractor to provide pre-construction services and some selective demolition and asbestos abatement.

Since that time, Bremik bid the work to replace North Gresham Elementary School and the district is ready to establish the preliminary guaranteed maximum price (GMP) for the project.

It was moved by John Hartsock, seconded by Blake Petersen and carried unanimously, 7 to 0, to approve the not-to-exceed amount, including alternates and construction contingencies, of \$26,759,665 for the North Gresham Elementary School replacement project with Bremik Construction.

MOTION 86 Bond: CMGC Gresham High School (7:57 p.m.)

In November 2017, the board approved a not-to-exceed amount for Fortis Construction, contractor for Gresham High School, in the amount of \$3,500,000. This amount was established to allow the contractor to provide pre-construction services and some selective demolition and asbestos abatement.

Since that time, Fortis has bid a portion of the work to be performed at Gresham High School. Since a large portion of the work will not be bid until April 2018, the district is not ready to establish the preliminary guaranteed maximum price (GMP). The district is ready to authorize certain portions of the work to begin in the next 30-45 days.

It was moved by Matt O'Connell, seconded by Kathy Ruthruff and carried unanimously, 7 to 0, to approve the not-to-exceed amount of \$16,662,504 for the Gresham High School project with Fortis Construction.

MOTION 87 Bond: CMGC East Gresham Elementary (7:59 p.m.)

In November 2017, the board approved a not-to-exceed amount for P&C Construction, contractor for East Gresham Elementary School, in the amount of \$1,500,000. This amount was established to allow the contractor to provide pre-construction services and some selective demolition and asbestos abatement.

Since that time P&C Construction has bid the work to replace East Gresham Elementary School. Since the project was recently bid, the district is not ready to

establish the preliminary guaranteed maximum price (GMP). The district is ready to authorize certain portions of the work to begin in the next 30-45 days.

It was moved by Blake Petersen, seconded by Kathy Ruthruff and carried unanimously, 7 to 0, to approve the not-to-exceed amount of \$6,524,000 for the East Gresham Elementary School replacement project with P&C Construction.

MOTION 88 Bond: Kelly Creek Elementary Capital Construction Project (8:01 p.m.)

As part of the 2016 capital construction bond, upgrades at Kelly Creek Elementary are scheduled for spring 2018. Bids for the project were received on February 13, 2018. Construction is scheduled to begin in June 2018 with substantial completion prior to staff returning in August 2018.

It was moved by John Hartsock, seconded by Kathy Ruthruff and carried unanimously, 7 to 0, to approve Perlo Construction as the lowest responsible bidder, pending successful contract negotiations, in an amount not-to-exceed \$2,749,869.

MOTION 89 Bond: HVAC Direct Digital Controls (8:03 p.m.)

As part of the 2016 capital construction bond, controls systems for heating, ventilation and air conditioning (HVAC) at a number of schools were identified for replacement. The district recently received quotes for replacement and new controls at Clear Creek Middle School and Sam Barlow High School. These schools were selected based on immediate needs.

It was moved by Blake Petersen, seconded by Kathy Ruthruff and carried unanimously, 7 to 0, to approve Environmental Controls Corp. to provide HVAC controls and installation for Clear Creek Middle School and Sam Barlow High School at an amount not-to-exceed \$1,115,000 pending successful contract negotiations.

MOTION 90 Bond: Playground Replacement/Upgrade Projects (8:05 p.m.)

As part of the 2016 capital construction bond, upgrades and replacement of surface and equipment at elementary schools were identified. The administration has spent a number of months identifying the location, surfaces and types of equipment that best meet the needs of our students and community.

Upgrade and replacement projects are scheduled for the following:

- Hollydale Elementary
- East Orient Elementary
- Highland Elementary
- Hogan Cedars Elementary
- Powell Valley Elementary

It was moved by Blake Petersen and seconded by Matt O'Connell to approve playground surface and equipment purchases for select elementary schools with a not-to-exceed amount of \$1.37 million using the KCDA contract for targeted delivery in Spring 2018.

Following the motion, there was further discussion of the PACE review and ADA accessibility on the playgrounds.

The motion carried unanimously, 7 to 0.

School Year Calendars (2018-2021) (8:10 p.m.)

Annually, the school board is asked to adopt a three-year calendar. This year, the adoption extends to the 2020-21 school year. The primary purpose of the three-year adoption of a calendar is to support long-range planning goals for the district and provide calendar information to the community.

Calendars for the 2018-19, 2019-20, and 2020-2021 schools years were provided for the board to review. This item was presented for first reading. No action was taken at this time.

MOTION 91 MESD Programs and Services Proposal, Local Service Plan (8:12 p.m.)

The Multnomah ESD Programs and Services Proposal was developed by several advisory committees and reviewed by the local district superintendents. In order for these programs and services to be included in the Multnomah ESD budget, it is necessary that at least eight of the local district boards pass authorizing resolutions. Acceptance of the proposal does not commit the Gresham-Barlow schools to participate in all of the programs included in the plan.

It was moved by Kathy Ruthruff, seconded by Matt O'Connell and carried unanimously, 7 to 0, to approve the MESD Local Service Plan 2018-19, Programs and Services Proposal, as presented.

BOARD REPORTS AND REQUESTS (8:16 p.m.)

Board members summarized various meetings and other activities they participated in during the month. These included discussions with legislators and key stakeholders, recent trips, and visits to schools to observe teachers and attend plays.

DISTRICT LEADERSHIP TEAM (DLT) REPORTS (8:32 p.m.)

There were no District Leadership Team reports this evening.

INFORMATION ITEMS

Financial Update (8:33 p.m.)

Mike Schofield provided a brief financial update on the current funding for 2017-2019.

Bond Update: Bond Communication Plan (8:34 p.m.)

Jeremy Wright, Wright Public Affairs, provided an update on what has been completed to date on bond communications and what can be expected going forward in 2018. He shared some of the human interest stories they have tried to focus on around the people involved, the history of the buildings, and the history

of the people attached to the buildings. They are also heavily focusing on the safety aspects of the bond. As additional construction begins, they will be communicating groundbreaking and playground dedications as well.

Health Steering Committee Update (8:44 p.m.)

This item was removed from this evening’s agenda and moved to the March 8, 2018 work session. (See Motion 80 above.)

ANNOUNCEMENTS (8:44 p.m.)

Mar. 8, 2018: Board Work Session – 6 p.m.
Partnership Room
Center for Advanced Learning

Mar. 22, 2018: Board Planning Retreat – 7:30 a.m. – 4:00 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

Mar. 22, 2018: Budget 101 – 7 p.m.
Partnership Room
Center for Advanced Learning

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

Apr. 6-9, 2018: NSBA Annual Conference
San Antonio, TX

ADJOURNMENT (8:45 p.m.)

There being no other business, the meeting was adjourned at 8:45 p.m.

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

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

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

March 8, 2018

The Gresham-Barlow School District Board of Education held a regular work session on Thursday, March 8, 2018, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

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

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

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

The following guests were also present at the meeting:

Shawnda Sewell	Principal, Highland Elementary
Amanda Jensen	3 rd Grade Teacher, Highland Elementary
Krista Pannell	4 th /5 th Grade Teacher, Highland Elementary
Ron Cutter	Brown & Brown Insurance
Craig Payne	Brown & Brown Insurance
Geoff Sinclair	Brown & Brown Insurance

MOTION 92 MEETING AGENDA (6:12 p.m.)

Information items 1-5 were reordered to accommodate the guest presenters. Item 5a was added to the agenda to hold further conversation regarding a safety statement for our schools. Superintendent Perera will also provide an update regarding upcoming events.

It was moved by John Hartsock, seconded by Sharon Garner and carried unanimously to approve the meeting agenda.

BOND: OWNER CONTROLLED INSURANCE PROGRAM (OCIP) (6:14 p.m.)

Over the last several months, the administration and representatives from the district’s agent of record, Brown & Brown, have been discussing insurance needs and opportunities for upcoming capital construction projects. Ron Cutter, Craig Payne, and Geoff Sinclair, representatives from Brown & Brown Insurance, were in attendance at the meeting.

The representatives from Brown & Brown shared information on what an OCIP is and what the benefits are of having an OCIP in place. An 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.

Following the presentation from Brown & Brown, board members asked questions and there was further discussion of the topic.

SCHOOL-BASED HEALTH CENTER BUSINESS PLAN UPDATE (6:39 p.m.)

The 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 for this project.

April Olson reviewed where the district is at in the planning process along with survey data from parents and the community. After the presentation, there was further discussion of the topic.

THE LEADER IN ME SCHOOL SITE VISITS (7:09 p.m.)

In February 2018, board directors Sharon Garner and Blake Petersen had the opportunity to visit schools utilizing The Leader in Me program. These schools included Highland Elementary School in the district, Robertson Elementary school in Yakima, Washington and Goldendale Primary School in Goldendale, Washington.

Directors Garner and Petersen provided a report on their observations made during their visits to the classrooms at each of the schools. Following their report, Highland Elementary teachers Amanda Jensen and Krista Pannell shared what they are already doing in their classrooms, what they learned visiting The Leader in Me schools, and how what they learned will impact their own students and teaching.

Following the presentation, there was additional discussion on what this would look like in the district and how it could be implemented and supported.

HEALTH STEERING COMMITTEE UPDATE (7:50 p.m.)

A Health Steering Committee comprised of parents, a school board member, health professionals, community liaisons, administrators, school counselors, and teachers is currently in the process of creating a health instruction plan aligned to the revised health curriculum standards recently adopted by the Oregon State Board of Education.

Sara Hahn-Huston provided a brief update on the purpose of the committee, how the committee is ensuring they are meeting all standards and policies, and in what ways they are engaging in parent communication.

OPTIONS FOR PAPERLESS BOARD MEETING SOFTWARE (7:54 p.m.)

In October 2017, the administration began researching possible software options to allow the board to have paperless meetings. There were five options reviewed: BoardDocs, BoardBook, EduPortal by TransACT, BoardPaq, and Simbli by eBOARDsolutions. Each option was graded using a rubric scoring system.

The board reviewed the scoring results for each of the options and there was discussion of the pricing and the features provided by each paperless option.

RECESS/RECONVENE (8:05 p.m.)

The meeting was recessed at 8:05 p.m. and reconvened at 8:13 p.m.

SAFETY COMMENT FOR THE COMMUNITY (8:13 p.m.)

Superintendent Perera provided an update on the plans for the nationally organized student walkouts and how the administration will ensure student safety during those events. The administration has also met with school leadership and reviewed policies and guidelines for these types of events.

The administration has been working with association leaders regarding a safety statement for the district. The superintendent reached out to Chair Howatt to see if the board wanted to be included in the statement. Further conversation was needed before issuing the statement.

The board discussed the statement and possible revisions they would like to see made prior to its release.

POLICY REVIEW (8:35 p.m.)

Teresa Ketelsen shared with the board the recommended policy changes to 17 polices and asked the board for input regarding the revisions. Policies IICC, KBA, and KI will go back to the policy review committee for further discussion. The rest of the policies will move forward for approval at the next business meeting.

MOTION 93 BUDGET COMMITTEE APPOINTMENTS (8:59 p.m.)

Chair Howatt and Vice-Chair Garner held interviews last night to fill the two open budget committee positions. There were 12 applications received. Chair Howatt and Vice-Chair Garner used a scoring matrix to narrow the choices down to four candidates. Of those four, they were able to interview two of the candidates for the committee.

The two people that have been recommended for the committee are Nicki Belnap and Karen Camp.

It was moved by John Hartsock, seconded by Kathy Ruthruff, and carried unanimously to appoint Nicki Belnap to Position 1 and Karen Camp to Position 3 of the Budget Committee. Both terms expire June 30, 2021.

