

Gresham-Barlow



School District

BOARD OF EDUCATION

Regular Board Meeting / Work Session

AGENDA

September 8, 2016

BOARD OF EDUCATION

September 8, 2016

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

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

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

_____ Carla Piluso, Chair	_____ Kathy Ruthruff, Director
_____ Kris Howatt, Vice-Chair	_____ Kent Zook, Director
_____ Sharon Garner, Director	
_____ John Hartsock, Director	_____ Jim Schlachter, Superintendent
_____ Matt O'Connell, Director	_____ Mike Schofield, Chief Financial Officer

III. ACTION ITEMSFirst Reading

1. Policy Review Ketelsen
2. 2016-17 Board Meeting Schedule Amendment Schlachter

IV. INFORMATION ITEMS

3. Healthy and Safe Schools Plan Schofield
4. School Bond Communications Update Vadnais
5. House Bill 3499: English Language Learner Strategic Plan (Update) Huston
6. Audit Review Committee Report Piluso, Howatt

V. DISCUSSION ITEMS

None

VI. ANNOUNCEMENTS

Sept. 12, 2016: Gresham-Barlow Education Foundation
"Scramble for Students" Golf Tournament – 10 a.m.
Persimmon Country Club, Gresham, OR

Sept. 15, 2016: DAC Meeting - 7 p.m.
North Gresham Elementary School
Board Representatives: All

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Sept. 22, 2016: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

Oct. 3, 2016: OSBA Fall Regional Dinner Meeting – 5:30 p.m.
Embassy Suites Portland Airport
7900 NE 82nd Avenue, Portland, OR

Oct. 6, 2016: Regular Board Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

VII. ADJOURN

JS:lc:9/4/16:1:35 PM

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

TO: Board of Directors

FROM: Jim Schlachter
Teresa Ketelsen

DATE: September 8, 2016

RE: No. 1 – Policy Review

EXPLANATION: At the work session this evening, board members will be asked to provide input regarding revisions to the policies listed below, as recommended by the Oregon School Board Association and district administration.

Policy	Title
BBAA	Individual Board Member's Authority and Responsibility
BBC	Board Member Resignation
BD/BDA	Board Meetings
BDC	Executive Sessions
BFC	Adoption and Revision of Policies
ECACB	Unmanned Aircraft System (UAS) a.k.a. Drone
GBM	Staff Complaints
GBMA	Whistleblower
GCBDD/GDBDD	Sick Time
IGAI	Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
IGBBA	Identification – Talented and Gifted Students
IGBBB	Identification – Talented and Gifted Students Among Nontypical Populations
JED	Student Absences and Excuses
JFC	Student Conduct
JHCA/JHCB	Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening
KGB	Public Conduct on District Property

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Revised policies (16) with recommended changes.

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

REQUESTED ACTION: No formal action is required at the time. Adoption will be recommended at a subsequent meeting.

TK:lc

Gresham-Barlow School District
Board Policies
First Reading
September 8, 2016

Policy	Title
BBA	Individual Board Member's Authority and Responsibility
BBC	Board Member Resignation
BD/BDA	Board Meetings
BDC	Executive Sessions
BFC	Adoption and Revision of Policies
ECACB	Unmanned Aircraft System (UAS) a.k.a. Drone
GBM	Staff Complaints
GBMA	Whistleblower
GCBDD/GDBDD	Sick Time
IGAI	Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
IGBBA	Identification – Talented and Gifted Students
IGBBB	Identification – Talented and Gifted Students Among Nontypical Populations
JED	Student Absences and Excuses
JFC	Student Conduct
JHCA/JHCB	Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening
KGB	Public Conduct on District Property

Gresham-Barlow SD 10

Code: **BBAA**
Adopted: 5/01/97
Readopted: 2/04/99; 5/02/02; 11/01/12
Orig. Code(s): BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of his or her position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member must clearly identify the opinions as his or her own.

Board members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and professional Board activities.

Members of the Board will adhere to the following procedures in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

~~Any Board member may request a legal opinion. Such request, however, shall be made through the Board chair to the superintendent.~~ A request for a legal opinion by a Board member, must be approved by a majority vote of the Board before the request is made to legal counsel. If the legal opinion sought involves the superintendent's employment or performance, the request shall be submitted to the Board chair for approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, or members of the public to the appropriate complaint policy (Board policy KL - Public Complaints, Board Policy GBM -Staff Complaints). Such information is to be conveyed to the superintendent.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information and may request information from the superintendent. Individual Board members will not intervene in the administration of the district or its schools.

5. ~~Contracts Made by Individual Board Members~~ or Agreements

~~Contracts or agreements made by individual Board members without the Board's authority are invalid.~~ All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BHD - Board Member Compensation and Expense Reimbursement

Gresham-Barlow SD 10

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

Board Member Resignation

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

~~The Board requests earliest possible notification of intent to resign so that the Board may plan for the continuity of Board business. Board members resigning their positions should present such resignation in writing to the Board chair no later than 30 days before the effective resignation date so the Board may appoint and orient the replacement in a timely manner.~~ When a member decides to terminate service, the Board requests earliest possible notification of intent to resign so the Board may plan for the continuity of Board business. Resignations must be made in writing. Board members can resign the office effective at a future date. If the resignation is effective at a future date, the resignation is binding unless withdrawn in writing by the end of the third business day after the resignation is made.

The Board will announce the resignation and declare the vacancy at ~~its next regular~~ a Board meeting.

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

END OF POLICY

Legal Reference(s):

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

[ORS 332.030](#)

Gresham-Barlow SD 10

Code: **BD/BDA**

Adopted: 5/01/97

Revised/Readopted: 2/04/99; 5/02/02; 3/07/13

Orig. Code(s): BD/BDA

Board Meetings/~~Regular Board Meetings~~

~~“Meeting” means the convening of the Board as the district’s governing body to make a decision or to deliberate toward a decision on any matter. The Board has the authority to act only when a quorum is present at a duly called regular, or special or emergency meeting. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Public Meetings Law.~~ “Meeting” means the convening of a quorum of the Board as the district’s governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e., a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

~~1. — Regular Meetings~~

All regular, ~~and~~ special ~~and emergency~~ meetings of the Board will be open to the public except as provided by law. All meetings will be conducted in compliance with state and federal statutes. All Board meetings, including Board retreats and work sessions, will be held within the district boundaries. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business.¹ No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation², age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall provide an interpreter for hearing impaired persons. Such other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. Communications with all qualified individuals with disabilities shall be as effective as communications with others.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act and the smoking provisions contained in the Public Meetings Law.

¹ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.

²As defined in ORS 174.100.

1. Regular, Special and Emergency Meetings

~~The first~~ No later than the next regular meeting after following July 1, of each year will be the Board will hold an organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings: (In Board election years, the first meeting will be held no later than July 31).

~~One~~ Generally, a regular or special Board meeting will be held each month. The regular meeting schedule will be established at the organizational meeting in July but may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business. ~~The Board chair will conduct the meeting, or in his/her absence, the vice chair will conduct the meeting. If both are absent, the person with the longest period of service on the Board will conduct the meeting.~~

Special meetings can be convened by the Board chair upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Electronic Communication

~~E-mail~~ Communications to, by, and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication. ~~E-mail~~ Electronic communications among Board members shall be limited to: ~~(1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making, or gathering of information on which to deliberate.~~ ~~E-mail~~ Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this e-mail communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. E-mails Electronic communications on district business are governed by pPublic #Records and Meetings #Law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes. The Board may make official decisions during a work session.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law.

6. ~~Special Meetings~~

- a. ~~A Board meeting may be adjourned to another time if a quorum is not present or if additional business needs to be conducted at the regular time of adjournment. The time, date and place of the special meeting will be specified and appropriate notice given.~~

~~All meetings held in public shall comply with the Oregon Indoor Clean Air Act and the smoking provisions contained in the Public Meetings Law.~~

~~The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.~~

END OF POLICY

Legal Reference(s):

[ORS 174.104](#)
[ORS Chapter 192](#)
[ORS Chapter 193](#)

[ORS 332.045 - 332.111](#)
[ORS 433.835 - 433.875](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

41 OR. ATTY. GEN. OP. 28 (1980)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

ACA - Americans with Disabilities Act

BDB - Special and Emergency Board Meetings

BDC - Executive Sessions

Gresham-Barlow SD 10

Code: **BDC**
Adopted: 2/04/99
Readopted: 5/02/02; 6/06/13

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of students and matters pertaining to or examination of the confidential medical records of a student, including that student's educational program.

~~Executive sessions may be held during regular, special or emergency meetings for any reason permitted by law.~~ An executive session may be convened by the Board chair upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660, during a regular, special or emergency meeting. The presiding officer will announce the executive session by identifying the authorization under ORS 192.660 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(k))

9. To review the expulsion of a minor student from a public elementary or secondary school.
(ORS 332.061(1)(a))

10. To discuss matters pertaining to or examination of the confidential medical records of a student, including that student's educational program. (ORS 332.061(1)(b))

~~The presiding officer will announce the executive session by identifying the authorization under ORS 192.660 for holding such session and by noting the subject of the executive session.~~ Members of the press may attend executive sessions except those matters pertaining to:

1. ~~d~~Deliberations with persons designated by the Board to carry on labor negotiations;
2. ~~h~~Hearings on the expulsion of minor students; ~~matters pertaining to or examination of the confidential medical records of a student including that student's educational program; and~~
3. ~~e~~Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

~~An executive session may be convened upon request of three Board members or by common consent of the Board for a purpose authorized under ORS 192.660.~~

If an executive session is held pursuant to ORS 332.061, ~~in accordance with laws pertaining to student confidentiality~~ the following shall not be made public: the name of the minor student; the issue, including the student's confidential medical records and educational program; the discussion; and each Board member's vote on the issue.

~~All executive session m~~Minutes shall be kept in written or audio or video form for all executive sessions.

Content discussed in executive sessions is confidential ~~and must not be made public.~~

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.710](#)
[ORS 332.045](#)

[ORS 332.061](#)

Cross Reference(s):

BD/BDA - Board Meetings/Regular Board Meetings
CBG - Evaluation of the Superintendent

Gresham-Barlow SD 10

Code: **BFC**
Adopted: 6/06/13

Adoption and Revision of Policies

Board policies will be subject to alteration, addition or deletion ~~only~~ upon majority vote of the Board at any regular or special meeting in which all members have been notified in writing of the proposed alteration, addition or deletion at least 24 hours in advance. In most cases, a first reading of the policy will be scheduled on a regular meeting agenda prior to its adoption at a subsequent regular ~~or special~~ meeting. A first reading does not require Board action, and can be included in the board packet as an information item.

A proposed change in policy will not be made at the meeting in which the change is proposed unless by majority vote of the Board. The Board may vote a single reading adoption upon the request of the superintendent.

The formal adoption of policies will be recorded in the Board minutes. Only those written statements so adopted and so recorded will be regarded as official Board policy.

Board policy documents will be made available on the districts web site. ~~A hard copy of official policies will be kept at the district office.~~ When additions, deletions or amendments are made to Board policy, the addition, deletion or amendment will carry the adoption date and the corrected copy will be published ~~and inserted in the district Board policy manual and posted on the district's web site~~ at the earliest opportunity.

The operation of any ~~individual policy~~, section or sections of policies not established by law or specifically listed in the current collective bargaining agreement may be temporarily suspended by a majority vote of the Board at a regular or special meeting.

The policy manual will be reviewed periodically to keep it current.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.505](#)

[OAR 581-022-1610](#)
[OAR 581-022-1720](#)

Cross Reference(s):

BCE - Board Committees
KC - Community Involvement in Decision Making

Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee or representative of the district operating a district unmanned aircraft system shall do so in accordance with this policy and all applicable Federal Aviation Administration (FAA) regulations.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics and airplane design and construction, which can also serve as an academic tool in other areas such as television, film production or the arts in general. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.

District employees shall work with administrators to ensure that proper insurance, registration and authorization are in place prior to adoption of curriculum that allows operation of a UAS as part of the curriculum.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)¹ at OSAA sanctioned events. Use of a UAS at other district-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.501 on the district’s website.

¹<http://www.osaa.org/governance/handbooks/osaa> #85

Third Party Use

Third party use of a UAS on district property or at district-sponsored events for any purpose is prohibited, unless granted permission from the superintendent or designee.

If permission is granted by the superintendent or designee, the third party operating a UAS will comply with all FAA regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Appropriate registration and authorization issued by the FAA when required; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)
[ORS 174.109](#)

[ORS 192.501](#)
[ORS 837.300](#) to -837.390

[ORS 837.995](#)

Federal Aviation Administration Modernization and Reform Act of 2012, P.L. 112-95, § 336 (2012).

Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.

Family Educational Rights Privacy Act

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #85 (2015-2016).

Gresham-Barlow SD 10

Code: **GBM**
Adopted: 7/11/94
Revised/Readopted: 1/11/01; 5/02/02; 10/02/14;
10/01/15
Orig. Code(s): GBM

Staff Complaints

~~It is an unlawful employment practice for an employer to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment for the reason that the employee has in good faith reported information in a manner as to disclose employer violations of any federal or state law, rule or regulation, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health and safety.~~

The superintendent or designee will develop and maintain a complaint procedure which will be available for all employees who ~~contend they have been subject to~~ believe there is evidence of, and wishes to report a violation, misinterpretation or inappropriate application of district personnel policies and/or administrative regulations; a mismanagement, gross waste of funds or abuse of authority; or believe there is evidence that the district created a substantial and specific danger to public health and safety by its actions. The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of district personnel policies.

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal or contract nonrenewal or contract nonextension will not be pursued under this procedure.

All reasonable efforts will be made to resolve complaints informally.

~~The district will use the complaint process in Policy~~ administrative regulation KL-AR Public Complaints ~~shall be used as the procedural timelines and steps under~~ to address any alleged violations of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#) [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: **GBMA**
Adopted:

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.

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

Legal Reference(s):

[ORS 192.501 to -192.505](#)

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

[OAR 581-022-1720](#)

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

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

Sick Time*

This policy shall only apply to employees not otherwise eligible for Gresham-Barlow School District's substantially equivalent Sick Leave benefits enumerated in the collective bargaining agreements with our bargaining groups (Oregon School Employees Association and the Gresham-Barlow Education Association), as defined in 839-007-0055.

"Employee" means an individual who is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district.

The district shall allow an eligible employee to access up to 40 hours of paid sick time each fiscal year. Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours or 1-1/3 hours for every 40 hours the employee works for all part time employees, including licensed and classified substitutes. Paid sick time of 40 hours shall be front-loaded for coaches, not currently covered in a collectively bargained position, at the beginning of the first sport season that the employee coaches each fiscal year.

The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to using no more than 40 hours of sick time in a fiscal year.

Sick time shall be taken in hourly increments except for licensed and classified substitutes which must take sick time in 4 hour increments, and may be used for the employee's or a family member's mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with the Family Medical Leave Act (FMLA) or OFLA. Sick time may also be used in the event of a public health emergency.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right after three consecutive days of absence, to require proof of personal illness or injury from an employee, including a medical examination by a physician chosen and paid for by the district. An employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA/OFLA leave, the sick time and the FMLA/OFLA leave will run concurrently.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 will run concurrently.

If the reason for sick time is a foreseeable absence, the district may require the employee to provide advance notice of their intention to use sick time as soon as practicable. When the employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, inservice training, and mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district at least 24 hours in advance or as soon as practicable.

The district shall establish a standard process to track the eligibility for sick time of a substitute.

Nothing in this policy impacts the districts sick leave obligation under Oregon Revised Statue (ORS) 332.507.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 342.545](#)

[ORS 342.610](#)
[ORS 659A.150 to -659A.186](#)

SB 454 (2015)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Gresham-Barlow SD 10

Code: **IGAI**

Adopted: 7/11/94

Revised/Readopted: 4/12/01; 5/02/02; 5/01/08;
5/01/08; 3/04/10; 11/06/14

Orig. Code(s): IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6- through 8 and at least twice during grades 9- through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035 (2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting and controlled substances;
7. Discusses the characteristics of emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and Hepatitis B/C can be hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities related to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and health decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression.

The comprehensive plan of instruction shall emphasize skill-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases ~~and hepatitis B/C~~. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities, must not in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.107](#)
[ORS 336.455 to -336.475](#)

[ORS 339.370 to -339.400](#)
[OAR 581-022-0705](#)

[OAR 581-022-1440](#)
[OAR 581-022-1910](#)

Cross Reference(s):

IGBHD - Program Exemptions

Gresham-Barlow SD 10

Code: **IGBBA**

Adopted: 7/11/94

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

Orig. Code(s): IGBB/IGBBA

Identification - Talented and Gifted Students**

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent to establish a written identification process. This process or identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information;
3. A nationally standardized mental ability test for assistance in identifying the identification of intellectually gifted students;
4. A nationally standardized academic achievement test of reading or mathematics such as the Smarter Balanced Assessment for assistance in identifying academically talented students or Smarter Balanced Assessment.

