

Gresham-Barlow



School District

BOARD OF EDUCATION

Board Work Session

AGENDA

April 26, 2018

BOARD OF EDUCATION
April 26, 2018

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

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

I. CALL TO ORDER

II. ROLL CALL

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

III. APPROVE MEETING AGENDA

IV. DISCUSSION ITEMS

- 1. Options for Paperless Board Meeting Software DeWitz
- 2. All-Inclusive Student Statement Howatt

V. ACTION ITEMS

First Reading

- 3. English Language Proficiency (ELP) Materials Adoption Bruzzese
- 4. Policy Review – Wellness Plan Ketelsen
- 5. K-12 Health Curriculum Hahn-Huston
- 6. Bond: CMGC Sam Barlow High School Schofield
- 7. Bond: CMGC Gresham High School Schofield
- 8. Bond: East Gresham Elementary Project Schofield

VI. INFORMATION ITEMS

None n/a

VII. DISCUSSION ITEMS (cont.)

- 9. Board Goals Board
- 10. Board Transitions Howatt
- 11. Board Agenda Review Board

VIII. ANNOUNCEMENTS

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

VIII. ADJOURN

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

TO: Board of Directors

FROM: A. Katrise Perera
Bill DeWitz

DATE: April 26, 2018

RE: No. 1 – Options for Paperless Board Meeting Software

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

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

The board reviewed the paperless software options presented to them at the March 8, 2018 board work session. They asked for an additional comparison of BoardDocs and BoardBook. A comparison of these two options will be presented at this time.

PRESENTER: Bill DeWitz

SUPPLEMENTARY
MATERIALS: 1. eBoard Documents Comparison

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

KEY SYSTEM CAPABILITIES COMPARISON (ELECTRONIC BOARD DOCUMENT MANAGEMENT)

Feature	Board Docs	Board Book	Notes
ADA Compliance Statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Built on HTML 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BB working to rewrite in HTML 5 by end of year.
Security			
Role Management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Access and Change Tracking/Logging	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Redundant Data Centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Secure backups of data	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Option for client on-site backups of data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Work Flow Management			
Customizable Agenda Items Workflow with change tracking & notes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Multiple levels of security within agenda items	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Up to 3
Agenda item approval process w/customizable approval trees	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Create/manage agenda items & templates for reoccurring items	<input checked="" type="checkbox"/>	<input type="checkbox"/>	For individual users/submitters
Approvers able to edit/annotate items during approval process (with tracking)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Tracking of submittal/approval process with support for electronic signatures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Imbedded files and attachments with Group Security	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Drag & Drop agenda items with auto numbering (attachments auto follow)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Policy Development and Management			
Complete policy development with support for revisions with change tracking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
MetaSearch for best practices from Public Documents in similar Organizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Manage and publish Policy Book	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Unlimited number of policy books (policies, procedures, manuals, standards codes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Archiving of retired policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Policy cross-referencing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ability to link to external policy system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sample policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
On-line policy collaboration with delegated policy services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Board Goals			
Board goal development, tracking and reporting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Goals with KPI support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Linking and tracking of Board goals by agenda item	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Training and Support			
On-site training and 24x7 phone support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Phone support after 4:00 PM or on weekends	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BB Phone support 7:30am - 6:00pm CST
Online training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Meeting Management			
Video playback from agenda item (integrated streaming)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No outside service required for streaming with BoardDocs
Comprehensive meeting action management (multiple motions, votes, action details, minutes notations, consent items, roll call, manual and on-line voting)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Option to project public scoreboards in meetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Linking of meetings to previous meeting with auto public release once approved	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

HANDOUT



Gresham-Barlow School District

Bill DeWitz, Director of Technology Services • dewitz@gresham.k12.or.us

T (503) 258-4777 • F (503) 258-4772 • 1426 SE 5th Street, Gresham, OR 97080

Board Docs References - Summary of Responses

Warden School District

Jeff Kottong, CETL

IT Director

Customer since 2009

"One of the big selling points for us was the reduction in the manual preparation of documents for the board. After the initial setup, the administrative secretary has reduced the amount of time spent with packets for the board each meeting.

Board members like the search feature to be able to bring up minutes or documentation from previous meetings fairly quickly.

All current policies and procedures are on BoardDocs and people go there for reference. It has reduced the time spent keeping polices updated."

Renton School District #403

Sandy Dolph

Executive Assistant to the Superintendent

Customer since 2006, upgraded to Pro in 2010

"Wonderfully, our Board members love it. It's easy to navigate and view Board meeting agendas and agenda items as well as policies, procedures and much more. Our staff can easily visit BoardDocs after a meeting to see if items have been approved – the voting information is embedded in each action item.

I would absolutely recommend it. The biggest plus would probably be that it saves hours of time as there is no more preparing and copying packets. All documents are saved within BoardDoc's indefinitely. if you need to search for anything, i.e., memo, PowerPoint presentation, contract etc. it is easily found. There's also a library for storage of General items, Events, Strategic Goals and Board member information.

There's also a minutes generator which is awesome and is another time saver. Another great feature is the policy and procedure feature. This feature not only stores active policies and procedures, but it provides a record of draft and retired polices."

HANDOUT



Gresham-Barlow School District

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Boardbook References - Summary of Responses

Fern Ridge School District

Michelle Cook
Executive Assistant to the Superintendent

Customer since 2004

"Our district has interacted with it for such a long time that everyone seems very used to it. I have found this program to be very intuitive and simple to learn (even for a complete newbie) The information is organized and as my Superintendent or School Board ask about future agendas I am able to build them right away which is very helpful. I love the feature of basing a current agenda on a past one, it has been helpful in not letting anything be forgotten as I learn this position. I also think that it makes it very easy for members of the public to look at our meetings and information.

Boardbook also helps our school board meet its goal of being paperless at our meetings."

