

Gresham-Barlow



School District

## BOARD OF EDUCATION

Board Business Meeting

### AGENDA

May 3, 2018

## BOARD OF EDUCATION

May 3, 2018

Board Business Meeting - 7 p.m.

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

I. CALL REGULAR BUSINESS MEETING TO ORDER AND PLEDGE OF ALLEGIANCEII. ROLL CALL

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

III. COMMUNICATION FROM THE AUDIENCE

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

IV. APPROVE MEETING AGENDAV. CONSENT AGENDA

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

1. Minutes from Regular Work Session..... April 5, 2018
- Minutes from Regular Business Meeting..... April 5, 2018
- Minutes from Regular Work Session..... April 12, 2018
- Minutes from Regular Work Session..... April 26, 2018
2. Financial Report
3. Personnel Report: Employment Contracts

VI. RECOGNITIONS

4. Student Recognition: Jazz Choir - Dexter McCarty Middle School..... Ketelsen
5. Student Recognition: Thespians - Sam Barlow High School..... Ketelsen
6. Student Recognition: Hannah Anderson - Gymnastics..... Ketelsen
7. 2018 Winter Olympian Sam Michener: Four-Man Bobsled..... Hiu
8. Above and Beyond the Call of Duty Award..... Ketelsen
9. Excellence in Teaching Award - Tai Quirke..... Ketelsen
10. Resolution: Teacher Appreciation Week..... Vadnais

VII. GRESHAM-BARLOW EDUCATION FOUNDATION REPORT

None.....n/a

VIII. SUPERINTENDENT'S REPORT

IX. PRESENTATIONS

11. Volunteer Appreciation Video.....Vadnais

X. RECESS/RECONVENE (5 Minutes)

XI. COMMITTEE MEETING MINUTES AND/OR REPORTS

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

None.....n/a

XII. ASSOCIATIONS REPORTS

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

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

XIV. RECESS/RECONVENE (5 minutes)

XV. ACTION ITEMS

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

First Reading

- |  |             |
|--|-------------|
| 12. Tuition and Fees for 2018 - 2019 .....                                     | Ketelsen    |
| 13. Alternative Education Programs 2018 - 2019 .....                           | Koch        |
| 14. Nutrition Services: Food Services Contract Amendment for 2018 - 2019 ..... | Schofield   |
| 15. Multiple Parcel Combination - Gresham High School .....                    | Schofield   |
| 16. Bond: Playground Projects - Excavation .....                               | Schofield   |
| 17. All-Inclusive Student Statement .....                                      | Hahn-Huston |

Second Reading

- |                                  |             |
|----------------------------------|-------------|
| 18. K-12 Health Curriculum ..... | Hahn-Huston |
|----------------------------------|-------------|

XVI. BOARD REPORTS AND REQUESTS

XVII. DISTRICT LEADERSHIP TEAM (DLT) REPORTS

XVIII. INFORMATION ITEMS

- |  |           |
|--|-----------|
| 19. Financial Update.....  | Schofield |
| 20. Charter School Update.....                                       | Evans     |
| 21. High School Success Plan.....                                    | Ketelsen  |
| 22. National School Boards Association (NSBA) Annual Conference..... | Board     |

XIX. ANNOUNCEMENTS

- May 10, 2018: Budget Committee Meeting - 7 p.m.  
Partnership Room  
Center for Advanced Learning
- May 17, 2018: Budget Committee Meeting (if needed) - 7 p.m.  
Partnership Room  
Center for Advanced Learning
- May 24, 2018: Board Work Session - 6 p.m.  
Partnership Room  
Center for Advanced Learning
- Jun. 7, 2018: Board Work Session - 6 p.m.  
Council Chambers Conference Room  
Public Safety and Schools Building
- Jun. 7, 2018: Budget Hearing – 6:45 p.m.  
Council Chambers Conference Room  
Public Safety and Schools Building
- Jun. 7, 2018: Regular Board Meeting - 7 p.m.  
Council Chambers  
Public Safety and Schools Building

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



# GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.

## Minutes of Regular Board Work Session

April 5, 2018

The Gresham-Barlow School District Board of Education held a regular work session on Thursday, April 5, 2018, in the council chambers conference room of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 6:15 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O'Connell, Blake Petersen, and Carla Piluso. Kathy Ruthruff was absent. There was a quorum present.

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

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

Michael Schaefer, Gresham High School Principal, Rosalyn Liu, Oregon Health Authority SBHC Team Lead, Liliana Rekdahl and Raene Dorotiss, Gresham High Schools Students, and Maureen Hinman of the Oregon School Based Health Alliance were also present.

### **MOTION 95 MEETING AGENDA (6:15 p.m.)**

The following two items were added to the agenda: Item 3a Bond P&C, Item 4a Graduation Assignments.

It was moved by John Hartsock, seconded by Sharon Garner and carried 6 to 0 to approved the meeting agenda as amended.

### **PATENT FOR CLEAR CREEK MIDDLE SCHOOL SAMSUNG STEM PROJECT (6:16 p.m.)**

Tom Erickson, STEAM teacher at Clear Creek Middle School, submitted a plan for a project to Samsung Solve for Tomorrow. The project outlines how families trapped in their homes as a result of flooding or other natural disasters can safely seek help. In December, Mr. Erickson's project was named a state winner.

At the March 22, 2018 board planning retreat, the board asked about the possibility of obtaining a patent for the project. Director Garner researched the steps for obtaining a patent and shared her findings with the group.

**MOTION 96** It was moved by Carla Piluso and seconded by John Hartsock to approve moving forward with the patent process for the Clear Creek Middle School Samsung Solve for Tomorrow STEM project.

Following the motion, there was additional conversation of the topic. The motion carried unanimously, 6 to 0.

**SCHOOL-BASED HEALTH CENTER BUSINESS PLAN UPDATE** (6:24 p.m.)

April Olson, addressed questions on the timeline, budget, and importance of a school-based health center in the community. Maureen Hinman of the Oregon School Based Health Alliance provided an overview of the school based health center model and its objective.

Gresham High School Principal, Michael Schaefer, along with Gresham High students Liliana Rekdahl and Raene Dorotiss, provided input on student access to healthcare and shared information from the Student Access Day held in Salem.

Following the update, there was additional discussion on how all schools in the district could utilize the health center.

**BOND: SAFETY UPDATE** (6:50 p.m.)

Mike Schofield provided an update on safety and security. His update was focused on two perspectives. The first was facilities and what the district is doing to get the school vestibules in place. The second was what the district is doing outside of the facilities to influence the behavior of staff and students in regards to safety moving forward.

**BOND: P&C** (6:53 p.m.)

The district was unable to reach an agreement with P&C on the terms of their agreement and on a guaranteed maximum price. The administration will make a request at the board business meeting for the board to allow the administration to go to the next in line bidder for the East Gresham Elementary School project.

**GRADUATION ASSIGNMENTS** (6:58 p.m.)

The board requested that the board administrative assistant create a sign up sheet online for board members to select which commencement ceremonies they will attend.

**BOARD AGENDA REVIEW** (6:59 p.m.)

The board reviewed possible topics for upcoming board meeting agendas.

**ADJOURNMENT** (6:59 p.m.)

The work session was adjourned at 6:59 p.m. A regular board business meeting followed in the council chambers at 7:00 p.m.

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

Note: These minutes were approved by the board on \_\_\_\_\_:sa

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

April 5, 2018

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The Gresham-Barlow School District Board of Education met in regular session on Thursday, April 5, 2018, in the council chambers of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 7:05 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O'Connell, Blake Petersen, and Carla Piluso. Kathy Ruthruff was absent. A quorum of the board was present.

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

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

Four Scouts from Troop 586 led board members, administrators and all those present in the Pledge of Allegiance.

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

**MOTION 97 MEETING AGENDA (7:06 p.m.)**

The blue sheet item, 15a CMGC Selection Contract Approval, was added to the agenda. It was moved by John Hartsock, seconded by Blake Petersen and carried unanimously, 6 to 0, to approve the meeting agenda as stated.

**MOTION 98 CONSENT AGENDA (7:07 p.m.)**

The following items were included on the consent agenda:

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

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

**RECOGNITIONS** (7:08 p.m.)

**Student Recognition: Racquetball – Sam Barlow High School**

The board and administration recognized the following champion athletes who competed in racquetball at the state and national level:

**2018 Oregon High School Racquetball All-State Team members**

**Annie Roberts**, sophomore

**Kelsey Klinger**, sophomore

**Lucas Bain**, senior

**2018 USA National High School Racquetball Championship**

**Annie Roberts**, 1st in the elite singles, Overall National Champion, Member of the US National Team; 3rd in the World

**Kelsey Klinger** and **Annie Roberts** – took 3rd in top-tier doubles

**Instructional Leader of the Year**

This is the first year that the district has awarded an Instructional Leader of the Year. Building administrators, district administrators, and teachers on special assignment were eligible to receive the award.

Teresa Ketelsen reviewed the list of nominees for the award. Ms. Ketelsen introduced Debra James, Hollydale Elementary School Principal, as the Instructional Leader of the Year. A portion of the nomination document written by a staff member was read.

**MOTION 99** **Resolution: Volunteer Appreciation Week**

The week of April 16-20, 2018 has been designated as Volunteer Appreciation Week. The district will honor the volunteer efforts with a special reception for volunteer leaders, coordinators, and volunteers April 16, 2018.

It was moved by Matt O'Connell, seconded by Sharon Garner and carried unanimously, 6 to 0, to adopt the resolution which acknowledges the importance of the efforts made by volunteers in the schools, and which declares April 16-20, 2018 as Volunteer Appreciation Week in the Gresham-Barlow School District.

Blake Petersen read the resolution into the record.

**Student Recognition: Sam Barlow High School Athletes**

The board and administration recognized the Sam Barlow High School basketball team for their final-four appearance in the OSAA state championship tournament. The team took fifth place in the state.

## **RECOGNITIONS (cont.)**

### **Mt. Hood Conference Coach of the Year**

The board and administration recognized Tom Johnson, Sam Barlow High School English teacher and varsity basketball coach, for his selection as Coach of the Year for 2017-2018 by the Mt. Hood Conference.

### **Student Recognition: Science – Gresham High School**

The board and administration recognized the following students who competed and placed at the Gresham-Barlow Science Expo (GBSE).

#### **2018 GBSE Awards**

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

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

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

**Brynna Lutz**, awarded the OSU College of Engineering Scholarship

### **RECESS/RECONVENE (7:30 p.m.)**

The meeting was recessed at 7:30 p.m. and reconvened at 7:38 p.m.

### **GRESHAM-BARLOW EDUCATION FOUNDATION REPORT (7:38 p.m.)**

Steve Lewis, a foundation board member of the Gresham-Barlow Education Foundation, reported on foundation activities.

### **SUPERINTENDENT'S REPORT (7:44 p.m.)**

Superintendent Perera turned her report time over to Julie Evans. Ms. Evans introduced Bethany Frazee as the newly selected principal of Kelly Creek Elementary School.

### **PRESENTATIONS (7:47 p.m.)**

#### **Champions Update:**

Sherri Burks, Champions Area Manager, provided an updated of the Champions program, which included the number of students served at each school, the cost of the program, and the typical program service model.

#### **Schools Uniting Neighborhoods (SUN) Update:**

Peggy Samolinski, Department of County Human Services Division Co-Director, Youth and Family Services Division, provided a report on the SUN Service System and SUN Community Schools. The report included the vision and goals

of the SUN Service System, SUN outputs and outcomes for the district, layered services and amounts invested.

**COMMITTEE MEETING MINUTES AND/OR REPORTS** (8:06 p.m.)

Policy Review Committee Minutes: The minutes of the March 13, 2018 subcommittee of the board were included in the board packet. There was no review or discussion of the minutes.

**ASSOCIATIONS REPORTS** (8:06 p.m.)

Rhett Hyman, a teacher at East Orient Elementary School, reported on behalf of the Gresham-Barlow Education Association (GBEA).

Erika Fuller, an elementary secretary at West Gresham Elementary School, reported on behalf of the Oregon School Employees Association (OSEA) Chapter 8 employees.

**CITIZENS' REQUESTS OF THE BOARD** (8:07 p.m.)

There were no citizens' requests of the board.

**ACTION ITEMS – FIRST READING**

**MOTION 100 Bond: CMGC Selection – Contract Approval** (8:08 p.m.)

The administration was unable to reach an agreement with P&C Construction for construction services on the replacement of East Gresham Elementary School. The process put in place when initial selections were made in January 2017 allows the district to open negotiations with the next ranked proposer.

John Hartsock made a recommendation to authorize negotiations between the administration and Bremik Construction for the East Gresham Elementary replacement project. Sharon Garner seconded the motion. Following the motion, there was additional conversation on the topic. The motion carried unanimously 6 to 0.

**MOTION 101** It was moved by Matt O'Connell, seconded by Sharon Garner and carried unanimously, 6 to 0, to approve the contract with Bremik Construction pending successful contract negotiations.

**MOTION 102 Bond: Asbestos Abatement – Powell Valley Elementary** (8:12 p.m.)

Mike Schofield summarized the information provided in the agenda packet. It was moved by Blake Petersen, seconded by Matt O'Connell and carried unanimously, 6 to 0, to approve Professional Minority Group as the lowest responsible bidder pending successful contract negotiations at an amount not-to-exceed \$199,000 for the Powell Valley Elementary School asbestos abatement project.

**MOTION 103 Bond: Powell Valley Elementary Capital Construction Project** (8:15 p.m.)

Mike Schofield summarized the information provided in the agenda packet. It was moved by John Hartsock, seconded by Sharon Garner and carried unanimously, 6 to 0, to approve Brockamp and Jaeger Construction as the lowest responsible bidder pending successful contract negotiations in an amount not to exceed \$1,843,252.

**MOTION 104 Bond: Communications Equipment - Transportation** (8:17 p.m.)

Mike Schofield summarized the information provided in the agenda packet. It was moved by Sharon Garner and seconded by Blake Petersen to approve communication equipment purchases from Day Wireless with a not-to-exceed amount of \$200,000. Following the motion, there was additional conversation on the topic. The motion carried unanimously 6 to 0.

**MOTION 105 Bond: Gym Floor – Sam Barlow High School** (8:21 p.m.)

Mike Schofield summarized the information provided in the agenda packet. It was moved by Blake Petersen, seconded by Matt O'Connell and carried unanimously, 6 to 0, to approve demolition of the existing floor and installation of new hardwood flooring at the main gymnasium at Sam Barlow High School from Brandsen Floors with a not-to-exceed amount of \$350,000.

**MOTION 106 First Student Transportation Contract Extension** (8:22 p.m.)

This item was listed in the meeting agenda as a bond item. It was not a bond related item; therefore the meeting minutes reflect the agenda item heading with the removal of the word "bond."

Mike Schofield summarized the information provided in the agenda packet. It was moved by John Hartsock, seconded by Matt O'Connell and carried unanimously, 6 to 0, to approve the attached resolution authorizing the administration to negotiate a two-year extension to the district's current transportation services contract with First Student, Inc. to allow the administration to determine the feasibility of acquiring and developing its own bus facility.

**MOTION 107 Use of Make-Up Days for 2017-18 Inclement Weather Closures** (8:25 p.m.)

James Hiu summarized the information provided in the agenda packet. It was moved by Sharon Garner and seconded by Carla Piluso to approve the revised 2017-18 High School Grades 9-12 Calendar, which adds two additional days of instruction for seniors and moves the ending date for seniors to June 5, 2018. Following the motion, there was additional discussion on the topic. The motion carried unanimously 6 to 0.

**ACTION ITEMS – SECOND READING**

**MOTION 108 School Year Calendars (2018-2021)** (8:30 p.m.)

James Hiu summarized the information provided in the agenda packet. At the first reading for this item there was a question regarding the possibility of starting before Labor Day in the 2019-2020 school year. The administration recommended not starting before Labor Day for logistical reasons. It was moved

by John Hartsock, seconded by Blake Petersen and carried unanimously, 6 to 0, to adopt the 2018-19, 2019-20, and 2020-21 school year calendars as presented for second reading.

**MOTION 109 Postpone Material Selection** (8:32 p.m.)

The board had questions regarding the postponement of material selection when it was presented for first reading. Sara Hahn-Huston provided a presentation to the board with answers to their questions. The Power Point presentation has been included in the agenda packet and can be found on the district website.

Following the presentation, there was additional discussion of the topic. It was moved by Matt O'Connell, seconded by Carla Piluso and carried unanimously, 6 to 0, to approve to postpone the selection and adoption of ELD and Science Materials.

**BOARD REPORTS AND REQUESTS** (8:42 p.m.)

Board members summarized various meetings and other activities they participated in during the month.

**DISTRICT LEADERSHIP TEAM (DLT) REPORTS** (8:46 p.m.)

Ms. Ketelsen of the superintendent's District Leadership Team reported on upcoming secondary school events that board members are invited to attend.

Ms. Evans of the superintendent's District Leadership Team reported on upcoming elementary school events that board members are invited to attend.

**INFORMATION ITEMS**

**Financial Update** (8:51 p.m.)

Mike Schofield gave an overview of the financial update provided in the agenda packet.

**TELL Survey Participation** (8:50 p.m.)

Due to time constraints, this item was moved to the April 12, 2018 work session.

**School District Collaboration Grant** (8:50 p.m.)

Due to time constraints, this item was moved to the April 12, 2018 work session.

**ANNOUNCEMENTS** (8:53 p.m.)

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

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



**ANNOUNCEMENTS (cont.)** (8:53 p.m.)

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

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

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

**ADJOURNMENT** (8:55 p.m.)

There being no other business, the meeting was adjourned at 8:55 p.m.

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

Note: These minutes were approved by the board on \_\_\_\_\_:sa

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

April 12, 2018

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The Gresham-Barlow School District Board of Education held a regular work session on Thursday, April 12, 2018, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

The meeting was called to order at 6:05 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O'Connell, Carla Piluso, and Kathy Ruthruff. Blake Petersen was absent. A quorum of the board was present.

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

A. Katrise Perera .....	Superintendent
Teresa Ketelsen .....	Deputy Superintendent of Teaching and Learning
Mike Schofield .....	Chief Financial Officer
Sara Hahn-Huston .....	Executive Director of Secondary Teaching and Learning
John Koch .....	Executive Director of Student Support Services

Note: Mike Schofield left the meeting at 6:16 p.m. following the bond action items.

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

James Hiu .....	Deputy Superintendent of Human Resources
Julie Evans .....	Executive Director of Elementary Education
Athena Vadnais .....	Director of Communications and Community Engagement

Instructional Coach Beth Elliot was also present.

**MOTION 110 MEETING AGENDA (6:06 p.m.)**

It was moved by John Hartsock, seconded by Kathy Ruthruff and carried unanimously, 6 to 0, to accept the agenda as presented.

**MOTION 111 BOND: EAST GRESHAM ELEMENTARY PROJECT (6:06 p.m.)**

Mike Schofield summarized the information provided in the agenda packet. It was moved by Kathy Ruthruff and seconded by Sharon Garner to approve the not-to-exceed amount of \$4,170,000 for the East Gresham Elementary School replacement project with Bremik Construction.

Following the motion, there was additional discussion of the topic. The motion carried unanimously, 6 to 0.

**MOTION 112 BOND: ASBESTOS ABATEMENT – HIGHLAND ELEMENTARY (6:11 p.m.)**

Mike Schofield summarized the information provided in the agenda packet. It was moved by Kathy Ruthruff and Seconded by John Hartsock to approve Professional Minority Group as the lowest responsible bidder, pending

successful contract negotiations, at an amount no-to-exceed \$183,000 for the Highland Elementary School asbestos abatement project.

Following the motion, there was additional conversation on the topic. The motion carried unanimously, 6 to 0.

**DACA DREAMERS STATEMENT** (6:16 p.m.)

A request was submitted to the superintendent and school board asking the board to consider a statement in support of undocumented Dreamers in the district. Beth Elliot provided some background information on the topic, which included examples from other districts in the area.

Following Ms. Elliot's comments, there was additional discussion of the topic by the board. Directors Garner and Piluso will meet with Ms. Elliot and other members of the administration to draft an all-inclusive student statement that they will bring to the April 26, 2018 work session.

**RECESS/RECONVENE** (6:47 p.m.)

The meeting was recessed at 6:47 p.m. and reconvened at 6:55 p.m.

**MOTION 113 BOARD REPRESENTATION AT COMMENCEMENT** (6:55 p.m.)

The board reviewed the 2018 Commencement sign-up schedule and added board member names to commencements where a board member had not yet been assigned. The commencement for Springwater Trail High School on June 14, 2018 is the same evening as a board work session. Because of this, Chair Howatt cancelled the June 14, 2018 work session.

It was moved by Kris Howatt, seconded by Matt O'Connell and carried unanimously, 6 to 0, to appoint the following board representation for commencements:

Matt O'Connell, Kathy Ruthruff,  
and Carla Piluso:

CAL-ebration  
Thurs., May 17 – 6:00 p.m.  
Mountain View Christian Church

Kris Howatt and Matt O'Connell:

Adult Living Program  
Wed., June 6 – 7:00 p.m.  
Council Chambers

Sharon Garner and Matt O'Connell:

Gresham HS  
Tues., June 12 – 5:00 p.m.  
Memorial Coliseum

Blake Petersen and Kathy Ruthruff:

Sam Barlow HS  
Tues., June 12 – 8:30 p.m.  
Memorial Coliseum

Kris Howatt:

Metro East Web Academy  
Thurs., June 14 – 7:00 p.m.