Identified students shall score at or above the 97th percentile on these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified. A team shall make the final decisions on the identification of students. No single test, measure or score shall be the sole criterion. A record of the team's decision and the data used by the team to make the decision shall become part of the education record.

~~The Board will provide an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.~~ If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through the accompanying administrative regulation, IGBBA-AR. After exhausting the district's appeal procedure and receiving a final decision, a parent may appeal the decision to the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

[OAR 581-022-1941](#)

Cross Reference(s):

IGBBB - Identification - Talented and Gifted Students Among Nontypical Populations

IGBBC - Programs and Services - Talented and Gifted

Identification - Talented and Gifted Students** - IGBBA

Gresham-Barlow SD 10

Code: **IGBBB**

Adopted: 7/11/94

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

Orig. Code(s): IGBB/IGBBA

Identification - Talented and Gifted Students Among Nontypical Populations**

The district will make an effort to identify talented and gifted students from populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The Board will provide an appeals process for parents to utilize if they are dissatisfied with the identification process of their child for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-022](#)-1310 to -1330

[OAR 581-022](#)-1940

Cross Reference(s):

IGBBA - Identification - Talented and Gifted

IGBBC - Programs and Services - Talented and Gifted

Gresham-Barlow SD 10

Code: **JED**
Adopted: 7/11/94
Readopted: 5/02/02; 9/01/11; 12/04/14
Orig. Code(s): JED

Student Absences and Excuses**

It is the student's responsibility to maintain regular attendance in all assigned classes. Absence from school or class will be excused under the following circumstances:

1. Illness of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Field trips and school-approved activities;
5. Religious instruction;
6. Medical (dental) appointments. Confirmation of appointments may be required;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

A student who is excused must still fulfill the school's requirements.

~~With these beliefs in mind, the district will develop procedures that foster a partnership with parents in the early detection of truancy, related counseling and appropriate consequences.~~

A Pparents/ or guardians of an elementary and middle school students will be notified early in the school day if their child had an unplanned absences. A Pparents/ or guardians of a high school students will be notified by the end of the school day if their child had an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent/ or guardian. If the parent/ or guardian cannot be notified by the above methods, a message shall be left, if possible.

Additionally, the superintendent will develop procedures that foster a partnership with parents in the early detection of truancy, related counseling and appropriate consequence.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 332.107](#)
[ORS 339.030](#)
[ORS 339.055](#)

[ORS 339.065](#)
[ORS 339.071](#)
[ORS 339.420](#)

[OAR 581-021-0046](#)
[OAR 581-021-0050](#)
[OAR 581-023-0006\(11\)](#)

Cross Reference(s):

IGBHD - Program Exemptions

Gresham-Barlow SD 10

Code: **JFC**
Adopted: 7/11/94
Readopted: 5/02/02; 8/15/14
Orig. Code(s): JFC

Student Conduct**

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct, or other document shall be developed by district administration and will be made available on the district's website and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, as required by the No Child Left Behind Act of 2001 (NCLBA). In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[ORS 659.850](#)

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

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006).

Cross Reference(s):

ECAB - Vandalism/Malicious Mischief/Theft
IGAEC - Anabolic Steroids and Performance-Enhancing Substances
JF/JFA - Student Rights and Responsibilities
JG - Student Discipline

Gresham-Barlow SD 10

Code: JHCA/JHCB
Adopted: 12/04/14

Immunization, Physical Examination, and 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.¹

Physical Examination

The Board 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 students 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 Examination² 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.

All students who continue 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 parents 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. The student has received a vision screening or eye examination; and
2. Any further examination, treatments or assistance necessary.

¹Documentation requirements for exemptions are outlined in ORS 433.267.

²Form available at 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 parents 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. 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

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 433.235 to -433.280](#)

[OAR 333-019-0010](#)

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

[OAR 581-021-0031](#)

[OAR 581-021-0041](#)

[OAR 581-022-0705](#)

OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.

Gresham-Barlow SD 10

Code: **KGB**
Adopted: 12/04/14
Readopted: 10/01/15

Public Conduct on District Property

No person on district property or grounds, including parking lots, shall:

1. Haze, harass, intimidate, bully or menace another, or engage in behavior deemed by the district to endanger the safety of students, employees, self or others;
2. Use or engage in abusive verbal **expression** or physical conduct that interferes with the performance of students, event officials or sponsors of approved activities;
3. Damage the property of another or of the district;
4. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe or other emergency that will take place in or upon a school;
5. Construct or transport to district property for temporary or permanent purposes any structure not approved for construction on, or transportation to, district property;
6. Uproot, pick, cut, mutilate or remove plant life or other natural resources of any kind; roots, tubers, flowers and stems may not be collected; soil or rock may not be dug up or removed; unless employed or directed by the district to do so;
7. Dump or spill any sewage, waste water or other fluids from any vehicle;
8. Use district waste containers or other district property for the deposit of waste or refuse generated from household, commercial, industrial, construction or other uses not related to approved use on district property;
9. Block, obstruct or interfere with vehicular or pedestrian traffic on any district road, parking area, walkway, pathway or common area. Occupying or impeding access to any district facility in a manner that interferes with the approved use of such facility by district employees, students or other authorized users is prohibited;
10. Fly, launch or otherwise operate motorized model airplanes/helicopters/rockets or other similar propulsion devices unless approved in advance by the district;
11. Operate an unmanned aircraft system (UAS) or drone unless granted permission from the superintendent or designee, as prohibited by Board policy ECACB - Unmanned Aircraft System (UAS) a.k.a. Drone;
12. Distribute or post circulars, notices, leaflets, pamphlets or other written or printed material in violation of Board policy KJA - Materials Distribution;

13. Operate a concession, solicit, sell or offer for sale any goods, wares, merchandise, food, beverages or services without prior district approval. Public sales and solicitation on district property will be governed by Board policies KGA - Public Sales on District Property, KI - Public Solicitation in District Facilities and KJ - Advertising in District Facilities;
14. Operate a motor vehicle in an area other than on roads and in parking areas constructed or designated for motor vehicle use. Vehicles shall be driven in a safe manner, at posted speeds ~~only~~ and ~~will only be~~ appropriately parked in areas designated by the district. Motorized vehicles such as minibikes, scooters, go-carts, all-terrain-vehicles, snowmobiles and other similar devices are prohibited on district grounds. Bicyclists must comply with motor vehicle and bike regulatory signs;
15. Use a skateboard, rollerblades, scooter or similar device other than in designated areas during nonschool hours at the user's risk;
16. Bring an animal into a district building without prior administrator approval and, where appropriate, only when proof of current rabies vaccination has been provided. Dogs are permitted on district grounds only when confined to a vehicle or on a leash and when kept under the physical control of the individual at all times. The owner is responsible for the animal's behavior and containment and for the removal of the animal's wastes while on district property. All other animals on district property are permitted with prior district approval only. Animals serving the disabled are permitted as provided by law;
17. Camp overnight, loiter or otherwise be present on district property after the conclusion of approved activities or as otherwise posted or authorized by the district. Individuals are prohibited from entering any portion of district premises at any other time for purposes other than those which are lawful and authorized by district officials;
18. Use or operate any noise-producing machine, vehicle, device or instrument in a manner that, in the judgment of district officials, is disturbing to, or interferes with, the orderly conduct of district programs or approved activities;
19. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the district;
20. Bring, possess or use a weapon as prohibited by Board policy JFCJ - Weapons in the Schools and state and federal law;
21. Possess, consume, sell, give or deliver unlawful drugs and/or alcoholic beverages. Possess, sell, give or deliver drug paraphernalia;
22. Use, distribute or sell tobacco products or inhalant delivery systems, in any form. In accordance with the Pro-Children Act of 1994, ORS 433.835 - 433.990 and OAR 581-021-0110;
23. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other items ~~which are~~ that is evidence of membership or affiliation ~~in~~ with any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;

24. Violate posted regulatory signs;
25. Willfully violate other district policies, administrative regulations or school rules designed to maintain public order on school property.

Persons having no legitimate purpose or business on district property, or those violating or threatening to violate the above rules, may be ejected from the premises, excluded from district-approved activities temporarily or permanently and/or referred to law enforcement officials.

The superintendent will ensure that appropriate notice of these rules is provided.

END OF POLICY

Legal Reference(s):

ORS 161.015	ORS 166.210 to -166.370	ORS 806.060 to -806.080
ORS 164.245	ORS 336.109	
ORS 164.255	ORS 339.883	OAR 333-015-0025 to -0090
ORS 166.025	ORS 431.840	OAR 581-021-0110
ORS 166.155 to -166.165	ORS 433.835 to -433.990	OAR 584-020-0040(4)(e),(g)

Gun-Free Schools Act, 20 U.S.C. 7151 (2006).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).

Cross Reference(s):

ECAB - Vandalism/Malicious Mischief/Theft
KGC/GBK/JFCG - Tobacco-Free Environment

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

TO: Board of Directors
FROM: Jim Schlachter
DATE: September 8, 2016
RE: No. 2 – 2016-17 Board Meeting Schedule Amendment

EXPLANATION: The board has expressed an interest in meeting in a 6 p.m. work session prior to every regular business meeting throughout the school year. For this reason, the previously-adopted board meeting schedule has been updated to reflect the addition of these work sessions, and it is being presented this evening for board approval.

PRESENTERS: Jim Schlachter

SUPPLEMENTARY
MATERIALS: 2016-17 Board Meeting Schedule, Amendment 09-08-16

RECOMMENDATION: The administration recommends board action to amend the 2016-17 Board Meeting Schedule.

REQUESTED ACTION: Move to approve the 2016-17 Board Meeting Schedule as amended to add 6 p.m. work sessions that will precede the board's regular business meetings throughout the school year.

:lc

2016-17 Board Meeting Schedule – *Amended 09-08-16*

Note: These Meetings are Typically on Thursday Evenings (Exceptions are Noted)

Date	Business Meeting	Work Session	Planning Retreat	DAC Meeting	Budget Meetings
July 7, 2016	7 p.m.				
Aug. 4, 2016 *	6 p.m.				
Aug. 18-19, 2016 (Thurs./Fri.)			TBD		
September 1, 2016		6 p.m.			
September 1, 2016	7 p.m.				
September 8, 2016		6 p.m.			
September 15, 2016				7 p.m.	
September 22, 2016		6 p.m.			
October 6, 2016		6 p.m.			
October 6, 2016	7 p.m.				
October 20, 2016		6 p.m.			
October 27, 2016				7 p.m.	
November 3, 2016		6 p.m.			
November 3, 2016	7 p.m.				
November 17, 2016				7 p.m.	
December 1, 2016		6 p.m.			
December 1, 2016	7 p.m.				
December 8, 2016		6 p.m.			
January 5, 2017		6 p.m.			
January 5, 2017	7 p.m.				
January 12, 2017				7 p.m.	
January 19, 2017		6 p.m.			
February 2, 2017		6 p.m.			
February 2, 2017	7 p.m.				
February 9, 2017		6 p.m.			
February 16, 2017				7 p.m.	
February 17, 2017 (Fri.)			TBD		
February 23, 2017		6 p.m.			
March 9, 2017		6 p.m.			
March 9, 2017	7 p.m.				
March 16, 2017				7 p.m.	
March 23, 2017					7 p.m.
April 6, 2017		6 p.m.			
April 6, 2017	7 p.m.				
April 20, 2017				7 p.m.	
April 27, 2017		6 p.m.			
May 4, 2017		6 p.m.			
May 4, 2017	7 p.m.				
May 11, 2017					7 p.m.

c: Board, Cabinet, Cabinet Secretaries, Receptionist, City of Gresham (Attn. Erika Michaud), Oregonian, Outlook, Catering, Web, MESD, Melissa Cenicerros, Elaine Fagan, Metro Cable TV, Willamette Falls TV, Association Representatives, CAL

Date	Business Meeting	Work Session	Planning Retreat	DAC Meeting	Budget Meetings
May 22, 2017					7 p.m.
May 25, 2017				6 p.m. BBQ 7 p.m. DAC Meeting	
June 1, 2017		6 p.m.			
June 8, 2017		6 p.m.			
June 8, 2017	7 p.m.				6:45 p.m. Budget Hearing
July 6, 2017		6 p.m.			
July 6, 2017	7 p.m.				
Aug. 24-25, 2017 (Thurs./Fri.)			TBD		

Board:lc First Reading/Adopted 06/09/2016/ * Amended 07/07/16/, Proposed Amendment 09/01/16

Note: Thursday evenings not scheduled above will be reserved for the addition of special work sessions and/or business meetings as needed.
If additional meetings are scheduled, advanced notices and agendas will be posted accordingly.

DRAFT of Proposed 2016-17 Work Session Topics - w/ Added Work Sessions

	Date	Subject	Admin.
1	09/08/16	Work Session	
	45 min.	1 Policy (<i>Incl. Sick Time</i>)	TK
	10 min.	2 Board Meeting Schedule Amendment (Adopt)	JS
	15 min.	3 Healthy and Safe Schools Plan	MS
	30 min.	4 School Bond Communications Update	AV, MS
	15 min.	5 HB 3499 - GBSD ELL Status	SH
	15 min.	6 Audit Involvement Team Report to the Board	CP, KH
2	09/22/16	Work Session - Canceled (Re: YES for Students):lc	
	09/29/16	No Meeting - 5th Thursday	
+	10/06/16	Work Session	
	15 min.	Physical Restraint and Seclusion Review:lc	JK
	30 min.	District Goals Prioritization	JS
	15 min.		
	10/13/16	No Meeting - Night Before Inservice	
3	10/20/16	Work Session	
	120 min.	SIP Fair	SH
	___ min.		
	___ min.		
+	11/03/16	Work Session	
	25 min.	Board Meetings (<i>Student Reps., School Presentations</i>)	Chair
	5 min.	Quarter 1 Reports - 2016-17	JS
	11/10/16	No Meeting - OSBA Conference	
	11/24/16	No Meeting - Thanksgiving	

DRAFT of Proposed 2016-17 Work Session Topics - w/ Added Work Sessions

	Date	Subject	Admin.
+	12/01/16	Work Session	
	15 min.	Board Self-Evaluation (Review, Complete, Discuss)	Chair
	30 min.	Graduation Policy	JH/TK
	15 min.	Post Election Debrief	JS/MS
4	12/08/16	Work Session	
	___ min.	Policy	TK
	___ min.	Donation Policy	JS
	___ min.	District Goals Review - 1	JS
	12/15/16	No Meeting - Close to Winter Break	
	12/22/16	No Meeting - Winter Break	
	12/29/16	No Meeting - Winter Break	
+	01/05/17	Work Session	
	___ min.		
	15 min.	Superintendent Evaluation Process	JH, KH, SG
	___ min.		
5	01/19/17	Work Session	
	___ min.	Policy	TK
	30 min.	Communications	AV
	30 min.	ThoughtExchange Presentation 1	JS/AV
	01/26/17	No Meeting - Admin. at COSA	
+	02/02/17	Work Session	
	___ min.		
	___ min.		
	___ min.		

DRAFT of Proposed 2016-17 Work Session Topics - w/ Added Work Sessions

	Date	Subject	Admin.
6	02/09/17	Work Session	
	___ min.	Policy	TK
	___ min.	BoardBook Use - Planning for 2017-18	
	___ min.	Facility Planning	
	02/17/16	Mid-Year Planning Session (Retreat)	
	15 min.	Quarter 2 Reports	Cabinet
	30 min.	K-3 Technology Grant	TK / AK
	30 min.	Teacher Collaboartion Grant	TK
	30 min.	Strategic Planning	JS
	30 min.	ThoughtExchange Presentation 2	AV
	30 min.	District Goals	JS
	___ min.		
	___ min.		
	___ min.		
7	02/23/17	Work Session	
	___ min.	Policy	TK
	___ min.		
	___ min.		
	03/02/17	No Meeting - Supt. at AASA	
+	03/09/17	Work Session	
	___ min.		
	___ min.		
	___ min.		
	03/23/17	Budget 101	
	03/30/17	No Meeting - Spring Break	

DRAFT of Proposed 2016-17 Work Session Topics - w/ Added Work Sessions

	Date	Subject	Admin.
+	04/06/17	Work Session	
	___ min.		
	30 min.	NSBA Annual Convention	JS
	___ min.		
	04/13/17	No Meeting - Night Before Good Friday	
8	04/27/17	Work Session	
	___ min.	Policy	TK
	___ min.	Trends in Curriculum	
	15 min.	Strategic Planning (Quarter 3 Report)	JS
+	05/04/17	Work Session	
	___ min.		
	15 min.	2017-18 Board Meeting Calendar	JS
	___ min.		
	05/11/17	Budget Meeting 1 of 2	
	05/18/17	No Meeting - No School on Friday	
9	06/01/17	Work Session	
	___ min.	Policy	TK
	___ min.		
	___ min.		
+	06/08/17	Work Session	
	___ min.		
	___ min.		
	___ min.		
	06/15/17	No Meeting - Summer Break	

DRAFT of Proposed 2016-17 Work Session Topics - w/ Added Work Sessions

	Date	Subject	Admin.
	06/22/17	No Meeting - Summer Break	
	06/29/17	No Meeting - Summer Break	
<div> <div>Date</div> <div>Regular Board Business Meetings</div> </div> <hr/> <div> <div>Homeless Youth</div> <div>EGES SIP Grant</div> <div>LGBT and Equity</div> </div>			

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

TO: Board of Directors

FROM: Jim Schlachter
Mike Schofield

DATE: September 8, 2016

RE: No. 3 – Healthy and Safe Schools Plan

EXPLANATION: In mid-August, the State Board of Education adopted new administrative rules requiring each school district, education service district, and charter school (which owns or leases buildings) to develop a “Healthy and Safe Schools Plan.” Included in the requirements of the administrative rules is a report to the board on the required elements of the “Healthy and Safe Schools Plan.”