Port Orford/Langlois School District

Stephanie Smith
Administrative Assistant

Customer since 2011

"Excellent response, very easy to use. Recommend highly - it is a real timesaver for me, as I am the one who compiles the board packet. Board members can easily access the info on the internet no matter where they are we don't have to worry about distributing updated (often frequently changing!) packets in time for the meeting.

Anyone can go online and look at minutes from past meetings I don't have to dig through files and retrieve paper copies of requested info. Also it helps me keep track of policies that have been updated, etc."

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

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: April 26, 2018

RE: No. 2 – All-Inclusive Student Statement

EXPLANATION: At the April 12, 2018 work session, the board discussed creating an all-inclusive statement in support of all students in the district. Director Carla Piluso, Director of English Language Learners Karina Bruzzese, Executive Director of Secondary Teaching and Learning Sara Hahn-Huston, and Secondary Literacy Coach Beth Elliot met to create a draft of the statement. Copies of the draft were provided to Superintendent A. Katrise Perera and Communications Director Athena Vadnais for review.

The draft provided for tonight's meeting reflects the edits suggested by Superintendent Perera. Time has been set-aside on this evening's agenda to review and discuss the draft statement.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: Draft Gresham-Barlow School District Support Statement

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

DRAFT GBSD Support Statement

As leaders of GBSD we reaffirm our commitment to preparing EVERY student for success regardless of national origin, race, culture, ethnicity, sex, language, socio-economic status, mobility, sexual orientation, disability, religion, and/or immigration status. In accordance with our District Equity Policy, “The Gresham-Barlow School District is committed to ensuring the right of each student to have equitable opportunities to achieve their dreams and academic goals by minimizing barriers and limitations.”

We celebrate the diversity of our families, our staff, the rich language, and the cultural assets each person brings to our District. We strongly support and encourage the participation of all students, families, and staff in our communities and in our schools. We honor and uphold the right to freedom of speech and expect individuals to exercise that right responsibly. The district will be steadfast in providing a safe and welcoming environment for ALL.

We stand against hate. Hate is not a Gresham value.

We stand for respect. We stand for dignity. We stand for inclusiveness.

We welcome you without exception.

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 26, 2018

RE: No. 3 – English Language Proficiency (ELP) Materials Adoptions

EXPLANATION: Oregon adopted new ELP standards in 2014. They are aligned with the Common Core State Standards (CCSS). The state Adoption Schedule indicates that ELP curriculum was to be adopted and in use in classrooms starting fall of 2016. The district's current ELP adoption does not address the new standards. Supplemental materials have been used at the elementary and middle school level to meet ELP standards. High school materials are less than satisfactory in meeting the needs of English learners. These factors make evident the need to adopt some of the supplemental materials the district has found to be successful with students at the elementary and middle school levels and to purchase materials for high school to align with the current ELP standards.

A committee of 12 teachers representing each grade and school has spent multiple days evaluating ELP curricula from the ODE approved list as well as additional resources over the past two years. The committee looked at very specific criteria and used evaluation tools designed specifically for evaluating alignment of materials to the ELP standards. As a result of those efforts, the committee has identified the materials listed below as their recommendation for the ELP curriculum to be adopted for use with English learners in Gresham-Barlow schools.

- K – 2nd grade: Journeys aligned language development lessons (teacher created)
- 3rd – 5th grade: Systematic ELD Units, ELAchieve publisher
- 6th – 12th grade: English 3D, Houghton Mifflin Harcourt publisher

At this time, the only materials that the administration is requesting to purchase are English 3D for 9th – 12th grade. If approved, the purchase process would begin in early July 2018.

PRESENTERS: Sara Hahn-Huston
Karina Bruzzese

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No. 3 – English Language Proficiency (ELP) Materials Adoption
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SUPPLEMENTARY
MATERIALS:

None

RECOMMENDATION: The administration recommends the board authorize district staff to move forward with the adoption of ELP materials for K - 12 and the purchase of English 3D by Houghton Mifflin Harcourt to be implemented in 6th – 12th English learner classes beginning in the fall of 2018.

REQUESTED ACTION: Move to authorize district staff to move forward with the adoption of ELP materials for K – 12 and the purchase of English 3D by Houghton Mifflin Harcourt to be implemented in 6th – 12th English learner classes beginning in the fall of 2018.

SHH:kb: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 26, 2018

RE: No. 4 – Wellness Plan

EXPLANATION: In June 2017, the school board approved changes to policy EFA: Local Wellness Program. The revisions to policy EFA, Local Wellness Program reflected the new rules for the Healthy Hunger-Free Kids Act of 2010 released by the U.S. Department of Agriculture. The policy update was required for districts that participate in the Child Nutrition Programs with Oregon Department of Education (ODE).

Policy EFA included the following new required components:

- An implementation plan that delineates roles, responsibilities, timelines, goals and objectives of a wellness program;
- Identifies needed records to document compliance with the policy's requirements;
- An annual notification to the public of the policy and level of compliance at each school;
- A triennial progress assessment to evaluate compliance with the local wellness policy.
- Any food and beverages marketed or promoted to students on the school campus during the school day need to meet the nutrition standards set by USDA and the Oregon Smart Snack Standards.

Throughout this school year, revisions to EFA-AR were completed to provide guidelines and to align with the changes in policy EFA. The district Wellness Committee, school administration, and the District Leadership Team assisted in the revisions on EFA-AR. These groups also provided input in the creation of a plan to implement and monitor work outlined in policy EFA: Local Wellness Program. Board representation on the Wellness Committee asked that the AR and implementation and monitoring plan be shared with the school board for discussion once they were complete.

Gresham-Barlow School District No. 10 Jt.
No. 4 – Wellness Plan
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PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS:

1. Policy EFA: Local Wellness Program
2. Policy EFA-AR: Local Wellness Program
3. Implementation and Monitoring of Board Policy
EFA: Local Wellness Program.

