

Gresham-Barlow



School District

## BOARD OF EDUCATION

Board Business Meeting

### AGENDA

June 7, 2018

**BOARD OF EDUCATION**

June 7, 2018

Board Business Meeting - 7 p.m.

**Public Safety and Schools Building  
1331 NW Eastman Parkway, Gresham, OR****I. CALL REGULAR BUSINESS MEETING TO ORDER AND PLEDGE OF ALLEGIANCE****II. ROLL CALL**

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

**III. COMMUNICATION FROM THE AUDIENCE**

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

**IV. APPROVE MEETING AGENDA****V. CONSENT AGENDA**

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

1. Minutes from Regular Work Session..... May 3, 2018
- Minutes from Regular Business Meeting..... May 3, 2018
- Minutes from Budget Committee Meeting..... May 10, 2018
- Minutes from Regular Work Session..... May 24, 2018
2. Financial Report
3. Personnel Report: Employment Contracts
4. Policy Updates
5. Nutrition Services: Food Services Contract Amendment for 2018-2019

**VI. RECOGNITIONS**

6. Student Recognition: Gresham High School Thespians..... Ketelsen
7. Student Recognition: Sam Barlow High School Brass Quintet..... Ketelsen
8. Student Recognition: Gresham High School Musicians..... Ketelsen
9. Student Recognition: Solo Music Championship - Gresham High School..... Ketelsen
10. Student Recognition: Sam Barlow High School Track and Field..... Ketelsen

VI. RECOGNITIONS (cont.)

11. Student Recognition: Gresham High School Track and Field ..... Ketelsen
12. Recognition of Sharon Garner's Service as a School Board Member ..... Howatt
13. Recognition of Keely Davidson, Director of Nutrition Services, Sodexo ..... Hiu
14. MESD Regional Teacher of the Year Award – Tina Roberts ..... Hahn-Huston
15. Celebrate Literacy Award – Beth Elliot ..... Hahn-Huston
16. OnPoint 2018 Educator of the Year Award – Janine Kirstein ..... Ketelsen
17. Energy Star Award ..... Vadnais

VII. GRESHAM-BARLOW EDUCATION FOUNDATION REPORT

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

VIII. SUPERINTENDENT'S REPORT

IX. PRESENTATIONS

19. All Hands Raised Update ..... Hahn-Huston

X. RECESS/RECONVENE (5 Minutes)

XI. COMMITTEE MEETING MINUTES AND/OR REPORTS

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

20. Policy Review Committee Minutes, May 1, 2018 ..... Ketelsen

XII. ASSOCIATIONS REPORTS

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

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

XIV. RECESS/RECONVENE (5 minutes)

XV. ACTION ITEMS

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

First Reading

21. Adopt 2018-19 Budget, Make Appropriations, and Impose Taxes ..... Schofield
22. Paid Lunch Equity for 2018-2019 ..... Hiu

Second Reading

23. School-Based Health Center Board Statement.....Olson

XVI. BOARD REPORTS AND REQUESTS

XVII. DISTRICT LEADERSHIP TEAM (DLT) REPORTS

XVIII. INFORMATION ITEMS

24. Finance Update.....Schofield  
25. TELL Survey Highlights.....Hiu / Hyman

XIX. ANNOUNCEMENTS

- Jun. 12, 2018: Gresham High School Commencement - 5 p.m.  
Memorial Coliseum  
Board Members Attending: Sharon Garner, Matt O'Connell
- Jun. 12, 2018: Sam Barlow High School Commencement - 8:30 p.m.  
Memorial Coliseum  
Board Members Attending: Blake Petersen, Kathy Ruthruff
- Jun. 14, 2018: Springwater Trail High School Commencement - 7:00 p.m.  
Sam Barlow High School  
Board Members Attending: John Hartsock, Carla Piluso
- Jun. 14, 2018: Board Work Session - 6 p.m. *CANCELLED (Note: This meeting was cancelled due to it being scheduled for the same evening as the Springwater Trail High School Graduation)*  
Partnership Room  
Center for Advanced Learning
- Jul. 12, 2018: Board Work Session - 6 p.m.  
Council Chambers Conference Room  
Public Safety and Schools Building
- Jul. 12, 2018: Regular Board Meeting - 7 p.m.  
Council Chambers  
Public Safety and Schools Building

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



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

May 3, 2018

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The Gresham-Barlow School District Board of Education held a regular work session on Thursday, May 3, 2018, in the council chambers conference room of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

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

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

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

**MOTION 119 MEETING AGENDA (6:06 p.m.)**

It was moved by John Hartsock, seconded by Kathy Ruthruff and carried 6 to 0 to approve the meeting agenda.

**EXECUTIVE SESSION (6:07 p.m.)**

The board recessed into executive session at 6:07 p.m. to discuss Litigation as provided by ORS 192.660 (2)(h) and Personnel as provided by ORS 192.660 (2)(b). The regular work session was reconvened at 6:28 p.m.

**OREGON DEPARTMENT OF EDUCATION ANNUAL SPECIAL EDUCATION REPORT (6:31 p.m.)**

The annual Oregon Department of Education Special Education Report for all districts was released April 4, 2018. The indicators in the report correspond with the information required in the State Performance Plan for special education. John Koch provided an overview of the data in the report for the board.

**21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS GRANT (6:47 p.m.)**

April Olson provided information on the 21<sup>st</sup> Century Community Learning Centers Grant application that the district is submitting in partnership with Metropolitan Family Services (MFS) and Multnomah County. If awarded, the grant funds will be used to expand the Schools Uniting Neighborhoods (SUN) program by adding programming at Hogan Cedars and Hollydale Elementary Schools and expanding programming at Dexter McCarty Middle School. Ms.

Olson shared how funding will be used, the grant proposal's budget, and the grant timeline.

**BOARD AGENDA REVIEW** (6:49 p.m.)

The board reviewed possible topics for upcoming board meeting agendas.

**ADJOURNMENT** (6:53 p.m.)

The work session was adjourned at 6:53 p.m. A regular board business meeting followed in the council chambers at 7:00 p.m.

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

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

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

May 3, 2018

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The Gresham-Barlow School District Board of Education met in regular session on Thursday, May 3, 2018, in the council chambers of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 6:59 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O'Connell, Blake Petersen, and Kathy Ruthruff. Carla Piluso was absent. A quorum of the board was present.

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

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

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

Bill DeWitz	Director of Technology Services
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John Koch led board members, administrators and all those present in the Pledge of Allegiance.

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

**MOTION 120 MEETING AGENDA (7:00 p.m.)**

It was moved by John Hartsock, seconded by Sharon Garner and carried unanimously, 6 to 0, to approve the meeting agenda.

**MOTION 121 CONSENT AGENDA (7:01 p.m.)**

The following items were included on the consent agenda:

- Minutes from Regular Work Session..... April 5, 2018
- Minutes from Regular Business Meeting..... April 5, 2018
- Minutes from Regular Work Session..... April 12, 2018
- Minutes from Regular Work Session..... April 26, 2018
- Financial Report
- Personnel Report

On item number 3, Personnel Report, the administrative new hire was removed from the consent agenda.

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

### RECOGNITIONS (7:02 p.m.)

#### Student Recognition: Jazz Choir – Dexter McCarty Middle School

The board and administration recognized the following participants in the Dexter McCarty Middle School Jazz Choir for their first place win in the middle school category at the Clackamas Community College Music Festival:

##### 8<sup>th</sup> Grade

Ian Waldron, *sax*  
Katie Lomax, *soprano*  
Hunter Matheny, *tenor*

Michael Tevs, *bass*  
Daijah Lugo, *alto*  
Huitzy Gomez, *tenor*

##### 7<sup>th</sup> Grade

Grace Carter, *drums*  
Colton Gaffney, *tenor*  
Tyler Seleen, *tenor*  
Dallane Ojeda, *alto*  
Lydia Howe, *alto*  
America Vasquez, *alto*  
Trinity Billings, *alto*  
Emily Hull, *soprano*

Jaiden Mitchell, *tenor*  
Jeremy Rivas, *bass*  
Nathan Daret, *tenor*  
Hailey Beegle, *soprano*  
Becca Bice, *soprano*  
Jane Vang, *soprano*  
Ly'Le Pullom, *soprano*

The choir performed a song for those in attendance.

#### Student Recognition: Thespians – Sam Barlow High School

The board and administration recognized thespians from Sam Barlow High School for their participation in the Oregon State Thespian Festival. Their small group musical "Coffee Break" from *How to Succeed in Business without Really Trying* received first place in the state. The following students were in the group musical:

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

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

The group performed a song from their musical for those in attendance.

#### Student Recognition: Hannah Anderson – Gymnastics

The board and administration recognized Hannah Anderson for her first place win in the Uneven Bars at the Oregon Gymnastics State Championships. Hannah was unable to attend the board meeting.

### 2018 Winter Olympian Sam Michener: Four-Man Bobsled

The board and administration recognized local Olympian, Sam Michener, for his accomplishments at the 2018 Winter Olympics where he competed in the Four-Man Bobsled.

### Above and Beyond the Call of Duty Award

The Above and Beyond the Call of Duty Award was created to recognize classified staff employees who go above and beyond the call of duty while performing their job responsibilities. The board and administration recognized the following award recipients:

Andrea Tusow, HCES	Jill Gould, WGES
Cathy Clark, EOES	JoAnne Grant, NGES
Concepcion Diaz, HDES	Kerry Smith, GHS
Cris Cristurean, EGES	Koryna Herreid, STHS
Dean Cox, CCMS	Neil Zeisler, GRMS
Eric Peterson, SBHS	Peggy Barone, PVES
Glenda Tate, HIES	Ramiro Soto, DMMS
Jeanne McGregor, DCD	Tracey Lacey, WOMS

### Excellence in Teaching Award – Tai Quirke

The Excellence in Teaching Award was created to honor teachers who are representative of all excellent teachers in Gresham-Barlow School District. Teachers were nominated based on specific criterion. The nominees for the 2017-18 Excellence in Teaching Award were:

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

The board and administration recognized Tai Quirke as the 2017-18 Excellence in Teaching Award winner. Teresa Ketelsen shared information from the nominee application that was submitted for Ms. Quirke.

### **MOTION 122** Resolution: Teacher Appreciation Week

The week of May 7-11, 2018 has been designated as Teacher Appreciation Week, and May 8, 2018, has been proclaimed Teacher Appreciation Day.

It was moved by John Hartsock, seconded by Kathy Ruthruff, and carried unanimously, 6 to 0, to ratify the resolution recognizing May 7-11, 2018, as Teacher Appreciation Week, and May 8, 2018, as Teacher Appreciation Day in the Gresham-Barlow School District.

John Hartsock read the resolution into the record. Kris Howatt also read a note from Rhett Hyman on behalf of the teachers' association (Gresham-Barlow Education Association).

**RECESS/RECONVENE** (7:32 p.m.)

The meeting was recessed at 7:32 p.m. and reconvened at 7:40 p.m.

**GRESHAM-BARLOW EDUCATION FOUNDATION REPORT** (7:40 p.m.)

Foundation reports are typically presented every-other-month. Accordingly, there was no Foundation report this month.

**SUPERINTENDENT'S REPORT** (7:41 p.m.)

Superintendent Perera reported that the Korean Consulate has selected individuals from this area to attend the 2018 Summer Program in Korea for American School Educators. She will ask for board permission soon to attend Korea this summer.

**PRESENTATIONS** (7:42 p.m.)

**Volunteer Appreciation Video:**

April 16-20, 2018 was designated as Volunteer Appreciation Week in the Gresham-Barlow School District. During the celebrations of that week, a video was shown highlighting the contributions of volunteers through the eyes of students in the district. The video was shown to those in attendance. The video has also been shared on social media and the district's YouTube channel.

**COMMITTEE MEETING MINUTES AND/OR REPORTS** (7:46 p.m.)

There were no committee meeting minutes or reports this evening.

**ASSOCIATIONS REPORTS** (7:46 p.m.)

GBEA – There was not a representative present from the Gresham-Barlow Education Association (GBEA). No report was made.

Renni Ferguson, an educational assistant at Sam Barlow High School, reported on behalf of the Oregon School Employees Association (OSEA) Chapter 8 employees.

**CITIZENS' REQUESTS OF THE BOARD** (7:46 p.m.)

There were five citizens' requests of the board submitted at the meeting. All of the requests were written in support of the Bruin Buddies and Child Development program at Sam Barlow High School.

Tess Johnsen and Becky Morgan spoke in support of keeping the Bruin Buddies and Child Development program at Sam Barlow High School.

**ACTION ITEMS – FIRST READING**

**MOTION 123 Tuition and Fees for 2018 - 2019** (7:56 p.m.)

Teresa Ketelsen summarized the information provided in the agenda packet and answered questions regarding the fees. It was moved by John Hartsock, seconded by Matt O'Connell and carried unanimously, 6 to 0, to approve the 2018-2019 student fees and tuition as presented.

**MOTION 124 Alternative Education Programs 2018 - 2019** (8:00 p.m.)

John Koch summarized the information provided in the agenda packet. Following his summary, there was further discussion of the topic. It was moved by John Hartsock, seconded by Matt O'Connell and carried unanimously, 6 to 0, to approve the list of alternative programs as presented.

**Nutrition Services: Food Services Contract Amendment for 2018 - 2019**  
(8:04 p.m.)

Mike Schofield summarized the information provided in the agenda packet. No action was taken at the meeting. This item will be brought forward for consent agenda approval in June.

**MOTION 125 Multiple Parcel Combination - Gresham High School** (8:05 p.m.)

Mike Schofield summarized the information provided in the agenda packet. Further discussion followed. It was moved by Matt O'Connell, seconded by Blake Petersen and carried unanimously, 6 to 0, to approve the attached resolution as presented. Director O'Connell read the resolution title into the record.

**MOTION 126 Bond: Playground Projects - Excavation** (8:09 p.m.)

Mike Schofield summarized the information provided in the agenda packet. It was moved by Matt O'Connell, seconded by Sharon Garner and carried unanimously, 6 to 0, to approve the excavation for new playgrounds pending successful contract negotiations as follows:

TCM Northwest, Inc.

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

Duke Construction

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

**MOTION 127 All-Inclusive Student Statement** (8:11 p.m.)

Sara Hahn-Huston summarized the information provided in the agenda packet. Chair Howatt provided additional background information. It was moved by Sharon Garner, seconded by Matt O'Connell and carried unanimously, 6 to 0, to approve the use of the All-Inclusive Student Support Statement for the Gresham-Barlow School District. Following the motion, Director Garner read the statement into the record. The statement will be posted on the district website as well as in the school buildings.

## **ACTION ITEMS – SECOND READING**

### **MOTION 128 K-12 Health Curriculum** (8:16 p.m.)

Sara Hahn-Huston summarized the information provided in the agenda packet for second reading. It was moved by John Hartsock, seconded by Blake Petersen and carried unanimously, 6 to 0, to approve the adoption of the following materials for use in the classroom in the fall of 2018:

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

### **BOARD REPORTS AND REQUESTS** (8:19 p.m.)

Board members summarized various meetings and other activities they participated in during the month. This included school groundbreaking events, the NSBA Conference, PACE Day, and the Rethinking Leadership Symposium.

### **DISTRICT LEADERSHIP TEAM (DLT) REPORTS** (8:31 p.m.)

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

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

## **INFORMATION ITEMS**

### **Financial Update** (8:35 p.m.)

Mike Schofield gave an overview of the financial report provided in the consent agenda portion of the board packet.

### **Charter School Update** (8:35 p.m.)

Julie Evans summarized two major changes to Charter School laws and practices. The first change increases access for charter school students who are resident students to participate in activities and athletics in their resident schools, if such activities are not provided within their charter schools.

The second change involves OSBA's legal status changing to a nonprofit organization. Charter schools will now access OSBA services through their sponsoring districts instead of directly through OSBA.

### **High School Success Plan** (8:38 p.m.)

Teresa Ketelsen summarized the information provided in the agenda packet. She reviewed the three areas where funds will be used, shared the four goals the team set and the strategies they are establishing to meet the goals.



**National School Boards Association (NSBA) Annual Conference** (8:40 p.m.)

Directors O'Connell, Petersen, Garner, Howatt, and Hartsock, as well as Superintendent Perera, reported on their attendance at the National School Boards Association Annual Conference, which was held in San Antonio, Texas, April 6-9, 2018. Sessions they attended included governance and leadership, strategic goal setting, equity, Adverse Childhood Experiences (ACE's), technology use, and CTE (Career and Technical Education).

**ANNOUNCEMENTS** (9:14 p.m.)

- May 10, 2018: Budget Committee Meeting - 7 p.m.  
Partnership Room  
Center for Advanced Learning
- May 17, 2018: Budget Committee Meeting (if needed) - 7 p.m.  
Partnership Room  
Center for Advanced Learning
- May 17, 2018: CAL-ebration - 6 p.m.  
Mountainview Christian Church  
Board Members in Attendance: Matt O'Connell, Kathy Ruthruff and Carla Piluso
- May 24, 2018: Board Work Session - 6 p.m.  
Partnership Room  
Center for Advanced Learning
- Jun. 7, 2018: Board Work Session - 6 p.m.  
Council Chambers Conference Room  
Public Safety and Schools Building
- Jun. 7, 2018: Budget Hearing – 6:45 p.m.  
Council Chambers Conference Room  
Public Safety and Schools Building
- Jun. 7, 2018: Regular Board Meeting - 7 p.m.  
Council Chambers  
Public Safety and Schools Building

**ADJOURNMENT** (9:17 p.m.)

There being no other business, the meeting was adjourned at 9:17 p.m.

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

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



## 2018-2019 BUDGET COMMITTEE

### Minutes of May 10, 2018 Budget Committee Meeting # 1

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The Gresham-Barlow School District Budget Committee met at 7:00 p.m., Monday, May 10, 2018 in the Partnership Room of the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, OR.

Members in attendance were: Kris Howatt, Sharon Garner, Carla Piluso, John Hartsock, Matt O'Connell, Blake Petersen, Kathy Ruthruff, Justin Weatherford, Darrell Buell, Rebecca Merchant, Karen Camp, and Nicki Belnap. Committee members Amanda Gayken joined the meeting by phone.

Committee member Nicholas Kemper was absent.

The following central office administrators were present: A. Katrise Perera, Mike Schofield, James Hiu, Teresa Ketelsen, Julie Evans, John Koch, Athena Vadnais, Angie Kautz, April Olson, Karina Bruzzese, Lynne Hill and Sarah Avery.

#### **WELCOME AND OPENING REMARKS**

Board Chair, Kris Howatt, called the meeting to order at 6:59 p.m., welcoming all present to the meeting. Introductions were exchanged for the benefit of those in the audience.

#### **ELECT CHAIR AND VICE CHAIR**

Board Chair Kris Howatt conducted the process of electing a budget committee chair and vice-chair.

Chairperson: John Hartsock nominated Rebecca Merchant; Justin Weatherford seconded the nomination. By acclamation, Rebecca Merchant was declared as Chairperson of the budget committee.

Vice-Chair: Rebecca Merchant nominated Darrell Buell. There were no other nominations for Vice-Chair. By acclamation, Darrell Buell was declared as Vice-Chair of the budget committee.

#### **OPENING COMMENTS**

Superintendent Perera provided opening comments focused around the charge the district continues to receive of doing more with less each year. She reviewed the three priorities that came up during the academic audit the district conducted in the fall. These priorities were used as the focus for developing the proposed budget. The superintendent's 2018-19 Budget Message was distributed to all those in attendance.

#### **PROPOSED BUDGET AND DELIVERY OF BUDGET MESSAGE**

Chief Financial Officer Mike Schofield provided an overview of the budget process, financial update summary, and the district demographics from 2008-09 to 2017-18 and 2018-19

projections. Mr. Schofield then shared the major budget modifications including budget assumptions he used to develop the 2018-19 budget, what is on the horizon for the district, and the PERS reserve. Mr. Schofield explained the roles of the budget committee and next steps.

### **PROPOSED BUDGET DISCUSSION**

Justin Weatherford asked about local option levies as an option for additional funding that could be included in the budget. Mr. Schofield responded that a conversation on local option levies has not been brought to the board since the passage of the bond.

Matt O'Connell asked what the construction excise tax looks like and what is being done with the funds. Mr. Schofield responded that the funds are looking decent. The funds can only be used for land, furniture, equipment, tracks and fields; the funds cannot be used for construction.

Kris Howatt pointed out that the budget is for a full calendar year and that there have not been any cut days or cut staff for the 2018-19 budget year.

Matt O'Connell noted that Reynolds School District has announced cuts and asked what the Gresham-Barlow School District has done differently to prevent cuts for next year. Mr. Schofield responded that the district is always projecting a few years in advance and has been mindful about building their reserves since 2014.

### **OPEN PUBLIC TESTIMONY**

Chair Merchant opened public testimony at 8:01 p.m. There were no community members present to offer testimony.

### **CLOSE PUBLIC TESTIMONY**

There being no public testimony, Chair Merchant closed public testimony at 8:01 p.m.

### **COMMITTEE ACTION**

Chair Merchant called to approve the 2018-2019 budget.

Kris Howatt moved to approve the Gresham-Barlow School District Levy at the full permanent rate of \$4.5268. Matt O'Connell seconded the motion; motion passed 9-3.

Kris Howatt moved to approve the 2018-2019 Debt Service Levy in the amount of \$18,203,156. Kathy Ruthruff seconded the motion; motion passed 12-0.

Kris Howatt moved to approve the Gresham-Barlow School District 2018-2019 budget (all funds) in the amount of \$502,926,209. Sharon Garner seconded the motion; motion passed 8-4.

### **SET AGENDA FOR NEXT MEETING / THURSDAY MAY 17, 2018**

Because action was taken to approve the 2018-19 budget, the May 17, 2018 meeting was cancelled. Budget committee members were encouraged to meet with Mr. Schofield to discuss any questions they may have.

### CLOSING REMARKS

Superintendent Perera thanked everyone present for attending the meeting and noted her appreciation for the vote of confidence to move forward.

Board Chair Howatt noted that this would be Sharon Garner's final budget committee meeting since she will be leaving the board at the end of the school year. Board Chair Howatt shared that there will be an opening on the board in June if anyone is interested or knows of anyone interested in applying for the position.

Chair Merchant adjourned the meeting at 8:12 p.m.

Minutes submitted by: Sarah Avery, Administrative Assistant to the Superintendent and Board of Directors.

Draft

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

May 24, 2018

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The Gresham-Barlow School District Board of Education held a regular work session on Thursday, May 24, 2018, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

The meeting was called to order at 6:02 p.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, John Hartsock, Matt O'Connell, Blake Petersen, Carla Piluso, and Kathy Ruthruff.

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

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

Michael Schaefer, Gresham High School Principal, was also present.

**EXECUTIVE SESSION** (6:02 p.m.)

The board recessed into executive session at 6:02 p.m. to discuss Litigation as provided by ORS 192.660 (2)(h). The regular work session was reconvened at 6:39 p.m.

**MOTION 129 MEETING AGENDA** (6:39 p.m.)

It was moved by John Hartsock, seconded by Sharon Garner and carried unanimously, 7 to 0, to approve the meeting agenda as presented.

**HIGH SCHOOL ATHLETIC UNIFORM OR EQUIPMENT AGREEMENT**  
(6:39 p.m.)

Teresa Ketelsen and Michael Schaefer reviewed the agreement that Gresham and Sam Barlow High Schools have with Nike for team sales and product supply for athletic programs. The agreement provides a discount to the schools for purchasing Nike products. Students are not required to purchase or wear Nike brand items when they are the ones purchasing.

**POLICY REVIEW** (6:46 p.m.)

Teresa Ketelsen reviewed information provided in the agenda packet, which included deletion of policies and the addition of proposed policies. Two AR's for

Policy DLC will be brought before the board at a future work session. Additional discussion of the topic followed this review.

**SCHOOL-BASED HEALTH CENTER BUSINESS PLAN** (7:04 p.m.)

April Olson provided an update to the board on the current status of the School-Based Health Center Business Plan draft. The update included information from recent meetings the steering committee has held. A final draft of the business plan is due in June 2018 and must include a board statement of support.

Additional discussion followed Ms. Olson's update. A statement of support will be presented for board action at the June 7, 2018 Business Meeting.

**CHANGES TO COMMUNITY ELIGIBILITY PROVISIONS (CEP)** (7:21 p.m.)

James Hiu and April Olson provided an overview of the changes to the Community Eligibility Provisions (CEP) for next school year. Four elementary schools, Hollydale, West Gresham, Powell Valley and Kelly Creek will go back to requiring parents to complete applications for free or reduced price school lunches. Provision 2 will still provide all students at all schools with free breakfast.

**MOTION 130 MIDDLE SCHOOL SCIENCE CURRICULUM ADOPTION** (7:34 p.m.)

Sara Hahn-Huston provided an overview of the process the Middle School Science Instructional Materials Selection Committee followed to review five science curriculum programs aligned to the Next Generation Science Standards (NGSS). Following her overview, there was additional discussion of the program being recommended for adoption.

It was moved by Blake Petersen and seconded by Kathy Ruthruff 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.

Following the motion there was additional discussion of the topic. The motion carried 6 to 1.

**MOTION 131 SAM BARLOW HIGH SCHOOL MATH STATISTICS CURRICULUM ADOPTION** (7:49 p.m.)

Sara Hahn-Huston provided information on the recommended Sam Barlow High School Math Statistics Adoption. It was moved by Matt and seconded by Carla 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.

Following the motion, there was further discussion of the topic. The motion carried unanimously, 7 to 0.

**MOTION 132 BOND: CMGC EAST GRESHAM ELEMENTARY SCHOOL** (7:55 p.m.)

Mike Schofield provided a review of the information provided in the agenda packet. Following the review, there was further discussion. It was moved by

Matt O'Connell, seconded by Blake Petersen and carried unanimously, 7 to 0, to approve the not-to-exceed amount, including alternates and construction contingencies, of \$26,759,665 for the East Gresham Elementary School replacement project with Bremik Construction.

**MOTION 133 AGENT OF RECORD RFP AND APPOINTMENT** (7:58 p.m.)

Mike Schofield provided information on the Agent of Record RFP process including the proposals that were received and the criteria for evaluation and review. It was moved by Matt O'Connell, seconded by John Hartsock and carried unanimously, 7 to 0, to appoint Brown & Brown Northwest as the district agent of record for insurance services for fiscal year 2018-2019.

**RECESS/RECONVENE** (8:00 p.m.)

The meeting was recessed at 8:00 p.m. and reconvened at 8:13 p.m.

**TEACHING AND LEARNING ACTION PLANS** (8:13 p.m.)

Teresa Ketelsen provided a presentation of the action plans the Instructional Leadership Team (ILT) created for items that were prioritized from the academic audit conducted in the fall of 2017. The presentation slides have been added to the board agenda packet. Following the presentation, there was additional information provided regarding the progress update timeline. The superintendent would like to see updates provided on a quarterly basis.

**MOTION 134 RESIGNATION OF BOARD MEMBER** (8:26 p.m.)

Board member Sharon Garner is moving out of the Gresham-Barlow School District. Because of this, Director Garner submitted her resignation from the school board effective June 15, 2018. She read a statement of resignation for the board.

It was moved by John Hartsock, seconded by Matt O'Connell and carried unanimously, 7 to 0, to accept the resignation of Sharon Garner effective June 15, 2018.

**BRANDING AND COMMUNICATIONS PLAN** (8:32 p.m.)

Athena Vadnais provided an overview of the branding and communications plan. The branding plan contains three components, which include a branding 101 session at the Admin Retreat in the fall, telling the district's story through the eyes of staff members, and building the district brand of education as a service industry. Ms. Vadnais showed a demonstration of Let's Talk, a product that will assist the district in tracking customer service communications, questions, and comments.

Following the presentation, there was additional discussion of the topic.

**BOARD GOALS** (8:59 p.m.)

Board members reviewed the preliminary draft of board goals created at the March 22, 2018 board retreat. There was discussion focused on the measurements

and metrics of the goals. This will be a continued focus at the August Board Retreat.

**DATE, TIME, AND PLACE OF 2018-19 BOARD MEETINGS** (9:15 p.m.)

Board members briefly reviewed the two options presented for 2018-19 board meetings. The board meeting schedule will be adopted at the July procedural meeting.

**ADJUSTMENT OF CENTRAL OFFICE POSITIONS** (9:17 p.m.)

James Hiu reviewed the changes of roles and responsibilities for central office positions, which includes the addition of some positions to meet district goals. Positions discussed included the Assistant Superintendent of Curriculum, Instruction and Assessment, Executive Director of Innovation and Partnerships, Coordinator of Career and Technical Education (CTE) Instruction, and Coordinator for District Safety and Security.

**FUTURE BOARD AGENDA TOPICS** (9:22 p.m.)

The board reviewed upcoming agenda topics for future board meetings.

**ANNOUNCEMENTS** (9:26 p.m.)

- Jun. 4, 2018: District Retirement Reception – 4:00 p.m.  
Council Chambers  
Public Safety and Schools Building
- Jun. 6, 2018: Sam Barlow High School Groundbreaking – 9:25 a.m.  
North Side of Campus near Auditorium entry  
Sam Barlow High School
- Jun. 6, 2018: Adult Living Program (ALP) Commencement - 7 p.m.  
Council Chambers  
Public Safety and Schools Building  
Board Members Attending: Kris Howatt, Carla Piluso
- 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

**ADJOURNMENT** (9:29 p.m.)

There being no further business, the work session was adjourned at 9:29 p.m.



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

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

Draft

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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: June 7, 2018

RE: No. 2 – Financial Report

EXPLANATION: Budget: The 2018-2019 budget was approved by the budget committee on May 10, 2018.

The economic forecast was presented on May 23, 2018. Available revenues are up compared to the prior forecast for the upcoming biennia. It is likely the personal income tax kicker will “kick” for the 2017-2019 biennium.