Additionally there are three key dates for consideration. They are summarized as follows:

On or before September 15, 2016, Oregon Department of Education will create a model “Healthy and Safe Schools Plan” as a template for districts.

On or before October 1, 2016, districts and charters must report on the required elements of the “Healthy and Safe Schools Plan” to the board and Oregon Department of Education. The report is not prescriptive and could include sharing a draft plan and information on the required elements of the plan.

On or before January 1, 2017, districts must submit a final “Healthy and Safe Schools Plan” to the board and Oregon Department of Education.

A preliminary draft of the district’s “Healthy and Safe Schools Plan” will be presented at the meeting.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: Oregon Administrative Rules, OAR 581-22-2223, Healthy and Safe Schools Plan

RECOMMENDATION: The administration recommends that board members review the attached administrative rules.

REQUESTED ACTION: No formal action is required. This report is provided as information only, as required by the administrative rules described above.

MS:mkh:lc

Created by EN 8/15/16

OAR 581-022-2223

Healthy and Safe Schools Plan

- (1) Each school district and public charter school must develop a Healthy and Safe Schools Plan for all buildings owned or leased by the school district or public charter school where students and staff are present on a regular basis.
- (2) On or before October 1, 2016, school districts and public charter schools must report to the local school board or charter board on all elements of the Healthy and Safe Schools Plan as described in subsection (5) of this rule.
- (3) School districts and public charter schools must submit a preliminary draft of the Healthy and Safe Schools Plan to the Department of Education on or before October 1, 2016. School districts and public charter schools must submit the final draft of the Healthy and Safe Schools Plan to the Department of Education on or before January 1, 2017. Thereafter, school districts and public charter schools must annually submit an updated Healthy and Safe Schools Plan if new buildings are acquired, constructed, or leased or if the plan is modified by the school district or public charter school.
- (4) The Department of Education shall develop a model Healthy and Safe Schools Plan. The Department shall seek the input of the Oregon Health Authority Public Health Division, the Oregon Department of Environmental Quality and other stakeholders in developing the model plan. The model plan shall be made available on or before September 15, 2016.
- (5) At a minimum, the Healthy and Safe Schools Plan must include:
 - (a) The position within the school district's or public charter school's administration responsible for maintaining and implementing the Healthy and Safe Schools Plan;
 - (b) A list of all facilities that are included in the school district's or public charter school's Plan;
 - (c) A plan to test for elevated levels of radon as required under ORS 332.167;
 - (d) A plan to test for and reduce exposure to lead in water used for drinking or food preparation. An Oregon Health Authority accredited lab must be used for all testing.
 - (e) A plan to reduce exposure to lead paint that includes the following compliance with the United States Environmental Protection Agency's Renovation, Repair and Painting Program Rule.
 - (f) A plan to implement integrated pest management practices as required under ORS 634.700 through 634.750; and

- (g) A plan to communicate results for all tests required under the Healthy and Safe Schools Plan that includes:
 - (A) The school district or public charter school must make all test results available to the public within five business days of receiving the results;
 - (B) The school district or public charter school must make the results available to the public by posting the results on the school district or public charter school website, sending notice of the results over the email system, and making the results available in hardcopy at the main administration office; and
 - (C) The school district or public charter school must provide detailed information explaining the test results.
- (6) School districts and public charter schools must annually provide a statement regarding the Healthy and Safe Schools Plan.
 - (a) The annual statement must be made to the following:
 - (A) The school district or charter school board;
 - (B) All building occupants or for occupants who are under the age of 18, their parents or legal guardians; and
 - (C) The community by posting information on the school district or public charter school website and making the information available at the main administrating building.
 - (b) The annual statement must include the following information:
 - (A) The position within the school district's or public charter school's administration responsible for maintaining and implementing the Healthy and Safe Schools Plan;
 - (B) How to obtain a copy of the Safe and Healthy Schools Plan;
 - (C) A certification that the Healthy and Safe School Plan is up to date and that all required testing has been completed;
 - (D) How to access any results for tests conducted pursuant to the Plan; and
 - (E) A high level summary of major mitigation efforts in the last year as a result of the Healthy and Safe Schools Plan.
- (7) The reports due under subsection (5) of this rule are in addition to any reporting required by any other regulatory authority under state or federal law.

Stat. Auth.: ORS 326.051

Stat. Implemented: ORS 326.051



Gresham-Barlow School District Healthy and Safe Schools Plan

September 8, 2016



Gresham-Barlow School District Safe and Healthy Schools Plan

In August, 2016 Oregon Department of Education released rules regarding “Healthy and Safe Schools”. Specifically, OAR 581-0022-2223 requires school districts, on or before October 1, 2016 to report to the local school board and the Department of Education a draft “Healthy and Safe Schools Plan” that contains the following:

1. Position responsible for maintaining and implementing the Healthy and Safe Schools Plan.
2. A list of all facilities included in the plan.
3. A plan to test for elevated levels of radon as required under ORS 332.167.
4. A plan to test for and reduce exposure to lead in water used for drinking or food preparation.
5. A plan to reduce exposure to lead paint that includes compliance with the United States Environmental Protection Agency’s Renovation, Repair and Painting Program Rule.
6. A plan to implement integrated pest management practices under ORS 634.700 through 634.750.
7. A plan to communicate results for all test required under the Healthy and Safe Schools Plan.
8. Annual statement regarding the Healthy and Safe Schools Plan to the following:
 - a. Local board of education.
 - b. All building occupants or for occupants under the age of 18, their parents or legal guardians.
 - c. The community (website and information at district office).
9. The annual statement must include the following:
 - a. Position responsible for maintaining and implementing the plan.
 - b. How to obtain a copy of the plan.
 - c. How to access results for tests conducted as required by the plan.
 - d. A summary of major mitigation efforts in the last year as a result of the plan.

Responsible Position:

The Director of Facilities is responsible for maintaining and implementing the Healthy and Safe Schools Plan.

Facilities Included:**Elementary Schools**

Site	Address
Deep Creek – Damascus K-8	14265 SE 242 nd Ave, Damascus, OR 97089
East Gresham ES	900 SE 5 th , Gresham, OR 97080
East Orient ES	7431 SE 302 nd Ave, Gresham, OR 97080
Hall ES	2505 SE 23 rd Ave, Gresham, OR 97030
Highland ES	295 NE 24 th , Gresham, OR 97030
Hogan Cedars ES	1770 SE Fleming Ave, Gresham, OR 97080
Hollydale ES	505 SW Birdsdales, Gresham, OR 97080
Kelly Creek ES	2400 SE Baker Way, Gresham, OR 97080
North Gresham ES	1001 SE 217 th , Gresham, OR 97030
Powell Valley ES	4825 E Powell Blvd, Gresham, OR 97080
West Gresham ES	330 W Powell Blvd, Gresham OR 97030

Middle Schools

Clear Creek MS	219 NE 219 th Ave, Gresham, OR 97030
Dexter McCarty MS	1400 SE 5 th Ave, Gresham, OR 97080
Gordon Russell MS	3625 Powell Blvd, Gresham, OR 97080
West Orient MS	29805 SE Orient Drive, Gresham, OR 97080

High Schools

Gresham HS	1200 N Main Street, Gresham, OR 97030
Sam Barlow HS	5105 SE 302 nd Ave, Gresham, OR 97080
Springwater Trail HS	1440 SE Fleming Ave, Gresham, OR 97080

Other Sites

Center for Advanced Learning	1484 NW Civic Drive, Gresham, OR 97030
Deep Creek Campus	15600 SE 232 nd Drive, Damascus, OR 97089
District Office / Nutrition Services	1331 NW Eastman Parkway, Gresham, OR 97030
Facilities Office	2020 SE Fleming Ave, Gresham, OR 97080
Metro East Web Academy	1394 NW Civic Drive, Gresham, OR 97030
Student Support Services	1550 NW Eastman Pwy; STE 175, Gresham, OR 97030
Technology Office (Portables at DMMS)	1400 SE 5 th Ave, Gresham, OR 97080

Required Testing:

Radon – As required under ORS 332.167 the district has completed a radon-testing plan (see Attachment A - Radon Testing and Reporting Plan). Testing will occur annually at selected schools. Testing will be complete at all schools prior to January 1, 2021.

Lead in water (drinking and food prep) – Initial testing for lead levels in water used for drinking and food preparation were completed in the Summer of 2016 including remediation and retesting of all fixtures with a reading of 20 ppb or higher (see district website). Subsequent testing, on all fixtures used for drinking or food preparation, will be performed annually, bi-annually, and every five years based on priority order (see Attachment B – Drinking Water Testing Plan).

Lead paint – To reduce the risk of lead-based paint exposure to adults and children the Environmental Protection Agency (EPA) issued the Renovation, Repair and Painting Rule (RRP Rule) that became effective on April 22, 2010. The district is following the EPA plan in managing lead based paint in our in our schools. We manage our exterior and interior paint conditions through our work order system. Currently, we work to the rule, referenced above, to limit exposure of K-2 grade students to renovation, repairs and/or other lead based paint concerns. In 2016, the district will move to test all schools, grades K-12. The district is able to test painted surfaces, which allows us to know if the paint does contain lead prior to any renovation and/or repair. Once we have a known area of lead paint that is in need of repair we follow the EPA procedure in addressing the paint condition (see Attachment C – Lead Paint Testing Plan)

Integrated pest management – As required under ORS 634.700 through 634.750, the district implemented the Integrated Pest Management Plan on March 3, 2014 (see Attachment D – Integrated Pest Management Plan). The plan outlines the following:

1. What is Pest Management?
2. What is an Integrated Pest Management Plan?
3. School District IPM Plan Coordinator
4. IPM Decision-Making Process
5. Required Training/Education
6. Pesticide Applications: Required Notification, Posting, Record Keeping and Reporting.
7. Approved List of Low-Impact Pesticides

Communications:

All test results – Test results will be available to the public within 5 days of receiving the results. An explanation of the test results will be included when reported. Summary results will be available on the District website. Notification of results will be sent using email and/or direct mail as appropriate. Additional information will be communicated using email and/or direct mail as appropriate.

Annual Communication:

School Board – In the Fall of each year, the Director of Facilities will provide updates regarding the Safe and Healthy Schools Plan including the responsible position for maintaining and implementing the plan, certification the plan is up to date and required testing has been completed, how to access test results and a high level summary of major activities and mitigation efforts pursuant to the plan.

Facility occupants – In the Fall of each year, updates regarding the Safe and Healthy Schools Plan will be provided to staff and parents or legal guardians including the responsible position for maintaining and implementing the plan, certification the plan is up to date and required testing has been completed, how to access test results and a high level summary of major activities and mitigation efforts pursuant to the plan.

Community – In the Fall of each year, updates regarding the Safe and Healthy Schools Plan will be posted to the district website and copies made available at the district office including the responsible position for maintaining and implementing the plan, certification the plan is up to date and required testing has been completed, how to access test results and a high level summary of major activities and mitigation efforts pursuant to the plan.



Engineering +
Environmental

Radon Testing and Reporting Plan

Gresham-Barlow School District

Gresham, Oregon

Prepared for:



Gresham-Barlow School District

1331 NW Eastman Parkway

Gresham, Oregon 97030

September 1, 2016
23797.005 Phase 0001

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Radon Testing and Reporting Plan

For

GRESHAM-BARLOW SCHOOL DISTRICT

This radon report is for the exclusive use of Gresham-Barlow School District and is not to be photographed, photocopied, or similarly reproduced, in total or in part, without the expressed written consent of the client and PBS Engineering and Environmental Inc.

Prepared by

PBS Engineering and Environmental Inc.
4412 SW Corbett Avenue
Portland, Oregon 97239

Introduction:

In 2015, the Oregon Legislature passed Oregon Revised Statute (ORS) 332.166-167 which, in part, requires school districts to develop a plan for testing district-owned buildings for radon, test for radon, and report test results to parents, school boards, district staff, and the Oregon Health Authority (OHA). This Radon Testing and Reporting Plan is designed to meet statute requirements for developing a radon testing plan for submittal to OHA by the deadline of September 1, 2016.

Gresham-Barlow School District is committed to providing a safe environment for students and staff. As radon is the number one cause of lung cancer deaths in the United States among non-smokers, and schools are the second most commonly occupied buildings for children, testing for radon in schools is a priority for Gresham-Barlow School District.

This Radon Testing and Reporting Plan meets the guidelines outlined in OHA's *Testing for Elevated Radon in Oregon Schools: A Protocol and Plan Version 1.0 – 2016*. The plan will be initiated after September 1, 2016, with initial testing completed before the OHA deadline of January 1, 2021.

Any questions about this document or results of radon testing should be directed to Terry Taylor, Director of Facilities for Gresham-Barlow School District, at (503) 785-7897.

Terry Taylor, Director of Facilities

Gresham Barlow School District

Signature

Date

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- 1.4 Action Level

2 TESTING PLAN **PAGES 1-3**

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- 2.2 Reporting

3 REFERENCES **PAGE 4**

- 3.1 References

SITE FLOOR PLANS **PAGES 5-34**

Center for Advanced Learning	Highland Elementary School
Clear Creek Middle School	Hogan Cedars Elementary School
Deep Creek Damascus K8	Hollydale Elementary School
Deep Creek Campus	Kelly Creek Elementary School
Dexter McCarty Middle School	North Gresham Elementary School
East Gresham Elementary School	Powell Valley Elementary School
East Orient Elementary School	Sam Barlow High School
Gordon Russell Middle School	Springwater Trail High School
Gresham High School	West Gresham Elementary School
Hall Elementary School	West Orient Middle School

ATTACHMENTS

Testing for Elevated Radon in Oregon Schools A Protocol and Plan (Version 1.0). Oregon Health Authority Public Health Division (2016)

1. PLAN SUMMARY

1.1 Background

Gresham-Barlow School District (District) is located in Gresham, Oregon and is comprised of 20 separate school campuses. Along with administrative, maintenance, technology, and special program sites, the district maintains approximately 70 buildings (including portables, or modular classrooms) that are regularly occupied by students or staff. Gresham-Barlow School District is committed to completing initial radon testing, in accordance with ORS 332.166-167, in district-owned schools and sites prior to January 1, 2021. It is estimated that approximately 1,000 rooms will need to be tested for radon, based on the guidance outlined in the OHA *Testing for Elevated Radon in Oregon Schools: A Protocol and Plan Version 1.0 – 2016 (Plan)*.

1.2 Regulatory Requirements

In 2015, the Oregon Legislature passed House Bill (HB) 2931 to bring awareness to elevated radon levels in Oregon schools. HB 2931 later became Oregon Revised Statute (ORS) 332.166-167.

This Radon Testing and Reporting Plan is designed to help school districts fulfill the requirements of (ORS) 332.166-167 of submitting a plan to the Oregon Health Authority (OHA) by September 1, 2016.

Per ORS 332.166-167, actual testing of each school for radon will be completed before January 1, 2021, and testing results will be sent to OHA and posted on the school's or school district's website.

1.3 About Radon

Radon is a naturally occurring radioactive gas. Radon is colorless, odorless, and tasteless. Radon comes from natural deposits of uranium in the soil and is found everywhere in the world. These deposits of uranium naturally decay into radium, which further breaks down into radon gas. Because radon is a gas, it can move up through the soil and enter buildings that are in contact with the soil. Radon is typically at its highest concentration in the lower portion of a building. Once radon enters a building, it is easily dispersed through the air. It then begins a radioactive decay process that leads to the creation of radon decay products. If inhaled, these radioactive particles (decay products) can be trapped in the lungs. As these particles decay further, they release small bursts of radiation, which can damage lung tissue and lead to lung cancer over the course of a lifetime.