John Hartsock and Carla Piluso:

Springwater Trail HS  
Thurs., June 14 – 7:00 p.m.  
Sam Barlow High School

The motion carried unanimously, 6 to 0.

**TELL SURVEY PARTICIPATION** (7:02 p.m.)

Teresa Ketelsen reviewed the overall district participation results for this year's Teaching, Empowering, Leading and Learning (TELL) Survey. Schools with the highest response rates at their level will receive staff ice cream sundaes provided by the district administration.

**SCHOOL DISTRICT COLLABORATION GRANT** (7:08 p.m.)

As part of the School District Collaboration Grant, all licensed staff complete a survey each year. Teresa Ketelsen reviewed the results of the survey with the school board. This year's results show there continues to be positive growth in the area of professional learning for teachers in the district.

**BOARD AGENDA REVIEW** (7:19 p.m.)

The board reviewed upcoming agenda topics and discussed when the topics should be addressed at future board meetings.

**ANNOUNCEMENTS** (7:39 p.m.)

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

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

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

**ADJOURNMENT** (7:39 p.m.)

There being no further business, the work session was adjourned at 7:39 p.m.

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

Note: These minutes were approved by the board on \_\_\_\_\_:sa

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

April 26, 2018

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The Gresham-Barlow School District Board of Education held a regular work session on Thursday, April 26, 2018, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

The meeting was called to order at 6:11 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Blake Petersen, and Kathy Ruthruff. Matt O'Connell and Carla Piluso were absent. A quorum of the board was present.

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

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

Instructional Coach Beth Elliot and additional staff were present for the first part of the meeting.

**MOTION 114 MEETING AGENDA** (6:12 p.m.)

It was moved by Kathy Ruthruff, seconded by Sharon Garner and carried unanimously, 5 to 0, to approve the meeting agenda as presented.

**ALL-INCLUSIVE STUDENT STATEMENT** (6:13 p.m.)

Chair Howatt reviewed the process that was taken to prepare an all-inclusive student statement. This included looking at the district's vision and mission statement as well as the process that was used for the equity policy. Board members discussed their thoughts regarding the statement and suggested edits to the statement. The administration will revise the statement to reflect the edits suggested by the board. The statement will be brought to the May 3, 2018 board business meeting for first reading.

**MOTION 115 OPTIONS FOR PAPERLESS BOARD MEETING SOFTWARE** (6:36 p.m.)

The board reviewed paperless board meeting software options at the March 8, 2018 board work session and asked for an additional comparison and demonstration of BoardBook and BoardDocs. Hal Frazier of BoardBook provided a brief online demonstration of the product to the board. Following his demonstration, there was time for questions and discussion by the board.

Cheryl Domby of BoardDocs provided a brief online demonstration for the board. Following her demonstration, there was time for questions and discussion by the board.

There was further conversation by the board after both of the demonstrations were completed.

It was moved by Kathy Ruthruff, seconded by Sharon Garner and approved unanimously, 5 to 0, to recommend the board adopt and pursue implementing BoardDocs as the paperless system for an initial cost of \$12,000.

#### **ENGLISH LANGUAGE PROFICIENCY (ELP) MATERIALS ADOPTION**

(7:23 p.m.)

Karina Bruzzese reviewed the information provided in the agenda packet. Following this review, there was additional discussion on product cost and electronic accessibility of the curriculum.

It was moved by John Hartsock, seconded by Blake Petersen and approved unanimously, 5 to 0, to authorize the 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 6<sup>th</sup> – 12<sup>th</sup> grade English learner classes beginning in the fall of 2018, not-to-exceed \$25,000.

#### **POLICY REVIEW – WELLNESS PLAN** (7:37 p.m.)

Teresa Ketelsen reviewed information provided in the packet, which included current policy, changes made to the AR, and the Implementation and Monitoring of Board Policy EFA: Local Wellness Program. Additional discussion of the topic followed this review.

#### **K-12 HEALTH CURRICULUM** (7:49 p.m.)

Sara Hahn-Huston provided an overview of the secondary materials that the district K-12 Health Steering Committee and administration is recommending for adoption. Ms. Hahn-Huston shared some examples of the materials and provided the board with a website link to review digital materials. Angie Kautz provided information and examples of the elementary materials being recommended for adoption. Further discussion of the topic followed.

John Hartsock made a motion that the following programs be adopted for the K-12 Health Curriculum 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 by McGraw-Hill for a budget not-to-exceed \$100,000. Sharon Garner seconded the motion.

There was further discussion about how much time parents have had to review the materials at the schools. After discussion, Chair Howatt declared the motion out-of-order. No vote was taken on the motion. This item will be brought forward to the May 3, 2018 board business meeting.

#### **RECESS/RECONVENE** (8:11 p.m.)

The meeting was recessed at 8:11 p.m. and reconvened at 8:18 p.m.

**MOTION 116 BOND: CMGC SAM BARLOW HIGH SCHOOL** (8:18 p.m.)

A blue sheet was provided for this agenda item, which showed a change in the listed amount. Mike Schofield provided a review of the information provided in the agenda packet.

It was moved by Kathy Ruthruff, seconded by Blake Petersen and carried unanimously, 5 to 0, to approve the not-to-exceed amount of \$56,750,000 for the Sam Barlow High School project with Lease Crutcher Lewis.

**MOTION 117 BOND: CMGC GRESHAM HIGH SCHOOL** (8:24 p.m.)

Mike Schofield provided a brief review of the information provided in the agenda packet.

It was moved by Blake Petersen, seconded by Sharon Garner and carried unanimously, 5 to 0, to approve the not-to-exceed amount of \$69,161,527 for the Gresham High School project with Fortis Construction.

**MOTION 118 BOND: EAST GRESHAM ELEMENTARY PROJECT** (8:24 p.m.)

A blue sheet was provided for this agenda item, which showed a change in the listed amount. Mike Schofield provided a review of the information provided in the agenda packet.

It was moved by Kathy Ruthruff, seconded by Blake Petersen and carried unanimously, 5 to 0, to approve the not-to-exceed amount of \$16,512,000 for the East Gresham Elementary School replacement project with Bremik Construction.

**BOARD GOALS** (8:28 p.m.)

To allow time for discussion on this topic, this item was moved to the May 24, 2018 work session agenda. Board members were asked to send any of their comments on the preliminary Board SMART Goals draft to Chair Howatt, Superintendent Perera, and board administrative assistant Sarah Avery.

**BOARD TRANSITIONS** (8:31 p.m.)

The board discussed the policies and processes of having a board member resign due to moving outside of the district. There was also discussion of how to reach out to parties that may be interested in serving on the school board.

**BOARD AGENDA REVIEW** (8:39 p.m.)

The board reviewed upcoming agenda topics for future board meetings.

**ADJOURNMENT** (8:53 p.m.)

There being no further business, the work session was adjourned at 8:53 p.m.

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

Note: These minutes were approved by the board on \_\_\_\_\_:sa

Draft



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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: May 3, 2018

RE: No. 2 – Financial Report

EXPLANATION: Budget: The business office is in the middle of budget development for the 2018-2019 year. The proposed budget will be discussed with the budget committee on May 10, 2018. The next economic forecast is scheduled for May 23, 2018.

PRESENTER: Mike Schofield

SUPPLEMENTARY  
MATERIALS: 1. Financial Report/Summary (Ending March 31, 2018)  
2. Bond Expenditures/Encumbrances through March 31, 2018

RECOMMENDATION: None

REQUESTED ACTION: Consent agenda approval

MS:sa

As of March 31, 2018

## GRESHAM-BARLOW SCHOOL DISTRICT

## Financial Report

2017-2018

## GENERAL FUND

	Actual QTR 1	Actual QTR 2	Actual Mar	Actual QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget	
Revenue										
Current Taxes	-	26,062,383	-	552,006	600,000	27,214,389	26,614,389	26,700,000	514,389	
Prior Year Taxes	145,369	140,113	17,689	85,230	100,000	470,712	370,712	500,000	-29,288	
Other Taxes / Interest	259	344	357	13,434	550	14,587	14,037	15,000	-413	
Total Taxes	145,628	26,202,840	18,046	650,670	700,550	27,699,688	26,999,138	27,215,000	484,688	
Common School Fund	-	-	-	638,493	638,493	1,276,986	638,493	1,500,000	-223,014	
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0	
Federal Forest Fees	1,430	-	-	-	11,750	13,180	1,430	12,000	1,180	
State School Fund (SSF)	28,998,001	21,742,223	7,169,957	21,665,031	14,864,992	87,270,247	72,405,255	84,600,000	2,670,247	
Other SSF Revenue	28,999,431	21,742,223	7,169,957	22,303,524	15,517,235	88,562,413	73,045,178	86,114,000	2,448,413	
Total Formula Revenue	29,145,059	47,945,063	7,188,003	22,954,194	16,217,785	116,262,101	100,044,316	113,329,000	2,933,101	
High Cost Disability	-	-	-	-	700,000	700,000	-	600,000	100,000	
Prior Year SSF	-	-	-	-	-	-	-	-	0	
State Restricted	-	-	-	-	-	-	-	-	0	
Other State Revenue	-	-	-	-	700,000	700,000	-	600,000	100,000	
Tuition / Transportation	1,068	19,517	2,425	6,464	51,000	78,049	27,049	100,000	-21,951	
Earning on Investment	89,033	136,898	82,497	174,189	103,000	503,120	400,120	300,000	203,120	
Student Fees / Admissions	35,734	127,373	29,623	40,121	144,000	347,228	203,228	365,000	-17,772	
Rentals	53,437	90,891	29,835	55,907	60,000	260,235	200,235	250,000	10,235	
Donations	-	-	1,600	54,200	100,000	154,200	54,200	250,000	-95,800	
Services to other Funds	-	21,804	3,258	9,739	410,000	441,543	31,543	480,000	-38,457	
Misc.	28,470	197,129	25,928	55,448	355,000	636,047	281,047	450,000	186,047	
MESD Transfer	-	1,825,000	-	-	-	1,825,000	1,825,000	2,000,000	-175,000	
Other County Funds	-	-	-	-	-	-	-	-	0	
Drivers' Education	-	-	-	-	-	-	-	-	0	
Other Federal Revenue	-	-	-	-	-	-	-	-	0	
Child Care Development	-	23,397	13,406	21,100	10,000	54,497	44,497	40,000	14,497	
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000	
Bond Proceeds	-	-	-	-	-	-	-	-	0	
TRANSFERS	-	-	-	-	-	-	-	-	0	
Total Other Revenue	207,742	2,442,009	188,572	417,168	1,233,000	4,299,919	3,066,919	4,240,000	59,919	
TOTAL REVENUE	\$29,352,801	\$50,387,072	\$7,376,575	\$23,371,362	\$18,150,785	\$121,262,020	\$103,111,235	\$118,169,000	3,093,020	87.3%
								12,115,813	BFB Budget	
Expenditures										
Licensed Salaries	3,016,488	8,947,846	3,045,551	9,271,829	15,100,000	36,336,163	21,236,163	36,912,450	576,287	
Support Staff Salaries	1,587,981	2,867,477	948,326	2,850,661	4,100,000	11,406,119	7,306,119	11,813,662	407,543	
Admin Salaries	1,396,094	1,390,251	462,997	1,392,392	1,410,000	5,588,737	4,178,737	5,522,931	-65,806	
Confidential Salaries	106,629	121,367	41,894	125,682	126,000	479,678	353,678	499,037	19,359	
Subs' / Temp Salaries	310,259	1,067,219	341,408	991,076	1,590,000	3,958,554	2,368,554	3,863,751	-94,803	
Total Salaries	6,417,451	14,394,160	4,840,176	14,631,640	22,326,000	57,769,251	35,443,251	58,611,831	842,580	
PERS	1,563,296	3,601,015	1,414,431	3,897,232	5,793,890	14,855,433	9,061,543	15,175,842	320,409	
FICA	486,260	1,077,437	364,899	1,106,253	1,700,000	4,369,950	2,669,950	4,454,679	84,729	
Insurance	1,540,434	3,408,042	1,138,224	3,397,181	5,370,000	13,715,657	8,345,657	13,824,446	108,789	
Other Benefits	313,624	355,386	108,924	342,533	505,000	1,516,543	1,011,543	1,356,340	-160,203	
Total Benefits	3,903,614	8,441,880	3,026,478	8,743,199	13,368,890	34,457,583	21,088,693	34,811,307	353,724	
Purchased Services	1,615,018	3,834,137	1,545,990	4,072,149	4,950,000	14,471,304	9,521,304	14,451,075	-20,229	
Charter School Payments	2,321,286	2,277,701	855,187	2,231,865	1,400,000	8,230,852	6,830,852	8,173,566	-57,286	
Supplies & Materials	453,812	504,016	70,281	369,250	865,000	2,192,078	1,327,078	2,263,290	71,212	
Capital Outlay	-	39,075	44,455	44,455	10,000	93,530	83,530	50,000	-43,530	
Other Objects	606,849	38,901	4,788	25,781	35,000	706,531	671,531	761,025	54,494	
Transfers	820,000	-	-	-	-	820,000	820,000	820,000	0	
TOTAL EXPENDITURES	\$16,138,030	\$29,529,870	\$10,387,355	\$30,118,339	\$42,954,890	\$118,741,129	\$75,786,239	\$119,942,094	\$1,200,965	63.2%
Reserves - Contingency/Unappropriated Ending Balance								6,963,168		
Beginning Cash Balance							\$11,855,631	\$0		
							\$2,520,891	\$126,905,262	Budget	
							\$14,376,522			
							12.1% (Percentage of Projected Expenditures)			
								Expenditure Summary		
Salaries			35,443,251	46.8%						
Benefits			21,088,693	27.8%						
Purchased Serv			16,352,156	21.6%						
Supplies			1,327,078	1.8%						
Capital Outlay			83,530	0.1%						
Other Objects			671,531	0.9%						
Transfers			820,000	1.1%						
			\$	75,786,239	100.0%					

Gresham-Barlow School District - 2016 Capital Improvement Project  
Bond Budget/Committed Summary  
3/31/2018

PROJECT	Estimate	Total To Date	17/18 Encumbrance	Balance Remainig
<b>2016 Bond</b>				
District Wide Costs	\$ 3,000,000	1,580,796	292,789	1,126,415
District Wide Furniture/Fixtures/Equip	\$ 5,569,000	1,406,136	1,696,139	2,466,724
District Wide Radios	\$ 300,000	0	0	300,000
District Wide Technology	\$ 5,610,292	1,701,032	77,792	3,831,469
Door Locks	\$ 1,273,620	73,955	103,704	1,095,961
Playground/Track/Field	\$ 3,957,791	654,709	1,175,080	2,128,002
East Gresham E.S.	\$ 30,441,915	1,999,478	882,146	27,560,291
East Orient E.S.	\$ 1,197,036	0	2,751	1,194,285
East Orient E.S. - Maintenance Projects	\$ 1,083,032	0	0	1,083,032
Hall E. S.	\$ 1,592,543	139,026	435,345	1,018,172
Hall E. S. - Maintenance Projects	\$ 494,440	0	0	494,440
Hall E.S. - OSCIM	\$ 5,000,000	0	0	5,000,000
Highland E.S.	\$ 1,645,401	27,682	107,561	1,510,159
Highland E.S. - Roofing Project	\$ -	0	18,361	-18,361
Highland E.S. - Maintenance Projects	\$ 838,274	0	0	838,274
Hogans Cedars E.S.	\$ 803,471	3,450	471	799,550
Hogans Cedars E.S. - Maintenance Projects	\$ 128,558	0	0	128,558
Hollydale E.S.	\$ 1,530,967	125,135	523,231	882,601
Hollydale E.S. - Maintenance Projects	\$ 920,329	2,885	0	917,444
Hollydale E.S. - OSCIM	\$ 3,000,000	0	0	3,000,000
Kelly Creek E.S.	\$ 3,209,491	171,952	113,117	2,924,422
Kelly Creek E.S. - Maintenance Projects	\$ 388,152	9,257	87,421	291,474
North Gresham E.S.	\$ 30,369,354	2,119,801	636,822	27,612,731
Powell Valley E.S.	\$ 2,612,243	255,708	810,489	1,546,046
Powell Valley E.S. - Maintenance Projects	\$ 519,414	14,852	81,752	422,810
West Gresham E.S.	\$ 137,108	21,727	10,655	104,726
Deep Creek K-8	\$ 4,045,923	3,097	0	4,042,827
Deep Creek K-8 - Roofing Project	\$ 123,500	0	0	123,500
Deep Creek K-8 - Maintenance Projects	\$ 1,021,136	0	0	1,021,136
Clear Creek M.S.	\$ 8,177,154	3,923	0	8,173,231
Clear Creek M.S. - Maintenance Projects	\$ 1,592,500	14,988	271,636	1,305,876
Dexter McCarty M.S.	\$ 9,354,466	23,852	0	9,330,614
Gordon Russell M.S.	\$ 11,841,670	19,589	0	11,822,081
West Orient M.S.	\$ 1,526,646	148,080	44,331	1,334,235
West Orient M.S. - HVAC Project	\$ 294,500	227,367	0	67,133
West Orient M.S. - Maintenance Projects	\$ 903,005	0	0	903,005
Gresham H.S	\$ 91,168,545	5,653,523	3,359,569	82,155,452
Gresham H.S - Maintenance Projects	\$ 1,461,000	6,948	156,031	1,298,021
Sam Barlow H.S.	\$ 65,093,875	3,931,682	3,506,622	57,655,571
Sam Barlow H.S. - Maintenance Projects	\$ 5,411,194	2,070	1,125,342	4,283,782
Springwater Trail H.S.	\$ 913,654	0	0	913,654
Bond Premium	\$ 21,210,355	0	0	21,210,355
Deep Creek Elementary	\$ -	95,310	13,295	-108,605
Security	\$ -	69,978	808	-70,785
<b>TOTAL</b>	<b>\$ 329,761,554</b>	<b>20,507,988</b>	<b>15,533,259</b>	<b>293,720,308</b>

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

TO: Board of Directors

FROM: A. Katrise Perera  
James Hiu

DATE: May 3, 2018

RE: No. 3 - Personnel Report: Employment Contracts

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

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

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

PRESENTER: James Hiu

SUPPLEMENTARY  
MATERIALS:

1. Administrative New Hires for 2018-2019, Recommended for Hire
2. Licensed New Hires for 2018-2019, Recommended for Hire

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

REQUESTED ACTION: Consent agenda approval

JKH:mc:sa

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

Corr, Rhonda

Assistant Superintendent of  
Curriculum, Instruction and  
Assessment

DO

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

Ewing, Amanda	Grade 5	KCES
Green, Paisley	English	BHS
Grootwassink, Mandy	Special Education	WGES
Hollister, Tracy	Special Education	SSS
Paradissis, Ivy	Kindergarten	KCES

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: May 3, 2018

RE: No. 4 - Student Recognition: Jazz Choir – Dexter McCarty Middle School

EXPLANATION: In an effort to recognize students who excel in school activities and academic programs, tonight we have the opportunity to recognize the Jazz Choir from Dexter McCarty Middle School.

These 21 students participated in the Clackamas Community College Music Festival, which included vocal and instrumental competitions. The Dexter McCarty Jazz Choir took first place in the middle school category. Below are students in the Jazz Choir:

8<sup>th</sup> Grade

Ian Waldron, <i>sax</i>	Michael Tevs, <i>bass</i>
Katie Lomax, <i>soprano</i>	Daijah Lugo, <i>alto</i>
Hunter Matheny, <i>tenor</i>	Huitzy Gomez, <i>tenor</i>

7<sup>th</sup> Grade

Grace Carter, <i>drums</i>	Jaiden Mitchell, <i>tenor</i>
Colton Gaffney, <i>tenor</i>	Jeremy Rivas, <i>bass</i>
Tyler Seleen, <i>tenor</i>	Nathan Daret, <i>tenor</i>
Dallane Ojeda, <i>alto</i>	Hailey Beegle, <i>soprano</i>
Lydia Howe, <i>alto</i>	Becca Bice, <i>soprano</i>
America Vasquez, <i>alto</i>	Jane Vang, <i>soprano</i>
Trinity Billings, <i>alto</i>	Ly'Le Pullom, <i>soprano</i>
Emily Hull, <i>soprano</i>	

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificates of Recognition

RECOMMENDATION: The administration recommends the board recognize these students for their state level competition success.

REQUESTED ACTION: No formal action is required.

TK:ph:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: May 3, 2018

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

EXPLANATION: In an effort to recognize students who achieve state champion status or its equivalent in school activities and academic programs, tonight we have the opportunity to recognize thespian students from Sam Barlow High School.

Sam Barlow students participated in the Oregon State Thespian Festival in Salem. The small group musical "Coffee Break" from *How To Succeed In Business Without Really Trying* received 1st Place in the State, and was chosen to perform at the showcase for over 1300 theatre students and teachers from over 63 schools in Oregon. Below are those students who were in the group musical:

Emma Beckers, *senior*  
Sarah Beckers, *sophomore*  
Savanna Newman, *senior*  
Aubrey Nelson, *senior*  
Jeff Schroeder, *Theater Director*

Emily Schneider, *junior*  
Evelyn Whipps, *sophomore*  
Avery White, *junior*

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificates of Recognition

RECOMMENDATION: The administration recommends the board recognize these students for their state level competition success.

REQUESTED ACTION: No formal action is required.