PRESENTER: Mike Schofield

SUPPLEMENTARY  
MATERIALS: 1. Financial Report/Summary (Ending April 30, 2018)  
2. Investment Report (Ending March 31, 2018)  
3. Bond Summary (Ending April 30, 2018)

RECOMMENDATION: None

REQUESTED ACTION: Consent agenda approval

MS:sa

## GENERAL FUND

	Actual QTR 1	Actual QTR 2	Actual QTR 3	Actual Apr	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget		
Revenue											
Current Taxes	-	26,062,383	552,006	70,537	645,404	27,259,793	26,684,926	26,700,000	559,793		
Prior Year Taxes	145,369	140,113	85,230	20,088	90,924	461,636	390,800	500,000	-38,364		
Other Taxes / Interest	259	344	13,434	598	1,267	15,304	14,635	15,000	304		
Total Taxes	145,628	26,202,840	650,670	91,223	737,595	27,736,733	27,090,361	27,215,000	521,733		
Common School Fund	-	-	638,493	-	638,493	1,276,986	638,493	1,500,000	-223,014		
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0		
Federal Forest Fees	1,430	-	-	-	11,750	13,180	1,430	12,000	1,180		
State School Fund (SSF)	28,998,001	21,742,223	21,665,031	7,129,698	14,824,733	87,229,988	79,534,953	84,600,000	2,629,988		
Other SSF Revenue	28,999,431	21,742,223	22,303,524	7,129,698	15,476,976	88,522,154	80,174,876	86,114,000	2,408,154		
Total Formula Revenue	29,145,059	47,945,063	22,954,194	7,220,921	16,214,571	116,258,887	107,265,237	113,329,000	2,929,887		
High Cost Disability	-	-	-	-	700,000	700,000	-	600,000	100,000		
Prior Year SSF	-	-	-	-	-	-	-	-	0		
State Restricted	-	-	-	-	-	-	-	-	0		
Other State Revenue	-	-	-	-	700,000	700,000	-	600,000	100,000		
Tuition / Transportation	1,068	19,517	6,464	2,394	47,394	74,443	29,443	100,000	-25,557		
Earning on Investment	89,033	136,898	174,189	76,782	139,782	539,902	476,902	300,000	239,902		
Student Fees / Admissions	35,734	127,373	40,121	47,780	149,280	352,508	251,008	365,000	-12,492		
Rentals	53,437	90,891	55,907	37,149	72,149	272,384	237,384	250,000	22,384		
Donations	-	-	54,200	-	100,000	154,200	54,200	250,000	-95,800		
Services to other Funds	-	21,804	9,739	267	410,267	441,810	31,810	480,000	-38,190		
Misc.	28,470	197,129	55,448	153,011	278,011	559,058	434,058	450,000	109,058		
MESD Transfer	-	1,825,000	-	-	-	1,825,000	1,825,000	2,000,000	-175,000		
Other County Funds	-	-	-	-	-	-	-	-	0		
Drivers' Education	-	-	-	-	-	-	-	-	0		
Other Federal Revenue	-	-	-	-	-	-	-	-	0		
Child Care Development	-	23,397	21,100	13,820	18,820	63,317	58,317	40,000	23,317		
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000		
Bond Proceeds	-	-	-	-	-	-	-	-	0		
TRANSFERS	-	-	-	-	-	-	-	-	0		
Total Other Revenue	207,742	2,442,009	417,168	331,203	1,215,703	4,282,622	3,398,122	4,240,000	42,622		
TOTAL REVENUE	\$29,352,801	\$50,387,072	\$23,371,362	\$7,552,124	\$18,130,274	\$121,241,509	\$110,663,359	\$118,169,000	3,072,509	93.6%	
								12,115,813	BFB Budget		
Expenditures											
Licensed Salaries	3,016,488	8,947,846	9,271,829	2,996,004	15,096,004	36,332,167	24,232,167	36,912,450	580,283		
Support Staff Salaries	1,587,981	2,867,477	2,850,661	939,608	4,089,608	11,395,727	8,245,727	11,813,662	417,935		
Admin Salaries	1,396,094	1,390,251	1,392,392	462,004	1,407,004	5,585,741	4,640,741	5,522,931	-62,810		
Confidential Salaries	106,629	121,367	125,682	43,367	127,367	481,045	397,045	499,037	17,992		
Subs' / Temp Salaries	310,259	1,067,219	991,076	323,918	1,573,918	3,942,472	2,692,472	3,863,751	-78,721		
Total Salaries	6,417,451	14,394,160	14,631,640	4,764,901	22,293,901	57,737,152	40,208,152	58,611,831	874,679		
PERS	1,563,296	3,601,015	3,897,232	1,244,730	5,798,620	14,860,163	10,306,273	15,175,842	315,679		
FICA	486,260	1,077,437	1,106,253	359,307	1,694,307	4,364,257	3,029,257	4,454,679	90,422		
Insurance	1,540,434	3,408,042	3,397,181	1,128,769	5,363,769	13,709,426	9,474,426	13,824,446	115,020		
Other Benefits	313,624	355,386	342,533	103,741	473,741	1,485,284	1,115,284	1,356,340	-128,944		
Total Benefits	3,903,614	8,441,880	8,743,199	2,836,547	13,330,437	34,419,130	23,925,240	34,811,307	392,177		
Purchased Services	1,615,018	3,834,137	4,072,149	1,314,164	5,064,164	14,585,468	10,835,468	14,451,075	-134,393		
Charter School Payments	2,321,286	2,277,701	2,231,865	728,049	1,516,049	8,346,901	7,558,901	8,173,566	-173,335		
Supplies & Materials	453,812	504,016	369,250	79,798	789,798	2,116,876	1,406,876	2,263,290	146,414		
Capital Outlay	-	39,075	44,455	-	10,000	93,530	83,530	50,000	-43,530		
Other Objects	606,849	38,901	25,781	10,245	55,245	726,776	681,776	761,025	34,249		
Transfers	820,000	-	-	-	-	820,000	820,000	820,000	0		
TOTAL EXPENDITURES	\$16,138,030	\$29,529,870	\$30,118,339	\$9,733,704	\$43,059,594	\$118,845,833	\$85,519,943	\$119,942,094	\$1,096,261	71.3%	
Reserves - Contingency/Unappropriated Ending Balance								6,963,168			
Beginning Cash Balance							\$11,855,631	\$0			
							\$2,395,676	\$126,905,262	Budget		
							\$14,251,307				
							12.0% (Percentage of Projected Expenditures)				
							Expenditure Summary				
							Salaries	40,208,152	47.0%		
							Benefits	23,925,240	28.0%		
							Purchased Serv	18,394,369	21.5%		
							Supplies	1,406,876	1.6%		
							Capital Outlay	83,530	0.1%		
							Other Objects	681,776	0.8%		
							Transfers	820,000	1.0%		
							\$	85,519,943	100.0%		

As of March 31, 2018

Gresham-Barlow School District  
Quarterly Investment Report

2017-2018

Investment Description	Date Purchased	Maturity Date	Yield To Maturity (A)	Coupon	Cost (B) 6131/6135	Percent of Portfolio	Par Value	Interest Receivable 6201	Interest Revenue Rec'd as of 3/31/2018	Estimated Net Profit at Maturity	Purchase Price	PAR-COST
<b>General</b>												
Checking					1,003,131.00							
Local Government Investment Pool 4061	n/a	n/a	1.62		41,938,716.67	13.55%						
Local Government Investment Pool 5278	n/a	n/a	1.62		4,118,429.73	1.33%						
US Bank Money Market Account	n/a	n/a	0		0.00	0.00%						
Umpqua Bank Money Market Account	n/a	n/a	0.15		7,579.07	0.00%						
US Agencies 46640QDL2	12/21/17	4/20/18	1.608	0	3,979,733.33	1.29%	4,000,000	0	0	20,267	3,979,733	20,267
US Agencies 63873KEV5	3/23/18	5/29/18	1.852	0	5,979,676.67	1.93%	6,000,000	0	0	20,323	5,979,677	20,323
<b>Bond</b>												
Checking					657,421.28							
Local Government Investment Pool 4461	n/a	n/a	1.62		2,604,068.44	0.84%						
FHLB 3130A4GJ5	7/20/17	4/25/18	1.094	1.125	10,002,300.00	3.23%	10,000,000	0	29,688	83,638	10,002,300	-2,300
FFCB 3133EEP95	7/20/17	6/1/18	1.121	1.100	14,997,300.00	4.85%	15,000,000	0	60,042	145,242	14,997,300	2,700
FHLB 3130A8BD4	7/27/17	6/29/18	1.121	0.875	9,977,500.00	3.22%	10,000,000	0	36,944	103,194	9,977,500	22,500
FHLMC 3134G9UY11	7/27/17	6/29/18	1.122	1.000	14,983,200.00	4.84%	15,000,000	0	63,333	155,133	14,983,200	16,800
FHLB 3130ABVJ2	9/7/17	7/24/18	1.091	1.250	10,013,900.00	3.24%	10,000,000	0	47,569	96,169	10,013,900	-13,900
FHLB 3130ABXW1	9/7/17	7/27/18	1.096	1.250	15,020,400.00	4.85%	15,000,000	0	73,438	146,267	15,020,400	-20,400
FHLB 3130ABZU31	8/7/17	8/7/18	1.133	1.250	11,012,716.00	3.56%	11,000,000	0	68,750	124,784	11,012,716	-12,716
JPM 46640QHF1	3/1/18	8/15/18	1.917	0.000	5,947,116.67	1.92%	6,000,000	0	0	52,883	5,947,117	52,883
TOYOTA 89233HJ47	3/7/18	9/4/18	1.904	0.000	8,915,835.00	2.88%	9,000,000	0	0	84,165	8,915,835	84,165
NATXNY 63873KJS7	3/1/18	9/26/18	2.013	0.000	5,930,681.67	1.92%	6,000,000	0	0	69,318	5,930,682	69,318
FHLB 3130A9AE1	8/3/17	10/1/18	1.211	0.875	9,961,500.00	3.22%	10,000,000	0	74,294	140,097	9,961,500	38,500
FHLB 3130A9AE1	9/13/17	10/1/18	1.118	0.997	4,987,400.00	1.61%	5,000,000	0	37,147	58,416	4,987,400	12,600
TVA 880591EQ1	9/13/17	10/15/18	1.131	1.750	15,100,200.00	4.88%	15,000,000	0	22,604	184,904	15,100,200	-100,200
T-Note 912828T83	3/29/18	10/31/18	1.903	0.750	4,966,410.00	1.60%	5,000,000	15,435	0	55,499	4,981,845	33,590
USB 91159HHE3	12/22/17	11/15/18	1.831	1.950	5,004,800.00	1.62%	5,000,000	10,021	0	74,554	5,014,821	-4,800
ING Fdg 4497W1LG9	3/21/18	11/16/18	2.300	0.000	9,850,666.67	3.18%	10,000,000	0	0	149,333	9,850,667	149,333
T-Note 912828A34	3/29/18	11/30/18	1.950	1.250	4,976,605.00	1.61%	5,000,000	20,433	0	65,634	4,997,038	23,395
FNMA 3135G0G72	8/10/17	12/14/18	1.211	1.125	24,971,500.00	8.07%	25,000,000	0	96,875	406,625	24,971,500	28,500
BAC CORPS 06051GEX3	2/23/18	1/15/19	2.074	2.600	5,022,850.00	1.62%	5,000,000	15,167	0	91,983	5,038,017	-22,850
BAC 06051GEX3	3/22/18	1/15/19	2.307	2.600	4,967,600.00	1.61%	5,000,000	11,285		94,156	4,978,885	32,400
FHLB 3130AAE46	3/21/18	1/16/19	2.051	1.250	5,011,650.00	1.62%	5,000,000	24,194		83,615	5,035,844	-11,650
TD 89114QBE7	12/22/17	1/22/19	1.843	1.950	3,002,820.00	0.97%	3,000,000	0	4,875	60,555	3,002,820	-2,820
T-Note 912828P53	3/29/18	2/15/19	2.024	0.750	4,944,450.00	1.60%	5,000,000	4,351	0	88,258	4,948,801	55,550
FNMA 3135G0J53	8/17/17	2/26/19	1.232	1.000	24,912,500.00	8.05%	25,000,000	0	131,250	473,809	24,912,500	87,500
FHLB 3130AAXX1	2/23/18	3/18/19	1.375	1.941	4,970,150.00	1.61%	5,000,000	0	4,201	102,801	4,970,150	29,850
FICO 31771EAR2	3/29/18	4/5/19	2.176	0.000	9,746,105.49	3.15%	9,963,000	0	0	216,895	9,746,105	216,895
					<b>309,486,912.69</b>	<b>99%</b>	<b>259,963,000</b>	<b>100,885</b>	<b>751,010</b>	<b>3,448,518</b>	<b>249,299,042</b>	<b>764,844</b>

(A) Rates on Local Government Pool and Money Market Accounts change daily.

The rate is an average daily rate for the month

(B) Cost includes accrued interest at the date of purchase

PERS - Public Employee Retirement System

57,027,266.47 General

252,459,646.22 Bond

Gresham-Barlow School District - 2016 Capital Improvement Project  
Bond Budget/Committed Summary  
4/30/2018

PROJECT	Estimate	Total To Date	17/18 Encumbrance	Balance Remaining
<b>2016 Bond</b>				
District Wide Costs	\$ 3,000,000	1,594,189	292,584	1,113,227
District Wide Furniture/Fixtures/Equip	\$ 5,569,000	1,460,623	1,641,653	2,466,724
District Wide Radios	\$ 300,000	0	0	300,000
District Wide Technology	\$ 5,610,292	1,758,352	23,746	3,828,194
Door Locks	\$ 1,273,620	75,297	102,362	1,095,961
Playground/Track/Field	\$ 3,957,791	665,355	1,191,879	2,100,558
East Gresham E.S.	\$ 30,441,915	2,103,022	830,932	27,507,961
East Orient E.S.	\$ 1,197,036	0	2,751	1,194,285
East Orient E.S. - Maintenance Projects	\$ 1,083,032	0	1,760	1,081,272
Hall E. S.	\$ 1,592,543	140,773	449,998	1,001,772
Hall E. S. - Maintenance Projects	\$ 494,440	0	0	494,440
Hall E.S. - OSCIM	\$ 5,000,000	0	0	5,000,000
Highland E.S.	\$ 1,645,401	27,682	108,836	1,508,884
Highland E.S. - Roofing Project	\$ -	0	18,361	-18,361
Highland E.S. - Maintenance Projects	\$ 838,274	0	0	838,274
Hogans Cedars E.S.	\$ 803,471	3,450	471	799,550
Hogans Cedars E.S. - Maintenance Projects	\$ 128,558	0	0	128,558
Hollydale E.S.	\$ 1,530,967	126,739	529,227	875,001
Hollydale E.S. - Maintenance Projects	\$ 920,329	2,885	30,000	887,444
Hollydale E.S. - OSCIM	\$ 3,000,000	0	0	3,000,000
Kelly Creek E.S.	\$ 3,209,491	202,076	2,332,862	674,553
Kelly Creek E.S. - Maintenance Projects	\$ 388,152	9,257	87,421	291,474
North Gresham E.S.	\$ 30,369,354	2,123,601	636,822	27,608,931
Powell Valley E.S.	\$ 2,612,243	293,715	2,431,126	-112,598
Powell Valley E.S. - Maintenance Projects	\$ 519,414	14,852	81,752	422,810
West Gresham E.S.	\$ 137,108	21,727	11,628	103,753
Deep Creek K-8	\$ 4,045,923	3,097	0	4,042,827
Deep Creek K-8 - Roofing Project	\$ 123,500	0	0	123,500
Deep Creek K-8 - Maintenance Projects	\$ 1,021,136	0	0	1,021,136
Clear Creek M.S.	\$ 8,177,154	3,923	0	8,173,231
Clear Creek M.S. - Maintenance Projects	\$ 1,592,500	14,988	271,636	1,305,876
Dexter McCarty M.S.	\$ 9,354,466	23,852	0	9,330,614
Gordon Russell M.S.	\$ 11,841,670	19,589	0	11,822,081
West Orient M.S.	\$ 1,526,646	148,080	44,331	1,334,235
West Orient M.S. - HVAC Project	\$ 294,500	227,367	0	67,133
West Orient M.S. - Maintenance Projects	\$ 903,005	0	969	902,036
Gresham H.S.	\$ 98,168,545	6,092,467	39,027,405	53,048,674
Gresham H.S - Maintenance Projects	\$ 1,461,000	6,948	156,031	1,298,021
Sam Barlow H.S.	\$ 69,093,874	4,402,070	4,478,988	60,212,816
Sam Barlow H.S. - Maintenance Projects	\$ 5,411,194	2,070	1,125,342	4,283,782
Springwater Trail H.S.	\$ 913,654	15,224	-14,734	913,164
Bond Premium	\$ 10,210,355	0	0	10,210,355
Deep Creek Elementary	\$ -	95,310	13,295	-108,605
Security	\$ -	69,978	808	-70,785
<b>TOTAL</b>	<b>\$ 329,761,553</b>	<b>21,748,556</b>	<b>55,910,239</b>	<b>252,102,758</b>

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

TO: Board of Directors

FROM: Katrise Perera  
James Hiu

DATE: June 7, 2018

RE: No. 3 - Personnel Report: Employment Contracts

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

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

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

PRESENTER: James Hiu

SUPPLEMENTARY  
MATERIALS:

1. Administrative New Hires for 2018-2019, Recommended for Hire
2. Licensed New Hires for 2018-2019, Recommended for Hire
3. Change in Positions – Quarterly Report

RECOMMENDATION: As required by Policy GB, the administration recommends the employment of candidates to fill positions as listed above in supplementary materials #2-3.

REQUESTED ACTION: Consent agenda approval

JKH: mc

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

Gay, Carla	Executive Director of	DO
	Innovation and Partnerships	
Gion, Cody	Program Director	SSS
Sutherland, Kevin	Coordinator of	DO
	District Safety and Security	

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

Ageno, Jacey	Grade 1	NGES
Berryessa, Danielle	Grade 1	EGES
Calvin, Pamela	Special Education	TBD
Chin, Samantha	CTE, Business Computer Apps	BHS
Copenhaver, Katrina	Grade 2	HCES
Dally, Maggie	Math	BHS
Diaz, Concepcion	Grade 3	HDES
Espiritu, Rebecca	Grade 5	HAES
Fink, Molly	Band	DMMS
Furth, Gina	Special Education	GHS
Gale, Samantha	Grade 4	HDES
Gavrich, Kelly	ELL	HAES
Goswami, Ami	Grade 4	HIES
Keohane, Kerri	Grade 1	HCES
Kumar, Angeli	Grade 3	HDES
Lewis, Jeffrey	Grade 4	HIES
Mann, Samantha	Culinary	BHS
Nelson, Janey	Kindergarten	EGES
Orzali, Peter	Science	WOMS
Reed, Emily	Title I, Student Support Teacher	NGES
Rubens, Natalia	ELL	BHS
Saffer, Daniel	Grade 4	PVES
Walley, Sarah	Grade 4	HCES
Welch, Jamie	Music	DCD
Wise, Kristen	Special Education	TBD



## (3) Change In Positions

3/1/18-5/31/18

Location	Classified				Reason	Licensed				Reason	Administration			
	Resign	Retire	Hire	New FTE		Resign	Retire	Hire	New FTE		Resign	Retire	Hire	New FTE
Deep Creek Damascus K-8							1	1						
East Gresham ES	1		1					1	1	d) class size reduction				
East Orient ES			3			1								
Hall ES							1	2						
Highland ES	1							2	1	d) class size reduction				
Hogan Cedars ES	1	3	2			1		2						
Hollydale ES								2						
Kelly Creek ES	2	2	1					2					1	
North Gresham ES	1	1				1		1						
Powell Valley ES						1	1	1						
West Gresham ES														
Clear Creek MS		1						1						
Dexter McCarty MS								1						
Gordon Russell MS							2							
West Orient MS						1								
Barlow HS	1					3		4						
Gresham HS		1	2				2							
REY Academy														
Springwater Trail HS							1							
Student Support Services	3	1				3	1	3					1	
District Office/Wide	2							1				1	2	
Facilities														
Technology														

## KEY

a = Measure 98

b= Title 1

c = Other Funds

d = General Fund

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 4 – Policy Review

EXPLANATION: Changes to the policies recommended by Oregon School Boards Association, district staff, and the Policy Review Committee were presented for first reading at the May 24, 2018 board work session.

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

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 and 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 board approval of the policy changes as presented.

REQUESTED ACTION: Consent agenda approval.

TK:sa

Gresham-Barlow School District  
Board Policies

Second Reading  
June 7, 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, <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 and 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):

[ORS 294.155](#)

[ORS 332.107](#)

[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 Sstudents may participate while awaiting test results.); or~~
  - b. ~~The parent shall submit the examination results to the district; or~~ The 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 their 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: ICC  
Adopted: 7/11/94  
Readopted: 4/12/01; 5/02/02;  
11/06/14  
Orig. Code(s): ICC

## 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):**

<a href="#">ORS 167.400</a>	<a href="#">ORS 339.883</a>	<a href="#">OAR 581-022-0413</a>
<a href="#">ORS 332.107</a>	<a href="#">ORS 431.840</a>	<a href="#">OAR 581-053-0230(9)(s)</a>
<a href="#">ORS 336.222</a>	<a href="#">ORS 433.835 to- 433.990</a>	<a href="#">OAR 581-053-0330(1)(m)</a>
<a href="#">ORS 336.227</a>		<a href="#">OAR 581-053-0430(12)</a>
<a href="#">ORS 339.240</a>	<a href="#">OAR 581-021-0050 to -0075</a>	<a href="#">OAR 581-053-0531(11)</a>
<a href="#">ORS 339.250</a>	<a href="#">OAR 581-021-0110</a>	<a href="#">OAR 581-053-0630</a>

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

DELETED

# 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](#)

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

[ORAR 581-053-0230\(9\)\(s\)](#)  
[ORAR 581-053-0330\(1\)\(m\)-\(o\)](#)  
[ORAR 581-053-0430\(12\)-\(14\)](#)  
[ORAR 581-053-0531\(11\)-\(13\)](#)  
[ORAR 581-053-0630](#)  
[ORAR 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).

## **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.

# Gresham-Barlow SD 10

Code: **KI**  
Adopted: 7/11/95  
Revised/Readopted: 5/02/02; 12/04/14  
Orig. Code(s): KI/KJ

## 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  
Mike Schofield

DATE: June 7, 2018

RE: No. 5 – Nutrition Services: Food Services Contract Amendment for 2018-2019

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

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

This amendment was brought forward for a first reading at the March 3, 2018 business meeting

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: Contract Amendment as required

RECOMMENDATION: The administration recommends continuation of the agreement with Sodexo America, LLC, as the district's food service management company for 2018-2019 and board approval of the contract amendment as presented.

REQUESTED ACTION: Consent agenda approval

MS:sa



Mike Schofield, Chief Financial Officer

# Gresham-Barlow School District No. 10Jt

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

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

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

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

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

The Contract is hereby amended as follows.

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

- B. Billing for Fixed Price Per Meal.

**SBP**

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

**NSLP**

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

**SFSP**

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

**CACFP**

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

**VENDED**

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

- C. 2.2 Responsibilities of FSMC

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

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



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

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

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

This institution is an equal opportunity provider.

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

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

**Sodexo America, LLC**

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

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

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

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 6 - Student Recognition: Gresham High School Thespians

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

Gresham students participated in the Oregon State Thespian Festival taking 1st Place in the State for the large group musical group performance from Jekyll and Hyde. They performed on the Elsinore Stage for over 1300 theatre students and teachers from over 64 schools in Oregon.

State Champions - Large Group Musical:

Adam Carsner, 11	Kendall Meyers, 12
Alaina Valknaar, 11	Mat Cornett, 12
Andrew Diedrich, 12	Morgan Gab, 11
Chloe Hallberg, 11	Robert Harris, 12
Cole Dugan, 11	Tess Wix, 11
Hannah Ren, 12	Troy Chittock, 11
Joshua Barcroft, 11	Zach Alloway, 12
Jude Krecklow, 12	

State Champion - Stage Manager for Les Misérables (*via submission of her Production Book – best of 30 submissions*)

Kaitlyn Allison, 12

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificates of Recognition

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

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 7 - Student Recognition: Sam Barlow High School Brass Quintet

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

On Saturday, April 28, 2018, over 100 ensembles and nearly one thousand Oregon students competed in the 2018 Oregon Music Educators Association Chamber Music Contest. Sam Barlow's Brass Quintet won first place and became State Champions in the brass category. This was the second year in a row that Sam Barlow placed first at the event. Most category winners placed first by a few points, the Barlow Brass Quintet placed first by 34 points and was the unanimous winner by all judges.

Abigail Cohen, senior, French horn  
Elizabeth Hernandez, junior, trombone  
Taylor Schantzen, junior, tuba  
Gary Schmidt, senior, trumpet  
Karlee Wood, senior, trumpet

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificates of Recognition

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

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 8 - Student Recognition: Gresham High School Musicians

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

The Gresham High School Woodwind Quintet performed at the 2018 OMEA Chamber Ensemble State Championship:

- Tiffany Jones - flute
- MJ Murphy - oboe
- Jake Henkle - clarinet
- Samuel Zhou - bass clarinet
- Victoria Myers – horn

Gresham High School students also performed at the 2018 OSAA Solo Music State Championship:

- Corie Williamson - trumpet
- Samuel Zhou - bass clarinet and state champion on low clarinet.  
This is the 2<sup>nd</sup> year in a row that Samuel has won state champion.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificates of Recognition

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

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 9 - Student Recognition: Solo Music Championship - Gresham High School

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

2018 OSAA Solo Music First Place Champions

- Jorden Moss, senior – solo Bass voice
- Camille Baptista, junior – solo Alto voice

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificates of Recognition

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

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 10 - Student Recognition: Sam Barlow High School Track and Field

EXPLANATION: In an effort to recognize students who compete at the state champion level or its equivalent in school activities and academic programs, tonight we have the opportunity to recognize track and field athletes from Sam Barlow High School.

- Tyler Tenny, senior, 1500 M
- Conrad Greeley, sophomore, Long Jump
- Nathaniel Koenig, junior, Discus
- Hannah Rispler, junior, 100 M Hurdles

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificates of Recognition

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

REQUESTED ACTION: No formal action is required.

:pkh:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 11 - Student Recognition – Track and Field – Gresham High School

EXPLANATION: In an effort to recognize students who compete at the state champion level or its equivalent in school activities and academic programs, tonight we have the opportunity to recognize track and field athletes from Gresham High School. The state competition was held May 19, 2018 in Eugene, Oregon.

**State Winner**

- Fечи Nmereeole, 100 meters for 6A girls State Champion  
3<sup>rd</sup> Place in 200 M, and District Champion  
3<sup>rd</sup> Place in Long Jump

**Qualifiers**

- Lucas Rhinevault, 100 M and 200 M
- Joel Yasin, 800 M -- District Champion
- Fidel Flores, 800 M
- Joel Yasin, Lucas Rhinevault, Malek Pate, Nathan Luck, 4x100 M Relay
- Nathan Luck, Lucas Rhinevault, Joel Yasin, Jared Rucker 4x400 M Relay
- Levi O'Connell, Discus
- Andre Johnson, Javelin
- Malek Pate, Long Jump
- Emmonnee Flanagan, Nicole Harris, Destiny Ogbeama, Fечи Nmereeole, 4x100 M Relay

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificates of Recognition

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

REQUESTED ACTION: No formal action is required.

:ph:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Kris Howatt

DATE: June 7, 2018

RE: No. 12 – Recognition of Sharon Garner’s Service as a School Board Member

EXPLANATION: After four years of service, Sharon Garner has submitted her resignation as a member of the Gresham-Barlow School District Board of Directors. In recognition of Director Garner’s service on the board, and of her dedication to the patrons and students of the district, a presentation will be made during the board meeting.

PRESENTER: Kris Howatt

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends that the board acknowledge Sharon Garner for her years of service on the Gresham-Barlow School District Board of Directors.

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  
James Hiu

DATE: June 7, 2018

RE: No. 13 – Recognition of Keely Davidson, Director of Nutrition Services, Sodexo

EXPLANATION: The Gresham-Barlow School District has enjoyed an amazing partnership with Sodexo for the past thirty years. Their excellent customer service and ability to support students and families to make healthy choices has been note-worthy. Keely Davidson has served as Sodexo's Director of Nutrition Services for the past eight years. She has worked tirelessly to ensure that students in the district are fed breakfast and lunch each day.

Recently, Keely notified Sodexo and the Gresham-Barlow School District that she was leaving her position as Director of Nutrition Services and is excited to start a new chapter in her career. While the administration and district are sad to see Keely leave, they want to extend her best wishes and good luck in all her future endeavors.

PRESENTER: James Hiu

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends the board recognize Keely Davidson for her service to the Gresham-Barlow School District.

REQUESTED ACTION: No formal action is required.

JKH:clm:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Sara Hahn-Huston

DATE: June 7, 2018

RE: No. 14 – MESD Regional Teacher of the Year Award – Tina Roberts

EXPLANATION: The Oregon Department of Education, in partnership with the Oregon Lottery, announced on May 11, 2018 that Gresham-Barlow School District educator Tina Roberts was selected as the Oregon Regional Teacher of the Year – Metro Region.

Ms. Roberts has taught high school English for 15 years and currently serves as a new teacher mentor. She has also worked as an instructional coach.

Ms. Roberts was selected through a regional application and selection process. Applicants submitted testimonials and letters of support from principals, superintendents and colleagues for consideration, and were assessed on leadership, instructional expertise, community involvement, understanding of educational issues, professional development and vision by a diverse panel of regional representatives.

PRESENTER: Sara Hahn-Huston

SUPPLEMENTARY  
MATERIALS: Certificate of Recognition

RECOMMENDATION: The administration recommends the board recognize educator Tina Roberts as the MESD Regional Teacher of the Year – Metro Area Award recipient.

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  
Sara Hahn-Huston

DATE: June 7, 2018

RE: No. 15 – Celebrate Literacy Award

EXPLANATION: In an effort to recognize instructional leaders among district staff who earn awards outside of the district, tonight we have the opportunity to recognize secondary instructional coach Beth Elliot. Beth received the Celebrate Literacy Award from the Portland Reading Council and the International Literacy Association. Beth was honored with this award for outstanding work in literacy education around the areas of professional practice, advocacy for literacy education and community involvement, leadership in professional development, and attention to diversity.

PRESENTER: Sara Hahn-Huston

SUPPLEMENTARY  
MATERIALS: Certificate of Recognition

RECOMMENDATION: The administration recommends the board recognize Beth Elliot for receiving the Celebrate Literacy Award.

REQUESTED ACTION: No formal action is required.

SH-H:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 16 – OnPoint 2018 Educator of the Year Award – Janine Kirstein

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

Janine Kirstein, music teacher and choir director at Gresham High School, was selected as the OnPoint 2018 Educator of the Year for grades 9-12. OnPoint awards \$2,500 to Gresham High School and Ms. Kirstein will have her mortgage paid by OnPoint for one year.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Certificate of Recognition

RECOMMENDATION: The administration recommends the board recognize teacher Janine Kirstein as the high school OnPoint Educator of the Year.

REQUESTED ACTION: No formal action is required.

TK:pkh:sa

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

TO: Board of Directors

FROM: Dr. A. Katrise Perera  
Athena Vadnais

DATE: June 7, 2018

RE: No. 17 – District Earns ENERGY STAR Award

EXPLANATION: The U.S. Environmental Protection Agency (EPA) has awarded the Gresham-Barlow School District a 2018 ENERGY STAR Partner of the Year Award for Sustained Excellence in recognition of its continued leadership in protecting our environment through energy efficiency. This is the eleventh national award the school district has received from the EPA.