According to EPA estimates, radon is the number one cause of lung cancer among non-smokers. No amount of radon is safe, but steps can be taken to reduce its potential for harm.

For most schoolchildren and school staff, the second largest contributor to radon exposure, next to their home is their school. As a result, both USEPA and the Oregon Health Authority (OHA) recommend that school buildings and homes be tested for radon. For schools in Oregon, this recommendation became law in the 2015 Legislature (ORS 332.166-167).

1.4 Action Level

In the US, radioactivity is measured in curies. A curie is approximately the amount of radioactivity produced by one gram of radium. A picocurie is one trillionth, of a curie. Radiation from radon is expressed in picocuries per liters of air (pCi/L).

US EPA has set the action level for radon at 4.0 pCi/L and recommends reducing the concentration of radon in indoor environments to below this action level.

2. TESTING PLAN

2.1 Testing Locations

The District will develop a detailed list of rooms for each site to be tested for radon in accordance with recommendations in the OHA Plan. The District will utilize each facility's floor plan to determine testing locations in frequently occupied rooms that are in contact with the ground or located above a crawlspace or basement, as required per ORS 332.166-167. Locations to be tested will be identified on drawings to be included in final reports and future radon testing plans.

Once testing locations are identified for each site, the District will calculate the number of test kits needed for each site. One test kit or device will be used per room for rooms that are less than 2,000 square feet in size. For rooms greater than 2,000 square feet, one kit or detector will be placed for every 2,000 square feet.

For quality assurance purposes, the District will also calculate the number of kits or devices needed to allow for blanks, duplicates, and spikes. Blanks will be deployed in five percent of the rooms to be tested at each site. Duplicates will be deployed in ten percent of rooms to be tested at each site. Blanks and duplicates will be deployed following the same methodology as the actual test kits. Spike samples are used for laboratory quality control and are not deployed on site. Test kits from the same batch as the kits used for on-site testing are sent to a third-party laboratory and "spiked" with a known concentration of radon. These test kits are then returned to the user and submitted to the testing laboratory along with the test kits from each school. Spikes will be submitted at a rate of three percent of the rooms to be tested at each site. Delivery of spike samples will coincide with the collection of test kits, duplicates, and blanks. A minimum of one blank, one duplicate, and one spike will be deployed per site.

For specific details and guidance, see sections "What rooms should be tested?" "Quality Assurance Procedures for a School Radon Measurement Program," and "APPENDIX D: STEP-BY-STEP GUIDE FOR PLANNING RADON TESTING" in the attached OHA Plan.

Initial Short-Term Testing:

All locations identified will be tested using short-term activated charcoal adsorption test kits. Test kit, duplicate, and blank locations will be plotted on a building floor plan and tracked in a placement log or electronic database. Ideally, initial short-term testing will occur in October to allow time for follow-up long term testing beginning in November, if needed. Testing will occur during normal school days or days when the HVAC system is functioning in the same manner as normal school days.

Specific details and guidance outlining best practices for placing test kits and when to deploy test kits is not included in the scope of this plan. See "APPENDIX A: RADON TEST PLACEMENT PROTOCOL CHECKLIST" in the attached OHA Plan for details and guidance.

Results of the initial short-term tests that are ≥ 4.0 pCi/L will be evaluated using the quality assurance calculations listed in the "INTERPRETATION OF RESULTS" section of the attached OHA Plan.

The Gresham-Barlow School District will schedule a second short-term test, or long-term follow-up test based on the initial short-term test results as indicated below:

- If the result is less than 2.0 pCi/L, the District will test again every 10 years (as required by Oregon Revised Statute 332.166-167).
- If the result is between 2.0 pCi/L and 4.0 pCi/L, the District will investigate options for fixing (lowering) the radon in that room (e.g., adjustments to HVAC, sealing entry routes, etc.).
- If the result is between 4.0 pCi/L to 8.0 pCi/L, the District will perform a follow-up measurement of that room using a long-term test. This will be conducted over as much of a nine-month school year as possible, when rooms are likely to be occupied. If that result is equal to or greater than 4.0 pCi/L, the District will investigate options for lowering the radon in that room (e.g., adjustments to HVAC, soil depressurization, sealing entry routes, building pressurization, zone-specific ventilation, etc.).
- If the initial test result is equal to or greater than 8.0 pCi/L, the District will conduct a second short-term test within one month. The follow up result is then averaged with the result of the initial short-term test (see follow-up testing below).
- If the average result of the two short-term tests is equal to or greater than 4.0 pCi/L, the District will investigate options for lowering the radon in that room (e.g., adjustments to HVAC, soil depressurization, sealing entry routes, building pressurization, zone-specific ventilation, etc.).

- If the follow-up test is long-term, and the result is 4.0 pCi/L or above, the District will investigate options for lowering the radon in that room (e.g., adjustments to HVAC, soil depressurization, sealing entry routes, building pressurization, zone-specific ventilation etc.).

Results of any follow-up tests that are ≥ 4.0 pCi/L will be evaluated using the same quality assurance calculations as the initial short-term tests listed in the "INTERPRETATION OF RESULTS" section of the attached OHA "Testing for Elevated Radon in Oregon Schools: A Protocol and Plan."

CRM Use

The District may use continuous radon monitors (CRM) for follow-up long term and short term testing. The use of CRMs can help determine radon levels in a room during times it is actually occupied, which may in turn determine if adjustments to the HVAC system are adequate for reducing radon levels.

Mitigation

Mitigation measures are not specifically addressed in this plan but the District is committed to doing everything it can to reduce radon levels and provide a safe environment in every district building.

The EPA, OHA Oregon Radon Awareness Program, and numerous non-governmental groups, recommend that school districts take action to reduce the radon level in those rooms where the average of the initial and follow-up short-term kit results OR the result of the long-term kit used in follow-up is 4.0 pCi/L or more.

Although not required of school districts under ORS 332.166-167, it is recommended that school administration direct appropriate staff members to adjust building HVAC systems and retest. If this doesn't reduce the radon below 4.0 pCi/L, school districts have the option of hiring a radon mitigation professional to reduce elevated radon levels identified through testing.

Periodic Retesting

Following initial short-term radon testing, District sites will be retested every 10 years as required by ORS 332.166-167. Additional testing may be undertaken by the District, in addition to the 10 year retest cycle, should any of the conditions noted in the "When Should Periodic Retesting be Done?" section of the attached OHA Plan apply.

2.2 Reporting

All radon testing results will be made available to the District's school board, the Oregon Health Authority, and readily available to parents, guardians, students, school employees, school volunteers, administrators, and community representatives at the school office, district office, or on a website for the school or school district as required by ORS 332.166-167. Follow-up testing results, 10-year retest results, and mitigation implementation will also be made available.

3. REFERENCES

3.1 References

Oregon Health Authority Public Health Division (2016) *Testing for Elevated Radon in Oregon Schools A Protocol and Plan* (Version 1.0).

USEPA (United States Environmental Protection Agency). (July 1993). *Radon Measurement In Schools Revised Edition*, USEPA Air and Radiation (6609J), (EPA 402-R-92-014).

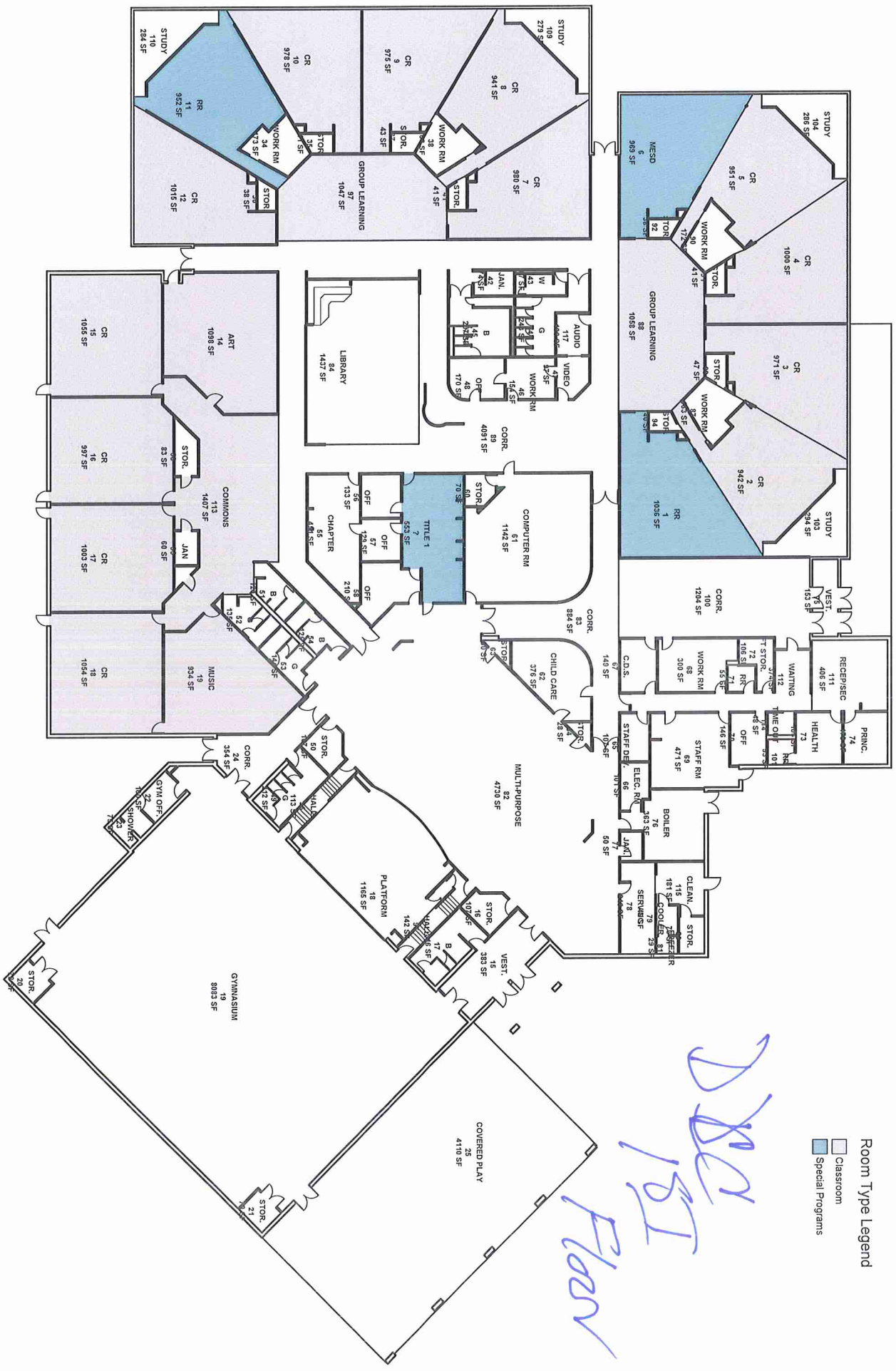
Minnesota Department of Health. (March 2013). *Best Practices for Radon Measurement in Minnesota Schools and Commercial Buildings* (Version 3).

Ohio Department of Health, Bureau of Environmental Health and Radiation Protection, Radon Licensing Program. (2015). *School Radon Testing Checklist*.

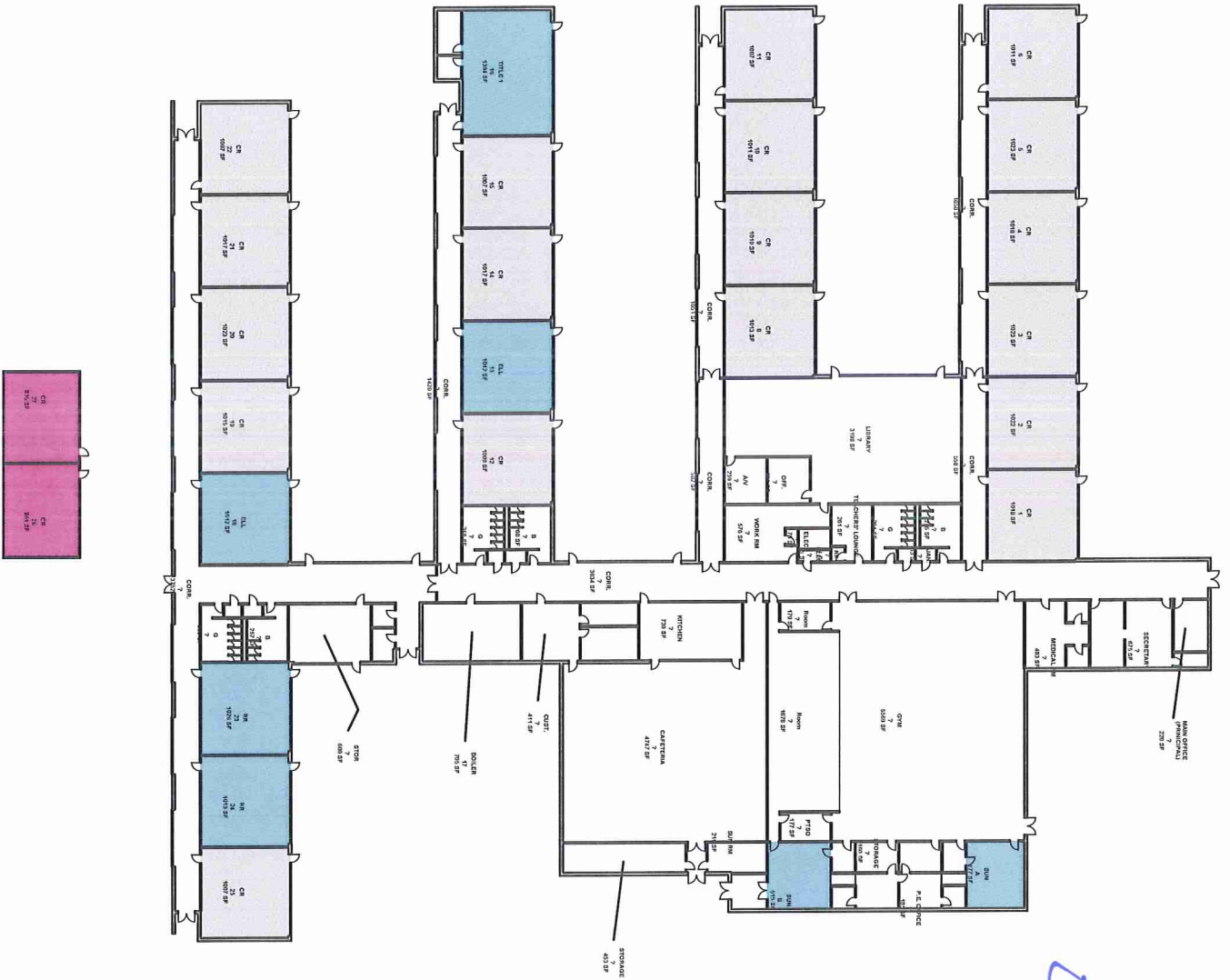
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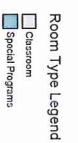
- Classroom
- Special Programs