BOARD COMMITTEE ASSIGNMENTS (9:05 p.m.)

There have been some items that have been added to the board committee assignments. Chair Howatt reviewed current assignments and committees with the board as well as the new items that have been added.

NSBA CONFERENCE OVERVIEW/PLAN (9:12 p.m.)

Chair Howatt asked the board to look at the different conference tracks they might be interested in attending in order to maximize their time at the NSBA Annual Conference in San Antonio. Sharon Garner and John Hartsock are scheduled to attend the pre-conference sessions. They asked Sarah Avery to look into the ability to cancel their pre-conference sessions and get a reimbursement to lower the conference cost. If this is an option, Ms. Avery will cancel their registrations for the pre-conferences.

BOARD AGENDA REVIEW (9:15 p.m.)

Agenda items for upcoming board meetings were reviewed.

ANNOUNCEMENTS (9:17 p.m.)

Mar. 22, 2018: Board Planning Retreat – 7:30 a.m. – 4:00 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

Mar. 22, 2018: Budget 101 – 7 p.m.
Partnership Room
Center for Advanced Learning

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

ADJOURNMENT (9:20 p.m.)

The work session was adjourned at 9:20 p.m.

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

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

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

March 22, 2017

The Gresham-Barlow School District Board of Education held a work session on Thursday, March 22, 2018, in the council chambers conference room of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 8:07 a.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Blake Petersen, and Kathy Ruthruff. Matt O'Connell and Carla Piluso were absent. Please note, a quorum of the board was present.

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

Katrise Perera Superintendent
James Hiu Deputy Superintendent of Human Resources
Teresa Ketelsen Deputy Superintendent of Teaching and Learning

The following guest presenter was present:

Deborah Keys Write Perkins Consulting Group, LLC

MOTION 94 WELCOME, EXPECTATIONS, MEETING AGENDA APPROVAL (8:06 a.m.)

There were some additional discussion items added to the agenda. These items included the superintendent evaluation process, School-based Health Center, CTE High School Success Plan (Measure 98), and a bond update from Mike Schofield.

It was moved by John Hartsock, seconded by Sharon Garner, and carried unanimously 5 to 0 to approve the meeting agenda as stated.

BOARD WORK SESSION (8:07 a.m.)

Superintendent Evaluation:

There were some board members with questions regarding the superintendent evaluation process, specifically around how other districts complete their process and what is shared with the public. The district's process is very similar to other surrounding districts in the area. An evaluation summary document is created, approved by the board, and shared with the public.

There was additional discussion on evidence-based evaluations and how to provide evidence and data for the superintendent evaluation in the future.

Discussion of The Leader in Me: Rethinking Leadership Symposium:

There was discussion and questions around the scheduling of the Rethinking Leadership Symposium. Audrea Lotman of Franklin Covey's The Leader in Me program, reached out to Director Garner to see about bringing a consultant out to Gresham. Director Garner then reached out to Superintendent Perera, Lynn Snodgrass at the Gresham Area Chamber of Commerce, and Kirk French of the Gresham City Council to see about securing a venue and scheduling a date.

Because they were able to find a date and venue that worked, they are moving forward with advertising the event and working out the remaining details. Franklin Covey is covering the cost of the consultant and the venue that was selected is free.

School-Based Health Center:

There was some confusion around this topic when it was addressed at the March 8, 2018 work session. It will come back to the board for further conversation. There will be a common language and vocabulary developed so that everyone has the same understanding of what is happening with the School-Based Health Center.

CTE High School Success (Measure 98)

Chair Howatt asked for an update on the progress of the High School Success plan and the involvement of the board in the plan. Teresa Ketelsen has been working with a team of high school principals as well as Karina Bruzzese, Sara Hahn-Huston and John Koch, to devise a plan. They have identified the goals and pieces that need to be pulled together and are working on drafting the short-term and long-term outcomes.

Chair Howatt requested a full presentation of the plan at an upcoming board meeting.

RECESS / RECONVENE (9:02 a.m.)

The meeting was recessed at 9:02 a.m. and reconvened at 9:15 a.m.

BOND UPDATE (9:15 a.m.)

Mike Schofield shared that he is having some difficulty getting a contractor to agree on a guaranteed maximum price (GMP) for East Gresham Elementary School. This could require a redesign on the project to get them to agree on a GMP. Another option would be to go with the contractor that was the second choice for the project. If the second contractor is no longer available then the project will have to be rebid.

Mr. Schofield is trying to finalize a GMP with the contractor next week and is hoping to bring a decision to the board in early April.

OPENING REMARKS (9:20 a.m.)

Debroah Keys Write introduced herself and the topic for the day of board directed vision and planning. She shared some of her background and work experience with the group.

SETTING THE STAGE FOR BOARD PLANNING RETREAT (9:23 a.m.)

Ms. Keys Write reviewed the need for engagement during today's retreat and the importance of giving and receiving constructive feedback from colleagues. Everyone's beliefs and values are important in this process. They will be making actionable, SMART goals today.

WARM-UP ACTIVITY (9:26 a.m.)

For the warm-up activity, participants were asked the following questions:

- What is the best experience you have had as a board member/superintendent?
- What was the most challenging experience you have had as a board member/superintendent?

Members then shared their answers to the above questions with the group.

SHARE AND DISCUSS BOARD PRE-ASSESSMENT RESULTS (9:46 a.m.)

Prior to the board planning retreat, board members completed a self-assessment survey as an exercise for them to evaluate themselves and make adjustments. Ms. Keys Write provided an overview of the benefits to completing a board self-assessment. She then reviewed pre-assessment survey results with the group.

RECESS / RECONVENE (10:38 a.m.)

The meeting was recessed at 10:38 a.m. and reconvened at 10:50 a.m.

SHARE AND DISCUSS BOARD PRE-ASSESSMENT RESULTS (cont.) (10:50 a.m.)

Following a brief recess, the board continued to review the pre-assessment results with Ms. Keys Write. There was further discussion on the results shared, specifically focused on the nine lowest rated questions. Results are included with the planning retreat handouts and can be found on the Gresham-Barlow School District website.

ALIGNING GOALS AND PRIORITIES (11:37 p.m.)

Ms. Keys Write reviewed how the district benefits from this process of aligning goals and priorities. There was discussion around the thought process that went into creating the seven themes for the district. The group also discussed the differences between mission, vision, values, themes and goals. Board members defined vision as the state you have achieved (or want to achieve), mission is what you do to get to your vision, and your values and goals are what bind everyone together to achieve the vision. The board noted that they need to create and use a common language so that they can focus on common goals.

RECESS / RECONVENE (12:07 p.m.)

The board recessed for lunch at 12:07 p.m. The meeting was reconvened at 12:45 p.m.

TIERING BOARD GOALS TO SUPERINTENDENT GOALS (12:45 p.m.)

Ms. Keys Write put the group into pairings to begin the goal creation process. Goals did not have to be academic or instructional, but they did need to be something that helps move the district forward. The pairs were asked to follow the goals process listed in their folders and to take notes on their goals discussion in their notebooks. They were given the task to come up with three goals each (no more than six).

Following the first pairing, each person was paired with a new partner and they continued to discuss their three goals. The group was then brought back together to tabulate how many goals they have. Next, they were divided into two groups of four people to decide on their top 3-4 goals (8 goals total for the entire group). After the two groups decided on their top goals, they wrote each goal down on a sticky note and placed them on the whiteboard.

RECESS / RECONVENE (2:33 p.m.)

The meeting was recessed at 2:33 p.m. and reconvened at 2:45 p.m.

TIERING BOARD GOALS TO SUPERINTENDENT GOALS (cont.) (2:45 p.m.)

Each person received five stickers to place on their goals of choice. The stickers represented votes for goals. The top goals with the most stickers were selected for the SMART Goals process. The goals selected were:

- Community Partnerships
- Recruit and retain effective educators and staff
- Stewardship of District resources and highest standards of ethical transparency
- Innovative systems of learning
- Promote a safe and secure learning environment

The group spent time discussing the goals and ensuring they were Specific, Measurable, Achievable, Results-focused, and Time-bound (SMART).

REFLECTIONS AND ADJOURNMENT (3:58 p.m.)

The board shared their appreciation for the goals training and the productive conversation. There being no other business, the meeting was adjourned at 4:15 p.m.

Submitted by: _____

Sarah Avery
Administrative Assistant to the Superintendent and Board of Directors

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

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

TO: Board of Directors
FROM: A. Katrise Perera
Mike Schofield
DATE: April 5, 2018
RE: No. 2 – FINANCIAL REPORT

EXPLANATION: Budget: The business office is in the middle of budget development for the 2018-2019 school year. Final prioritization for the proposed budget will take place during the month of April. The proposed budget will be presented to the budget committee on May 10, 2018.

PRESENTER: Mike Schofield

SUPPLEMENTARY

MATERIALS: 1. Financial Report/Summary (Ending February 28, 2018)
2. Capital Improvement Summary (Ending February 28, 2018)