The EPA's ENERGY STAR Partner of the Year Award for Sustained Excellence recognizes select organizations for their contributions to reducing harmful carbon pollution through superior energy efficiency efforts.

The Gresham-Barlow School District's accomplishments were recognized at an awards ceremony in Washington, D.C., on April 20, 2018.

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends that the board present a certificate of recognition to Facilities Director Terry Taylor.

REQUESTED ACTION: No formal action required.

AV:sa

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

TO: Board of Directors

FROM: A. Katrise Perera  
Athena Vadnais

DATE: June 7, 2018

RE: No. 18 – Gresham-Barlow Education Foundation Report

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

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

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

PRESENTER: Vicki Moen or a Foundation representative

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:sa

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

TO: Board of Directors

FROM: A. Katrise Perera

DATE: June 7, 2018

RE: No. 19 – All Hands Raised Update

EXPLANATION: With an acute focus on racial equity, All Hands Raised brings together practitioners and leaders from education, business, government and non-profits to ensure the success of every child in Multnomah County, from cradle to career.

To do this, All Hands Raised provides the framework, coaching, and tools that empower schools and organizations to improve educational outcomes for more than 220,000 children and youth, ages 0-24.

The work on the ground is where innovation emerges. In the Gresham-Barlow School District, All Hands Raised provides in-kind coaching and technical support to help teams identify, measure, and evaluate tangible practices to guide local community improvements and inspire scaling at sites throughout the district.

The alignment All Hands Raised builds daily between practitioners, leaders, and investors is making a positive impact. Together, as partners with All Hands Raised, the district is driving systemic change—from the ground up.

All Hands Raised delivers over \$1.5 million of in-kind support to six school districts and community partners, thanks to investments made by generous individuals, corporations, foundations, and civic entities. This support means that All Hands Raised is able to:

- Build a shared community vision of long-term impact
- Put the right data into the hands of the right people at the right time
- Align resources to the practices that get results
- Put equitable outcomes at the center.

Board of Directors  
Re: No. 19 – All Hands Raised  
June 7, 2018  
Page 2

This evening, CEO Dan Ryan, or a representative from All Hands Raised will provide an update regarding All Hands Raised's progress and key milestones.

PRESENTER: Sara Hahn-Huston

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:sa





all hands raised



## EDUCATION, EQUITY AND EXCELLENCE FROM CRADLE TO CAREER

**“All Hands Raised** is the constant voice for equity and education, ensuring a steady focus on the needs of our kids—no matter changes in policies or priorities.”

**Dave Underriner**

Regional Chief Executive, Providence Health & Services



## Our Number One Priority: Racial Educational Equity

We are deeply engaged with all of our partners to not only ensure racial educational equity is prioritized, but operationalized throughout this work. That, coupled with a foundation of trust and transparency, creates the space for complex and emotionally charged conversations. And a sense of shared accountability binds us together. We are deeply grateful for our partners' curiosity, courage and willingness to fail in order to succeed.

"With the help of All Hands Raised, teachers like me are able to identify the barriers and work across the school community to support the success of our students."

**Diane Bowlby**

Teacher, Reynolds Middle School

"Beyond just being a valuable thought partner, All Hands Raised provides support so we can free up the brain space to tackle the problems most urgent to our students and their families."

**Heidi Lasher**

Principal, Hall Elementary School

## School Community Site Teams

Albina Head Start with Boise-  
Eliot Humboldt K-8  
Butler Creek Elementary School  
Centennial Middle School  
Centennial High School  
Franklin High School  
George Middle School  
Glenfair Elementary School  
Hall Elementary School

Highland Elementary School  
Lincoln Park Elementary School  
Madison High School  
MHCC Head Start with Davis  
Elementary School  
Reynolds Middle School  
Reynolds High School  
Shaver Elementary School  
Wood Elementary School

# 146

School and community partner staff currently engaged in focused work at our school community sites.

# 12,000+

Students directly impacted by our shared work at 16 school community sites across Multnomah County.





**Connector. Instigator. Steward.  
Aligner. Data Analyst. Backbone.  
Truth-teller. Partner.**

Those are just some of the words that, woven together, paint a picture of what All Hands Raised is and the unique role we play in our community. Whether we are bringing together our Board of Directors or a school community site team, we create the space to have authentic dialogue, rooted in data and action, where the needs of our kids are prioritized.

To do this we relentlessly and systematically connect our community's diverse assets, with the explicit goal of working in new ways together to improve our kids' success inside and outside of school. With an emphasis on racial equity, we utilize data to shine a light on areas where we are failing and co-design solutions—creating shared accountability, responsibility and credit. In seven priority areas, we are, every day, improving outcomes for over 220,000 children, youth and young adults in Multnomah County.

**220,000**

Children, youth and young adults, ages zero-to-24, living in Multnomah County who benefit from this work.

**100%**

Of the 12 community-wide measures we track—spanning from cradle to career—have improved since the work began in 2011.

**100%**

Of our seven partner school district boards passed equity policies, ensuring racial equity is not only prioritized, but also operationalized.

*Centennial, David Douglas, Gresham-Barlow, Multnomah Education Service District, Parkrose, Portland Public Schools and Reynolds.*

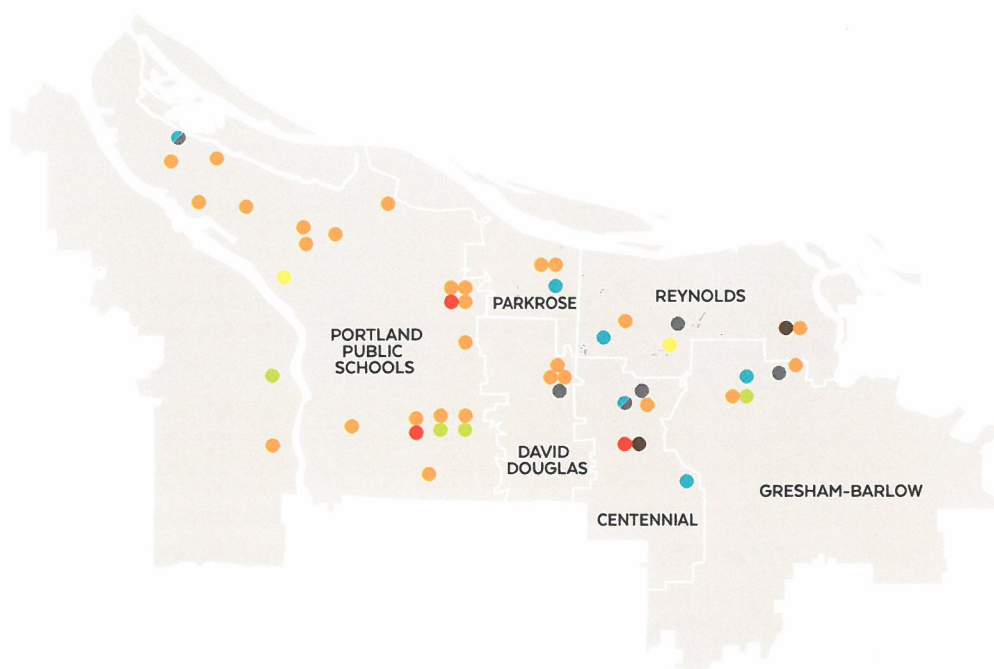
**14 point**

Gain in graduation rates, countywide, for African American students since 2012.

*Countywide rates increased by 12 points for American Indian/Alaska Native students; 11 points for Latino students; 9 points for Pacific Islander students; and 9 points for Asian students, contributing to a total countywide increase of 9 percentage points over the past five years.*

## Aligned Action Across Seven Key Work Areas

The work on the ground is where innovation emerges. At our partner sites we provide professional development, helping teams identify, measure and evaluate tangible practices. We are leading the community's shared efforts to drive collaborative action across sectors to make real change in education and career outcomes in our seven focus areas countywide.



### REDUCING EXCLUSIONARY DISCIPLINE

## 31% fewer

Students of color were suspended or expelled in local schools in 2015-16 compared with four years earlier.



### IMPROVING STUDENT ATTENDANCE & ENGAGEMENT

## 7 point

Increase in the percentage of Latino students regularly attending school at one partner elementary school compared to last year.





### BUILDING BRIDGES INTO KINDERGARTEN

"People have been talking about building connections between Head Starts and our local schools for as long as I can remember, yet there has been little action. Thankfully, All Hands Raised brought us together to ensure our students and their families transition more smoothly into kindergarten."

**Ronnie Herndon**

Executive Director, Albina Head Start



### HELPING NINTH GRADERS STAY ON TRACK

96%

Of Ninth Grade Counts students earn credit towards graduation for completing the summer transition program.



### INCREASING ACCESS TO COLLEGE

15 point

Increase in the countywide completion rate of key federal financial aid forms (FAFSA) in one year's time, helping more students access money for college and career training.



### FORGING PATHWAYS FROM SCHOOLS TO CAREERS

200

Teachers, counselors and principals took part in an industry immersion experience to raise awareness and remove stigmas towards construction and manufacturing careers.



### ENSURING COLLEGE COMPLETION

"Too many students who enroll in college never complete a degree. Turning that around means taking a hard look at our academic programs, but it also means confronting the whole range of barriers and life circumstances that our students face—that requires a community-wide effort, and that's what All Hands Raised is all about."

**Mark Mitsui**

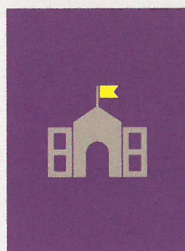
President, Portland Community College

## Honoring Our Roots: The PPS Foundation

HANDOUT

School leaders and parents from across the nation have looked to Portland Public Schools' (PPS) unique and equitable model of parent-led fundraising that supports kids across an entire district. Established in 1994 by PPS Board policy, a portion of all money raised by PPS Local School Foundations is shared through PPS Parent Equity Fund Awards. These grants are awarded using a data-driven formula and fund critical work like: mentoring programs for at-risk students, educational assistants in reading and math, and resources for teachers and staff to reduce inequities in student discipline.

We are proud and humbled to steward PPS parent-led fundraising and manage the PPS Parent Equity Fund at no cost to parents or the district.



### PPS PARENT EQUITY FUND

# \$1 million

In PPS Parent Equity Fund Grants fueling progress in 44 PPS schools in the current school year as a result of tireless fundraising efforts of 42 active Local School Foundations.

We are grateful to our many investors who are committed to ensuring we support our kids and their families. Special thanks to the following corporate investors who sponsor specific focus areas.

Bank of America

NEW SEASONS  
MARKET

BOEING

PGE

COMCAST

usbank

KAISER  
PERMANENTE

WELLS  
FARGO

JPMORGAN CHASE & CO.

all hands raised



Education, Equity and Excellence  
from Cradle to Career

2069 NE Hoyt Street, Portland, OR 97232  
503-234-5404  
[www.allhandsraised.org](http://www.allhandsraised.org)

allhandsraised





# NINTH GRADE COUNTS

## 2018 GUIDE TO SUMMER TRANSITION PROGRAMS FOR INCOMING NINTH GRADERS IN PORTLAND & MULTNOMAH COUNTY

NINTH GRADE COUNTS							Dates & Location	Contact Information
Organization & Program Name	Centennial	David Douglas	Gresham-Barlow	Parkrose	Portland	Reynolds		
<b>Boys and Girls Clubs of Portland Metropolitan Area</b> #Goals	●	●	●	●	●	●	<b>Blazers, Inukai, Regence, Rockwood and Wattles Clubs</b> For current members - dates vary by site	<b>Rachel Centariczki</b> rcentariczki@bgcportland.org 503-969-5292
<b>Centennial High School</b> Ninth Grade Counts	●						<b>Centennial High School</b> 3505 SE 182nd Ave June 25 - July 27	<b>Laura Scully</b> laura_scully@csd28j.org 503-762-6132
<b>David Douglas High School</b> Ninth Grade Counts Summer Academy		●					<b>David Douglas High School</b> 1001 SE 135th Ave June 21 - July 20	<b>Angela Landy</b> angela_landy@ddsd40.org 503-262-4451
<b>El Programa Hispano</b> Puentes		●	●			●	<b>Clear Creek Middle School</b> 219 NE 219th Ave, Gresham July 9 - August 3	<b>Adriana Lopez</b> alopez@elprograma.org 503-489-6813
<b>Elevate Oregon</b> Ninth Grade Counts				●			<b>Elevate Oregon &amp; Parkrose High School</b> 12215 NE Marx St & 1200 NE Shaver St July 2 - July 20	<b>Donell Morgan</b> donell@elevateoregon.org 253-254-4502
<b>Girls Inc. of the Pacific Northwest</b> Eureka! Summer Camp	●	●	●	●	●	●	<b>Chemeketa CC, MHCC, PCC Cascade, PCC Rock Creek &amp; Portland State</b> July 9 - August 3	<b>Lakia Wolfarth-Davis</b> lakia@girlsincpnw.org 503-230-0054 x108
<b>Gresham High School/ Metropolitan Family Service</b> Summer LEAP			●				<b>Gresham High School</b> 1200 N Main Ave, Gresham July 2 - July 26	<b>Laurel Hess</b> laurelh@mfs.email 971-645-0138
<b>IRCO</b> IRCO Summer Success	●	●	●	●	●	●	<b>David Douglas HS</b> June 21 - July 20 <b>Reynolds MS</b> July 2 - July 27 <b>Madison HS</b> June 25 - July 20	<b>Lisa Sin</b> lisas@irco.org 971-533-9346
<b>Latino Network</b> Ninth Grade Counts				●	●	●	<b>Madison &amp; Parkrose High Schools</b> June 25 - July 20 <b>Reynolds Middle School</b> July 2 - July 27	<b>Melissa McCoy</b> mmelissa@latnet.org 503-819-7524
<b>Native American Youth &amp; Family Center</b> NAYA Ninth Grade Counts	●	●	●	●	●	●	<b>Native American Youth &amp; Family Center</b> 5135 NE Columbia Blvd July 9 - August 2	<b>Leah Guerrero</b> leahg@nayapdx.org 503-288-8177 x271
<b>Open School</b> Step Up					●		<b>Franklin, Madison &amp; Roosevelt High Schools</b> July 30 - August 24	<b>Drew Holguin</b> drew.holguin@openschoolnw.org 971-570-1834
<b>Portland Leadership Foundation</b> Champions Academy	●	●	●	●	●	●	<b>Warner Pacific University</b> 2219 SE 68th Ave June 25 - August 1	<b>Donna Barber</b> donna.barber@portlandleadership.org 404-849-8117



# HANDOUT

NINTH GRADE COUNTS								
Organization & Program Name	Centennial	David Douglas	Gresham-Barlow	Parkrose	Portland	Reynolds	Dates & Location	Contact Information
Portland Parks & Recreation Jr. GRUNT (Greenspaces, Restoration & Urban Naturalist Team)	●	●	●	●	●	●	East Portland Community Center 740 SE 106th Ave July 9 - 20 or July 30 - August 10	Jules Nemish jules.nemish@portlandoregon.gov 503-823-6461  For Cleveland: Shakyla Mosley smosley@pps.net, 503-916-5120 x75004 For Franklin: Charles McKinney cmckinne@pps.net, 503-916-5120 x84404 For Jefferson: Holly Blakeslee-Gordon hbgordon@pps.net, 503-916-5180 x71354 For Lincoln: Sharlie Preusser spreusser@pps.net, 503-916-5200x75402 For Madison: Michael Waller mwaller@pps.net, 503-260-4964 For Roosevelt: Braulio Garcia bgarcia@pps.net, 503-916-5260 x82365 For Wilson: Abby Menashe amenashe@pps.net, 503-916-5280 x75203
Portland Public Schools Leap into Ninth Grade					●		Cleveland HS 3400 SE 26th Ave Franklin HS 5405 SE Woodward St Jefferson HS 5210 N Kerby Ave Lincoln HS 1600 SW Salmon St Madison HS 2735 NE 82nd Ave Roosevelt HS 6941 N Central St Wilson HS 1151 SW Vermont St June 25 - July 20	Shantell Waddell shantelw@selfenhancement.org 503-667-3186 x1311  Troy Hollis troyh@selfenhancement.org 503-249-1721 x1234
Reynolds High School/ Self Enhancement, Inc. Ninth Grade Counts						●	Reynolds Middle School 1200 NE 201st Ave, Fairview July 2 - July 27	
Self Enhancement, Inc. Leap into the Ninth Grade		●		●	●	●	Jefferson High School 5210 N Kerby Ave June 25 - August 3	
University of Portland STEAM Academy					●		University of Portland 5000 N Willamette Blvd July 2 - August 2	Amy Kwong-Kwapisz kwongkwa@up.edu 503-943-7752

**Ninth Grade Counts** is a network of summer transition programs for incoming ninth graders. Since 2009, Ninth Grade Counts has brought together non-profit organizations, schools, and other partners to connect more youth, particularly those most academically at-risk, with proven supports to stay on track to graduate from high school.



**All Hands Raised** is an organization committed to relentlessly and systematically connecting our community's diverse assets, with the explicit goal of working in new ways together to improve our kids' success inside and outside of school. With an emphasis on racial equity, we utilize data to shine a light on areas where we are failing and co-design solutions—creating shared accountability, responsibility and credit. Together we are, every day, improving outcomes for over 220,000 children, youth and young adults in Multnomah County.

[www.allhandsraised.org](http://www.allhandsraised.org)

Thank you to the AmeriCorps VISTA service members who support Ninth Grade Counts.



Critical funding for this work is provided by **usbank.**





HANDOUT

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THE ALL HANDS RAISED PARTNERSHIP

# Education, Equity & Excellence

*from Cradle to Career*

WINTER 2017



HANDOUT



## Dear Friends

Together we have completed three chapters in our work to improve educational outcomes for our kids in Multnomah County. That work began in 2010, when community leaders entrusted All Hands Raised to build a better system of collaboration to support kids from cradle to career.

### We have accomplished much:

- Made racial equity the top priority. All six district boards have passed racial equity policies. All data are disaggregated by race and all action is squarely focused on improving educational outcomes for kids of color.
- Established an insightful set of Indicators to keep us focused on the big picture and accountable to one another.
- Aligned efforts across sectors and organizations, in six critical areas, to ensure that on-the-ground practices inform shifts in governance and policy.
- Built and sustained a leadership structure that brings out the best thinking and maintains cross-sector engagement.

As leaders of the All Hands Raised Board, we see firsthand how this work is having a direct and lasting impact on our community. And while we are inspired by what we have accomplished together, the data show us that our work has only begun.

We hope that you will spend some time immersing yourself in Chapter 03 and see the results of our collective commitment and courage over the last two years.

There are four key areas we want to highlight:

### Racial Educational Equity

### Our Theory of Change

### Six Areas of Focus

### Big-Picture Indicators of How We Are Doing as a Community

Whether you are new to the work of the All Hands Raised Partnership or deeply immersed in it, we hope that you find this chapter grounding, relevant and inspirational. Thank you for finding your voice and your role to do all you can for our kids.



**Jennifer Messenger Heilbronner**

Board Chair  
Executive Vice President, Metropolitan Group



**Carmen Rubio**

Immediate Past Chair  
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# This Is All Hands Raised



**With an acute focus on racial equity, All Hands Raised brings together practitioners and leaders from education, business, government and nonprofit organizations to ensure the success of every child in Multnomah County, from cradle to career.**

To do this, All Hands Raised provides the framework, coaching and tools that empower schools and organizations to improve educational outcomes for more than 220,000 children and youth, ages 0–24.

We are grateful to steward this work on behalf of the community. And we are proud of our unique role in fostering collaboration across sectors to make lasting change countywide.

**Our method for driving systems change is innovative.**

We maintain a strong leadership structure that brings senior community leaders together regularly to support the work on the ground where practices must improve. We emphasize relationships, participation, shared learning, conflict resolution, commitment to action, and follow-through. The alignment we build daily between practitioners, leaders and investors is making a positive impact. This is not easy; if it were it would have been done a long time ago.

It takes a strong, independent organization to challenge the status quo. All Hands Raised has the trust and momentum of the community. There is no better time than now for All Hands Raised to turn innovation into action.

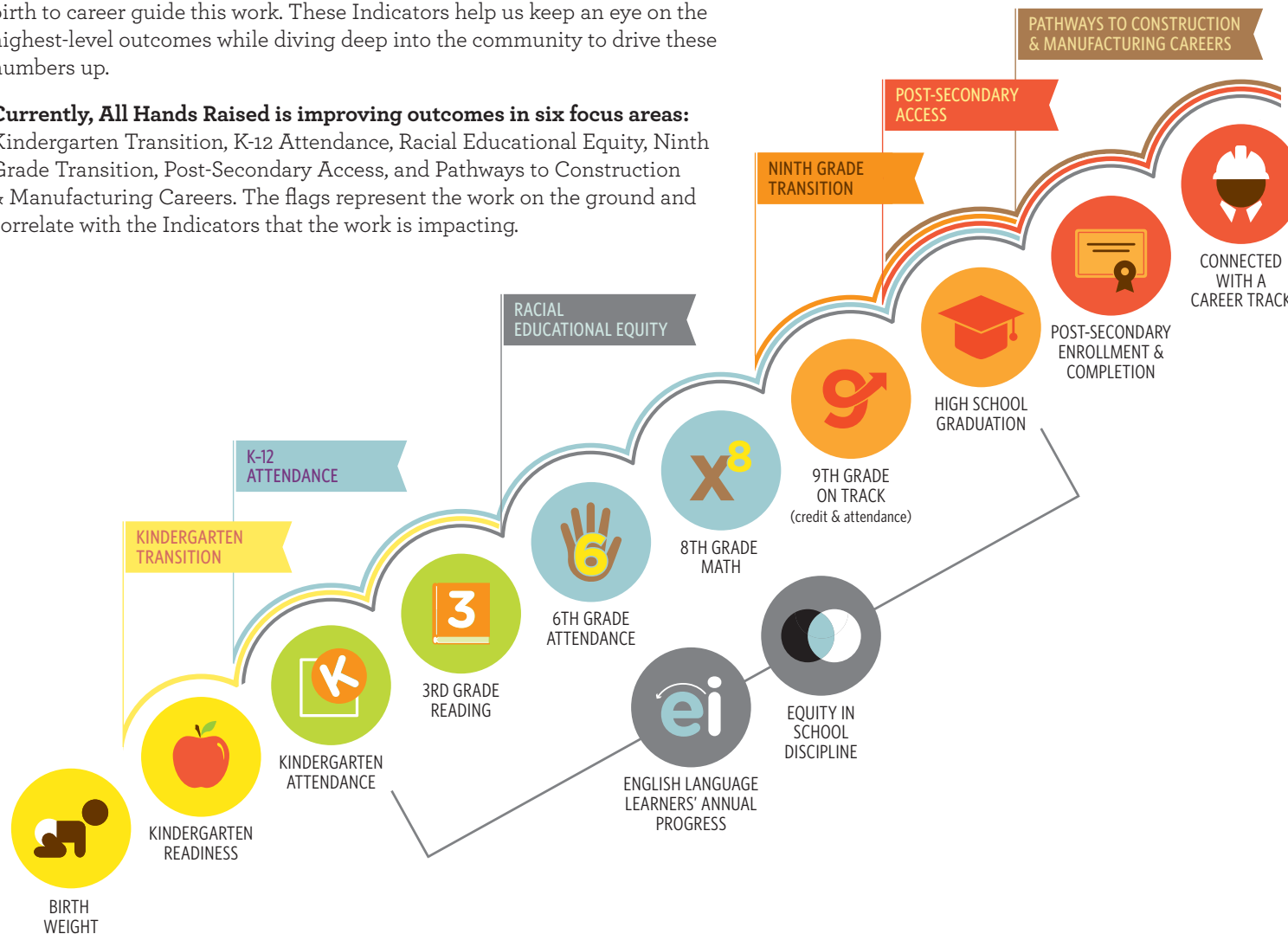


## Community-wide Indicators

A set of Community-wide Indicators that span kids' development from birth to career guide this work. These Indicators help us keep an eye on the highest-level outcomes while diving deep into the community to drive these numbers up.

### Currently, All Hands Raised is improving outcomes in six focus areas:

Kindergarten Transition, K-12 Attendance, Racial Educational Equity, Ninth Grade Transition, Post-Secondary Access, and Pathways to Construction & Manufacturing Careers. The flags represent the work on the ground and correlate with the Indicators that the work is impacting.

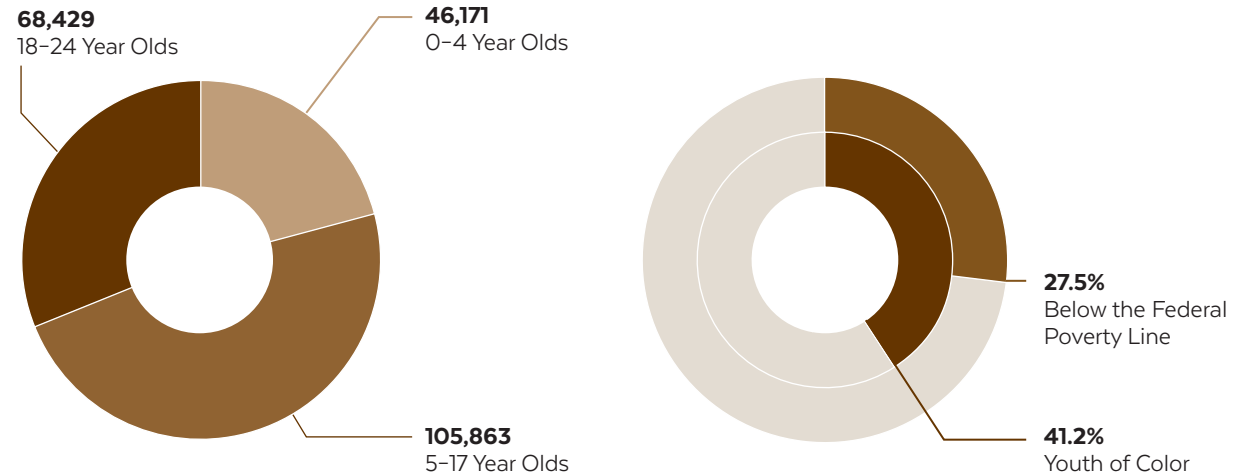


## DEMOGRAPHICS

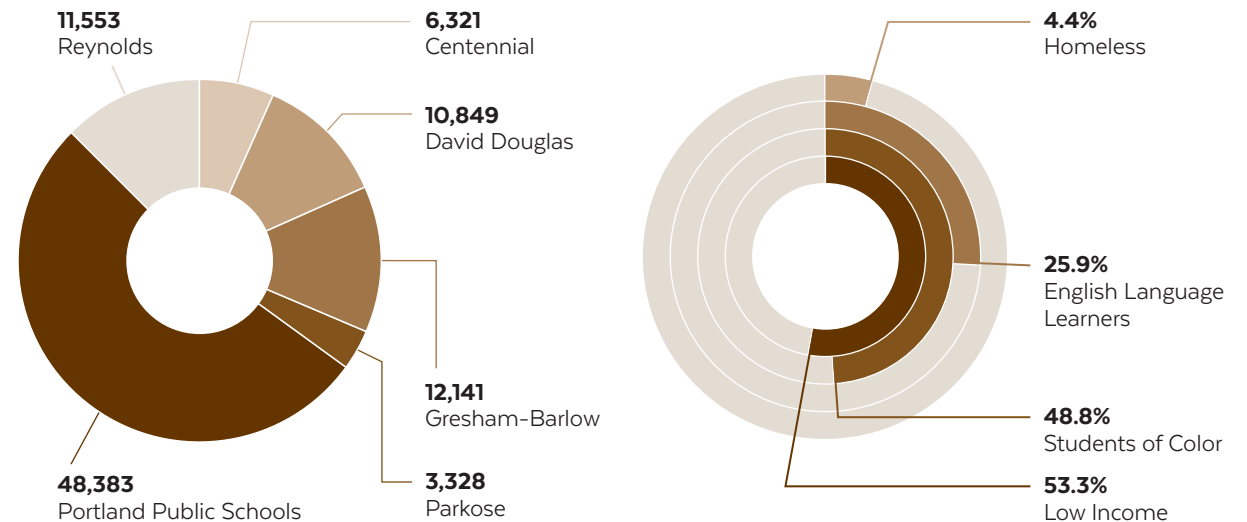
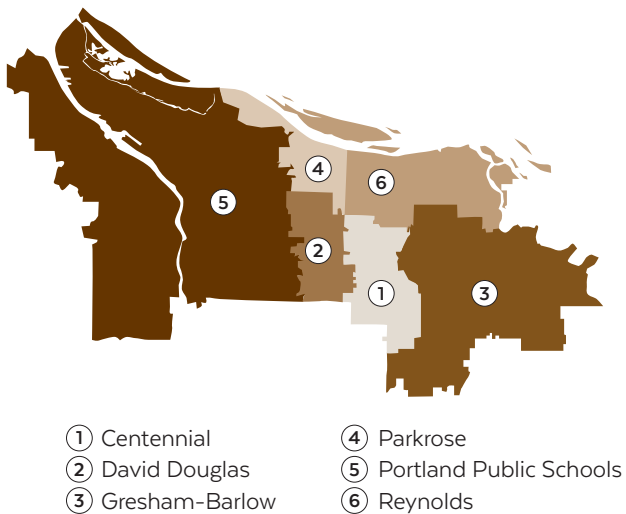
# Our Footprint

Multnomah County is our home. We are strengthened by the diversity of our neighbors and our neighborhoods. We work with six school districts and dozens of partners from early learning through college and career training with a single goal: improving the education outcomes and long-term career prospects for the more than 220,000 young people who live here.

## 220,463 Individuals Aged 0-24 in Multnomah County



## 92,575 K-12 Students in Six Districts



## OUR TOP PRIORITY

# Racial Equity

We remain focused on racial equity. From early childhood work to our focus on college and careers, we are committed to improving outdated systems that have perpetuated inequities for decades. Young people of color make up nearly half of all youth in Multnomah County, but their outcomes consistently lag behind their white counterparts along the entire cradle-to-career continuum.

Our community is making progress in several key areas:


- School boards in each of our six partner school districts passed equity policies to ensure that racial equity remains a top priority, even through changes in leadership.
- While our overall on-time graduation rates have climbed 17 percentage points since 2009, Latino students have seen a 27 point increase and African American students have gained 21 points.
- Thirty-one percent fewer students of color were suspended or expelled in 2015–16 compared with four years earlier.

