

Gresham-Barlow



School District

## BOARD OF EDUCATION

Board Work Session

### **AGENDA**

May 24, 2018

**BOARD OF EDUCATION**

May 24, 2018

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

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

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

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

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

1. High School Athletic Uniform or Equipment Agreement ..... Ketelsen

**V. ACTION ITEMS**First Reading

2. Policy Review .....	Ketelsen
3. Middle School Science Curriculum Adoption .....	Hahn-Huston
4. Sam Barlow High School Math Statistics Curriculum Adoption .....	Hahn-Huston
5. Bond: CMGC East Gresham Elementary School .....	Schofield
6. Agent of Record RFP and Appointment .....	Schofield
7. School-Based Health Center Business Plan .....	Olson

**VI. INFORMATION ITEMS**

8. Teaching and Learning Action Plans ..... Ketelsen

**VII. DISCUSSION ITEMS (cont.)**

9. Branding and Communications Plan .....	Vadnais
10. Changes to Community Eligibility Provisions (CEP) .....	Hiu/Olson
11. Board Goals .....	Board
12. Date, Time, and Place of 2018-19 Board Meetings .....	Board
13. Adjustment of Central Office Positions .....	Hiu
14. Future Board Agenda Topics .....	Board

VIII. ANNOUNCEMENTS

- Jun. 6, 2018: Adult Living Program (ALP) Commencement - 7 p.m.  
Council Chambers  
Public Safety and Schools Building
- 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

IX. ADJOURN

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: May 24, 2018

RE: No. 1 – High School Athletic Uniform or Equipment Agreement

EXPLANATION: Gresham and Sam Barlow High Schools have an agreement with Nike for team sales and product supply for athletic programs. Both agreements began on June 1, 2017 and run through May 31, 2021. Nike provides a discount of up to 45% on uniforms, footwear and equipment. Nike uniforms are to be purchased during the normal buying cycle for each sport. Each school also receives a \$15,000 retail product rebate to be used for athletic programs during the school year.

In return, all players and staff of the athletic programs are required to wear or use Nike products during games and other official program activities associated with the school's team (e.g. exhibitions or photo sessions).

PRESENTERS: Teresa Ketelsen  
Michael Schaefer

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

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 24, 2018

RE: No. 2 – Policy Review

EXPLANATION: At the work session this evening, board members will be asked to provide input regarding the recommended revisions to policies from the Oregon School Board Association. The Policy Review Committee reviewed a portion of these policies on March 13, 2018 and the rest were reviewed on May 1, 2018.

Policy	Title
DLC	Expense Reimbursement (Proposed)
GBMA	Whistleblower
IBDJA	Relations with Home-schooled Students
IGAC	Teaching About Religion (Delete)
IGAC	Religion and Schools (Proposed)
IGACA	Religious Beliefs and Customs (Delete)
IGDJ	Interscholastic Athletics and Activities
IICC	Volunteers
GBK/JFCG/KGC	Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
JFCG/KGC/GBK	Tobacco-Free Environment (Delete)
JFCG/JFCH/JFCI	Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems (Delete)
JFCG/JFCH/JFCI	Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems (Proposed)
JHCA/JHCB	Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening
KBA	Public Records
KI	Public Solicitations in District Facilities

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Revised policies (15) with recommended changes.

RECOMMENDATION: The administration recommends that the board review policy revisions, additions and/or deletions as presented for first reading.

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

TK:sa

Gresham-Barlow School District  
Board Policies

First Reading  
May 24, 2018

Policy	Title
DLC	Expense Reimbursement (Proposed)
GBMA	Whistleblower
IBDJA	Relations with Home-schooled Students
IGAC	Teaching About Religion (Delete)
IGAC	Religion and Schools (Proposed)
IGACA	Religious Beliefs and Customs (Delete)
IGDJ	Interscholastic Athletics and Activities
IICC	Volunteers
GBK/ <del>JFCG</del> /KGC	Prohibited Use, <del>Possession</del> , Distribution or Sale of Tobacco Products and Inhalant Delivery Systems
JFCG/KGC/GBK	Tobacco-Free Environment (Delete)
JFCG/JFCH/JFCI	Use if Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems (Delete)
JFCG/JFCH/JFCI	Use if Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems (Proposed)
JHCA/JHCB	Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening
KBA	Public Records
KI	Public Solicitations in District Facilities

# Gresham-Barlow SD 10

Code: **DLC**  
Adopted:  
Revised/Readopted:

## Expense Reimbursements

While carrying out authorized duties, certain necessary and reasonable expenditures may be incurred. The district will reimburse authorized expenditures as outlined in the accompanying administrative regulations and consistent with Internal Revenue Service requirements.

All approval and reimbursement procedures must be followed prior to reimbursement.

The superintendent or designee will develop procedures to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS294.155](#)

[ORS332.107](#)

[OAR 581-022-1660](#)

I.R.C. § 162 (2006); Business Expenses, 26 C.F.R. 1.162-1 (2006).

INTERNAL REVENUE SERVICE, PUBLICATION 463: TRAVEL, ENTERTAINMENT, GIFT AND CAR EXPENSES.

### Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

EEBB - Use of Private Vehicles for District Business

# Gresham-Barlow SD 10

Code: **GBMA**  
Adopted: 10/06/16

## Whistleblower

When an employee has good faith and reasonable belief the employer has violated any federal, state or local, law, rule or regulation; has engaged in mismanagement, gross waste of funds or abuse of authority; or created a substantial and specific danger to public health and safety by its actions, and an employee then discloses or plans to disclose such information, it is an unlawful employment practice for an employer to:

1. Discharge, demote, transfer, reassign or take disciplinary action against an employee or threaten any of the previous actions.
2. Withhold work or suspend an employee.
3. Discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment.
4. Direct an employee or to discourage an employee to not disclose or to give notice to the employer prior to making any disclosure.
5. Prohibit an employee from discussing, either specifically or generally, the activities of the state or any agency of or political subdivision in the state, or any person authorized to act on behalf of the state or any agency of or political subdivision in the state, with:
  - a. Any member of the Legislative assembly;
  - b. Any Legislative committee staff acting under the direction of any member of the Legislative assembly; or
  - c. Any member of the elected governing body of a political subdivision in the state or any elected auditor of a city, county or metropolitan service district.

An employee's good faith and reasonable belief shall serve as an affirmative defense to civil or criminal charges related to the employee's disclosure of lawfully accessed information related to the violation, including information that is exempt from disclosure by public records law.

The district will use the complaint process in administrative regulation KL-AR - Public Complaints Procedure to address any alleged violations of this policy.

The district shall deliver a written or electronic copy of this policy to each staff member.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.501 to -192.505](#)

[OAR 581-022-1720](#)

[ORS 659A.199 to -659A.224](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

# Gresham-Barlow SD 10

Code: **IBDJA**

Adopted: 7/11/94

Revised/Readopted: 4/12/01; 5/02/02; 11/06/14

Orig. Code(s): IBDJA

## Relations with Home-Schooled Students\*\*

The district recognizes the rights of parents to teach their students at home and acknowledges the education service district's role in registering and monitoring test results for students who are being taught at home.

Further, the Board district is willing to assist parents in this endeavor if a request is made through the superintendent. The district will furnish basic course descriptions, state standards for elementary and secondary education, and when available, may furnish instructional materials upon deposit of a loss/damage fee. The Board reaffirms its prerogative not to accept home instruction course credit toward graduation requirements.

Students may, upon parent request, be allowed to participate in district programs such as physical education programs, instrumental and vocal music programs or other selected options if space and materials are available. Such students must then adhere to immunization requirements, regular attendance procedures as established by the school and must meet the district's code of conduct avoid disruption of said programs. Parents are responsible for transportation for students attending selected school offerings.

The district shall evaluate transcripts and determine the value of prior credits and number of years of school attendance or equivalent for home-schooled students on a case-by-case basis.

Home-schooled students may participate in available interscholastic activities if the following criteria requirements are met:

1. The student can meet the district eligibility requirements except the district or class attendance requirements;
2. The student need not meet class requirements of the voluntary association administering the interscholastic activities;
3. The student must meet one of the following:
  - a. The student can must achieve the minimum score on an examination from the list adopted by the State Board of Education. The minimum composite test score that a student must achieve shall that places the student at or above the 23rd percentile based on national norms. The examination shall be taken at the end of each school year. The parent or guardian shall submit the examination results to the district. (The S students may participate while awaiting test results.); or
  - b. The parent shall submit the examination results to the district; or t TI district may adopt alternative requirements, in consultation with the parent or guardian, that a student must meet to participate in interscholastic activities, including, but not limited to, a requirement that a

student submit a portfolio of work samples to the district for review to determine whether a student is eligible to participate in interscholastic activities;

4. The student must fulfill the same responsibilities and standards of behavior and performance including related class or practice requirements of other students participating in the interscholastic activity. The student must meet the same standards for acceptance on the team or squad. The student must also comply with all public school requirements during the time of participation;
5. The student must reside in the attendance boundaries of the school for which the student participates.

~~An interscholastic activity is defined as an activity:~~

- ~~1. With optional student participation which complements the curriculum, encourages students' physical, academic or social development;~~
- ~~2. Is supervised by school personnel;~~
- ~~3. Is generally conducted outside the instructional day.~~

“Interscholastic activities” means athletics, music, speech and other similar or related activities.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)  
[ORS 339.030](#)  
[ORS 339.035](#)

[ORS 339.450 to -339.460](#)  
[OAR 581-021-0026 to -0029](#)  
[OAR 581-021-0033](#)

[OAR 581-021-0071](#)  
[OAR 581-021-0210](#)  
[OAR 581-022-2505](#)

## Gresham-Barlow SD 10

Code: **IGAC**

Adopted: 5/01/95

Revised/Readopted: 4/12/01; 5/02/02; 11/06/14

Orig. Code(s): IGAC

### **Teaching about Religion (Version 1)**

The public schools are obligated to maintain neutrality in matters of religion.

The neutrality requirement suggests an ongoing search for sensitivity, understanding, appreciation and factual information about cultural and religious diversity. It also mandates that schools refrain from advocacy of a particular religious position. The district recognizes that one of its educational goals should be to advance the students' knowledge and appreciation of the role that religious heritages have played in the social, cultural and historical development of civilization.