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

TK:sa

Gresham-Barlow SD 10

Code: **EFA**
Adopted: 6/01/06
Readopted: 6/08/17

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The superintendent or designee will develop administrative regulations as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the superintendent as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local

wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services

¹[Oregon Department of Education, Oregon Smart Snacks Standards](#)

where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards in order to meet the ODE’s physical education content standards

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

SB 4 (2017)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b.
National School Lunch Program, 7 C.F.R. Part 210.
School Breakfast Program, 7 C.F.R. Part 220.

Cross Reference(s):

EFAA - District Nutrition and Food Services

Local Wellness Program

The local wellness program includes nutrition, physical activities, and social-emotional wellness.

NUTRITION

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Nutrition Definitions:

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) in food service areas during the meal periods during the school day.
4. "Dietary Guidelines for Americans" means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives and reduce chronic disease risks.
5. "Entree item" means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or
 - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
6. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
7. "Foods of minimal nutritional value (FMNV)" means:
 - a. In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and
 - b. In the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are—protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium and iron;
 - c. Food that is classified into four categories:

- ~~(1) Carbonated soft drinks;~~
- ~~(2) Chewing gum;~~
- ~~(3) Water ices; and~~
- ~~(4) Certain candies made predominantly from sweeteners such as hard candy, licorice, jellybeans, gumdrops, marshmallows, fondant, cotton candy and candy-coated popcorn.~~

8. “Food service area” means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten;

9. “Meal period” means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.

10. “Nutrition education” means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.

11. “Oregon Smart Snacks Standards”¹ means the minimum nutrition standards for competitive foods and beverages.

a. Food items, including accompaniment foods, must:

- (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:

(a) Calories:

(i) Snacks contain no more than:

- 1) 150 calories as packaged or served for elementary level;
- 2) 180 calories as packaged or served for middle school level; and
- 3) 200 calories as packaged or served for high school level.

(ii) Entrees contain no more than 350 calories as packaged or served.

(b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.

Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.

(c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.

¹Oregon Department of Education, *Oregon Smart Snacks Standards*

Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.

- (d) Transfat: contains 0 grams of trans fat per item as packaged or served.
- (e) Sugar must be no more than 35 percent by weight. Exempt from the sugar standard are:
 - (i) Dried whole fruits or vegetables;
 - (ii) Dried whole fruit or vegetable pieces;
 - (iii) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
 - (iv) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).
- (f) Sodium:
 - (i) Snacks contain no more than 200 mg sodium per item as packaged or served.
 - (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.
- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
 - (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
 - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
 - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.
 - (iv) [Sugar-free chewing gum.]
- (i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:
 - (i) Calories;
 - (ii) Total fat;
 - (iii) Saturated fat;
 - (iv) Transfat;
 - (v) Sodium; and
 - (vi) Sugar.

b. Beverages must be:

(1) For elementary level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
- (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;

- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(2) For middle school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(3) For high school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
- (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
- (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

12. "School day" means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.

13. "School campus" means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
14. "Snack" means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Education

Nutrition education in the GBSD will develop the knowledge and skills necessary for students to practice healthy eating patterns in accordance with the US *Dietary Guidelines for Americans* that prevent nutrition related health risks. Nutrition topics will be integrated into the sequential, comprehensive, age-appropriate health education curriculum that is taught in the K-8 and high school program and other subject areas as appropriate. Consistent with OR state standards, nutrition education will focus on students' eating behaviors to help students learn:

1. • the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling, and storage;
2. • nutrition related skills such as planning a healthy meal, reading, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising;
3. • how to assess personal eating habits, set goals for improvement, and achieve those goals.

Nutrition education instructional activities will stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. Instructional time for nutrition education will be no less than 5 hours per year in grades K-5 and no less than 10 hours per year in grades 6-8. At the high school level, nutrition education will maintain its current percentage of the total health curriculum. The GBSD program will engage families as partners in their children's education. District and school site personnel will assess all nutrition education curricula and materials for accuracy, completeness, balance and consistency with state standards and district goals.

In order to reinforce and support district nutrition education efforts, the building principal is responsible for ensuring nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards. Nutrition education at all levels of the district's curriculum shall include the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;

2. Age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often include oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance;

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity

1. Physical activity should include regular instructional physical education, recess, as well as access to co-curricular activities.
2. The district will develop and assess student performance standards in order to meet the Oregon Department of Education's physical education content standards.
3. All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and through the provision of space and equipment.

4. ~~Classroom teachers will provide short physical activity breaks in the classroom between lessons or classes, as appropriate.~~
5. ~~Make school facilities available to the community and student groups outside of school hours to promote and encourage physical activity, and good nutrition.~~
6. ~~During an average week of school, it is recommended that students receive a minimum of 150 minutes of physical activity.~~
7. ~~The school environment supports practices where healthy eating and physical activity are modeled.~~

Nutrition Guidelines and Food Services Operation

In order to support the a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the building principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP and SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals ~~or free milk~~ in accordance with the National School Lunch Act;
4. The school's NSLP and SBP operates to meet ~~nutrition standards~~ dietary specifications in accordance with the Healthy, Meals for Healthy Americans Act of 1994 as amended ~~Hunger-Free Kids act of 2010~~ and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable ~~federal government Dietary Guidelines for Americans~~ nutrition standards set by the USDA and the Oregon Smart Snacks Standards. ~~When a la carte items are offered to students for purchase, they must meet these nutritional standards and will be limited to two (2) items per student per day. Schools contracting out the food service part of their NSLP and SBP shall form a nutrition advisory committee comprised of teachers, students and parents to assist in menu planning.~~ A school or district that operates or contracts the food service component of their NSLP and SBP shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place ~~for providing to~~ provide families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special ~~food~~ dietary needs:
 - a. The district will provide substitute foods to students with ~~disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states~~

why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food or foods to be omitted and the food or choice of foods that must be substituted a disability² that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions;

b. Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent submits a signed request that includes a medical statement signed by a physician, physician assistant, registered dietitian or nurse practitioner provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the medical condition or special dietary need that restricts the student's diet and provide a list of food(s) that may be substituted in place of the lunch or breakfast menu being served nature of the child's impairment so its effect on the student's diet is understood and what must be done to accommodate the impairment.