**We still have much work to do.**

The evidence is clear in the pages that follow: 4 in 10 Pacific Islander students are chronically absent from kindergarten; three-quarters of American Indian/Alaska Native students do not meet third grade reading standards; 81% of Black/African American students do not meet eighth grade math standards; and among Latino students who graduate from local high schools, 82% do not go on to complete a college degree or certificate.

We must stay focused on the voices and experiences of those who are most impacted by historical and current inequities and injustice. The fact remains, if we continue to fail kids of color, the social and economic consequences for our community are dire. This is unacceptable.

Being a part of this work means not only sharing this value, but standing up for it and taking action in our community.



“Racial equity demands being open to understanding the forces that cause disparities, and how bias and oppression are embedded within our institutions and systems. We must apply that learning with boldness and courage to create meaningful change.”

**Matt Morton**  
Equitable Education Portfolio Director  
Meyer Memorial Trust

# What We Do

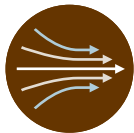
All Hands Raised delivers over \$1.5 million of in-kind support to our six school districts and community partners to help teams identify tangible practices that create measurable improvements. The alignment we build daily is making a positive impact on children, youth and young adults.



**Build a Shared Community Vision of Long-Term Impact:** We support and align leaders and practitioners with a relentless focus on putting innovation into action.



**Put the Right Data into the Hands of the Right People at the Right Time:** We break data logjams and build capability among our schools and partners to use data to improve.



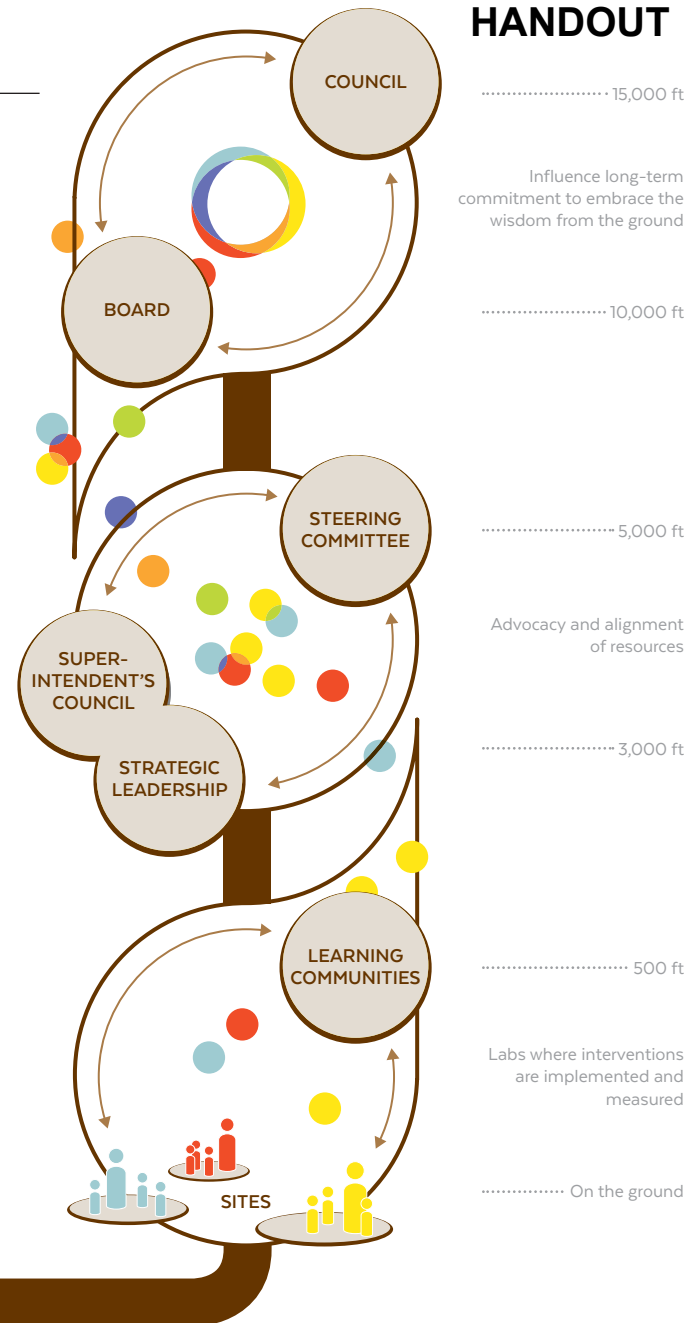
**Align Resources to the Practices that Get Results:** We listen to educators and service providers to give system leaders and investors insights that allow them to align resources to support what works.



**Put Equitable Outcomes at the Center:** We work with culturally specific partners to develop relevant solutions and use data to highlight gaps and accelerate progress to eliminate disparities.

Successful outcomes are more effective when they are driven from the experiences of those working directly with kids and families. We are working to create a new structure in which practices at the student level shape policy and investments.

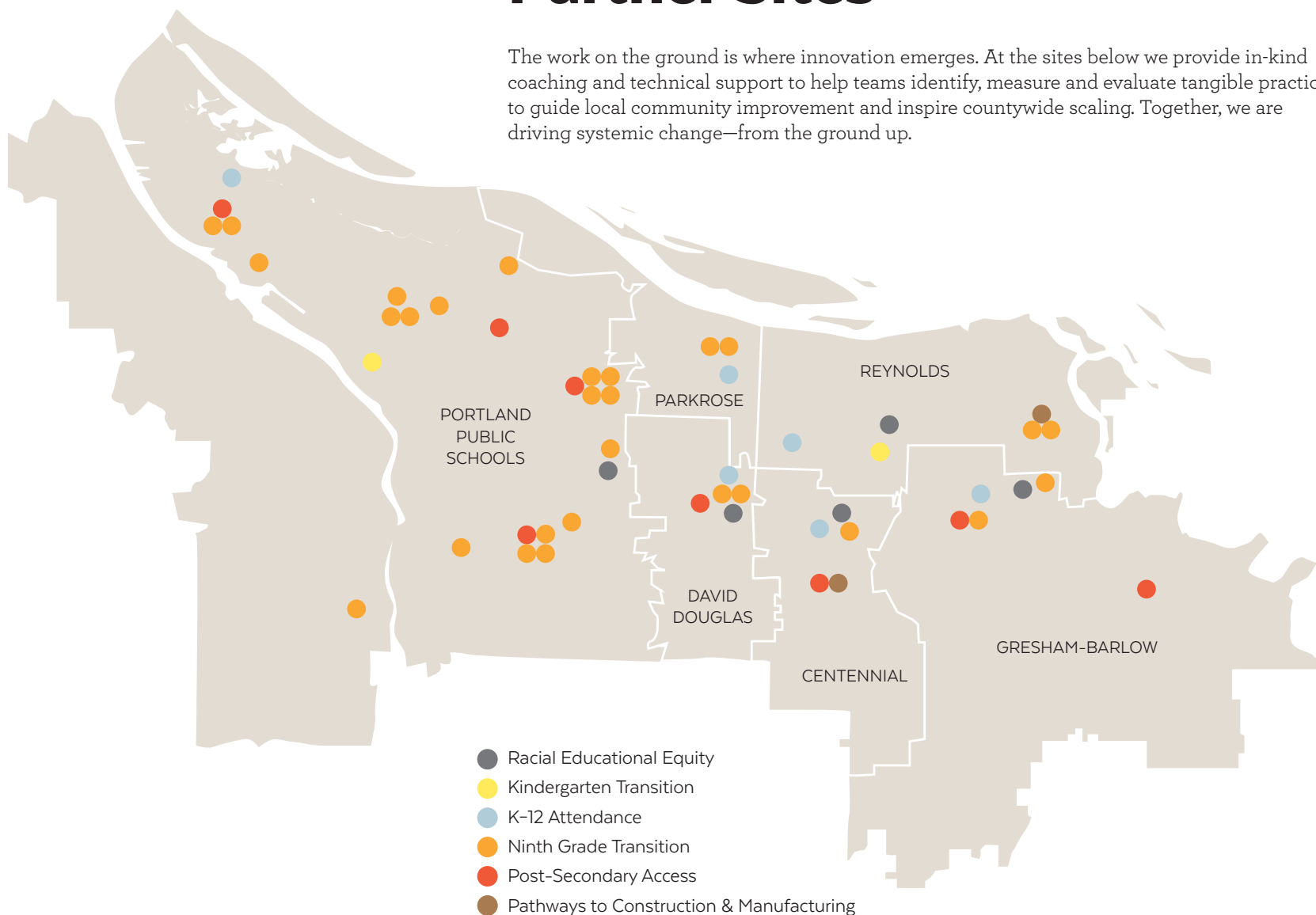
## The All Hands Raised Backbone





## Partner Sites

The work on the ground is where innovation emerges. At the sites below we provide in-kind coaching and technical support to help teams identify, measure and evaluate tangible practices to guide local community improvement and inspire countywide scaling. Together, we are driving systemic change—from the ground up.

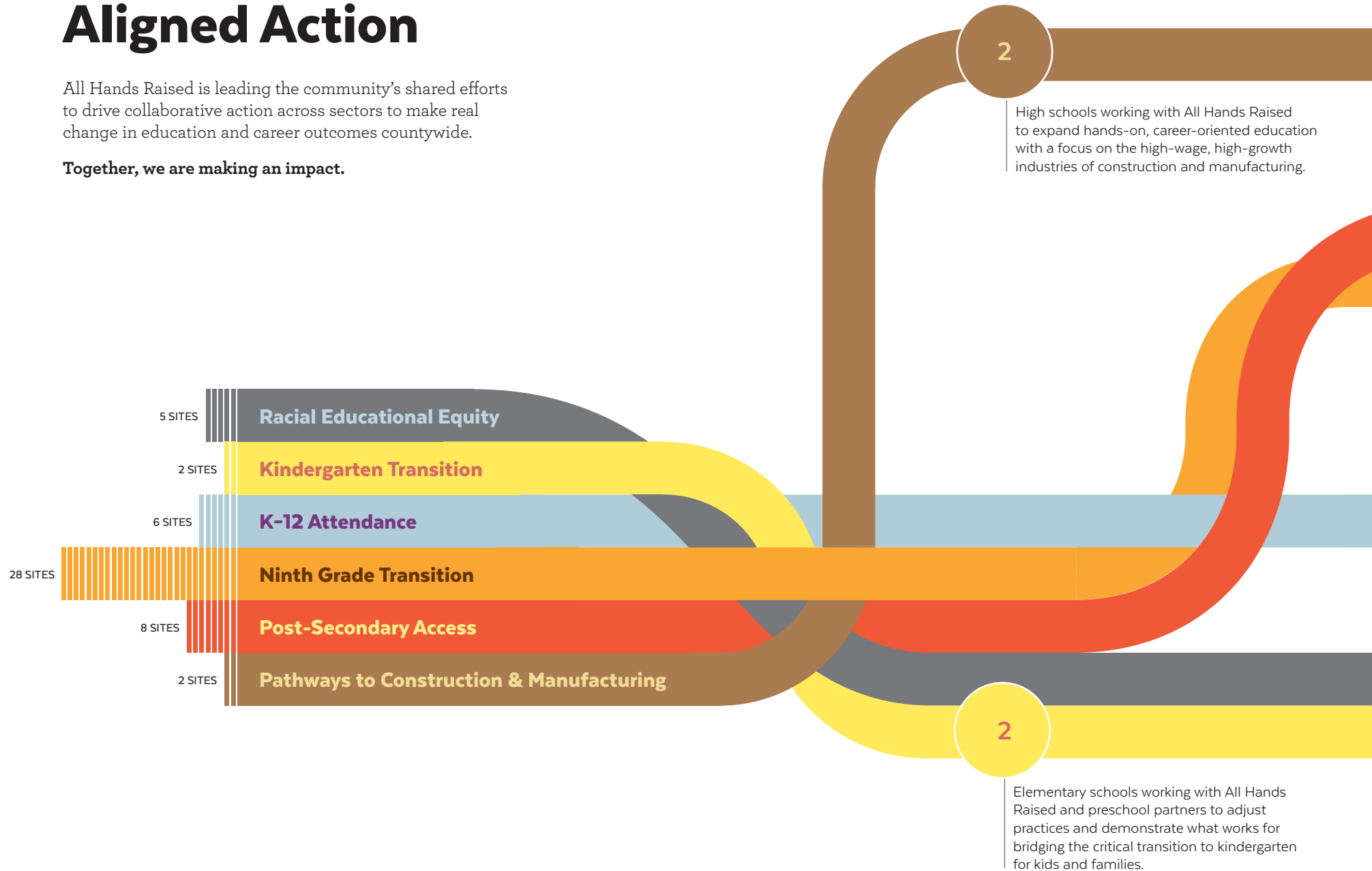


## OUR IMPACT

# Aligned Action

All Hands Raised is leading the community's shared efforts to drive collaborative action across sectors to make real change in education and career outcomes countywide.

**Together, we are making an impact.**



27  
POINT

Higher graduation rate for students of color who access career-technical education.



14  
POINT

Increase in the rate of Free Application for Federal Student Aid (FAFSA) completions at one high school that partnered with All Hands Raised to help more 2016 graduates access money for college and career training.

8

High schools, accounting for more than half of the county's seniors, have adopted proven practices this year to increase access to financial aid.



7

Years of demonstrated progress keeping more ninth-graders on track to graduate through the Ninth Grade Counts network of summer bridge programs.

95%

Of Ninth Grade Counts students earn credit toward graduation for completing the program.



100%

Six partner school district boards passed equity policies with support from the Coalition of Communities of Color and All Hands Raised, ensuring that racial equity remains a top priority, even through changes in leadership.

46%

Reduction in the number of behavior referrals for both boys and girls at one elementary school that is partnering with All Hands Raised.



11  
POINT

Increase in the rate of on-time kindergarten registration in Multnomah County over the past four years.



8  
POINT

Increase in the rate of students regularly attending one elementary school that collaborated with All Hands Raised to identify and implement practices that improve attendance.

5

Core practices leading to improved attendance identified by six schools that partnered with All Hands Raised to test interventions in 2015-16.



## RACIAL EDUCATIONAL EQUITY

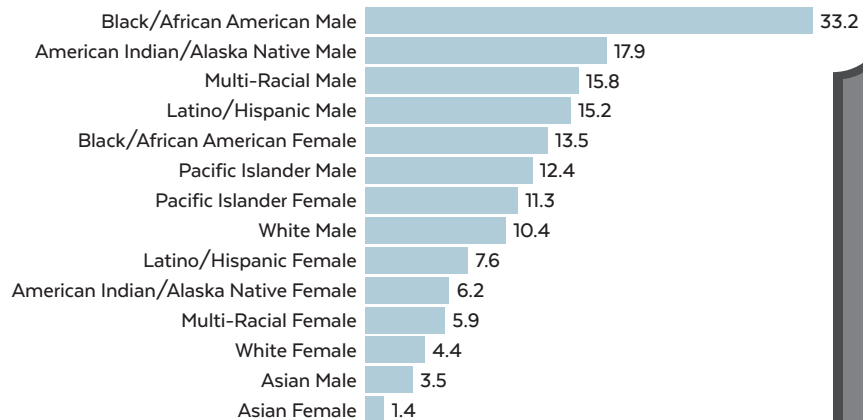
# Reducing Exclusionary Discipline

Students of color are up to three times more likely to be suspended or expelled than white students. This is especially true for boys. The disproportionate use of exclusionary discipline is a stark reminder of the cultural and racial divides in our community. Exclusionary discipline removes students from the learning environment, and it is one of the top predictors of dropping out of high school.

Since 2012 we have partnered with the Coalition of Communities of Color to build more equitable policies. Over the past year we've taken that work to the ground, partnering with five schools to explore how collaboration and focused action can reduce behavior referrals.

## Number of Discipline Incidents per 100 Students

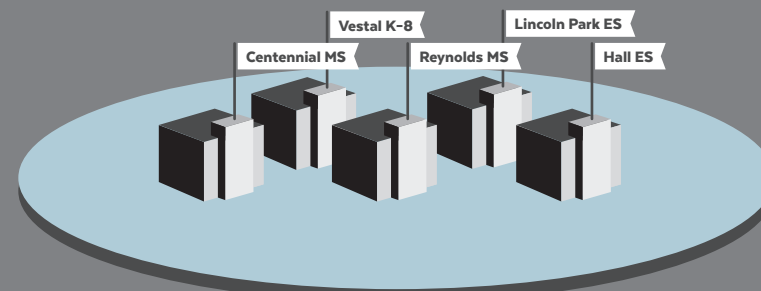
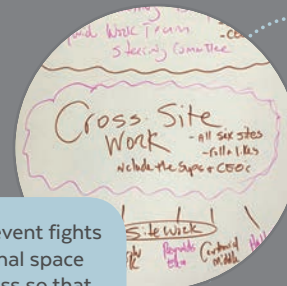
Six Partner Districts (2015-16)



What do teachers want to see happen when they write behavior referrals for students? What are the unintended consequences?

How can teachers and staff prevent fights and reinforce respect for personal space in the hallways and during recess so that behavior referrals are reduced?

Would students' behavior improve if they had more time for physical activity during the school day?



Five school teams are asking hard questions, challenging biases and using data to develop proactive alternatives to keep all students in the classroom, learning and engaged.

## IMPACT



Compared to last year, behavior referrals at Lincoln Park are down 46% with equal improvement for both boys and girls.

Suspensions and expulsions in Multnomah County have dropped 31% since 2011–12.

All six of our partner school districts created board-approved equity policies with a clear directive to address racial inequities in school discipline.

“All Hands Raised helped us commit to focused and frequent meetings where we have honest conversations about the driving forces behind our data. Using concrete tools, they support us, bring focus to our journey and help us put up a mirror to see how our systems and patterns are reflected in our data—and what we can do about it.”

**Rebecca Chase**  
Principal, Lincoln Park Elementary



The team at Lincoln Park Elementary identified two practices to implement, both aimed at reducing behavior referrals: daily school-wide movement breaks, and movement-based alternatives to behavior referrals.



In order for teachers to implement daily movement breaks without taking away from instructional time, Principal Rebecca Chase successfully advocated to add 10 minutes to the school day. Yet, early in the fall, two teachers, Simon Crane and Theresa Muller, brought it to the team's attention that the movement breaks were not being implemented consistently, information that was confirmed in an anonymous teacher survey.



Using what they learned from the survey data, the team developed a responsive plan to provide ideas and resources to support teachers in implementing the breaks and also for transitioning students back into focused learning after the break.



Parallel to the breaks, the team also facilitated a change from using reduced or forfeited recess as a consequence for student's behavior, to instead having students walk laps at recess before partaking in free play.



The team plans to survey teachers again in the spring about movement breaks and correlate it with student-level data, while also using data that tracks the walking at recess to determine if it is an effective and equitable alternative to referrals.

## KINDERGARTEN TRANSITION

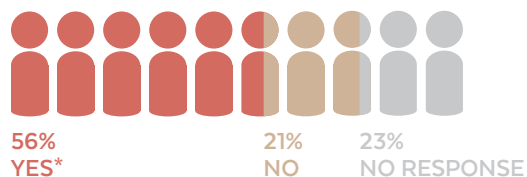
# Building Bridges into Kindergarten

The importance of enriching, supportive early childhood experiences is clear, yet far too many families do not have access to high-quality, affordable early education. The good news is that this is beginning to change through expanded investments and renewed focus at the local, state and national level. Even so, kids and families across the community often face a jarring transition as they work to learn the routines and expectations of elementary school.

As preschool access expands to more families, the time has never been better to figure out how early learning programs and elementary schools can align their practices and improve transitions.

## How Many Multnomah County Children Are Accessing Preschool?

Six Partner Districts (2015-16)



Our schools typically know very little about the prior education experience of their incoming kindergarteners. To change that, our partner districts recently adopted a common question on their registration forms. The data above portrays parent responses to the following question: "In the year before kindergarten, did your child spend five hours or more per week in a preschool or preschool classroom (such as a school, Head Start, or childcare center)?"

\* Rates vary for "yes" responses by ethnicity and race: Pacific Islander - 31.4%; Asian - 48.8%; Latino - 49.8%; Black/African American - 56.2%; White - 58.5%; Multi-racial - 62.6%; and American Indian/Alaska Native - 63.5%.



How can kids and families feel confident, safe and welcomed when they start kindergarten?

How can teachers from preschool and kindergarten speak the same language, track shared outcomes, and hand off critical knowledge about students and families?

What do we really mean by "ready" for kindergarten?



Boise-Eliot/Humboldt PK-8 in partnership with Albina Head Start

Davis ES in partnership with Mt. Hood Community College Head Start

Preschool and K-12 educators are building bonds between themselves in order to build better bridges for families.



## IMPACT



Change starts with relationships—the site-based work is in an early stage and meaningful relationships between the early learning and K-12 educators have taken root.

Cross-pollination is underway between the demonstration sites. Key practices they identify together will inform systemic change across the county.

Registering for kindergarten on time helps kids and families access resources and build early relationships with their school. Over the past four years the community has mobilized to drive up the countywide on-time kindergarten registration rate from 80% to 91%.

Despite serving many of the same families in the same neighborhoods in North and Northeast Portland, there were few connections in place between Boise-Eliot/Humboldt PK-8 (BEH) and Albina Head Start. In summer 2016, their respective leaders set out to change that.

BEH Principal Kevin Bacon and Albina Head Start Executive Director Ron Herndon committed to the vision and designated teachers and other staff members to come together as a unified team.

The team examined their respective data to identify how many students were transferring between their systems each year.

The team is now mining their data to identify families who have children in both systems at the same time. And they are examining outcomes including attendance, literacy and family engagement in order to understand what's working and where to improve.

Team members wanted to better understand one another's classroom environments, curricula and engagement strategies. They built a plan to visit one another's classes and also laid the groundwork to bring Albina Head Start kids and families to BEH to familiarize themselves with kindergarten.

“When our children transition into kindergarten it can be a big change for them. Albina looks forward to working with kindergartens to ensure our children and families have a successful experience in public schools. All Hands Raised has given us an opportunity to work closely with a kindergarten that several of our graduates attend—together we're sharing ownership for children's success. Everyone talks about 'collaboration'—this can become a model.”

**Ron Herndon**

Executive Director, Albina Head Start

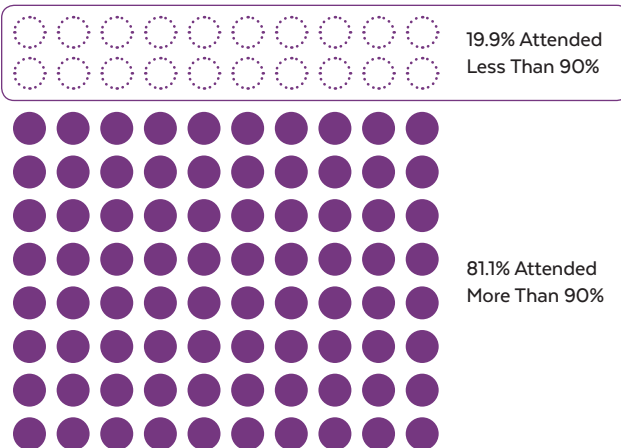
# Improving Student Attendance and Engagement

Nearly one in four Multnomah County students miss more than 10% of school days. This leads to academic struggles and an increased risk of dropping out. Irregular attendance also signals greater challenges, including housing insecurity, and mental and physical health challenges.

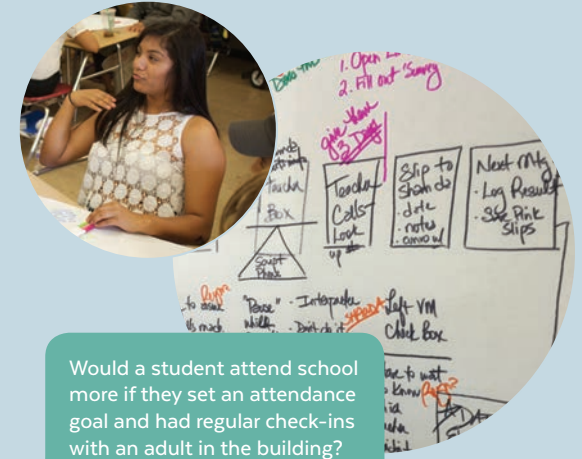
Multnomah County, the Oregon Department of Human Services, Home Forward and other partners have realigned resources to improve attendance. And school teams are sharing practices that any school can use to increase attendance and keep kids and families engaged.

## Students Who Attend School Regularly

Six Partner Districts (2015-16)



## HANDOUT



Does a student attend school more if we make welcoming calls to their family before school starts?

Would a student attend school more if they set an attendance goal and had regular check-ins with an adult in the building?

If a teacher calls home as soon as a student misses two days for the first time, does it impact their attendance?



To align systems we must focus on specific practices that work; today six schools are putting a core set of interventions to the test and they're seeing results.



## IMPACT



&lt;90

At Glenfair Elementary, SUN Site Manager Celia Flaim pulled a list of all students whose attendance was below 90% at the conclusion of the prior school year.



Principal Lisa McDonald ensured that members of the Student Attendance Response Team made time the week before to school to place calls home. Calls were evenly divided so that responsibility and accountability were shared, and a plan was made for engaging non-English-speaking families.



The team developed a script that included information about the first day of school, welcome-back ice cream social, and ways to access key resources.



All members of the team made their calls, and the details were tracked in a central database.



In the first two weeks of school, 80% of the 96 returning students whose families received a call improved their attendance.



The number of students consistently attending school at Glenfair improved by eight percentage points in 2015-16 compared with the prior year.



In 2015-16, our partner schools found five core practices that led to improved attendance. Now more schools are learning from what worked.



Attendance is a goal shared by a wide set of partners who have realigned investments to ensure that impacts are sustained for the long term.



Tools and plans are not effective when students do not attend school. The deep work we are attempting takes trust, consistency and risk that can only be built through daily interactions between students and teachers and staff. We are focusing our efforts on getting students here so that we can make a positive impact today and for the long term."

**Lisa McDonald**  
Principal, Glenfair Elementary

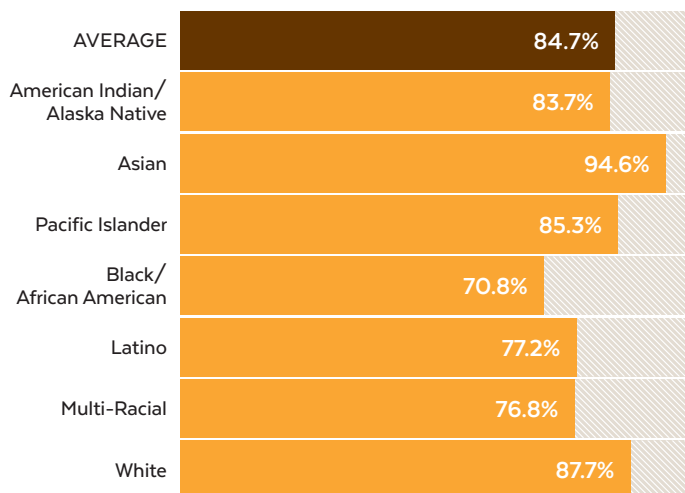
# Helping Ninth-Graders Stay on Track

More than one-quarter of local students do not graduate from high school on time. Our research shows that students who complete ninth grade with six or more credits are four times more likely to graduate. As such, disparities in ninth grade credit attainment clearly foreshadow disparities in graduation rates.

Through the Ninth Grade Counts partnership, schools and community partners have collaborated to help students start high school strong. Their focus is on the critical transition from eighth to ninth grade.

## Percent of Ninth-Graders Earning Six Credits

Six Partner Districts (2015-16)



## HANDOUT

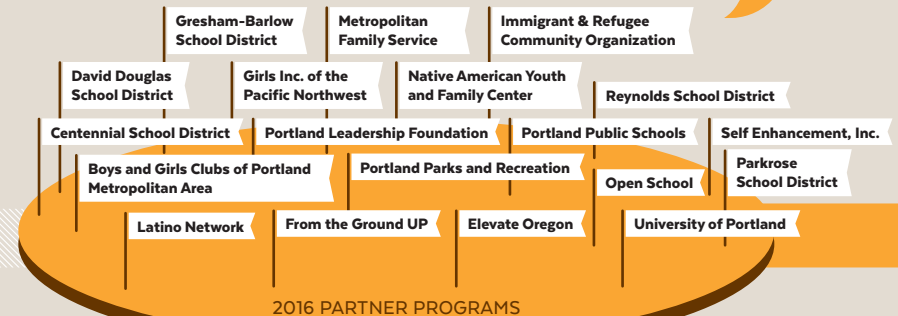


How can we use data to identify the students who will benefit most from summer support?



How can we ensure that all students complete the program and earn elective credit toward graduation?

Once we know which students face the highest risk of dropping out, how can we use culturally specific and culturally responsive approaches to engage them?



Since 2009, schools and community partners have helped more than 6,000 students earn the credits they need to stay on track.

## IMPACT



2009: All Hands Raised brought together nonprofits, schools and other partners to reduce the dropout rate. Together, we developed a set of early warning indicators to pinpoint students—by name—with the greatest risk of dropping out. We reached out to these “Academic Priority” eighth-graders and provided academic and social support during their transition to high school.

2012: After four years of collaboration, our partners wanted to improve the quality and consistency of programs. Together we developed a set of quality standards based on research, and different programs began holding each other accountable.

2013: Students who participated in district-run programs often earned credit toward graduation, but culturally specific organizations and other nonprofits couldn’t give credit to their participating students. We brought together curriculum directors from all six districts to develop a process to ensure all students who complete a rigorous summer program earn credit.



2016: Despite seeing multiple years of positive impacts, partners acknowledged that they reach only about one-third of the roughly 2,000 Academic Priority students that enter ninth grade every year. As a result, partners are developing a plan to ensure more students are served.



✓ In 2015, 96% of participating students received elective credit, allowing them to start high school a step closer to graduation.

✓ Since 2009, Academic Priority students who participated in a summer ninth-grade program completed 6+ credits at the end of ninth grade at a 3-10% higher rate than their peers who did not complete a summer transition program.

✓ Countywide, we’ve seen a 7.2 percentage point increase in the rate of students earning six credits in ninth grade from 2010 to 2016, contributing to a 16.9 percentage point increase in the on-time graduation rate over the same period.

“Being part of Ninth Grade Counts means we get to collaborate with and learn from other nonprofits and schools. We are all focused on providing a great summer transition program that gets students ready for ninth grade. When we look at our data, we see that helping students earn credit in the summer before ninth grade really puts them on the right track for high school—it also helps them understand what credits are and why they matter.”