The superintendent will develop administrative procedures that include guidelines consistent with the philosophy that religion in the schools must be educational in nature and schools must be sensitive to all beliefs.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.035](#)

U.S. Const. amend. I.

OR. CONST., art. I.

Kennedy v. Bremerton Sch. Dist., 869 F.3d 813 (9th Cir. 2017).

## Religion and Schools (Version 2)

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 336.035](#)

U.S. Const. amend. I.  
OR. CONST., art. I.  
Kennedy v. Bremerton Sch. Dist., 869 F.3d 813 (9th Cir. 2017).

## Gresham-Barlow SD 10

Code: **IGACA**  
Adopted: 12/04/03  
Readopted: 11/06/14

### Religious Beliefs and Customs

It is the policy of the district to foster mutual understanding and respect for the rights of all individuals regarding their beliefs. The district recognizes that schools reflect the diverse population of society, that communities participate in a variety of religious beliefs and customs, and that there exists a constitutional separation of church and state. The district also realizes the schools' responsibility to advance students' knowledge and understanding of the role diverse religious heritage has played in the social, cultural and historical development of civilization. Therefore, school personnel shall be sensitive to and respectful of religious beliefs and customs by adhering to a policy of nonpromotion of any religious view, and students and staff will demonstrate consideration for each other's views regarding religion.

END OF POLICY

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#### Legal Reference(s):

[ORS 336.067](#)

[ORS 339.420](#)

## Interscholastic Athletics and Activities

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants and others associated with the district's high school activities programs and events<sup>1</sup> shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship as outlined in the *Gresham-Barlow School District Athletic Handbook*. Each individual will be held accountable for its actions under these guidelines.

The district shall allow homeschooled students and students attending a public charter school, who reside within the district, to participate in available interscholastic activities in compliance with state law.

The district will provide comparable interscholastic athletic competition interscholastic activities for male and female students in a variety of sports in compliance with Title IX.

District employees and activity volunteers are prohibited from making contact or otherwise causing contact to be made with a student for purposes of suggesting or encouraging the student and/or family to maintain or change residency for activities eligibility or participation. The principal, athletic director, activities director and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal or designee is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that coaches have been certified through the National Federation of High School Coaches Certification program, meet OSAA and Oregon Department of Education requirements and are cleared through the district's human resources department prior to assuming coaching duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activities advisers under his/her supervision.

After meeting requirements established in Board policy IICC - Volunteers, volunteers may be approved to assist with district activities with prior approval from the principal or designee approval only.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations and/or OSAA rules and regulations. He/She/The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA may be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from his/her the interscholastic activity or program, suspension and/or expulsion from school. Volunteers shall be subject to discipline up to and including removal from

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<sup>1</sup>This applies to only OSAA-sanctioned activities and events.

district programs and activities and such other sanctions as may be deemed appropriate by the ~~Board~~ district.

Employees, volunteers or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff and volunteers engaged in district activities are regularly reviewed and updated, ~~as necessary~~.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)

[ORS 332.075\(1\)\(e\)](#)

[OAR 581-021-0045 to -0049](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

OR. SCH. ACTIVITIES ASS'N, OSAA HANDBOOK.

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).



# Gresham-Barlow SD 10

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

## Volunteers

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

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

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

Nonexempt employees<sup>1</sup> may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services<sup>2</sup> as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.<sup>3</sup>

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

END OF POLICY

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<sup>1</sup>There are three types of FLSA exemptions: those for executive, administrative and professional employees.

Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

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

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

# Gresham-Barlow SD 10

Code: **GBK/JFCG/KGC**

Adopted: 12/09/08

Readopted: 4/09/13; 9/08/15

Orig. Code(s): GBK/JFCG/KGC

## **Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems**

~~It is the district's obligation to protect the health, welfare and safety of students. To be consistent with Oregon law and district curriculum, student possession, use, distribution or sale of tobacco products or inhalant delivery systems in any form on district premises, at school-sponsored activities on or off district premises, in district-owned, rented or leased vehicles, or otherwise while the student is under the jurisdiction of the district is prohibited.~~

The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all district- or school-sponsored activities.

For the purpose of this policy "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation products or other therapy products therapy products used for the purpose of cessation for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation products or other therapy products marked and sold solely for the approved purpose for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

~~Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA—Discipline of Disabled Students, including those involving functional behavioral assessment, change of placement, manifestation determination, and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement shall be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.~~

Violation of this policy by staff will result in discipline up to and including dismissal.

Violation of this policy by ~~nonstudents~~ the public may result in the individual's removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times. ~~The superintendent will develop administrative regulations as needed to implement this policy.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 167.400](#)

[ORS 332.107](#)

[ORS 336.222](#)

[ORS 336.227](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.883](#)

[ORS 431.840](#)

[ORS 433.835 to- 433.990](#)

[OAR 581-021-0050 to -0075](#)

[OAR 581-021-0110](#)

[OAR 581-022-0413](#)

[OAR 581-053-0230\(9\)\(s\)](#)

[OAR 581-053-0330\(1\)\(m\)](#)

[OAR 581-053-0430\(12\)](#)

[OAR 581-053-0531\(11\)](#)

[OAR 581-053-0630](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).

**Cross Reference(s):**

JFCG/KGC/GBK - Tobacco-Free Environment

JFCK - Elimination of Drugs and Alcohol on District Premises

KGC/GBK/JFCG - Tobacco-Free Environment

# Gresham-Barlow SD 10

Code: **JFCG/KGC/GBK**

Adopted: 7/11/94 Revised/Readopted:  
1/11/01; 5/02/02; 10/06/05;  
10/02/14

Orig. Code(s): GBK

## **Tobacco-Free Environment**

The district recognizes that tobacco use may create a health hazard for nonusers as well as users. In order to protect the health of students, staff and the general public, provide a healthy working environment and promote good health for students and staff alike, tobacco use, distribution, or sale in any form shall be prohibited on all district property and in district-owned vehicles at all times. Tobacco use is also prohibited by employees, volunteers, students, chaperones and the general public participating off campus in a school or district-sponsored activity.

Tobacco use is defined as the carrying or smoking of any kind of lighted or unlighted pipe, cigar, cigarette, bidi, clove cigarette or any other smoking equipment or material, or spit tobacco, also known as smokeless, dip, chew or snuff in any form, nicotine or nicotine delivering devices, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (e.g., e-cigarettes). This does not include FDA-approved nicotine replacement therapy products used for the purpose of cessation.

“Tobacco Use Prohibited” signs will be posted in appropriate locations in all district buildings and on district property.

Violation of this policy will lead to appropriate disciplinary action, up to and including expulsion, for students. When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA – Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or a part of student discipline.

Violation of this policy by non students may result in the removal of the individual from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

**Legal Reference(s):**

[ORS 167.400](#)  
[ORS 332.107](#)  
[ORS 336.222](#)  
[ORS 336.227](#)  
[ORS 339.240](#)  
[ORS 339.250](#)

[ORS 339.883](#)  
[ORS 431.840](#)  
[ORS 433.835 to- 433.990](#)  
  
[OAR 581-021-0050 to -0075](#)  
[OAR 581-021-0110](#)

[OAR 581-022-0413](#)  
[OAR 581-053-0230\(9\)\(s\)](#)  
[OAR 581-053-0330\(1\)\(m\)](#)  
[OAR 581-053-0430\(12\)](#)  
[OAR 581-053-0531\(11\)](#)  
[OAR 581-053-0630](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).

**Cross Reference(s):**

GBK/JFCG/KGC - Tobacco-Free Environment  
KGC/GBK/JFCG - Tobacco-Free Environment

# Gresham-Barlow SD 10

Code: **JFCG/JFCH/JFCI**  
Adopted: 5/02/02  
Readopted: 12/04/14; 4/07/16

## **Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems\*\***

Student substance abuse, possession, use, distribution or sale of tobacco products or inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or within 1000 feet of any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred within 1000 feet of district grounds, students will be subject to progressive disciplinary action up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age 18 possessing a tobacco or inhalant delivery system product is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery system device, to a person under 18 years of age is in violation of state law and is subject to a court-imposed fine.

An unlawful drug is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulation.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of school property is a Class A felony as provided by ORS 475.999.

END OF POLICY

**Legal Reference(s):**

[ORS 153.018](#)  
[ORS 161.605](#)  
[ORS 161.625](#)  
[ORS 163.575](#)  
[ORS 332.107](#)  
[ORS 336.067](#)  
[ORS 336.222](#)  
[ORS 336.227](#)  
[ORS 339.240](#)  
[ORS 339.250](#)

[ORS 339.883](#)  
[ORS 431.840](#)  
[ORS 431.845](#)  
[ORS 431A.175](#)  
[ORS 433.835 to -433.990](#)  
[ORS Chapter 475](#)

[OAR 581-021-0050 to -0075](#)  
[OAR 581-021-0110](#)  
[OAR 581-022-2045](#)

[OAR 581-053-0230\(9\)\(s\)](#)  
[OAR 581-053-0330\(1\)\(m\)-\(o\)](#)  
[OAR 581-053-0430\(12\)-\(14\)](#)  
[OAR 581-053-0531\(11\)-\(13\)](#)  
[OAR 581-053-0630](#)  
[OAR 584-020-0040](#)

SB 754 (2017)

Controlled Substances Act, 21 U.S.C. § 812 (2017); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).  
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2017).

DELETED

## **Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems\*\* (Version 2)**

Student possession, use, distribution or sale of tobacco products, inhalant delivery systems, alcohol or unlawful drugs (including drug paraphernalia), or any substance purported to be an unlawful drug on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, trips, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age 21 possessing a tobacco product or inhalant delivery system on district property, in a district facility or while attending a district-sponsored activity is in violation of state law.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery system device, to a person under 21 years of age is in violation of state law.

An “unlawful drug” is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulation.



Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 153.018</a>	<a href="#">ORS 339.883</a>	<a href="#">OAR 581-053-0230(9)(s)</a>
<a href="#">ORS 161.605</a>	<a href="#">ORS 431.840</a>	<a href="#">OAR 581-053-0330(1)(m)-(o)</a>
<a href="#">ORS 161.625</a>	<a href="#">ORS 431.845</a>	<a href="#">OAR 581-053-0430(12)-(14)</a>
<a href="#">ORS 163.575</a>	<a href="#">ORS 431A.175</a>	<a href="#">OAR 581-053-0531(11)-(13)</a>
<a href="#">ORS 332.107</a>	<a href="#">ORS 433.835 to -433.990</a>	<a href="#">OAR 581-053-0630</a>
<a href="#">ORS 336.067</a>	<a href="#">ORS Chapter 475</a>	<a href="#">OAR 584-020-0040</a>
<a href="#">ORS 336.222</a>		
<a href="#">ORS 336.227</a>	<a href="#">OAR 581-021-0050 to -0075</a>	SB 754 (2017)
<a href="#">ORS 339.240</a>	<a href="#">OAR 581-021-0110</a>	
<a href="#">ORS 339.250</a>	<a href="#">OAR 581-022-2045</a>	

Controlled Substances Act, 21 U.S.C. § 812 (2017); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2017).

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2017).

# Gresham-Barlow SD 10

Code: **JHCA/JHCB**  
Adopted: 12/04/14  
Readopted: 10/06/16

## **Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening\*\***

### **Immunization**

Proof of immunization must be presented prior to the time of initial enrollment in school or within 30 days of transfer to the district. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization or a religious, philosophical beliefs and/or medical exemption.<sup>1</sup>

### **Physical Examination**

The ~~Board~~ district recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their student in the district and when registering them for seventh grade.

All students participating in athletic programs are required to submit to the district a School Sports Pre-participation Examination<sup>2</sup> form prior to their initial participation in a district athletic program. The form is to be completed and signed by a parent or guardian and physician giving permission for the student to participate.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

### **Vision Screening or Eye Examination**

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:

1. A vision screening or eye examination; and
2. Any further examination, treatments or assistance necessary.

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<sup>1</sup>Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>2</sup>Form available at [www.osaa.org](http://www.osaa.org).

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

### **Dental Screening**

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. If the district is causing the dental screening to be conducted, the district will follow the requirements of law. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider;
2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
  - a. The cost of obtaining the dental screening is too high;
  - b. The student does not have access to an approved screener;
  - c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

1. Student's name;
2. Date of screening; and
3. Name of entity conducting the dental screening.

The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

## END OF POLICY

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### Legal Reference(s):

[ORS 326.580](#)

[ORS 336.211](#)

[ORS 336.213](#)

[ORS 336.214](#)

[ORS 336.479](#)

[ORS 433.235 to -433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 to -0120](#)

[OAR 581-021-0017](#)

[OAR 581-021-0031](#)

[OAR 581-021-0041](#)

[OAR 581-022-2220](#)

OREGON SCHOOL ACTIVITIES ASSOCIATION, *OSAA HANDBOOK*.



# Gresham-Barlow SD 10

Code: **KBA**  
Adopted: 1/08/09  
Readopted: 4/05/12; 12/04/14

## Public Records\*\*

Public record means any information that:

1. Is prepared, owned, used or retained by the district;
2. Is related to an activity, transaction or function of the district; and
3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent's office.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in any appropriate format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her particular school's community informed about the school's program and activities.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

~~If a copy of a record is requested, the district will provide a single certified copy. If a request to inspect a record is made and the public record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If not available in the form requested, it will be~~

~~provided in the form the public record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under ORS 30.275 (5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.~~

Employee and volunteer home addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees and Board members), social security numbers, dates of birth and personal telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statutes (ORS) 192.445 and ORS 192.502 (3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees and Board members are not exempt.

~~Additionally, t~~The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

~~Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.~~

~~The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making copies of public records for the public. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.~~

~~Requests for copies of documents shall be in writing and will be presented to the superintendent's office.~~

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166, Division 400.

END OF POLICY

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**Legal Reference(s):**

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

HB 3464 (2017)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2014).

Americans with Disabilities Act Amendments Act of 2008.

## Public Solicitation in District Facilities

Students and staff are to be protected from intrusions by announcements, posters, bulletins and communications from individuals and organizations not directly connected with the schools without prior approval.

Fund raising by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the superintendent or designee.

Demonstrations of services or materials and canvassing of students or employees for the purpose of selling products or services shall not be permitted in either the district's schools or grounds, unless authorized by the superintendent or designee.

No non-school-sponsored organization or individual may solicit funds or sell tickets within the district without first securing permission through the superintendent or designee.

Whenever possible, solicitation should occur during non-classroom time.

The solicitation and sale of travel services to students may be permitted only with specific approval of the superintendent on school-district property, at activities under the jurisdiction of the district and at interscholastic activities administered by a voluntary organization ~~approved by the State Board of Education (i.e., Oregon School Activities Association).~~

This includes sale of services to students by any person or group that sells, provides, furnishes, contracts for, arranges or advertises travel services.

Sellers of travel services must meet the following district criteria:

1. Belong to an association of sellers of travel certified by the director of the Department of Consumer and Business Services;
2. Provide proof of errors and omissions insurance;
3. Provide proof of a client trust account or performance bond;
4. Submit references;
5. Include in all information provided to students and parents that drug, alcohol and tobacco use will be prohibited;
6. Include in all information provided to students and parents a statement that the activity is a non-school-sponsored event;



7. Other criteria, as appropriate.

The administration of surveys, questionnaires and requests for information by non-school-connected organizations are disallowed. Exceptions may be approved by the superintendent or designee. In the event an exception is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the student's parent to inspect such survey upon request, before the survey is administered or distributed by a school to a student, as required by the ~~No Child Left Behind Act of 2001 (NCLBA)~~ Every Student Succeeds Act of 2015 (ESSA). Any district survey containing any "covered survey items"<sup>1</sup> as defined by ~~NCLBA~~ ESSA, may also be inspected by parents.

Parents may also request that their student be excused from participation in such surveys. Requests may be submitted in accordance with the provisions of Board policy KAB - Parental Rights and accompanying administrative regulation.

As required by law, the superintendent shall ensure that notification is provided to parents of students at least annually at the beginning of the school year or when enrolling students for the first time in school, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled. The rights provided to parents under this policy transfer to the student when the student turns 18 years ~~old~~ of age or is an emancipated minor under applicable state law.

The district recognizes its responsibility to protect student privacy. Personal information that may be collected as a result of such surveys will be released only with prior, written parental permission, unless as otherwise provided by ~~NCLBA~~ ESSA and/or the provisions of Board policy JOB - Personally Identifiable Information.

No commercial advertising or sales are permitted in schools or on school grounds except those ~~which~~ that closely support published school goals and ~~which~~ have the approval of the ~~principal~~ superintendent or designee.

END OF POLICY

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<sup>1</sup> "Covered survey items" under the ~~NCLBA~~ ESSA include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.880](#)

32 OR. ATTY. GEN. OP. 209 (1965)

46 OR. ATTY. GEN. OP 239 (1989)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006 2015); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006 2015).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 (2015).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2010).

**Cross Reference(s):**

GBI - Gifts and Solicitations

IGDK - Nonschool Sponsored Study and Athletic Tours/Trips/Competitions

KG - Community Use of District Facilities, Grounds and Equipment

KJA - Materials Distribution

**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 24, 2018

RE: No. 3 - Middle School Science Curriculum Adoption

EXPLANATION: The Oregon Department of Education adopted new science standards in 2016. The ODE Curriculum Adoption Schedule indicated that Science resources aligned to these standards were to be adopted and in classrooms in the fall of 2017.

This spring, the Middle School Science Instructional Materials Selection Committee thoroughly reviewed five science curriculum programs with a specific focus on materials that are aligned with the Next Generation Science Standards (NGSS).

At this point in time, the following program, in digital format, is being recommended for adoption:

Grades 6 – 8: STEMscopes

The school communities are currently in the process of viewing these materials. If authorized to move forward on the adoption of these materials, they will be in middle school classrooms for implementation in the fall of 2018.

PRESENTER: Sara Hahn-Huston

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends the board approve the selection and adoption of the middle school science instructional materials with a not-to-exceed amount of \$200,000.

REQUESTED ACTION: Move to approve the selection and adoption of the middle school science instructional materials, Grades 6 – 8: STEMscopes, with a not-to-exceed amount of \$200,000.

SH-H:sa



**Proposed Middle School 6-8 Science Instructional Materials  
Recommendation to the School Board  
May 24, 2018**

**Middle School 6 – 8 Recommendation:**

**Publisher:** STEMscopes

Digital Viewing via website URL Login: <https://n11060d147375.acceleratelearning.com/login>

For quick hints on how to navigate the product:

[http://stemscopes.com/resources/stemscopes\\_navigation\\_guide\\_20160822.pdf](http://stemscopes.com/resources/stemscopes_navigation_guide_20160822.pdf)



**Gresham-Barlow School District**

**STEMscopes NGSS 3D Preview Login Credentials**

URL Login: <https://n11060d147375.acceleratelearning.com/login>

UserID	Password	Expires
ParvShan0002	science	6/17/2018
ShanParv2642	science	6/17/2018
ShanParv2950	science	6/17/2018
ShanParv3025	science	6/17/2018
ShanParv3111	science	6/17/2018

To schedule a time to review the recommended materials for middle school science please contact:

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

[Huston6@gresham.k12.or.us](mailto:Huston6@gresham.k12.or.us)

503-261-4559

**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 24, 2018

RE: No. 4 – Sam Barlow High School Math Statistics Curriculum Adoption

EXPLANATION: The Sam Barlow High School Math department has completed the instructional materials review process and is interested in purchasing materials for their Statistics course. The proposed text and materials align with their Advanced Placement (AP) program.

The following instructional materials are being recommended for a school specific adoption:

Statistics: Unlocking the Power of Data published by Wiley (2017)

The school community has had the opportunity to review these materials for close to two weeks prior to this recommendation. If authorized to move forward on the adoption, these materials and associated training costs will be purchased with building funds at Sam Barlow High School for implementation in the fall of 2018.

PRESENTER: Sara Hahn-Huston

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends the board approve the selection and adoption of the Math Statistics materials for use at Sam Barlow High School in an amount not-to-exceed \$12,000.