9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair; and
 - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

²To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

Other Foods Sold

Foods and beverages sold in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day. Fundraisers that include foods outside of these guidelines must have all sales occur outside of the school day.

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged.

Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned.

1. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
2. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Nutrition and food services personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The Nutritional Service Department is responsible to ensure that the nutrition service staff receives training including, but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals; and

PHYSICAL ACTIVITIES AND PHYSICAL EDUCATION

In order to ensure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. When possible, physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);
5. When possible, daily recess or activity period(s) will be provided.

SOCIAL-EMOTIONAL WELLNESS

In order to ensure students are afforded the opportunity to engage in activities that promote social-emotional wellness in the school setting, the following guidelines apply in all schools:

1. Safe and secure learning environments for all students;
2. Implement Positive Behavior Intervention Support strategies;
3. Use restorative justice practices to repair relationships;
4. Embed trauma-informed practices into instruction;
5. Positive social skills taught regularly;
6. Use of De-escalation strategies;
7. Provide a focus on self-regulation.

Other Activities that Promote Student Wellness

The district may provide the following activities and encourage the following practices which promote local wellness:

1. Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Nonfood-related fund raisers;
4. Intramural sports;
5. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
6. The use of alternates to food as rewards in the classroom;

~~Foods of Minimal Nutritional Value (FMNV) and Competitive Food Sales~~

~~In keeping with federal regulations, the district controls the sale of FMNV and all competitive foods.~~

~~Though federal regulations permit FMNV to be sold in food service areas before and after school meal periods, and outside of food service areas at any time, district schools are directed to prohibit such sales until one half hour following the last lunch period. All food items and beverages sold by any organization or entity at any location on district premises and at district sponsored events (e.g., vending machine offerings, student stores, school or district events, food sales at activity/athletic events, etc.) are encouraged to meet applicable Dietary Guidelines for Americans.~~

~~No Vending Machines will be located in student areas at the district's elementary schools.~~

~~Student stores will make available nutritional value information of all food and beverage products sold.~~

~~Accordingly, the district will select from the following nutritional food items³ offered or included in all such sales:~~

- ~~1. Canned fruits;~~
- ~~2. Fresh fruit (e.g., apples and oranges);~~
- ~~3. Fresh vegetables (e.g., carrots);~~
- ~~4. Fruit juice and vegetable juice, at least 50 percent full strength, and bottled water, within established district guidelines;~~
- ~~5. Low fat crackers and cookies, such as fig bars and ginger snaps;~~
- ~~6. Pretzels;~~
- ~~7. Bread products (e.g., bread sticks, rolls, bagels and pita bread);~~
- ~~8. Ready to eat, low sugar cereals;~~
- ~~9. Granola bars made with unsaturated fat;~~
- ~~10. Low fat (one percent) or skim milk;~~
- ~~11. Low fat or nonfat yogurt;~~
- ~~12. Snack mixes of cereal and dried fruit with a small amount of nuts and seeds;~~
- ~~13. Raisins and other dried fruit;~~
- ~~14. Low fat crackers;~~
- ~~15. Popcorn.~~

³This is a suggested list only. Modifications can be made through the District's Nutritional Advisory Committee.

Other Foods Offered or Sold

~~The district recognizes that federal government standards requiring schools to provide NSLP and SBP meals consistent with applicable Dietary Guidelines for Americans do not apply to competitive foods sold or served outside the food service areas as defined in this regulation.~~

~~It is recommended that foods offered in classrooms or school-sponsored activities, and food and beverages sold as part of approved school fund-raising events, be nutritious foods as determined by the district's nutrition committee.~~

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition **wellness** education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home **or are available on school websites for with K-5 students;**
2. ~~Nutrition education materials and cafeteria menus are available on the district's website for all grade levels;~~
3. Parents are encouraged to send healthy snacks/meals to school;
4. ~~K-8 parents and other family members are invited to periodically eat with their student in the cafeteria;~~
5. Families are invited to attend exhibitions of student nutrition projects or health fairs.;
6. Nutrition education homework that students can do with their families may be assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education.
9. Staff are encouraged to provide social-emotional learning activities that students can do with their families while at home.

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;

2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program and is aligned and coordinated with the Oregon Health Education Standards and school health education program;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education program;
5. Teachers and school nutrition and food service personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education; and
8. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

~~Each school site shall establish a Wellness Committee to develop guidelines for physical activity, food rewards, celebrations, home based fundraising and school sponsored events in order to meet the intent of the District Wellness Policy.~~



Implementation and Monitoring
of
Board Policy EFA:
Local Wellness Program

Gresham-Barlow School District
April 2018

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INTRODUCTION

This plan outlines the Gresham-Barlow School District's approach to implement and monitor school board policy EFA, Local Wellness Program. Administrative rules have been created for policy EFA, providing implementation and monitoring guidelines (EFA-AR). Throughout this plan, policy EFA and EFA-AR should both be referred to when the plan specifies the term "policy EFA". Policy EFA establishes specific goals and outcomes as well as procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

DISTRICT WELLNESS COMMITTEE

Committee Role and Membership

The District will convene a representative district wellness committee that meets four times per year (October, December, February, and May) to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness plan. The District Wellness Committee will also assist schools in implementing, monitoring, and reporting their progress on policy EFA.

The membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals, and mental health and social services staff; school administrators; school board members; health professionals; and the general public.