**Ana Muñoz**

School Based Programs Manager, Latino Network

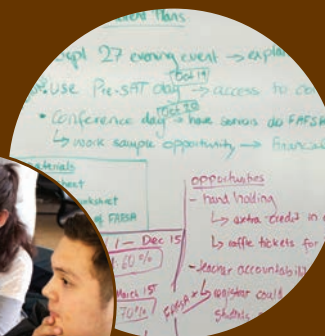
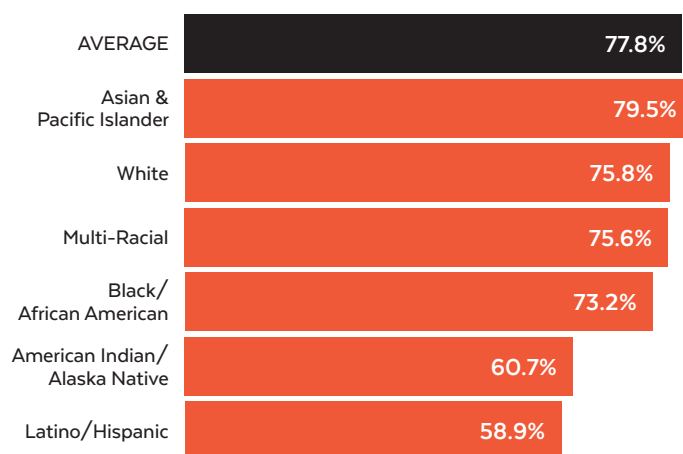
## POST-SECONDARY ACCESS

# Increasing Access to College

By 2020, more than two-thirds of Oregon jobs will require post-secondary education, yet only one-third of our high school graduates go on to complete a post-secondary degree or certificate within six years of graduation. Our students need access before they can earn a degree or certificate.

All Hands Raised joined with Portland Community College to convene Partners Accessing College Together (PACT) in order to increase college enrollment for underserved students countywide. Together, we identified that completing the Free Application for Federal Student Aid (FAFSA) was one of the strongest predictors of post-secondary enrollment.

College Enrollment for 2013 High School Graduates



How can we encourage our community partners to reach out to students and communities that don't feel connected to the teachers or school staff and help them complete the FAFSA?

How can we capitalize on student-teacher relationships to get the word out about FAFSA?

How can we address the disparities that exist when we break down FAFSA completion rates by race?

Gresham HS

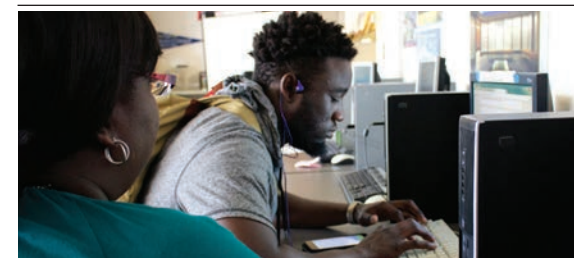
Franklin HS

In the fall of 2015, PACT members used data and local insights to identify two schools to partner with and test practices aimed at increasing FAFSA completion.



## HANDOUT

### IMPACT



- ✓ As a result of our first year of collaboration, the FAFSA completion rate over the prior year increased 13.8 percentage points at Franklin, 3.8 points at Gresham and 3 points countywide.
- ✓ Today, counselors are swapping ideas across schools, community partners are playing active roles on school teams, and practitioners are actively communicating their lessons learned throughout their systems. Only four months into this year's FAFSA season, schools are already seeing large increases.
- ✓ Data is driving positive change: throughout 2016, All Hands Raised worked with the Oregon Office of Student Access and Completion to improve the flow of FAFSA data to all schools, giving schools the critical insight they need to understand student-level impacts. In addition, our regular distribution of real-time FAFSA completion rates for local schools continues to inspire healthy competition and a shared commitment to improve.

“Last year All Hands Raised staff guided us through a rigorous continuous improvement process to see which of our interventions were making an impact. Our results skyrocketed, with more than four out of five seniors completing the FAFSA, a double-digit improvement over our previous year. Learning how to rigorously use data to track interventions has transformed the way we help seniors access money for college.”

**Holly Vaughn-Edmonds**  
Counselor, Franklin High School  
2016 Oregon School Counselor of the Year



All Hands Raised developed a real-time dashboard showing FAFSA completion rates in schools across the county. The dashboard was distributed weekly to raise awareness and ignite healthy competition.



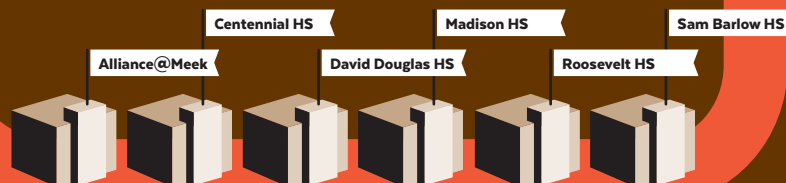
With facilitation, coaching and data support from All Hands Raised, the teams used student-level data to pinpoint which practices were working—and which ones weren't. Both teams saw dramatic increases over their prior year rate.



The teams identified four key practices that led to increased FAFSA completion: 1) Consistently review student-level data, 2) Leverage existing relationships between students and teachers, 3) Enlist community partners to reach all students, and 4) Create time and support during the school day for students to complete the FAFSA.



In light of this success, principals and counselors from across the county gathered in June of 2016 to hear directly from the Franklin and Gresham teams about the four practices.



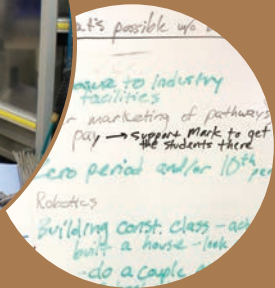
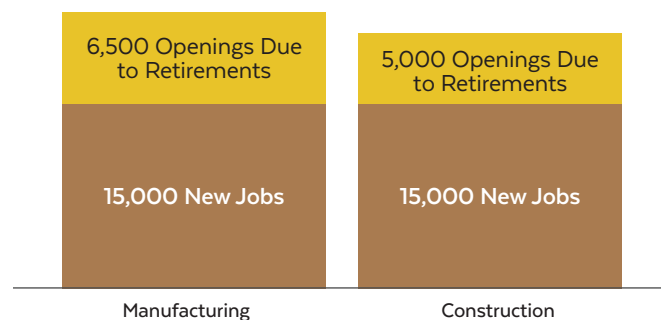
**Six additional high schools signed on to implement the core practices in 2016-17.**

# Forging Pathways from Schools to Careers

More than 30,000 construction and manufacturing jobs will be added in the Portland region over the next 10 years, along with unprecedented levels of retirements. The local talent pipeline is not prepared to meet the demand for these living-wage jobs. Our career-technical education programs have not recovered from past cuts or fully aligned with the current needs of local industries. And while these pathways lead directly to higher graduation rates, too few students are currently accessing them.

We are working with two school teams to strengthen their career-technical offerings, increase participation and improve their handoffs to post-secondary training programs—ensuring that more students enter these careers. And we're collaborating with partners from across the county to address the stigma attached to these careers by providing hands-on industry exposure for local educators.

**Ten-Year Job Opening Projections for the Portland Region**  
2014–2024



How do we bring our shop classes into the 21st century and align with the skills that our local employers need?

What does it really mean to complete a career-technical path at our school? What's our baseline and how can we reach more students?

How can we consistently ensure that our students are moving into apprenticeships and training programs after they leave high school?

Reynolds HS

Centennial HS

Two schools are examining their career-technical programs to help put more students on the path to careers in high-wage industries.

## IMPACT



In the initial stages of site-based work, partners have mapped their programs, identified clear gaps and are now implementing small tests of change to elevate the practices that move more students along these pathways.

We've harnessed the power of data to provoke hard questions and inspire action. Through a unique snapshot of 2015-16 career-technical education data, we revealed that 3,400 local high school students had participated in construction or manufacturing programs—yet only 250 students ultimately completed the program.

Through “Industry for a Day,” an immersion experience for 50 counselors and other educators, we measurably decreased stigma attached to these jobs and helped the adults in our schools become informed advocates for these career pathways.

“We need employees, period. These are high-wage jobs and it's the young minds in our schools that we want to bring in. Working with the Centennial team is also personal for me. I graduated from there in 1985 and the metals program helped get me where I am now. It's my chance to give back and show the kids that going to shop class isn't a step down, it can be their step up.”

**Kyle Popma**

Training Coordinator, The Boeing Company

Centennial HS launched a team to focus on practices that would increase the number of students accessing and completing their long-standing metals manufacturing program. The team includes the school's metals instructor, counselor, school-to-work coordinator, a nonprofit partner and the assistant principal.

To ensure a strong industry voice, the team added Kyle Popma from The Boeing Company.

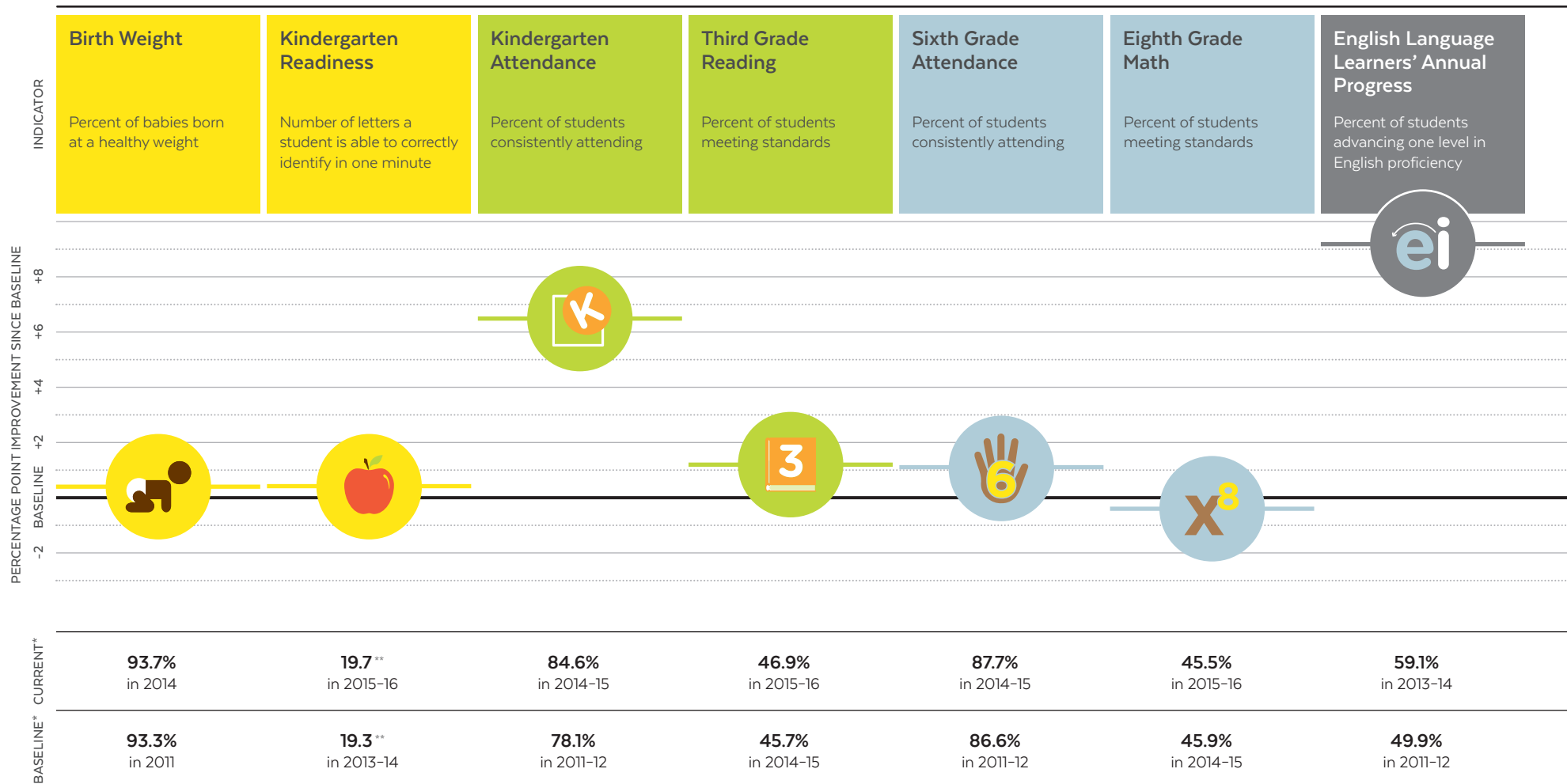
The team used data to identify a massive gap: more than 200 students participated in metals courses, but fewer than 20 completed the program. While that completion rate roughly parallels the countywide rate, the team wanted to do better.

Using a process map, one of the core tools of continuous improvement, the team pinpointed multiple points where they were losing students and designed interventions to keep them more connected and inspired to continue along the path.



Next the team reached out to Benson HS to explore replication of Benson's innovative “Tech Geometry” course, which allows students to meet core math requirements through applied industry concepts and examples. The Centennial team is also working to build stronger dual-credit pathways with Mt. Hood Community College.

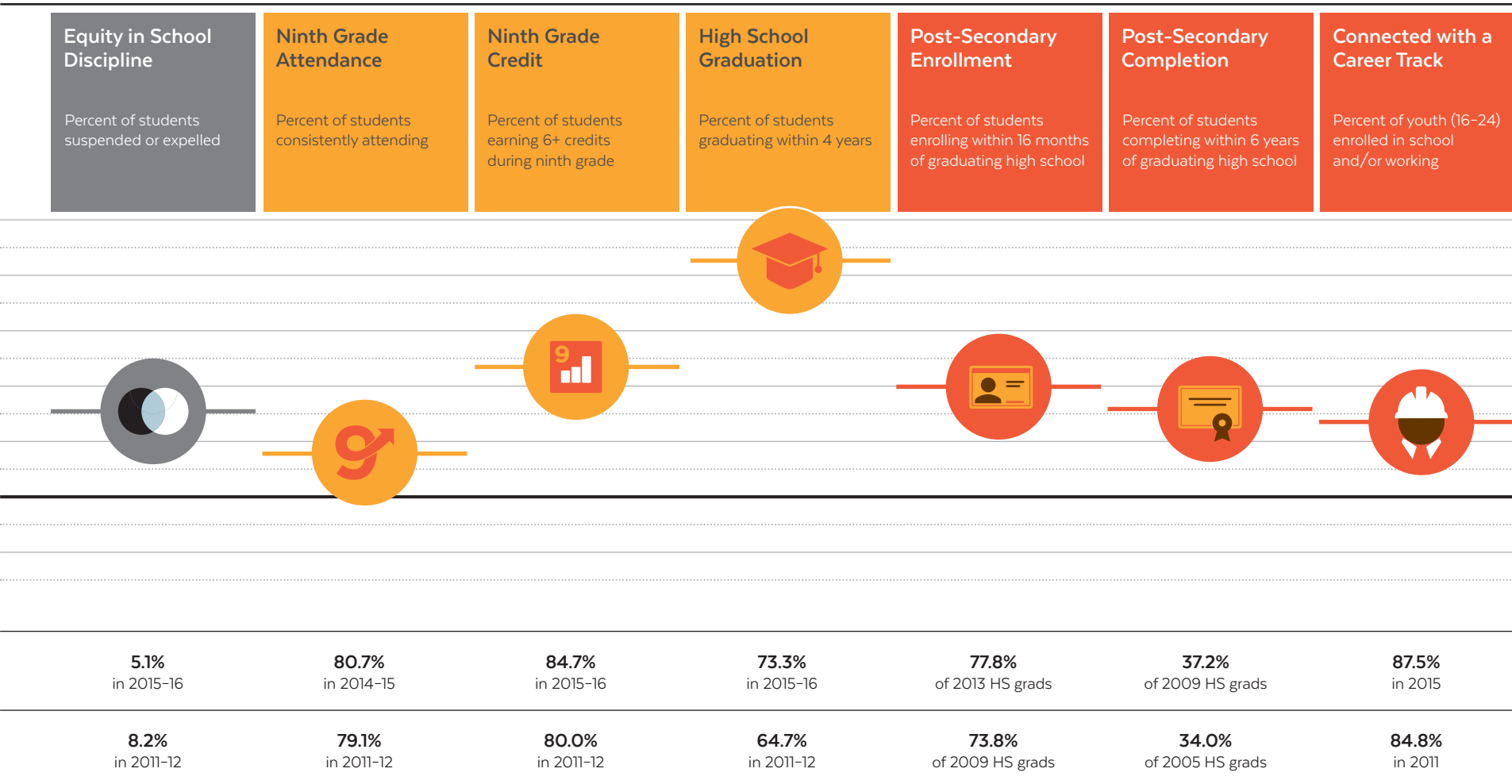
# The Big Picture





In 2010, community leaders entrusted us with the responsibility to build a better system of collaboration for Multnomah County's children and youth from cradle to career. One of the early pieces of work was establishing Community-wide Indicators to keep us focused on the big picture and accountable to one another.

This dashboard illustrates how each Indicator has changed since our baseline year. In most areas we are moving in the right direction. Other metrics are based on new assessments, and those trends are less clear. In addition, focusing on average rates can mask entrenched disparities.



\* Baseline year for Community-wide Indicators is 2011 (or 2011-12 school year) wherever possible. Exceptions include: Kindergarten Readiness, Third Grade Reading and Eighth Grade Math due to the implementation of new statewide assessments; and both Post-secondary Access and Completion which reference the high school graduating year. For current year figures, data from the most recent year available is shown.

\*\* For Kindergarten Readiness, change from baseline refers to the number of letters correctly identified.

# Every Piece of Data Is a Child's Story



We gather and report data on a core set of Community-wide Indicators. It helps us see what's improving, what's not and where we need to dig deeper.

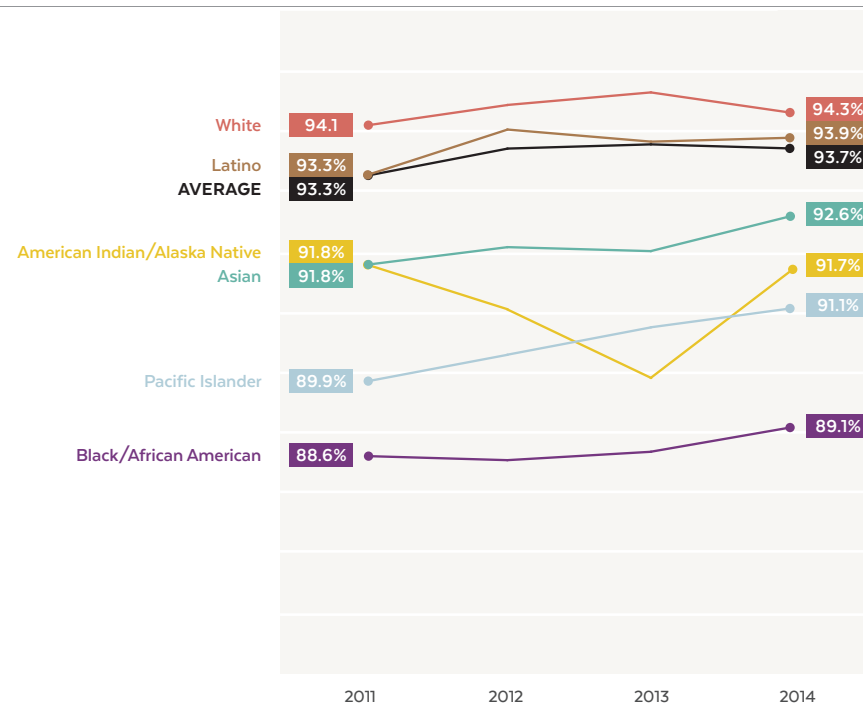
The pages that follow show disaggregated data for each Indicator. The charts highlight where disparities have narrowed, as well as the many areas where inequities persist. We encourage you to look at the data and envision the actual children in our community. See their faces, reflect on their potential and commit to action that can make their lives better.

## HANDOUT



### Birth Weight

Percent of babies born at a healthy weight (5lbs 8oz or more)



#### Rachael Banks

Director of Equity,  
Planning and Strategy  
Multnomah County  
Health Department

#### What does the data tell you?

The data shows huge disparities that impact African American moms in particular. Most people think that health inequities are solely caused by individual choices, but science and history tell us that is not true. Behind this data are a lack of opportunity in our neighborhoods, unequal access to healthy foods, and the toxic stress brought on by persistent racism impacting black women, regardless of their education level.

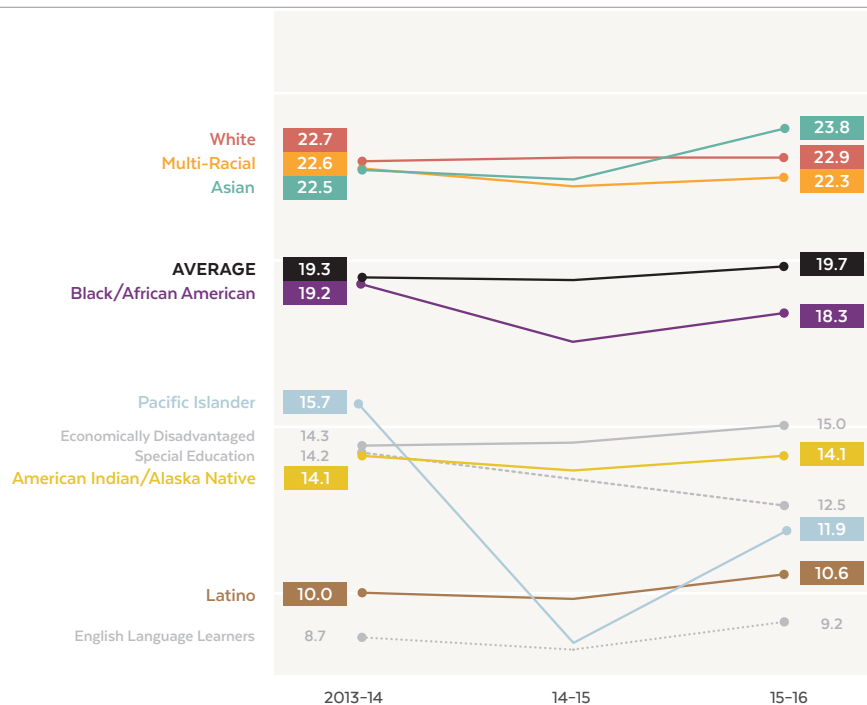
#### Why does this outcome matter?

This is a barometer for our society, for our commitment to kids and families. It shows what's going on in our communities. This matters because our babies die more often when they're born below a healthy weight, and if they survive there are often lifelong impacts on learning. We can, and we must, change this.



## Kindergarten Readiness

Number of letters a student is able to correctly identify in one minute



**Swati Adarkar**  
President and CEO  
Children's Institute

### What does the data tell you?

Kindergarten is an important time to collect information and learn about a child's school preparedness. The data tells us that achievement gaps are entrenched early, and we have much work to do for specific populations of children and families to support early learning at home and in school.

### Why does this outcome matter?

Far too many economically disadvantaged children and children of color still lack access to high-quality early learning experiences. We also know that high-quality early learning works, that we have effective strategies for closing achievement gaps, and that we need to act sooner to ensure that all children are on track to succeed in school and life.



### Tracking Kindergarten Readiness

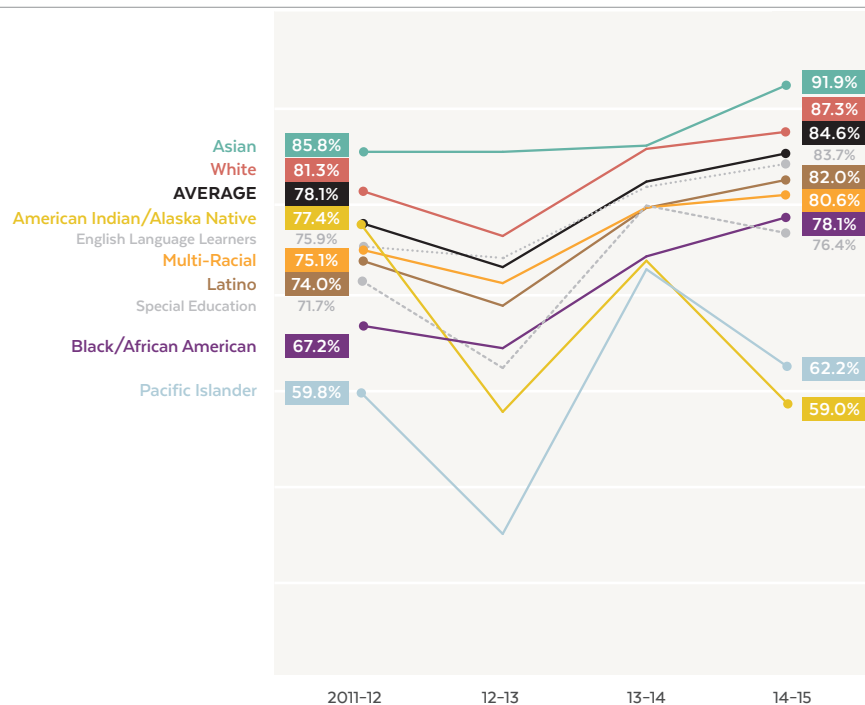
Since 2013, kindergarten teachers across Oregon have asked incoming students a brief set of questions about letters and numbers at the start of the school year. They also complete an assessment of each student's interpersonal and self-regulation skills several weeks into the year. Each of these measures has been linked in research to future academic success. Collectively these efforts make up the Oregon Kindergarten Assessment, part of a statewide effort to better understand how prepared children are to succeed in school.

The data to the left shows outcomes for local students on one of these measures: the ability to correctly name letters. It is clear that students from different backgrounds often begin school from very different starting points. This is powerful evidence of the inequities that impact many children before their first day of school—inequities that should inform expanded investments and strengthened practices. The data provides one metric for tracking long-term community progress in better preparing all students for school.



## Kindergarten Attendance

Percent of kindergarteners who attend at least 90% of school days



**Sarah Khatib**  
Kindergarten Teacher/  
Instructional Coach  
Davis Elementary  
Reynolds School District

### What does the data tell you?

Kindergarten can be our best chance for closing the achievement gap, so understanding why certain cohorts have lower attendance is really important. When a child starts kindergarten, educators have three years to get that child to meet third grade metrics, which sets them up for success throughout their time in school.

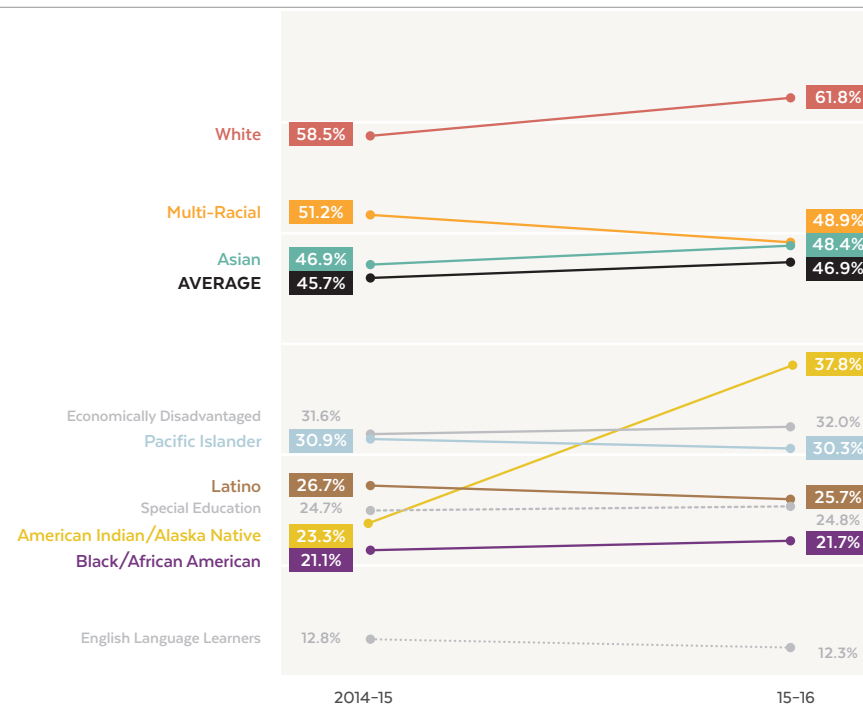
### Why does this outcome matter?

Kindergarten attendance matters, particularly for children in poverty and children of color. Schools must work closely with families to address factors that influence attendance: homelessness, lack of transportation, a lack of access to preschool and the family's view of the importance of kindergarten.



## Third Grade Reading

Percent of students meeting or exceeding third grade reading standards (Smarter Balanced Assessment)



**Rebecca Jones**  
Third Grade Teacher  
Shaver Elementary School  
Parkrose School District

### What does the data tell you?

In this data we see that two subgroups are on a trajectory of solid growth. The remaining subgroups are either making improvements at a snail's pace or are headed on a slightly negative slope. We need to get more focused information on the under-performing groups to get a deeper understanding of why this is happening, what needs to change and what has been done thus far.

### Why does this outcome matter?

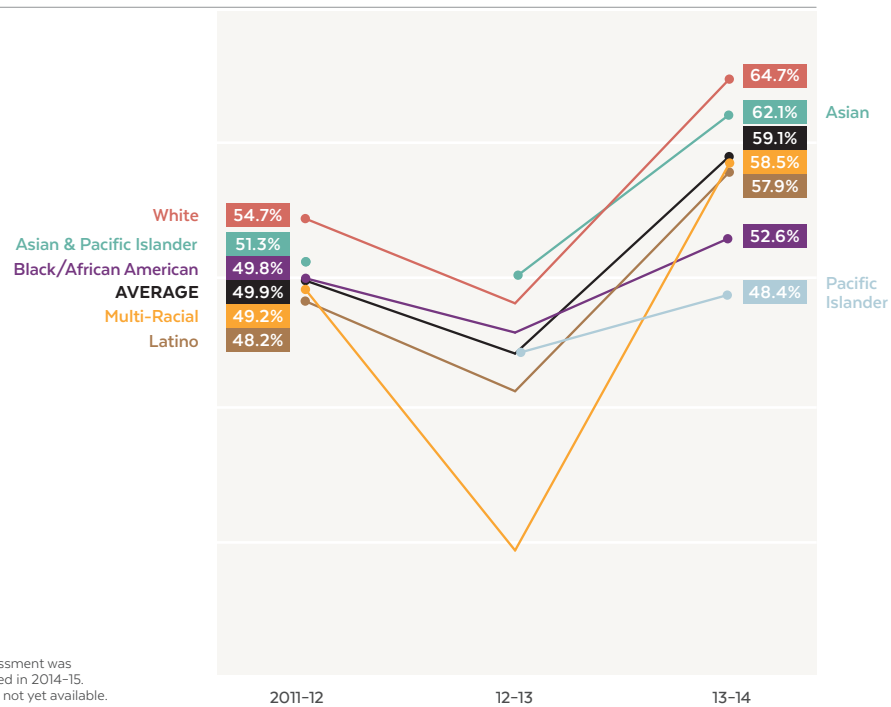
The outcome matters for the trajectory of the student's growth and success. If the trends exposed in this data were to continue, many of our students would not stand a chance to improve. Teachers know that reading is critical for future success and that the ability to read has an impact upon all content areas. We need to better understand and address the root cause of this data because when we fail our most vulnerable students in reading, we fail them everywhere.





