

Gresham-Barlow



School District

## BOARD OF EDUCATION

Board Work Session

### **AGENDA**

May 3, 2018

BOARD OF EDUCATION  
May 3, 2018

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

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

I. CALL TO ORDER

II. ROLL CALL

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

III. APPROVE MEETING AGENDA

IV. ACTION ITEMS

First Reading

None.....n/a

RECESS INTO EXECUTIVE SESSION

The Gresham-Barlow School District Board of Directors will now meet in executive session for the purpose of discussing

*Litigation ORS 192.660 (2)(h)*  
*Personnel ORS 192.660 (2)(b)*

Executive sessions are closed to the public. Representatives of the news media and designated staff shall be allowed to attend. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on any of the deliberations during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session.

V. EXECUTIVE SESSION

1. Litigation Update.....Schofield  
2. Personnel Update.....Hiu

RECONVENE INTO REGULAR WORK SESSION

VI. INFORMATION ITEMS

- 3. Oregon Dept. of Education Annual Special Education Report.....Koch
- 4. 21<sup>st</sup> Century Community Learning Centers Grant.....Olson

VII. DISCUSSION ITEMS

- 5. Future Agenda Topics.....Board

VIII. ANNOUNCEMENTS

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

IX. ADJOURN

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

TO: Board of Directors

FROM: A. Katrise Perera  
John Koch

DATE: May 3, 2018

RE: No. 3 – Oregon Department of Education Annual Special Education Report  
for the Gresham-Barlow School District

EXPLANATION: The annual Oregon Department of Education Special Education Report for all districts was released April 4, 2018. The indicators and targets in the report correspond to the information required in the State Performance Plan for special education that is also required by the United States Department of Education.

The administration is presenting the results of the report at this time.

PRESENTER: John Koch

SUPPLEMENTARY  
MATERIALS: Gresham Barlow Special Education Report

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No formal action is required.

JK:sa

# 2016-2017 Special Education Report

**GRESHAM-BARLOW**  
 SCHOOL DISTRICT



April 2018

Dear Parents, Families and Community Members,

The Oregon Department of Education is proud to issue the twelfth annual special education report. Reported indicators and targets correspond to the information in the State Performance Plan (SPP) for Special Education that is required by the United States Department of Education.

As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This report is not meant to tell you everything about your district, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for all of Oregon's children.

Sincerely,

Colt Gill, Deputy Superintendent of Public Instruction

**LOCAL INFORMATION PROVIDED BY YOUR DISTRICT**

DISTRICT INFORMATION					
<b>Students Graduating 2015-2016</b>	<b>District</b>	<b>State Target</b>	<b>Least Restrictive Environment</b>	<b>District</b>	<b>State Target</b>
Students with IEPs graduating with regular diploma: four-year cohort rate	51.6%	78.0% or more	Students included in regular class 80% or more of day	59.1%	73.0% or more
Students with IEPs graduating with regular diploma: five-year cohort rate	56.1%	82.0% or more	Students included in regular class less than 40% of day	10.2%	10.6% or less
<b>High School Dropout 2015-2016</b>	<b>District</b>	<b>State Target</b>	Students served in public or private separate schools, residential placements, or homebound / hospital	2.1%	1.8% or less
Students with IEPs dropping out	7.3%	3.3% or less			
<b>Timeline for Eligibility</b>	<b>District</b>	<b>State Target</b>	<b>Special Education</b>		
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	96.6%	100.0%	§300.39(a) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.		
<b>IEP = Individualized Education Program</b> A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.			<b>LRE = Least Restrictive Environment</b> 20 U.S.C. 1412(a)(5) and §300.114(2)(i)&(ii) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.		
<b>Department of Education Notes</b> - No data available. * Not displayed because at least 6 students are needed to maintain confidentiality.					

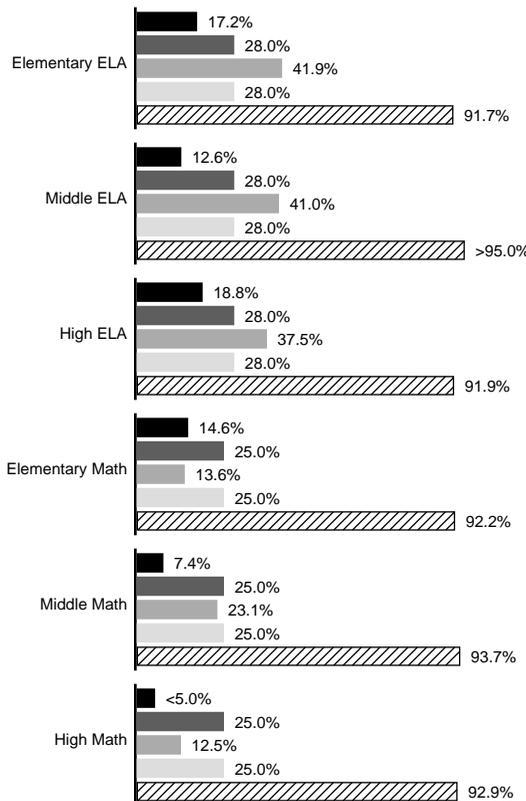
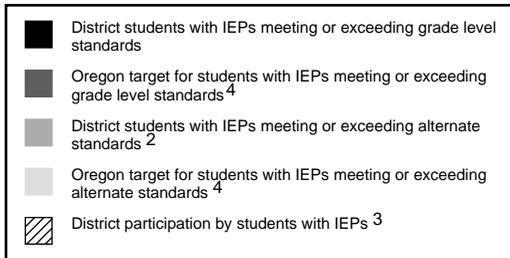
For more information, contact your local school or district.