Name	School	Role
Tammy Brestel	Hogan Cedars Elementary	classified staff
Megan Cochran	Deep Creek- Damascus K-8	classified staff, parent
Alan Crapser	Facilities	classified staff
Keely Davidson	Sodexo	food services
Sandy Dornfeld	Gresham High School	nurse
Julie Duquette	Gordon Russell Middle School	classified staff
Sherry Gustafson	Sam Barlow High School	teacher
Karen Harshfield	West Gresham Elementary	counselor
Kris Howatt	Gresham-Barlow School Board	school board
Debra James	Hollydale Elementary	administrator
Judith Jeffries	Springwater Trail High School	teacher
Dave Keller	East Gresham Elementary	teacher
Teresa Ketelsen	Gresham-Barlow School District	deputy superintendent
Darla Lau	Sodexo	food services
Mike Mann	Dexter McCarty Middle School	teacher
Kristen Marlo Eibl	Gresham High School	teacher
Claudia Miller	Powell Valley Elementary	teacher
Josie Minni	Kelly Creek Elementary	teacher
Tia Ross	Clear Creek Middle School	classified staff
Ismael Solorzano	West Orient Middle School	classified staff
Eric Turner	Hall Elementary	teacher
Mollie Yand	North Gresham Elementary	teacher

District and School Level Wellness Plan Leadership

The Deputy Superintendent will convene the Wellness Committee and facilitate development of and updates to the wellness plan as it applies to board policy. As the designee of the Superintendent, the Deputy Superintendent will ensure each school's compliance with the plan.

Each school will designate a School Wellness Policy Coordinator, who will ensure compliance with policy EFA. Refer to Appendix A for a list.

WELLNESS PLAN IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district will develop and maintain a plan to manage and coordinate the implementation of policy EFA.

The plan will:

- Delineate roles, responsibilities, actions and timelines specific to each school;
- Include information about who will be responsible to make what change, by how much, where and when;
- Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
- Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

The Wellness Plan and progress reports can be found on the district webpage at www.gresham.k12.or.us. School Board policy EFA: Local Wellness Program and administrative rules (EFA-AR) can be found at <http://policy.osba.org/gbsd/E/index.asp>.

Recordkeeping

The district will retain the following records to document compliance with the requirements of the policy EFA at the district's administrative offices.

- The written wellness policy;
- Documentation demonstrating that policy EFA has been made available to the public;
- Documentation of efforts to review and update the local wellness plan and board policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will annually make available to the public an assessment of the implementation of policy EFA (see Appendix B). This yearly assessment will include any updates to made to policy EFA, the extent to which the schools within the district are in compliance with policy EFA, and a description of progress being made in attain the established goals. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy (see Appendix A), as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will actively notify households/families of the availability of the triennial progress report.

The District Wellness Committee in collaboration with individual schools will monitor schools' compliance with policy EFA.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

Appendix A

School Wellness Plan Coordinators (To Be Determined)

School	Name	Email
Clear Creek MS		
Deep Creek-Damascus K-8		
Dexter McCarty MS		
East Gresham ES		
East Orient ES		
Gordon Russell MS		
Gresham HS		
Hall ES		
Highland ES		
Hogan Cedars ES		
Hollydale ES		
Kelly Creek ES		
North Gresham ES		
Powell Valley ES		
Sam Barlow HS		
Springwater Trail HS		
West Gresham ES		
West Orient MS		

Appendix B

Annual Public Notification of Compliance with Board Policy EFA, Local Wellness Program

Date:

Updates to Local Wellness Program (Policy EFA) During the Past Year:

District Level Assessment of Board Polity EFA

Assessment of the implementation of the policy. Description of school compliance with policy EFA. Describe activities that have taken place during the year to attain the goals established in policy EFA and EFA-AR. Include how the public can get involved with the local wellness policy.

Share names of school wellness coordinators.

Appendix C

Triennial Progress Assessment for Local Wellness Program

How Does the District’s Local Wellness Policy Stack Up?

Compare policy EFA to a model policy such as Alliance for a Healthier Generation Healthy Schools Program found at <https://schools.healthiergeneration.org/>.

Progress Towards Attaining the Goals of the District’s Local Wellness Policy

- *What are the areas of celebration?*
- *What are the challenges or barrier that exist?*
- *What activities have been conducted to attain goals?*

School Level Assessment of Board Policy EFA

Each school within the district will be evaluated using the following scores, based on each guideline area found in board policy EFA-AR, Local Wellness Program.

- 4 = Goals Identified in policy EFA and EFA-AR are met
- 3 = There is adequate progress towards reaching identified goals
- 2 = Minimal progress shown towards reaching identified goals
- 1 = No progress shown towards reaching identified goals

School:		
Focus Area	Score	Comments
Nutrition Promotion & Education		
Food & Beverage Marketing		
Nutrition Guidelines & Food Service Operation		
Competitive Food Sales		
Other Foods Sold		
Nutritional Staff Development		
Physical Activity & Physical Education		
Social-Emotional Learning		
Other Activities that Promote Wellness		
Family & Community Involvement		
Overall School Comments:		

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 26, 2018

RE: No. 5 – K-12 Health Curriculum

EXPLANATION: The Oregon Department of Education adopted new Health standards in December of 2016. The ODE Curriculum Adoption Schedule indicates that Health resources aligned to these standards are to be adopted and in use in classrooms in the fall of 2018.

In conjunction with the work of the district K-12 Health Steering Committee, instructional materials on the ODE approved curriculum list were considered for use in elementary and secondary classrooms. At this point in time, the following programs are being recommended for adoption:

- Grades K-5: *The Great Body Shop* published by the Children’s Health Market
- Grades 6-8: *Teen Health* published by McGraw-Hill
- Grades 9-12: *Glencoe Health* published McGraw-Hill

If authorized to move forward on the adoption of these materials as the district’s primary resources for Health instruction, they will be in K-12 classrooms for implementation in fall of 2018.