## English Language Learners' Annual Progress

Percent of K-12 English language learners advancing one level in English language proficiency



\* A new assessment was implemented in 2014-15. This data is not yet available.

### Lee Po Cha

Executive Director  
Immigrant and Refugee  
Community Organization

#### What does the data tell you?

As a former ELL student myself, it means a lot that we are moving in the right direction. This data tells me that we might not always be able to move mountains but we can move the needle. And if we keep doing the little things, the mountains will move.

#### Why does this outcome matter?

This is about being competitive in a career path and building a good life in this country. As immigrants and refugees we are held back if we're not proficient in English. Every student deserves the opportunity to master the language and pursue a path to prosperity.

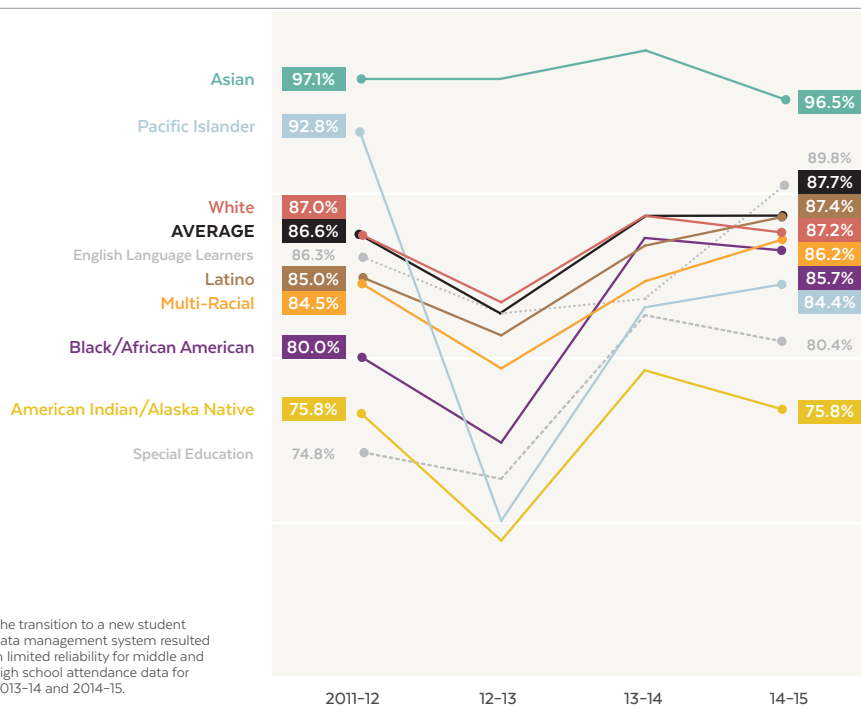
## HANDOUT





## Sixth Grade Attendance

Percent of sixth-graders who attend at least 90% of school days



\* The transition to a new student data management system resulted in limited reliability for middle and high school attendance data for 2013-14 and 2014-15.

**Lavert Robertson**  
Principal  
George Middle School  
Portland Public Schools

### What does the data tell you?

Regardless of race or ethnicity, too many of our students are not attending school enough. We need to connect attendance data with other information about our students to determine how to help them stay on track to graduate from high school.

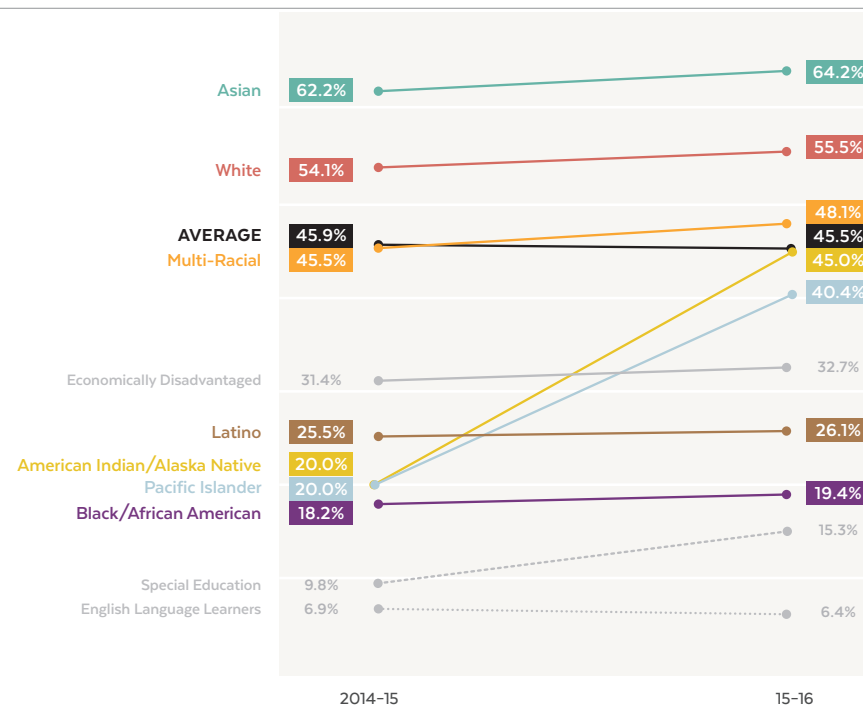
### Why does this outcome matter?

Students need to attend school, but that isn't enough. They also must be engaged. The ultimate goal for them is to graduate from high school and move on to a viable career. Our job is to make sure they make it to a productive future. This starts with attendance.



## Eighth Grade Math

Percent of students who meet or exceed eighth grade math standards (Smarter Balanced Assessment)



**Muhammad Rahman**  
Math Teacher  
Floyd Light Middle School  
David Douglas School District

### What does the data tell you?

Most groups are moving up somewhat but the disparities are huge. The Pacific Islander group has the most dramatic increase, and it is important to know what is working in that population. It's disconcerting that the rate is so low for ELL students. We know our schools are serving larger numbers of ELL students and we need to figure out ways to support them to excel.

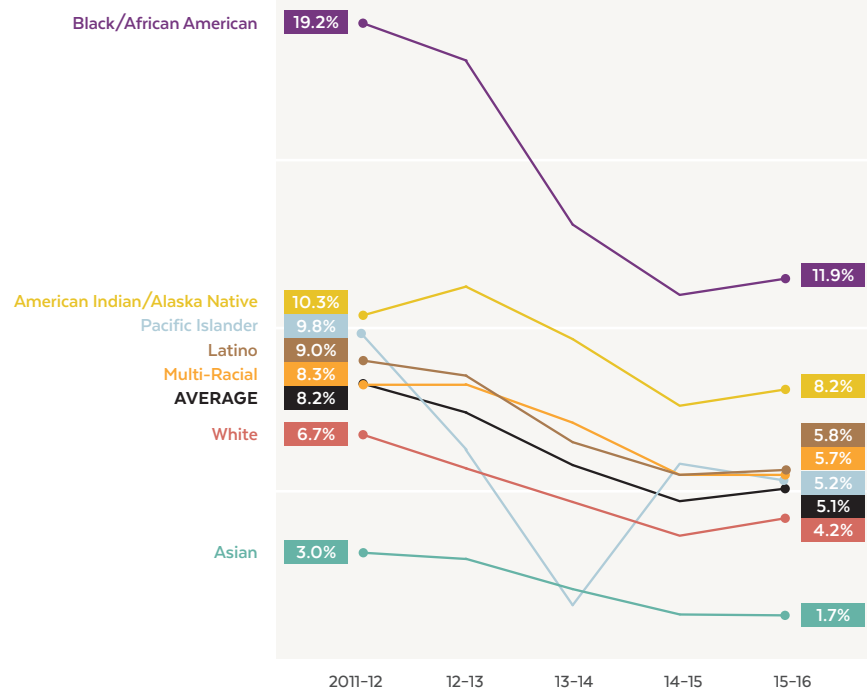
### Why does this outcome matter?

Eighth grade math is a gateway to a student's success in high school. They need to meet these math standards in order to be prepared for high school math and meet their graduation requirements. And math is more crucial than ever for success in today's workplaces.



## Equity in School Discipline

Percent of K-12 students suspended or expelled



### Lonnie Jackson

Diversity and Student Support/Empowerment Specialist  
Office of Equity and Compliance  
Reynolds School District

### What does the data tell you?

Exclusionary and extreme discipline has fallen disproportionately higher on Black/African American students and this data shows we are making significant progress to reduce it. There has been a real, sustained reduction of suspensions and expulsions in Multnomah County schools.

### Why does this outcome matter?

There is no doubt that suspensions and expulsions place certain groups of students at dramatically greater risk of dropping out and often winding up in the criminal justice system. We can't let that keep happening to our kids.



When students are suspended or expelled, their connection to school is broken. When students are removed from the learning environment, they face a higher risk of dropping out and becoming involved with the juvenile justice system. Students of color, especially Black/African American students, are much more likely to be removed from school—particularly for subjective reasons such as “demonstration of defiance.”

Reducing racial disparities in school discipline is at the heart of our work. Schools and community partners have collaborated to cut suspensions and expulsions significantly since 2012. Disparities that impact students of color are slowly decreasing. But the data shows this work is far from finished.



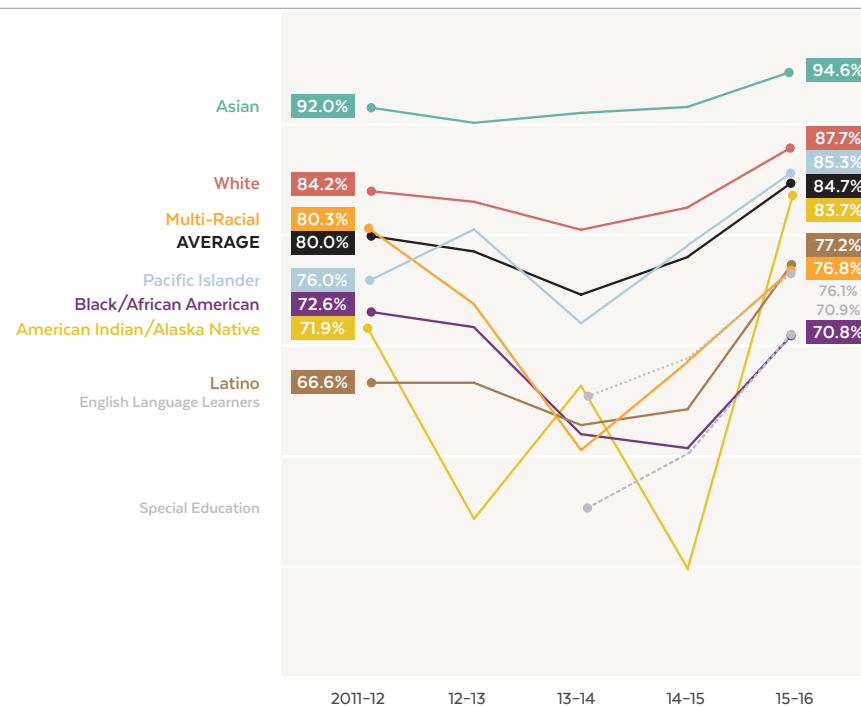


## HANDOUT



### Ninth Grade Credit Attainment

Percent of students completing 6+ credits in ninth grade  
(the number necessary to be on track to graduate)



**Jim Schlachter**  
Superintendent  
Gresham-Barlow  
School District

#### What does the data tell you?

The data from 2012 to 2013 indicated that credit attainment was actually trending the wrong way. But in the past three years, most groups have seen improvement. Shining a light on this data has clearly led to changes that have resulted in an increased number of students getting off to a good start in ninth grade.

#### Why does this outcome matter?

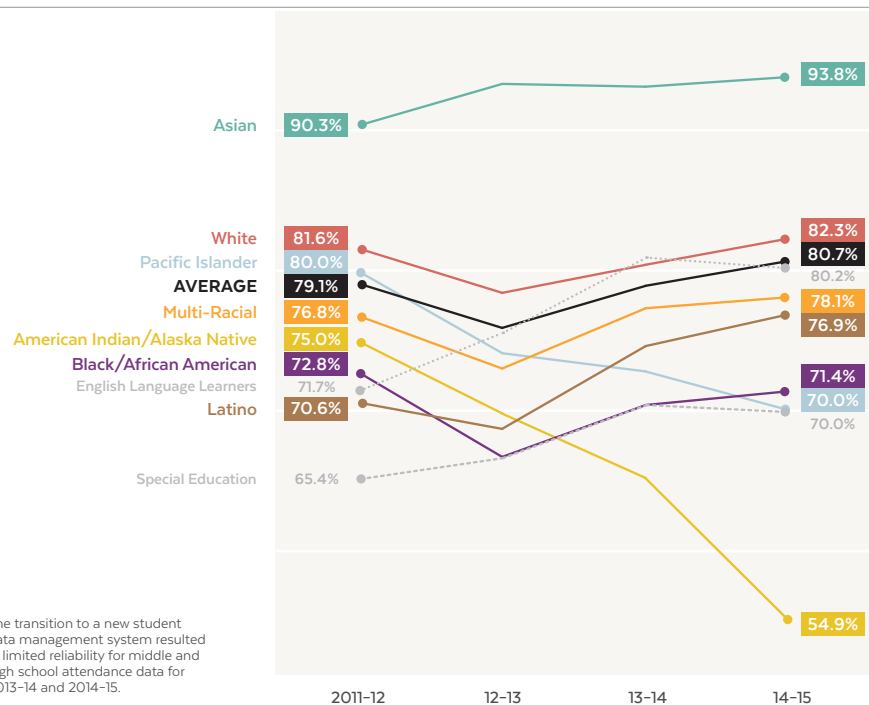
When students discuss what keeps them engaged and motivated to graduate, they often talk about electives—classes in the arts and career-technical classes. When students are not on track in ninth grade, they often must retake core content classes instead of electives. This limits their opportunities to take the courses that motivate them and help them stay engaged in school.





## Ninth Grade Attendance

Percent of ninth-graders who attend at least 90% of school days



\* The transition to a new student data management system resulted in limited reliability for middle and high school attendance data for 2013-14 and 2014-15.

### Paul Lumley

Executive Director  
Native American Youth  
and Family Center

### What does the data tell you?

For the American Indian/Alaska Native population, the data shows a dramatic decrease in attendance over the past three years. There are always data limitations for our community, as this data accounts only for students who identify solely as American Indian/Alaska Native. It is still deeply concerning. This data reflects the need for more culturally specific support between families in our community and the public school system.

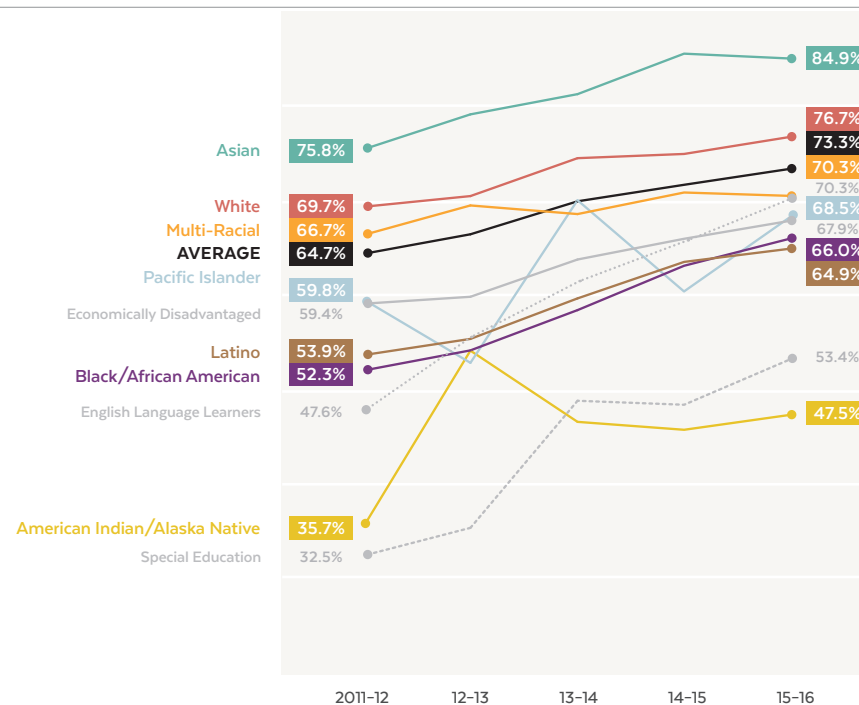
### Why does this outcome matter?

Students of color, particularly American Indian/Alaska Native students, are not being engaged by their school systems. We need to build relationships to help our youth succeed. We are committed to working with the school systems to help them embrace partnerships that put children first. That is how we can reverse these disparaging trends.



## High School Graduation

Percent of students graduating on time (four-year cohort)



### Istella Noor

Current Student  
Portland Community College  
Class of 2016  
Franklin High School

### What does the data tell you?

Some groups are making it more than others, but we're all going up. So what I really see is all of us working hard to make it to the top.

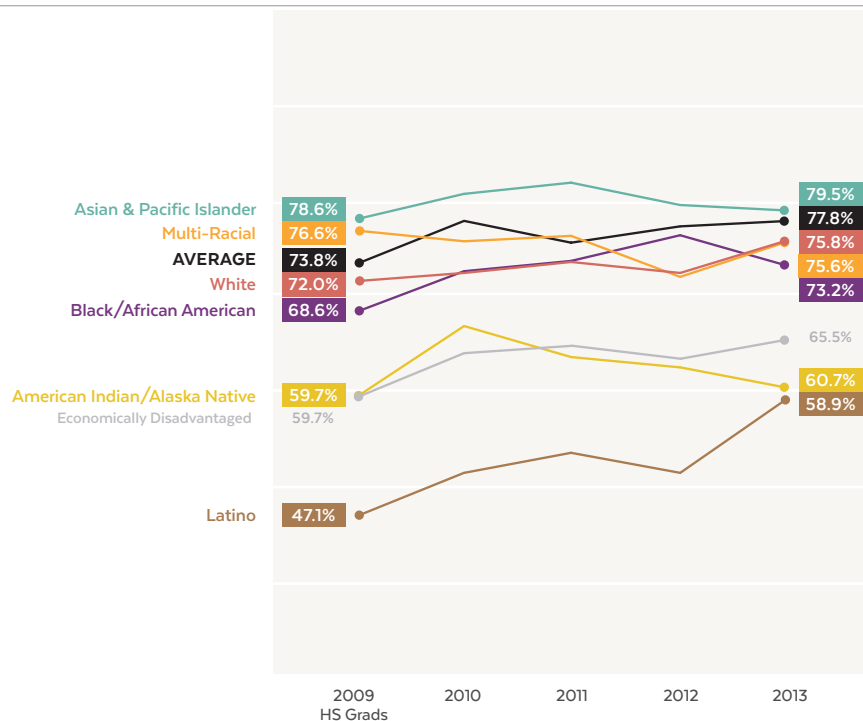
### Why does this outcome matter?

It's about my family—you could say that we aren't living the American dream today, but I want to give them the American dream. I am the first person in my family to graduate from high school, and I'm the first one to go to college. Seeing that helps my younger siblings want to work harder; it helps them believe they can make it.



## Post-Secondary Enrollment

Percent of Multnomah County high school graduates enrolling in a post-secondary program within 16 months of graduating



**Francisco Bueno**  
Program Director  
College Possible

### What does the data tell you?

What we are doing to help students enroll in college is really working for some students and not for others. We also know that we have to look past enrollment data and examine persistence and graduation rates to understand what's working for supporting students to complete college.

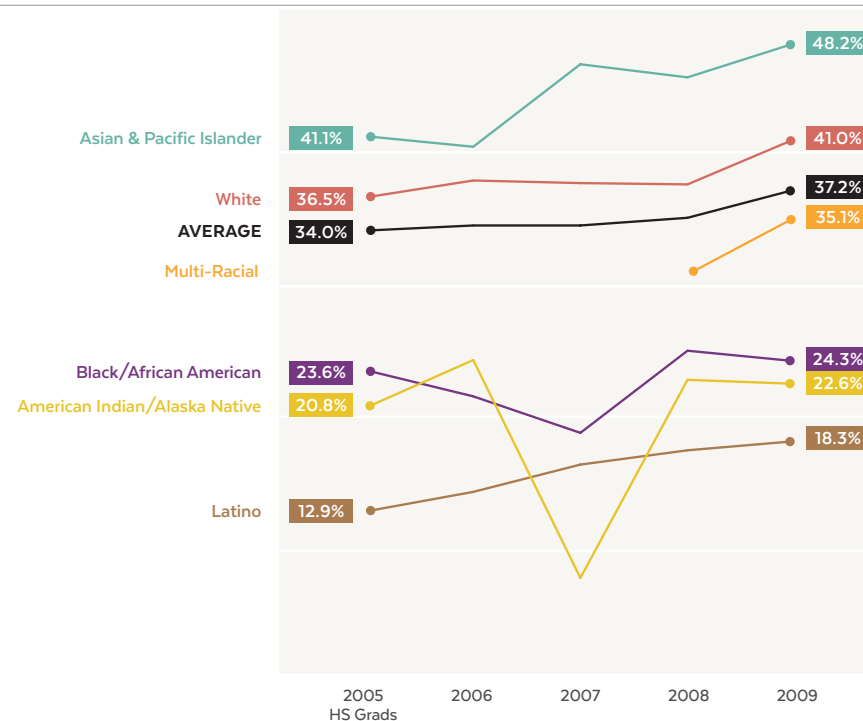
### Why does this outcome matter?

Obviously, students have to enroll in college to graduate from college. Post-secondary enrollment rates tell us that students are meeting academic enrollment requirements, and they can overcome barriers (e.g., financial, psychological) that keep them from enrolling. The more time that passes after high school graduation, the less likely they are to enroll, so it's important that we track enrollment within 16 months of graduating high school.



## Post-Secondary Completion

Percent of Multnomah County high school graduates completing a post-secondary program within six years



**Andrea Cook**  
President  
Warner Pacific College

### What does the data tell you?

With all of the emphasis we have placed on college access, we are making only slight gains in completion. This data tells us we need to ensure that underrepresented students have the support they need to complete college. We must increase our efforts to encourage more students to believe they can achieve this goal that will change the trajectory of their lives forever.

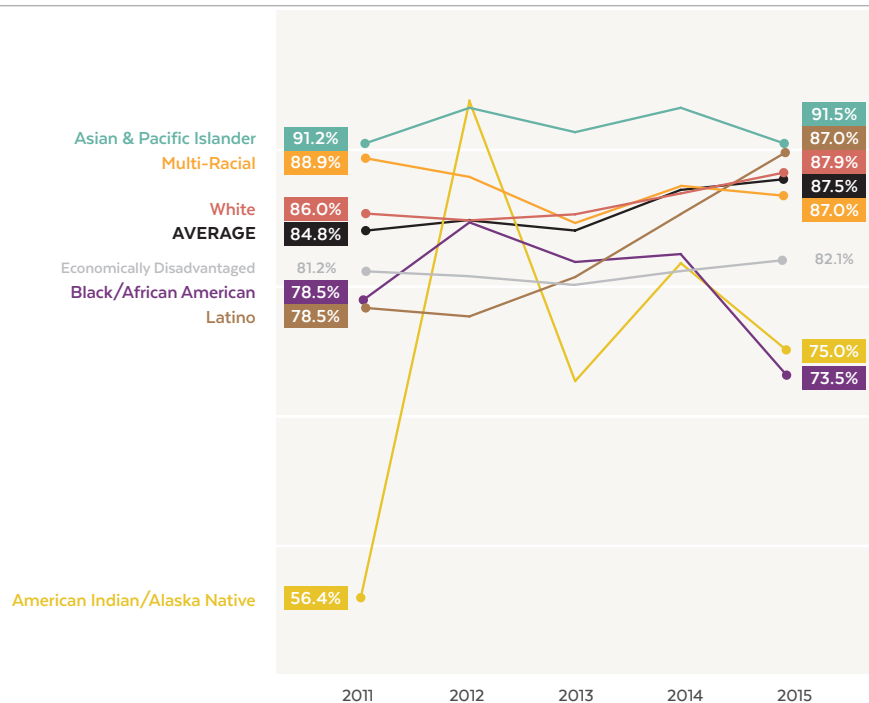
### Why does this outcome matter?

The gap between kids who have access to college and those who do not needs to close. As colleges and universities, we must change the demographics of the students we serve, and we must provide opportunity not just to enroll, but to complete their degree.



## Connected with a Career Track

Percent of youth (16-24) living in Multnomah County who are enrolled in school and/or working



**Connie Ashbrook**  
Executive Director  
Oregon Tradeswomen

### What does the data tell you?

We aren't serving our youth as well as we should. And we're leaving some groups far behind. For so many of these young men and women, it's about getting a chance to learn what's expected in the workplace. And it's about matchmaking between youth and employers and having a strong handoff. There are well-paying jobs available now and we have to show them how to get them.

### Why does this outcome matter?

It's the future; these diverse women and men are our future. With some of these data points we're really talking about youth who are completely disconnected. If they're not in school or on a career path, what are they doing? How can we be there for them?

HANDOUT



# Investors

All Hands Raised is able to deliver over \$1.5 million in in-kind support to our six school districts and community partners thanks to generous individuals, corporations, foundations and civic entities. Below are the donors who invested in our work in the amount of \$2,500 or more from January 1, 2015 to November 30, 2016.

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Carilyn Alexander  
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Margaret Kirkpatrick  
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Rich and Elise Brown  
Trever Cartwright  
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## PUBLIC/COMMUNITY ORGANIZATION

City of Portland  
David Douglas School District  
Education Northwest  
Latino Network  
Mt. Hood Community College  
Oregon Chief Education Office  
Oregon Lottery  
Pacific Northwest Regional Council  
of Carpenters  
Port of Portland  
Portland Community College  
Portland Development Commission  
Portland Public Schools  
Reynolds School District  
StriveTogether Cradle to Career  
Accelerator Fund  
Warner Pacific College





# Leadership

We have methodically built and maintained a governance structure to sustain the momentum of this long-range work. Key leaders who were at the table from the beginning--remain at the table. These groups ensure we stay focused on a data-driven approach that puts the success of our community's kids at the center.

## Board of Directors

The All Hands Raised Board of Directors currently includes 24 members, 50% of whom represent communities of color. The mission of the Board is to clearly and concisely define the mission, direction, goals, objectives and operations of All Hands Raised while maintaining the organization's acute focus on racial equity.

**Immediate Past Chair:** Carmen Rubio, Latino Network

**Chair:** Jennifer Messenger Heilbrunner, Metropolitan Group

**Vice Chair:** Trever Cartwright, Coraggio Group

**Treasurer:** Rich Brown, Bank of America

Christine Barbour, Community Advocate

Larry Bekkedahl, Portland General Electric

Simone Brooks, Brooks Staffing

Michael Burch, Pacific Northwest Regional Council of Carpenters

Andrea Cook, Warner Pacific College

Dan Field, Kaiser Permanente

Scott Hatley, Incight

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Michael Lewellen, Portland Trail Blazers

Adrienne Livingston, WorldVenture

Paul Lumley, Native American Youth & Family Center

Travis Merrill, FLIR Systems, Inc.

Maurice Rahming, O'Neill Construction Group, Inc.

Dan Ryan, All Hands Raised

June Schumann, Community Advocate

Jeff Strickler, Northwest Evaluation Association

Felicia Tripp, Portland Housing Center

Wim Wiewel, Portland State University

## Emeritus Directors

Sho Dozono, Community Leader

Ron Saxton, Schwabe, Williamson & Wyatt, Founding Board President

Karen Whitman, Karen Whitman Projects

## Legal Counsel

Ed Harnden, Barran Liebman LLP

## Leadership Council

The All Hands Raised Leadership Council engages in action and dialogue, and champions the work of the Partnership throughout our community.

**Co-Chair:** Tracy Curtis, Wells Fargo

**Co-Chair:** David Underriner, Providence Health & Services

Kerry Barnett, SAIF Corporation

Sam Breyer, Multnomah Education Service District

Matt Chapman, Northwest Evaluation Association

Paul Coakley III, Centennial School District

Suzanne Cohen, Portland Association of Teachers

Debra Derr, Mt. Hood Community College

Linda Florence, Reynolds School District

Dan Floyd, Hood to Coast Race Series

Karen Gray, Parkrose School District

Nkenge Harmon Johnson, The Urban League of Portland

Tony Hopson Sr., Self Enhancement, Inc.

Chair Deborah Kafoury, Multnomah County

Paul Lumley, Native American Youth & Family Center

Peggy Maguire, Cambia Health Solutions

Sandra McDonough, Portland Business Alliance

Andrew McGough, Worksystems, Inc.

Bob McKean, Portland Public Schools

Sarah Mensah, Jordan Brand

Mark Mitsui, Portland Community College

Kevin Palau, The Luis Palau Association

Jim Piro, Portland General Electric

Lee Po Cha, Immigrant & Refugee Community Organization

Ken Richardson, David Douglas School District

Carmen Rubio, Latino Network

Jim Schlachter, Gresham-Barlow School District

Charles Schlimpert, Concordia University

Judy Strand, Metropolitan Family Service

John Tapogna, ECONorthwest

Keith Thomajan, United Way of the Columbia-Willamette

Ken Thrasher, Compli

District Attorney Rod Underhill, Multnomah County

Bob Van Brocklin, Stoel Rives LLP

Craig Wessel, Portland Business Journal

Mayor Ted Wheeler, City of Portland

Wim Wiewel, Portland State University

DJ Wilson, KGW

Duncan Wyse, Oregon Business Council

Julie Young, Portland Children's Levy



## Steering Committee

This committee of the Board of Directors provides strategic direction to the work on the ground through consistent review, guidance and oversight.

**Co-Chair:** Michael Burch, Pacific Northwest Regional Council of Carpenters

**Co-Chair:** Susheela Jayapal, Community Leader  
Sona K. Andrews, Portland State University  
Sam Breyer, Multnomah Education Service District  
Simone Brooks, Brooks Staffing  
Trevor Cartwright, Coraggio Group  
Andrea Cook, Warner Pacific College  
Jessica Howard, Portland Community College  
Maurice "Mo" King, Nike, Inc.  
Adrienne Livingston, WorldVenture  
Bob McKean, Portland Public Schools  
Maurice Rahming, O'Neill Construction Group, Inc.  
June Schumann, Community Leader  
Brian Stewart, JPMorgan Chase  
Liesl Wendt, Multnomah County



## CIVIC INFRASTRUCTURE

# Engaged Community

A foundation of trust and transparency creates the space for complex and emotionally charged conversations with our partners on the ground. And a sense of shared accountability binds us together. We are deeply grateful for our partners' curiosity, courage and willingness to fail. All this is made stronger through deep collaboration with our national partner, StriveTogether. They are invaluable as we bring a greater sense of focus to our local community.