Dec 181 Plan



Room Type Legend
 Classroom
 Modular
 Special Programs





ETES
1ST
F/av





Room Type Legend

-  Classroom
-  Portable
-  Special Programs

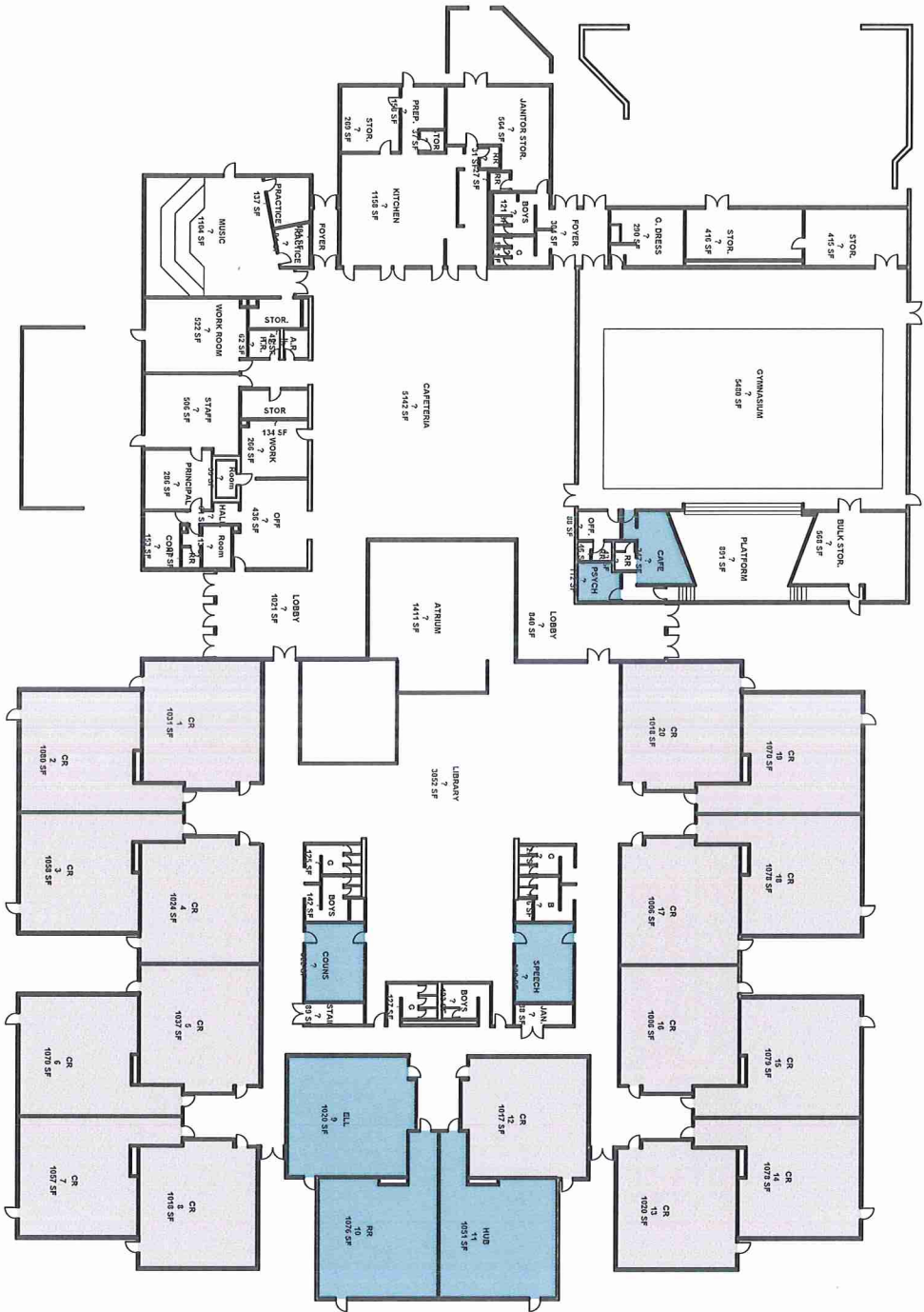
151
F/20





Room Type Legend

- Classroom
- Portable
- Special Programs



Department Legend
 Classroom
 Portable
 Special Programs



ACES
 151
 Floor



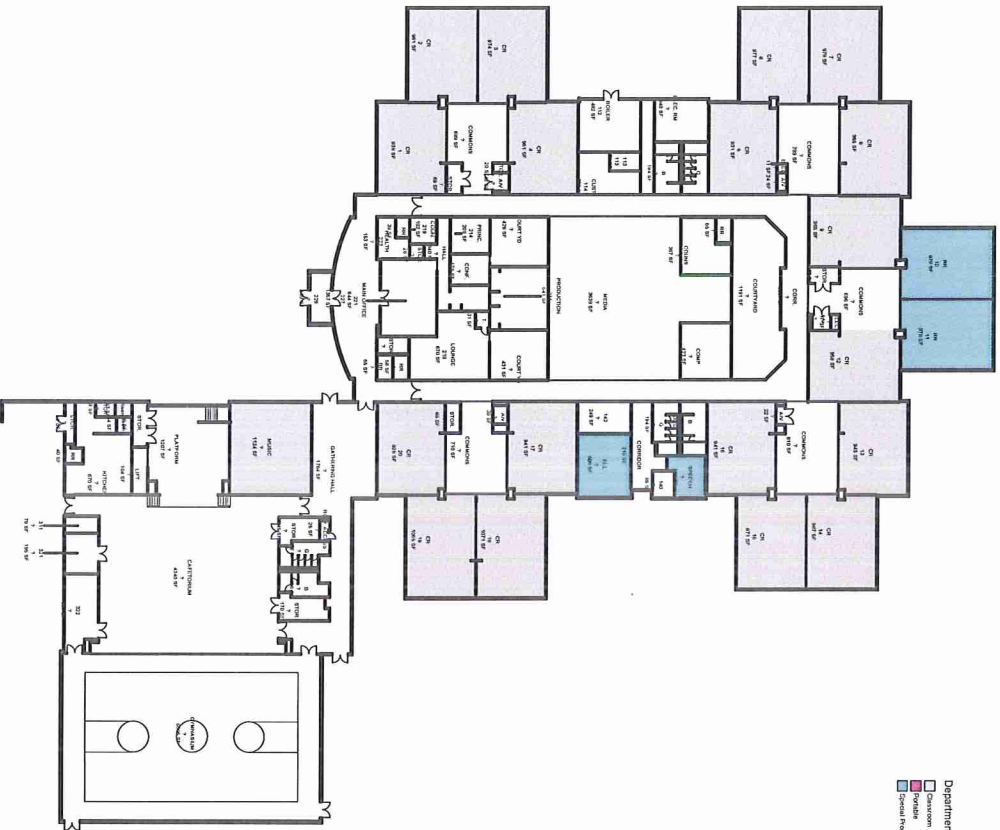


KDES
151
PZ





Department Legend
Classroom
Nursery
Special Programs



KLES
1st
Floor



Department Legend
 Classroom
 Special Programs



NGES
 151
 F/500



P/E5
151
P/oa



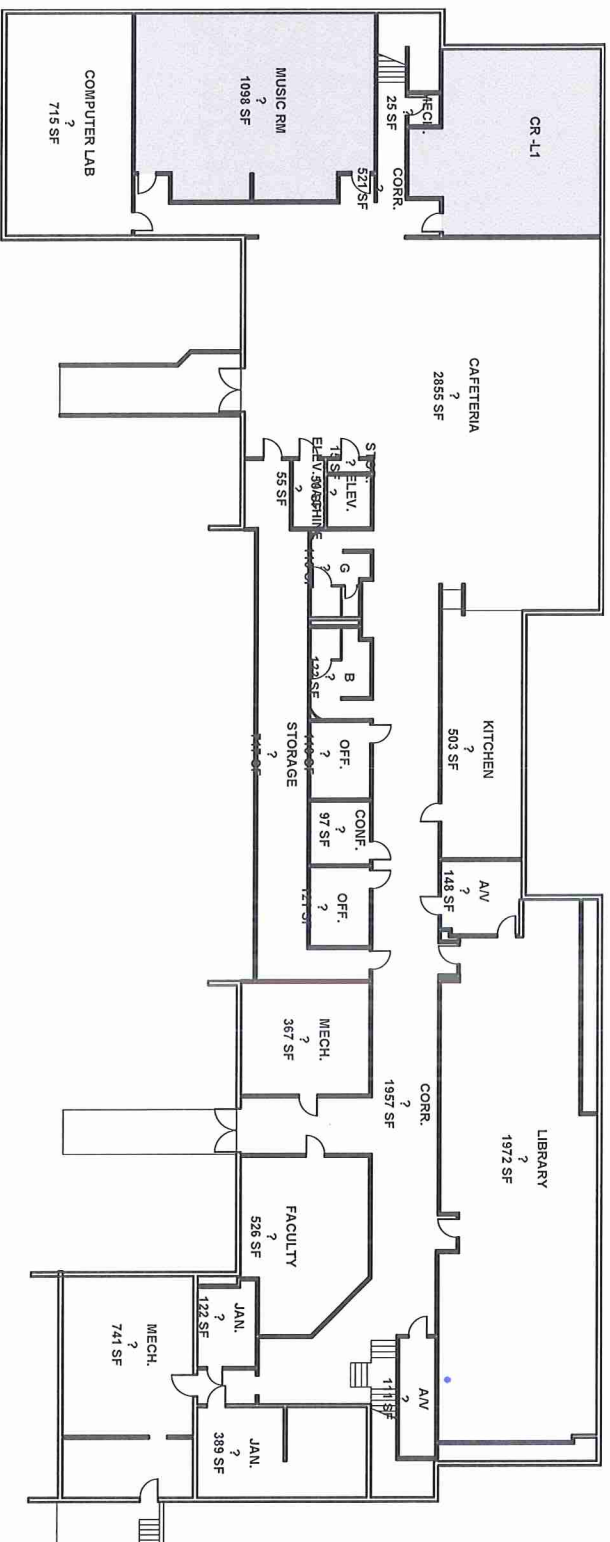
Room Type Legend

Classroom

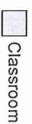
Special Programs

WGE
1st/2nd
F/ast



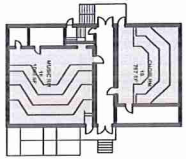
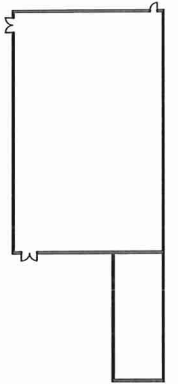