REQUESTED ACTION: Move to approve the selection and adoption of the Math Statistics instructional materials, Statistics: Unlocking the Power of Data, published by Wiley (2017), for use at Sam Barlow High School in an amount not-to-exceed \$12,000.

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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: May 24, 2018

RE: No. 5 – Bond: CMGC East Gresham Elementary School

EXPLANATION: In April of 2018, the board approved a not-to-exceed amount for Bremik Construction, contractor for East Gresham Elementary School, in the amount of \$16,512,000.

The not-to-exceed amount was established to allow the contractor to begin negotiations with key subcontractors for the project. Since that time, Bremik has bid the work to replace East Gresham Elementary School. Based on subcontractor bid results, the district is ready to establish the preliminary guaranteed maximum price (GMP) for the project.

Work is scheduled to begin in the next week or two with completion in August of 2019.

The not-to-exceed amount recommended below is within the overall project budget of \$30,441,915.

PRESENTER: Mike Schofield

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: Based on results and information provided by Bremik Construction and reviewed by Cornerstone Management Group and the district administration, the district is ready to recommend approval of the preliminary GMP.

REQUESTED ACTION: Move to approve the not-to-exceed amount, including alternates and construction contingencies, of \$26,759,665 for the East Gresham Elementary School replacement project with Bremik Construction.

MS:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: May 24, 2018

RE: No. 6 – Agent of Record RFP and Appointment

EXPLANATION: In March of 2018, the administration issued a request for proposals for a district agent of record. Proposals were due on April 17, 2018 at 2:00pm.

The administration received proposals from the following firms:

Brown & Brown Northwest  
LaPorte & Associates  
PayneWest Insurance  
WHA Insurance

Proposals were evaluated and scored by James Hiu, John Hartsock and Mike Schofield based on the following criteria:

Services provided  
Experience with municipal/large public entities  
Fee structure  
Methods and procedures, including costing methods

PRESENTER: Mike Schofield

SUPPLEMENTARY  
MATERIALS: None attached, available upon request.

RECOMMENDATION: After evaluating proposals, the administration recommends appointing Brown & Brown Northwest as the Agent of Record for Insurance.

REQUESTED ACTION: Move to appoint Brown & Brown Northwest as the district agent of record for insurance services for fiscal year 2018-2019.

MS:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
April Olson

DATE: May 24, 2018

RE: No. 7 – School-Based Health Center Business Plan

EXPLANATION: The Gresham-Barlow School District, in consultation with the Oregon School-Based Health Alliance (OSBHA), has been conducting a School Health Center (SHC) planning process.

A steering committee will meet May 29, 2018 to hear a presentation from Wallace Medical Concern, an interested medical sponsor, regarding their services, experience and expertise working with youth, the services and partnerships they could bring to a SBHC, as well as a discussion of funding options.

The proposed location for the SHC has changed due to retrofitting limitations of the original proposed location. The administration is hoping to have an architectural plan ready by the end of June.

A final draft of the Business Plan is due in June 2018. The Business Plan must include a Board statement of support for the SHC.

PRESENTER: April Olson, Director of Federal Programs

SUPPLEMENTARY MATERIALS: Gresham-Barlow School-Based Health Center Business Plan Draft (The final business plan draft will be provided to the Board in advance of the second reading).

RECOMMENDATION: The Student Health Center Business Plan draft is being presented as a first reading. A final draft of the Business Plan will be presented for second reading, along with a Board statement of support, at the June 7, 2018 business meeting. Request for approval will be presented at that time.

REQUESTED ACTION: First reading, no formal action is required at this time.

AO:sa



# Gresham SBHC Business Plan Draft\*

*\*Highlighted sections have been changed  
since previous draft*

Date approved: [insert date here]

## **Table of Contents**

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  - B. Parent, Student, and Partner Engagement
- IV. Operations and Management Plans
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## I. Executive Summary

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

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

The proposed site for the SBHC is identified and on the campus of Gresham High School. The location is currently unoccupied and un-planned-for future use. Architects will be working jointly so that construction will be built per specifications to meet the needs of a SBHC.

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

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

## II. Needs Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

#### *A. Demographics*

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

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

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

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

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

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

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

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

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

### *B. SBHC Outcomes*

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

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

### **Healthcare Access**

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

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

## **Academic Performance**

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

## **Oregon SBHCs**

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

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

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

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

## **III. Community Engagement**

### ***A. Steering/Advisory Committee***

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

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

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

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

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

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

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

A third meeting originally scheduled for January 11, 2018 and postponed pending more information of medical sponsor options was held on May 29, 2018. Representatives from Wallace Medical Concern presented their services, experience and expertise working with youth, services and partnerships they could bring to a SBHC, as well as a discussion of funding options. The committee then mapped community resources available to help support SBHC services that were listed as priorities, and discussed partnering with Wallace to determine implementation phases. The steering committee reviewed the Business Plan and discussed an overview of fundraising. *add details from the meeting (decisions, next steps for Steering Committee involvement).*



## *B. Parent, Student, and Partner Engagement*

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

Youth listening sessions were conducted with students from the high school. Approximately 174 students participated. The listening sessions involved providing information about what an SBHC is, and asking students to identify reasons they don't go to the doctor when they need to, in addition to what the most common health issues at Gresham High School are. During the listening sessions, students identified cost, transportation, lack of time, and stigma/judgement as reasons that they don't receive health services when they need them.

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

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

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

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

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

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

Future plans for community engagement include:

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

## **IV. Operations and Management Plans**

### *A. Locations and Facilities*

The proposed location for the Gresham Barlow School District is on Division Street, in the heart of the Gresham Community, on the campus of Gresham High School. The location is currently unoccupied and un-planned-for future use. The location would be ideal in that the building parking lot would have parking available, and/or the site location has enough land to accommodate designated SBHC parking for staff, and visitors.

GBSD has the names of the county-recommended potential architects for the SBHC plans and will work with County Project Managers when the initial CDC drawings are completed to align the plans with the needs of both programs. In preparation for the CDC to vacate the building, GBSD will work with the City on any land use issues and other preparation to construct a SBHC will be addressed at that time.

## ***B. Operating Procedures***

In 2014, Oregon Administrative Rules 333-028-0200 through 333-028-0250 were adopted to establish the procedures and criteria the Oregon Health Authority shall use to certify, suspend and decertify SBHCs. Certification of a SBHC by the SBHC State Program Office (SPO) is voluntary; an operating clinic is free to operate without participating in SPO certification. However, only certified SBHCs are eligible for funding from the Oregon Health Authority. Benefits of certification include:

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

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

## **V. Medical Sponsor and School District Partnership**

Two medical sponsors expressed interest in determining the feasibility of sponsoring one or more SBHCs in East Multnomah County. Wallace Medical Center has been working with Multnomah County and has completed their budget process. They presented to their Board at the end of February, to GBSD and OSBHA representatives in April. and the Steering Committee in May.

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

## **VI. Fundraising Plan**

The fundraising plan for many start up costs, including planning, logistics, and initial staffing will need to be done in conjunction with the medical sponsor so is currently on hold. Funding needs will be determined at that time and based on needs.

There is potential with CARE Oregon for funding, as they have reached out to OSBHA regarding the potential for a cooperative proposal with GBSD and Reynolds. Soliciting funding from local businesses and other funders who fund capital projects for East County as a package may interest more investors.

We will meet with community partners and civic organizations to explain the need and develop additional partnerships that may be able to assist with funding.

## VII. Timeline

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

SBHC Facility Complete											X	
SBHC Opens												X

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: May 24, 2018

RE: No. 8 – Teaching and Learning Action Plans

EXPLANATION: The Instructional Leadership Team (ILT) created action plans for items that were prioritized from the academic audit conducted last fall. Each of these items either became part of the 2018-19 recommended general fund budget, or they were grant funded.

The presentation will highlight the following 12 action plans:

1. K-5 Curriculum Adoption
2. Middle School & High School Curriculum Adoption
3. Supplemental Curriculum for SPED Self-Contained Classrooms
4. High School English Language Proficiency Curriculum
5. Mental Health Partnerships
6. Social Emotional Learning (SEL)
7. AVID Expansion
8. Innovation Coach
9. Dual Language Program
10. Goalbook
11. SPED Manual
12. Seamless Tier 3 Process

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No formal action is required.

TK:sa



# GBSD Teaching and Learning Action Plans

2018-2020

Build and implement a framework that defines and aligns curriculum and assessment in academic areas, social emotional learning and digital literacy.

PRIORITY ONE





# K- 5 Curriculum Adoption

1

**2018-19: Adoption of K-5 health curriculum and 3<sup>rd</sup> – 5<sup>th</sup> science resources (\$165,000)**

**2019-20: Annual K-5 health student material subscription and purchase K – 2<sup>nd</sup> science resources (\$155,000)**

- Selecting materials
- Purchasing materials
- Professional learning for staff

**Lead: Director of Elementary Teaching and Learning**

# MS and HS Curriculum Adoption

2

**2018-19: Adoption of 6<sup>th</sup>-12<sup>th</sup> health instructional materials and 6<sup>th</sup> – 8<sup>th</sup> science materials (\$270,000)**

**2019-20: Adoption of 6<sup>th</sup> – 12<sup>th</sup> social science instructional materials and teacher training (\$350,000)**

*[Future budget implications]*

- Selecting materials
- Purchasing materials
- Professional learning for staff

Lead: Executive Director of Secondary Teaching and Learning

# Supplemental Curriculum for SPED Self- Contained Classrooms

3

**2018-19: Identify and align supplemental curriculum for self-contained Special Education classrooms (\$8,000)**

- Convene a team of LE 1 and LE 2 teachers as a selection committee
- Selecting materials
- Purchasing materials
- Professional learning for staff

Lead: Executive Director of Student Support Services

# HS English Language Proficiency Curriculum Adoption

4

**2018-19: Adopt curriculum to support HS English Learners in developing proficiency in reading, writing, listening and speaking. (\$20,000)**

- Selecting materials
- Purchasing materials
- Professional learning for staff

Lead: Director of English Language Learner Programs

Build and implement systems that give students a voice and make them feel comfortable, appreciated and understood.