:pkh:sa



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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: May 3, 2018

RE: No. 6 - Student Recognition: Hannah Anderson - Gymnastics

EXPLANATION: In an effort to recognize students who achieve state champion status in school activities and academic programs, tonight we have the opportunity to recognize a state champion gymnast.

Gresham High School Freshman Hannah Anderson recently competed and took first place in Uneven Bars in the Oregon Gymnastics State Championships, making her the leader in Uneven Bars in the State of Oregon.

Of note, is Hannah's dedication to her academics earning a 4.0 GPA, especially given her weekly training schedule.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificate of Recognition

RECOMMENDATION: The administration recommends the board recognize state champion gymnast, Hannah Anderson, from Gresham High School.

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
James Hiu

DATE: May 3, 2018

RE: No. 7 – 2018 Winter Olympian Sam Michener: Four-Man Bobsled

EXPLANATION: Sam Michener is a local Olympian from Gresham, OR who graduated from Sam Barlow High School in 2005 and was a member of the football and track and field teams. He attended college at the University of Idaho where he was a sprinter on the track and field team.

Sam entered the world of bobsledding in 2012 and has competed in a number of four-man and two-man bobsled competitions at the national and world level. In January 2018, he was named to the U.S. Four-Man Bobsled Team where he competed in PyeongChang, South Korea as the brakeman and team captain.

PRESENTER: James Hiu

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends the board recognize Sam Michener for his Olympic accomplishments.

REQUESTED ACTION: No formal action is required.

:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: May 3, 2018

RE: No. 8 – Above and Beyond the Call of Duty (ABCD) Award

EXPLANATION: The Above and Beyond the Call of Duty (ABCD) Award was created to recognize classified staff employees who go above and beyond the call of duty while performing their job responsibilities. All Gresham-Barlow School District classified staff that are not in a management or supervisory position are eligible for this award.

Through a nomination process, each school chose a classified employee who is dedicated, inspiring and making a difference in their school.

Along with the certificate presented this evening, each recipient is also receiving a gift card provided by Cornerstone Management Group. Congratulations to the following recipients:

Andrea Tusow, HCES  
Cathy Clark, EOES  
Concepcion Diaz, HDES  
Cris Cristurean, EGES  
Dean Cox, CCMS  
Eric Peterson, SBHS  
Glenda Tate, HIES  
Jeanne McGregor, DCD

Jill Gould, WGES  
JoAnne Grant, NGES  
Kerry Smith, GHS  
Koryna Herreid, STHS  
Neil Zeisler, GRMS  
Peggy Barone, PVES  
Ramiro Soto, DMMS  
Tracey Lacey, WOMS

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends the board recognize these exemplary classified employee ABCD Award winners.

REQUESTED ACTION: No formal action is required.

TK:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: May 3, 2018

RE: No. 9 – Excellence in Teaching Award - Tai Quirke

EXPLANATION: This award was created to honor teachers who are representative of all excellent teachers in Gresham-Barlow School District. The most important qualification is that the nominees excel in inspiring a love of learning in students of all backgrounds and abilities. The criterion are:

- Have the respect and admiration of their colleagues
- Be an expert in their field who guides students of all backgrounds and abilities to achieve excellence
- Collaborate with colleagues, students, and families to create a school culture of respect and success
- Deliberately connect the classroom and key stakeholders to foster a strong community at large
- Demonstrate leadership and innovation in and outside of the classroom that embodies lifelong learning
- Express themselves in an engaging and articulate and respectful way.

Each school had the opportunity to submit a nominee from their staff. The nominees for the 2017-18 Excellence in Teaching Award were:

Betsy Bair	Krista Pannell
Christopher Frank	Meredith Verdoorn
Colleen Kai	Michael Stevens
Janet Anderson	Penny Wilcox
Kay Mather	Roxanne Baldwin
Kim Fast	Tai Quirke

Each nominee submitted a brief application that was blindly screened to identify five finalists. The finalists were interviewed by a team of classified, licensed and administrative staff members.

Congratulations to Tai Quirke, biology teacher at Sam Barlow High School.

Gresham-Barlow School District No. 10 Jt.  
No. 9 – Excellence in Teaching Award - Tai Quirke  
May 3, 2018  
Page 2

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends the board recognize Tai Quirke as the 2017-18 Excellence in Teaching Award winner.

REQUESTED ACTION: No formal action is required.

TK:pkh:sa

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

TO: Board of Directors

FROM: Dr. A. Katrise Perera  
Athena Vadnais

DATE: May 3, 2018

RE: No. 10 – Resolution: Teacher Appreciation Week

EXPLANATION: May 7-11, 2018, has been designated as Teacher Appreciation Week, and May 8, 2018, has been proclaimed Teacher Appreciation Day.

It is appropriate that the board officially acknowledge the importance of a strong local school system and the contribution that teachers make to that system. A resolution of acknowledgment for that purpose has been prepared for the board's adoption.

PRESENTER: Athena Vadnais

SUPPLEMENTARY MATERIALS Board resolution recognizing May 7-11, 2018, as Teacher Appreciation Week, and May 8, 2018, as Teacher Appreciation Day in the Gresham-Barlow School District

RECOMMENDATION: The administration recommends the board adopt the resolution as presented.

REQUESTED ACTION: Move to ratify the resolution recognizing May 7-11, 2018, as Teacher Appreciation Week, and May 8, 2018, as Teacher Appreciation Day in the Gresham-Barlow School District.

AV:sa



**RESOLUTION  
DECLARING MAY 7-11, 2018  
TEACHER APPRECIATION WEEK  
IN THE GRESHAM-BARLOW SCHOOL DISTRICT**

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**WHEREAS**, teachers make public schools great; and

**WHEREAS**, teachers work to open students' minds to ideas, knowledge and dreams; and

**WHEREAS**, teachers keep American democracy alive by laying the foundation for good citizenship; and

**WHEREAS**, teachers fill many roles, as listeners, explorers, role models, motivators and mentors; and

**WHEREAS**, teachers continue to influence us long after our school days are only memories;

**NOW, THEREFORE**, we, the members of the Board of Directors for the Gresham-Barlow School District, hereby declare our appreciation to our teaching staff and proclaim the week of May 7-11, 2018, to be

**Teacher Appreciation Week**

And the day of May 8, 2018, to be

**Teacher Appreciation Day**

**BE IT FURTHER RESOLVED** that we urge administrators, teachers, parents, students, and others from our community to join us in recognizing the dedication and hard work of these individuals.

**By resolution of the Board of Directors this 3rd day of May 2018:**

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

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

AV:sa

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

TO: Board of Directors

FROM: Dr. A. Katrise Perera  
Athena Vadnais

DATE: May 3, 2018

RE: No. 11 – Volunteer Appreciation Video

EXPLANATION: The week of April 16-20, 2018, was designated Volunteer Appreciation Week in the Gresham-Barlow School District.

Throughout the week, schools honored their volunteers with a variety of celebrations and the district honored volunteer leaders/coordinators and volunteers in district-wide programs at special reception on April 16.

The celebration included a performance by the Gresham High School Choir, a presentation by students from East Orient Elementary School, and the showing of a video highlighting the contributions of volunteers through the eyes of our students. The video has been shared on the district's social media channels. It will also be shown at tonight's board meeting as we continue celebrating the positive impact volunteers have on our students and our educational program.

PRESENTER: Athena Vadnais

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This is for information only.

REQUESTED ACTION: None

AV:lc



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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield  
Teresa Ketelsen

DATE: May 5, 2018

RE: No. 12 – Tuition and Fees for 2018-2019

EXPLANATION: The proposed tuition and student fees for fiscal year 2018-2019 are detailed on the supplemental materials and highlighted below:

Gresham High School

- Parking fee reduced from \$25 to \$10 due to construction
- IB fees - test fee increased from \$90 to \$125

Sam Barlow High School

- Painting fee increased from \$25 to \$30

Springwater Trail High School

- No fee changes

Middle Schools and Elementary Schools

- No fee changes

The K-12 tuition for non-resident students is \$10,430.

PRESENTERS: Mike Schofield and Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Fee schedules for each high school, and one for all middle schools.

RECOMMENDATION: The administration recommends the board review the proposed fees and non-resident tuition as presented for first reading.

REQUESTED ACTION: Move to approve the 2018-2019 student fees and tuition as presented.

:pkh:sa



# GRESHAM HIGH SCHOOL REGISTRATION FORM - STUDENT FEES

1200 N. Main Avenue, Gresham, OR 97030

2018-2019 Registration Billing Form

PLEASE PAY YOUR FEES ONLINE THROUGH THE GHS WEBSITE!!! INSTRUCTIONS INCLUDED ON THE BACK OF THIS SHEET!

<http://ghs.gresham.k12.or.us>

YOU CAN PAY WITH YOUR VISA, MASTERCARD, OR DISCOVER CARD\*

\*A Convenience Fee will apply\*

PAYMENTS ARE DUE BY FRIDAY, AUGUST 31, 2018

(Student Last Name) (Student First Name) (Middle Initial) (Student ID Number)  
THIS FORM WILL NOT BE PROCESSED WITHOUT THE ABOVE INFORMATION

**Free/Reduced Lunch:** Pricing is shown in the three columns. Optional Fees are not waived. Even if you qualified for Free/Reduced lunch last year you will need to fill out the form mailed to you by the district.

**Do not return form unless you are paying with check or money order. PLEASE DO NOT SEND CASH THROUGH THE MAIL.**

**STEP ONE** - Go to GHS Website (do not sign into ParentVue). Select **Parents** at the top then click **Student Fees Online**. Follow the login instructions. **Use this registration form, your students schedule, and the back of this form as a guideline for online purchasing.**

## STEP TWO - SELECT COURSE FEES, OPTIONAL FEES, AND REQUIRED FEES

Required Semester Course Fees	FEE NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT DUE
Drawing ALL LEVELS	\$22.00	\$11.00	\$0.00	
Graphics Design ALL LEVELS	\$22.00	\$11.00	\$0.00	
Mech. Tech Exploring	\$20.00	\$10.00	\$0.00	
Painting ALL LEVELS	\$25.00	\$12.50	\$0.00	
Sculpture & Ceramics ALL LEVELS	\$28.00	\$14.00	\$0.00	
<b>TOTAL SEMESTER ELECTIVE COURSE FEES DUE</b>				

Required Year Long Course Fees	FEE NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT DUE
Automotive Science	\$20.00	\$10.00	\$0.00	
Auto Service Tech ALL LEVELS	\$20.00	\$10.00	\$0.00	
Botany	\$20.00	\$10.00	\$0.00	
IB Art & Design	\$50.00	\$25.00	\$0.00	
Zoology	\$20.00	\$10.00	\$0.00	
Instrument Rental Fee	\$60.00	\$30.00	\$15.00	
Accounting All Levels	\$30.00	\$15.00	\$0.00	
<b>Only pay rental fee if renting school instrument</b>				
<b>TOTAL YEAR LONG ELECTIVE COURSE FEES DUE</b>				

**TOTAL OF ELECTIVE COURSE FEES SEMESTER + FULL YEAR**

OPTIONAL FEES - MONEY WILL BE APPLIED TO OPTIONAL FEES AFTER ALL REQUIRED FEES HAVE BEEN PAID				
Optional Fees	FEE NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT DUE
ASB Sticker	\$20.00	\$20.00	\$20.00	
ASB Sticker offers free admission to home games - Football, Volleyball, Basketball, and Wrestling (with the exception of playoff/endowment games). You will also receive a discount to dances!!!				
Family Athletic Pass	\$60.00	\$60.00	\$60.00	
P.E. Uniform	\$20.00	\$20.00	\$20.00	
Available while supplies last at \$10.00 per piece				
Parking Permit	\$10.00	\$10.00	\$10.00	
PLEASE DO NOT PAY IB FEES AT THIS TIME - PRICES BASED ON 17-18 PRICING AND MAY CHANGE (SEE IB COORDINATOR FOR DETAILS)				
IB Registration Fee	\$175.00	\$0.00	\$0.00	NA
IB Subject Fee (each)	\$125.00	\$0.00	\$0.00	NA
<b>DON'T FORGET YOUR YEARBOOK!</b>				
YEARBOOKS ARE HARDCOVER IN FULL COLOR WITH OVER 200 PAGES FULL OF MEMORIES! DON'T MISS OUT!				
YOU CAN PRE-ORDER AT THE BEGINNING OF THE YEAR WITH A \$25.00 DOWN PAYMENT!!				
17-18 Yearbook	\$50.00	\$50.00	\$50.00	
Yearbooks purchased <b>AFTER 11/30/2018</b> are \$55.00				
<b>TOTAL OPTIONAL FEES DUE FROM SECTION ABOVE</b>				

**NOT PAYING ONLINE??** If paying with check or money order send completed form, payment, and student information form to:

Gresham High School  
Attn: Bookkeeper  
1200 N. Main Avenue  
Gresham, OR 97030

Bank fees associated with NSF checks will be charged to the student's account.

## REQUIRED FEES FOR FRESHMAN, SENIORS, AND ALL ATHLETICS/ACTIVITIES

### REQUIRED FOR FRESHMAN AND NEW STUDENTS

If all textbooks are returned a refund will be issued Senior Year	FEE NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT DUE
Textbook Deposit	\$50.00	\$25.00	\$0.00	

### REQUIRED FOR GRADUATING SENIORS

This fee helps to cover the costs of diplomas and the graduation ceremony	FEE NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT DUE
Graduation Fee	\$30.00	\$30.00	\$30.00	

### ATHLETIC AND ACTIVITY FEES - PER SPORT OR ACTIVITY

**USER FEES MUST BE PAID, OR PAYMENT ARRANGEMENTS MUST BE MADE BY THE 2ND WEEK OF PARTICIPATION, OR THE STUDENT WILL BECOME INELIGIBLE TO PARTICIPATE.**

**ALL PRIOR SEASON PAYMENTS MUST BE PAID BEFORE THE STUDENT IS ABLE TO CLEAR FOR THE NEXT ATHLETIC OR ACTIVITY SEASON. FOR A COMPLETE LIST OF SPORTS PLEASE VISIT THE GHS WEBSITE. IF YOU PAY FOR A CUT SPORT AND YOUR STUDENT DOES NOT MAKE THE TEAM A REFUND WILL BE ISSUED NO EARLIER THAN TWO WEEKS AFTER THE ROSTER HAS BEEN POSTED. BAND IS ONLY JAZZ BAND OR WIND SYMPHONY AND CHOIR IS ONLY CONCERT CHOIR OR OVERTONES.**

FALL, WINTER, AND SPRING ATHLETICS FEES (PER SPORT)	FEE NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT DUE
	\$175.00	\$87.50	\$43.75	
ACTIVITIES: BAND, CHOIR, DRAMA, SPEECH, DANCE, AND CHEER FEES (PER ACTIVITY)	FEE NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT DUE
	\$60.00	\$30.00	\$15.00	
<b>TOTAL REQUIRED FEES DUE FROM SECTION ABOVE</b>				

Non District Resident Students Tuition \$10,430.00 See Bookkeeper

**GRAND TOTAL OF ALL FEES ON THIS SHEET**



# SAM BARLOW HIGH SCHOOL MAIL IN REGISTRATION

5105 SE 302nd / Gresham, OR 97080

## 2018-2019 REGISTRATION BILLING FORM

Free Lunch ☐

Reduced Lunch ☐

**REGISTRATION PROCESS STEP TWO: Complete this billing form as instructed and submit with the Student Verification form by August 24, 2018**

**Student ID Number**

**Name**

(See student verification form (found in this packet) for Student ID# - we are unable to process without ID #)

(Last)

(First)

**STUDENT VERIFICATION FORM (included in this packet) MUST BE COMPLETED AND TURNED IN FOR EACH STUDENT by AUGUST 24, 2018**

REQUIRED FEES	FEE-NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT PAID
<b>Mandatory Student Fee-ALL Students</b>	\$ 3.00	\$ 1.50	\$ -	
<b>Textbook Deposit</b> (Freshmen & New Students)	\$ 50.00	\$ 25.00	\$ -	
<b>Graduation Fee - Seniors Only</b> (NOT waived for F/R)	\$ 30.00	\$ 30.00	\$ 30.00	
<b>PE SHIRT - (Freshmen &amp; New Students)</b> (NOT needed for PD 2) Students are required to wear a PE SHIRT and "appropriate" shorts. It is suggested to purchase 2.	\$ 10.00	\$ 5.00	\$ -	

PE SHIRTS: Pay online by August 24 for faster processing. This will guarantee purchase will be on the paid list in time for first week of PE Class.

OPTIONAL FEES				
<b>18-19 Gresham Barlow Athletic Family Pass</b>	\$ 60.00	\$ 60.00	\$ 60.00	
<b>18-19 Yearbook</b>	\$ 50.00	\$ 50.00	\$ 50.00	
<b>ASB STICKER</b>	\$ 20.00	\$ 20.00	\$ 20.00	
ASB Sticker offers <b>free</b> admission to GBSD home games~Football, Volleyball, Basketball and Wrestling, (with the exception of playoff/endowment games.) You will also receive a discount to after game dances!!!! Purchase by August 24, 2018 to have this printed directly on your Student Body Card. After August 24, see the bookkeeper to have it applied to your card.				

ASB STICKERS: Pay online by August 24 for faster processing. ASB stickers purchased by this time will print directly on card.

ATHLETIC ~ ACTIVITY FEES				
<b>FALL Athletic Fee</b> (Circle One:) Football - Volleyball - Cross Country - Water Polo - Soccer	\$ 175.00	\$ 87.50	\$ 43.75	
<b>WINTER Athletic Fee</b> (Circle One:) Swimming - Basketball - Wrestling	\$ 175.00	\$ 87.50	\$ 43.75	
<b>SPRING Athletic Fee</b> (Circle One:) Track-Golf Baseball - Softball - Tennis	\$ 175.00	\$ 87.50	\$ 43.75	
<b>Symphonic Band</b>	\$ 60.00	\$ 30.00	\$ 15.00	
<b>Concert Choir</b>	\$ 60.00	\$ 30.00	\$ 15.00	
<b>Cheerleading</b>	\$ 60.00	\$ 30.00	\$ 15.00	
<b>Dance Team</b>	\$ 60.00	\$ 30.00	\$ 15.00	
<b>Drama Per Production</b>	\$ 60.00	\$ 30.00	\$ 15.00	
<b>Speech Team</b>	\$ 60.00	\$ 30.00	\$ 15.00	

Note-For FALL athletics, students must be cleared **BEFORE** August 13.

All required and elective course fees as well as past due fees must be paid before optional items, athletics, activities can be purchased.

**Over-->**

## AP EXAMS:

Your student will be billed for AP Exams after the start of Semester 2. Cost of the exams typically run \$89-\$92.

If you would like to make a deposit for AP EXAMS Please enter the amount here \$ \_\_\_\_\_

It will be taken off the exam price in the spring. Suggested deposit: \$50 per exam

**Enter total of each section in the shaded area. Mail the amount due and this form with the verification form in the enclosed envelope to: Sam Barlow High School - Attn. Bookkeeper - 5105 SE 302nd, Gresham OR 97080**

ONLY PAY FOR ITEMS LISTED - Payments for Parking Pass &/or Lunch Accounts are NOT accepted with registration fees. (Parking passes can be purchased through Student Management) Look for information in your registration mailing.