Room Type Legend



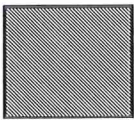
WGES
Base Map



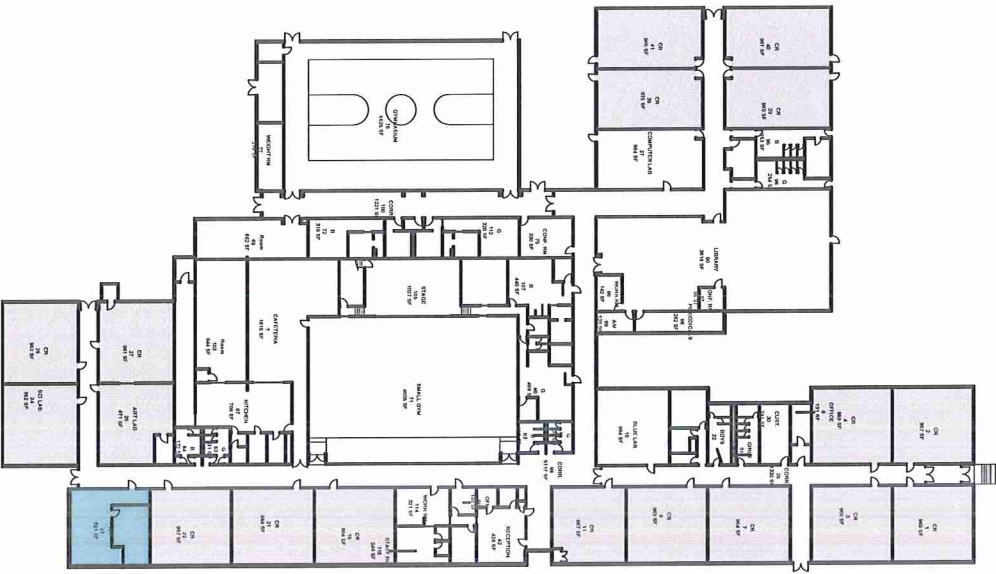


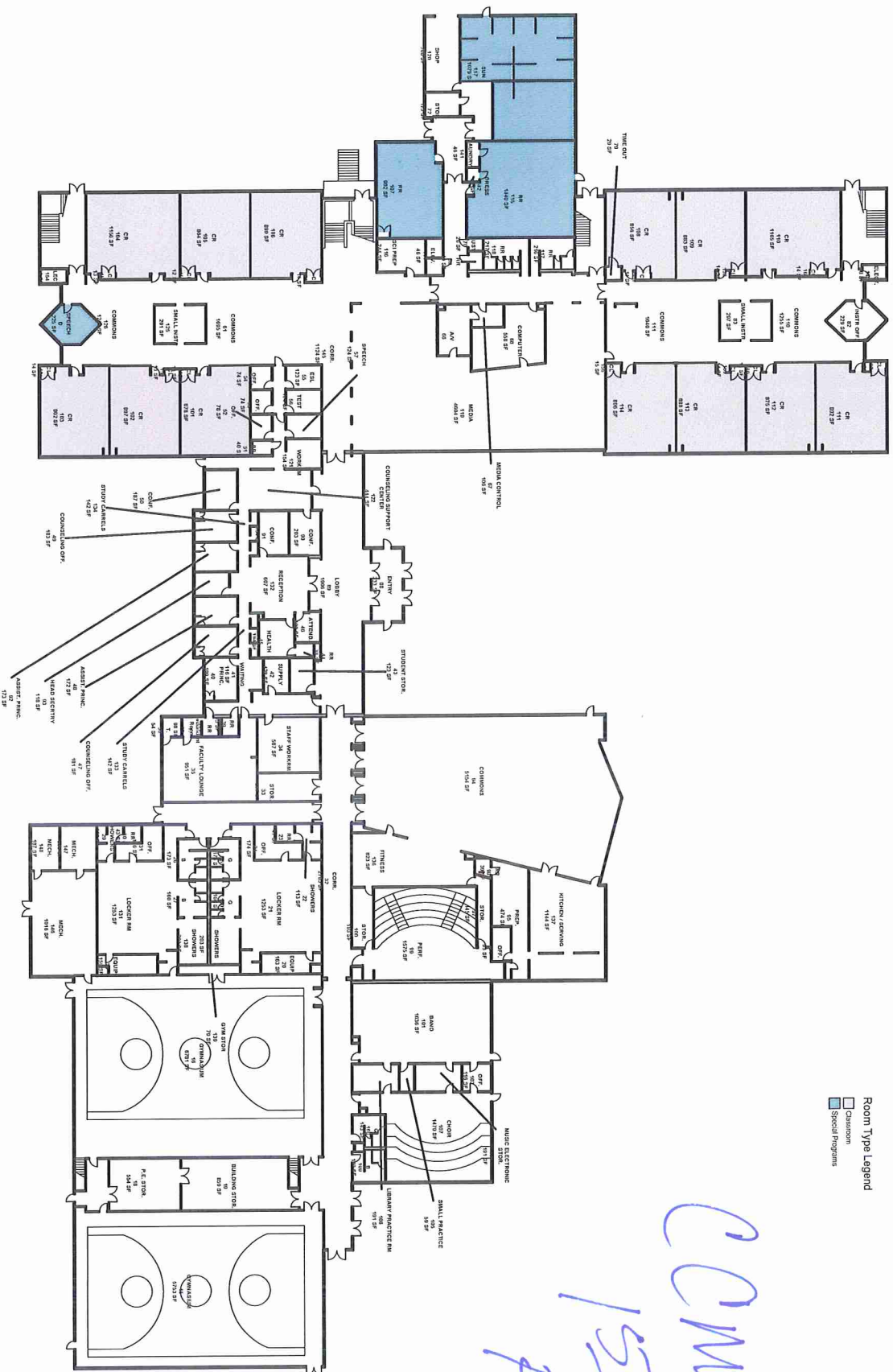
Room Type Legend

- Classroom
- Common Area
- Special Program



DCDK8





Room Type Legend

- Classroom
- Common
- Special Programs

CMS
1st
Floor

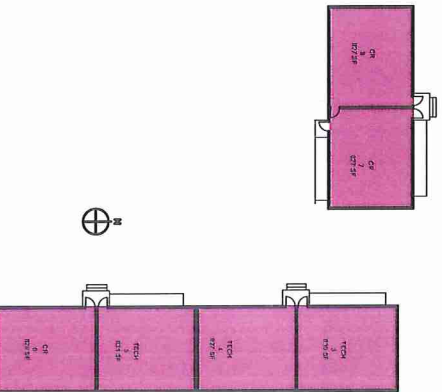


Room Type Legend

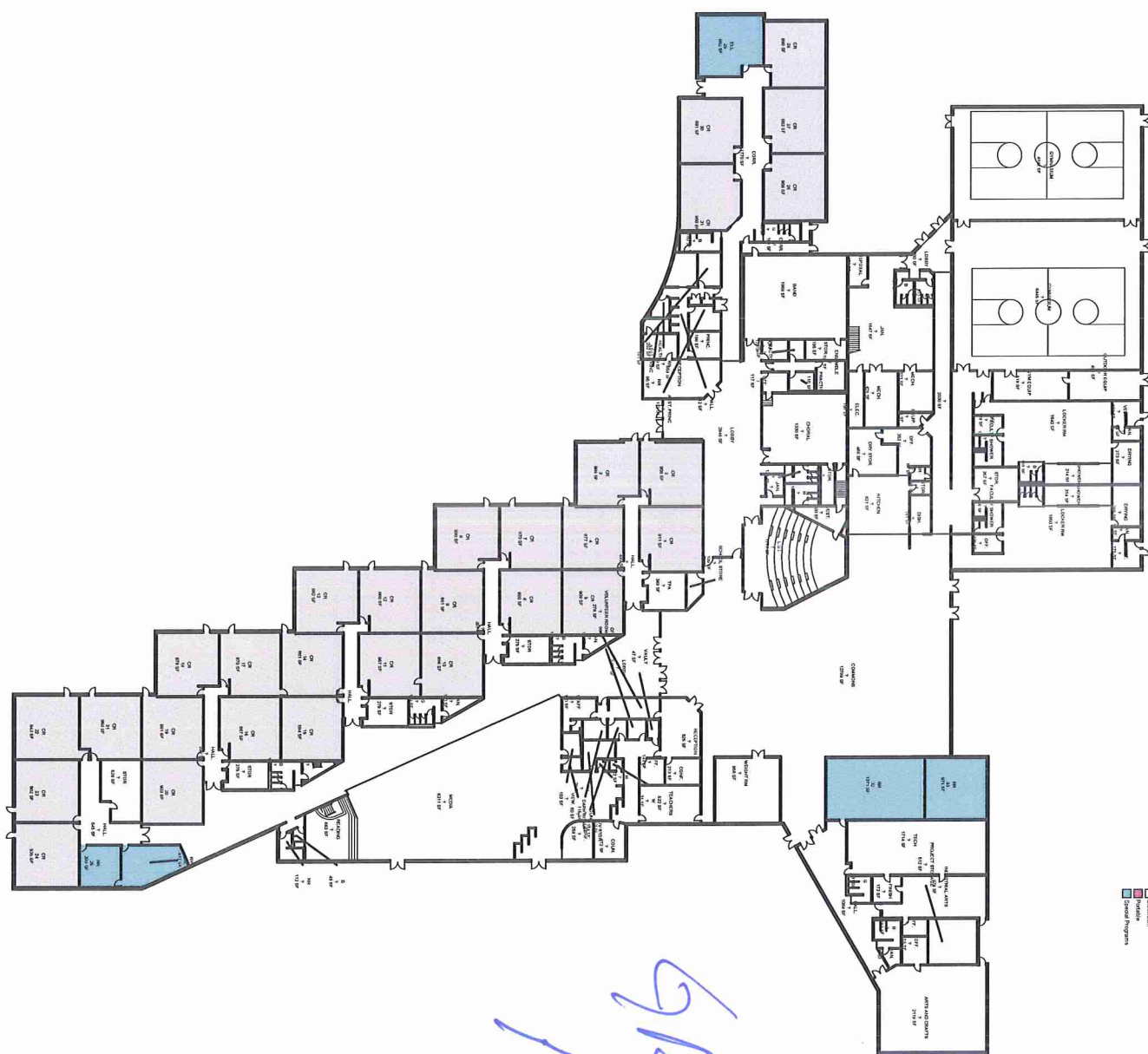
- Classroom
- Recreation
- Classroom
- Special Programs



DMMS
1st
Floor



COMMUNITY
HALL



Department Legend

- Classroom
- Office
- Special Program

GLMS
1ST
Floor



WOMS

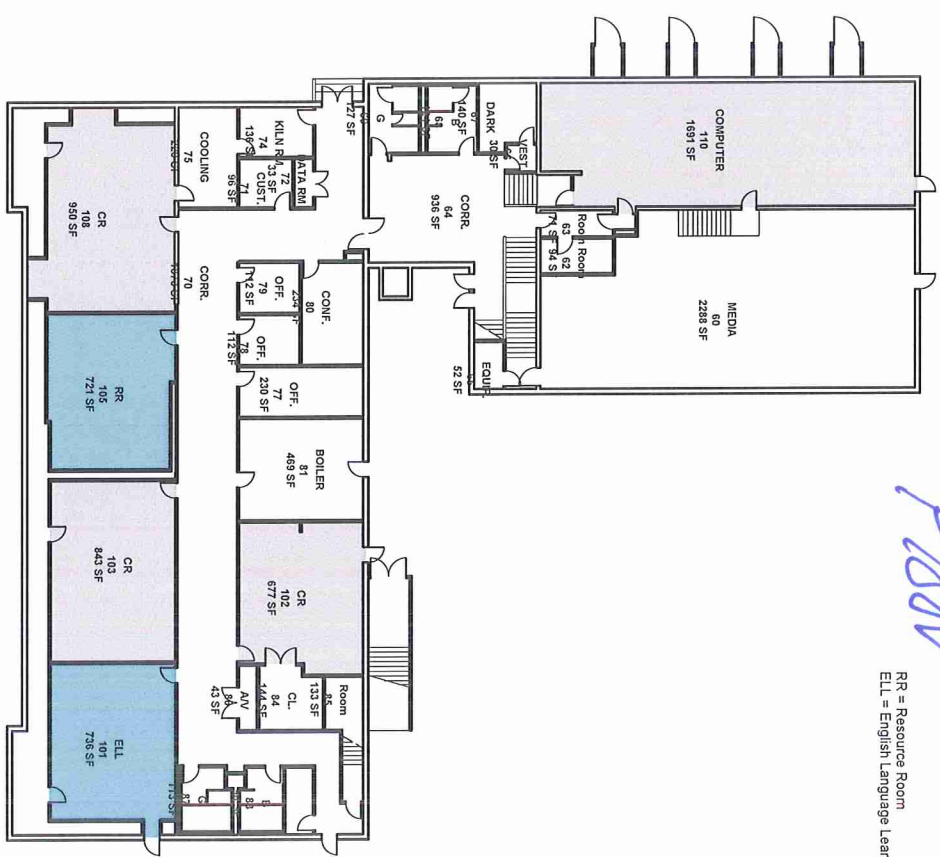
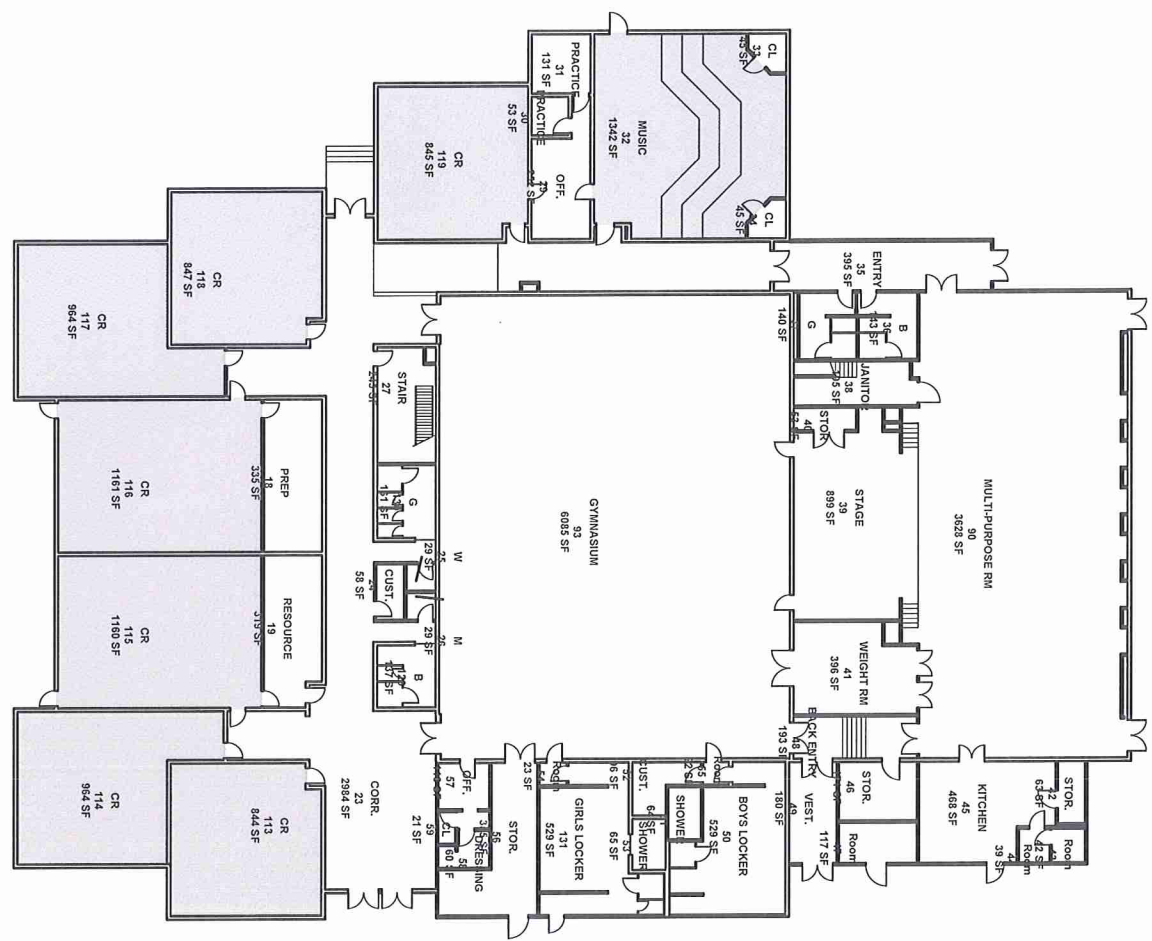
1ST