PRIORITY TWO



# Mental Health Partnerships

5

**2018-19: Continue to search for resources that expand our ability to support the mental health needs of our students. (\$0)**

- Meet with GPD Resource Offices to discuss alignment of practice
- Meet with county mental health supervisors to coordinate services
- Meet with local, private organizations to discuss increased services

Lead: Executive Director for Student Support Services

# Social Emotional Learning


6

**2018-19: Explore current resources and student needs for Social Emotional Learning (SEL) program across K-12. (\$8,000)**

**2019-20: Purchase SEL resources based on information gained during exploratory phase (\$75,000)**

- Survey students and stakeholders
- Investigate SEL programs in currently use as well as embedded in other curriculum
- Form a selection committee to determine district SEL resources
- Create a menu of programs for schools to select from
- Professional Learning for staff on implemented resources

Lead: Assistant Superintendent



Build and implement a framework that  
is committed to high-quality, effective  
instructional practices

PRIORITY THREE



# AVID Expansion

7

**2018-19: Expand AVID to a fourth middle school and three elementary schools. (\$20,000)**

- AVID tutor budget is allocated to new schools
- Monthly meetings to build capacity and monitor progress

Lead: AVID District Director

# Innovation Coach

8

**2018-19: Maintain current technology coaches funded through MHCRC grant. In the grant, funding was reduced for 1 position for the 2018-19 school year. (\$58,000)**

**2019-20: Continue funding coaches after the completion of the grant. (\$250,000)**

- The amount shown is general fund. Title IVa additional funding of \$52,000
- Maintains current coaching level
- Provides professional learning to embed technology into instruction

Lead: Director of Elementary Teaching and Learning

# Dual Language Program

9

**2018-19: Plan for a dual language Program. (\$10,000)**

**2019-20: Professional learning for staff who will be part of the dual language program (\$50,000)**

**2020-21: Instructional materials purchased (\$50,000)**

- Creation of a committee to explore dual language program models
- Identify dual language site
- Professional learning for staff who will be at the dual language school
- Dual language program would launch in 2020-21.

Lead: English Language Program Director

# Goalbook

10

**2018-19: Software to design differentiated lessons for student on IEPs in their general education classes(\$59,500)**

- Train Special Education teachers on Goalbook
- Survey Special Education on effectiveness of the program to determine if it is changing practice

Lead: Executive Director for Student Support Services

# Special Education Manual

11

**2018-19: Create a Special Education manual reflecting the current Special Education model. (\$0 from general fund)**

- Form a steering committee to identify areas of concern and potential changes in SPED processes.
- Prioritize the identified process challenges.
- Capture in one document all Special Education processes.

Lead: Executive Director for Student Support Services

# Tier 3 Process Refinement

12

## 2018-19: Develop a streamlined Multi-Tiered System of Support (MTSS). (\$0)

- Create a pathway for Tier II (classroom-based or school-based) interventions to Tier III interventions
- Establish the culture that Tier III is a system of support, not a referral to Special Education.
- Train building staff on revised forms and processes.

Lead: Director of Federal Programs, Executive Directors of Elementary and Secondary Schools

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

**BLUE SHEET**

TO: Board of Directors

FROM: A. Katrise Perera  
Kris Howatt

DATE: May 24, 2018

RE: No. 8a - Acceptance of Board Member Resignation and Vacancy Announcement

EXPLANATION: The district has received a letter from Director Garner announcing her plans to resign from Position 6, at-large, of the Gresham-Barlow School District Board of Directors effective June 15, 2018. Pursuant to Board Policy BBC, the board must officially accept the resignation, in order for it to become effective, and announce the vacancy.

Board Policy BBD/BBE provides that the board will fill the vacancy through board appointment. It states that, "The appointee will serve until June 30 following the next election, at which time the individual elected in May of that year will fill the remaining portion of an unexpired term or serve a full four-year term; or will serve until June 30 of a subsequent election year if the vacancy occurs after the filing date in an election year."

The board plans to interview candidates for the board position June 26, 2018.

PRESENTER: Matt O'Connell

SUPPLEMENTARY  
MATERIALS: 1. Letter of resignation from Sharon Garner dated May 25, 2018

RECOMMENDATION: The recommendation presented for board consideration this evening is defined in the requested action below.

REQUESTED ACTION: Move to accept Sharon Garner's letter of resignation from Position 6, at-large, of the Gresham-Barlow School District Board of Directors, effective at the June 15, 2018.

:sa

# Sharon V. Garner



PO Box 1230  
Gresham, OR 97030-0266  
Phone: 503.679.3443  
E-Mail: sharong3443@gmail.com

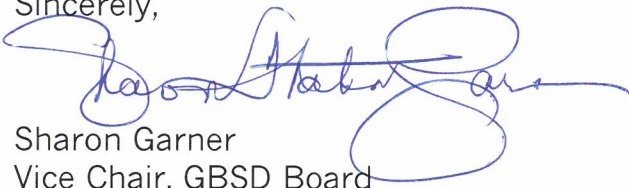
25 May 2018

Board of Directors  
Gresham-Barlow School Board  
1331 N Eastman Parkway  
Gresham OR 97030-3825

Dear Madam Chair & Fellow Board Members:

It is with great sorrow that I tender my resignation from the Gresham-Barlow School Board effective 15 June 2018. I appreciate the time I've had to serve the District and its students.

Sincerely,



Sharon Garner  
Vice Chair, GBSD Board

cc: ✓ Sarah Avery



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

TO: Board of Directors

FROM: A. Katrise Perera  
Athena Vadnais

DATE: May 24, 2018

RE: No. 9 – Branding and Communications Plan

EXPLANATION: At the May 24, 2018 work session, board members will learn about the District's next steps in the area of Branding and Communications. An overview of upcoming training for administrators will be provided. Information will also be shared regarding a multi-year plan to improve the district's communications and customer service.

"Customer Experience" is essential to the culture and health of any school organization and plays a significant role in the perceived brand of an organization. With 18 campuses and several central office departments constituting GBSD, it is critical that the school district:

- Provides training to frontline staff in exceptional customer service
- Incorporates a process to allow for efficient and effective customer service
- Uses data to pinpoint areas of concern and improve customer service and communication

PRESENTER: Athena Vadnais

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This summary is being provided as information only.

REQUESTED ACTION: No action is required.

AV:sa

GBSD 

# Communication-Customer Service Action Plan

2018-2021

# #WeAreTeamGBSD

- **Administrative Retreat:**
  - Bringing “building our brand” to the forefront**
  - **Definition**
  - **The Why**
  - **Role of the Administrator**

# #WeAreTeamGBSD

- **Telling OUR Story**

## **“WE are GBSD” Campaign**

- Focus on staff members making a difference for kids

- Harness the power of social media and digital communication to spotlight staff and build pride



# **BUILDING OUR BRAND: EDUCATION IS A SERVICE INDUSTRY**

# **Exceptional Customer Service**

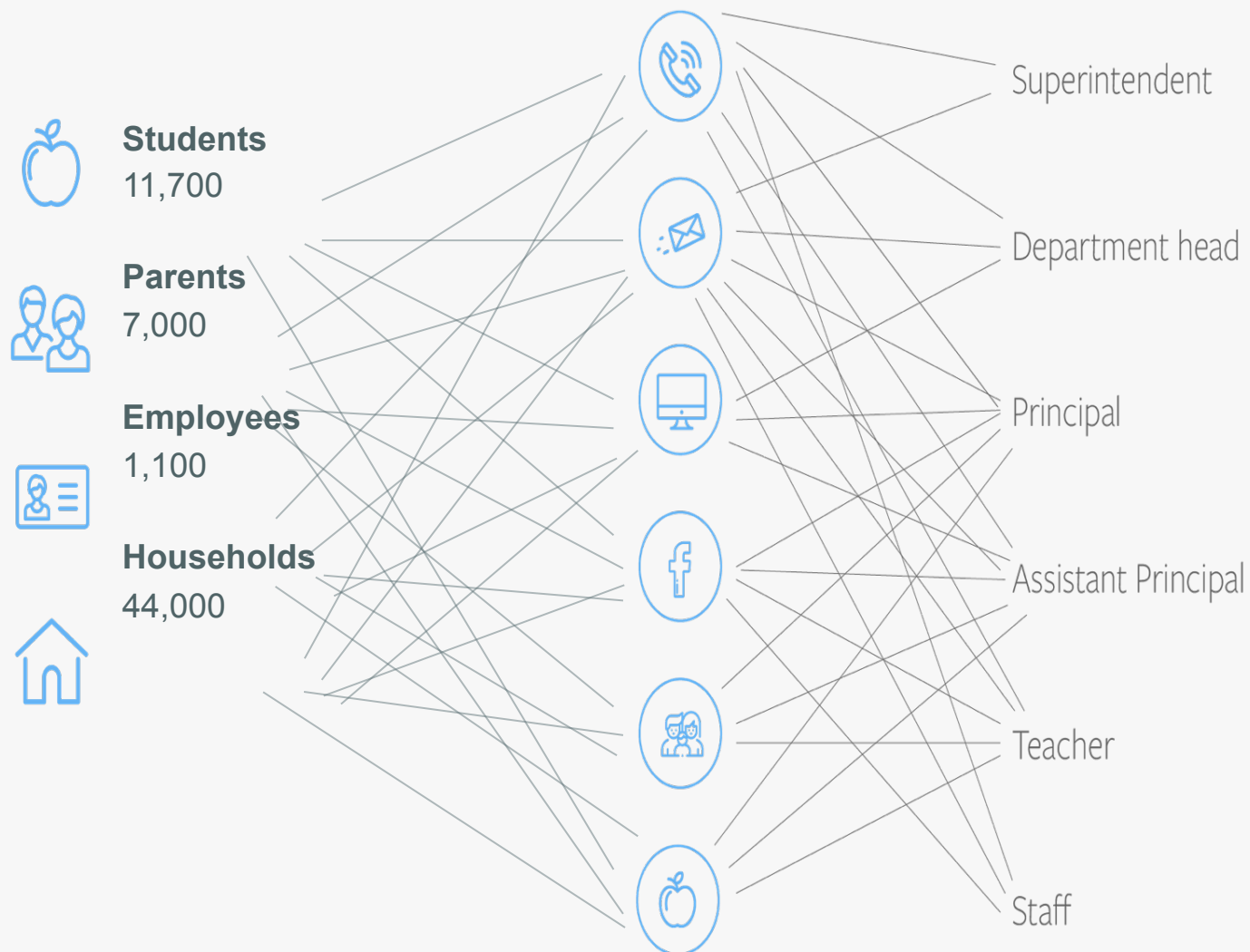
- **BUILDS TRUST**
- **IMPROVES PUBLIC PERSONA AND STRENGTHENS YOUR BRAND**



# **Exceptional Customer Service**

- **MINIMIZES PROBLEMS**
- **IMPROVES TURNOVER AND INVOLVEMENT**

## CHANNEL OVERLOAD





# THREE IMPORTANT QUESTIONS



- Do people know where to turn?
- How long does it take to respond?
- Is every response accurate, complete, courteous?