RECOMMENDATION: None

REQUESTED ACTION: Consent agenda approval

MS:mkh:sa

GENERAL FUND

	Actual QTR 1	Actual QTR 2	Actual Feb	Projected QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget
Revenue									
Current Taxes	-	26,824,894	203,818	802,006	615,000	28,241,900	27,376,900	26,700,000	1,541,900
Prior Year Taxes	145,369	140,113	36,674	92,541	100,000	478,023	353,023	500,000	-21,977
Other Taxes / Interest	259	344	1,095	13,177	550	14,330	13,680	15,000	-670
Total Taxes	145,628	26,965,351	241,587	907,724	715,550	28,734,253	27,743,603	27,215,000	1,519,253
Common School Fund	-	-	638,493	638,493	638,493	1,276,986	638,493	1,500,000	-223,014
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0
Federal Forest Fees	1,430	-	-	-	11,750	13,180	1,430	12,000	1,180
State School Fund (SSF)	28,998,001	21,742,223	7,247,537	21,665,031	14,339,914	86,745,169	65,235,298	84,600,000	2,145,169
Other SSF Revenue	28,999,431	21,742,223	7,886,030	22,303,524	14,992,157	88,037,335	65,875,221	86,114,000	1,923,335
Total Formula Revenue	29,145,059	48,707,574	8,127,617	23,211,248	15,707,707	116,771,588	93,618,824	113,329,000	3,442,588
High Cost Disability	-	-	-	-	600,000	600,000	-	600,000	0
Prior Year SSF	-	-	-	-	-	-	-	-	0
State Restricted	-	-	-	-	-	-	-	-	0
Other State Revenue	-	-	-	-	600,000	600,000	-	600,000	0
Tuition / Transportation	1,068	19,517	1,909	10,039	51,000	81,624	24,624	100,000	-18,376
Earning on Investment	89,033	136,898	42,941	131,692	103,000	460,623	317,623	300,000	160,623
Student Fees / Admissions	35,734	127,373	4,220	47,998	144,000	355,105	173,605	365,000	-9,895
Rentals	53,437	90,891	22,212	66,072	60,000	270,400	170,400	250,000	20,400
Donations	-	-	100	52,600	100,000	152,600	52,600	250,000	-97,400
Services to other Funds	-	21,804	6,109	6,481	410,000	438,285	28,285	480,000	-41,715
Misc.	28,470	197,129	5,338	59,520	155,000	440,119	255,119	450,000	-9,881
MESD Transfer	-	1,825,000	-	-	-	1,825,000	1,825,000	2,000,000	-175,000
Other County Funds	-	-	-	-	-	-	-	-	0
Drivers' Education	-	-	-	-	-	-	-	-	0
Other Federal Revenue	-	-	-	-	-	-	-	-	0
Child Care Development	-	23,397	-	15,194	10,000	48,591	31,091	40,000	8,591
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000
Bond Proceeds	-	-	-	-	-	-	-	-	0
TRANSFERS	-	-	-	-	-	-	-	-	0
Total Other Revenue	207,742	2,442,009	82,829	389,596	1,033,000	4,072,347	2,878,347	4,240,000	-167,653
TOTAL REVENUE	\$29,352,801	\$51,149,583	\$8,210,446	\$23,600,844	\$17,340,707	\$121,443,935	\$96,497,171	\$118,169,000	3,274,935 81.7%
								12,115,813	BFB Budget
Expenditures									
Licensed Salaries	3,016,488	8,947,846	3,004,433	9,236,278	15,100,000	36,300,612	18,190,612	36,912,450	611,838
Support Staff Salaries	1,587,981	2,867,477	953,619	2,852,335	4,100,000	11,407,793	6,357,793	11,813,662	405,869
Admin Salaries	1,396,094	1,390,251	465,188	1,394,395	1,410,000	5,590,740	3,715,740	5,522,931	-67,809
Confidential Salaries	106,629	121,367	41,895	125,788	126,000	479,784	311,784	499,037	19,253
Subs' / Temp Salaries	310,259	1,067,219	350,656	999,668	1,590,000	3,967,146	2,027,146	3,863,751	-103,395
Total Salaries	6,417,451	14,394,160	4,815,791	14,608,464	22,326,000	57,746,075	30,603,075	58,611,831	865,756
PERS	1,563,296	3,601,015	1,228,914	3,722,801	5,570,000	14,457,112	7,647,112	15,175,842	718,730
FICA	486,260	1,077,437	366,086	1,106,354	1,700,000	4,370,051	2,305,051	4,454,679	84,628
Insurance	1,540,434	3,408,042	1,126,715	3,393,957	5,370,000	13,712,433	7,207,433	13,824,446	112,013
Other Benefits	313,624	355,386	115,688	328,609	505,000	1,502,619	902,619	1,356,340	-146,279
Total Benefits	3,903,614	8,441,880	2,837,403	8,551,721	13,145,000	34,042,215	18,062,215	34,811,307	769,092
Purchased Services	1,615,018	3,834,137	931,002	4,046,159	4,950,000	14,445,314	7,975,314	14,451,075	5,761
Charter School Payments	2,321,286	2,277,701	699,440	2,237,883	1,400,000	8,236,870	5,975,665	8,173,566	-63,304
Supplies & Materials	453,812	504,016	89,878	408,969	865,000	2,231,797	1,256,797	2,263,290	31,493
Capital Outlay	-	39,075	-	-	10,000	49,075	39,075	50,000	925
Other Objects	606,849	38,901	10,340	25,993	35,000	706,743	666,743	761,025	54,282
Transfers	820,000	-	-	-	-	820,000	820,000	820,000	0
TOTAL EXPENDITURES	\$16,138,030	\$29,529,870	\$9,383,854	\$29,879,189	\$42,731,000	\$118,278,089	\$65,398,884	\$119,942,094	\$1,664,005 54.5%
Reserves - Contingency/Unappropriated Ending Balance								6,963,168	
Beginning Cash Balance							\$11,855,631	\$0	
							\$3,165,846	\$126,905,262	Budget
							\$15,021,477		

12.7% (Percentage of Projected Expenditures)

Expenditure Summary		
Salaries	30,603,075	46.8%
Benefits	18,062,215	27.6%
Purchased Serv	13,950,979	21.3%
Supplies	1,256,797	1.9%
Capital Outlay	39,075	0.1%
Other Objects	666,743	1.0%
Transfers	820,000	1.3%
Total	\$ 65,398,884	100.0%

Gresham-Barlow School District - 2016 Capital Improvement Project
Bond Budget/Committed Summary
2/28/2018

PROJECT	Estimate	Total To Date	17/18 Encumbrance	Balance Remainig
2016 Bond				
District Wide Costs	\$ 3,000,000	1,561,060	1,366	1,437,574
District Wide Furniture/Fixtures/Equip	\$ 5,569,000	1,399,049	0	4,169,951
District Wide Radios	\$ 300,000	0	0	300,000
District Wide Technology	\$ 5,610,292	1,700,891	71,362	3,838,039
Door Locks	\$ 1,273,620	0	0	1,273,620
Playground/Track/Field	\$ 3,957,791	623,695	79,636	3,254,460
East Gresham E.S.	\$ 30,441,915	1,985,993	890,091	27,565,830
East Orient E.S.	\$ 1,197,036	0	0	1,197,036
East Orient E.S. - Maintenance Projects	\$ 1,083,032	0	0	1,083,032
Hall E. S.	\$ 1,592,543	91,804	479,429	1,021,310
Hall E. S. - Maintenance Projects	\$ 494,440	0	0	494,440
Hall E.S. - OSCIM	\$ 5,000,000	0	0	5,000,000
Highland E.S.	\$ 1,645,401	27,567	107,561	1,510,274
Highland E.S. - Roofing Project	\$ -	0	18,361	-18,361
Highland E.S. - Maintenance Projects	\$ 838,274	0	0	838,274
Hogans Cedars E.S.	\$ 803,471	1,430	2,020	800,021
Hogans Cedars E.S. - Maintenance Projects	\$ 128,558	0	0	128,558
Hollydale E.S.	\$ 1,530,967	116,193	529,141	885,633
Hollydale E.S. - Maintenance Projects	\$ 920,329	2,885	0	917,444
Hollydale E.S. - OSCIM	\$ 3,000,000	0	0	3,000,000
Kelly Creek E.S.	\$ 3,209,491	150,704	127,361	2,931,426
Kelly Creek E.S. - Maintenance Projects	\$ 388,152	0	96,678	291,474
North Gresham E.S.	\$ 30,369,354	2,045,068	691,355	27,632,931
Powell Valley E.S.	\$ 2,612,243	211,810	850,930	1,549,503
Powell Valley E.S. - Maintenance Projects	\$ 519,414	0	96,604	422,810
West Gresham E.S.	\$ 137,108	21,727	10,275	105,106
Deep Creek K-8	\$ 4,045,923	3,097	0	4,042,827
Deep Creek K-8 - Roofing Project	\$ 123,500	0	0	123,500
Deep Creek K-8 - Maintenance Projects	\$ 1,021,136	0	0	1,021,136
Clear Creek M.S.	\$ 8,177,154	3,923	0	8,173,231
Clear Creek M.S. - Maintenance Projects	\$ 1,592,500	0	286,624	1,305,876
Dexter McCarty M.S.	\$ 9,354,466	23,852	0	9,330,614
Gordon Russell M.S.	\$ 11,841,670	19,589	0	11,822,081
West Orient M.S.	\$ 1,526,646	130,020	52,177	1,344,449
West Orient M.S. - HVAC Project	\$ 294,500	227,367	0	67,133
West Orient M.S. - Maintenance Projects	\$ 903,005	0	0	903,005
Gresham H.S	\$ 91,168,545	4,948,828	3,943,808	82,275,909
Gresham H.S - Maintenance Projects	\$ 1,461,000	6,948	0	1,454,052
Sam Barlow H.S.	\$ 65,093,875	3,479,019	3,850,652	57,764,203
Sam Barlow H.S. - Maintenance Projects	\$ 5,411,194	2,070	345,000	5,064,124
Springwater Trail H.S.	\$ 913,654	0	2,500	911,154
Bond Premium	\$ 21,210,355	0	0	21,210,355
Deep Creek Elementary	\$ -	68,557	38,294	-106,851
Security	\$ -	64,521	808	-65,328
TOTAL	\$ 329,761,554	18,917,668	12,572,029	298,271,857

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

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu

DATE: April 5, 2018

RE: No. 3 - Personnel Report: Employment Contracts

EXPLANATION: ORS 332.075(2)-(3), states that, "All contracts of the school district must be approved by the district school board before an order can be drawn for payment." This includes the provision of labor performed by employees of the district.

In addition, Board Policy GB, General Personnel Policies, provides that, "The employment contract of candidates to fill licensed and contracted positions will be approved by the Board upon the superintendent's recommendation."

Salary placement for licensed and administrator positions will follow the terms of the established collective bargaining agreement with the labor association and memorandum of understanding with the administrator group. These agreements are available on the District web site.

PRESENTER: James Hiu

SUPPLEMENTARY
MATERIALS:

1. Administrative New Hires for 2018-2019, Recommended for Hire
2. Licensed New Hires for 2018-2019, Recommended for Hire
3. Contract for Employment for 2017-2018, Recommended for Hire

RECOMMENDATION: 1. As required by Policy GB, the administration recommends the employment of candidates to fill positions as listed above in supplementary materials #1-3.

REQUESTED ACTION: Consent agenda approval

JKH: mc

(1) Administrative New Hires for 2018-2019
Recommended for Hire for the 2018-2019 School Year

Fraze, Bethany

Principal

KCES

(2) Licensed New Hires for 2018-2019
Recommended for Hire for the 2018-2019 School Year

Donaldson, Erica
Windham, Alayna

Art
Connections Coordinator

CCMS
DW

(3) Contract for Employment for 2017-2018
Recommended for Hire for the 2017-2018 School Year

Hollister, Tracy

Special Education Teacher

SSS

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

TO: Board of Directors

FROM: Katrise Perera
Teresa Ketelsen

DATE: April 5, 2018

RE: No. 4 – Policy Updates

EXPLANATION: Changes to the policies recommended by Oregon School Boards Association, district staff, and the Policy Review Committee were presented for first reading at the March 8, 2018 board work session.

The board reviewed and provided input regarding the revisions to the following policies.

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
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 (16) with recommend revisions.

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

REQUESTED ACTION: Consent agenda approval.

TK:sa

Gresham-Barlow School District
Board Policies

Second Reading
April 5, 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
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>

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.

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 437-001-0015](#)
[OAR 437-001-0700](#)

[OAR 437-001-0760](#)
[OAR 581-022-2225](#)

Cross Reference(s):

GBE - Staff Health and Safety

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

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

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

Gresham-Barlow SD 10

Code: 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](#)

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):

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

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).

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 eEarly iIntervention, eEarly eChildhood sSpecial eEducation (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: **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 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-022-1910](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)

[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

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**

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

- 1.—All students who turn 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.

All students 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)~~ **an approved** 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 ~~and~~ 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 information and may be released to the public through appropriate procedures:

1. ~~the s~~Student’s name;~~;~~
2. ~~Student’s~~ address;~~;~~
3. ~~Student’s~~ telephone listing;~~;~~
4. Student’s photograph;
5. ~~d~~Date and place of birth, classroom teacher;~~;~~
6. Participation in officially recognized activities and sports ~~participated in;~~
7. ~~w~~Weight and height (if on athletic team); ~~and~~
8. ~~d~~Dates of attendance;~~;~~
9. Honors or awards received; ~~and~~
10. ~~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, ~~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
Teresa Ketelsen

DATE: April 5, 2018

RE: No. 5 – Student Recognition: Racquetball – Sam Barlow High School

EXPLANATION: In an effort to recognize students who achieve champion status or its equivalent in school activities and academic programs, tonight we have the opportunity to recognize champion athletes who competed in racquetball at the state and national level.

2018 Oregon High School Racquetball All-State Team members

Annie Roberts, sophomore
Kelsey Klinger, sophomore
Lucas Bain, senior

2018 USA National High School Racquetball Championship

Annie Roberts, 1st in the elite singles, Overall National Champion,
Member of the US National Team; 3rd in the World
Kelsey Klinger and **Annie Roberts** – took 3rd in top-tier doubles

Coached by Brian Ancheta, Barlow is 8th in the Nation of over 250 teams.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Certificates of Recognition

RECOMMENDATION: The administration recommends the board recognize these Sam Barlow High School athletes.