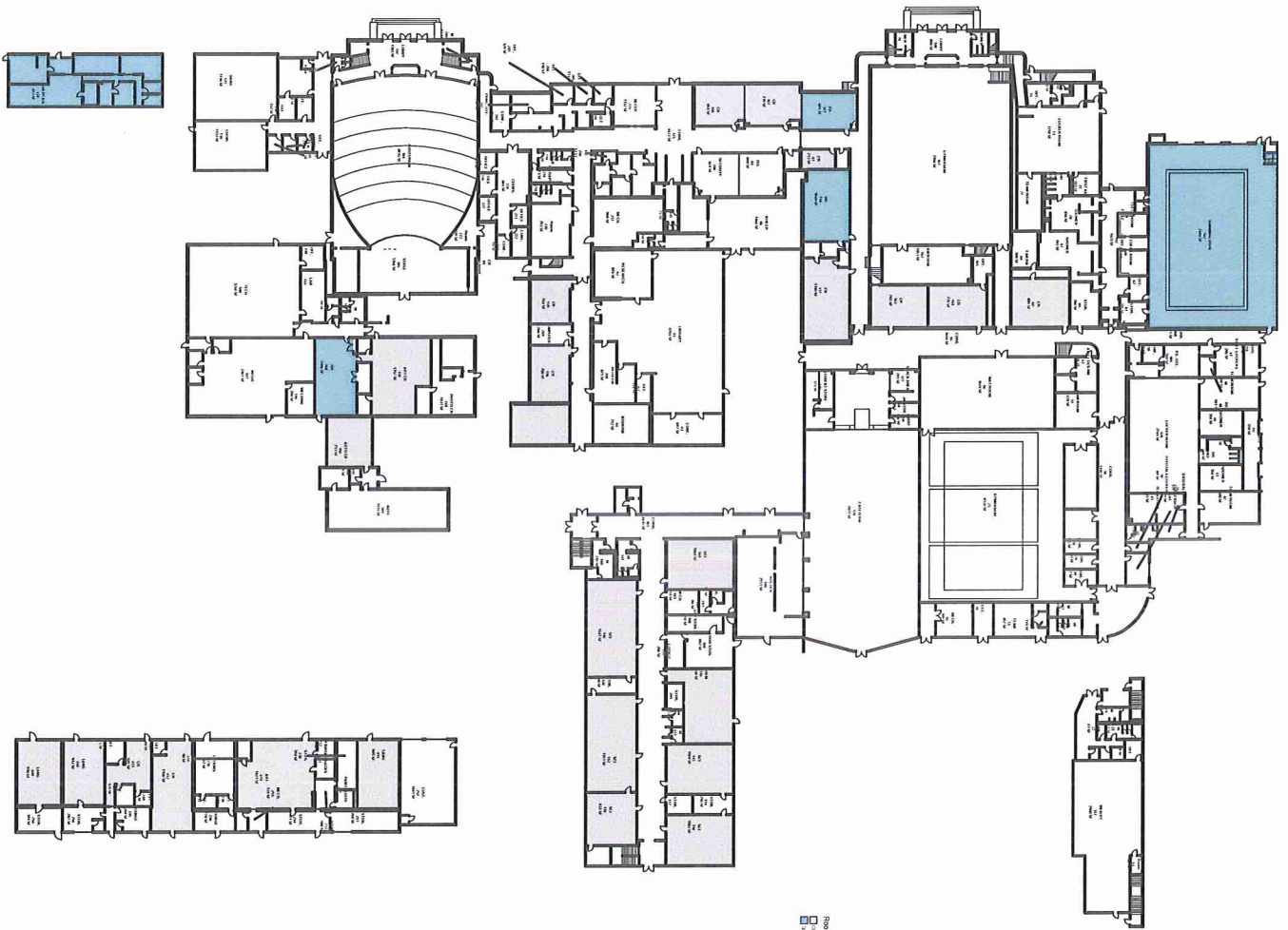
Floor

Room Type Legend

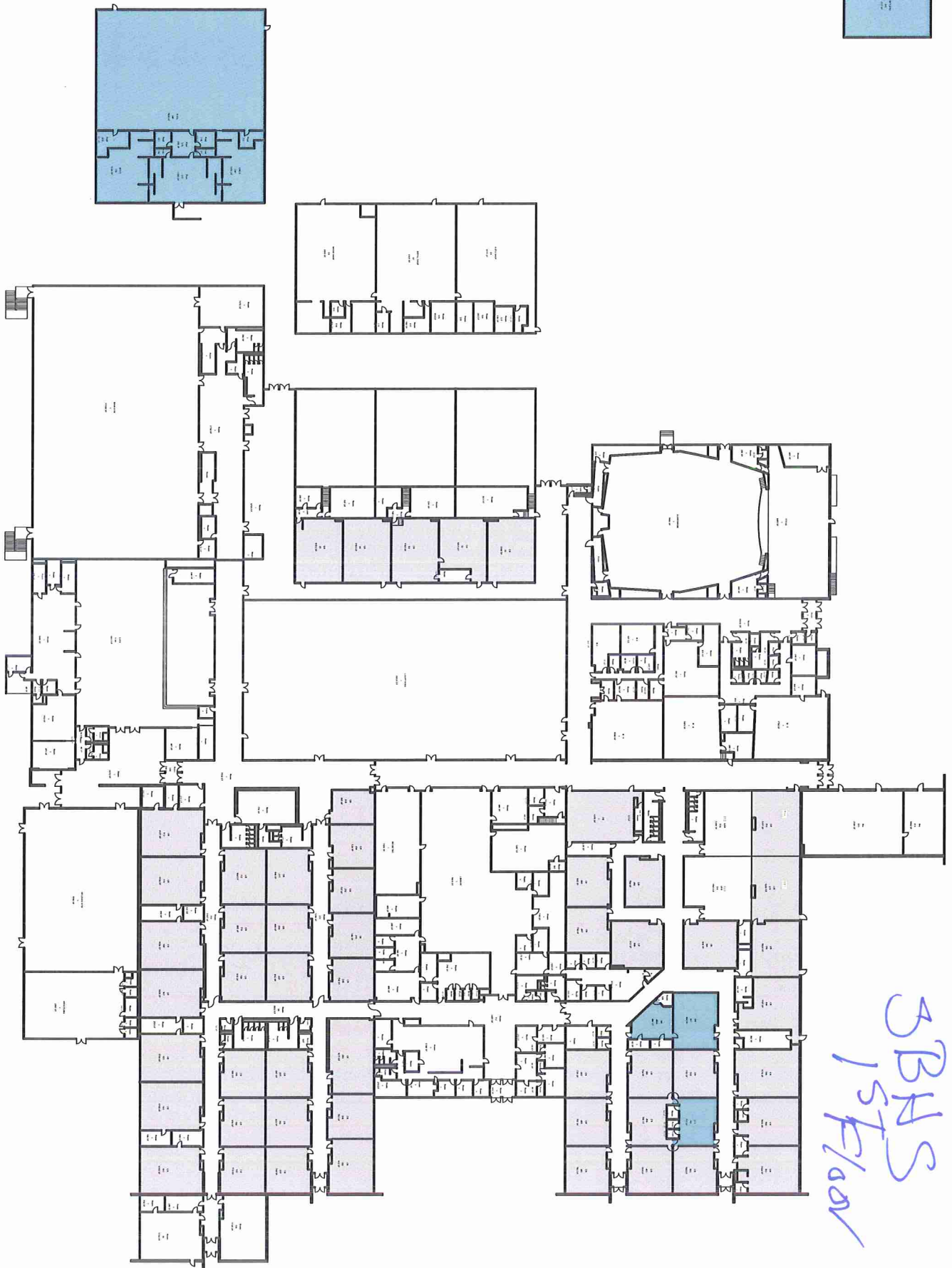
- Classroom
- Special Programs

RR = Resource Room
ELL = English Language Learning

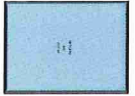


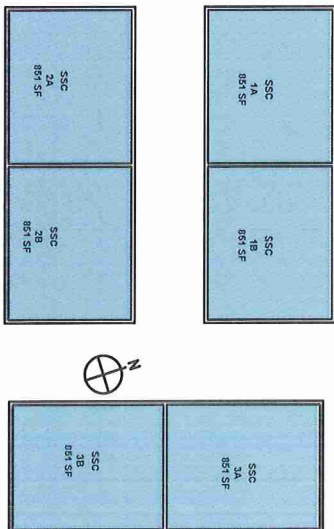
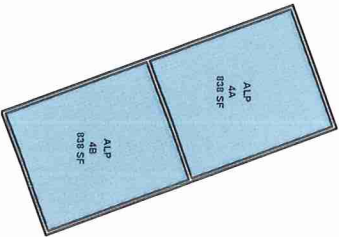
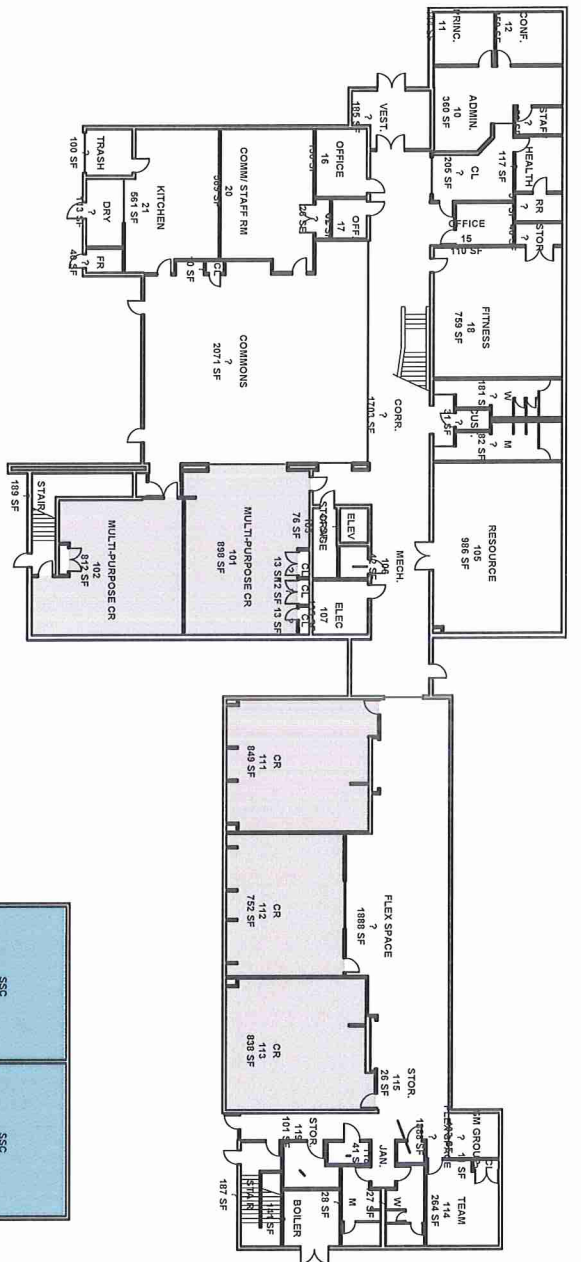


GH/S
151
P/ser

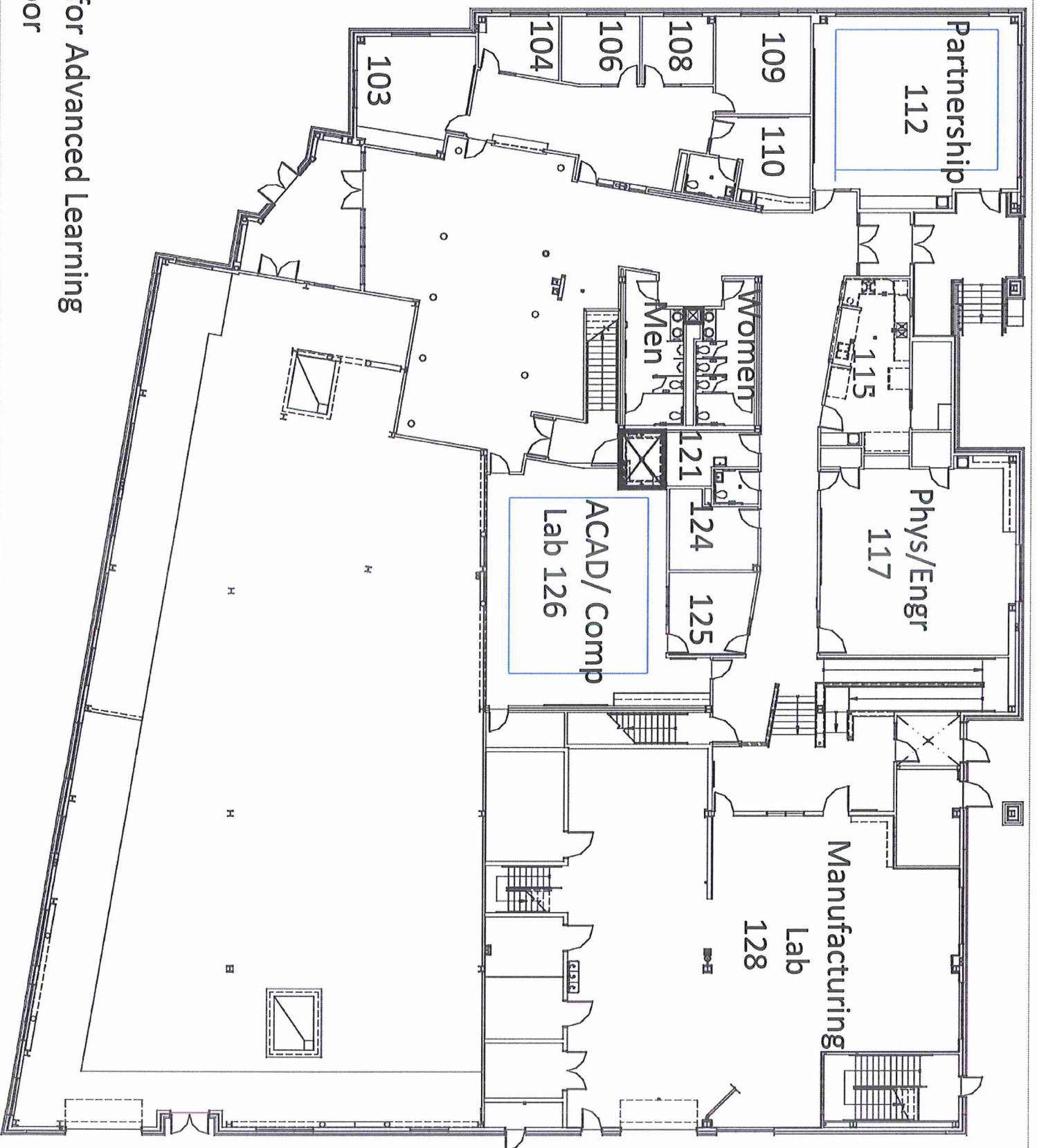


SBAS
1st floor





STAS
1ST
FLOOR



Center for Advanced Learning
First Floor

ATTACHMENT B

DRAFT GBSD Drinking Water Testing plan: updated 9/8/2016 Terry Taylor, Director of Facilities

Following EPA's 3t's in Reducing Lead in Drinking water:

https://www.epa.gov/sites/production/files/2015-09/documents/toolkit_leadschools_guide_3ts_leadschools.pdf

Currently GBSD has followed the EPA plan in reducing lead in drinking water in our school. We have tested all known drinking water sources and are working to reduce all drinking water lead sources to below EPA Limits of 20/ppb. Only one drinking fountain is currently off due to this standard.

Next steps GBSD is now testing water sources in ice machines as well as on all outdoor water spigots as both sources of water do make it into the drinking water source for our students and staff. We will continue to follow the EPA 3t's for Reducing Lead in Drinking Water in Schools. Upon findings from those samples GBSD will address appropriately. At this time water sources that have not been tested to be below EPA levels for schools are not being used for Drinking water Sources.

GBSD will continue to monitor lead levels in drinking water sources and will continue to use the EPA 3t's for remediation of lead in drinking water sources.

GBSD has organize schools in age of construction and specific plumbing material groups to allow specific testing frequencies to address in priority order the schools and or office that require more frequent testing/management.

Group A-Annual Testing Winter/Spring Repairs Summer Reporting Fall

East Gresham ES-900 SE 5th, Gresham OR 97080

East Orient ES-7431 SE 302nd Ave, Gresham OR 07080

North Gresham ES-1001 SE 217th, Gresham OR 97030

Powell Valley ES-4825 E Powell Blvd, Gresham OR 97080

West Gresham ES-330 W Powell Blvd, Gresham OR 97030

Deep Creek Damascus K8-14265 SE 242nd Ave, Boring OR 97009

Dexter McCarty MS-1400 SE 5th Ave, Gresham OR 97080

Gordon Russell MS-3625 Powell Blvd, Gresham OR 97080

West Orient MS-29805 SE Orient Drive, Gresham OR 97080

Gresham HS-12 N Main Street, Gresham OR 97030

Sam Barlow HS-5105 SE 302nd Ave, Gresham OR 97080

Group B-Bi-Annual Testing Testing Winter/Spring Repairs Summer Reporting Fall

Deep Creek Campus-15600 SE 232nd Ave, Boring OR 97009

Hall ES-2505 SE 23rd Ave, Gresham OR 97030

Highland ES-295 NE 24th, Gresham OR 97030

Hollydale ES-505 SW Birdsdale, Gresham OR 97080

Group C-5 year testing Testing Winter/Spring Repairs Summer Reporting Fall

Hogan Cedars ES-1770 SE Fleming Ave, Gresham OR 97080

Kelly Creek ES-2400 SE Baker Way, Gresham OR 97080

Clear Creek MS-219 NE 219th Ave, Gresham OR 97030

Springwater Trail HS-1440 SE Fleming Ave, Gresham OR 97080

District Office-1331 NW Eastman Parkway, Gresham OR 97030

Facilities Office-2020 SE Fleming Ave, Gresham OR 97080

Nutrition Services-Included in District Office plan

Student Support Services-Leased Facility-1550 NW Eastman Parkway, Suite 175

GBSD School and Office Locations:

Deep Creek Campus-15600 SE 232nd Ave, Boring OR 97009

Lewis and Clark Montessori Charter School

East Gresham ES-900 SE 5th, Gresham OR 97080

East Orient ES-7431 SE 302nd Ave, Gresham OR 07080

Hall ES-2505 SE 23rd Ave, Gresham OR 97030

Highland ES-295 NE 24th, Gresham OR 97030

Hogan Cedars ES-1770 SE Fleming Ave, Gresham OR 97080

Hollydale ES-505 SW Birdsdale, Gresham OR 97080

Kelly Creek ES-2400 SE Baker Way, Gresham OR 97080

North Gresham ES-1001 SE 217th, Gresham OR 97030

Powell Valley ES-4825 E Powell Blvd, Gresham OR 97080

West Gresham ES-330 W Powell Blvd, Gresham OR 97030

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District Office-1331 NW Eastman Parkway, Gresham OR 97030

Facilities Office-2020 SE Fleming Ave, Gresham OR 97080

Nutrition Services-Included in District Office plan

Student Support Services-Leased Facility-1550 NW Eastman Parkway, Suite 175

Technology-Included in Dexter McCarty MS plan

ATTACHMENT C

DRAFT GBSD Lead Paint Testing plan: updated 9/8/2016 Terry Taylor, Director of Facilities

Following EPA's Environmental Protection Agency (EPA) issued the Renovation, Repair and Painting Rule (RRP Rule) that became effective on April 22, 2010.

<https://public.health.oregon.gov/HealthyEnvironments/HealthyNeighborhoods/LeadPoisoning/Pages/rrp.aspx>

Currently, GBSD is following the EPA Plan in managing lead based paint in our in our schools. We manage our exterior and interior paint conditions through our work order system. Currently we work to the referenced rule above to limit exposure to K-2 grade students renovation, repairs and or other lead-based paint concerns. We are able to test painted surfaces that allow us to know if the paint does contain lead prior to any renovation and or repair. Once we have a known area of lead paint that is in need of repair we follow the EPA procedure in addressing the paint condition.

GBSD has now moved to test all schools grades K-12 using the same process in identifying Lead Based Paint in need of repair and/or renovation.

Next steps, GBSD will train custodial staff and Administrators on the process, as well as the inspection procedures in evaluating their schools. We will continue to follow EPA's Environmental Protection Agency (EPA) issued the Renovation, Repair and Painting Rule (RRP Rule) that became effective on April 22, 2010.

Group A-Annual Testing Winter/Spring Repairs Summer Reporting Fall

East Gresham ES-900 SE 5th, Gresham OR 97080

East Orient ES-7431 SE 302nd Ave, Gresham OR 07080

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Powell Valley ES-4825 E Powell Blvd, Gresham OR 97080

West Gresham ES-330 W Powell Blvd, Gresham OR 97030

Deep Creek Damascus K8-14265 SE 242nd Ave, Boring OR 97009

Dexter McCarty MS-1400 SE 5th Ave, Gresham OR 97080

Gordon Russell MS-3625 Powell Blvd, Gresham OR 97080

West Orient MS-29805 SE Orient Drive, Gresham OR 97080

Gresham HS-12 N Main Street, Gresham OR 97030

Sam Barlow HS-5105 SE 302nd Ave, Gresham OR 97080

Group B-Bi-Annual Testing Testing Winter/Spring Repairs Summer Reporting Fall

Deep Creek Campus-15600 SE 232nd Ave, Boring OR 97009

Hall ES-2505 SE 23rd Ave, Gresham OR 97030

Highland ES-295 NE 24th, Gresham OR 97030

Hollydale ES-505 SW Birdsdale, Gresham OR 97080

Group C-5 year testing Testing Winter/Spring Repairs Summer Reporting Fall

Hogan Cedars ES-1770 SE Fleming Ave, Gresham OR 97080

Kelly Creek ES-2400 SE Baker Way, Gresham OR 97080

Clear Creek MS-219 NE 219th Ave, Gresham OR 97030

Springwater Trail HS-1440 SE Fleming Ave, Gresham OR 97080

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Nutrition Services-Included in District Office plan

Student Support Services-Leased Facility-1550 NW Eastman Parkway, Suite 175

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Technology-Included in Dexter McCarty MS plan



Gresham Barlow School District Integrated Pest Management Plan 3/3/2014

Terry Taylor
GBSD School IPM Program Coordinator
Facilities Department, Gresham, Oregon 97080

Notes:

Contributions by: Office of Environmental Public Health, Oregon Health Authority; Vonnie Good, Salem-Keizer School District; Patrick Wolfe, Portland Public School District; Doug Lemley, Eugene School District; Rick Stucky, Oregon School Boards Association; Paul Jepson, Oregon State University; Jeff Jenkins, Oregon State University; Jennifer Snyder, Oregon State University. GBSD Facilities Grounds Staff, Jered Black, Mark Hopkins, Randy Wicht, Max Seifert and Office Staff, Denise Blaylock and Tana Stewart

Periodic updates will be posted at www.ipmnet.org/tim as experience gained through implementation is used to improve this plan.

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I. INTRODUCTION

Structural and landscape pests can pose significant problems in schools. Pests such as mice and cockroaches can trigger asthma. Mice and rats are vectors of disease. Many children are allergic to yellow jacket stings. The pesticides used to remediate these and other pests can also pose health risks to people, animals, and the environment. These same pesticides may pose special health risks to children due in large part to their still-developing organ systems. Because the health and safety of students and staff is our first priority – and a prerequisite to learning – it is the policy of Gresham-Barlow School District to approach pest management with the least possible risk to students and staff. In addition, Senate Bill 637 (incorporated into ORS Chapter 634 upon finalization in 2009) requires all school districts to implement integrated pest management in their schools. For this reason, the **Gresham-Barlow School District** adopts this integrated pest management plan for use on the campuses of our district.

II. WHAT IS INTEGRATED PEST MANAGEMENT?

Integrated Pest Management, also known as IPM, is a process for achieving long-term, environmentally sound pest suppression through a wide variety of tactics. Control strategies in an IPM program include structural and procedural improvements to reduce the food, water, shelter, and access used by pests. Since IPM focuses on remediation of the fundamental reasons why pests are here, pesticides are rarely used and only when necessary.