## DISTRICT INFORMATION

### Academic Achievement

#### Percentage of Students Meeting Standards

The graphs below show the percentage of students in your district that met or exceeded the state standards on Oregon's Smarter Balanced Assessments<sup>1</sup> during the last school year. In 2016-2017, Math included a knowledge and skills assessment for each student in grades 3-8 and 11; English Language Arts included a reading and skills assessment for each student in grades 3-8 and 11.



### Post-Secondary Outcomes

Youth who are no longer in secondary school, had IEPs at the time they left school, and, within one year of leaving high school, were

	District	State Target
Enrolled in higher education	10 14.0%	30.0%
Enrolled in higher education or competitively employed	10 48.8%	55.5%
Enrolled in higher education or in other post-secondary education or training program; or, competitively employed or in other employment	10 65.1%	72.0%

### Suspension / Expulsion 2015-2016

	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	7 Note
District identified with a significant discrepancy, by race or ethnicity, in rate of suspension / expulsion for more than 10 days; and, policies, procedures, or practices contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards	No	7 Note

### IEP = Individualized Education Program

A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

### Department of Education Notes

- No data available.
- \* Not displayed because at least 6 students are needed to maintain confidentiality.
- NA Too few test scores or students to determine a rating.

## DISTRICT INFORMATION

### Secondary Transition

Youth aged 16 and above with IEPs that included the following: appropriate, measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet the post-secondary goals; and annual IEP goals related to the student's transition services needs; and, the district provided evidence that, for the IEP team meeting in which transition services were discussed, the student was invited and, if appropriate, a representative of any participating agency was invited with prior consent of the parent or student who has reached the age of majority

District	State Target
*	100.0%

### Students Receiving Special Education Services

	District	State Target
District identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	No	No
District identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	No	No

### Parent Survey Results

	District	State Target
Parents who report schools facilitated parent involvement as means of improving services and results <sup>6</sup>	72.9% <sup>14</sup>	77.73%

### Department of Education Notes

- 1 Data displayed reflect participation in regular statewide assessment (Oregon's general assessment) with and without one or more approved accommodations.
- 2 Results from the alternate statewide assessment measured against alternate achievement standards (Oregon's Extended Assessment) are not comparable to results from Oregon's Smarter Balanced Assessment.
- 3 All assessments are included in the 95% Federal participation target. Oregon does not measure the alternate statewide assessment against grade level standards.
- 4 The state target is based on an annual percentage increase in the number of districts that met the criteria.
- 6 All parents are not surveyed. A sampling of parents complete the Oregon Parent Survey.
- 7 The state target is based on an annual percentage reduction in the number of districts identified with a significant discrepancy. A "No" for the district is preferred.
- 10 The district response rate for students successfully contacted for the Oregon Post-Secondary Outcomes survey was less than 50.0%. These data should be interpreted with caution.
- 14 Data displayed are Parent Survey data collected in 2016-2017 from a sampling of parents in your district.

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

TO: Board of Directors

FROM: A. Katrise Perera  
April Olson

DATE: May 3, 2018

RE: No. 4 – 21<sup>st</sup> Century Community Learning Centers Grant

EXPLANATION: In partnership with Metropolitan Family Service (MFS) and Multnomah County, the Gresham-Barlow School District (GBSD) seeks to expand its successful Schools Uniting Neighborhoods (SUN) program via a 21st Century Community Learning Centers (21CCLC) grant by adding programming at Hollydale and Hogan Cedars Elementary Schools, and expanding programming at Dexter McCarty Middle School.

Specifically, GBSD will use new 21CCLC funding to:

1. Implement after-school reading and math programs aligned to school day data teams and Response to Intervention (RTI) systems, as well as enrichment opportunities;
2. Supplement the limited and currently inadequate SUN resources at Dexter McCarty, to serve a greater number of students, extending the current STEM focus there and adding additional CTE as an intentional strategy for building and supporting engagement in high school STEM opportunities;
3. Integrate youth and family financial literacy into all programs, through MFS's Economic Empowerment programs and training;
4. Hire a Family Resources Coordinator to engage families and help them navigate education, health, and other human service systems to access assistance and resources they and their children need;
5. Strengthen connections to mental health providers at each site;
6. Offer strong start opportunities Early Kindergarten Transition (EKT) and Kindergarten Family Home Visits;

7. Pilot social-emotional learning (SEL) programs in SUN that align with school-day SEL curriculum, to identify the best approach from district wide SEL implementation;
8. Support Advancement Via Individual Determination (AVID) strategies and implementation;
9. Provide opportunities for high-quality family engagement, family literacy, family leadership with a lens of equity for all voices and cultures. Collectively, these enhancements will fortify GBSD's already strong SUN community school and after-school enrichment program.

The grant proposal's total budget is \$499,844. A total of \$458,211 will be subcontracted to MFS for 21CCLC SUN operation at: \$201,583 each at Hollydale and Hogan Cedars and \$55,052 at Dexter McCarty Middle. The district is providing in-kind contributions for the use of school facilities and equipment, technology, transportation, professional development, curriculum, assessments, meals, mental health supports, and technical assistance. We have an infrastructure that encourages ongoing partner development, adding no cost, but serving more students.

The grant proposal is due May 4, 2018 and awards will be announced on June 1, 2018. Grants will be funded at 100% in years 1, 2, and 3, and funded at 75% for years 4 and 5.

PRESENTER: April Olson

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

AO:sa

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

TO: Board of Directors  
FROM: A. Katrise Perera  
Kris Howatt  
DATE: May 3, 2018  
RE: No. 5 – 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