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: April 5, 2018

RE: No. 6 – Instructional Leader of the Year

EXPLANATION: The Instructional Leader of the Year Award recognizes instructional leaders who inspire others. Those eligible include building administrators grades K-12, district administrators, and teachers on special assignment. All employees were eligible to submit a nomination. Leaders were nominated based on the following criteria:

- Integrate an equity lens into daily practice.
- Create a culture that promotes the ongoing improvement of learning and teaching for students and staff.
- Demonstrate commitment to closing the achievement gap.
- Maintain high standards and expectations for all through a culture of respect and success.
- Communicate in an engaging, articulate and respectful manner.
- Empower others to be leaders.
- Promote work that exemplifies the mission and vision of the district

Nominees for the 2017-18 Instructional Leader of the Year Award:

- Sarah Hayden, Instructional Coach
- Shannon Parvankin, Instructional Coach
- Samantha Salvitelli, Instructional Coach
- Michele Cook, Principal, Powell Valley Elementary
- Rolland Hayden, Principal, Gordon Russell Middle School
- Debra James, Principal, Hollydale Elementary
- Elaine Luckenbaugh, Principal, Hogan Cedars Elementary
- Nancy Torbert, Principal, Kelly Creek Elementary

Each nominee submitted a brief application that was blindly screened to identify three finalists. A team of classified, licensed and administrative staff members interviewed the finalists. Runners up for the Instructional Leader of the Year Award were Rolland Hayden and Kimberly Miles.

Board of Directors
Re: No. 6 – Instructional Leader of the Year
April 5, 2018
Page 2

Congratulations to Debra James, Hollydale Elementary School Principal as the Instructional Leader of the Year Award winner for 2017-18.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The administration recommends the board recognize Debra James as the 2017-18 Instructional Leader of the Year Award winner.

REQUESTED ACTION: No formal action is required.

TK:sa

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

TO: Board of Directors
FROM: A. Katrise Perera
Athena Vadnais
DATE: April 5, 2018
RE: No. 7 – Resolution: Volunteer Appreciation Week

EXPLANATION: The district is well known for its community involvement in public education through its many volunteers. In addition to the usual school-level volunteers, the district offers opportunities in OASIS, ASPIRE, and SMART programs.

This year, the week of April 16-20, 2018, has been designated as Volunteer Appreciation Week, and the board is being asked to adopt a resolution acknowledging the contributions of the numerous volunteers who enrich the district's schools and positively impact children and staff.

The district will also honor the volunteer efforts with a special reception for volunteer leaders/coordinators and volunteers in our district-wide programs on April 16, at 10:15 a.m., at the Gresham-Barlow School District Office in the council chambers.

PRESENTER: Athena Vadnais

SUPPLEMENTARY MATERIALS: Resolution declaring April 16-20, 2018, as Volunteer Appreciation Week

RECOMMENDATION: The administration recommends that the board adopt a resolution acknowledging the importance of volunteers in the schools and declaring April 16-20, 2018, as Volunteer Appreciation Week.

REQUESTED ACTION: Move to adopt the resolution which acknowledges the importance of the efforts made by volunteers in the schools, and which declares April 16-20, 2018, as Volunteer Appreciation Week in the Gresham-Barlow School District.

AV:sa



**RESOLUTION
DECLARING APRIL 16-20, 2018
VOLUNTEER APPRECIATION WEEK
IN THE GRESHAM-BARLOW SCHOOL DISTRICT**

WHEREAS, our community's young people are our most valuable resource; and

WHEREAS, students in Gresham-Barlow schools are the key to our community's future; and

WHEREAS, the education of the district's students is best achieved through the combined efforts of staff members and community members alike; and

WHEREAS, volunteers from the community who work in the schools are critical to the success achieved by the district's students; and

WHEREAS, volunteer efforts enrich learning experiences beyond what are normally available for students; and

WHEREAS, volunteers extend the district's financial resources by assisting staff; therefore,

BE IT RESOLVED that the week of April 16-20, 2018, be established as Volunteer Appreciation Week in the Gresham-Barlow School District; and

BE IT FURTHER RESOLVED that the Board of Directors endorses and supports the efforts of the schools to recognize the efforts of volunteers during the week of April 16-20, 2018, and at other times during the school year.

By resolution of the Board of Education this 5th day of April 2018:

Kris G. Howatt, Chair
Gresham-Barlow School District No. 10Jt.
Board of Directors

Dr. A. Katrise Perera, Superintendent
Gresham-Barlow School District No. 10Jt.

AV:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: April 5, 2018

RE: No. 8 – Student Recognition: Sam Barlow High School Athletes

EXPLANATION: In an effort to recognize students who achieve state champion status in school activities and academic programs, tonight we have the opportunity to recognize the Sam Barlow basketball team, coached by Coach Tom Johnson.

Men's Varsity Basketball Team 2017-2018

No.		Grade
3	Noah Lowery	11
4	Austin Forrar	12
5	Cole Edmondson	12
10	Daello Portin-Chapman	11
11	Dominic Jacoby	11
12	Garrett Oetting	12
13	Evan Inglesby	10
15	Jesse White	10
21	Jared Vedus	11
22	Josh Nomie	10
24	Joey Wolcott	10
30	Nathaniel Koenig	11
33	Jaren Hunter	10

This year's team played in the OSAA state championship tournament, with a final four appearance and played in the semi-finals, taking 5th in the state.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Certificates of Recognition

RECOMMENDATION: The administration recommends the board recognize these athletes from Sam Barlow High School.

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: April 5, 2018

RE: No. 9 – Mt. Hood Conference Coach of the Year

EXPLANATION: The Gresham-Barlow Board of Directors and Administration would like to recognize a staff member who has earned recognition for his co-curricular leadership of students.

Tom Johnson, Sam Barlow High School (SBHS) English teacher and basketball coach, was selected as Coach of the year for 2017-2018 by the Mt. Hood Conference. Coach Johnson has been coaching at SBHS since 1986, and led teams to the Mt. Hood Conference Championship 9 times. He has taken his teams to the OSAA state playoffs for the last 29 straight years, including 4 final-four appearances. This year's team played in the OSAA state championship tournament, placing fifth.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Certificate of Recognition

RECOMMENDATION: The administration recommends the board recognize Coach Tom Johnson for his contributions to Sam Barlow High School students.

REQUESTED ACTION: No formal action is required.

TK:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Sara Hahn-Huston

DATE: April 5, 2018

RE: No. 10 – Student Recognition: Science – Gresham High School

EXPLANATION: In an effort to recognize students who achieve champion status or its equivalent in school activities and academic programs, tonight we have the opportunity to recognize students who competed and placed at the Gresham-Barlow Science Expo (GBSE). The GBSE is the regional at-large science fair for the state of Oregon in the Northwest Science Expo Fair System and is affiliated with the Intel International Science Fair (ISEF).

2018 GBSE Awards

Isaac Klementis, first place award in Cellular and Molecular Biology, Microbiology, & Plant Sciences, NASA award, advance to the state competition, compete in the Intel International Science Expo in Pittsburgh, PA.

Josh Ramsey, first place award in Chemistry, advances to the state competition.

Marian Roshdy, second place award in Chemistry, advances to the state competition

Brynna Lutz, awarded the OSU College of Engineering Scholarship

The Gresham High School Science department organized and hosted this event under the leadership of science teachers Stephen Scannell and Kathy Childress.

PRESENTER: Sara Hahn-Huston

SUPPLEMENTARY
MATERIALS: Certificates of Recognition

RECOMMENDATION: The administration recommends the board recognize these Gresham High School Science students.

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors
FROM: A. Katrise Perera
Athena Vadnais
DATE: April 5, 2018
RE: No. 11 – Gresham-Barlow Education Foundation Report

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

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

Accordingly, Vicki Moen or a Foundation representative will be present this evening to provide an overview of recent Foundation activities.

PRESENTER: Vicki Moen or a Foundation representative

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Julie Evans

DATE: April 5, 2018

RE: No. 12 – Champions Update

EXPLANATION: As requested by the board, our Champions partner will provide a report on before and after school care services at our schools.

Included within this report will be the number of students served at each school, the cost of program, and the typical program service model.

PRESENTER: Sherri Burks, Area Manager

SUPPLEMENTARY
MATERIALS: Champions Childcare Information by School

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JE:sa

Champions Childcare				
Average # of Students Served per Day				
	Before	After	Scholarships	Subsidies
Deep Creek	11	9	0	2
East Orient	22	31	0	3
Highland	7	10	0	1
Hogan Cedars	19	22	1	0
Hollydale	19	22	2	5
Kelly Creek	9	21	1	4
North Gresham	13	14	2	1
Powell Valley	14	18	0	3
West Gresham	5	12	0	0
GBSD Totals	119	159	6	19
Typical Program	<ul style="list-style-type: none"> • Child Choice or Theme-Related Activities, Journaling • Snacks • Outdoor Time • Homework • Classroom Clubs • Project-Based Learning 			
Pricing for 2017-18	<p><u>Before School</u> 1-2 days: \$22 per week 3 days: \$28 per week 4-5 days: \$47 per week</p> <p><u>After School</u> 1-2 days: \$29 per week 3 days: \$41 per week 4-5 days: \$59 per week</p> <p><u>Spring Break 2018</u> \$39 per day</p> <p><u>Additional Fees</u> Non-Refundable Registration: \$50 per child or \$75 per family Drop In Care: \$39 per day Non-School Full Day: \$39 per day</p> <p><u>Discounts</u> Multi-child, Military, or School District Employee: 10%</p>			

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

TO: Board of Directors

FROM: A. Katrise Perera
Julie Evans

DATE: April 5, 2018

RE: No. 13 – Schools Uniting Neighborhoods (SUN) Update

EXPLANATION: As requested by the board, Multnomah County will provide a report on the SUN Service System and SUN Community Schools.

Included within this report will be the vision and goals of the SUN Service System, GBSD SUN outputs and outcomes, layered services and amounts invested.

PRESENTER: Julie Evans
Peggy Samolinski, Department of County Human Services
Division Co-Director, Youth and Family Services Division

SUPPLEMENTARY
MATERIALS: 1. Multnomah County Supporting School Success
2. Gresham-Barlow School District Results Fiscal Year 2017
3. The SUN Service System in Multnomah County

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

AO:sa

MULTNOMAH COUNTY SUPPORTING SCHOOL SUCCESS

Gresham-Barlow School District FY18



As a community, it is our job to ensure that the future is in good hands, and that means making sure young people have access to a full range of opportunities throughout their childhood. Many of the opportunities youth and families need are squarely in Multnomah County's wheelhouse and the County supports a wide range of services that support educational success and family stability.

Multnomah County invests in services that are delivered exclusively at school buildings (**school-based**) as well as others that are linked to schools but may or may not happen on-site (**school-linked**).