# LISTEN. LEARN. LEAD.



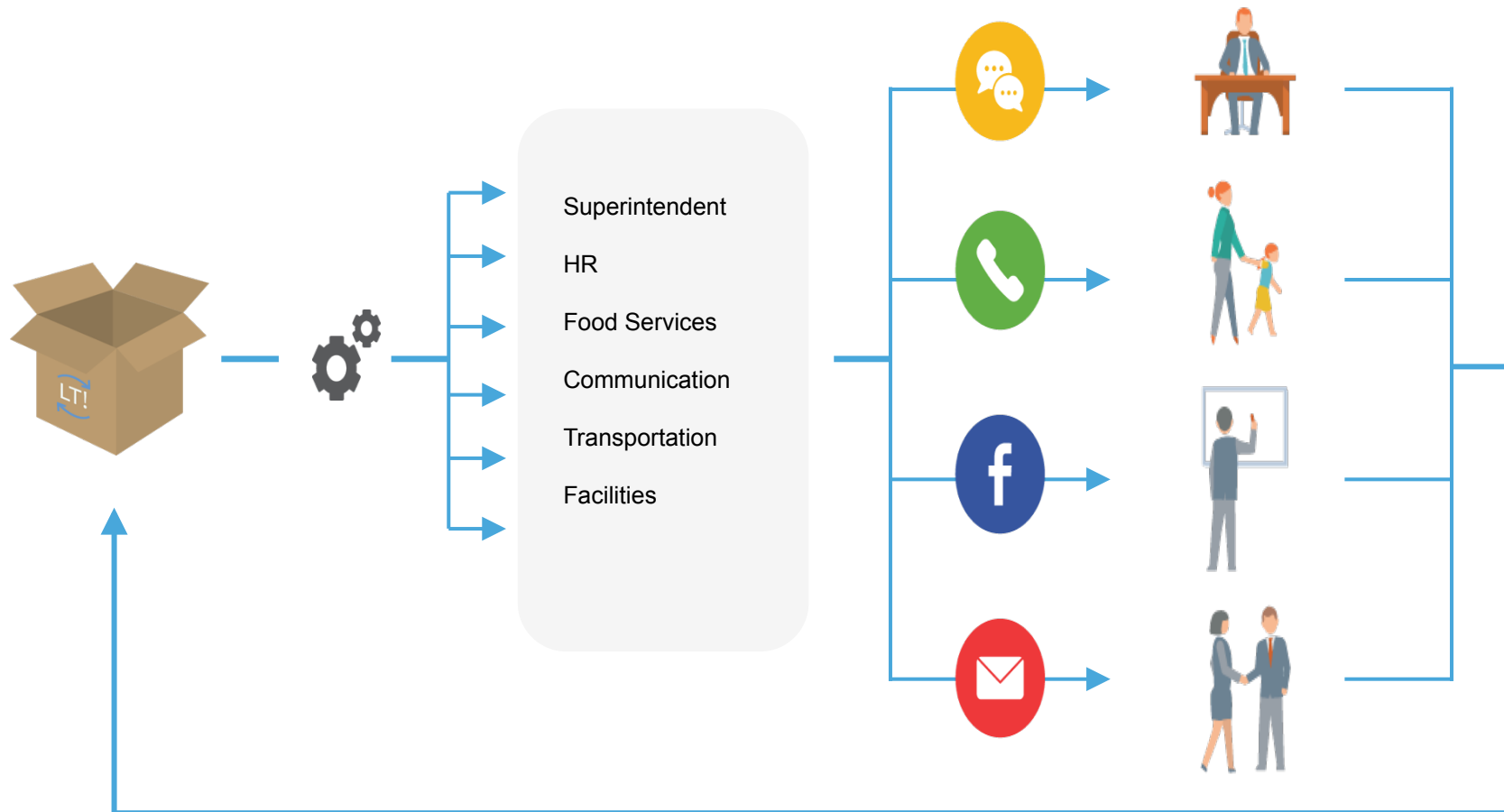


Let's Talk!

*A K12 Insight Solution*

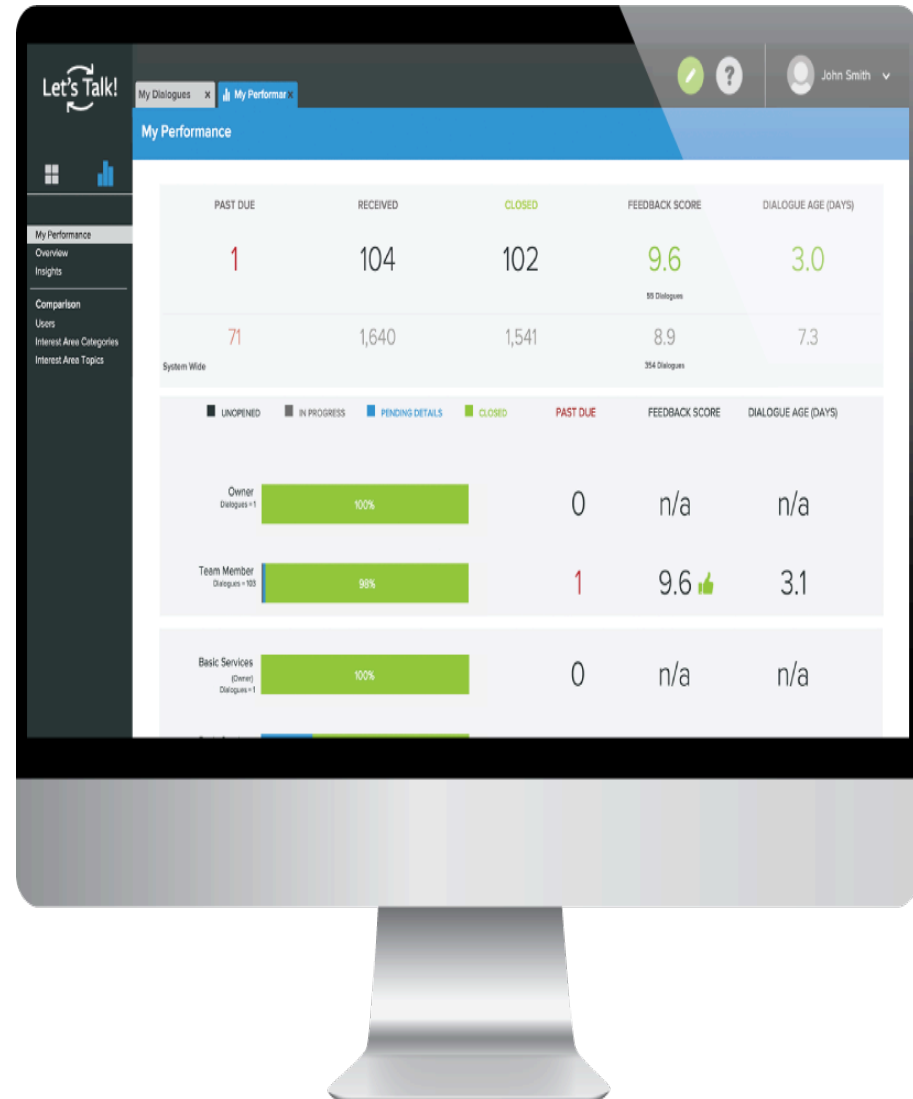
## Let's Talk! Introductory Video

# GET FEEDBACK INTO THE RIGHT HANDS FAST!



# DASHBOARD:

Learn from  
your  
interactions



Model Community School District

**LET'S TALK! DISTRICT OVERVIEW**

Jan 01, 2018 - May 17, 2018



CURRENT TOTALS 5 0 1

## District Overview

TOTAL DIALOGUES 321

Cx SCORE		DIALOGUE AGE	
9.1 ▼ 0.3	<b>Slipping</b> Check overall dialogue age and drill down in comparison report.	3.1 ▼ 2.7	<b>Getting better</b> Check unclosed dialogues.
PAST DUE		UNRESOLVED CRITICAL ALERTS	
0	<b>No past due dialogues</b> Great work closing dialogues.	1 ▲ 1	<b>Take action</b> Critical dialogues need attention.
POSITIVE EXPERIENCES ▲ 23	73	NEGATIVE EXPERIENCES ▲ 5	5
		OPEN DIALOGUES ▲ 5	5

Community Voice

UNIQUE WORDS 1172

**WHAT ABOUT FACE-TO-FACE  
INTERACTIONS?**

**K-12 INSIGHT  
SECRET SHOPPING  
AND COACHING**

# Customer Service/Communications

- 2018-19:** District level training and implementation of “Let’s Talk” technology solution (\$36,100)
- 2019-20:** School level training and implementation of “Let’s Talk” technology solution (\$36,100)
- 2020-21:** Ongoing implementation enhancements (\$36,100)

- Customer Service Training
- Implementation of System
- Monitoring of customer feedback, response time, trends in questions

Lead: Director of Communications





# GBSD Communication- Customer Service Action Plan

2018-2021

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

TO: Board of Directors

FROM: A. Katrise Perera  
James K. Hiu  
April Olson

DATE: May 24, 2018

RE: No. 10 – Changes to Community Eligibility Provisions (CEP)

EXPLANATION: For the 2018-19 school year, only three of the nine Title I schools in the district will continue in the Community Eligibility Provision (CEP) Program and continue to serve breakfasts and lunch at no cost. Those schools are: East Gresham, Hall, and Highland Elementary Schools.