Required Fees	
Optional Fees	
Athletic/Activity Fees	
AP Exam Deposit	
Total Past Due Balance on Account	
<b>Grand Total Enclosed</b>	

Forms are to be returned by Mail or placed in the drop box by the main office. Sam Barlow High School will accept Check or Money Orders. Please do not send cash through the mail. You can also pay online by debit/credit card - Look for the link on our website: <http://sbhs.gresham.k12.or.us>

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**Students will receive schedules on the first day of school: Pay for elective course fees in person or online by September 30, 2018**

ELECTIVE COURSE FEES	FEE-NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT PAID FOR 1st SEMESTER	FEE-NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT PAID FOR 2nd SEMESTER
	FIRST SEMESTER CHARGE				SECOND SEMESTER CHARGE			
Applied Woods Technology	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Art 1	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Child Development 1,2,3	\$ 5.00	\$ 2.50	\$ -		\$ 5.00	\$ 2.50	\$ -	
Construction Technology 1,2	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Culinary Arts 1,2,3 & Assistant	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Drawing 1,2,3 NOTE This is for ART class Not Architectural drawing.	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Engineering Drawing 1,2	\$ 5.00	\$ 2.50	\$ -		\$ 5.00	\$ 2.50	\$ -	
Exploring Metals	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Family Living	\$ 10.00	\$ 5.00	\$ -		\$ 10.00	\$ 5.00	\$ -	
Furniture Technology	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Graphic Arts 1,2,3	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Independent Study of Metals	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Intro to Cabinet Making	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Intro to Culinary Arts	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Intro to Woods Technology	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Machining 1,2	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Mastery Cabinet Making	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	
Media Computer Apps	\$ 5.00	\$ 2.50	\$ -		\$ 5.00	\$ 2.50	\$ -	
Painting 1,2,3	\$ 30.00	\$ 15.00	\$ -		\$ 30.00	\$ 15.00	\$ -	
3D Auto Cadd Drawing	\$ 5.00	\$ 2.50	\$ -		\$ 5.00	\$ 2.50	\$ -	
Welding 1,2	\$ 25.00	\$ 12.50	\$ -		\$ 25.00	\$ 12.50	\$ -	

TUITION FOR NON-DISTRICT RESIDENTS

K-12 Tuition for 2018-19 is \$10,430



# SPRINGWATER TRAIL HIGH SCHOOL REGISTRATION

1440 SE FLEMING AVE GRESHAM, OR 97080

2018-2019 REGISTRATION BILLING FORM

Free Lunch ☐

Reduced Lunch ☐

**REGISTRATION PROCESS:** Complete this billing form as instructed and submit with the Student Verification form on August 21, 2018 at Registration

**Student ID Number**

**Name**

(Last)

(First)

**STUDENT VERIFICATION REPORT (included in this packet) MUST BE COMPLETED AND TURNED IN FOR EACH STUDENT on AUGUST 21, 2018 AT REGISTRATION**

REQUIRED FEES	FEE-NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT PAID
Mandatory Student Fee-ALL Students	\$ 12.00	\$ 6.00	\$ -	
Student Activity Fee-ALL Students	\$ 15.00	\$ 7.50	\$ -	
Security Deposit (refunded at time of graduation if all fees are paid)	\$ 50.00	\$ 25.00	\$ -	
Graduation Fee - Seniors Only (NOT waived for F/R)	\$ 30.00	\$ 30.00	\$ 30.00	

OPTIONAL FEES				
PE Lock	\$ 5.00	\$ 5.00	\$ 5.00	
Yearbook (Price will increase after Registration)	\$ 28.00	\$ 28.00	\$ 28.00	
STHS T-Shirt	\$ 15.00	\$ 15.00	\$ 15.00	

**Students will receive schedules at Registration:**

ELECTIVE COURSE FEES	FEE-NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT PAID FOR 1st SEMESTER
FIRST SEMESTER CHARGE				
Intro to Art	\$ 20.00	\$ 10.00	\$ -	
Painting	\$ 20.00	\$ 10.00		
Art Exploration	\$ 20.00	\$ 10.00	\$ -	

FEE-NO WAIVER	REDUCED LUNCH FEE	FREE LUNCH FEE	AMOUNT PAID FOR 2nd SEMESTER
SECOND SEMESTER CHARGE			
\$ 20.00	\$ 10.00	\$ -	
\$ 20.00	\$ 10.00		
\$ 20.00	\$ 10.00	\$ -	

**Enter total of each section in the shaded area. Bring the amount due and this form with the verification report to registration on August, 21 2018.**

ONLY PAY FOR ITEMS LISTED - Payments fo Lunch Accounts are NOT accepted with registration fees.

Required Fees	
Optional Fees	
Total Past Due Balance on Account	
<b>Grand Total Enclosed</b>	

Springwater Trail High School can only accept Check or Cash.



## MIDDLE SCHOOL STUDENT FEES AND CHARGES 2018-2019

<b>BASIC FEES</b>	<b>Fee</b>	<b>**Waiver for Reduced Lunch</b>	<b>**Waiver for Free Lunch</b>	<b>Other</b>
Student Body Fee	\$25.00	\$12.50	0	Payment required by October 1
Yearbook	\$20.00	No Waiver	No Waiver	Optional
School Pictures	Varies	No Waiver	No Waiver	Optional
PE Uniform	\$15.00	See PE Teacher	See PE Teacher	Refer to school expectations.
<b>CLASS BASED FEES</b>				
Field Trips	Varies	Varies	Varies	
Outdoor School	\$60.00	\$30.00	0	6 <sup>th</sup> Grade Only
Band Instrument Rental	\$60.00	\$30.00	0	Renting from the school is Optional.
<b>ATHLETIC FEES</b>				
Per Sport - Basketball & Track	\$80.00	\$40.00	\$20.00*	Payment required by first competition
<b>OTHER ACTIVITY FEES</b>				
Drama (DCD)	\$80.00*	no waiver	no waiver	Optional – includes T-shirt
OST – DCD K-8 & WOMS	\$20.00	\$10.00	\$5.00*	Optional
OST per trimester – DMMS, CCMS, GRMS	\$36.00	\$18.00	\$9.00*	Optional
Marching Unit (GRMS)	\$40.00	\$20.00	\$10.00*	Optional

\* Contact administration or counselor to discuss payment plans and possible scholarships

\*\* Free/Reduced Lunch applications available in school office

### **TUITION FOR NON-DISTRICT RESIDENTS**

Grades K-12	\$10,430
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**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. 13 - Alternative Education Programs

EXPLANATION: In compliance with Board Policy, IGBHA, and state law, ORS 581-022-1350, the board annually approves private and public alternative education programs contracted by the district.

This spring, a multi-district team evaluated the alternative programs in Multnomah County to determine whether they should be included as an alternative program for district approval. The evaluation process covers requirements set forth by the Oregon Department of Education (ODE). Any alternative program under consideration must already have met ODE accreditation criteria.

The attached list of alternative programs is being recommended for continuation into 2018-2019. These programs have met the evaluation criteria described above.

PRESENTER: John Koch

SUPPLEMENTARY  
MATERIALS: List of Alternative Programs for 2018-2019

RECOMMENDATION: This list of alternative programs is being provided for first reading only.

REQUESTED ACTION: No action is required at this time. Approval will be recommended at a subsequent meeting.

JK:sa

## Alternative Education Programs 2018-2019 School Year

Program	Grade/Age Level	Cost for Next Year	Student Profile
<b>Columbia Regional Deaf/Hearing Impaired Classrooms</b> 833 NE 74 <sup>th</sup> Portland, OR 97213 503-916-5570	Grades K-12	\$25,000 annually Interpreter Costs: Elem: \$8,275.00 Partial:\$23,100.00 Half: \$34,450.00 Full: \$68,900.00	Columbia Regional Program special focus classrooms are designed to provide intensive language instruction across all academic areas for students who are deaf or hard of hearing and whose language development has been significantly impacted because their hearing loss. The special focus classrooms serve students kindergarten through 12th grade.
<b>Mt. Hood Community College</b> ABE/GED 26000 SE Stark Street, Gresham, OR 97030 503-491-7641	Ages 16-21	80% of ADM	The typical students who are tracked through the Adult Basic Ed Program are disconnected from high school and are in need of a GED. They are 16-21 years old and have been referred from their local school district. Project YESS no longer exists at MHCC.
<b>MESD Social Emotional Skills Program</b> Arata Creek 2470 SW Halsey St., Troutdale, OR 97060 / 503-262-4850 Burlingame Creek 876 NE 8th St., Gresham, OR 97030 / 503-262-4050 Knott Creek 11456 NE Knott St, Portland, OR 97220 / 971-229-6470	Grades K-12	\$40,863.00 annually	Arata Creek, Burlingame Creek, and Knott Creek are separate public schools that serve students K-12. The schools provide a highly structured, consistent, and predictable learning environment. They also provide instruction to increase academic skills, self-regulation strategies, and independent living skills. The Creeks use a 4-tiered behavioral continuum that encourages students to demonstrate socially appropriate classroom skills and self-regulation strategies. Students are provided individualized behavior support plans and ongoing collaboration with parents, guardians, and community service providers to aid in their progress.
<b>Multnomah Education Service District</b> <b>Functional Living Skills</b> <b>Wheatley</b> 14030 NE Sacramento St. Portland, OR 97230 503-262-4000	Grades K-12 and Ages 18-21	\$92,295.00 annually	Students who attend Wheatley ALT are in Special Education and need a self-contained educational setting, with instruction that focuses on life skills, communication and self-regulation. Wheatley is staffed at a 1:1 ratio to provide support and instruction for our students in all aspects of their day at school. Wheatley serves students K-21 years old.
<b>Multnomah Education Service District</b> <b>Functional Living Skills Program/</b> <b>Local school settings</b> 11611 NE Ainsworth Portland, OR 97220 503-674-9453	Grades K-12 and Ages 18-21	\$77,076.00 annually	<p>The Multnomah Education Service District (MESD) Functional Living Skills (FLS) Program is comprised of multiple classrooms and opportunities to meet individual student needs.</p> <p><b>Abilities in Motion (AIM)</b> at Wheatley School serves student ages 5 to 21. The AIM program provides an educational opportunity for special education students with significant medical needs that impact their ability to learn. The program provides instruction to develop communication skills, adaptive behaviors and personal management skills that can be utilized within the classroom and community settings.</p> <p>The <b>Functional Living Skills</b> Program at Knott Creek School, Oliver Elementary, Centennial Middle School, and Centennial High School serves students ages 5 to 18</p>



			<p>The FLS Program provides evidence based instructional practices in the areas of academics, communication, motor, adaptive, social-emotional, medical, health care, behavioral and vocational training to students with significant disabilities. All staff has extensive training in the area of Autism. The curriculum used in all classrooms aligns with the Common Core.</p> <p>The <b>FLS Transition Program</b> at the Ainsworth Building serves students ages 18 to 21. The FLS Transition Program provides post-secondary instruction for students aged 18-21 that are exited from high school and Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral and or medical). The curriculum is focused upon functional applied academics, community and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community and develop leisure and independent living skills.</p>
<b>Multnomah Education service Helensview School – Phoenix</b> 8673 NE Sumner Portland, OR 97220 503-262-4150	Ages 12-21	Gen- \$9,517.00 SpEd \$15,185.00	Helensview is a middle/high school program serving students 6-12th grades including transition aged students. Students who benefit from attending Helensview include those students who need flexible schedules, have been suspended or expelled, have substance abuse or mental health needs, are parenting, have EL needs, and/or are students with disabilities who can be served in the general education setting.
<b>NAYA Early College Academy</b> <b>5135 NE Columbia Blvd.</b> <b>Portland, OR 97218</b> <b>503-972-2461</b>	Grades 9-12	\$8,042.00 annually	Native American/Alaskan Native non-disabled youth who are credit deficient and have difficulty fitting into a larger school. Students may generally be introverted and /or gang effected but have a degree of engagement. Is a culturally specific high school.
<b>Oregon Outreach Hinton/DAP</b> <b>1400 SE 135<sup>th</sup></b> <b>Portland, OR 97233</b> <b>503-261-8470</b>	Grades 9-12	\$9,540.00 annually	Both disabled and non-disabled at-risk students with a history of being unsuccessful in public school due to attendance, school behaviors or academic concerns who are in need of small group instruction, individualized, contract-based learning, job skills.
<b>Portland Youth Builders</b> 4816 SE 92 <sup>nd</sup> Ave Portland, OR 97266 503-286-9350	Ages 17-24	\$8,722.00 Annually	PYB serves 17-24 year old who are off track, disengaged, and/or low income. The team did not evaluate PYB this year, because they are not providing special education services
<b>Rosemary Anderson High School East</b> 2208 SE 182 <sup>nd</sup> Ave Gresham, OR 97233 503-797-7226	Ages 14-21	Through 6/18 for 175 days \$40/day Reg Ed \$60/day ELL \$80/day pregnant & parenting Minimum 70 slots	Rosemary Anderson High School East Campus serves approximately 160 youth who have been referred from the Gresham/Barlow, Reynolds, Centennial, David Douglas and/or Portland Public School Districts. Many youth who have been referred to RAHS have not found success in their larger neighborhood comprehensive high school for a variety of reasons ranging from attendance, large school dynamic, behavior, socio-economic, and social-emotional reasons. RAHS serves a diverse demographic population of students including: 40% Hispanic, 20% African American, 30% White, 3% Asian, 2% Native Alaskan/American, 5% Bi-Racial. 45% of RAHS students are male and 55% are female. Students typically need additional support found in a smaller setting while

			addressing credit deficiencies and accessing additional program supports.
<b>Serendipity School</b> 14815 SE Division St. Portland, OR 97236 503-761-7139	Grades K-12	Ranges from \$4975/mo to Spec Case + trainer \$7711/mo (includes tuition) Communication placement \$7711 SLP \$25/15min	Students who need therapeutic support embedded in their day in order to make academic and social-emotional development.
<b>The Open School</b> 16570 SE Oak St. Portland, OR 97233 503-488-5200	Grade 7-10, adding a grade level each year until 12 grade	annually	Open School East supports students who meet criteria for early warning signs for school dropout. Their goal is to make school relevant for every student and provide rigorous academic expectations to prepare students for college. They are committed to developing meaningful relationships with students and families in order to keep students engaged, learning, and connected to school. Open School East serves students grades seven through 10, and are adding a grade level each year up to grade 12.
<b>Youth Progress – Learning Center</b> <b>(No East County Students at this time)</b> 2020 SE Powell Blvd. Portland, OR 503-233-6121	Ages 15-24	N/A	The majority of the clients have either been involved in the juvenile justice system or have no appropriate home resource with whom to live. Youth Progress clients are often labeled as “difficult to treat” and have typically been rejected from other placements due to behaviors or background. Youth Progress specializes in working with these youth by providing them with individualized opportunities to succeed.

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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: May 3, 2018

RE: No. 14 – Nutrition Services: Food Services Contract Amendment for 2018-2019

EXPLANATION: As required under the July 2015 agreement between Gresham-Barlow School District and Sodexo America, LLC, a letter of notice has been received to continue the agreement for 2018-2019.

The Nutrition Services Department of the Oregon Department of Education delivered instructions for the annual renewal contract with food service management companies. Attached is the required amendment for continuation.

PRESENTER: Mike Schofield

SUPPLEMENTARY  
MATERIALS: Contract Amendment as required

RECOMMENDATION: The administration recommends continuation of the agreement with Sodexo America, LLC, as the district's food service management company for 2018-2019 and board approval of the contract amendment as presented. This item will be in the consent agenda in the June board business meeting.

REQUESTED ACTION: No action is required at this time. This item will be brought forward for consent agenda approval in June.

MS:sa



Mike Schofield, Chief Financial Officer

# Gresham-Barlow School District No. 10Jt

1331 NW Eastman Parkway, Gresham, OR 97030-3825  
schofield10@gresham.k12.or.us

Phone: (503) 261-4567  
Fax: (503) 261-4552

This Amendment No. 3 to Contract No.2015-2020 is entered into and between the Local Educational Agency (LEA) Gresham-Barlow School District No. 10 and Food Service Management Company (FSMC) Sodexo America, LLC (herein referred to as the "Parties").

This Amendment is effective July 1, 2018 and thereafter, unless otherwise amended. All other terms and conditions contained in the Base Contract shall remain unchanged and in full force and effect.

In consideration of the promises contained herein and for other goods and valuable consideration, the Parties hereto agree as follows:

The Contract is hereby amended as follows.

- A. Term of the Agreement. The term of this Agreement commences on July 1, 2018, and continues until June 30, 2019. This Agreement is subject to a maximum of one (1) additional one (1) year renewals upon the written consent of both parties, unless terminated earlier as provided in the General Terms and Conditions. Extensions or renewals are contingent upon the fulfillment of all Contract provisions related to USDA Foods.

- B. Billing for Fixed Price Per Meal.

**SBP**

Breakfast	\$3.46 per meal (3 breakfasts = 1 meal)
Meal Equivalents	\$3.46 per meal based on <u>\$3.3125</u> rate

**NSLP**

Lunch	\$3.46 per meal (1 lunch = 1 meal)
Snack	\$3.46 per meal (4 snacks = 1 meal)
Meal Equivalents	\$3.46 per meal based on <u>\$3.3125</u> rate

**SFSP**

Breakfast	\$3.46 per meal (3 breakfasts = 1 meal)
Lunch	\$3.46 per meal (1 lunch = 1 meal)
Snack	\$3.46 per meal (4 snacks = 1 meal)

**CACFP**

Breakfast	\$3.46 per meal (3 breakfasts = 1 meal)
Lunch	\$3.46 per meal (1 lunch = 1 meal)
Supper	\$3.46 per meal (1 Supper = 1 meal)
Snack	\$3.46 per meal (4 snacks = 1 meal)

**VENDED**

Breakfast	\$3.46 per meal (3 breakfasts = 1 meal)
Lunch	\$3.46 per meal (1 lunch = 1 meal)
Snack	\$3.46 per meal (4 snacks = 1 meal)
Meal Equivalents	\$3.46 per meal based on <u>\$3.3125</u> rate

- C. 2.2 Responsibilities of FSMC

L. The FSMC agrees to use all other donated foods, or will use commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods as specified in 7 CFR Part 250.53.

**Nondiscrimination.** In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

Electronic Signature. The Parties agree that this Agreement, and subsequent Amendments, may be executed using electronic contracting technology using symbols or other data in digital form and agree that such electronic signature is the legal equivalent of a manual signature binding the Parties to the terms and conditions stated herein.

Except as expressly amended above, all other terms and conditions of original Contract are still in full force and effect. FSMC certifies that the representations, warranties, and certification contained in the original Contract are true and correct as of the effective date of this Amendment and with the same effect as though made at the time of this Amendment.

**Sodexo America, LLC**

Authorized Signature: _____	Title: Vice President	Date: _____
Print Signature: Leslie Milinkovic		

**Gresham-Barlow School District No. 10:**

Authorized Signature: _____	Title: Chief Financial Officer	Date: _____
Print Signature: Michael Schofield		

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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: May 3, 2018

RE: No. 15 – Multiple Parcel Combination – Gresham High School

EXPLANATION: As the board is aware, significant improvements are scheduled to be underway soon at Gresham High School as a part of the 2016 capital construction bond.

One issue requiring attention is combining multiple parcels on the site. Currently there are 13 parcels and 8 different owners for the parcels.

Based on advice from the district's land use attorney, the attached resolution will allow the district to proceed in unifying the parcels and updating the official ownership.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: Resolution for Gresham High School Multiple Parcel Combination

RECOMMENDATION: The administration recommends review and approval of the attached resolution.

REQUESTED ACTION: Move to approve the attached resolution.

MS:sa

**RESOLUTION NO. \_\_\_\_\_**

**A RESOLUTION OF GRESHAM-BARLOW SCHOOL DISTRICT NO. 10JT, MULTNOMAH AND CLACKAMAS COUNTIES, OREGON ATTESTING TO THE DISTRICT'S OWNERSHIP OF CERTAIN TRACTS OF LAND AND AUTHORIZING THE UNIFICATION OF TITLE IN THE TRACTS OF LAND.**

THE BOARD OF DIRECTORS OF GRESHAM-BARLOW SCHOOL DISTRICT NO. 10JT, MULTNOMAH AND CLACKAMAS COUNTY, OREGON HEREBY RESOLVES:

**SECTION 1. FINDINGS**

The Board of Directors (the "Board") of the Gresham-Barlow School District No. 10JT Multnomah and Clackamas Counties, Oregon, a common school district of the State of Oregon (the "District") finds:

- a. The District is undertaking certain renovations and new construction projects on the Gresham-Barlow High School property (the "High School Construction"); and
- b. The real property on which the Gresham-Barlow High School and grounds is located is divided into thirteen (13) parcels with eight (8) different school district entities listed on title to the various parcels (each a "Parcel" and collectively, the "Parcels"); and
- c. In conjunction with the planning for the High School Construction, the City of Gresham has required that the Parcels be combined into common ownership so that the same can be re-platted as a single tax lot; and
- d. The District is the successor-in-interest to each of the named entities on title to the Parcels; and
- e. The District adopts this resolution to authorize the deeding of each of the Parcels into the name of the District to facilitate the request of City of Gresham in conjunction with the High School Construction.

**SECTION 2. PARCELS AND OWNERSHIP ENTITIES IDENTIFIED**

The Parcels and the current ownership entity of each are identified as:

- a. Parcel 1 owned by Union High School Districts No. U2-20 Joint Multnomah and Clackamas Counties;
- b. Parcels 2, 4 and 5 owned by Barlow-Gresham Union High School District No. U2-30 JT;
- c. Parcel 3 owned by Union High School District UT-20JT;

- d. Parcel 6 owned by Gresham Union High School, District U2-20 Joint, Multnomah and Clackamas Counties;
- e. Parcels 7, 8 and 12 owned by Union High School District No. 2, Multnomah County, Oregon;
- f. Parcels 9 and 10 owned by Gresham Union High School District No. U2-20, Joint Multnomah and Clackamas Counties, Oregon;
- g. Parcel 11 owned by School District Number Four of Multnomah County, State of Oregon;
- h. Parcel 13 owned by Gresham-Barlow School District 10JT.

A legal description of each Parcel and a map showing the location of each Parcel is available in that certain Fidelity National Title Preliminary Report Order No. 45141704418 dated March 3, 2017.

### **SECTION 3. AUTHORIZATION OF DEEDS AND SIGNING PARTIES**

The District hereby attests that it is the successor-in-interest to each of the ownership entities of Parcels 1-12 noted in Section 2 herein and that Parcel 13 is already titled in the name of the District. The District authorizes the preparation of a deed or deeds conveying title in each of Parcels 1-12 from the entities noted in Section 2 herein to "Gresham-Barlow School District 10JT". The District authorizes Kris Howatt, as Chair of the Board of Directors and A. Katrise Perera, as Superintendent of the District to sign the deed or deeds on behalf of the District. The District further authorizes the recordation of the signed and notarized deed or deeds in the real property records of Multnomah County, Oregon.