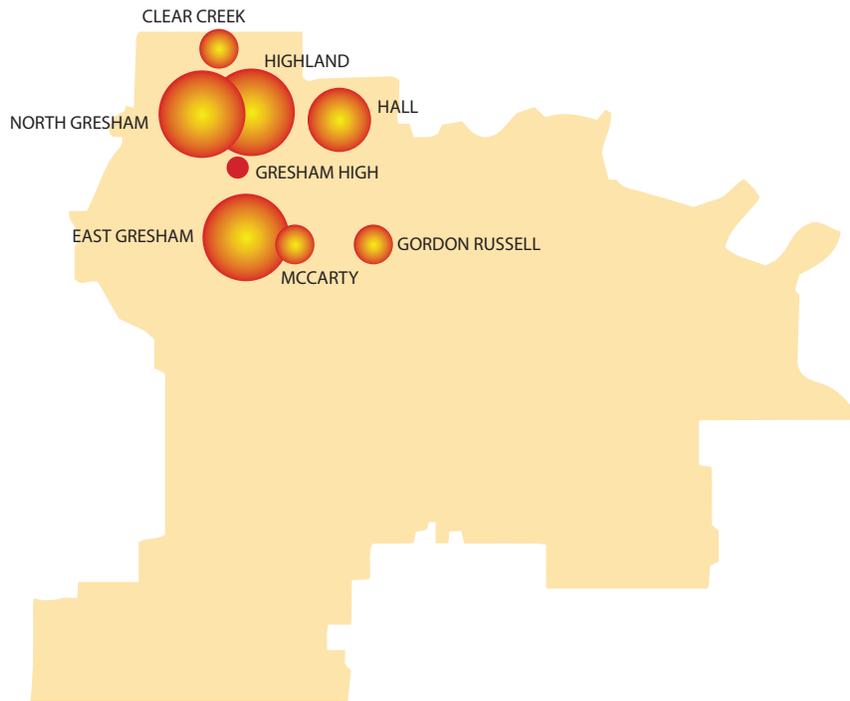
SCHOOL		EKT				
CLEAR CREEK	✓			✓		✓
EAST GRESHAM	✓	✓	✓		✓	
GORDON RUSSELL	✓			✓		
GRESHAM HIGH	✓					✓
HALL	✓	✓			✓	
HIGHLAND	✓	✓	✓	✓	✓	
MCCARTY	✓			✓		✓
NORTH GRESHAM	✓	✓		✓	✓	✓

School-Based Services

- 8 SUN Community School *
- 4 EKT Early Kindergarten Transition
- 2 Food Pantry or Harvest Share *
- 5 School-Based Mental Health
- 4 Kinder Teacher Family Visits *

School-Based Services Heat Map

The larger the dot, the more services offered at that school location.



School-Linked Services

- 4 Youth Advocacy

Additional school-linked services available to district families can be found on backside of sheet. →

Multnomah County District Investments

School-Based
TOTAL \$1.2 million

School-Linked
TOTAL \$13.3 million

School District Investment

SUN Community Schools
TOTAL \$152,203

* Services jointly funded with Gresham-Barlow School District, Early Learning Multnomah, and/or the Oregon Food Bank.

School-Linked Services



SUN Youth Advocacy Program

Year-round, school-linked, and culturally-specific supports to youth and their families, with a focus on students experiencing the greatest educational barriers. Services include youth case management, academic support, skill building activities and family engagement.



SUN Parent Child Development Services

Opportunities for parents to interact with their children (ages 0-5) in mentored settings with child development specialists. Home visits, parent education and parent/child playgroups.



Multnomah Stability Initiative

Multnomah Stability Initiative offers a package of services to help households achieve stability and prosperity. Includes assistance with securing and maintaining housing and increasing income and assets.



Energy Assistance

Direct utility payments to income eligible households, along with energy education, case management, and other services help households manage and pay for their energy costs.



Sexual and Gender Minority Youth Services

Counseling, skill building and support services to sexual and gender minority youth including the Sexual Minority Youth Resource Center as well as technical assistance and training to SUN Service System, school and other direct service staff.



K-3 Mental Health Pilot

Mental health case management and psychiatric consultation supports to assist educational systems to identify needs and the accompanying resources to increase attendance and reduce emotional/behavioral issues that interfere with educational goals for K-3 students.



Preventions, Interventions and Connections for Youth

- **Youth Gang Prevention Services**

Culturally-specific community providers build competencies and healthy outcomes for youth ages 11 to 16 and their families by addressing the cultural and gender-specific educational, emotional, and social needs of youth who are high-risk for gang involvement, or who are already involved with gangs but have not formally entered the juvenile justice system.

- **Community Healing Initiative (CHI) Early Intervention (EI)**

Culturally-specific community providers offer a risk/needs assessment, care coordination, school connection/re-connection assistance, youth development activities, family engagement and referrals to needed services for first-time justice-involved youth with qualifying low level offenses as a diversion from the formal juvenile justice system.

- **Intervention and Resource Connection Specialists**

In collaboration with School Resource Officers throughout Multnomah County, prevention and early intervention services are provided to students identified by law enforcement or school personnel as being at-risk of entry into the Juvenile Justice system.

- **Striving to Reduce Youth Violence Everywhere (STRYVE)**

STRYVE brings youth together to prevent and reduce violence using strategies including adaptations of Youth Empowerment Solutions, which engages youth in community change. The program also uses popular education methodology and the Community Health Worker model to achieve its goals.

For more information please contact Peggy Samolinski at 503.988.7453 or peggy.l.samolinski@multco.us.

GRESHAM-BARLOW SCHOOL DISTRICT RESULTS FY17

The following is data from your school district for students regularly attending SUN Community Schools.



1,827

The total number of students who attended SUN Community School.



66%

Percent of people served who are people of color or people from culturally-specific communities.

HELPING STUDENTS GET TO CLASS



88%

District Average
= 79%

Percent of students who attended school consistently (were not chronically absent), a key predictor of academic success.



88%

District Average
= 83%

Percent of 6th grade students who attended school consistently (90%+ of the days).



78%

District Average
= 78%

Percent of 9th grade students who attended school 90% or more of the days.

HELPING STUDENTS SUCCEED



66%

Percent of 9th graders who earned the 6 or more credits to be on track to graduate on time.



74%

Percent of 12th graders graduated.



94%

Percent of 12th graders who either graduated or returned for a 5th year.



KEEPING STUDENTS IN SCHOOL



9.6%

District Average
= 7.2%

Percent of students who were suspended or expelled at least one time.



The SUN Service System in Multnomah County

Our shared vision: A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

The goal of SUN is to weave together supports and services to achieve our vision for children and families — regardless of their background or where they live. SUN focuses on the educational success of our youth and the stability and prosperity of their families. Our commitment to equity drives our prioritization of programs that will have the greatest outcome for those experiencing barriers, as well as our investment in culturally specific and culturally responsive services. The strategies and services below represent the current array of supports offered through our collaborative partnership.

CORNERSTONE STRATEGY



SUN COMMUNITY SCHOOLS
86 SITES

Mobilizing and organizing community resources and partners to provide wide-ranging supports for kids and families.

Building a community hub to ensure academic success for students and economic prosperity for families.

FOCUS AREAS



EARLY LEARNING SUPPORTS

- Parent-Child Development
- Early Kindergarten Transition
- Kindergarten Teacher Home Visits
- Sign-up for Kindergarten
- Parent Engagement in School



FAMILY STABILITY SUPPORTS

- Multnomah Stability Initiative
- School-Based Food Pantries
- Energy Assistance



YOUTH & FAMILY ADVOCACY

- SUN Youth Advocacy
- Sexual & Gender Minority Youth Services

BY THE NUMBERS



35,011

The total number of people who participated in SUN programs in FY17.



1,057

Number of children who were engaged in parent-child development services with parents in FY17.



6,484

The number of households that engaged in emergency food pantries in FY17.



72.6%

Percent of people served who are people of color or from culturally specific communities.



17,555

The number of households that received energy assistance in FY17.



1,500

The number of youth assisted through SUN Youth Advocacy in FY17.



SUN SERVICE SYSTEM LEADERSHIP STRUCTURE

	Coordinating Council	Sponsors Group
Purpose 	<ul style="list-style-type: none"> • Guide and Support the System • Maintain Strong Collective Impact Partnership • Share Accountability for Results 	<ul style="list-style-type: none"> • Establish and Maintain Shared Vision, Policy and Resources • Joint Decision Making
Membership 	<ul style="list-style-type: none"> • Representatives of Sponsor Organizations and Core Partners • Sexual and Gender Minority Community • Data and Evaluation Subcommittee 	<p>Top leaders of SUN Sponsor Organizations - entities that directly fund or support the core programs of the \$16 million SUN Service System</p>
Relationship 	<p>Provides recommendations to the sponsor group</p>	<p>Gives direction and assigns work to the Coordinating Council</p>

Managing Partner

- Multnomah County Department of County Human Services

Core Partners

- Oregon Department of Human Services
- All Hands Raised
- United Way
- Coalition of Communities of Color
- Portland Children’s Levy

Contracted Providers

- Black Parent Initiative
- El Programa Hispano Católico
- Human Solutions Inc.
- Immigrant and Refugee Community Organization (IRCO)
- Impact Northwest
- Latino Network
- Metropolitan Family Service
- Mount Hood Community College
- Native and Youth Family Center (NAYA)
- New Avenues for Youth
- Self Enhancement Inc.

Sponsors

- Multnomah County
 - Dept. of County Human Services
 - Health Department
 - Library
- City of Portland
 - Portland Parks and Recreation
- Centennial School District
- David Douglas School District
- Gresham Barlow School District
- Parkrose School District
- Portland Public Schools
- Reynolds School District



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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: April 5 2018

RE: No. 14 – Policy Review Committee Minutes of March 13, 2018

EXPLANATION: The most recent Policy Review Committee meeting was held on March 13, 2018, at the Gresham-Barlow School District administration office. Minutes of that meeting are included with this summary.

The Policy Review Committee is an advisory committee appointed by the Gresham-Barlow School District Board of Directors to review proposed policy updates, and advance recommendations to the board to ensure that policies are current with legislative requirements and district practice.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: Minutes of the March 13, 2018, Policy Review Committee meeting

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

TK:sa

GRESHAM-BARLOW SCHOOL DISTRICT

**Policy Review Committee
Meeting Minutes
March 13, 2018**

The meeting began at 8:05 a.m. on March 13, 2018 at the Gresham-Barlow School District administration office, 1331 NW Eastman Parkway, Gresham, Oregon.

Policy Review Committee members in attendance were John Hartsock, Kris Howatt and Blake Petersen, school board members, and Teresa Ketelsen, deputy superintendent.

Revisions to the following policies were discussed and will be presented to the Board as a first reading during the April 12, 2018 work session:

Policy	Title
GBK/JFCG/KGC	Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
IGAC	Teaching About Religion (Delete)
IGAC	Religion and Schools (Proposed)
IGACA	Religious Beliefs and Customs (Delete)
IGDJ	Interscholastic Athletics and Activities
IICC	Volunteers
JFCG/KGC/GBK	Tobacco-Free Environment (Delete)
JFCG/JFCH/JFCI	Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems (Proposed)
KGC/GBK/JFCG	Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

The meeting ended at 9:10 am.

Submitted by: Teresa Ketelsen

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

BLUE SHEET

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 5, 2018

RE: No. – CMGC Selection/Contract Approval

EXPLANATION: In January 2017, the district issued a request for proposals for Construction Manager/General Contractor (CMGC) services. In March 2017 the administration recommended and the board approved the selection of P&C Construction for the East Gresham Elementary School replacement project.

Since last spring, the administration has been working with DLR Architects, Cornerstone Management Group, P&C Construction and school staff to design the new East Gresham Elementary. Recently, the administration and P&C Construction have been unable to reach an agreement.

The request for proposals issued in January 2017 states, "If an agreement cannot be reached, the District may open negotiations with the next ranked Proposer."

The administration contacted the next ranked proposer and intends to open negotiations with Bremik Construction.

PRESENTER: A. Katrise Perera
Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Authorize negotiations between the administration and Bremik Construction for the East Gresham Elementary Replacement Project.

REQUESTED ACTION: Move to approve the contract with Bremik Construction, pending successful contract negotiations.