PRESENTERS: Dr. Sara Hahn-Huston
Angie Kautz

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This is an information item for the board. Request for approval to purchase will be made at the May meeting.

REQUESTED ACTION: No action is required at this time.

SHH:ak:sa

HANDOUT



New K-12 Health Instructional Materials Recommendations to the School Board April 26, 2018

Elementary K-5 Recommendation:

Publisher: The Children's Health Market

Title: *The Great Body Shop*

Digital Viewing via website: <http://www.thegreatbodyshop.net/>

To schedule a time to review the recommended materials for elementary please contact:

Angie Kautz, Director of Elementary Teaching and Learning
kautz@gresham.k12.or.us
503-261-4584

Secondary 6 – 12 Recommendation:

Publisher: McGraw-Hill Education

Middle School **Title:** *Glencoe Teen Health*

High School **Title:** *Glencoe Health*

Digital Viewing via website: <https://www.mheducation.com/prek12Oregon/Health>

To schedule a time to review the recommended materials for secondary please contact:

Dr. Sara Hahn-Huston, Exec. Director of Secondary Teaching and Learning
Huston6@gresham.k12.or.us
503-261-4559

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 26, 2018

RE: No. 6 – Bond: CMGC Sam Barlow High School

EXPLANATION: In November of 2017, the board approved a not to exceed amount for Lease Crutcher Lewis, contractor for Sam Barlow High School, in the amount of \$3,500,000.

The not-to-exceed amount was established to allow the contractor to provide pre-construction services and some selective demolition for schedule advantages. Since that time, Lease Crutcher Lewis has bid the work to be completed at Sam Barlow High School. Since this project was recently bid and bid clarifications are a part of the buyout process, the administration is not ready to establish the preliminary GMP, but is ready to authorize certain portions of work that start within the next 30-45 days, as well as staffing and site services for the project.

For the not-to-exceed authorization requested below, the comparison of our budget estimate to actual is approximately \$34,000 less than anticipated.

Work is scheduled to begin this spring with completion in late 2020.

PRESENTER: A. Katrise Perera
Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Based on results and information provided by Lease Crutcher Lewis and reviewed by Cornerstone Management Group and the district administration, the district is ready to recommend increasing the not-to-exceed amount.

REQUESTED ACTION: Move to approve the not-to-exceed amount of \$56,750,000 for the Sam Barlow High School project with Lease Crutcher Lewis.

MS:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 26, 2018

RE: No. 6 – Bond: CMGC Sam Barlow High School

EXPLANATION: In November of 2017, the board approved a not to exceed amount for Lease Crutcher Lewis, contractor for Sam Barlow High School, in the amount of \$3,500,000.

The not-to-exceed amount was established to allow the contractor to provide pre-construction services and some selective demolition for schedule advantages. Since that time, Lease Crutcher Lewis has bid the work to be completed at Sam Barlow High School. Since this project was recently bid and bid clarifications are a part of the buyout process, the administration is not ready to establish the preliminary GMP, but is ready to authorize certain portions of work that start within the next 30-45 days, as well as staffing and site services for the project.

For the not-to-exceed authorization requested below, the comparison of our budget estimate to actual is approximately \$34,000 less than anticipated.

Work is scheduled to begin this spring with completion in late 2020.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Based on results and information provided by Lease Crutcher Lewis and reviewed by Cornerstone Management Group and the district administration, the district is ready to recommend increasing the not-to-exceed amount.

REQUESTED ACTION: Move to approve the not-to-exceed amount of \$27,545,411 for the Sam Barlow High School project with Lease Crutcher Lewis.

MS:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 26, 2018

RE: No. 7 – Bond: CMGC Gresham High School

EXPLANATION: In March of 2018, the board approved a not-to-exceed amount for Fortis Construction, contractor for Gresham High School, in the amount of \$16,662,504.

The not-to-exceed amount was established to allow the contractor to agree to terms for a select number of sub-contractors. Since March 2018, a significant portion of the work has been bid. Bids are due on the remaining scope of work in May 2018. Since there is still more work out for bid, the administration is not ready to establish the preliminary GMP, but is ready to authorize certain portions of work including staffing and site services.

With approximately 75% of the scope of work bid, Fortis Construction, Cornerstone Management Group and the administration estimates this project is currently approximately \$1.7 million under budget.

Work is scheduled to begin this spring with completion in late 2020.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Based on results and information provided by Fortis Construction and reviewed by Cornerstone Management Group and the district administration, the district is ready to recommend increasing the not-to-exceed amount.

REQUESTED ACTION: Move to approve the not-to-exceed amount of \$69,161,527 for the Gresham High School project with Fortis Construction.

MS:sa

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 26, 2018

RE: No. 8 – Bond: East Gresham Elementary Project

EXPLANATION: We have begun negotiations with Bremik Construction toward reaching a guaranteed maximum price (GMP) for the East Gresham Elementary Project. In order to keep the process moving forward, the administration will need to increase the not-to-exceed amount authorized.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Based on bid results and information provided by Bremik Construction and reviewed by Cornerstone Management Group and the district administration, the district recommends approval of a not-to-exceed amount of \$16,512,000.

REQUESTED ACTION: Move to approve the not-to-exceed amount of \$16,512,000 for the East Gresham Elementary School replacement project with Bremik Construction.

MS:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Mike Schofield

DATE: April 26, 2018

RE: No. 8 – Bond: East Gresham Elementary Project

EXPLANATION: We have begun negotiations with Bremik Construction toward reaching a guaranteed maximum price (GMP) for the East Gresham Elementary Project. In order to keep the process moving forward, the administration will need to increase the not-to-exceed amount authorized.

Additional information and a revised not-to-exceed amount will be presented at the meeting.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: Based on bid results and information provided by Bremik Construction and reviewed by Cornerstone Management Group and the district administration, the district recommends approval of a not-to-exceed amount as presented at the meeting.