ADOPTED by the Board of Directors of the Gresham-Barlow School, District No. 10JT, Multnomah and Clackamas Counties, Oregon on this \_\_\_\_\_ day of \_\_\_\_\_, 2018

**GRESHAM-BARLOW SCHOOL DISTRICT NO. JT,  
MULTNOMAH AND CLACKAMAS COUNTIES,  
OREGON**

By: \_\_\_\_\_  
Kris G. Howatt, as Chair of the Board of Directors



## **RESOLUTION NO. 1718-09**

### **A RESOLUTION OF GRESHAM-BARLOW SCHOOL DISTRICT NO. 10JT, MULTNOMAH AND CLACKAMAS COUNTIES, OREGON ATTESTING TO THE DISTRICT'S OWNERSHIP OF CERTAIN TRACTS OF LAND AND AUTHORIZING THE UNIFICATION OF TITLE IN THE TRACTS OF LAND.**

THE BOARD OF DIRECTORS OF GRESHAM-BARLOW SCHOOL DISTRICT NO. 10JT, MULTNOMAH AND CLACKAMAS COUNTY, OREGON HEREBY RESOLVES:

#### **SECTION 1. FINDINGS**

The Board of Directors (the "Board") of the Gresham-Barlow School District No. 10JT Multnomah and Clackamas Counties, Oregon, a common school district of the State of Oregon (the "District") finds:

- a. The District is undertaking certain renovations and new construction projects on the Gresham-Barlow High School property (the "High School Construction"); and
- b. The real property on which the Gresham-Barlow High School and grounds is located is divided into thirteen (13) parcels with eight (8) different school district entities listed on title to the various parcels (each a "Parcel" and collectively, the "Parcels"); and
- c. In conjunction with the planning for the High School Construction, the City of Gresham has required that the Parcels be combined into common ownership so that the same can be re-platted as a single tax lot; and
- d. The District is the successor-in-interest to each of the named entities on title to the Parcels; and
- e. The District adopts this resolution to authorize the deeding of each of the Parcels into the name of the District to facilitate the request of City of Gresham in conjunction with the High School Construction.

#### **SECTION 2. PARCELS AND OWNERSHIP ENTITIES IDENTIFIED**

The Parcels and the current ownership entity of each are identified as:

- a. Parcel 1 owned by Union High School Districts No. U2-20 Joint Multnomah and Clackamas Counties;
- b. Parcels 2, 4 and 5 owned by Barlow-Gresham Union High School District No. U2-30 JT;
- c. Parcel 3 owned by Union High School District UT-20JT;

- d. Parcel 6 owned by Gresham Union High School, District U2-20 Joint, Multnomah and Clackamas Counties;
- e. Parcels 7, 8 and 12 owned by Union High School District No. 2, Multnomah County, Oregon;
- f. Parcels 9 and 10 owned by Gresham Union High School District No. U2-20, Joint Multnomah and Clackamas Counties, Oregon;
- g. Parcel 11 owned by School District Number Four of Multnomah County, State of Oregon;
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A legal description of each Parcel and a map showing the location of each Parcel is available in that certain Fidelity National Title Preliminary Report Order No. 45141704418 dated March 3, 2017.

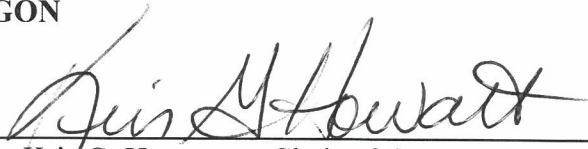
### **SECTION 3. AUTHORIZATION OF DEEDS AND SIGNING PARTIES**

The District hereby attests that it is the successor-in-interest to each of the ownership entities of Parcels 1-12 noted in Section 2 herein and that Parcel 13 is already titled in the name of the District. The District authorizes the preparation of a deed or deeds conveying title in each of Parcels 1-12 from the entities noted in Section 2 herein to "Gresham-Barlow School District 10JT". The District authorizes Kris Howatt, as Chair of the Board of Directors and A. Katrise Perera, as Superintendent of the District to sign the deed or deeds on behalf of the District. The District further authorizes the recordation of the signed and notarized deed or deeds in the real property records of Multnomah County, Oregon.

ADOPTED by the Board of Directors of the Gresham-Barlow School, District No. 10JT, Multnomah and Clackamas Counties, Oregon on this 3<sup>rd</sup> day of May, 2018

**GRESHAM-BARLOW SCHOOL DISTRICT NO. JT,  
MULTNOMAH AND CLACKAMAS COUNTIES,  
OREGON**

By: \_\_\_\_\_

  
Kris G. Howatt, as Chair of the Board of Directors

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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: May 3, 2018

RE: No. 16 – Bond: Playground Projects - Excavation

EXPLANATION: As a part of the 2016 capital construction bond, playground upgrades will take place over the next couple of years. Phase one upgrades will take place at Hogan Cedars, Highland, Hollydale, East Orient and Powell Valley.

Bids for excavation were received on April 10, 2018 from three local contractors. Duke Construction, TCM Northwest, Inc. and JW Underground.

Construction is scheduled to begin soon with completion in June. Play equipment has been ordered as well.

Bid amounts exceed initial estimates but are within the overall playground, tracks, fields and asphalt budget.

PRESENTER: Mike Schofield

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: After confirming the scope of work, the administration recommends the following:

TCM Northwest, Inc.

- Hollydale Elementary \$175,825
- Highland Elementary \$188,941
- East Orient Elementary \$176,961

Duke Construction

- Hogan Cedars Elementary \$127,645
- Powell Valley Elementary \$147,920

Gresham-Barlow School District No. 10 Jt.  
No. 16 – Bond: Playground Projects - Excavation  
May 3, 2018  
Page 2

REQUESTED ACTION: Move to approve excavation for new playgrounds pending successful contract negotiations as follows:

TCM Northwest, Inc.

- Hollydale Elementary \$175,825
- Highland Elementary \$188,941
- East Orient Elementary \$176,961

Duke Construction

- Hogan Cedars Elementary \$127,645
- Powell Valley Elementary \$147,920

MS: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. 17 – 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.

A draft of the statement was provided to the board for review at the April 26, 2018 work session. The board discussed the statement and provided suggestions for editing. The draft provided for tonight's meeting reflects the edits suggested at the April 26 work session.

PRESENTER: Kris Howatt

SUPPLEMENTARY  
MATERIALS: Gresham-Barlow School District and School Board Student Support Statement

RECOMMENDATION: The administration recommends that the board approve the use of the attached statement in the district.

REQUESTED ACTION: Move to approve the use of the All-Inclusive Student Support Statement for the Gresham-Barlow School District.

:sa

# **Gresham-Barlow School District and School Board Student Support Statement**

[Version including board comments from Apr 26, 2018 work session:](#)

We, the Board and staff of the Gresham-Barlow School District, 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 value 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.

We stand for respect.

We stand for dignity.

We stand for inclusiveness.

**EVERYONE is welcome in the Gresham-Barlow School District.**

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

TO: Board of Directors

FROM: A. Katrise Perera  
Sara Hahn-Huston

DATE: May 3, 2018

RE: No. 18 – 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.

This item was brought before the board for a first reading at the April 26, 2018 work session.

PRESENTERS: Dr. Sara Hahn-Huston  
Angie Kautz

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends approving the adoption of the K-12 Health Curriculum materials as listed above.

Gresham-Barlow School District No. 10 Jt.  
No. 18 – K-12 Health Curriculum  
May 3, 2018  
Page 2

REQUESTED ACTION: Move to approve the adoption of the following materials for use in the classroom in the fall of 2018:

- 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

SHH:ak:sa



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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: May 3, 2018

RE: No. 19 – Financial Report

EXPLANATION: Budget: The business office is in the middle of budget development for the 2018-2019 year. The proposed budget will be discussed with the budget committee on May 10, 2018. The next economic forecast is scheduled for May 23, 2018.

PRESENTER: Mike Schofield

SUPPLEMENTARY  
MATERIALS: 1. Financial Report/Summary (Ending March 31, 2018)  
2. Bond Expenditures/Encumbrances through March 31, 2018

RECOMMENDATION: This report is being provided at information only.

REQUESTED ACTION: No action is required.

MS:sa

As of March 31, 2018

## GRESHAM-BARLOW SCHOOL DISTRICT

## Financial Report

2017-2018

## GENERAL FUND

	Actual QTR 1	Actual QTR 2	Actual Mar	Actual QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget	
Revenue										
Current Taxes	-	26,062,383	-	552,006	600,000	27,214,389	26,614,389	26,700,000	514,389	
Prior Year Taxes	145,369	140,113	17,689	85,230	100,000	470,712	370,712	500,000	-29,288	
Other Taxes / Interest	259	344	357	13,434	550	14,587	14,037	15,000	-413	
Total Taxes	145,628	26,202,840	18,046	650,670	700,550	27,699,688	26,999,138	27,215,000	484,688	
Common School Fund	-	-	-	638,493	638,493	1,276,986	638,493	1,500,000	-223,014	
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0	
Federal Forest Fees	1,430	-	-	-	11,750	13,180	1,430	12,000	1,180	
State School Fund (SSF)	28,998,001	21,742,223	7,169,957	21,665,031	14,864,992	87,270,247	72,405,255	84,600,000	2,670,247	
Other SSF Revenue	28,999,431	21,742,223	7,169,957	22,303,524	15,517,235	88,562,413	73,045,178	86,114,000	2,448,413	
Total Formula Revenue	29,145,059	47,945,063	7,188,003	22,954,194	16,217,785	116,262,101	100,044,316	113,329,000	2,933,101	
High Cost Disability	-	-	-	-	700,000	700,000	-	600,000	100,000	
Prior Year SSF	-	-	-	-	-	-	-	-	0	
State Restricted	-	-	-	-	-	-	-	-	0	
Other State Revenue	-	-	-	-	700,000	700,000	-	600,000	100,000	
Tuition / Transportation	1,068	19,517	2,425	6,464	51,000	78,049	27,049	100,000	-21,951	
Earning on Investment	89,033	136,898	82,497	174,189	103,000	503,120	400,120	300,000	203,120	
Student Fees / Admissions	35,734	127,373	29,623	40,121	144,000	347,228	203,228	365,000	-17,772	
Rentals	53,437	90,891	29,835	55,907	60,000	260,235	200,235	250,000	10,235	
Donations	-	-	1,600	54,200	100,000	154,200	54,200	250,000	-95,800	
Services to other Funds	-	21,804	3,258	9,739	410,000	441,543	31,543	480,000	-38,457	
Misc.	28,470	197,129	25,928	55,448	355,000	636,047	281,047	450,000	186,047	
MESD Transfer	-	1,825,000	-	-	-	1,825,000	1,825,000	2,000,000	-175,000	
Other County Funds	-	-	-	-	-	-	-	-	0	
Drivers' Education	-	-	-	-	-	-	-	-	0	
Other Federal Revenue	-	-	-	-	-	-	-	-	0	
Child Care Development	-	23,397	13,406	21,100	10,000	54,497	44,497	40,000	14,497	
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000	
Bond Proceeds	-	-	-	-	-	-	-	-	0	
TRANSFERS	-	-	-	-	-	-	-	-	0	
Total Other Revenue	207,742	2,442,009	188,572	417,168	1,233,000	4,299,919	3,066,919	4,240,000	59,919	
TOTAL REVENUE	\$29,352,801	\$50,387,072	\$7,376,575	\$23,371,362	\$18,150,785	\$121,262,020	\$103,111,235	\$118,169,000	3,093,020	87.3%
								12,115,813	BFB Budget	
Expenditures										
Licensed Salaries	3,016,488	8,947,846	3,045,551	9,271,829	15,100,000	36,336,163	21,236,163	36,912,450	576,287	
Support Staff Salaries	1,587,981	2,867,477	948,326	2,850,661	4,100,000	11,406,119	7,306,119	11,813,662	407,543	
Admin Salaries	1,396,094	1,390,251	462,997	1,392,392	1,410,000	5,588,737	4,178,737	5,522,931	-65,806	
Confidential Salaries	106,629	121,367	41,894	125,682	126,000	479,678	353,678	499,037	19,359	
Subs' / Temp Salaries	310,259	1,067,219	341,408	991,076	1,590,000	3,958,554	2,368,554	3,863,751	-94,803	
Total Salaries	6,417,451	14,394,160	4,840,176	14,631,640	22,326,000	57,769,251	35,443,251	58,611,831	842,580	
PERS	1,563,296	3,601,015	1,414,431	3,897,232	5,793,890	14,855,433	9,061,543	15,175,842	320,409	
FICA	486,260	1,077,437	364,899	1,106,253	1,700,000	4,369,950	2,669,950	4,454,679	84,729	
Insurance	1,540,434	3,408,042	1,138,224	3,397,181	5,370,000	13,715,657	8,345,657	13,824,446	108,789	
Other Benefits	313,624	355,386	108,924	342,533	505,000	1,516,543	1,011,543	1,356,340	-160,203	
Total Benefits	3,903,614	8,441,880	3,026,478	8,743,199	13,368,890	34,457,583	21,088,693	34,811,307	353,724	
Purchased Services	1,615,018	3,834,137	1,545,990	4,072,149	4,950,000	14,471,304	9,521,304	14,451,075	-20,229	
Charter School Payments	2,321,286	2,277,701	855,187	2,231,865	1,400,000	8,230,852	6,830,852	8,173,566	-57,286	
Supplies & Materials	453,812	504,016	70,281	369,250	865,000	2,192,078	1,327,078	2,263,290	71,212	
Capital Outlay	-	39,075	44,455	44,455	10,000	93,530	83,530	50,000	-43,530	
Other Objects	606,849	38,901	4,788	25,781	35,000	706,531	671,531	761,025	54,494	
Transfers	820,000	-	-	-	-	820,000	820,000	820,000	0	
TOTAL EXPENDITURES	\$16,138,030	\$29,529,870	\$10,387,355	\$30,118,339	\$42,954,890	\$118,741,129	\$75,786,239	\$119,942,094	\$1,200,965	63.2%
Reserves - Contingency/Unappropriated Ending Balance								6,963,168		
Beginning Cash Balance							\$11,855,631	\$0		
							\$2,520,891	\$126,905,262	Budget	
							\$14,376,522			
							12.1% (Percentage of Projected Expenditures)			
								Expenditure Summary		
Salaries			35,443,251	46.8%						
Benefits			21,088,693	27.8%						
Purchased Serv			16,352,156	21.6%						
Supplies			1,327,078	1.8%						
Capital Outlay			83,530	0.1%						
Other Objects			671,531	0.9%						
Transfers			820,000	1.1%						
			\$	75,786,239	100.0%					

Gresham-Barlow School District - 2016 Capital Improvement Project  
Bond Budget/Committed Summary  
3/31/2018

PROJECT	Estimate	Total To Date	17/18 Encumbrance	Balance Remainig
<b>2016 Bond</b>				
District Wide Costs	\$ 3,000,000	1,580,796	292,789	1,126,415
District Wide Furniture/Fixtures/Equip	\$ 5,569,000	1,406,136	1,696,139	2,466,724
District Wide Radios	\$ 300,000	0	0	300,000
District Wide Technology	\$ 5,610,292	1,701,032	77,792	3,831,469
Door Locks	\$ 1,273,620	73,955	103,704	1,095,961
Playground/Track/Field	\$ 3,957,791	654,709	1,175,080	2,128,002
East Gresham E.S.	\$ 30,441,915	1,999,478	882,146	27,560,291
East Orient E.S.	\$ 1,197,036	0	2,751	1,194,285
East Orient E.S. - Maintenance Projects	\$ 1,083,032	0	0	1,083,032
Hall E. S.	\$ 1,592,543	139,026	435,345	1,018,172
Hall E. S. - Maintenance Projects	\$ 494,440	0	0	494,440
Hall E.S. - OSCIM	\$ 5,000,000	0	0	5,000,000
Highland E.S.	\$ 1,645,401	27,682	107,561	1,510,159
Highland E.S. - Roofing Project	\$ -	0	18,361	-18,361
Highland E.S. - Maintenance Projects	\$ 838,274	0	0	838,274
Hogans Cedars E.S.	\$ 803,471	3,450	471	799,550
Hogans Cedars E.S. - Maintenance Projects	\$ 128,558	0	0	128,558
Hollydale E.S.	\$ 1,530,967	125,135	523,231	882,601
Hollydale E.S. - Maintenance Projects	\$ 920,329	2,885	0	917,444
Hollydale E.S. - OSCIM	\$ 3,000,000	0	0	3,000,000
Kelly Creek E.S.	\$ 3,209,491	171,952	113,117	2,924,422
Kelly Creek E.S. - Maintenance Projects	\$ 388,152	9,257	87,421	291,474
North Gresham E.S.	\$ 30,369,354	2,119,801	636,822	27,612,731
Powell Valley E.S.	\$ 2,612,243	255,708	810,489	1,546,046
Powell Valley E.S. - Maintenance Projects	\$ 519,414	14,852	81,752	422,810
West Gresham E.S.	\$ 137,108	21,727	10,655	104,726
Deep Creek K-8	\$ 4,045,923	3,097	0	4,042,827
Deep Creek K-8 - Roofing Project	\$ 123,500	0	0	123,500
Deep Creek K-8 - Maintenance Projects	\$ 1,021,136	0	0	1,021,136
Clear Creek M.S.	\$ 8,177,154	3,923	0	8,173,231
Clear Creek M.S. - Maintenance Projects	\$ 1,592,500	14,988	271,636	1,305,876
Dexter McCarty M.S.	\$ 9,354,466	23,852	0	9,330,614
Gordon Russell M.S.	\$ 11,841,670	19,589	0	11,822,081
West Orient M.S.	\$ 1,526,646	148,080	44,331	1,334,235
West Orient M.S. - HVAC Project	\$ 294,500	227,367	0	67,133
West Orient M.S. - Maintenance Projects	\$ 903,005	0	0	903,005
Gresham H.S	\$ 91,168,545	5,653,523	3,359,569	82,155,452
Gresham H.S - Maintenance Projects	\$ 1,461,000	6,948	156,031	1,298,021
Sam Barlow H.S.	\$ 65,093,875	3,931,682	3,506,622	57,655,571
Sam Barlow H.S. - Maintenance Projects	\$ 5,411,194	2,070	1,125,342	4,283,782
Springwater Trail H.S.	\$ 913,654	0	0	913,654
Bond Premium	\$ 21,210,355	0	0	21,210,355
Deep Creek Elementary	\$ -	95,310	13,295	-108,605
Security	\$ -	69,978	808	-70,785
<b>TOTAL</b>	<b>\$ 329,761,554</b>	<b>20,507,988</b>	<b>15,533,259</b>	<b>293,720,308</b>

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

TO: Board of Directors

FROM: A. Katrise Perera  
Julie Evans

DATE: May 3, 2018

RE: No. 20 – Charter School Update

EXPLANATION: Recently, two major changes to Charter School laws and practices have come into effect. Tonight, a summary of the updates will be shared and what steps the district administration has taken to provide for these procedural changes.

HB 4036, passed by the legislature during their short session this winter, has increased access for charter school students who are resident students to participate in activities and athletics in their resident schools if such activities are not provided within their charter schools.

OSBA's legal status is changing effective July 1, 2018 to become a nonprofit corporation under ORS Chapter 65. Under this new designation, federal tax guidelines will prohibit OSBA from accepting dues and service fees from entities that are not political subdivisions of the state, including charter schools. Charter schools will be able to access OSBA services through their sponsoring districts.

PRESENTER: Julie Evans

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JE:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: May 3, 2018

RE: No. 21 - High School Success Plan

EXPLANATION: The High School Graduation and College and Career Readiness Act of 2016 (Measure 98) provides state funding targeted at the high school level to increase student success. The funds the district receives must be spent in three specific areas:

- Dropout-prevention strategies in high schools
- College-level educational opportunities for students in high schools
- Career and technical education programs in high schools

Throughout this year a team of teachers and administrators have been setting goals, establishing strategies to meet the goals, and identifying activities to put the strategies into action. All of this work has been captured in the Gresham-Barlow High School Success Plan that was submitted to the Oregon Department of Education at the end of March. Feedback is expected on our submission by the end of May.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Gresham-Barlow School District High School Success Plan 2018-2021

RECOMMENDATION: None

REQUESTED ACTION: No formal action is required.