MS:mkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 5, 2018

RE: No. 15 – Bond: Asbestos Abatement – Powell Valley Elementary

EXPLANATION: As a part of the 2016 capital construction bond, renovations will be made at Powell Valley Elementary School. In order to prepare for the renovations, a number of areas require asbestos abatement.

The district administration and Cornerstone Management Group have worked with PBS Engineering to determine the scope of work and prepare documents for bidding.

Bids for the abatement project were due March 13, 2018 at the district administration office. Four contractors attended the mandatory walkthrough and three bids were received as summarized including alternates and contingencies:

- Performance Abatement Services \$381,700
- Professional Minority Group \$199,000
- IRS Environmental \$251,900

Work is scheduled to begin in June 2018 when students and staff are out of the building with completion in July of 2018 to allow for renovations to proceed.

PRESENTER Mike Schofield

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: After confirming the scope of work and reviewing bid results, the administration recommends selection of Professional Minority Group for the Powell Valley Elementary School abatement project.

REQUESTED ACTION: Approve Professional Minority Group as the lowest responsible bidder pending successful contract negotiations at an amount not-to-exceed \$199,000 for the Powell Valley Elementary School asbestos abatement project.

MS:mh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 5, 2018

RE: No. 16 – Bond: Powell Valley Elementary Capital Construction Project

EXPLANATION: As a part of the 2016 capital construction bond, upgrades at Powell Valley Elementary are scheduled for this Spring. The project scope of work includes:

- Select flooring (primarily carpet and polished concrete)
- Roof replacement
- Secured vestibule
- Fire alarm, paging and clock systems upgrade
- Emergency Power (generator connection)
- New parent drop off/pick up area for students

Bids for the project were received on 2/27/18. The bid summary, including alternates and contingencies, is as follows:

- Brockamp & Jaeger \$1,843,252
- Par-Tech Construction \$1,944,120
- Perlo Construction \$1,970,129
- 2KG Contractors \$1,981,200

Construction is scheduled to begin in June 2018, with substantial completion prior to staff returning in August 2018.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: After confirming the scope of work, the administration recommends selection of Brockamp & Jaeger Construction for the Powell Valley Elementary project.

REQUESTED ACTION: Move to approve Brockamp & Jaeger Construction as the lowest responsible bidder pending successful contract negotiations in an amount not to exceed \$1,843,252.

MS:mh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 5, 2018

RE: No. 17 – Bond: Communications Equipment - Transportation

EXPLANATION: As a part of the 2016 Capital Construction Bond, the district outlined communication needs throughout the district. Both radio and repeater systems were considered as a part of the plan.

The board recently approved the purchase of equipment including radios and repeaters for school district use. In order to fully implement the communication system, the district needs to purchase radios for the school bus fleet. These radios will be owned by Gresham-Barlow School District, but will be used by First Student drivers and dispatchers. This purchase will come from the transportation budget within the district general operating budget. Costs will be partially reimbursed through the State School Fund Transportation Grant. If the district were to award transportation services to another provider at a later date, the district will retain the radios.

This will allow for seamless communication between our school bus drivers, school staffs, and dispatchers.

The administration intends to procure the equipment based on a state cooperative purchasing program.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Authorize communication equipment purchases that will meet the needs of the district in enhancing communication capabilities throughout the district at an amount not-to-exceed \$200,000.

REQUESTED ACTION: Move to approve communication equipment purchases from Day Wireless with a not-to-exceed amount of \$200,000.

MS:mkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 5, 2018

RE: No. 18 – Bond: Gym Floor – Sam Barlow High School

EXPLANATION: As a part of the 2016 Capital Construction Bond, the district plans to replace the main gymnasium floor at Sam Barlow High School. To save on overhead costs, the district plans to procure the floor direct with project management from Cornerstone Management Group.

The floor system selected has been reviewed and approved by school and district maintenance staff. Demolition work is scheduled to begin in May 2018 and the project will be complete in July 2018.

The administration intends to procure the floor based on a state cooperative purchasing program.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Authorize demolition and installation of gymnasium flooring at the main gym at Sam Barlow High School at an amount not to exceed \$350,000 including contingency.

REQUESTED ACTION: Move to approve demolition of the existing floor and installation of new hardwood flooring at the main gymnasium at Sam Barlow High School from Brandsen Floors with a not-to-exceed amount of \$350,000.

MS:mkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 5, 2018

RE: No. 19 – Bond: First Student Transportation Contract Extension

EXPLANATION: As the board is aware, the current contract with First Student expires on June 30, 2018. Under ORS Chapter 279B and the district’s public contracting rules, the district would normally conduct a competitive request for proposals to award a replacement transportation services contract.

As previously discussed, the administration believes First Student holds a significant competitive advantage that would preclude effective competition for services by other vendors because it holds the lease of the property where buses are parked and maintained. The administration also believes it is highly unlikely that another vendor could or would incur the cost to find and lease the necessary land and obtain any required land use approvals in time to effectively compete for the service.

In order to avoid this condition in the future, the administration will explore available property owned by the district and/or acquire property to construct a facility to park and maintain buses. Owning the facility will provide advantages to the district. First, it will level the playing field for future contract negotiations with vendors. Second, constructing a facility qualifies for reimbursement under the State School Fund Transportation Grant. Facility (not land) costs will be reimbursed to the district through the State School Fund Transportation Grant over a 20-year period at a rate of 70% including any financing costs.

The administration is currently working with a local architect to identify land currently owned or available that would be a suitable location.

PRESENTER Mike Schofield

Board of Directors
Re: No. 19 – Bond: First Student Transportation Contract Extension
April 5, 2018
Page 2

SUPPLEMENTARY

MATERIALS: GBSD Special Procurement Resolution – Bus Services, 4823-6441-3533

RECOMMENDATION: Review and approve the attached resolution authorizing the administration to negotiate a two-year extension to the district's current transportation services contract with First Student, Inc.

REQUESTED ACTION: Move to approve the attached resolution authorizing the administration to negotiate a two-year extension to the district's current transportation services contract with First Student, Inc. to allow the administration to determine the feasibility of acquiring and developing its own bus facility.

MS:mh:sa

RESOLUTION NO. _____

A RESOLUTION OF THE BOARD OF DIRECTORS OF GRESHAM-BARLOW SCHOOL DISTRICT NO. 10JT, ACTING AS THE LOCAL PUBLIC CONTRACT REVIEW BOARD, APPROVING A CONTRACT-SPECIFIC SPECIAL PROCUREMENT PURSUANT TO ORS 279B.085 TO AUTHORIZE THE SUPERINTENDENT TO NEGOTIATE A TWO-YEAR EXTENSION TO THE DISTRICT'S TRANSPORTATION SERVICES AGREEMENT WITH FIRST STUDENT INC.

RECITALS

- A. The Board of Directors of Gresham-Barlow School District No. 10J (the "District") acts as the Local Public Contract Review Board (the "Board") pursuant to ORS 279A.060.
- B. ORS 279B.085 authorizes the Board to declare certain public contracts or classes of contracts for goods and services as special procurements exempt from the competitive procurement processes otherwise required by ORS Chapter 279B, upon certain findings.
- C. The District currently has a long-term contract with First Student Inc. ("First Student") to provide transportation services to the District. This contract currently expires on June 30, 2018. Under ORS Chapter 279B and the District's public contracting rules, the District would be required to conduct a competitive request for proposals process to award a replacement transportation services contract.
- D. First Student currently has certain significant competitive advantages that District staff believes would preclude effective competition for the service by other vendors. Most significantly, First Student has its own leased, entitled, and operating bus storage and dispatch facility at 1625 SE Hogan Road, Gresham, Oregon. Staff believes that it is highly unlikely that another vendor could or would incur the cost to lease the necessary land and obtain any required land use approvals in time to effectively compete for the service. For this reason, District staff believes that a formal request for proposals process would be an expensive and time consuming process with a forgone conclusion.
- E. The District has long considered constructing its own bus storage and dispatch facility on existing or acquired District land. Not only would a District-owned facility level the playing field and encourage greater competition among transportation services providers, it offers significant long-term operational benefits by increasing the District's transportation cost reimbursement rate from the State of Oregon under ORS 327.013 (State School Fund distribution computation for school districts) and OAR 581-023-0040 (Approved Transportation Costs for Payments from the State School Fund). In essence, the state would help pay the District to develop and operate the facility. A district-owned facility is also likely to reduce the District's long-term cost of transportation services because the cost of leasing or purchasing such a facility would no longer be the responsibility of the vendor.
- F. For these reasons, Staff is requesting that the Board approve a contract-specific special procurement to authorize the superintendent or superintendent's designee to negotiate a two-year extension of the existing transportation services contract with First Student. This additional time

will allow the District to determine the feasibility of acquiring and developing its own bus facility so that at the end of the two-year period the District can issue a truly competitive request for proposals for transportation services, as well as reduce the cost of those services through provision of a district-owned bus storage and dispatch center and additional reimbursement from the State of Oregon. It will also enable the District to avoid the costs and time of conducting a futile request for proposals process.

FINDINGS

1. ORS 279B.085(4)(a) requires a determination that granting the contract-specific special procurement "is unlikely to encourage favoritism or substantially diminish competition for public contracts." Based upon the staff request, the Board finds that competition will not be diminished because competition would currently not be effective given First Student's competitive advantage, and because competition will be enhanced if the District acquires its own bus facility. A two-year delay to enable this to occur will result in a more competitive environment in the future, and will do so sooner than conducting a competitive procurement for another long-term contract.

2. ORS 279B.085(4)(b) requires a determination that approval of the contract-specific special procurement is reasonably expected to result in substantial cost savings to the district or to the public, or would otherwise promote the public interest in a manner that could not be realized by conducting a competitive process as otherwise required by the Statute. Based upon the staff request, the Board determines the District and the Public can reasonably expect substantial cost savings through extension of the contract to allow development of a District-owned bus facility as a result of reduced contract costs, greater State School Fund reimbursements, and by creating a more level playing field for competition at the time the extension expires. For these same reasons, the Board determines that a contract extension at this time would promote the public interest in a manner that conducting an RFP for a new long-term contract would not.

NOW THEREFORE, BE IT RESOLVED:

Based upon the staff report and the above recitals and findings, the Board hereby approves the requested contract-specific special procurement and authorizes the superintendent or superintendent's designee to negotiate a two-year extension to the District's current transportation services contract with First Student Inc. in order for the District to determine the feasibility of acquiring and developing its own bus facility.

DATED this _____ day of _____, 2018.

Kris Howatt, Board Chair

ATTEST:

A. Katrise Perera, Superintendent

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

TO: Board of Directors
FROM: A. Katrise Perera
James K. Hiu
DATE: April 5, 2018
RE: No. 20 – Use of Make-Up Days for 2017-18 Inclement Weather Closures

EXPLANATION: The school board approves a calendar each year that includes five days that could be added back, if necessary, at the end of the school year. The adopted calendar is reviewed annually at the April school board meeting, where the administration makes a recommendation to the school board regarding any needed additional days lost due to inclement weather. There were two and a half inclement weather days as of March 2018.

The administration is recommending to the board that no additional days will be added to the end of the 2017-18 school calendar. Students in the 12th grade will have their school year extended two additional days to meet instructional requirements. As a result of the two added days for seniors, the revised ending date will be Tuesday, June 5, 2018.

Note: No changes have been made to the graduation dates. They will take place as previously scheduled: Gresham High School and Sam Barlow High School on June 12, 2018, and Springwater Trail High School on June 14, 2018.

PRESENTER: James K. Hiu

SUPPLEMENTARY
MATERIALS: 2017-18 High School Grades 9-12 Calendar

RECOMMENDATION: The administration recommends that the board not add the five additional days to the end of the current 2017-18 school year calendar due to inclement weather. Seniors will add two additional days of instruction and will have a revised ending date of Tuesday, June 5, 2018 in order to meet state instructional requirements.