REQUESTED ACTION: Approve the not-to-exceed amount presented at the meeting for the East Gresham Elementary School replacement project with Bremik Construction.

MS:mkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera
Kris Howatt

DATE: April 26, 2018

RE: No. 9 – Board Goals

EXPLANATION: At the March 22, 2018 Board Planning Retreat, the Gresham-Barlow School Board worked with a consultant to create board goals in the SMART Goal (Specific, Measurable, Achievable, Results-focused, Time-bound) format. The board will review a preliminary draft of the goals this evening.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: Preliminary Draft of the Gresham-Barlow Board SMART Goals

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

Board SMART Goals – Preliminary Draft

Board Planning Retreat

March 22, 2018

Goal #1

Goal: Community Partnerships Real world application. Two-way partnership. The goal is to bring the community into schools. Having real-world experiences for students. Have a two-way partnership.	
Specific - <i>What will the goal accomplish? How and why will it be accomplished?</i>	Engage community in the support of students – internships/comprehensive two-way partnerships; enhance partnerships.
Measurable - <i>How will you measure whether the goal has been reached (list at least two indicators)?</i>	Number of volunteers; volunteer hours. What are volunteers doing in our schools (type of work they provide)? Leverage partnerships to how many students are benefiting?
Achievable - <i>Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal?</i>	Expanding over time the breadth and depth. It's possible and is done in many places. Need to be more strategic.
Results-focused - <i>What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?</i>	Volunteer rates
Time-bound – <i>What is the established completion date and does that completion date create a practical sense of urgency?</i>	Completion date of 2021. Need to give it 2-3 years for culture and climate change.
Revised Goal:	

Goal #2

Goal: Recruit and retain effective educators and staff	
Specific - <i>What will the goal accomplish? How and why will it be accomplished?</i>	Destination of choice for highly effective educators. A 90% retention from year to year. Promoting a culture of excellence.
Measurable - <i>How will you measure whether the goal has been reached (list at least two indicators)?</i>	Retention figures; new educator diagnostic survey (why did they choose us?); job vacancy equates to how many quality

Board SMART Goals – Preliminary Draft

Board Planning Retreat

March 22, 2018

	applicants. How many from diverse backgrounds?
Achievable - <i>Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal?</i>	Yes; changing demographics (culture/ socio-economic). Be a destination of choice – ambitious goal. Effective hiring and evaluative processes.
Results-focused - <i>What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?</i>	Employ, develop, and recruit highly effective, diverse educators. Will keep the highest skilled educators in front of our students.
Time-bound – <i>What is the established completion date and does that completion date create a practical sense of urgency?</i>	Year to year and over time. Cohort data.
Revised Goal: Recruit, develop, and retain highly effective staff.	

Goal #3

Goal: Stewardship of District Resources and highest standards of ethical transparency	(Staff, curriculum, budget) in relation to operations, teaching & learning (academic goals)
Specific - <i>What will the goal accomplish? How and why will it be accomplished?</i>	Good ethical stewards of our taxpayer's money.
Measurable - <i>How will you measure whether the goal has been reached (list at least two indicators)?</i>	Do expenditures equate to student success? Transparent process? Clean audit of financials yearly. Charter Schools too.
Achievable - <i>Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal?</i>	Yes! Trust will erode if we are not excellent stewards of the community resources.
Results-focused - <i>What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?</i>	Trust within our organization and with community.
Time-bound – <i>What is the established completion date and does that completion date create a practical sense of urgency?</i>	Each year → each reporting period. Renewed.
Revised Goal: Broaden vision of stewardship? What creative approaches can we employ (innovation – partnerships)	

Board SMART Goals – Preliminary Draft

Board Planning Retreat

March 22, 2018

Goal #4

Goal: Innovative systems of learning and promote a safe and secure learning environment Empowers students (health and wellness) – personalized learning	
Specific - <i>What will the goal accomplish? How and why will it be accomplished?</i>	Students develop talents that meet/exceed academic mandates. Impact attendance and graduation rates. Social-emotional health and wellness.
Measurable - <i>How will you measure whether the goal has been reached (list at least two indicators)?</i>	9 th grade on track; graduation data (health and welfare) & (innovative teaching) Safe buildings, safe classroom environments.
Achievable - <i>Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal?</i>	Yes.
Results-focused - <i>What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?</i>	Personalized learning, access to technology; access to participate in systems of learning.
Time-bound - <i>What is the established completion date and does that completion date create a practical sense of urgency?</i>	
Revised Goal: Possibly separate “Safe and secure learning environment” into a separate fifth goal.	

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

TO: Board of Directors
FROM: A. Katrise Perera
Kris Howatt
DATE: April 26, 2018
RE: No. 10 – Board Transitions

EXPLANATION: Chair Howatt has been notified that a board member will be moving out of the district in the summer of 2018. Time has been set-aside on this evening's agenda to discuss the process and procedure for a board member resignation and vacancy announcement.

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS:

1. Board Policy BBC: Board Member Resignation
2. Board Policy BBD/BBE: Board Vacancies/Board Member Removal from Office
3. Board Policy BBB: Board Elections
4. Board Policy BH/BHA: Orientation of New Board Members

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

Gresham-Barlow SD 10

Code: **BBC**
Adopted: 5/02/94
Readopted: 2/04/99; 5/02/02; 3/07/13;
10/06/16
Orig. Code(s): BBC

Board Member Resignation

The Board believes that any citizen who files and seeks election or appointment to the Board should do so with full knowledge of and appreciation for the investment in time, effort and dedication expected of all Board members, and that the citizen's intent is to serve a full term of office.

When a member decides to terminate service, the Board requests earliest possible notification of intent to resign so the Board may plan for the continuity of Board business. Resignations must be made in writing. Board members can resign the office effective at a future date. If the resignation is effective at a future date, the resignation is binding unless withdrawn in writing by the end of the third business day after the resignation is made.