TK:sa

## On-Track to Graduation Systems

**Goal #1: The percentage of 9<sup>th</sup> graders on-track to graduate will rise from 77% in 2016-17 to 92% by the end of the 2020-2021 school year.**

Strategies	Activities	Short Term Outcomes (1-Year)	Long Term Outcomes (2-4 Years)
1.1 Expand the <b>availability</b> and <b>use</b> of attendance, behavior, and academic data to inform decision-making for 9 <sup>th</sup> grade students. (collection, analysis, communication, etc.)	Implement an Early Warning Indicator System Attendance, academic and behavior data will be reviewed regularly at the school and district level throughout the school year. School teams will participate with the Center for High School Success (CHSS), focusing on 9 <sup>th</sup> grade on track. School teams attend the PL in May, 2017; participate with a coach from CHSS; ongoing meetings throughout the year at each school and at the district level.	Data that are not available within attendance, behavior and academic for 9 <sup>th</sup> grade students will be identified. A system to collect necessary data to inform decisions around attendance, behavior and academics for 9 <sup>th</sup> grade students will be created. 9 <sup>th</sup> grade teachers and staff will participate in professional learning to effectively analyze student data. A system for ongoing data analysis for teachers, counselors, school attendance liaisons, and administrators will be piloted.	Each high school will have implemented and refined a data analysis system with common timeframes across schools to allow for district-wide analysis and decisions.
1.2 Increase 9 <sup>th</sup> grade students on track and develop strategies to ensure at-risk students stay on track to graduate.	Create a Summer Academy at each high school to provide access to engaging summer learning opportunities for incoming 9 <sup>th</sup> grade students, focusing on those who are identified at risk of dropping out. This would expand on the one “9 <sup>th</sup> grade only” day that has existed in the past. The first year would be 2 days. In the following years evaluate the success and determine the length.  Create Professional Learning Teams of 9 <sup>th</sup> grade teachers and staff who regularly meet to make data-informed decisions around student academics, attendance and behavior.	Incoming 9 <sup>th</sup> graders will build relationships with HS staff (counselors, admin, graduation coach, etc. ). Pilot a Summer Academy at each school in August, 2018 to be evaluated and refined for August, 2019.  A district-wide calendar clearly identifying when 9 <sup>th</sup> grade teams will meet, discuss data, interventions and student supports will be developed. 9 <sup>th</sup> grade teams will participate in professional learning on how to effectively collect and use data to inform decision-making. Through data analysis, systemic barriers to student progress towards graduation will	Students are engaged in their learning. Student commitment to completing high school increases. Provide a more effective transition to high school.  Ninth grade teachers and staff will have sufficient time to review data on students' grades, absences and behavior. A systemic approach to analyzing data will be followed. Shared lessons will be developed to address key skills (i.e. critical reading, note taking, organization, student skills, communicating with

## Gresham Barlow School District High School Success Plan:



		be identified and a plan will be created to address these barriers.	adults, etc.). Identified systemic barriers for students progress towards graduation will be addressed.
	Reduce class size in 9 <sup>th</sup> grade math courses.	Smaller learning environments will be created for students. Individualized attention to identify areas of confusion within the math content will be increased. Increase foundational understanding and course passing rates.	With the smaller class sizes, students will better understand and be able to apply mathematical concepts at the end of 9 <sup>th</sup> grade, increasing their success in subsequent math classes. The passing rate of 9 <sup>th</sup> grade math will increase.
1.3. Provide necessary counseling and coaching supports for 9 <sup>th</sup> grade students, particularly those identified at risk of dropping out.	Create a graduation coach position at both large high schools, focusing on improving 9 <sup>th</sup> grade on-track rates for all subgroups within the school.	Increased time available to work with 9 <sup>th</sup> grade students who are at risk of being off-track to graduate. Graduation Coach monitors the EWI to identify students who begin to fall behind. Coach will begin transition work through collaboration with middle schools and coordinating Summer Academy.	The 9 <sup>th</sup> grade on-track rate will increase. This will ultimately result in more students graduating on time.
	School Attendance Liaisons will be put in place to support students who are challenged in their efforts to attend school on a regular basis.	Students will be identified early in the year. Supports for students struggling with regular attendance will be identified and in place. Data to be shared with 9 <sup>th</sup> grade teams to integrate attendance work with content area instruction.	Students who were have issues with regular school attendance will overcome their challenges and attend school more than 90% of the school year.
	A Connections Coordinator will focus on re-engaging students who are on the verge of dropping out or who have already left school.	Coaching/counseling for students who are disengaged from school to commit to graduating will occur early.	9 <sup>th</sup> grade students who are on the bubble of quitting school will be better informed of their options to continue their path towards graduation.
	Increase Licensed Clinical Social Workers from half to full time at each large high school	9 <sup>th</sup> grade students with mental health, drug or alcohol issues will have increased access to LCSW.	Relationships will be established and services identified for 9 <sup>th</sup> grade students who need supports from the LCSW.

**Gresham Barlow School District  
High School Success Plan:**



**Goal #2: For the graduating class of 2021, the four-year cohort graduation rate will rise to a combined 90% for the three district high schools.**

Strategies	Activities	Short Term Outcomes (1-Year)	Long Term Outcomes (2-4 Years)
2.1 Expand the <b>availability</b> and <b>use</b> of attendance, behavior, and academic data to inform decision-making for all high school students. (collection, analysis, communication, etc.)	Implement an Early Warning Indicator System Attendance, academic and behavior data will be reviewed regularly at the school and district level throughout the school year. Celebrate students who stay on-track to graduate throughout high school. Celebrate students who have slipped off-track, yet are making progress at closing the gap to be on-track to graduate.	Data that are not available within the attendance, behavior and academic realms will be identified. A system to collect necessary data to inform decisions around attendance, behavior and academics will be created. Staff will participate in professional learning to effectively analyze student data. A system for ongoing data analysis for teachers, counselors, school attendance liaisons, and administrators will be piloted.	Each high school will have implemented and refined a data analysis system with common timeframes across schools to allow for district-wide analysis and decisions.
2.2 Use a school climate survey to allow students to provide feedback about their experiences in school.	Create a school climate survey that all high school students will complete annually. Administer the survey to all high school students. Analyze the data at school and district level to identify areas of celebration as well as barriers preventing students from fully engaging in school.	Students can lend their voice (input) to what is working well and what they believe needs to change to adjust the school climate. Barriers preventing students from fully engaging in school will be identified and action plans will be created to reduce or eliminate the barriers.	Barriers preventing students from fully engaging in school will be reduced or eliminated. Student ownership of the climate of the school will increase.
2.3 Expand credit recovery options for students who have failed core courses needed to graduate.	Based on student need, expand the use of Edgenuity during the school day for credit recovery by increasing the number of licenses and staff to support credit recovery periods. Increase credit recovery options outside of the school day (i.e. after school, summer) to allow students to recover missing credits.	Students will have increased access to credit recovery options.	A system will be in place for students who cannot access credit recovery resources outside of the school day to recover credits during the school day.



## Gresham Barlow School District High School Success Plan:



2.4 Follow district-wide standards and protocols for the student 4-Year Educational Plan and Profile.	Create these common standards and protocols within Naviance. Backwards map into the middle schools so students will be able to forecast courses in areas of interest before they enter high school.	Students at all three high schools will benefit from a common scope and sequence of Naviance lessons and activities. Students will develop clear post-secondary pathways for both college and career.	A common scope and sequence will be in place for Naviance for grades 7-12. This will allow students to explore and create their 4-Year Educational Plan and Profile prior to beginning HS.
2.5. Provide necessary counseling and coaching supports for students identified at risk of dropping out.	School attendance Liaisons will be put in place to support students who are challenged in their efforts to attend school on a regular basis.	Students will be identified early in the year. Supports for students struggling with regular attendance will be identified and in place. Data will be shared with 9 <sup>th</sup> grade teams to integrate attendance work and content area instruction.	Students who were having issues with regular school attendance will overcome their challenges and attend school more than 90% of the school year.
	A Connections Coordinator will focus on re-engaging students who are on the verge of dropping out or who have already left school.	Coaching/counseling for students who are disengaging from or have already left school.	Students will be aware of alternative pathways to graduate from HS.
	Increase Licensed Clinical Social Workers from half to full time at each large high school.	9 <sup>th</sup> grade students with mental health, homelessness, drug or alcohol issues will have increased access to LCSW.	Relationships will be established and services identified for students who need supports from the LCSW.
	A special education teacher will support students at REY Academy and at OPEN School.	SPED students in alternative placements will receive consistent services to help them on their path to graduation.	Increase in SPED students graduating who are in alternative settings.
	Additional educational assistant support will be placed at REY Academy to help students in their online courses.	Students will receive extra support from an adult to stay focused as they complete online courses.	Credits REY students earn through Edgenuity will increase, moving them closer to graduation.

## College-Level Educational Opportunities

**Goal #3: By the end of the 2020-2021 school year, the demographics of 11<sup>th</sup> and 12<sup>th</sup> grade students who are enrolled in potential college credit\* bearing courses will mirror the student body demographics at each high school.**

Strategies	Activities	Short Term Outcomes (1-Year)	Long Term Outcomes (2-4 Years)
3.1 Expand the <b>availability</b> and <b>use</b> of data to inform decision-making about student engagement in college-level education opportunities while in high school.	Identify student data that is already available and what is not currently collected or tracked, but needs to be. Create a system to collect student engagement data around college-level educational opportunities. Implement a standard data analysis protocol across all district high schools. Evaluate if there are courses where potential college credit could be earned that based on student interest data should be offered.	Necessary data points around college-level educational opportunities that are not available will be identified. Systems will be created to collect necessary data to inform decisions. Professional learning for staff will be identified and provided to effectively analyze student data. A system for ongoing data analysis for teachers, College and Career Counselor, and administrators will be piloted.	Ongoing data will be available to measure annual progress.
3.2 Increase the number of students who participate in college-level experiences while in high school.	Expand AVID to include all three high schools, focusing on schoolwide AVID. Host AVID Pathways training within the district to increase professional learning for secondary teachers.	Student access to AVID will increase, which will increase traditionally underrepresented students in college-level courses. AVID strategies will be incorporated in classes across all content areas.	Student access to AVID will increase, which will increase traditionally underrepresented students in college-level courses. AVID strategies will be incorporated in classes across all content areas.
	Provide college readiness supports to students through College Possible at Gresham High School.	College access and success coaching will be provided for cohorts of traditionally underrepresented college students.	College access and success coaching will be provided for cohorts of traditionally underrepresented college students.
	Provide Middle College for interested 11th and 12th grade students through Mt. Hood Community College.	Interested students will access college classes on the MHCC campus. Students will meet monthly at their home high school to check-in on progress.	A Middle College program will be available to all students who are interested through their home high school and MHCC.

**Gresham Barlow School District  
High School Success Plan:**



	Increase the number of college visitations (field trips) to a variety of institutions for students.	Students will be exposed to campus visits to community colleges, as well as private and public universities.	Students will have a menu of options of college visitations to participate in throughout their high school years.
	Allow all 11 <sup>th</sup> grade students to complete the ACT by covering the cost of the test.	A plan for all 11 <sup>th</sup> grade students to complete the ACT will be in place. All 11 <sup>th</sup> grade students will experience a college entrance exam.	Barriers of lack of experience and cost will be removed for all students.
3.3 Mirror student enrollment in AP or IB to the demographics of the student body.	Continuation of the work from the Early Opportunity Schools (EOS) grant to identify the missing students who are not enrolled in AP or IB.	Students who are capable of enrolling in advanced courses (AP or IB) but not aware of how to access the courses will be invited to enroll. The gap of "missing students" in AP or IB will be reduced.	Enrollment in AP and IB will mirror the student demographics at each school.
3.4 Provide additional supports to help all students succeed in AP or IB.	To support their learning and preparation for exams, AP students will have access to AlbertIO and IB students will have access to Smartbacc. AP and IB test fees will be offset to allow all students access to earn college credit.	Students will receive additional supports to increase their success in AP or IB course content and on their exams.	The number of students earning a 3 or their on the AP exam and earning an IB Diploma will increase. Potential college credits* earned will increase for students who are enrolled in AP and IB courses.

\*The term "potential college credit" is used because not all colleges and universities recognize AP or IB credits earned in HS.

### Career and Technical Education

**Goal #4: There will be an increase in seniors who are CTE program concentrators, students who earned 2 credits in the same program of study, from 46% in 2016-17 to 55% at the end of the 2020-21 school year.**

Strategies	Activities	Short Term Outcomes (1-Year)	Long Term Outcomes (2-4 Years)
4.1 Expand the <b>availability</b> and <b>use</b> of data to inform decision-making about student engagement in career and technical education.	<p>Identify student data that is already available and what is not currently collected or tracked, but needs to be.</p> <p>Create a system to collect student engagement data in CTE.</p> <p>Implement a standard data analysis protocol across both large high schools for CTE.</p> <p>Utilize student interest data to enhance and/or expand programs of study.</p>	<p>Necessary data points around CTE that are not available will be identified.</p> <p>Systems will be created to collect necessary data to inform decisions.</p> <p>Professional learning for staff will be identified and provided to effectively analyze student data.</p> <p>A system for ongoing data analysis for teachers, Career Coordinator, and administrators will be piloted.</p>	<p>Ongoing data will be available to measure annual progress.</p>
4.2 Determine student areas of interest in CTE and provide assistance in identifying pathways to careers in these areas.	<p>Using the Educational Plan and Profile in Naviance to identify student interest, create field trips to various industry sites.</p> <p>Create a Career (CTE) Coordinator position at each school to assist interested students in identifying potential pathways for school to work in areas of their interest.</p>	<p>Students interested in CTE careers will better understand the pathways to access these careers through the Career Coordinator.</p> <p>Through the use of Naviance, student will be able to more effectively integrate career planning and pathways into their Four-Year Plan.</p>	<p>CTE courses available to students will more closely align to student areas of interest.</p> <p>CTE courses will have clearly defined pathways leading to career opportunities post graduation.</p> <p>Student Four-Year Plans will include an articulated post-secondary pathway through the use of Naviance.</p>

**Gresham Barlow School District  
High School Success Plan:**



4.3 Increase partnerships with local industry and businesses.	Identify needs and industry partners for two-way local partnerships. These will expose staff and students to current industry needs and opportunities, allow for HS student pre-apprentice opportunities to be created, and allow for field trips to the industry site as well as industry guest teachers in the school setting. Align CTE programs of study to develop workforce readiness, internships and school to work pathways.	Staff and students will be better aware of industry need and opportunities. Partnerships will be sought after to begin creating pathways for post-secondary careers.	Pre-apprenticeship programs will be available for students to access. Pathways from HS courses and programs of study to post-secondary apprenticeships will be available for all students.
	Participate in All Hands Raised events (i.e. Industry for a Day) to increase awareness of local industry need and opportunity.	Staff awareness of local industry need and opportunity will increase.	Staff will be able to share potential pathways for career opportunities in industry with students.
4.4 Ensure CTE equipment in schools meet industry standards and ensures that each student can fully participate in CTE courses or programs of study.	Create a schedule to revitalize programs of study learning spaces following remodeling from the recent school bond passage.	CTE spaces will have a schedule for renewal. Some of the CTE spaces will be complete in the Fall of the 2018-19 school year. Industry standard equipment that can be used to teach Oregon Skill Sets will be purchased.	Students will gain experience with industry standard equipment.
4.5 Encourage and support student participation in the Center for Advanced Learning.	Promote the Center for Advanced Learning programs and provide transportation for 11 <sup>th</sup> and 12 <sup>th</sup> grade students who are selected to participate.	The programs available to students will be greater than those offered at district high schools.	Opportunities to have hands-on experience in programs of study will increase.

**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. 22 – National School Boards Association (NSBA) Annual Conference

EXPLANATION: The National School Boards Association held its 2018 Annual Conference and Exposition in San Antonio, Texas, April 7-9, 2018. Board members Kris Howatt, Sharon Garner, John Hartsock, Matt O’Connell, Blake Petersen, and Carla Piluso, along with superintendent Katrise Perera, attended the conference.

Time has been reserved on this evening’s board meeting agenda to hear a report from board members regarding the NSBA conference.

Note: Next year’s conference will be held March 30-April 1, 2019 in Philadelphia, Pennsylvania.

PRESENTER: Kris Howatt

SUPPLEMENTARY  
MATERIALS: None

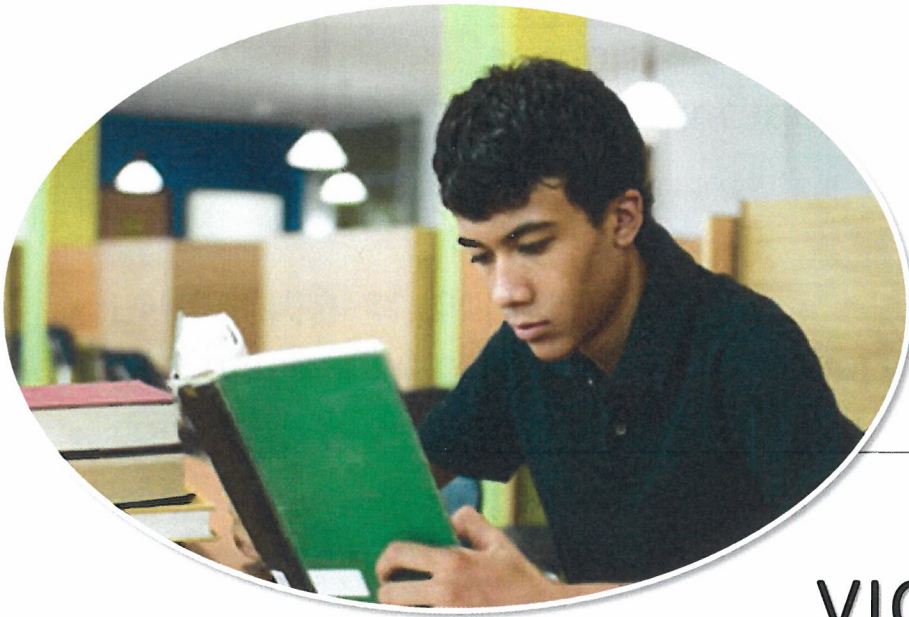
RECOMMENDATION: This report is being presented as information only.

REQUESTED ACTION: No action is required.

:sa

HANDOUT

# Ensuring the Success of Males of Color in Education: A National Imperative



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**VICTOR B. SÁENZ, PHD**

PROJECT MALES

THE UNIVERSITY OF TEXAS AT AUSTIN



## HANDOUT

# First Things First...

### BACKGROUND

Department Chair & Associate Professor; Educational Leadership and Policy, College of Education, UT-Austin

- Education Researcher
- Board member, UT Elementary School (university charter)
- Former high school math teacher

### OBJECTIVES for SESSION

Define educational challenges facing boys of color in our schools

- Raise critical awareness
- Share strategies that can support actionable next steps



## HANDOUT

# Thought Partners



GREATER TEXAS FOUNDATION



THE UNIVERSITY OF TEXAS AT AUSTIN  
DIVISION OF DIVERSITY AND  
COMMUNITY ENGAGEMENT



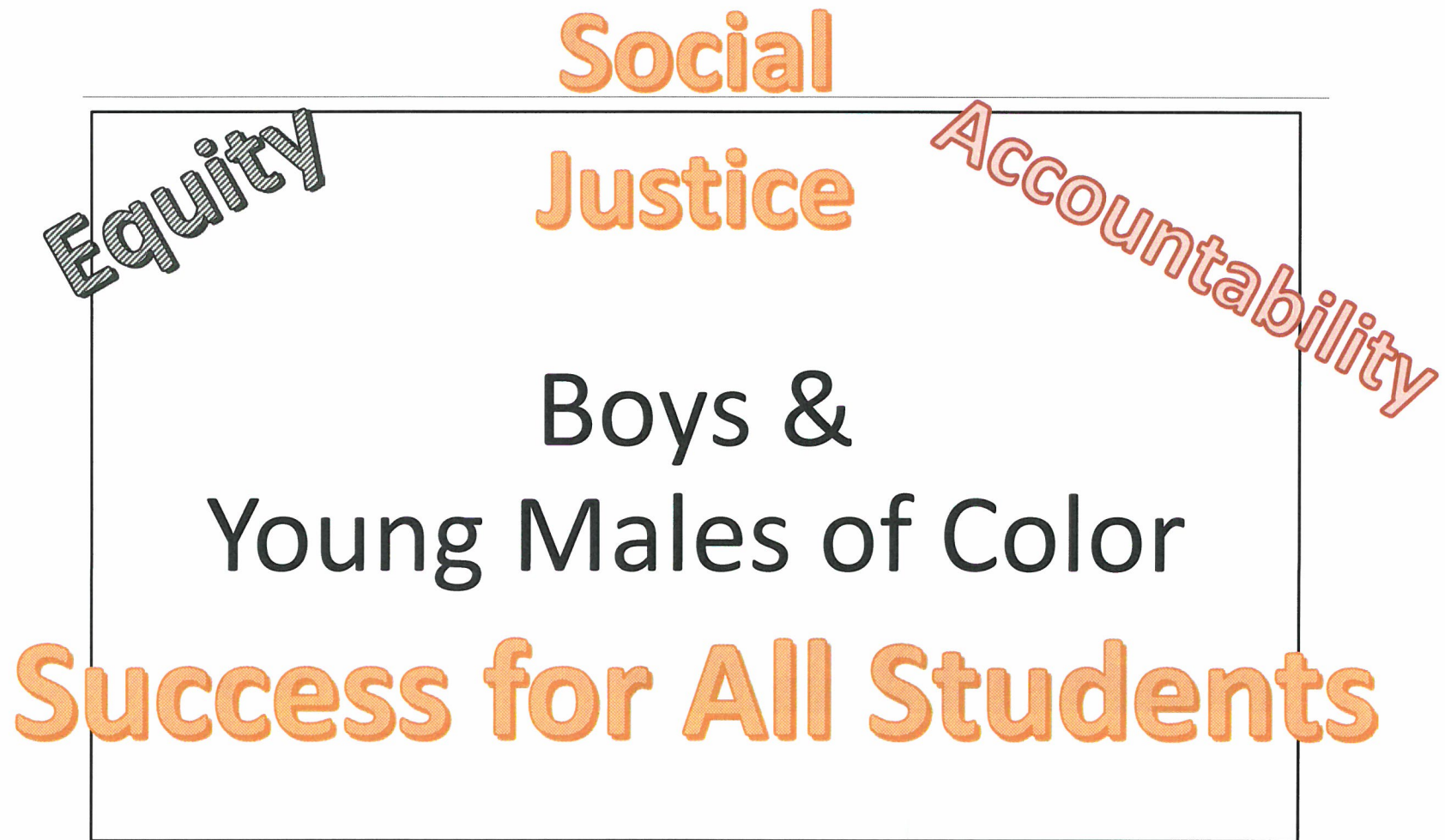
Texas Higher Education  
Coordinating Board