REQUESTED ACTION: Move to approve the revised 2017-18 High School Grades 9-12 Calendar which adds two additional days of instruction for seniors and moves the ending date for seniors to June 5, 2018.

JKH:sa

Gresham-Barlow School District 2017-2018 High School Grades 9-12

STUDENT HOURS		Wk	M	T	W	TH	F	M	T	W	TH	F	Wk	SPECIAL DAYS	
7:35 AM - 2:30 PM Every Wednesday 8:35 - 2:30			SEPTEMBER 2017					FEBRUARY 2018						Sep 4 Labor Day Holiday - NS	
PARENT CONFERENCES November 21-22 Nov 21 - evening conferences Nov 22 - morning conferences		1	H	5	L	7	8	5	6	L	8	9	1	Sep 5 First Day for Freshmen Late Start School Day for All Grades	
SYMBOL EXPLANATION		2	11	12	L	14	15	12	13	L	15	16	2	Sep 6 First Day for Freshmen Late Start School Day for All Grades	
☐	End of Semester	3	18	19	L	21	22	19 H	20	L	22	23	3	Sep 29 Staff Inservice - NS	
E	Exams	4	25	26	L	28	29 I	26	27	L			4	Oct 11 PSAT Test Day	
EC	Emergency Closure Makeup Days	OCTOBER 2017		MARCH 2018										5	Oct 12 Standards & Assessment - NS
EPC	Evening Parent Conferences	5	2	3	L	5	6				1	2	5	Oct 13 Statewide Inservice Day NS	
G	Grading Day - NS	6	9	10	PSAT	12 SA	13 SI	5	6	L	8	9 SA	6	Nov 10 Veterans Day Observed - NS	
H	Holiday - NS	7	16	17	L	19	20	12	13	L	15	16	7	Nov 21-22 Parent Conferences - NS	
I	Teacher Inservice - NS	8	23	24	L	26	27	19	20	L	22	23	8	Nov 23-24 Thanksgiving - NS	
L	Late Start - 1 hour every Wed.	9	30	31				26 NS	27 NS	28 NS	29 NS	30 NS	9	Dec 20-Jan 2 Winter Break - NS	
NS	No School	NOVEMBER 2017		APRIL 2018										10	Jan 3 School Resumes
PC	Parent Conferences - NS	9			L	2	3	2	3	L	5	6	10	Jan 15 Martin Luther King Jr Day - NS	
SI	State Inservice, No School K-12	10	6	7	L	9	10 H	9	10	L	12	13	11	Jan 22-25 Exams	
		11	13	14	L	16	17	16	17	L	19	20	12	Jan 26 Grading Day - NS	
		12	20	21 G & EPC	22 PC	23 H	24 NS	23	24	L	26	27 SA	13	Jan 29 Feb 19 Presidents' Day - NS	
		13	27	28	L	30		30					14	Mar 9 Standards & Assessment - NS	
		DECEMBER 2017		MAY 2018										15	Mar 26-30 Spring Break - NS
		13					1		1	L	3	4	15	April 27 Standards & Assessment - NS	
		14	4	5	L	7	8	7	8	L	10	11	16	May 28 Memorial Day - NS	
		15	11	12	L	14	15	14	15	L	17	18	17	June 5 Last Day for Seniors	
		16	18	19	20 NS	21 NS	22 NS	21	22	L	24	25	18	June 11-14 Exams	
		17	25 NS	26 NS	27 NS	28 NS	29 NS	28 H	29	L	31		19	June 12 5pm-GHS; 8:30 pm-SBHS	
		JANUARY 2018		JUNE 2018										20	Jun 14 Last Day for Students
		16	1 NS	2 NS	L	4	5					1	21	Jun 15 Grading Day - NS	
		17	8	9	L	11	12	4	5	L	7	8	22		
		18	15 H	16	L	18	19	11 E	12 E	LE	14 E	15 G	23		
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GRESHAM-BARLOW SCHOOL DISTRICT
1331 NW Eastman Parkway
Gresham, OR 97030-3825

TO: Board of Directors

FROM: A. Katrise Perera
James Hiu

DATE: April 5, 2018

RE: No. 21 – School Year Calendars (2018-2021)

EXPLANATION: Annually, the board adopts a three-year school calendar. This year, that calendar adoption extends to the 2020-21 school year. The primary purpose of the three-year adoption of a calendar is to support long-range planning goals for the district and to provide calendar information to our community and families that will assist in their planning needs. As the board is aware, modifications to the calendar can occur annually, if necessary.

The school year calendars for 2018-2021 were initially brought before the board as a first reading at the March 1, 2018 board business meeting.

PRESENTER: James Hiu

SUPPLEMENTARY
MATERIALS: 1. 2018-19 School Year Calendar
2. 2019-20 School Year Calendar
3. 2020-21 School Year Calendar

RECOMMENDATION: The administration recommends the board adopt the 2018-19, 2019-20, and 2020-21 school year calendars as presented for second reading.

REQUESTED ACTION: Move to adopt the 2018-19, 2019-20, and 2020-21 school year calendars as presented for second reading.

JKH:sa

2018-2019

Student Days:

Kindergarten:	170
ES:	170
MS:	172
HS (9 - 11):	166
HS (12):	166

Work Days:	182
Holidays:	6
Inservice:	3
Total:	191

DRAFT

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H = Paid Holiday
 I = Inservice - All Licensed Staff
 NT = Inservice - New Licensed Staff Only
 X = Non Contract Day Identified by State, Other
 EC = Possible Make-Up Days for Emergency Closures

2019-2020

Work Days:	182
Holidays:	6
Inservice:	3
Total:	191

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2020-2021

Work Days:	182
Holidays:	6
Inservice:	3
Total:	191

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

TO: Board of Directors

FROM: A. Katrise Perera
Sara Hahn-Huston

DATE: April 5, 2018

RE: No. 22 – Postpone Material Selection

EXPLANATION: The postponement of material selection was brought before the board for a first reading at the January 4, 2018 board business meeting. It is being presented for a second reading on this evening's agenda.

The Oregon Department of Education (ODE) has a materials selection and use timeline for curriculum. We are requesting ODE approve our postponement of selection of adopted instructional materials in two areas: English Language Development (ELD) and Science. Information pertaining to these areas, inclusive of current resources and reasons for requesting an approved postponement for Science and ELD, will be highlighted.

PRESENTER: Sara Hahn-Huston

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The administration recommends the board approve to postpone the selection and adoption of ELD and Science materials.

REQUESTED ACTION: Move to approve to postpone the selection and adoption of ELD and Science materials.

SHH:sa

Instructional Materials: Postponements, Planning & Timelines

April 5, 2018

Dr. Sara Hahn-Huston
Exec. Director of Secondary Teaching and Learning



ODE Implementation Timelines & GBSD

2015 ELD	2016 Math	2017 Science	2018 Health	2019 S.S.
ES – Journeys Integration, 2016 (current)	ES current	ES (3-5) & MS Recommendation 2018	ES On cycle	ES On cycle
MS/HS Recommendation May, 2018	MS /HS current	ES (K-2) in 2019 HS Recommend within 1-2 years	MS/HS On cycle	MS/HS On cycle

 = current / on cycle

 = off cycle / plan

Plan for updating materials in ELD

Secondary: Recommending *English 3D* (grades 6-12) in May, 2018

Background

- ◆ EL Director and staff have thoroughly reviewed the ODE approved materials list
- ◆ EL team met with other districts throughout this year who have chosen to implement materials not on the ODE list to capture more of a comprehensive view especially with secondary materials
- ◆ Staff have had the opportunity to pilot some materials



Plan for updating materials in Science

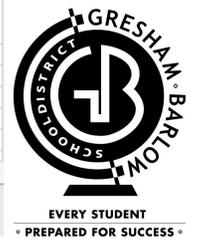
- ◆ **ES (3-5) & MS: Recommending May, 2018**
- ◆ **ES (K-2): Recommending Spring, 2019**
- ◆ **HS: Waiting for NGSS aligned materials from publishers before recommending in the next 1-2 years**

Background:

- ◆ **Conducted in-person needs assessments with MS / HS to capture teacher / admin voice and review authentic use of current materials, check capacity for digital resource considerations**

ODE Implementation Timelines & GBSD Long-term Budgeting

ODE	Budget Year 2017-18												Budget Year 2018-19						Budget Year 2019-20																	
Rev - Revised Oregon State Review Cycle Imp - Updated Curricula for use in classrooms	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Revised Curriculum Cycle by Content, Level and Budget Year																																				
Off Cycle = *																																				
MS ELD = *												no																								
HS ELD = *										yes	yes	yes																								
MS Math	already purchased in prior year																																			
HS Math	Implementation Year																																			
MS Science = *								27	13	6	3	Yes																								
HS Science = *																							Maybe													
MS Health								15 & 22	10 & 19			Yes																								
HS Health									10 & 19			Yes																								
MS Social Sciences																							Yes													
HS Social Sciences																							Yes													
MS Wid.Lang. & Arts																																			Yes	
HS Wid.Lang. & Arts																																			Yes	



GBSD Academic Priorities

- **Build and Implement a framework that defines and aligns curriculum and assessment in academic areas, social emotional learning and digital literacy**
 - **Build and implement a framework that is committed to high-quality, effective instructional practices**



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

TO: Board of Directors
FROM: A. Katrise Perera
Mike Schofield
DATE: April 5, 2018
RE: No. 23 – FINANCIAL UPDATE

EXPLANATION: Budget: The business office is in the middle of budget development for the 2018-2019 school year. Final prioritization for the proposed budget will take place during the month of April. The proposed budget will be presented to the budget committee on May 10, 2018.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: 1. Financial Report/Summary (Ending February 28, 2018)
2. Capital Improvement Summary (Ending February 28, 2018)