The Board will announce the resignation and declare the vacancy at a Board meeting.

The Board will determine the procedures to be used in filling the vacancy. The Board may begin a replacement process and select a successor prior to the effective date of resignation; however, the actual appointment shall not be made before the resignation date.

END OF POLICY

Legal Reference(s):

[ORS 236.320](#)
[ORS 236.325](#)
[ORS 332.030](#)

Gresham-Barlow SD 10

Code: **BBD/BBE**
Adopted: 10/05/95
Readopted: 2/04/99; 5/02/02; 3/07/13
Orig. Code(s): BBD/BBE

Board Vacancies/Board Member Removal from Office

Vacancies will be filled through Board appointment. The Board appointee must be a registered voter and a legal resident of the district for at least one year immediately preceding the appointment. If the vacancy is for a zoned position, the appointee must have been a resident of that zone for at least one year. If, after advertising a vacancy in a zone for 20 days, an eligible zone resident cannot be identified, the Board shall appoint an eligible resident from the district. Board elections are held every odd-numbered year which for the purposes of this policy are termed “election” years. The appointee:

1. Will serve until June 30 following the next “election,” at which time the individual elected in May of that year will fill the remaining portion of an unexpired term or serve a full four-year term; or
2. Will serve until June 30 of a subsequent “election” year if the vacancy occurs after the filing date in an “election” year.

A Board member so elected as a replacement will serve the remaining year(s) of the term of office of the Board member being replaced.

In the event of multiple vacancies, the first position vacated will be filled first.

Upon appointment by the Board, the newly appointed Board member(s) will be sworn in and seated immediately.

If the offices of a majority of Board members are vacant at the same time, the directors of the Multnomah Education Service District shall appoint persons to fill the vacancies from qualified school district voters.

The Board will declare the office of a director vacant upon any of the following:

1. The death or resignation of an incumbent;
2. When an incumbent ceases to be a resident of the district;
3. When an incumbent ceases to discharge the duties of office for two consecutive official meetings unless prevented by sickness or unavoidable cause;
4. When an incumbent ceases to discharge the duties of office for four consecutive months for any reason;
5. When an incumbent is removed from office by judgment of any court;
6. When an incumbent has been recalled from office by district voters;

7. When an incumbent is elected by zone and moves from the zone to which he/she was elected. The incumbent shall continue to serve as director to June 30 next following the next regular district election. At that election, a successor shall be elected to serve the remainder, if any, of the unexpired term to which the director was elected. If the term to which the director was elected expires June 30 next following the election of the successor, the successor shall be elected to a full term.

END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)

[ORS 255.245](#)

[ORS 255.335](#)

[ORS 332.030](#)

[ORS 332.122](#)

[ORS 332.124](#)

[ORS 408.240](#)

Gresham-Barlow SD 10

Code: **BBB**
Adopted: 10/05/95
Revised/Readopted: 2/04/99; 5/02/02; 3/07/13;
5/01/14
Orig. Code(s): BBB

Board Elections

1. Number of Directors

The Board will consist of seven members, three elected at-large and four elected from zones and will be known as the district school board. The term of office shall be four years. All registered voters of the district have the right to vote for both at-large candidates and for those candidates running to represent a zone.

2. Designation of Board Positions

Board members' positions and their respective successors in office will be designated by numbers as Position 1, 2, 3, 4, 5, 6 and 7. In all proceedings for the nomination or election of candidates for or to the office of Board member, every petition for nomination, declaration of candidacy, certificate of nomination, ballot or other document used in connection with the nomination or election will state the position number to which the candidate aspires.

Individuals may seek more than one elected position such as school board and education service district board.

Re-election for Board positions will occur as follows:

Position No. 1/Zone 1:	Spring 2015, and every four years thereafter;
Position No. 2/Zone 3:	Spring 2015, and every four years thereafter;
Position No. 3/Zone 2:	Spring 2013, and every four years thereafter;
Position No. 4/At Large:	Spring 2013, and every four years thereafter;
Position No. 5/Zone 4:	Spring 2013, and every four years thereafter;
Position No. 6/At Large:	Spring 2013, and every four years thereafter;
Position No. 7/At Large:	Spring 2015, and every four years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 249.013](#)
[ORS 255.235](#)
[ORS 255.245](#)

[ORS 332.011](#)
[ORS 332.018](#)

[ORS 332.118 - 332.138](#)

Gresham-Barlow SD 10

Code: **BH/BHA**
Adopted: 5/01/97
Revised/Readopted: 2/04/99; 5/02/02; 6/06/13;
10/05/17
Orig. Code(s): BH/BHA

Orientation of New Board Members

A new member is to be given the Board's and staff's fullest measure of courtesy and cooperation. Board and staff will make every effort to assist the new member to become fully informed about the Board's functions, policies, procedures and issues. In the interim between election and/or appointment and assuming office, the new Board member(s) will be assisted in the following ways:

1. The new Board member will be given materials on the role of a school board member;
2. The new Board member will be invited to attend Board and budget meetings to observe the operation of the Board but will not be a voting member;
3. The new Board member will be given a copy of long range plans, Board policies (available online), Board priorities and the district's adopted budget;
4. The superintendent and/or designee will supply material pertinent to meetings and will explain its content;
5. The incoming member will be invited to meet with the superintendent and other administrative personnel, by arrangement with the superintendent, to discuss services they perform for the district;
6. The new Board member will be encouraged to attend the Summer Board Conference sponsored by the Oregon School Boards Association and to participate in the Oregon School Boards Association online classes to achieve bronze level in their first year of service; and
7. New Board members will receive all reports and communications (not including confidential materials) normally sent to Board members.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

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

TO: Board of Directors
FROM: A. Katrise Perera
Kris Howatt
DATE: April 26, 2018
RE: No. 11 – Board Agenda Review

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

PRESENTER: Kris Howatt

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:sa