**What will happen at the remaining six schools no longer in the CEP Program?**

Hogan Cedars and North Gresham Elementary and Clear Creek Middle School will be able to offer free breakfasts and lunches under a program called Provision 2. This requires a base year where applications are collected to determine a reimbursement rate. This Provision 2 structure allows the district to very nearly break even on meal costs with reimbursements. Provision 2 will also allow for free breakfast to be offered district-wide.

Hollydale, West Gresham, Powell Valley and Kelly Creek Elementary Schools will go back to requiring parents to complete applications for free (or reduced price) school lunches.

The district has an implementation and communication plan for schools that are eligible for the Provision 2 Program and those schools that are not eligible for Provision 2. There will be a concerted effort to collect as many household meal applications as possible, especially at the Provision 2 lunch schools.

PRESENTERS: James Hiu / April Olson / Keely Davidson

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

JKH: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 24, 2018

RE: No. 11 – Board Goals

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

Note: This item was brought forward at the April 26, 2018 board work session, but due to time constraints it was moved to this evening's agenda.

PRESENTER: Kris Howatt

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

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

:sa

## Board SMART Goals – Preliminary Draft

Board Planning Retreat

March 22, 2018

### Goal #1

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

### Goal #2

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

## Board SMART Goals – Preliminary Draft

Board Planning Retreat

March 22, 2018

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

### Goal #3

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

## Board SMART Goals – Preliminary Draft

Board Planning Retreat

March 22, 2018

### Goal #4

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

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

TO: Board of Directors

FROM: A. Katrise Perera  
Kris Howatt

DATE: May 24, 2018

RE: No. 12 - Date, Time and Place of 2018-19 Board Meetings

EXPLANATION: Policy BC/BCA requires the board to provide for the date, time and place of its regular meetings for the fiscal year in July of each year.

As part of the calendar development process, two draft schedule options have been developed for board discussion and feedback.

A proposed schedule will be prepared following this evening's work session and input from the board. The proposed schedule will be presented as a first reading on June 7, 2018, and for adoption on July 12, 2018.

PRESENTER: Kris Howatt

SUPPLEMENTARY  
MATERIALS:

1. Board Policy BC/BCA: Board Organization/Board Organizational Meeting
2. Draft schedule of dates for regular board meetings, board work sessions, and budget committee meetings (Option 1)
3. Draft schedule of dates for regular board meetings, board work sessions, and budget committee meetings (Option 2)

RECOMMENDATION: The administration recommends review and discussion of the board meeting schedule options drafted for 2018-19. Board members will be asked to provide input for the development of a proposed schedule to be presented for first reading on June 7, 2018.

REQUESTED ACTION: No action is required at this time. Adoption will be requested at the July meeting.

:sa

# Gresham-Barlow SD 10

Code: **BC/BCA**  
Adopted: 5/02/94  
Readopted: 2/04/99; 5/02/02; 3/07/13  
Orig. Code(s): BC/BCA

## Board Organization/Board Organizational Meeting

No later than the next regular meeting following July 1, the Board will organize itself for the year. The Board's annual organizational meeting will be held at any time during the month of July deemed appropriate by the Board, and in no circumstance earlier than July 1.

The organizational meeting will consist of, but not be limited to, the following actions:

1. Election of a Board chair;
2. Election of a vice chair;
3. Provision for a time and place for regular meetings;
4. Other organizational actions prescribed by law or by Board practice.

The incumbent Board chair will preside until a successor is elected, whereupon the successor will assume the chair. In the event no incumbent chair or vice chair remains on the Board, or neither is able to continue to serve as an officer, the Board will select a temporary chair to conduct the election.

END OF POLICY

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### Legal Reference(s):

[ORS 255.335](#)  
[ORS 332.040 - 332.045](#)  
[ORS 332.057](#)

### Cross Reference(s):

BCB - Board Officers



**GBSD Board of Directors Meetings – 2018-19****July  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 Independence Day <i>Agenda Materials Due</i>	5 No Board Mtg. - Day After Independence Day	6 <i>Post Agenda</i>	7
8	9	10	11	12 1. Work Session 2. Business Mtg.	13	14
15	16	17	18	19 No Board Mtg. (Summer Break)	20 OSBA Summer Conference (Bend)	21 OSBA Summer Conference (Bend)
22 OSBA Summer Conference (Bend)	23	24	25	26 No Board Mtg. (Summer Break)	27	28
29	30	31				

**GBSD Board of Directors Meetings – 2018-19****August 2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 No Board Mtg. (Summer Break)	3	4
5	6	7	8	9 No Board Mtg. (Summer Break)	10	11
12	13	14	15 <i>Retreat Materials Due</i>	16 No Board Mtg. (Summer Break)	17 <i>Post Retreat Agenda</i>	18
19	20	21	22	23 Board Retreat 4pm - 8pm	24 Board Retreat 8am – 4pm	25
26	27	28	29 <i>Agenda Materials Due</i>	30 No Board Mtg. (Summer Break)	31 <i>Post Agenda</i>	

**GBSD Board of Directors Meetings – 2018-19****September  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Labor Day	4	5 <i>Agenda Materials Due</i>	6 1. Work Session 2. Business Mtg.	7 <i>Post Agenda</i>	8
9	10	11	12 <i>Agenda Materials Due</i>	13 Work Session	14 <i>Post Agenda</i>	15
16	17	18	19 <i>Agenda Materials Due</i>	20 Work Session	21 <i>Post Agenda</i>	22
23	24	25	26 <i>Agenda Materials Due</i>	27 Work Session	28 <i>Post Agenda</i>	29
30						

**GBSD Board of Directors Meetings – 2018-19****October  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 1. Work Session 2. Business Mtg.	5	6
7	8 Columbus Day	9	10 <i>Agenda Materials Due</i>	11 <small>Standards &amp; Assmt. (No School)</small> No Board Meeting (Day Before Inservice)	12 <small>Statewide Inservice (No School)</small> <i>Post Agenda</i>	13
14	15	16	17 <i>Agenda Materials Due</i>	18 Work Session	19 <i>Post Agenda</i>	20
21	22	23	24 <i>Agenda Materials Due</i>	25 Work Session	26 <i>Post Agenda</i>	27
28	29	30	31 Halloween			

**GBSD Board of Directors Meetings – 2018-19****November  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 1. Work Session 2. Business Mtg.	2	3
4	5	6	7 <i>Agenda Materials Due</i>	8 OSBA Conference No Board Meeting	9 OSBA Conference <i>Post Agenda</i>	10 OSBA Conference
11 OSBA Conference Veterans Day	12 Holiday	13	14	15 Work Session	16	17
18	19	20	21 <i>Agenda Materials Due</i>	22 Thanksgiving Day	23 Holiday <i>Post Agenda</i>	24
25	26	27	28 <i>Agenda Materials Due</i>	29 Work Session	30 <i>Post Agenda</i>	

**GBSD Board of Directors Meetings – 2018-19****December  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 <i>Agenda Materials Due</i>	6 1. Work Session 2. Business Mtg.	7 <i>Post Agenda</i>	8
9	10	11	12 <i>Agenda Materials Due</i>	13 Work Session	14 <i>Post Agenda</i>	15
16	17	18	19	20 Work Session	21	22
23	24 Winter Break	25 Christmas Winter Break	26 Winter Break	27 Winter Break	28 Winter Break	29
30	31 Winter Break					

**GBSD Board of Directors Meetings – 2018-19****January  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b> New Year's Day Winter Break	<b>2</b> Winter Break <i>Agenda Materials Due</i>	<b>3</b> Winter Break	<b>4</b> Winter Break <i>Post Agenda</i>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b> <i>Agenda Materials Due</i>	<b>10</b> 1. Work Session 2. Business Mtg.	<b>11</b> <i>Post Agenda</i>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b> <i>Agenda Materials Due</i>	<b>17</b> Work Session	<b>18</b> <i>Post Agenda</i>	<b>19</b>
<b>20</b>	<b>21</b> ML King's Day	<b>22</b>	<b>23</b>	<b>24</b> Work Session	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b> <i>Agenda Materials Due</i>	<b>31</b>		

**GBSD Board of Directors Meetings – 2018-19****February  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 <i>Post Agenda</i>	2
3	4	5	6 <i>Retreat Materials Due</i>	7 1. Work Session 2. Business Mtg.	8 <i>Post Agenda</i>	9
10	11	12	13 <i>Agenda Materials Due</i>	14 No Board Meeting (Retreat on Friday)	15 Board Retreat 8am – 4pm <i>Post Agenda</i>	16
17	18 President's Day	19	20 <i>Agenda Materials Due</i>	21 Work Session	22 <i>Post Agenda</i>	23
24	25	26	27 <i>Agenda Materials Due</i>	28 Work Session		



**GBSD Board of Directors Meetings – 2018-19****March  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 <i>Post Agenda</i>	2
3	4	5	6 <i>Agenda Materials Due</i>	7 1. Work Session 2. Business Mtg.	8 <i>Post Agenda</i>	9
10	11	12	13	14 Work Session	15 <i>Post Budget Agenda</i>	16
17	18	19	20	21 Budget 101	22	23
24	25 Spring Break	26 Spring Break	27 Spring Break <i>Agenda Materials Due</i>	28 Spring Break	29 Spring Break <i>Post Agenda</i>	30 NSBA Philadelphia, PA
31 NSBA Philadelphia, PA						

**GBSD Board of Directors Meetings – 2018-19****April  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 NSBA Philadelphia, PA	2	3 <i>Agenda Materials Due</i>	4 1. Work Session 2. Business Mtg.	5 <i>Post Agenda</i>	6
7	8	9	10 <i>Agenda Materials Due</i>	11 Work Session	12 <i>Post Agenda</i>	13
14	15	16	17 <i>Agenda Materials Due</i>	18 Work Session	19 Good Friday <i>Post Agenda</i>	20
21 Easter Sunday	22	23	24 <i>Agenda Materials Due</i>	25 Work Session	26 <i>Post Agenda</i>	27
28	29	30				

**GBSD Board of Directors Meetings – 2018-19****May  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 1. Work Session 2. Business Mtg.	3 <i>Post Budget Agenda</i>	4
5	6	7	8	9 Budget Mtg. 1	10 <i>Post Budget Agenda</i>	11
12 Mother's Day	13	14	15 <i>Agenda Materials Due</i>	16 Budget Mtg. 2 (if needed)	17 <i>Post Agenda</i>	18
19	20	21	22	23 Work Session	24	25
26	27 Memorial Day	28	29 <i>Agenda Materials Due</i>	30	31 <i>Post Agenda</i>	