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

MS:mkh:sa

GENERAL FUND

	Actual QTR 1	Actual QTR 2	Actual Feb	Projected QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget
Revenue									
Current Taxes	-	26,824,894	203,818	802,006	615,000	28,241,900	27,376,900	26,700,000	1,541,900
Prior Year Taxes	145,369	140,113	36,674	92,541	100,000	478,023	353,023	500,000	-21,977
Other Taxes / Interest	259	344	1,095	13,177	550	14,330	13,680	15,000	-670
Total Taxes	145,628	26,965,351	241,587	907,724	715,550	28,734,253	27,743,603	27,215,000	1,519,253
Common School Fund	-	-	638,493	638,493	638,493	1,276,986	638,493	1,500,000	-223,014
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0
Federal Forest Fees	1,430	-	-	-	11,750	13,180	1,430	12,000	1,180
State School Fund (SSF)	28,998,001	21,742,223	7,247,537	21,665,031	14,339,914	86,745,169	65,235,298	84,600,000	2,145,169
Other SSF Revenue	28,999,431	21,742,223	7,886,030	22,303,524	14,992,157	88,037,335	65,875,221	86,114,000	1,923,335
Total Formula Revenue	29,145,059	48,707,574	8,127,617	23,211,248	15,707,707	116,771,588	93,618,824	113,329,000	3,442,588
High Cost Disability	-	-	-	-	600,000	600,000	-	600,000	0
Prior Year SSF	-	-	-	-	-	-	-	-	0
State Restricted	-	-	-	-	-	-	-	-	0
Other State Revenue	-	-	-	-	600,000	600,000	-	600,000	0
Tuition / Transportation	1,068	19,517	1,909	10,039	51,000	81,624	24,624	100,000	-18,376
Earning on Investment	89,033	136,898	42,941	131,692	103,000	460,623	317,623	300,000	160,623
Student Fees / Admissions	35,734	127,373	4,220	47,998	144,000	355,105	173,605	365,000	-9,895
Rentals	53,437	90,891	22,212	66,072	60,000	270,400	170,400	250,000	20,400
Donations	-	-	100	52,600	100,000	152,600	52,600	250,000	-97,400
Services to other Funds	-	21,804	6,109	6,481	410,000	438,285	28,285	480,000	-41,715
Misc.	28,470	197,129	5,338	59,520	155,000	440,119	255,119	450,000	-9,881
MESD Transfer	-	1,825,000	-	-	-	1,825,000	1,825,000	2,000,000	-175,000
Other County Funds	-	-	-	-	-	-	-	-	0
Drivers' Education	-	-	-	-	-	-	-	-	0
Other Federal Revenue	-	-	-	-	-	-	-	-	0
Child Care Development	-	23,397	-	15,194	10,000	48,591	31,091	40,000	8,591
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000
Bond Proceeds	-	-	-	-	-	-	-	-	0
TRANSFERS	-	-	-	-	-	-	-	-	0
Total Other Revenue	207,742	2,442,009	82,829	389,596	1,033,000	4,072,347	2,878,347	4,240,000	-167,653
TOTAL REVENUE	\$29,352,801	\$51,149,583	\$8,210,446	\$23,600,844	\$17,340,707	\$121,443,935	\$96,497,171	\$118,169,000	3,274,935 81.7%
								12,115,813	BFB Budget
Expenditures									
Licensed Salaries	3,016,488	8,947,846	3,004,433	9,236,278	15,100,000	36,300,612	18,190,612	36,912,450	611,838
Support Staff Salaries	1,587,981	2,867,477	953,619	2,852,335	4,100,000	11,407,793	6,357,793	11,813,662	405,869
Admin Salaries	1,396,094	1,390,251	465,188	1,394,395	1,410,000	5,590,740	3,715,740	5,522,931	-67,809
Confidential Salaries	106,629	121,367	41,895	125,788	126,000	479,784	311,784	499,037	19,253
Subs' / Temp Salaries	310,259	1,067,219	350,656	999,668	1,590,000	3,967,146	2,027,146	3,863,751	-103,395
Total Salaries	6,417,451	14,394,160	4,815,791	14,608,464	22,326,000	57,746,075	30,603,075	58,611,831	865,756
PERS	1,563,296	3,601,015	1,228,914	3,722,801	5,570,000	14,457,112	7,647,112	15,175,842	718,730
FICA	486,260	1,077,437	366,086	1,106,354	1,700,000	4,370,051	2,305,051	4,454,679	84,628
Insurance	1,540,434	3,408,042	1,126,715	3,393,957	5,370,000	13,712,433	7,207,433	13,824,446	112,013
Other Benefits	313,624	355,386	115,688	328,609	505,000	1,502,619	902,619	1,356,340	-146,279
Total Benefits	3,903,614	8,441,880	2,837,403	8,551,721	13,145,000	34,042,215	18,062,215	34,811,307	769,092
Purchased Services	1,615,018	3,834,137	931,002	4,046,159	4,950,000	14,445,314	7,975,314	14,451,075	5,761
Charter School Payments	2,321,286	2,277,701	699,440	2,237,883	1,400,000	8,236,870	5,975,665	8,173,566	-63,304
Supplies & Materials	453,812	504,016	89,878	408,969	865,000	2,231,797	1,256,797	2,263,290	31,493
Capital Outlay	-	39,075	-	-	10,000	49,075	39,075	50,000	925
Other Objects	606,849	38,901	10,340	25,993	35,000	706,743	666,743	761,025	54,282
Transfers	820,000	-	-	-	-	820,000	820,000	820,000	0
TOTAL EXPENDITURES	\$16,138,030	\$29,529,870	\$9,383,854	\$29,879,189	\$42,731,000	\$118,278,089	\$65,398,884	\$119,942,094	\$1,664,005 54.5%
Reserves - Contingency/Unappropriated Ending Balance								6,963,168	
Beginning Cash Balance							\$11,855,631	\$0	
							\$3,165,846	\$126,905,262	Budget
							\$15,021,477		

12.7% (Percentage of Projected Expenditures)

Expenditure Summary		
Salaries	30,603,075	46.8%
Benefits	18,062,215	27.6%
Purchased Serv	13,950,979	21.3%
Supplies	1,256,797	1.9%
Capital Outlay	39,075	0.1%
Other Objects	666,743	1.0%
Transfers	820,000	1.3%
Total	\$ 65,398,884	100.0%

Gresham-Barlow School District - 2016 Capital Improvement Project
Bond Budget/Committed Summary
2/28/2018

PROJECT	Estimate	Total To Date	17/18 Encumbrance	Balance Remainig
2016 Bond				
District Wide Costs	\$ 3,000,000	1,561,060	1,366	1,437,574
District Wide Furniture/Fixtures/Equip	\$ 5,569,000	1,399,049	0	4,169,951
District Wide Radios	\$ 300,000	0	0	300,000
District Wide Technology	\$ 5,610,292	1,700,891	71,362	3,838,039
Door Locks	\$ 1,273,620	0	0	1,273,620
Playground/Track/Field	\$ 3,957,791	623,695	79,636	3,254,460
East Gresham E.S.	\$ 30,441,915	1,985,993	890,091	27,565,830
East Orient E.S.	\$ 1,197,036	0	0	1,197,036
East Orient E.S. - Maintenance Projects	\$ 1,083,032	0	0	1,083,032
Hall E. S.	\$ 1,592,543	91,804	479,429	1,021,310
Hall E. S. - Maintenance Projects	\$ 494,440	0	0	494,440
Hall E.S. - OSCIM	\$ 5,000,000	0	0	5,000,000
Highland E.S.	\$ 1,645,401	27,567	107,561	1,510,274
Highland E.S. - Roofing Project	\$ -	0	18,361	-18,361
Highland E.S. - Maintenance Projects	\$ 838,274	0	0	838,274
Hogans Cedars E.S.	\$ 803,471	1,430	2,020	800,021
Hogans Cedars E.S. - Maintenance Projects	\$ 128,558	0	0	128,558
Hollydale E.S.	\$ 1,530,967	116,193	529,141	885,633
Hollydale E.S. - Maintenance Projects	\$ 920,329	2,885	0	917,444
Hollydale E.S. - OSCIM	\$ 3,000,000	0	0	3,000,000
Kelly Creek E.S.	\$ 3,209,491	150,704	127,361	2,931,426
Kelly Creek E.S. - Maintenance Projects	\$ 388,152	0	96,678	291,474
North Gresham E.S.	\$ 30,369,354	2,045,068	691,355	27,632,931
Powell Valley E.S.	\$ 2,612,243	211,810	850,930	1,549,503
Powell Valley E.S. - Maintenance Projects	\$ 519,414	0	96,604	422,810
West Gresham E.S.	\$ 137,108	21,727	10,275	105,106
Deep Creek K-8	\$ 4,045,923	3,097	0	4,042,827
Deep Creek K-8 - Roofing Project	\$ 123,500	0	0	123,500
Deep Creek K-8 - Maintenance Projects	\$ 1,021,136	0	0	1,021,136
Clear Creek M.S.	\$ 8,177,154	3,923	0	8,173,231
Clear Creek M.S. - Maintenance Projects	\$ 1,592,500	0	286,624	1,305,876
Dexter McCarty M.S.	\$ 9,354,466	23,852	0	9,330,614
Gordon Russell M.S.	\$ 11,841,670	19,589	0	11,822,081
West Orient M.S.	\$ 1,526,646	130,020	52,177	1,344,449
West Orient M.S. - HVAC Project	\$ 294,500	227,367	0	67,133
West Orient M.S. - Maintenance Projects	\$ 903,005	0	0	903,005
Gresham H.S	\$ 91,168,545	4,948,828	3,943,808	82,275,909
Gresham H.S - Maintenance Projects	\$ 1,461,000	6,948	0	1,454,052
Sam Barlow H.S.	\$ 65,093,875	3,479,019	3,850,652	57,764,203
Sam Barlow H.S. - Maintenance Projects	\$ 5,411,194	2,070	345,000	5,064,124
Springwater Trail H.S.	\$ 913,654	0	2,500	911,154
Bond Premium	\$ 21,210,355	0	0	21,210,355
Deep Creek Elementary	\$ -	68,557	38,294	-106,851
Security	\$ -	64,521	808	-65,328
TOTAL	\$ 329,761,554	18,917,668	12,572,029	298,271,857

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: April 5, 2018

RE: No. 24 – TELL Survey Participation

EXPLANATION: The Teaching, Empowering, Leading and Learning (TELL) Oregon survey is an anonymous statewide survey of licensed school-based educators to assess teaching conditions at the school, district and state level. During the month of February, each school in the district provided 30 minutes for licensed staff to complete the survey. They were able to provide input on teaching conditions such as:

- Time during the day for collaborative instructional planning
- School and teacher leadership
- Facilities and resources
- Professional development

This year's response rate for district schools, 88%, was higher than it has been the previous two times the TELL survey was administered across the state (2014 = 72%; 2016 = 71%). Five schools had 100% of their staff complete the survey, while six other schools had response rates that were over 90%. When charter schools are included, the response rate dips slightly to 84%.

The schools with the highest response rate at their level will receive staff ice cream sundaes in appreciation for providing input.

- Elementary: Deep Creek-Damascus K-8 (100%) and Hall ES (100%)
- Middle: Dexter McCarty (100%), Gordon Russell (100%) and West Orient (100%)
- High: Gresham HS (91%)

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This item is being provided as information only.

REQUESTED ACTION: No action is required at this time.

TK:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Teresa Ketelsen

DATE: April 5, 2018

RE: No. 25 – School District Collaboration Grant

EXPLANATION: In November, district Grant Managers Regina Norris and Mark Kim provided an overview of the Collaboration Grant. This presentation will focus on professional learning opportunities for district staff from the grant. As part of the grant, all licensed staff complete an annual survey. This year's results show there continues to be positive growth in the area of professional learning for teachers in the district. A sample of questions and agreement response rates are:

- 1) Teachers have many opportunities to learn collaboratively about teaching and learning.
 - In 2015-16, 50% agreed
 - In 2016-17, 54% agreed
 - In 2017-18, 89% agreed
- 2) Teachers participate in targeted and relevant professional learning.
 - In 2015-16, 37% agreed
 - In 2016-17, 39% agreed
 - In 2017-18, 75% agreed
- 3) The professional learning I have participated in this year did a good job addressing my professional growth needs.
 - In 2015-16, 43% agreed
 - In 2016-17, 49% agreed
 - In 2017-18, 60% agreed

Three current opportunities for professional learning will be highlighted. The Professional Growth Academy (PGA) is up and running with 10 classes and 101 participants. The PGA is a place where teachers are teaching teachers. A few of the class topics are Spanish for Educators; Be a Teacher, Not a Copy Editor; and Multicultural Books to Promote Inclusion for ALL Students.

Also, Professional Growth Specialists from each school are in the process of learning how to facilitate Learning Walks and lead Reflective Conversations professional learning sessions in their

schools. These specialists will have a deep understanding of the teaching standards to support their colleagues.

The second year of Inquiry Teams are also occurring with 14 teams and 90 participants. Inquiry Teams provide an opportunity for educators to work together on a common theme in order to design their own learning and to advance their knowledge and skills.

Ken Allen, GBSD Assistive Technology Specialist, created the video “What’s Up In Professional Learning: GBSD” to highlight opportunities for teacher professional learning in the district (https://youtu.be/rPu_VPF0trM). The video will be viewed this evening to hear from teachers how these professional learning practices have impacted their practice.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

TK:sa