## Racial Educational Equity

### STRATEGIC LEADERSHIP

Sam Breyer, Superintendent, Multnomah Education Service District  
 Paul Coakley, Superintendent, Centennial School District  
 Gerald Deloney, Director of Program Advancement, Self Enhancement, Inc.  
 Linda Florence, Superintendent, Reynolds School District  
 Karen Gray, Superintendent, Parkrose School District  
 Tony Hopson Sr., President and CEO, Self Enhancement, Inc.  
 Kali Ladd, Executive Director, KairosPDX  
 Paul Lumley, Executive Director, Native American Youth and Family Center  
 Bob McKean, Interim Superintendent, Portland Public Schools  
 Julia Meier, Executive Director, Coalition of Communities of Color  
 Lee Po Cha, Executive Director, Immigrant and Refugee Community Organization  
 Ken Richardson, Superintendent, David Douglas School District  
 Carmen Rubio, Executive Director, Latino Network  
 Jim Schlachter, Superintendent, Gresham-Barlow School District

### SITES

#### Centennial MS (Centennial)

Troy Gales, District Behavior Specialist  
 Rise' Hawley, Principal  
 Graham Hughes, Dean of Students  
 Sonia Nelson, Assistant Principal  
 Chris O'Connor, Counselor  
 Addie Reamer, Teacher  
 George Ward, Teacher

#### Hall ES (Gresham-Barlow)

Allan Fonseca, ELL Assistant  
 Tara Kerwin, Teacher  
 Heidi Lasher, Principal  
 Eric Turner, Teacher  
 Kristin Wilson, District Coordinator, Positive Behavior Intervention and Supports

#### Lincoln Park ES (David Douglas)

Amy Boothby, District Behavior Specialist  
 Becki Chase, Principal  
 Simon Crane, Teacher  
 Chau Huynh, Parent & Family Engagement Specialist (Immigrant and Refugee Community Organization)  
 Theresa Muller, Teacher  
 Hannah Snyder, Counselor  
 Lester Womack, Student Behavior Specialist

#### Reynolds MS (Reynolds)

Ben Baldizon, SUN Community School Site Manager (Latino Network)  
 Alyson Drain, Teacher  
 Lonnie Jackson, Diversity and Student Support/Empowerment Specialist  
 Jill Sawyer, Teacher  
 Adam Swientek, Assistant Principal  
 Stacy Talus, Principal

#### Vestal K-8 (Portland Public Schools)

Ronette Bryson, Learning Center Teacher  
 Emily Glasgow, Principal  
 Esther Harris, Restorative Justice Coordinator  
 Erin Thomas, Teacher  
 Miguel Wahl, Counselor  
 Jack Wilkinson, Learning Center Teacher



## Kindergarten Transition

### STRATEGIC LEADERSHIP

#### Under development in consultation with:

Multnomah County school district superintendents  
Swati Adarkar, President and CEO, Children's Institute  
Pam Greenough, Executive Director, Mt. Hood Community College Head Start  
Ron Herndon, Executive Director, Albina Head Start  
Molly Day and Frances Sallah, Co-Directors, Early Learning Multnomah, United Way of the Columbia-Willamette

### SITES

#### Boise-Eliot/Humboldt PK-8 in partnership with

##### Albina Head Start

Kevin Bacon, Principal  
Carole Carmichael, Social Service Coordinator (Albina Head Start)  
Kellie Danzer, Teacher  
Jesenia Davis, Lead Family Advocate (Albina Head Start)  
Ellie Jensen, Teacher  
John Meskimen, Teacher  
Kaveh Pakseresht, Assistant Principal  
Karissa Palmer, Education Coordinator (Albina Head Start)  
Deena Randle, Education Coordinator (Albina Head Start)

#### Davis ES in partnership with Mt. Hood Community College Head Start

Cindy Bartman, Leadership Coach (Oregon Department of Education)  
Velvet Cooley, Associate Director (Mt. Hood Community College Head Start)  
Kevin Donato, SUN Community School Site Manager (Metropolitan Family Service)  
Ashley Furlong, Principal  
Melissa Henricks, Family Worker (Mt. Hood Community College Head Start)  
Sarah Khatib, K-2 Instructional Coach  
Natalie Ramos, Teacher  
Heidi Sandgren, Teacher  
Jennifer Snyder, Teacher



## K-12 Attendance

### STRATEGIC LEADERSHIP

Christine Blouke, Student Information, Assessment and Technology, Parkrose School District  
Lorena Campbell, Intergovernmental Liaison, East County School Districts  
Frank Caropelo, Assistant Superintendent, Reynolds School District  
Joanne Fuller, Director, Multnomah County Health Department  
Kathy Keim-Robinson, Student Services Director, Parkrose School District  
Carol Lamon, Self-Sufficiency Program Manager, District 2, Oregon Department of Human Services  
Rachel Langford, Education and Youth Initiatives Program Director, Home Forward  
Dunya Minoo, Senior Program Manager, Portland Public Schools  
April Olson, Director of Federal Programs/Homeless Liaison, Gresham-Barlow School District  
James Owens, Assistant Superintendent/Director of Human Resources, Centennial School District  
Lee Po Cha, Executive Director, Immigrant and Refugee Community Organization  
Florence Protopapas, Student Services Coordinator, David Douglas School District  
John Rasmussen, School Resource Officer, Gresham Police Department  
Kim Scott, President and CEO, Trillium Family Services  
Liesl Wendt, Director, Department of County Human Services, Multnomah County

### SITES

#### Butler Creek ES (Centennial)

Mike DeBoer, Child Development Specialist  
Linda Ernstrom, Secretary  
Andrea Sande, Principal

#### George MS (Portland Public Schools)

Pedro Anglada-Cordero, Attendance Case Manager  
Kim Bacon, SUN Community School Site Manager (Immigrant and Refugee Community Organization)  
Amy Davis, Family Coach (Oregon Department of Human Services)  
Maria Elena Alvarado, School Secretary  
Kenya Marquez, School Counselor  
Lavert Robertson, Principal  
Jaeger Vega, Restorative Justice Coordinator

### Glenfair ES (Reynolds)

Anthony Bradley, Shelter Liaison  
Kate Eyerly, Attendance Case Manager  
Celia Flaim, SUN Community School Site Manager (Metropolitan Family Service)  
Molly Frye, District Title X Liaison  
Lisa McDonald, Principal  
Moses Rain, Family Coach (Oregon Department of Human Services)  
Ron Tjaden, Counselor

### Highland ES (Gresham-Barlow)

Mayra Caro, Attendance Secretary  
Elizabeth "Betty" Garfias, SUN Community School Site Manager (El Programa Hispano)  
John Lass, Family Coach (Oregon Department of Human Services)  
Jamie Sedda, Child Development Specialist  
Shawnda Sewell, Principal  
Brenda Stubblefield, Attendance Caseworker

### Lynch Wood ES (Centennial)

Kris Dowell, Attendance Specialist  
Susan McParker, School Counselor  
Marin Miller, Principal  
Amber Moore, SUN Community School Site Manager (Native American Youth and Family Center)  
Moses Rain, Family Coach (Oregon Department of Human Services)

### Shaver ES (Parkrose)

Loni Blankers, SUN Community School Site Manager (Immigrant and Refugee Community Organization)  
Zach Gonzalez, Family Coach (Oregon Department of Human Services)  
Laura Goodman, Principal  
Christa Read, Counselor  
Jazmin Webster, Connect2Complete AmeriCorps (Oregon Campus Compact)

## Ninth Grade Transition

### ENGAGED PARTNERS

Donna Barber, Director of Champions Academy, Portland Leadership Foundation  
 Jason Bhear, Assistant Principal, Gresham High School  
 Justin Birmingham, Administrator, Grants/Partnerships, Reynolds School District  
 Kaitlin Cobb, Director of Program Impact, Boys and Girls Clubs of Portland Metropolitan Area  
 Lakia Davis, Eureka! Program Manager, Girls Inc. of the Pacific Northwest  
 Yeng Dhabolt, Program Director, College & Career Readiness, Portland Public Schools  
 Robin Eisenbach, Step Up Program Manager, Open School  
 Carla Gay, Director, Early Warning Systems, Portland Public Schools  
 Ernie Guerrero, Step Up Director, Open School  
 Troy Hales, Manager, Self Enhancement, Inc.  
 Diana Hall, Program Supervisor, Youth & Family Services Division SUN Service System & Community Schools  
 Frances Hall, Hunger Relief & Youth Development Specialist, Youth and Family Services Division, SUN Service System  
 Joyce Harris, Manager, Community Engagement, Education Northwest  
 Tamara Henderson, College and Career Readiness Manager, Native American Youth and Family Center  
 Renee Irikawa, High School Program Manager, "I Have a Dream" Oregon  
 Matt Jernigan, Connect2Complete, AmeriCorps Program Manager, Oregon Campus Compact  
 Gina Kim-Folston, SUN Community Schools Program Manager, Impact NW  
 Amy O. Kwong-Kwapisz, Director of Professional Community Development, School of Education, University of Portland  
 Katie Lauderdale, SUN Community School Site Manager, Impact NW  
 Anne Le, SUN Community School Site Manager (Metropolitan Family Service)  
 Katherine Lewis, Executive Director, From The Ground Up  
 Rebecca Lomboto, Mentor Coordinator, Immigrant & Refugee Community Organization  
 Michael Lopes, Assistant Superintendent, Parkrose School District  
 Khandice Love, Assistant Principal, Reynolds HS  
 Carolyn Manke, Vice President of Program Impact, Camp Fire Columbia  
 Chris Mathews, 9th Grade Counts Director, David Douglas HS  
 Melissa McCoy, PUENTES Program Coordinator and Student Case Manager, El Programa Hispano  
 Donell Morgan, Program Director, Elevate Oregon  
 Ana Muñoz, School Based Programs Manager, Latino Network

Erik Railton, Executive Director, Set Up Skate  
 Kelly Rosteck, Environmental Education, Portland Parks & Recreation  
 Sara Ryan, Teen Services Specialist, Multnomah County Library  
 Ben Sand, CEO, Portland Leadership Foundation  
 Laura Scully, Assistant Principal, Centennial High School  
 Yoko Silk, Stewardship Coordinator, City Nature East, Portland Parks & Recreation  
 Dana Spears-Talbert, Supervisor of Youth & Family Services, Impact NW  
 Deborah Sposito, Curriculum Development, Youth Department, Immigrant and Refugee Community Organization  
 Lyn Tan, Program Director, Program Director, Youth Gang Prevention, Immigrant and Refugee Community Organization  
 Josh Todd, Executive Director, Oregon Campus Compact  
 Shantel Waddell, SUN Community School Site Manager, Self Enhancement, Inc.  
 Amanda Wallace, Director of Programs, Teens & Extension, Boys and Girls Clubs of Portland Metropolitan Area  
 Ryan Weilert, Set Up Skate  
 Brent Wilder, Vice President, Oregon Alliance of Independent Colleges & Universities  
 Becca Wolf, College Preparation Coach, Native American Youth and Family Center  
 Courtney Wright, Program & Operations Manager, Schoolhouse Supplies  
 Liz Zimmerman, Business Development Associate, Oregon Museum of Science and Industry



## Post-Secondary Access

### ENGAGED PARTNERS

Sarah Aimone, Learning Specialist, Mt. Hood Community College  
 Kealani Balfour, College Now Coordinator, Mt. Hood Community College  
 Pam Blumenthal, Director, Links Programs, Portland Community College  
 Lisa Brookshier, ASPIRE Access Specialist and Program Analyst, Oregon Office of Student Access and Completion  
 Francisco Bueno, Program Director, College Possible  
 Yeng Dhabolt, Program Director, College & Career Readiness, Portland Public Schools  
 Kelley Duron, Senior Manager, GEAR UP/College and Career Readiness Programs, Portland Public Schools  
 Lori Ellis, ASPIRE and Outreach Administrator, Oregon Office of Student Access and Completion  
 José Esparza, Future Connect Recruitment Coordinator, Portland Community College  
 Geoffrey Garner, Program Director, Alternative Pathways, Multnomah Education Service District  
 Oscar Gilson, Director, High Schools, Portland Public Schools  
 Alex Gonzalez, Oregon Scholar Advisor, The College Place, ECMC  
 Chris Greenhalgh, Director of Secondary Education, Reynolds School District  
 Rebecca Griffin, College Access Specialist, New Avenues for Youth  
 James Hiu, Deputy Superintendent, Secondary Education and Operations, Gresham-Barlow School District  
 Angela Hubbs, Director of Curriculum and Student Learning, Centennial School District  
 Renée Irikawa, High School Program Manager, "I Have A Dream" Oregon  
 Tammy Jackson, Director of Student Services, Portland Public Schools  
 Sharon Juenemann, Director, TRiO College First, Mt. Hood Community College  
 Nicole Kappes-Levine, Student Services Counselor, Portland Public Schools  
 Amy Keir, FAFSA Plus+ Program Specialist, Oregon Office of Student Access and Completion  
 Darryl W. Kelley Jr., UBETS College Coordinator, Portland State University  
 Josh Laurie, Manager, Future Connect, Portland Community College  
 Michelle Liebhardt, Assistant Director, Education Policy Improvement Center  
 Michael Lopes, Assistant Superintendent, Parkrose School District  
 Rachel Phillips, Program Administrator, Education Policy Improvement Center  
 Nick Poindexter, Assistant Director of Admissions, Warner Pacific College

Adam Ristick, Assistant Director of Act Six, Portland Leadership Foundation  
 Stephanie Sampedro, Student Finance Specialist, Innovative Changes  
 Jennifer Satalino, Director, The College Place Oregon, ECMC  
 Kimberlee Sheng, Executive Director, Black United Fund  
 Lori Thompson, Transition Advocate, Alternative Pathways, Multnomah Education Service District  
 Linda Vancil, Assistant Principal, David Douglas High School  
 Kristin Vreeland, ASPIRE and Outreach Program Developer, Oregon Office of Student Access and Completion  
 Marshawna Williams, Admission Advisor, Multicultural Recruitment and Outreach, Portland State University

## SITES

### Alliance HS @ Meek (Portland Public Schools)

Mark Bond, College and Career Coordinator  
 José Esparza, Future Connect Recruitment Coordinator (Portland Community College)  
 Lorna Fast Buffalo Horse, Principal  
 Geoffrey Garner, Program Director, Alternative Pathways (Multnomah Education Service District)  
 Luke Saporito, Counselor  
 Lori Thompson, Transition Advocate, Alternative Pathways (Multnomah Education Service District)

### Centennial HS (Centennial)

Angela Hubbs, District Director of Curriculum and Student Learning  
 Sharon Juenemann, Director, TRiO College First (Mt. Hood Community College)  
 Katie Lauderdale, SUN Community School Site Manager (Impact NW)  
 Sally Menolascina, Counselor  
 Scott Olson, Counselor  
 Ben Petersen, Teacher  
 Hailey Roberge, SUN Academic Achievement Coordinator (Impact NW)  
 Mairi Scott-Aguirre, Principal  
 Laura Scully, Assistant Principal

### David Douglas HS (David Douglas)

Shawna Myers, Counselor  
 Linda Vancil, Assistant Principal

### Franklin HS (Portland Public Schools)

Destiny Bucasas, Aspire Coordinator (Impact NW)  
 Raquel Laiz, College and Career Coordinator  
 Charles McKinney, Student Support Specialist  
 Quan Nguyen, Upward Bound (Portland State University)  
 Juanita Valder, Principal  
 Holly Vaughn-Edmonds, Counselor  
 Anna York, Teacher/Talented and Gifted Coordinator

### Gresham HS (Gresham-Barlow)

Kealani Balfour, College Now Coordinator (Mt. Hood Community College)  
 Casey Block, Program Coordinator (College Possible)  
 Hayes Gardener, Senior Coach (College Possible)  
 Danelle Heikkila, Assistant Principal  
 Theresa Jahangir, Counselor  
 Sharon Juenemann, Director, TRiO College First (Mt. Hood Community College)  
 Anne Le, SUN Community School Site Manager (Metropolitan Family Service)  
 Kendra Maddox, College and Career Coordinator  
 Roseann N. Rivera, Advisor, TRiO College First (Mt. Hood Community College)  
 Julie Rowell, ELL Teacher on Special Assignment  
 Solen Wilebski, Family and Community Liaison

### Madison HS (Portland Public Schools)

Petra Callin, Principal  
 Jose Esparza, Future Connect Recruitment Coordinator (Portland Community College)  
 Alex Gonzalez, Oregon Scholar Advisor (The College Place, ECMC)  
 Malaina Guzman, Counselor  
 Erin Hale, Counselor  
 Raquel Laiz, College and Career Coordinator (Franklin HS)  
 Jerardo Marquez, Counselor  
 Kelly Shelton, Counselor  
 Michael Scher, College and Career Coordinator  
 Holly Vaughn-Edmonds, Counselor (Franklin HS)

### Roosevelt HS (Portland Public Schools)

Laurel Auda-Capel, Counselor  
 Jose Esparza, Future Connect Recruitment Coordinator (Portland Community College)  
 Kelsey Green, Counselor  
 Filip Hristic, Principal  
 Adam Kennybrew, Counselor  
 Michael Lee, College and Career Coordinator  
 Jennifer Reeves-Eisbach, Counselor  
 Jennifer Satalino, Director (The College Place Oregon, ECMC)  
 Elsa Tellez-Gomez, Counselor

### Sam Barlow HS (Gresham-Barlow)

Erin Boelow, Head Counselor  
 Neil Collins, Teacher  
 Louisa Kinder, Counseling Intern  
 Patty Neuenschwander, College and Career Coordinator  
 Bruce Schmidt, Principal



## Pathways to Construction & Manufacturing

### STRATEGIC LEADERSHIP

Jesse Aronson, Senior Project Manager, Worksystems, Inc.  
 Connie Ashbrook, Executive Director, Oregon Tradeswomen  
 Aaron Bouchane, CORE Program Manager, Impact NW  
 Salvador Castañeda, Outreach Coordinator, Portland Community College  
 Emi Donis, Vice President and Deputy General Counsel (ret.), Precision Castparts Corp.  
 Jenn Edgar, High School Services Coordinator, Mt. Hood Community College  
 Carol Egan, Director, Center for Advanced Learning  
 Stacy James, IAM/Boeing Joint Programs, The Boeing Company  
 Kevin Jeans-Gail, Executive Director, Portland Workforce Alliance  
 Miguel Montaña, Training Coordinator, Pacific Northwest Carpenters Institute  
 Zach Ramberg, Assistant Principal, Centennial High School  
 Aaron Sorenson, Business and Industry Workforce Training Coordinator, Mt. Hood Community College  
 Linda Vancil, Assistant Principal, David Douglas High School  
 Jill Walters, Executive Director, Portland Youth Builders  
 Jeanne Yerkovich, Director, Career and Technical Education, Portland Public Schools

## SITES

### Centennial HS (Centennial)

Nicole Burnett, Connect2Complete AmeriCorps, Pathways to Manufacturing (Impact NW/Oregon Campus Compact)  
 Lorrie McKedy, Counselor  
 Kyle Popma, The Boeing Company  
 Zach Ramberg, Assistant Principal  
 Jeff Stanek, School to Work Coordinator  
 Mark Watts, Teacher

### Reynolds HS (Reynolds)

John Olson, Assistant Principal  
 Justin Birmingham, Partnerships Administrator



WE HOPE THESE PAGES HAVE HELPED YOU SEE  
HOW WE UNITE STAKEHOLDERS TO ENSURE THAT  
ALL KIDS HAVE EQUAL ACCESS TO PROSPERITY.



## THE WORK AHEAD

As we continue to work together to end the cycle of inequity and exclusion, we will reimagine a system where all children, youth and young adults achieve their full potential.

As you have read, we are hard at work testing new approaches, focusing on critical transition times for students and families, and making progress on big-picture barriers to keep more of our kids in school.

And we are already writing Chapter 04 in these ways and more:

- Strengthening and expanding our focus on the handoff between preschool and kindergarten classrooms, facilitating a greater sense of collaboration and commitment to using data.
- Building a cross-sector, cross-campus collaborative culture for college access, retention and completion to ensure students not only have access to a bright future, but realize it.
- Facilitating teams across our work areas to do the hard and necessary work to discover effective practices across our partner sites and learning how to spread that innovation across our systems.

There is a reason we are called All Hands Raised—we encourage all to raise hands in support of student success. We all must accept our role in creating a system that puts every student at the center. The All Hands Raised Partnership is built to break down silos, be courageous in its approach and value the needs of our children above all else.

There are many things you can do to raise your hand, including:

- Use the data in this document to question your assumptions about our schools and our community. Encourage your friends, family, neighbors and co-workers to do the same.
- Be present in your own neighborhood and community to see the unseen and lend a hand to those in need.
- Explore our local nonprofit community, find an organization whose mission matches your passions and raise your hand to mentor or volunteer.

There is great work happening across our education system, but too often it's hidden or it happens in isolation. Our role is to lift up the promising practices and inspired innovation to help all of our partners take it further—spreading improved culture and outcomes.

On behalf of our board of directors, leadership council, superintendents, school and community partners, and everyone with their hand eagerly raised, thank you.

Sincerely,

The All Hands Raised Staff

Don You Angel G. Erin Jeanagar

Helen Calise Jeanie-Marie Price

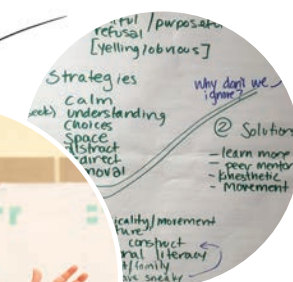
Kelli Corcoran Nate Warr Skull Rosemary Schwaner

Sarah Cline Johnson Jeffery Montoya

Theresa

JPM

Mexy Jones



# Citations

**PAGES 2 & 4 | Multnomah County population size and demographics, 0-24 year olds:** American Community Survey 2010-14 five-year data.

**PAGE 4 | Multnomah County K-12 demographics:** Oregon Department of Education 2015-16 Fall Enrollment Report and Free or Reduced Lunch Report.

**PAGE 5 | Increase in on-time high school graduation rate:** Oregon Department of Education Cohort Graduation Rate Media File 2008-09 through 2015-16.

**PAGE 5 | Reduction in suspension and expulsions:** Oregon Department of Education Online Discipline Tool data 2011-12 through 2015-16.

**PAGE 5 | Percent of students chronically absent in kindergarten:** Portland State University analysis of local school district data for the 2014-15 school year.

**PAGE 5 | Third grade reading standards:** Oregon Department of Education 2015-16 3rd Grade English Language Arts Report.

**PAGE 5 | Eighth grade math standards:** Oregon Department of Education 2015-16 8th Grade Math Report.

**PAGE 5 | Post-secondary completion:** ECONorthwest analysis of National Student Clearinghouse data for the 2008-09 cohort of high school graduates.

**PAGE 9 | Career-technical education graduation rates:** Oregon Department of Education 2014-15 CTE Concentrator Report.

**PAGE 9 | Increase in FAFSA completion rate:** Federal Student Aid FAFSA completion data for the 2014-15 and 2015-16 school years.

**PAGE 9 | Percent of seniors countywide who are enrolled in schools that are actively partnering to increase financial aid access:** Oregon Department of Education 2015-16 Fall Enrollment Report.

**PAGE 9 | Reduction in suspension and expulsions:** Oregon Department of Education Online Discipline Tool data 2011-12 through 2015-16.

**PAGE 9 | Increase in on-time kindergarten registration:** Multnomah County SUN Service System analysis of local school district data 2011-12 through 2015-16.

**PAGE 10 | Number of discipline incidents per 100 students:** Local school district data for the 2015-16 school year.

**PAGE 11 | Reduction in suspension and expulsions:** Oregon Department of Education Online Discipline Tool data 2011-12 through 2015-16.

**PAGE 12 | Percent of kindergarten children who previously attended preschool:** Multnomah County SUN Service System analysis of local school district data for the 2015-16 school year.

**PAGE 13 | Increase in on-time kindergarten registration:** Multnomah County SUN Service System analysis of local school district data 2011-12 through 2015-16.

**PAGE 14 | Percent of students consistently attending school in Multnomah County:** Oregon Department of Education 2015-16 Not Chronically Absent Report.

**PAGE 16 | On-time high school graduation rate:** Oregon Department of Education 2015-16 Cohort Graduation Rate Media File.

**PAGE 16 | Link between ninth grade credit accumulation and graduation rates:** The Fourth R report published as part of the Connected by 25 initiative of All Hands Raised; based on analysis of PPS data for the class of 2004.

**PAGE 17 | Academic priority student participation in the Ninth Grade Counts program:** University of Portland, Outcomes and Demographics for Participants in the Ninth Grade Counts Programs, Summer 2011, Summer 2014 and 2015.

**PAGE 17 | Ninth Grade Counts participants earning six or more credits at the end of ninth grade:** Northwest Evaluation Association and University of Portland, Outcomes and Demographics for Participants in the Ninth Grade Counts Programs, Summer 2009 through Summer 2015.

**PAGE 17 | Students earning six or more credits at the end of ninth grade:** Portland State University and All Hands Raised analysis of local school district data 2009-10 through 2015-16.

**PAGE 17 | Increase in on-time high school graduation rate:** Oregon Department of Education Cohort Graduation Rate Media File 2009-10 through 2015-16.

**PAGE 18 | Oregon jobs requiring post-secondary education by 2020:** Recovery: Job Growth and Education Requirements Through 2020, Georgetown University Center on Education and the Workforce, published June 2013.

**PAGE 18 | Post-secondary completion:** ECONorthwest analysis of National Student Clearinghouse data for the 2008-09 cohort of high school graduates.

**PAGE 18 | Post-secondary enrollment:** ECONorthwest analysis of National Student Clearinghouse data for the 2012-13 cohort of high school graduates.

**PAGE 19 | Increase in FAFSA completion rate:** Federal Student Aid FAFSA completion data for the 2014-15 and 2015-16 school years.

**PAGE 20 | Job growth and replacement openings:** Oregon Employment Department 10-year job growth and replacements openings for the Portland Metropolitan Area and SW Washington, 2014-2024 projections.

**PAGE 21 | Career-technical education completion rates:** Oregon Department of Education 2015-16 CTE data.

**PAGE 22 & 23 | The big picture:** Multnomah County Health Department analysis of Oregon Health Authority Center for Health Statistics data; Oregon Department of Education Statewide Kindergarten Assessment Results—Look-Back Report; Portland State University analysis of local school district data; Oregon Department of Education English Language Arts Reports; Portland State University analysis of Oregon Department of Education data; Oregon Department of Education Math Reports, Oregon Department of Education Online Discipline Tool; Local school district data; Oregon Department of Education Cohort Graduation Rate Media Files; ECONorthwest analysis of National Student Clearinghouse data; ECONorthwest analysis of American Community Survey three-year data.

**PAGE 24 | Birth weight:** Multnomah County Health Department analysis of Oregon Health Authority Center for Health Statistics data, 2011 through 2014.

**PAGE 25 | Kindergarten readiness:** Oregon Department of Education Statewide Kindergarten Assessment Results—Look-Back Report 2013-14 through 2015-16.

**PAGE 26 | Kindergarten attendance:** Portland State University analysis of local school district data 2011-12 through 2014-15.

**PAGE 26 | Third grade reading:** Oregon Department of Education 2014-15 and 2015-16 English Language Arts Reports.

**PAGE 27 | English language learners' annual progress:** Portland State University analysis of Oregon Department of Education data 2011-12 through 2013-14.

**PAGE 28 | Sixth grade attendance:** Portland State University analysis of local school district data 2011-12 through 2014-15.

**PAGE 28 | Eighth grade math:** Oregon Department of Education 2014-15 and 2015-16 Math Reports.

**PAGE 29 | Percent of K-12 students suspended or expelled:** Oregon Department of Education Online Discipline Tool data 2011-12 through 2015-16.

**PAGE 30 | Ninth grade credit attainment:** Local school district data 2011-12 through 2015-16.

**PAGE 31 | Ninth grade attendance:** Portland State University analysis of local school district data 2011-12 through 2014-15.

**PAGE 31 | High school cohort graduation rate:** Oregon Department of Education Cohort Graduation Rate Media File 2011-12 through 2015-16.

**PAGE 32 | Post-secondary enrollment:** ECONorthwest analysis of National Student Clearinghouse data for the 2008-09 through 2012-13 cohorts of high school graduates.

**PAGE 32 | Post-secondary completion:** ECONorthwest analysis of National Student Clearinghouse data for the 2004-05 through 2008-09 cohorts of high school graduates.

**PAGE 33 | Youth enrolled in school and/or working:** ECONorthwest analysis of American Community Survey three-year data 2009-11 through 2013-15.

## Data Notes

- Disaggregated data is included throughout the Community-wide Indicator charts whenever data was available.
- In some cases for a given population, the sample sizes may be very small, contributing to large year-over-year differences; as such, caution should be used in interpreting disaggregated data.
- For two Community-wide Indicators, third grade reading and eighth grade math, a new assessment (Smarter Balanced) was implemented statewide beginning in 2014-15 to align with Common Core State Standards; as such these data points are not comparable to previous years. For this reason only the two most recent years are shown.

## Thank You

All Hands Raised extends its gratitude to the following individuals and organizations for their special role in the design and creation of this document:

Beth Conyers for Portland Public Schools  
 Brian Christopher Photography  
 Darlyn Chester Photography  
 Denise Ransome  
 Fred Joe Photography  
 Jake Murray  
 Jason Petz  
 Ken Piper Photography  
 Leif Sjoquist for Portland Public Schools  
 Littext Printing Solutions  
 Meyer Memorial Trust  
 Naim Hasan Photography  
 The Boeing Company  
 Warner Pacific College

For information about alternative formats of Chapter O3, please contact [info@allhandsraised.org](mailto:info@allhandsraised.org) or 503-234-5404.





“As I conclude my tenure as Portland State’s president, I am proud of the work we are doing to help more students in our community succeed—from kindergarten to post-graduate. I’m also proud of the work that All Hands Raised has done to help drive our cradle to career initiative, recognizing the entirety of the education pipeline and the need for involvement from all sectors of the community. We look forward to continued joint work!”

**Wim Wiewel**  
President, Portland State University





All Hands Raised serves as the backbone organization for the All Hands Raised Partnership. Our role is to gather Multnomah County's diverse efforts and align them in ways that strengthen supports for kids—from cradle to career. We are changing the way adults collaborate to help children grow. To do this we bring together our six school districts with leaders from the county, the city, businesses, nonprofits and higher education to help individuals and organizations understand how they fit together to create change. And we remain true to our roots, stewarding parent-led fundraising in Portland Public Schools and managing the Portland Public Schools Foundation Equity Fund.