**GBSD Board of Directors Meetings – 2018-19****June  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 <i>Agenda Materials Due</i>	6 1. Work Session 2. Budget Hearing 3. Business Mtg.	7 <i>Post Agenda</i>	8
9	10	11 GHS/SBHS Commencements	12	13 Work Session	14	15
16 Father's Day	17	18	19 COSA Seaside Conference	20 No Board Mtg. (Summer Break) COSA Seaside	21 COSA Seaside Conference	22
23	24	25	26	27 No Board Mtg. (Summer Break)	28	29
30						

**GBSD Board of Directors Meetings – 2018-19****July  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 <i>Agenda Materials Due</i>	4 Independence Day No Board Mtg.	5 <i>Post Agenda</i>	6
7	8	9	10	11 1. Work Session 2. Business Mtg.	12	13
14	15	16	17	18 No Board Mtg. (Summer Break)	19 OSBA Summer Conference (Tentative)	20 OSBA Summer Conference (Tentative)
21 OSBA Summer Conference (Tentative)	22	23	24	25 No Board Mtg. (Summer Break)	26	27
28	29	30	31			

**GBSD Board of Directors Meetings – 2018-19****August  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 No Board Mtg. (Summer Break)	2	3
4	5	6	7	8 No Board Mtg. (Summer Break)	9	10
11	12	13	14 <i>Retreat Materials Due</i>	15 No Board Mtg. (Summer Break)	16 <i>Post Retreat Agenda</i>	17
18	19	20	21	22 Board Retreat - Social 4pm - 8pm	23 Board Retreat 8am - 4pm	24
25	26	27	28	29 No Board Mtg. (Summer Break)	30	31

**GBSD Board of Directors Meetings – 2018-19****July  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 Independence Day <i>Agenda Materials Due</i>	5 No Board Mtg. - Day After Independence Day	6 <i>Post Agenda</i>	7
8	9	10	11	12 1. Work Session 2. Business Mtg.	13	14
15	16	17	18	19 No Board Mtg. (Summer Break)	20 OSBA Summer Conference (Bend)	21 OSBA Summer Conference (Bend)
22 OSBA Summer Conference (Bend)	23	24	25	26 No Board Mtg. (Summer Break)	27	28
29	30	31				

**GBSD Board of Directors Meetings – 2018-19****August 2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 No Board Mtg. (Summer Break)	3	4
5	6	7	8	9 No Board Mtg. (Summer Break)	10	11
12	13	14	15 <i>Retreat Materials Due</i>	16 No Board Mtg. (Summer Break)	17 <i>Post Retreat Agenda</i>	18
19	20	21	22	23 Board Retreat 4pm - 8pm	24 Board Retreat 8am – 4pm	25
26	27	28	29 <i>Agenda Materials Due</i>	30 No Board Mtg. (Summer Break)	31 <i>Post Agenda</i>	



**GBSD Board of Directors Meetings – 2018-19****September  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Labor Day	4	5	6 1. Work Session 2. Business Mtg.	7	8
9	10	11	12 <i>Agenda Materials Due</i>	13	14 <i>Post Agenda</i>	15
16	17	18	19	20 Work Session	21	22
23	24	25	26 <i>Agenda Materials Due</i>	27	28 <i>Post Agenda</i>	29
30						

**GBSD Board of Directors Meetings – 2018-19****October  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 1. Work Session 2. Business Mtg.	5	6
7	8 Columbus Day	9	10 <i>Agenda Materials Due</i>	11 <small>Standards &amp; Assmt. (No School)</small> No Board Meeting (Day Before Inservice)	12 <small>Statewide Inservice (No School)</small> <i>Post Agenda</i>	13
14	15	16	17	18 Work Session	19	20
21	22	23	24 <i>Agenda Materials Due</i>	25	26 <i>Post Agenda</i>	27
28	29	30	31 Halloween			

**GBSD Board of Directors Meetings – 2018-19****November  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 1. Work Session 2. Business Mtg.	2	3
4	5	6	7 <i>Agenda Materials Due</i>	8 OSBA Conference No Board Meeting	9 OSBA Conference <i>Post Agenda</i>	10 OSBA Conference
11 OSBA Conference Veterans Day	12 Holiday	13	14	15 Work Session	16	17
18	19	20	21	22 Thanksgiving Day	23 Holiday	24
25	26	27	28 <i>Agenda Materials Due</i>	29	30 <i>Post Agenda</i>	

**GBSD Board of Directors Meetings – 2018-19****December  
2018**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 1. Work Session 2. Business Mtg.	7	8
9	10	11	12 <i>Agenda Materials Due</i>	13	14 <i>Post Agenda</i>	15
16	17	18	19	20 Work Session	21	22
23	24 Winter Break	25 Christmas Winter Break	26 Winter Break	27 Winter Break	28 Winter Break	29
30	31 Winter Break					

**GBSD Board of Directors Meetings – 2018-19**

**January  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 New Year's Day Winter Break	2 Winter Break <i>Agenda Materials Due</i>	3 Winter Break	4 Winter Break <i>Post Agenda</i>	5
6	7	8	9	10 1. Work Session 2. Business Mtg.	11	12
13	14	15	16 <i>Agenda Materials Due</i>	17	18 <i>Post Agenda</i>	19
20	21 ML King's Day	22	23	24 Work Session	25	26
27	28	29	30 <i>Agenda Materials Due</i>	31		

**GBSD Board of Directors Meetings – 2018-19****February  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 <i>Post Agenda</i>	2
3	4	5	6	7 1. Work Session 2. Business Mtg.	8	9
10	11	12	13 <i>Retreat Materials Due</i>	14	15 <i>Post Agenda</i>	16
17	18 President's Day	19	20	21 No Board Meeting (Retreat on Friday)	22 Board Retreat 8am – 4pm	23
24	25	26	27 <i>Agenda Materials Due</i>	28		

**GBSD Board of Directors Meetings – 2018-19****March  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 <i>Post Agenda</i>	2
3	4	5	6 <i>Agenda Materials Due</i>	7 1. Work Session 2. Business Mtg.	8 <i>Post Agenda</i>	9
10	11	12	13	14 Work Session	15 <i>Post Budget Agenda</i>	16
17	18	19	20	21 Budget 101	22	23
24	25 Spring Break	26 Spring Break	27 Spring Break <i>Agenda Materials Due</i>	28 Spring Break	29 Spring Break <i>Post Agenda</i>	30 NSBA Philadelphia, PA
31 NSBA Philadelphia, PA						

**GBSD Board of Directors Meetings – 2018-19****April  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 NSBA Philadelphia, PA	2	3	4 1. Work Session 2. Business Mtg.	5	6
7	8	9	10 <i>Agenda Materials Due</i>	11	12 <i>Post Agenda</i>	13
14	15	16	17	18 Work Session	19 Good Friday	20
21 Easter Sunday	22	23	24 <i>Agenda Materials Due</i>	25	26 <i>Post Agenda</i>	27
28	29	30				



**GBSD Board of Directors Meetings – 2018-19****May  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 1. Work Session 2. Business Mtg.	3 <i>Post Budget Agenda</i>	4
5	6	7	8	9 Budget Mtg. 1	10 <i>Post Budget Agenda</i>	11
12 Mother's Day	13	14	15 <i>Agenda Materials Due</i>	16 Budget Mtg. 2 (if needed)	17 <i>Post Agenda</i>	18
19	20	21	22	23 Work Session	24	25
26	27 Memorial Day	28	29 <i>Agenda Materials Due</i>	30	31 <i>Post Agenda</i>	

**GBSD Board of Directors Meetings – 2018-19****June  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 <i>Agenda Materials Due</i>	6 1. Work Session 2. Budget Hearing 3. Business Mtg.	7 <i>Post Agenda</i>	8
9	10	11 GHS/SBHS Commencements	12	13 Work Session	14	15
16 Father's Day	17	18	19 COSA Seaside Conference	20 No Board Mtg. (Summer Break) COSA Seaside	21 COSA Seaside Conference	22
23	24	25	26	27 No Board Mtg. (Summer Break)	28	29
30						

**GBSD Board of Directors Meetings – 2018-19****July  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 <i>Agenda Materials Due</i>	4 Independence Day No Board Mtg.	5 <i>Post Agenda</i>	6
7	8	9	10	11 1. Work Session 2. Business Mtg.	12	13
14	15	16	17	18 No Board Mtg. (Summer Break)	19 OSBA Summer Conference (Tentative)	20 OSBA Summer Conference (Tentative)
21 OSBA Summer Conference (Tentative)	22	23	24	25 No Board Mtg. (Summer Break)	26	27
28	29	30	31			

**GBSD Board of Directors Meetings – 2018-19****August  
2019**

Draft Created 05-02-18:sa

NOTE: Only dates that affect the board meeting schedule and agenda process are reflected on this calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 No Board Mtg. (Summer Break)	2	3
4	5	6	7	8 No Board Mtg. (Summer Break)	9	10
11	12	13	14 <i>Retreat Materials Due</i>	15 No Board Mtg. (Summer Break)	16 <i>Post Retreat Agenda</i>	17
18	19	20	21	22 Board Retreat - Social 4pm - 8pm	23 Board Retreat 8am - 4pm	24
25	26	27	28	29 No Board Mtg. (Summer Break)	30	31

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

TO: Board of Directors

FROM: A. Katrise Perera  
James Hiu

DATE: May 24, 2018

RE: No. 13 – Adjustment of Central Office Positions

EXPLANATION: Time has been set-aside on this evening's agenda to discuss the adjustment of the roles and responsibilities of central office positions. Specified positions for discussion include:

- Assistant Superintendent of Curriculum, Instruction and Assessment
- Executive Director of Innovation and Partnerships
- Coordinator of Career and Technical Education (CTE) Instruction
- Coordinator for District Safety and Security

PRESENTER: James Hiu

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

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  
Kris Howatt

DATE: May 24, 2018

RE: No. 14 – Future Board Agenda Topics

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

PRESENTER: Kris Howatt

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:sa