**TEXAS A&M**  
UNIVERSITY®

THE  
**KRESGE**  
FOUNDATION

#TXEDCONSORTIUM @projectmales

# What is our Common Cause?



## HANDOUT

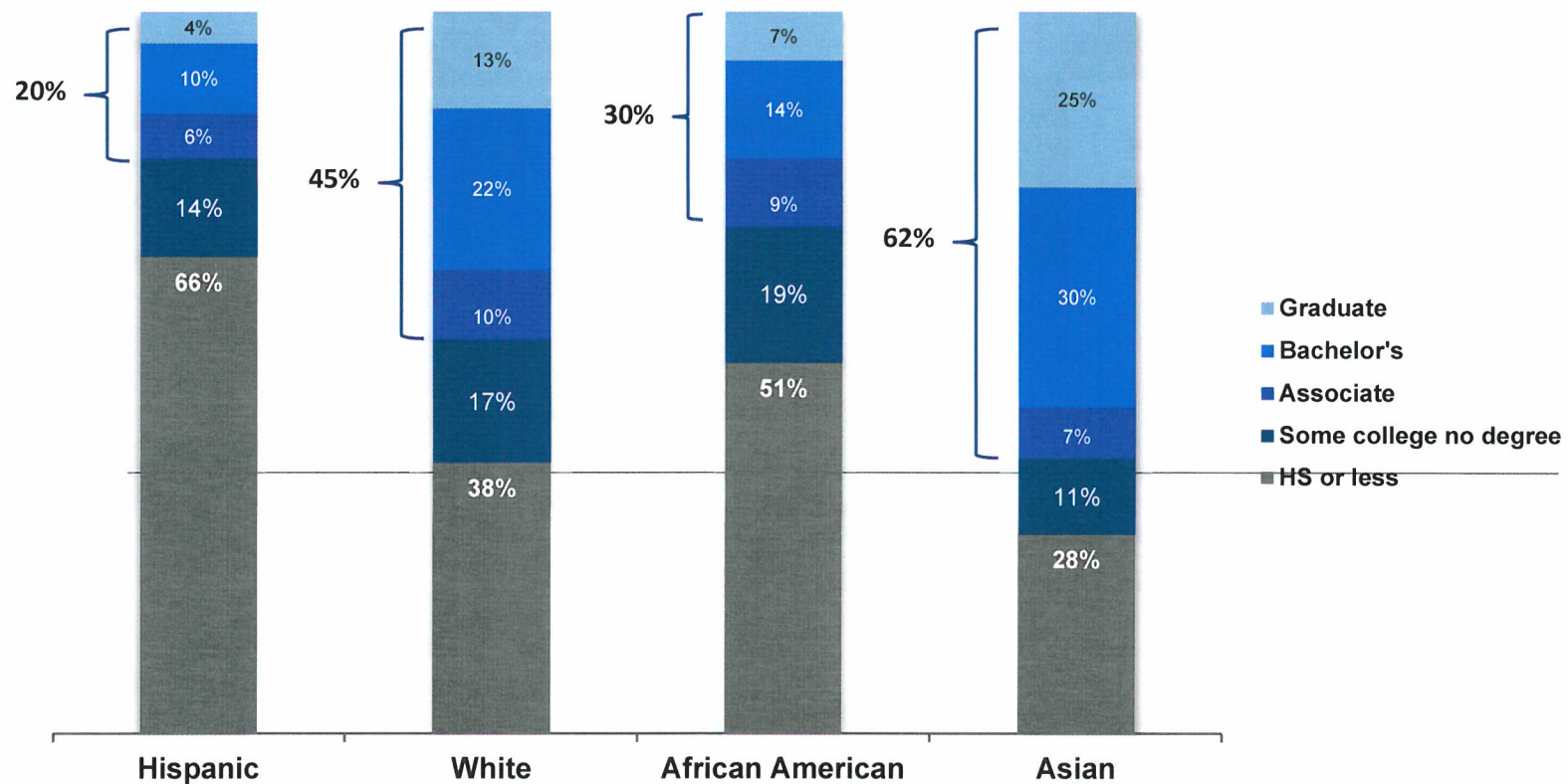
# What are the conversations on males of color in education?





## HANDOUT

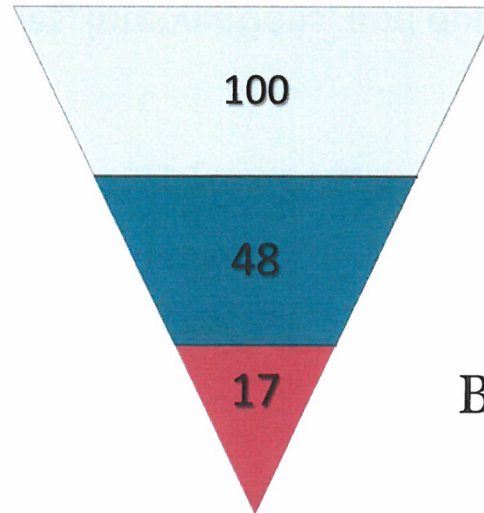
# Male degree attainment - 2014



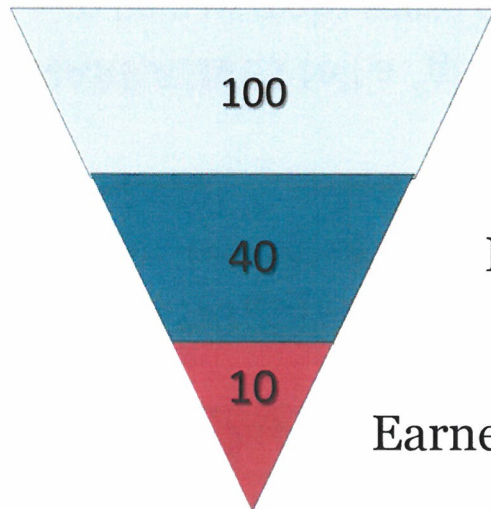
# The Texas Context

## HANDOUT

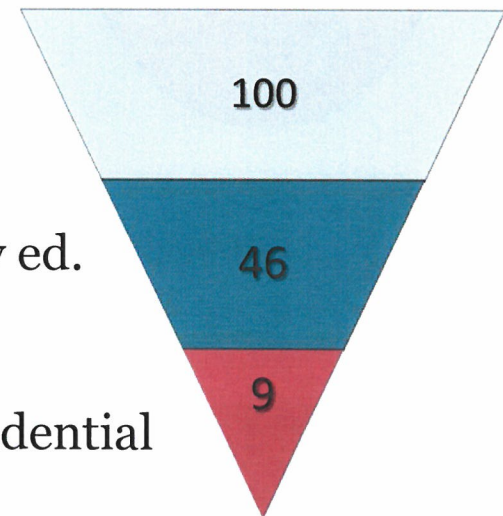
All Male 8<sup>th</sup> Graders  
(2004)



Latino Male 8<sup>th</sup> Graders  
(2004)



Black Male 8<sup>th</sup> Graders  
(2004)



Starting cohort

Enrolled in postsecondary ed.  
within 11 years

Earned a postsecondary ed. credential  
within 11 years

# Why are Narratives Important in Framing an Issue or Cause?

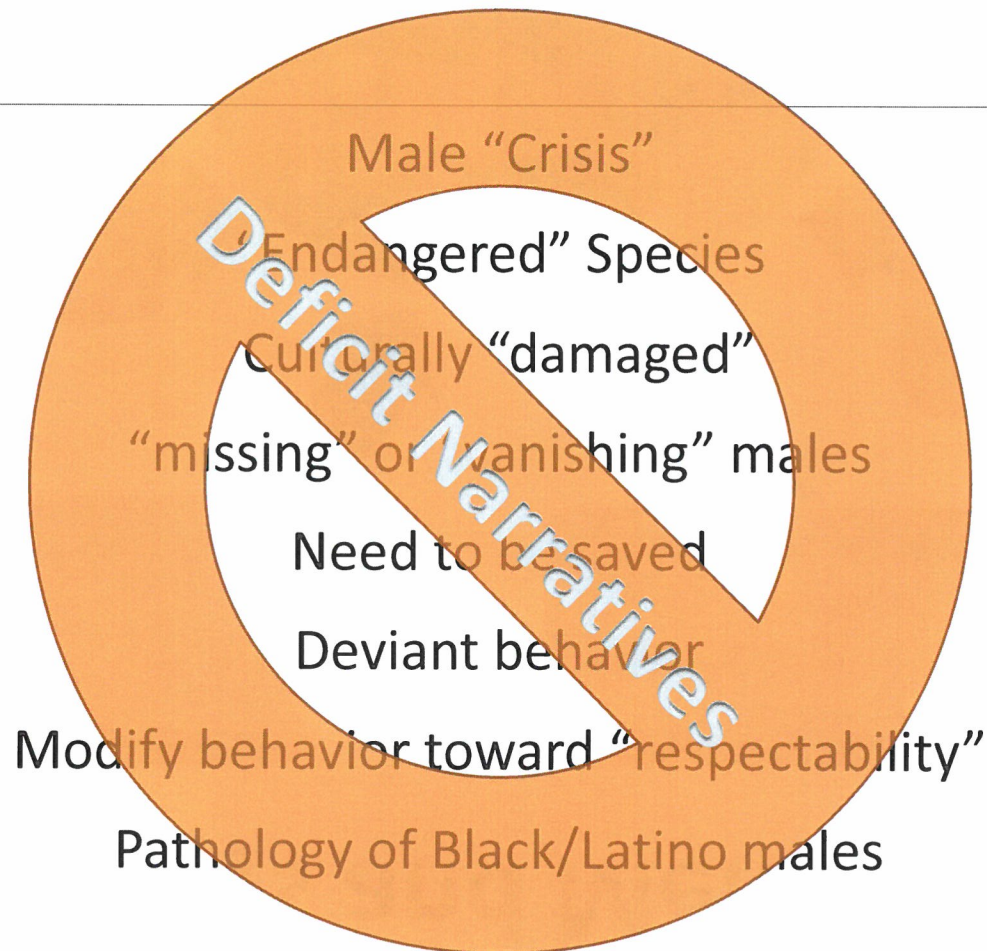
- **NARRATIVES** help to “establish” what is “normal”
  - a common set of experiences or expectations for a group of individuals
  
- **NARRATIVES** tell a “grand” or “universal” story
  - to help us make sense of ourselves or others
  
- **NARRATIVES** give birth to framing devices:
  - theories, hypotheses, assumptions, findings
  
- **NARRATIVES** influence our:
  - thinking, discussions, responses, interventions, and our **Actions!**



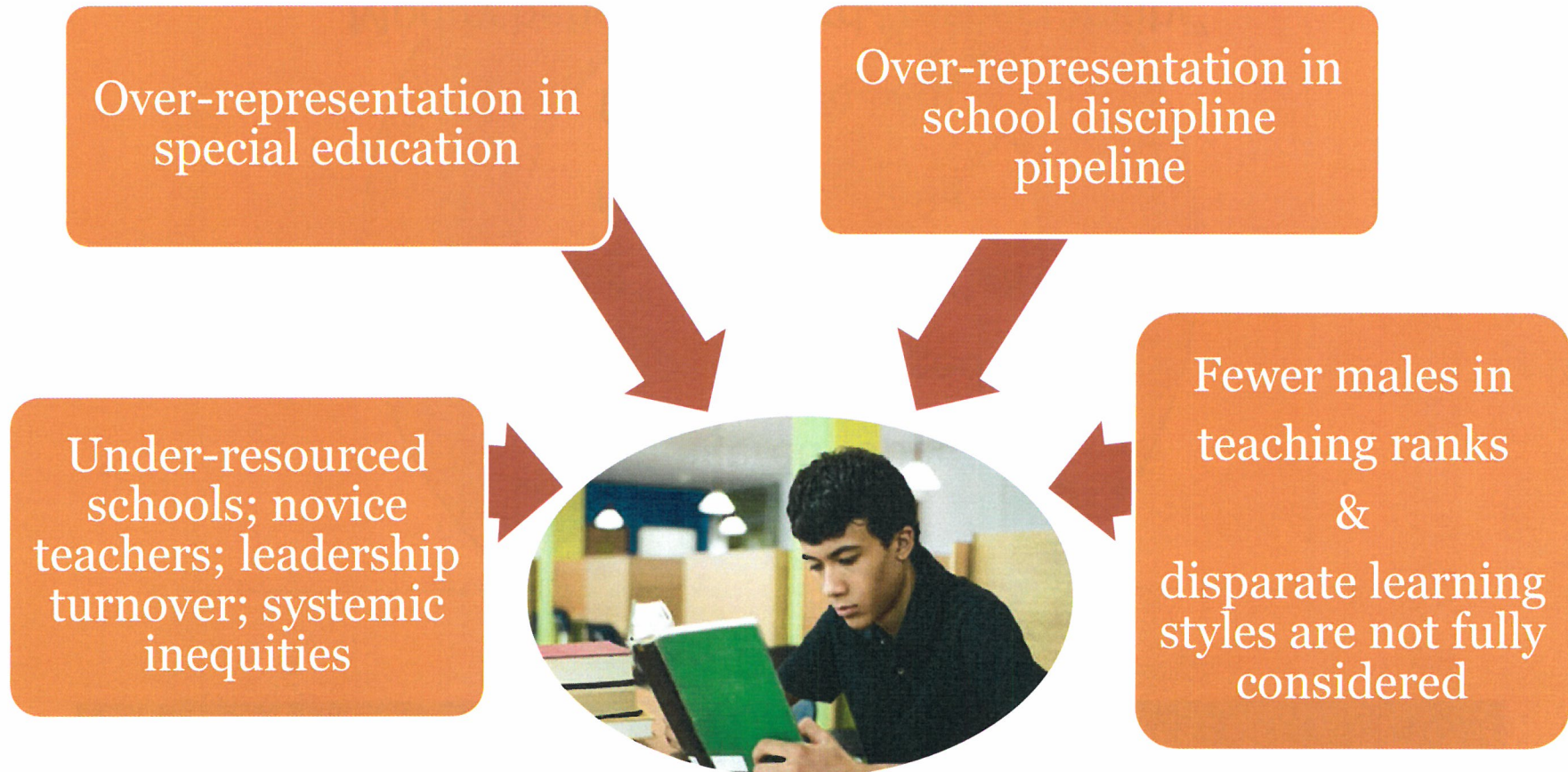


## HANDOUT

# Framing (or “narrating”) the Experiences of Boys of Color in Education



# What is Happening to our Boys and Men of Color?





# HANDOUT

## Our Response...



### Texas Education Consortium for Male Students of Color

- School district, community college, and university partners
- Affiliated community partners
- Services, Tools & Activities



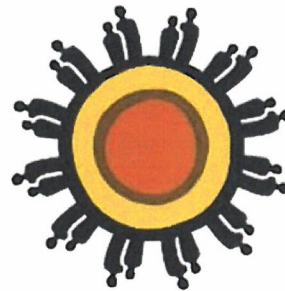
### Research Institute

- Latino Males P-16
- Virtual Center
- Faculty/Research Affiliates
- Research Briefs
- Latino Male Symposium



### Student Mentoring Program

- School and assets-based, near-peer mentoring philosophy
- Middle and High School mentees
- Student Mentors/ULN Interns
- Project MALES Student Council
- K-12 School Partners
- Summer Leadership Academy



Project MALES  
Mentoring to Achieve Latino Educational Success

- Founded in 2010
- Multi-sector institutional partners across the State of Texas
- Thought Partners including philanthropic and community-based organizations
- Based in the Division of Diversity and Community Engagement, The University of Texas at Austin

## HANDOUT

# Project MALES Student Mentoring Program



Project MALES  
The Latino Educational Success

### Mentoring Philosophy

- College students mentoring middle/high school students
- Near Peer; Intergenerational (includes HS, college, and grad students); use assets within our community (UT students)

### Pilot, Expansion, & Improvement

- Piloted in 2011; targeted high school males of color
- Expanded in subsequent years to include additional sites, paid mentors, site coordinators, work-studies, elementary school
- Annual evaluation of program---constantly evolving, improving

### Community Engagement

- College fairs; service events; community outreach
- Multi-year partnership with Austin ISD

### Professional/Leadership Development

- Monthly *Pláticas*
- Preparing students for successful entry into their graduate & career pathway
- PM Student Council



@projectmales



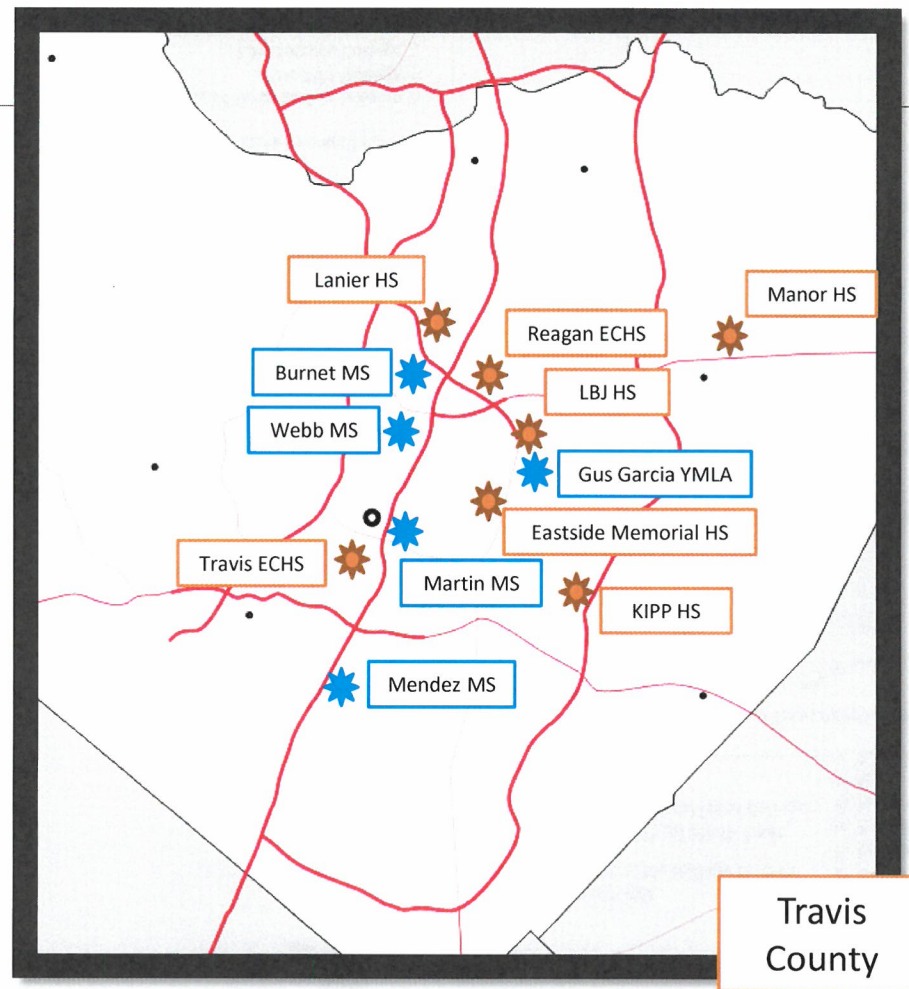
## HANDOUT

# Project MALES Mentoring Sites in Austin ISD (2017-18)



### KEY FACTS

- Over 150 UT undergrads have been involved in PM efforts
- Mentoring over 120 YMOCs in AISD schools, annually
- Deliver thousands of hours of mentoring every year
- Neer-peer, inter-generational philosophy
- Pre-post assessments
- Closure activities
- Exit interviews with school leaders
- IMPACT service-learning course
- Work continues...