2069 NE Hoyt Street, Portland, OR 97232  
503-234-5404  
[www.allhandsraised.org](http://www.allhandsraised.org)



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

TO: Board of Directors

FROM: A. Katrise Perera  
Teresa Ketelsen

DATE: June 7, 2018

RE: No. 20 – Policy Review Committee Minutes of May 1, 2018

EXPLANATION: The most recent Policy Review Committee meeting was held on May 1, 2018, at the Gresham-Barlow School District administration office. Minutes of that meeting are included with this summary.

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

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: Minutes of the May 1, 2018, Policy Review Committee meeting

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

TK:sa

## **GRESHAM-BARLOW SCHOOL DISTRICT**

### **Policy Review Committee Meeting Minutes May 1, 2018**

The meeting began at 8:00 a.m. on May 1, 2018 at the Gresham-Barlow School District administration office, 1331 NW Eastman Parkway, Gresham, Oregon.

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

Revisions to the following policies were discussed and will be presented to the Board as a first reading during the May 24, 2018 work session:

<b>Policy</b>	<b>Title</b>
DLC	Expense Reimbursement
GBMA	Whistleblower
IBDJA	Relations with Home-schooled Students
JHCA/JHCB	Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening
KI	Public Solicitations in District Facilities

Policy JHF: Student Safety was also discussed. The committee would like to wait until the new Coordinator of Safety and Security is in place before moving revisions to this policy forward. The policy revisions call for a comprehensive safety program. This policy will be further reviewed in September 2018.

The meeting ended at 9:30 am.

Submitted by: Teresa Ketelsen

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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: June 7, 2018

RE: No. 21 – Adopt 2018-19 Budget, Make Appropriations, and Impose Taxes

EXPLANATION: The governing body can adopt the budget only after the budget hearing has been completed. The authority and responsibility given the governing body to adopt the budget and to make appropriations by which the budget is administered is ORS 294.435. The Budget Committee approved the proposed budget on May 10, 2018.

To comply with the requirements of Oregon Revised Statutes (ORS), the school board needs to adopt the 2018-2019 Budget, make appropriations and impose and categorize the taxes prior to July 1, 2018.

The Gresham-Barlow School District must appropriate legally adopted budget amounts for 2018-2019 prior to making expenditures or transfers, in accordance with ORS 294.435.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: 1. Resolution 1819-01 Adopting the Budget  
2. Resolution 1819-02 Making Appropriations  
3. Resolution 1819-03 Imposing & Categorizing Taxes

RECOMMENDATION: It is recommended that the school board approve the following resolutions presented as first reading.

REQUESTED ACTION: 1. Move to ratify Resolution 1819-01 to adopt the budget for the 2018-2019 fiscal year in the total amount of \$502,926,209 now on file at the district's administrative business office.

2. Move to ratify Resolution 1819-02 to appropriate funds in the amount and purposes as outlined in the resolution for the fiscal year beginning July 1, 2018.

Board of Directors

Re: No. 21 – Adopt 2018-19 Budget, Make Appropriations, and Impose Taxes

June 8, 2017

Page 2

3. Move to ratify Resolution 1819-03 to impose the taxes provided for the adopted budget at the Permanent Rate of **\$4.5268** per \$1,000 of assessed value for General Fund operations; and, to impose taxes in the amount of **\$18,203,156** for bonded debt; making these taxes hereby imposed and categorized for the tax year 2018-2019 upon the assessed value of all taxable property within the district.

MDS:sa

RESOLUTION 1819-01  
**ADOPTING THE BUDGET**

BE IT RESOLVED that the Board of the Gresham Barlow School District #10jt hereby adopts the budget for fiscal year 2018-2019 in the total amount of \$502,926,209. This budget is now on file at the District Office located at 1331 NW Eastman Parkway, Gresham, OR.

RESOLUTION 1819-02  
**MAKING APPROPRIATIONS**

BE IT RESOLVED that the amounts shown below are hereby appropriated for the fiscal year beginning July 1, 2018 for the following purposes:

**General Fund**

Instruction	80,789,458
Support Services	42,856,528
Enterprise & Community Services	271,375
Facilities Acquisition	0
Transfers	560,000
Debt Service	0
Contingency	9,509,635
<b>Total</b>	<b>\$133,986,996</b>

**Debt Service Fund**

Debt Service	17,518,014
<b>Total</b>	<b>\$17,518,014</b>

**Capital Projects Fund**

Instruction	0
Support Services	396,555
Facilities Acquisition	200,050,000
Debt Service	195,000
Contingency	10,000,000
<b>Total</b>	<b>\$210,641,555</b>

**Nutrition Services Fund**

Enterprise & Community	5,609,500
<b>Total</b>	<b>\$5,609,500</b>

**Special Revenue Fund**

Instruction	10,099,229
Support Services	5,526,565
Enterprise & Community	92,105
Facilities Acquisition	8,000,000
<b>Total</b>	<b>\$23,717,899</b>

**Early Retirement Fund**

Support Services	2,478,300
<b>Total</b>	<b>\$2,478,300</b>

<b>Total APPROPRIATIONS, All Funds</b>	<b>\$393,952,264</b>
<b>Total Unappropriated and Reserve Amounts, All Funds</b>	<b>108,973,945</b>
<b>TOTAL ADOPTED BUDGET</b>	<b>\$502,926,209</b>

RESOLUTION 1819-03

**IMPOSING THE TAX**

BE IT RESOLVED that the Board of Directors of the Gresham Barlow School District hereby impose the taxes provided for in the Adopted Budget at the Permanent Rate of \$4.5268 per \$1000 of assessed value for General Fund operations. And, to impose taxes in the amount of \$18,203,156 for bonded debt; making these taxes hereby imposed and categorized for the tax year 2018-2019 upon the assessed value of all taxable property within the District.

- (1) At the rate per \$1000 of assessed value of \$ 4.5268 for permanent rate tax; and
- (2) In the amount of \$18,203,156 for debt services for general obligation bonds.

**CATEGORIZING THE TAX**

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

**Subject to the Education Limitation**

Permanent Rate Tax.....\$ 4.5268/\$1000

**Excluded from Limitation**

General Obligation Bond Debt Service.....\$ 18,203,156

Record of the vote on the Budget Resolutions this 7th day of June, 2018:

Resolution 1819-01:	Aye _____	Nay _____	Absent _____	Abstention _____
Resolution 1819-02:	Aye _____	Nay _____	Absent _____	Abstention _____
Resolution 1819-03:	Aye _____	Nay _____	Absent _____	Abstention _____

\_\_\_\_\_  
Kris Howatt, Board Chair

\_\_\_\_\_  
A. Katrise Perera, Superintendent



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

TO: Board of Directors

FROM: A. Katrise Perera  
James Hiu

DATE: June 7, 2018

RE: No. 22 – Paid Lunch Equity for 2018-2019

EXPLANATION: As required by the United States Department of Agriculture, all local education agencies (LEAs), regardless of current lunch prices, must annually review paid lunch prices to ensure compliance. The USDA provides a tool to determine compliance called the Paid Lunch Equity Tool. This requirement is in effect to ensure USDA funds are not subsidizing paid lunch amounts.

The LEA is considered noncompliant when the average paid lunch price is less than the difference between the free and paid federal reimbursement rates, currently \$2.86. If the weighted average paid lunch price is less than that amount, LEAs must take action. The district has three options:

1. Increase paid lunch prices, or
2. Contribute non-Federal funds to the food service account, or
3. Increase the paid lunch by a smaller amount and contribute the remaining amount using non-Federal funds.

The United States Paid Lunch Equity: Guidance for School Year 2018-2019 was released on April 19, 2018. The memo stipulates that a one-year exemption may take place if a School Food Authority (Sodexo) has a positive balance as of January 31, 2018.

PRESENTER: James Hiu

SUPPLEMENTARY  
MATERIALS: USDA Paid Lunch Equity: Guidance for School Year 2018-19

RECOMMENDATION: The administration recommends that the board table any paid lunch equity increase for the 2018-2019 school year pending the United States Department of Agriculture's decision and interpretation from The Oregon Department of Education.

REQUESTED ACTION: Move to table any paid lunch equity increase for the 2018-2019 school year until the United States Department of Agriculture's decision and interpretation from The Oregon Department of Education.

JH:sa



Food and  
Nutrition  
Service

Park Office  
Center

3101 Park  
Center Drive  
Alexandria  
VA 22302

DATE: April 19, 2018

MEMO CODE: SP 12-2018

SUBJECT: Paid Lunch Equity: Guidance for School Year 2018-19

TO: Regional Directors  
Special Nutrition Programs  
All Regions

State Directors  
Child Nutrition Programs  
All States

In Section 776 of the Consolidated Appropriations Act, 2018 (Public Law 115-141) (the Act), Congress provides that only school food authorities (SFAs) that had a negative balance in the nonprofit school food service account as of January 31, 2018, shall be required to establish prices for paid lunches according to the Paid Lunch Equity (PLE) provisions in Section 12(p) of the Richard B. Russell National School Lunch Act, 42 U.S.C. 1760(p) and implemented in National School Lunch Program regulations at 7 CFR 210.14(e).

Consistent with the terms of the Act this memorandum provides notice that any SFA with a positive or zero balance in its nonprofit school food service account as of January 31, 2018, is exempt from PLE requirements found at 7 CFR 210.14(e) for school year (SY) 2018-19. SFAs that had a negative balance in the nonprofit school food service account as of January 31, 2018 must follow PLE requirements when establishing their prices for paid lunches in SY 2018-19.

Because the Act affects one school year only, FNS recommends that State agencies maintain documentation that includes which SFAs are using the PLE exemption for SY 2018-19 in order to demonstrate State agency oversight of this provision. This documentation should include a record that each SFA implementing the exemption had a positive or zero balance in the nonprofit school food service account as of January 31, 2018. This documentation may be reviewed by FNS upon request and during a Management Evaluation.

While SFAs that meet the Act's criteria are exempt from the PLE requirements, SFAs still maintain the discretion to complete the steps necessary to determine their target SY 2018-19 paid lunch price, consistent with Program regulations at 7 CFR 210.14(e), and adjust their paid meal prices accordingly. Please note, the SY 2018-19 PLE tool and instructions will be provided in a separate communication.

Regional Directors

State Director

Page 2

State agencies are reminded to distribute this memorandum to Program operators. Program operators should direct any questions concerning this guidance to their State agency. State agencies with questions should contact the appropriate FNS Regional Office.

**Original Signed**

Angela Kline

Director

Policy and Program Development Division

Child Nutrition Programs

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

TO: Board of Directors

FROM: A. Katrise Perera  
April Olson

DATE: June 7, 2018

RE: No. 23 – School-Based Health Center (SBHC) Board Statement

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

A steering committee met 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 can bring to an SBHC, as well as a discussion of funding options.

The proposed location for the SBHC 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 draft of the Business Plan was presented to the Board at the May 24, 2018 work session. A final draft of the Business Plan is due in June 2018. The Business Plan must include a Board statement of support for the SBHC.

PRESENTER: April Olson, Director of Federal Programs

SUPPLEMENTARY  
MATERIALS: Board Statement of Support for the Gresham-Barlow School-Based Health Center

RECOMMENDATION: The administration recommends the board approve the board statement of support for the Gresham-Barlow School-Based Health Center.

REQUESTED ACTION: Move to approve the board statement of support for the Gresham-Barlow School-Based Health Center.

AO:sa

**School-Based Health Center**  
**Board Statement of Support**  
June 7, 2018

The Gresham-Barlow School District Board of Education supports the development of a School-Based Health Center at Gresham High School. Furthermore, we commit to working through our district to identify and facilitate appropriate space that will give students and families optimal access to important services. We are grateful for The Wallace Medical Concern (WMC) and its eagerness to partner with us in this project. We offer our full support to WMC as medical sponsor, and look forward to planning and developing solutions alongside them and other healthcare partners to provide our students and families excellent care and greater access to resources that support academic and personal success.

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

TO: Board of Directors

FROM: A. Katrise Perera  
Mike Schofield

DATE: June 7, 2018

RE: No. 24 – Finance Update

EXPLANATION: Budget: The 2018-2019 budget was approved by the budget committee on May 10, 2018.

The economic forecast was presented on May 23, 2018. Available revenues are up compared to the prior forecast for the upcoming biennia. It is likely the personal income tax kicker will “kick” for the 2017-2019 biennium.

PRESENTER: Mike Schofield

SUPPLEMENTARY  
MATERIALS: 1. Financial Report/Summary (Ending April 30, 2018)  
2. Investment Report (Ending March 31, 2018)  
3. Bond Summary (Ending April 30, 2018)

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

MS:sa



## GENERAL FUND

	Actual QTR 1	Actual QTR 2	Actual QTR 3	Actual Apr	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget		
Revenue											
Current Taxes	-	26,062,383	552,006	70,537	645,404	27,259,793	26,684,926	26,700,000	559,793		
Prior Year Taxes	145,369	140,113	85,230	20,088	90,924	461,636	390,800	500,000	-38,364		
Other Taxes / Interest	259	344	13,434	598	1,267	15,304	14,635	15,000	304		
Total Taxes	145,628	26,202,840	650,670	91,223	737,595	27,736,733	27,090,361	27,215,000	521,733		
Common School Fund	-	-	638,493	-	638,493	1,276,986	638,493	1,500,000	-223,014		
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0		
Federal Forest Fees	1,430	-	-	-	11,750	13,180	1,430	12,000	1,180		
State School Fund (SSF)	28,998,001	21,742,223	21,665,031	7,129,698	14,824,733	87,229,988	79,534,953	84,600,000	2,629,988		
Other SSF Revenue	28,999,431	21,742,223	22,303,524	7,129,698	15,476,976	88,522,154	80,174,876	86,114,000	2,408,154		
Total Formula Revenue	29,145,059	47,945,063	22,954,194	7,220,921	16,214,571	116,258,887	107,265,237	113,329,000	2,929,887		
High Cost Disability	-	-	-	-	700,000	700,000	-	600,000	100,000		
Prior Year SSF	-	-	-	-	-	-	-	-	0		
State Restricted	-	-	-	-	-	-	-	-	0		
Other State Revenue	-	-	-	-	700,000	700,000	-	600,000	100,000		
Tuition / Transportation	1,068	19,517	6,464	2,394	47,394	74,443	29,443	100,000	-25,557		
Earning on Investment	89,033	136,898	174,189	76,782	139,782	539,902	476,902	300,000	239,902		
Student Fees / Admissions	35,734	127,373	40,121	47,780	149,280	352,508	251,008	365,000	-12,492		
Rentals	53,437	90,891	55,907	37,149	72,149	272,384	237,384	250,000	22,384		
Donations	-	-	54,200	-	100,000	154,200	54,200	250,000	-95,800		
Services to other Funds	-	21,804	9,739	267	410,267	441,810	31,810	480,000	-38,190		
Misc.	28,470	197,129	55,448	153,011	278,011	559,058	434,058	450,000	109,058		
MESD Transfer	-	1,825,000	-	-	-	1,825,000	1,825,000	2,000,000	-175,000		
Other County Funds	-	-	-	-	-	-	-	-	0		
Drivers' Education	-	-	-	-	-	-	-	-	0		
Other Federal Revenue	-	-	-	-	-	-	-	-	0		
Child Care Development	-	23,397	21,100	13,820	18,820	63,317	58,317	40,000	23,317		
Sale of Fixed Assets	-	-	-	-	-	-	-	5,000	-5,000		
Bond Proceeds	-	-	-	-	-	-	-	-	0		
TRANSFERS	-	-	-	-	-	-	-	-	0		
Total Other Revenue	207,742	2,442,009	417,168	331,203	1,215,703	4,282,622	3,398,122	4,240,000	42,622		
TOTAL REVENUE	\$29,352,801	\$50,387,072	\$23,371,362	\$7,552,124	\$18,130,274	\$121,241,509	\$110,663,359	\$118,169,000	3,072,509	93.6%	
								12,115,813	BFB Budget		
Expenditures											
Licensed Salaries	3,016,488	8,947,846	9,271,829	2,996,004	15,096,004	36,332,167	24,232,167	36,912,450	580,283		
Support Staff Salaries	1,587,981	2,867,477	2,850,661	939,608	4,089,608	11,395,727	8,245,727	11,813,662	417,935		
Admin Salaries	1,396,094	1,390,251	1,392,392	462,004	1,407,004	5,585,741	4,640,741	5,522,931	-62,810		
Confidential Salaries	106,629	121,367	125,682	43,367	127,367	481,045	397,045	499,037	17,992		
Subs' / Temp Salaries	310,259	1,067,219	991,076	323,918	1,573,918	3,942,472	2,692,472	3,863,751	-78,721		
Total Salaries	6,417,451	14,394,160	14,631,640	4,764,901	22,293,901	57,737,152	40,208,152	58,611,831	874,679		
PERS	1,563,296	3,601,015	3,897,232	1,244,730	5,798,620	14,860,163	10,306,273	15,175,842	315,679		
FICA	486,260	1,077,437	1,106,253	359,307	1,694,307	4,364,257	3,029,257	4,454,679	90,422		
Insurance	1,540,434	3,408,042	3,397,181	1,128,769	5,363,769	13,709,426	9,474,426	13,824,446	115,020		
Other Benefits	313,624	355,386	342,533	103,741	473,741	1,485,284	1,115,284	1,356,340	-128,944		
Total Benefits	3,903,614	8,441,880	8,743,199	2,836,547	13,330,437	34,419,130	23,925,240	34,811,307	392,177		
Purchased Services	1,615,018	3,834,137	4,072,149	1,314,164	5,064,164	14,585,468	10,835,468	14,451,075	-134,393		
Charter School Payments	2,321,286	2,277,701	2,231,865	728,049	1,516,049	8,346,901	7,558,901	8,173,566	-173,335		
Supplies & Materials	453,812	504,016	369,250	79,798	789,798	2,116,876	1,406,876	2,263,290	146,414		
Capital Outlay	-	39,075	44,455	-	10,000	93,530	83,530	50,000	-43,530		
Other Objects	606,849	38,901	25,781	10,245	55,245	726,776	681,776	761,025	34,249		
Transfers	820,000	-	-	-	-	820,000	820,000	820,000	0		
TOTAL EXPENDITURES	\$16,138,030	\$29,529,870	\$30,118,339	\$9,733,704	\$43,059,594	\$118,845,833	\$85,519,943	\$119,942,094	\$1,096,261	71.3%	
Reserves - Contingency/Unappropriated Ending Balance								6,963,168			
Beginning Cash Balance							\$11,855,631	\$0			
							\$2,395,676	\$126,905,262	Budget		
							\$14,251,307				
							12.0% (Percentage of Projected Expenditures)				
							Expenditure Summary				
							Salaries	40,208,152	47.0%		
							Benefits	23,925,240	28.0%		
							Purchased Serv	18,394,369	21.5%		
							Supplies	1,406,876	1.6%		
							Capital Outlay	83,530	0.1%		
							Other Objects	681,776	0.8%		
							Transfers	820,000	1.0%		
							\$	85,519,943	100.0%		

As of March 31, 2018

Gresham-Barlow School District  
Quarterly Investment Report

2017-2018

Investment Description	Date Purchased	Maturity Date	Yield To Maturity (A)	Coupon	Cost (B) 6131/6135	Percent of Portfolio	Par Value	Interest Receivable 6201	Interest Revenue Rec'd as of 3/31/2018	Estimated Net Profit at Maturity	Purchase Price	PAR-COST
<b>General</b>												
Checking					1,003,131.00							
Local Government Investment Pool 4061	n/a	n/a	1.62		41,938,716.67	13.55%						
Local Government Investment Pool 5278	n/a	n/a	1.62		4,118,429.73	1.33%						
US Bank Money Market Account	n/a	n/a	0		0.00	0.00%						
Umpqua Bank Money Market Account	n/a	n/a	0.15		7,579.07	0.00%						
US Agencies 46640QDL2	12/21/17	4/20/18	1.608	0	3,979,733.33	1.29%	4,000,000	0	0	20,267	3,979,733	20,267
US Agencies 63873KEV5	3/23/18	5/29/18	1.852	0	5,979,676.67	1.93%	6,000,000	0	0	20,323	5,979,677	20,323
<b>Bond</b>												
Checking					657,421.28							
Local Government Investment Pool 4461	n/a	n/a	1.62		2,604,068.44	0.84%						
FHLB 3130A4GJ5	7/20/17	4/25/18	1.094	1.125	10,002,300.00	3.23%	10,000,000	0	29,688	83,638	10,002,300	-2,300
FFCB 3133EEP95	7/20/17	6/1/18	1.121	1.100	14,997,300.00	4.85%	15,000,000	0	60,042	145,242	14,997,300	2,700
FHLB 3130A8BD4	7/27/17	6/29/18	1.121	0.875	9,977,500.00	3.22%	10,000,000	0	36,944	103,194	9,977,500	22,500
FHLMC 3134G9UY11	7/27/17	6/29/18	1.122	1.000	14,983,200.00	4.84%	15,000,000	0	63,333	155,133	14,983,200	16,800
FHLB 3130ABVJ2	9/7/17	7/24/18	1.091	1.250	10,013,900.00	3.24%	10,000,000	0	47,569	96,169	10,013,900	-13,900
FHLB 3130ABXW1	9/7/17	7/27/18	1.096	1.250	15,020,400.00	4.85%	15,000,000	0	73,438	146,267	15,020,400	-20,400
FHLB 3130ABZU31	8/7/17	8/7/18	1.133	1.250	11,012,716.00	3.56%	11,000,000	0	68,750	124,784	11,012,716	-12,716
JPM 46640QHF1	3/1/18	8/15/18	1.917	0.000	5,947,116.67	1.92%	6,000,000	0	0	52,883	5,947,117	52,883
TOYOTA 89233HJ47	3/7/18	9/4/18	1.904	0.000	8,915,835.00	2.88%	9,000,000	0	0	84,165	8,915,835	84,165
NATXNY 63873KJS7	3/1/18	9/26/18	2.013	0.000	5,930,681.67	1.92%	6,000,000	0	0	69,318	5,930,682	69,318
FHLB 3130A9AE1	8/3/17	10/1/18	1.211	0.875	9,961,500.00	3.22%	10,000,000	0	74,294	140,097	9,961,500	38,500
FHLB 3130A9AE1	9/13/17	10/1/18	1.118	0.997	4,987,400.00	1.61%	5,000,000	0	37,147	58,416	4,987,400	12,600
TVA 880591EQ1	9/13/17	10/15/18	1.131	1.750	15,100,200.00	4.88%	15,000,000	0	22,604	184,904	15,100,200	-100,200
T-Note 912828T83	3/29/18	10/31/18	1.903	0.750	4,966,410.00	1.60%	5,000,000	15,435	0	55,499	4,981,845	33,590
USB 91159HHE3	12/22/17	11/15/18	1.831	1.950	5,004,800.00	1.62%	5,000,000	10,021	0	74,554	5,014,821	-4,800
ING Fdg 4497W1LG9	3/21/18	11/16/18	2.300	0.000	9,850,666.67	3.18%	10,000,000	0	0	149,333	9,850,667	149,333
T-Note 912828A34	3/29/18	11/30/18	1.950	1.250	4,976,605.00	1.61%	5,000,000	20,433	0	65,634	4,997,038	23,395
FNMA 3135G0G72	8/10/17	12/14/18	1.211	1.125	24,971,500.00	8.07%	25,000,000	0	96,875	406,625	24,971,500	28,500
BAC CORPS 06051GEX3	2/23/18	1/15/19	2.074	2.600	5,022,850.00	1.62%	5,000,000	15,167	0	91,983	5,038,017	-22,850
BAC 06051GEX3	3/22/18	1/15/19	2.307	2.600	4,967,600.00	1.61%	5,000,000	11,285		94,156	4,978,885	32,400
FHLB 3130AAE46	3/21/18	1/16/19	2.051	1.250	5,011,650.00	1.62%	5,000,000	24,194		83,615	5,035,844	-11,650
TD 89114QBE7	12/22/17	1/22/19	1.843	1.950	3,002,820.00	0.97%	3,000,000	0	4,875	60,555	3,002,820	-2,820
T-Note 912828P53	3/29/18	2/15/19	2.024	0.750	4,944,450.00	1.60%	5,000,000	4,351	0	88,258	4,948,801	55,550
FNMA 3135G0J53	8/17/17	2/26/19	1.232	1.000	24,912,500.00	8.05%	25,000,000	0	131,250	473,809	24,912,500	87,500
FHLB 3130AAXX1	2/23/18	3/18/19	1.375	1.941	4,970,150.00	1.61%	5,000,000	0	4,201	102,801	4,970,150	29,850
FICO 31771EAR2	3/29/18	4/5/19	2.176	0.000	9,746,105.49	3.15%	9,963,000	0	0	216,895	9,746,105	216,895
					<b>309,486,912.69</b>	<b>99%</b>	<b>259,963,000</b>	<b>100,885</b>	<b>751,010</b>	<b>3,448,518</b>	<b>249,299,042</b>	<b>764,844</b>

(A) Rates on Local Government Pool and Money Market Accounts change daily.

The rate is an average daily rate for the month

(B) Cost includes accrued interest at the date of purchase

PERS - Public Employee Retirement System

57,027,266.47 General

252,459,646.22 Bond

Gresham-Barlow School District - 2016 Capital Improvement Project  
Bond Budget/Committed Summary  
4/30/2018

PROJECT	Estimate	Total To Date	17/18 Encumbrance	Balance Remaining
<b>2016 Bond</b>				
District Wide Costs	\$ 3,000,000	1,594,189	292,584	1,113,227
District Wide Furniture/Fixtures/Equip	\$ 5,569,000	1,460,623	1,641,653	2,466,724
District Wide Radios	\$ 300,000	0	0	300,000
District Wide Technology	\$ 5,610,292	1,758,352	23,746	3,828,194
Door Locks	\$ 1,273,620	75,297	102,362	1,095,961
Playground/Track/Field	\$ 3,957,791	665,355	1,191,879	2,100,558
East Gresham E.S.	\$ 30,441,915	2,103,022	830,932	27,507,961
East Orient E.S.	\$ 1,197,036	0	2,751	1,194,285
East Orient E.S. - Maintenance Projects	\$ 1,083,032	0	1,760	1,081,272
Hall E. S.	\$ 1,592,543	140,773	449,998	1,001,772
Hall E. S. - Maintenance Projects	\$ 494,440	0	0	494,440
Hall E.S. - OSCIM	\$ 5,000,000	0	0	5,000,000
Highland E.S.	\$ 1,645,401	27,682	108,836	1,508,884
Highland E.S. - Roofing Project	\$ -	0	18,361	-18,361
Highland E.S. - Maintenance Projects	\$ 838,274	0	0	838,274
Hogans Cedars E.S.	\$ 803,471	3,450	471	799,550
Hogans Cedars E.S. - Maintenance Projects	\$ 128,558	0	0	128,558
Hollydale E.S.	\$ 1,530,967	126,739	529,227	875,001
Hollydale E.S. - Maintenance Projects	\$ 920,329	2,885	30,000	887,444
Hollydale E.S. - OSCIM	\$ 3,000,000	0	0	3,000,000
Kelly Creek E.S.	\$ 3,209,491	202,076	2,332,862	674,553
Kelly Creek E.S. - Maintenance Projects	\$ 388,152	9,257	87,421	291,474
North Gresham E.S.	\$ 30,369,354	2,123,601	636,822	27,608,931
Powell Valley E.S.	\$ 2,612,243	293,715	2,431,126	-112,598
Powell Valley E.S. - Maintenance Projects	\$ 519,414	14,852	81,752	422,810
West Gresham E.S.	\$ 137,108	21,727	11,628	103,753
Deep Creek K-8	\$ 4,045,923	3,097	0	4,042,827
Deep Creek K-8 - Roofing Project	\$ 123,500	0	0	123,500
Deep Creek K-8 - Maintenance Projects	\$ 1,021,136	0	0	1,021,136
Clear Creek M.S.	\$ 8,177,154	3,923	0	8,173,231
Clear Creek M.S. - Maintenance Projects	\$ 1,592,500	14,988	271,636	1,305,876
Dexter McCarty M.S.	\$ 9,354,466	23,852	0	9,330,614
Gordon Russell M.S.	\$ 11,841,670	19,589	0	11,822,081
West Orient M.S.	\$ 1,526,646	148,080	44,331	1,334,235
West Orient M.S. - HVAC Project	\$ 294,500	227,367	0	67,133
West Orient M.S. - Maintenance Projects	\$ 903,005	0	969	902,036
Gresham H.S.	\$ 98,168,545	6,092,467	39,027,405	53,048,674
Gresham H.S - Maintenance Projects	\$ 1,461,000	6,948	156,031	1,298,021
Sam Barlow H.S.	\$ 69,093,874	4,402,070	4,478,988	60,212,816
Sam Barlow H.S. - Maintenance Projects	\$ 5,411,194	2,070	1,125,342	4,283,782
Springwater Trail H.S.	\$ 913,654	15,224	-14,734	913,164
Bond Premium	\$ 10,210,355	0	0	10,210,355
Deep Creek Elementary	\$ -	95,310	13,295	-108,605
Security	\$ -	69,978	808	-70,785
<b>TOTAL</b>	<b>\$ 329,761,553</b>	<b>21,748,556</b>	<b>55,910,239</b>	<b>252,102,758</b>

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

TO: Board of Directors

FROM: Dr. A. Katrise Perera  
James Hiu  
Rhett Hyman

DATE: June 7, 2018

RE: No. 25 – TELL Survey Highlights

EXPLANATION: The TELL (Teaching, Empowering, Leading, and Learning) Survey has been externally validated and nationally recognized. Using the school as the unit of analyses, the survey consists of a core set of questions that address the following teaching conditions: New Teacher Support, Instructional Practices & Support, Managing Student Conduct, School Leadership, Teacher Leadership, Community Engagement & Support, Use of Time, Professional Development, and Facilities & Resources.

This is the third collection of data using the TELL Survey. The first collection of data took place in the Gresham-Barlow School District in 2014. The survey is completed in the late winter and the results are analyzed and shared with the school board, district leadership, and the Gresham-Barlow Education Association (GBEA). Tonight, Gresham-Barlow Education Association Co-President Rhett Hyman and Deputy Superintendent James Hiu will share highlights from the 2018 TELL Survey Results. The Gresham-Barlow School District Results can be reviewed by going to the following link: <https://telloregon.org>

PRESENTER: James Hiu  
Rhett Hyman

SUPPLEMENTARY MATERIALS: TELL (Teaching, Empowering, Leading, and Learning) Survey Presentation

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

jkh:clm