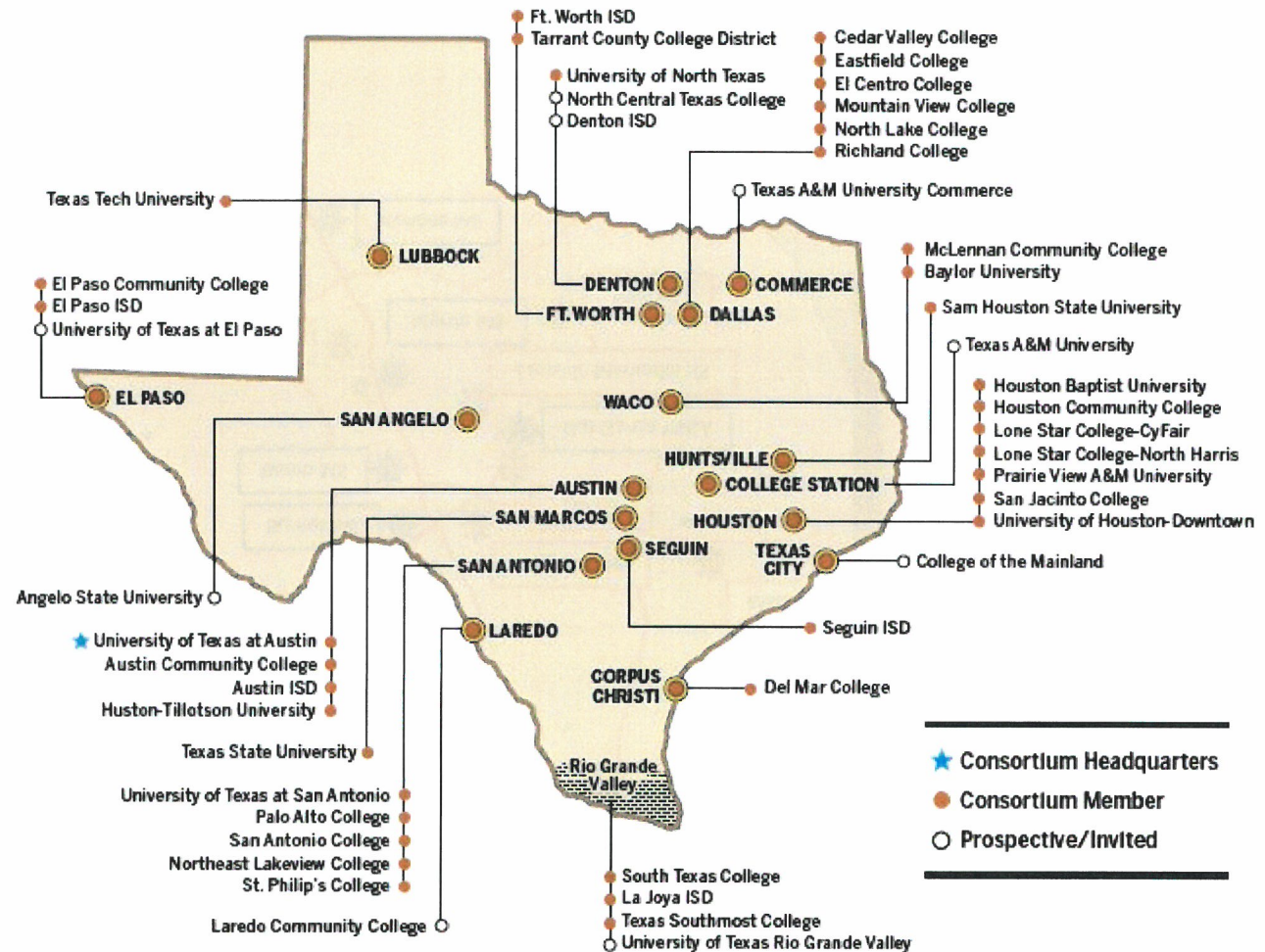
# HANDOUT



## TEXAS EDUCATION CONSORTIUM *for MALE STUDENTS of COLOR*

### KEY FACTS

- Headquartered at UT-Austin, DDCE
- Launched in June 2013
- Partnership with Texas A&M Univ.
- Members include: ISDs, CCs, & 4-yr. institutions (public/private)
- Advisory Council
- Bi-annual meetings
- Texas Male Leadership Summit
- Grants from GTF, TG, Kresge, THECB, Hogg Foundation





## HANDOUT

# 2018 Texas Male Student Leadership Summit

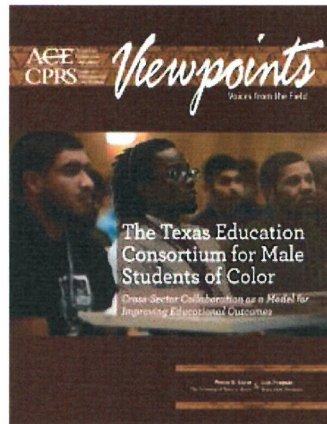
- “Signature” Consortium Event
- Over 400 MoC and allies from across the state attend annual Summit
- Two-day Summit focused on college and career readiness, leadership development, brotherhood, health wellness, and identity
- Speakers from institutions, community, businesses, etc.
- Cultural arts, poetry, and spoken word event
- 5th annual Summit, to commemorate that milestone we have added a fifth theme, “Identity”



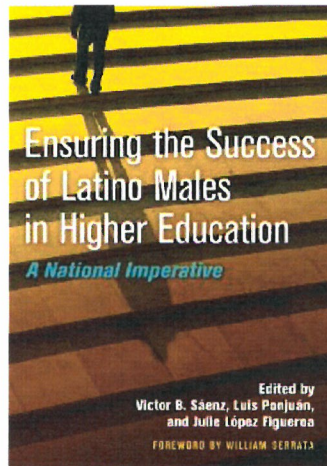
#TXEDCONSORTIUM @projectmales

## HANDOUT

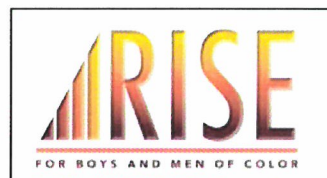
# Dissemination - Publications



American Council  
on Education (ACE)  
Viewpoints Brief –  
Highlighting work of Texas  
Education Consortium



2016 Edited Book  
featuring emerging  
research  
(Stylus Publishing)

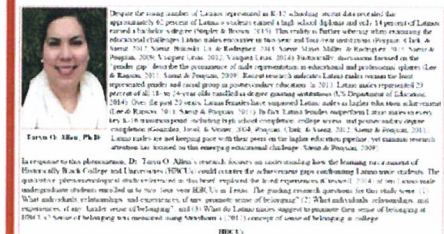


RISE Issue Brief  
(Spring 2018)

Several journal  
articles in the  
works



Project MALES  
Research Briefs  
(from national network of  
affiliates)  
11 Total (as of fall 2017)



For more info, visit [www.projectmales.org](http://www.projectmales.org)

## HANDOUT



Dr. Reeves is the author of more than 30 books and more than 90 articles on leadership and educational effectiveness. Twice been named to the Harvard University Distinguished Authors Series, Doug was named the Brock International Laureate for his contributions to education. Dr. Reeves received both the Distinguished Service Award from the National Association of Secondary School Principals and the Parent's Choice Award for his writing for children and parents. His career of work in professional learning led to the Contribution to the Field Award from the National Staff Development Council (now Learning Forward). For his international work, Dr. Reeves was named the William Walker Scholar by the Australian Council of Educational Leaders.

His volunteer activities include [FinishTheDissertation.org](http://FinishTheDissertation.org), providing free and non-commercial support for doctoral students, and [The SNAFU Review](http://TheSNAFUReview.com), publishing the essays, poetry, stories, and artwork of disabled veterans. Doug lives with his family in downtown Boston. He Tweets @DouglasReeves, blogs at [CreativeLeadership.net](http://CreativeLeadership.net), and can be reached at 1.781.710.9633.



## HANDOUT



# **Great to Greater: How the Best Schools in the World Keep Getting Better**

**Douglas Reeves**

**National School Boards Association**

**Creative Leadership Solutions**

**@DouglasReeves 1.781.710.9633**

**Slides, research, and videos available at  
CreativeLeadership.net**

## **LEARNING PROTOCOLS**



- **Real time interaction – not just at the end**
- **Text 1.781.710. 9633 Represent the people who are not in the room**
- **Consider taking notes by hand – construct knowledge, don't transcribe it (Oppenheimer & Muller, "The Pen is Mightier Than the Keyboard")**



# HANDOUT

## Free Resources:

- “Restoring the Teacher Pipeline – And The Profession” (2018)
- “Supercharged Cabinet Meetings” (2018)
- “Busting Myths About Grading” (2017)
- Leadership Performance Matrix
- Complete slides from today’s presentation

[CreativeLeadership.net](http://CreativeLeadership.net)

Free support for doctoral students at  
[FinishTheDissertation.org](http://FinishTheDissertation.org)



## The Big Ideas of Great to Greater

- The Great to Greater journey requires risk and uncertainty
- G2G requires focus, not fragmentation
- G2G requires a new framework for change
- G2G requires a focus on causes, not just effects
- G2G requires fundamental changes in leadership assessment and development



# HANDOUT

## The Great to Greater Schools



- U.S. Public, Charter, and Independent Schools
- International Schools
- Widely varying demographics – including majority minority systems, majority of students whose primary language is not English, and two-thirds of students from low income families
- The common element is continuous improvement even after achieving success

## STANDARDS OF EVIDENCE



- Level 1: Belief
- Level 2: Personal Experience
- Level 3: Group Experience
- Level 4: Systematic Observation
- Level 5: Preponderance of the Evidence

# HANDOUT

## How Do Teachers Learn?



- **January 10, 2018 (Education Week Special Report)**
- **Professional Development/Conferences – 78%**
- **Colleagues – word of mouth – 71%**
- **Teacher-focused web sites – 50%**
- **Social media – 40%**
- **Research journals – 26%**
- **News websites – 24%**

## Which is most important when deciding to implement a new practice?



- **Evidence based – 39%**
- **Aligns with personal experiences – 30%**
- **Endorsed by my principal/district leadership – 13%**
- **Standards-aligned – 12%**
- **My colleagues endorse the idea – 8%**

## HANDOUT

### How Teachers and Leaders Influence Student Learning



- Time – day to day, week to week time reallocation
- Prioritization – six or fewer priority initiatives
- Efficacy – bone deep belief that we matter
- Communication that is clear (jargon-free) and consistent
- Challenge conventional wisdom

### Let's Call Baloney When We See It



- “Writing is *just so 20<sup>th</sup> Century* – students can communicate by making videos!”
- “Boys won’t read books – they need something more active!”
- “Bless her heart – she’s on the honor roll!”
- “Just Google it!”

# HANDOUT

## NEW EVIDENCE FROM 2018



- High School – failures down 60%, interventions down 67%
- Middle School – absences down 70%, suspensions down 60%, failures down 80%
- Elementary School – absences down 80%, proficiency up 30%.
- No change in students, teachers, or curriculum – Leaders make the difference

## What's the Magic Formula?



- Practices, not programs
- Immediate – same day or same week – intervention for academic support
- Immediate – same minute – intervention for absences and tardiness
- Freedom within boundaries – no corporal punishment, no grading as punishment, no averages, 4 point scale, not 100 point

## HANDOUT

***When: The Scientific Secrets of Perfect Timing* by Daniel Pink, 2018**



- Students who take math tests in the morning have gains in achievement that are the same as having higher income parents or two extra weeks of school.
- Taking math courses in the first two periods of the day increases GPA's and scores on state math assessments

***When: The Scientific Secrets of Perfect Timing* by Daniel Pink, 2018**



- Recess for younger children is strongly associated with improved academic performance and discipline. One of the single worst things that schools are doing is canceling recess in order to boost achievement. It doesn't work and is actively harmful.

## HANDOUT

***When: The Scientific Secrets of Perfect Timing* by Daniel Pink, 2018**



- What would parents in your communities do if they learned that 80% of high schools had an environment that puts them at higher risk for depression, suicide, obesity, substance abuses, and car crashes?

***When: The Scientific Secrets of Perfect Timing* by Daniel Pink, 2018**



- What if the remedy for this high school problem was free and beneficial for adults as well?
- What if the cure was endorsed by the American Pediatric Association and numerous large scale studies?
- What would you do if, despite the evidence, schools simply refused to implement this cure?

## HANDOUT

### **The Miracle Cure That Nobody Wants**



- **Start the high school day after 8:30 am.**
- **Attendance increased**
- **Tardiness decreased**
- **Car crashes dramatically declined**
- **Achievement increased.**

***When: The Scientific Secrets of Perfect Timing* by Daniel Pink, 2018**



- **What about the cost?**
- **Brookings Institution analysis of Wake County, North Carolina found that the cost benefit analysis revealed that the late start was better than any other educational initiative available to policy makers**



## HANDOUT

***When: The Scientific Secrets of Perfect Timing* by Daniel Pink, 2018**



- **But what about rigor?**
  - The Air Force Academy is doing it
- **But what about football?**
  - The Oklahoma state champion has a late start



## Lessons from the Bell Tower

### **In the Bell Tower . . .**

- **Everybody hears your wrong notes**
- **You'll never improve without public risk-taking**
- **Your ability to make beautiful music is directly related to your willingness to take risks**



***A zero risk environment is a zero learning environment***



# HANDOUT

## How Leaders Influence Student Learning



- Time – day to day, week to week time reallocation
- Prioritization – six or fewer priority initiatives
- Efficacy – bone deep belief that we matter
- Communication that is clear (jargon-free) and consistent
- Challenge conventional wisdom

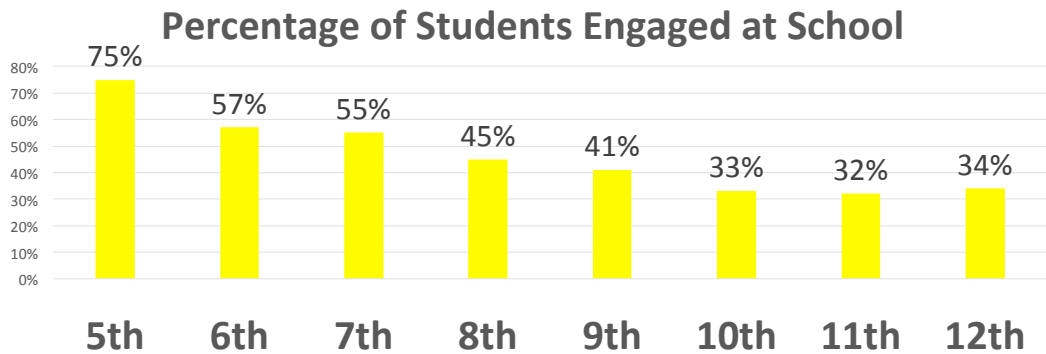
## Let's Challenge Falsehood When We See It



- “Writing is *just so 20<sup>th</sup> Century* – students can communicate by making videos!”
- “Boys won’t read books – they need something more active!”
- “Bless her heart – she’s on the honor roll!”
- “Just Google it!”

# HANDOUT

## WHAT HAPPENS TO ENGAGEMENT DURING SCHOOL?



## Does This Apply to the World's Best Schools?



- From an instructional coach at a leading international school who shadowed students for two days:
- *Students lead lives of crushing boredom. They sit 90% of the time, and sitting is exhausting. Most of their time is devoted to receiving information, not discovering it. They act engaged, but they are not.*

# HANDOUT

## KEYS TO STUDENT ENGAGEMENT



- Competence
- Respect
- Efficacy
- Choice (within a framework)
- Hope

## HOPE – ADULTS AND CHILDREN WHO SCORE HIGHER IN HOPE HAVE . . .



- Satisfaction, self-esteem, optimism, meaning in life, happiness
- Cope better with injuries, diseases, and pain
- More important than intelligence and natural ability

Weisinger and Pawliw-Fry (2015)

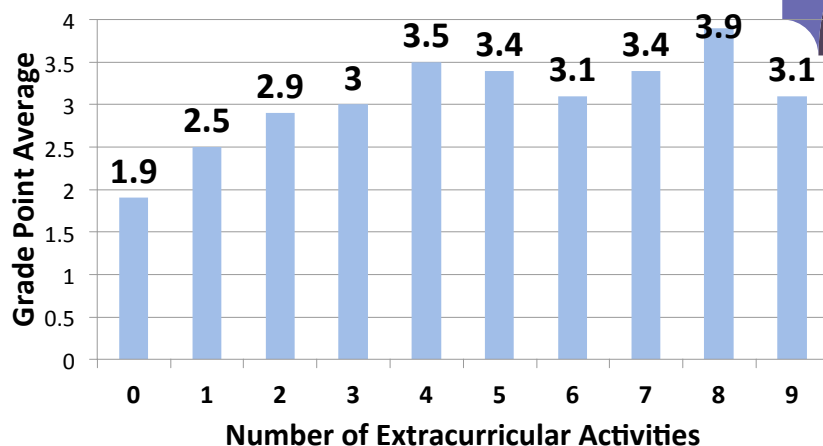
# HANDOUT

**WHERE DO STUDENTS SHOW THE HIGHEST LEVELS OF ENGAGEMENT IN YOUR SCHOOLS?**



- **Describe the activity**
- **How do you know that they are engaged?**

**EXTRACURRICULAR ACTIVITIES AND GRADE POINT AVERAGE**



# HANDOUT

## LEVERAGE



- **“What works?” is the wrong question**
- **Assessing leverage**
  - **Nonfiction writing**
  - **Professional Learning Communities**
  - **Effective feedback**

## The Big Ideas of Great to Greater



- **The Great to Greater journey requires risk and uncertainty**
- **G2G requires focus, not fragmentation**
- **G2G requires a new framework for change**
- **G2G requires a focus on causes, not just effects**
- **G2G requires fundamental changes in leadership assessment and development**

## HANDOUT

### The Opposite of the Risk and Uncertainty Required for Great to Greater



- ***“Before we try anything new, you’ll need to PROVE to me that it works.”***
- ***“You can’t experiment on our kids!”***
- ***“We have to get buy-in before we adopt any innovative ideas.”***

### Focus, Not Fragmentation



- **Schools with high levels of focus – six or fewer priorities – have dramatically better performance over three years**
- **Schools least likely to have focus are those with high concentrations of students who are from low-income families, students learning English, and students with special needs.**



# HANDOUT



**What does everyone know for sure are the requirements for effective system change?**

## **New Framework for Change**



- **From “buy-in” to experiments – will it work here, in our schools?**
- **From “5-7 years” to short-term 100-day wins**
- **From popularity to passion – we don’t vote on safety and values**

# HANDOUT



## Causes, Not Just Effects

### LEADERSHIP AND LEARNING MATRIX

Achievement of Results	<b><i>Lucky</i></b> High Results, Low Understanding of Antecedents Replication of Success Unlikely	<b><i>Leading</i></b> High Results, High Understanding of Antecedents Replication of Success Likely
	<b><i>Losing</i></b> Low Results, Low Understanding of Antecedents D'oh!	<b><i>Learning</i></b> Low Results, High Understanding of Antecedents Replication of Success Likely

38

Causes: The Antecedents of Excellence

# HANDOUT

## **NEXT GENERATION ACCOUNTABILITY**

- Learning System (not humiliation)
- Experimental (not certitude)
- Error-Tolerant (not punishing)
- Focused (not fragmented)
- Local (not money or mandates)



39

## **YOUR NEW ACCOUNTABILITY SYSTEM**

- Start in Pre-K
- Music, Art, Health
- Leadership and Service
- Beyond the Standards
- Monitoring of Teaching and Leadership, not just test scores



40

## MEASURING WHAT MATTERS



- *How do your accountability metrics align with your mission, vision, and values?*
- *What would be one or two compelling accountability indicators that would put test scores into perspective?*

41

## Changes in Leadership Assessment



- **Reject annual performance reviews**
- **Embrace explicit criteria – see “The Leadership Performance Matrix”**
- **Reject the “perfect leader” syndrome and require teams with complementary strengths**

## HANDOUT



# **The Enemies of Great and Greater**



# **The Path to Greater**

**Text 1.781.710.9633**

# HANDOUT

## The Enemies of Great to Greater



- “Adequate”
- “Proficient”
- “Advanced”
- “Meets Standards”
- “Exceeds Standards”

Text 1.781.710.9633

## Vignettes from Great to Greater Schools



- Academic excellence between years and within the year – consistent formative assessment
- Visual and performing arts
- Deep inquiry by students and faculty
- Technology is a given, but not a substitute for conversation

# HANDOUT

## The Vocabulary of Student Performance



- **"Exceeds" is ineffective and imprecise**
- **Parents uniformly do not like it (Guskey)**
- **It implies quantitative distinction – "just a little bit better"**
- **It fails to clarify improvements in rigor and complexity**

## The Path to Greater



- **Redefining great performance**
- **From effects to causes**
- **Confronting the "limit effect"**
- **Questioning the cost of superiority**

Text 1.781.710.9633

# HANDOUT



**What are you doing  
“beyond great” that is not  
yet measured?**

Text 1.781.710.9633

## LEADERSHIP DECISION-MAKING

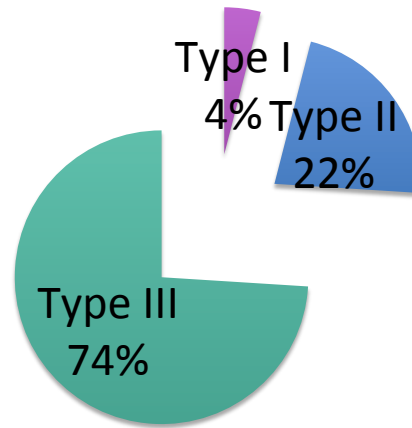


- **Level 1: Teacher Discretion**
- **Level 2: Teacher-Leader Collaboration**
- **Level 3: Leadership Decisions**

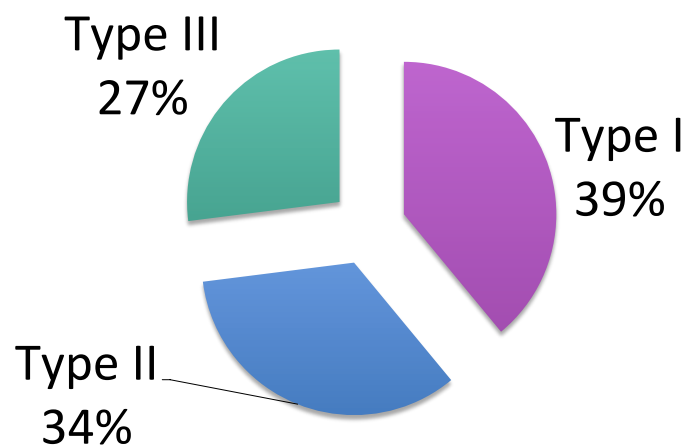


# HANDOUT

## PERCEIVED DECISION STRUCTURE



## ACTUAL DECISION STRUCTURE



## HANDOUT

### **The Big Ideas of Great to Greater**



- **The Great to Greater journey requires risk and uncertainty**
- **G2G requires focus, not fragmentation**
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### **Great to Greater: How the Best Schools in the World Keep Getting Better**

**Douglas Reeves**

**NSBA**

**Creative Leadership Solutions**

**@DouglasReeves 1.781.710.9633**

**Slides, research, and videos available at  
CreativeLeadership.net**