IPM Basics

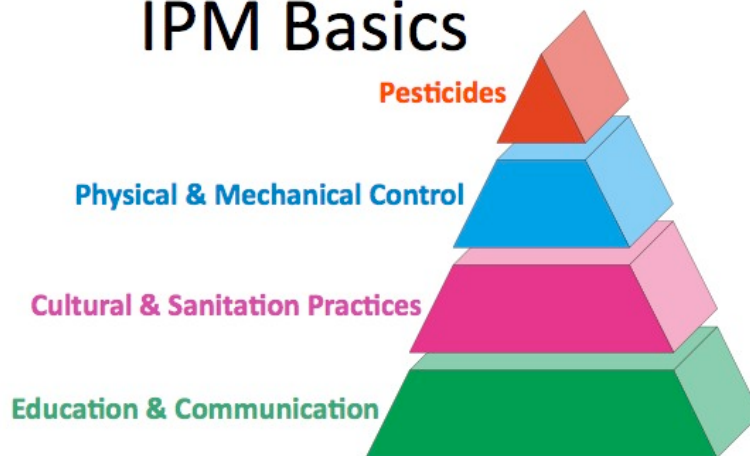
Education and Communication: The foundation for an effective IPM program is education and communication. We need to know what conditions can cause pest problems, why and how to monitor for pests, proper identification, pest behavior and biology before we can begin to manage pests effectively. Communication about pest issues is essential. *A protocol for reporting pests or pest conducive conditions and a record of what action was taken is the most important part of an effective IPM program.*

Cultural & Sanitation: Knowing how human behavior encourages pests helps you prevent them from becoming a problem. Small changes in cultural or sanitation practices can have significant effects on reducing pest populations. Cleaning under kitchen serving counters, reducing clutter in classrooms, putting dumpsters further from kitchen door/loading dock, proper irrigation scheduling, and over-seeding of turf areas are all examples of cultural and sanitation practices that can be employed to reduce pests.

Physical & Mechanical: Rodent Traps, sticky monitoring traps for insects, door sweeps on external doors, sealing holes under sinks, proper drainage and mulching of landscapes, and keeping vegetation at least 24 inches from buildings are all examples of physical and mechanical control.

Pesticides: IPM focuses on remediation of the fundamental reasons why pests are here; pesticides should be rarely used and only when necessary.

IPM Basics



III. WHAT IS AN INTEGRATED PEST MANAGEMENT PLAN?

ORS 634.700 defines an IPM plan as a proactive strategy that:

- A. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students, staff and faculty;
 - b. Protect the integrity of campus buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health;
- B. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
- C. Incorporates the use of sanitation, structural remediation or habitat manipulation or mechanical, biological and chemical pest control measures that present a reduced risk or have a low impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
- D. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
- E. Evaluates the need for pest control by identifying acceptable pest population density levels;
- F. Monitors and evaluates the effectiveness of pest control measures;
- G. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be

consumed by pests;

- H. Excludes the application of pesticides for purely aesthetic purposes;
- I. Includes school staff education about sanitation, monitoring and inspection and about pest control measures;
- J. Gives preference to the use of non-chemical pest control measures;
- K. Allows the use of low-impact pesticides if non-chemical pest control measures are ineffective; and
- L. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The above definition is the basis for Gresham-Barlow School District's IPM plan. This plan fleshes out the required strategy from ORS 634.700 – 634.750 for Gresham-Barlow School District.

Note: As mentioned above, ORS 634.700 allows for the routine application of pesticides designed to be consumed by pests. To avoid a proliferation of pests and/or unnecessary applications of pesticides, several steps must be taken before **any** "routine" applications are allowed:

1. Staff must be educated on sanitation, monitoring, and exclusion as the primary means to control the pest.
2. An acceptable pest population density level must be established.
3. The use of sanitation, structural remediation or habitat manipulation, or of mechanical or biological control methods must be incorporated into the management strategy of the pest.
4. Documentation that the above steps were ineffective.
5. The pesticide label must be read thoroughly to make sure the pesticide will be used in strict compliance with all label instructions.

IV. SCHOOL DISTRICT IPM PLAN COORDINATOR

Note: ORS 634.720 states that the Coordinator "must be an employee of the governed district, unit, school or entity, unless the governing body delegates pest management duties to an independent contractor."

The **Gresham-Barlow School District** designates **Terry Taylor**, as the IPM Plan Coordinator. The Coordinator is key to successful IPM implementation in the **Gresham-Barlow School District**, and is given the authority for overall implementation and evaluation of this plan. The Coordinator is responsible for:

- A. **Attending not less than six hours of IPM training each year** - The training shall include at least a general review of IPM principles and the requirements of ORS 634.700 – 634.750.

- B. **Conducting outreach to the school community (custodians, maintenance, construction, grounds, faculty, and kitchen staff) about the school's IPM plan** - The IPM Plan Coordinator (or designee) will provide training as outlined in Section VII below.
- C. **Overseeing pest prevention efforts** - The Coordinator will work with custodians, teachers, and maintenance to reduce clutter and food in the classrooms, and seal up pest entry points.
- D. **Assuring that the decision-making process for implementing IPM in the district (section V) is followed** - The Coordinator will continually assess and improve the pest monitoring/reporting/action protocol.
- E. **Assuring that all notification, posting, and record-keeping requirements in section VI are met when the decision to make a pesticide application is made.**
- F. **Maintaining the approved pesticides list as per section VIII; and**
- G. **Responding to inquiries and complaints about noncompliance with the plan** - Responses to inquiries and complaints will be in writing and kept on record with the Coordinator.

V. IPM DECISION-MAKING PROCESS

A. Responsibilities of School District Employees

1. *IPM Plan Coordinator Responsibilities*

See Section IV above

2. *Custodial Services Responsibilities*

Custodial Services staffs are responsible for the following:

- a. Attending annual IPM training provided by the IPM Plan Coordinator (or designee).
- b. Placing and checking sticky insect monitoring traps in staff lounge, cafeteria, and kitchen as per the IPM Plan Coordinator's instructions.
- c. Keeping records of pest complaints using pest logs placed in the staff lounge, cafeteria, and kitchen.
- d. Assuring floor under serving counters is kept free of food and drink debris.
- e. Sealing up small cracks or holes when reported by teachers or noticed by custodian when this can be done in a short time (e.g. less than 15 minutes).
- f. Recording his/her pest management actions in the pest logs.
- g. Reporting pest problems that he/she cannot resolve in less than 15 minutes to the IPM Plan Coordinator.

- h. Reporting teachers to the IPM Plan Coordinator who repeatedly refuse to reduce clutter and other pest-conducive conditions in their classrooms.
- i. Reporting pest-conducive conditions to the IPM Plan Coordinator if the custodian cannot fix them in less than 15 minutes.
- j. Confiscating any unapproved pesticides (such as aerosol spray cans) discovered during inspections or regular duties and delivering them to the IPM Plan Coordinator.
- k. Following up on issues found in annual inspection report as instructed by the IPM Plan Coordinator (IPM Plan Coordinator will determine which schools receive annual inspections based on pest and pesticide use history).

3. *Maintenance/Construction Responsibilities*

Staff involved in facilities maintenance and construction is responsible for working with the IPM Plan Coordinator to ensure their daily tasks, projects and operations enhance effective pest management. This includes:

- a. Receiving training from the IPM Plan Coordinator (or designee of the Coordinator) on the basic principles of IPM, sealing pest entry points, and sanitation during construction projects.
- b. Continually monitoring for pest conducive conditions during daily work, and sealing small holes and cracks when noticed (if they can be sealed in a short period of time – e.g. 15 minutes).
- c. Working with the Coordinator to develop a protocol and priority list with deadlines for sealing holes, installing external door sweeps, and other pest exclusion needs which cannot be done in a short period of time (e.g. 15 minutes).
- d. Developing protocols and provisions for pest avoidance and prevention during construction and renovation projects. The IPM Plan Coordinator has the authority to halt construction projects if these protocols and provisions are not being met.

4. *Grounds Department Responsibilities*

Grounds crews are responsible for:

- a. Attending annual IPM training provided by the IPM Plan Coordinator (or designee).
- b. Keeping vegetation (including tree branches and bushes) at least three feet from building surfaces.
- c. Proper mulching in landscaped areas to reduce weeds.
- d. Proper fertilization, over-seeding, mowing height, edging, drainage, aeration, and irrigation scheduling in turf areas to reduce weeds (see OSU turf management publications EC 1521, EC 1278, EC 1550, EC 1638-E, and PNW 299 - available free online at <http://extension.oregonstate.edu/catalog/>).
- e. When the decision is made to apply a pesticide, following notification, posting, record-keeping and reporting protocols in Section VI.

5. Kitchen Staff Responsibilities

Kitchen staffs are responsible for:

- a. Attending annual IPM training provided by the IPM Plan Coordinator (or designee).
- b. Assuring floor under serving counters is kept free of food and drink debris.
- c. Promptly emptying and removing corrugated cardboard materials.
- d. Keeping exterior kitchen doors closed
- e. Reporting pest conducive conditions to proper staff, either orally or by using pest logs, conditions that require maintenance (e.g., leaky faucets, dumpster to near building, build-up of grease on floor, requiring spray-washing, etc..).
- f. Participating in any inspections conducted by custodian or IPM Plan Coordinator.
- g. Checking sticky trap monitors once per month for cockroaches or drain flies. Immediately reporting these pests and any sightings of rodents or rodent droppings to custodian and marking them in pest log.

6. School Faculty Responsibilities

School faculty are responsible for:

- a. Attending annual basic IPM training provided by the IPM Plan Coordinator (or designee).
- b. Keeping their classrooms and work areas free of clutter.
- c. Making sure students clean up after themselves when food or drink is consumed in the classroom.
- d. Reporting pests and pest conducive conditions to the custodian, either orally or via the pest logs.
- e. Following first steps of protocol for ant management before notifying the custodian (clean up any food the ants are eating, kill visible ants, wipe down area where ants were, with soapy water and notify custodian only if ants continue to be found after following these steps).

7. School Principal Responsibilities

The School Principal is responsible for:

- a. Scheduling time for teachers to receive annual training provided by the IPM Plan Coordinator (or designee).
- b. Attending annual IPM training for teachers.
- c. Assuring that teachers keep their rooms clean and free of clutter in accordance with the IPM Plan Coordinator's instructions.
- d. Assuring that all faculty, administrators, staff, adult students and parents receive the annual notice (provided by the IPM Plan Coordinator) of potential pesticide products that could be used on school property as per Section VI.
- e. Working with the IPM Plan Coordinator to make sure all notifications of pesticide applications reach all faculty, administrators, staff, adult students

- and parents.
- f. Assuring that all staff fulfill their role as outlined in the district's IPM plan (reducing pest conducive conditions, participation in monitoring and pest log recording, attendance at IPM training(s), cooperation with the district's IPM Plan Coordinator).

B. Monitoring – Reporting – Action Protocol

Monitoring is the most important requirement of ORS 634.700 – 634.750. It is the backbone of the **Gresham-Barlow School District's** IPM Program. It provides recent and accurate information to make intelligent and effective pest management decisions. It can be defined as the regular and ongoing inspection of areas where pest problems do or might occur. Information gathered from these inspections is always written down.

As much as possible, monitoring should be incorporated into the daily activities of school staff. Staff training on monitoring should include what to look for and how to record and report the information.

1. Three levels of monitoring

There are three levels of monitoring:

1. Casual observing/looking with no record keeping is not helpful
2. Casual observing/looking with written observations can be useful
3. Careful inspections with written observations is always useful

Level 2 monitoring (All Staff)

All staff will be trained to improve their “casual observing/looking” to level 2 and to report any pests and pest-conducive conditions they observe. Level 2 monitoring, is conducted by faculty, administration, maintenance/construction, kitchen staff, school nurses, etc.

After a brief (15 – 20 minute) training by the IPM Plan Coordinator (or designee) on pests and pest conducive conditions, staff will be expected to report pests or pest conducive conditions they observe during the normal course of their daily work. Reporting will be done by jotting observations down in a Pest Log (placed in staff lounge or other) or reporting them to the custodian for him/her to write them down. Custodial, maintenance, and kitchen staff are expected to set and/or check sticky monitoring traps as per the district's IPM plan.

Level 3 monitoring (Coordinator and Custodial staff)

The IPM Plan Coordinator (or designee) and Custodians will periodically conduct monitoring at Level 3. Coordinator and Custodial staff will monitor structures:

- Pest conducive conditions inside and outside the building (structural deterioration, holes that allow pests to enter, conditions that provide pest harborage)
- The level of sanitation inside and out (waste disposal procedures, level of cleanliness inside and out, conditions that supply food and water to pests)

- The amount of pest damage and the number and location of pest signs (rodent droppings, termite shelter tubes, cockroaches caught in sticky traps, etc.)
- Human behaviors that affect the pests (working conditions that make it impossible to close doors or screens, food preparation procedures that provide food for pests, etc.)
- Their own management activities (caulking/sealing, cleaning, setting out traps, treating pests, etc.) and their effects on the pest population.

Level 3 monitoring (Grounds staff)

Grounds staff will monitor Turf and Landscape:

- The condition of the plants (vigor and appearance)
- The amount of plant damage
- pH, phosphorus, and potassium levels of turf (soil test every 3-4 years in Selected locations including Sport Field locations)
- Kind and abundance of pests (weeds, insects, mites, moles, etc.) as well as natural enemies (ladybugs, spiders, lacewing larvae, syrphid fly larvae, etc.)
- Weather conditions (record any unusually dry, hot, wet, or cold weather in the past few weeks)
- Proper drainage
- Human behaviors that affect the plants or pests (foot traffic that compacts the soil, physical damage to plants caused by people, insistence on having certain plants grow in inappropriate situations, etc.)
- Management activities (pruning, fertilizing, mulching, aeration, treating pests, etc.) and their effects on the plants and the pest population.

2. Sticky monitoring traps for insects

Sticky traps are neither a substitute for pesticides nor an alternative for reducing pest populations, but rather a diagnostic tool to aid in identifying a pest's presence, their reproductive stage, the likely direction pests are coming from, and the number of pests.

All staff will be made aware of the traps and their purpose so they don't disturb them. Custodians will be responsible for setting them out and checking them once per month (approximately 10 minutes), and replacing them once every four months (approximately 30 minutes). Kitchen staff will be responsible for checking those in the kitchen primarily for cockroaches and drain flies once per week (approximately 4 minutes).

After receiving training in the use of pest monitoring sticky traps by the IPM Plan Coordinator (or designee), custodial staff will be responsible for checking traps placed in pre-determined “pest-vulnerable areas” in the staff room, kitchen, and cafeteria (other areas that are often pest-vulnerable are: special education or kindergarten classrooms, home economics/life skills classrooms, concession stands, classrooms with animals/plants, custodial closets/storage) on a monthly basis, and replacing them every four months. If custodial staff cannot interpret what they find in the monitors they will contact the IPM Plan Coordinator for assistance (E-mailing a close-up digital photo of the unfolded sticky trap would help!).

3. Reporting (pests, signs of pests, and conducive conditions)

When staff observe pests or pest conducive conditions they should jot them down in a Pest Log or report them to the custodian for him/her to write them down.

1. Reporting “Pests of Concern”

“A pest of concern” is a pest determined to be a public health risk or a significant nuisance pest. These include cockroaches (disease vectors, asthma triggers), mice & rats (disease vectors, asthma triggers), yellow jackets (sting can cause anaphylactic shock), cornered nutria, raccoons, cats, dogs, opossums, skunks (they can bite), and bed bugs (significant nuisance pest).

When pests of concern (or their droppings, nests, etc.) are observed, staff should immediately tell the building custodian. The custodian must contact the IPM Plan Coordinator immediately.

2. Action!

a. Structural

Any items (such as sealing up holes) that maintenance/construction staff or custodial staff observe (or see on Pest Logs) that they can resolve in less than 15 minutes should be taken care of and this follow-up action should be noted in the Pest Log.

Custodial staff will review Pest Logs twice per week. Any items he/she cannot resolve in less than 15 minutes should be marked in order of priority.

Pest Logs will be faxed to the IPM Plan Coordinator once per week. The Coordinator will determine further actions to be taken and when.

If the actions needed are not something the Coordinator can accomplish alone or with minimal assistance, the Coordinator will meet with maintenance/construction and/or the Pest Management Professional (PMP) to develop a protocol and priority list with deadlines for sealing holes, installing external door sweeps, and other pest exclusion or pest management needs. The Coordinator will then generate a work order with a proposed deadline for completion based on the severity of the risk or nuisance.

The Coordinator will monitor the completion of the work order. If the work is not completed by the proposed deadline, the Coordinator will write a follow-up e-mail to maintenance/construction and/or the Pest Management Professional (PMP), with a Cc to the governing body. Upon completion of the work, the Coordinator and the school custodian will be notified.

The Coordinator will keep records of time and money spent to manage the pest, including copies of original receipts.

Small Ants:

When staff observe a small number of ants (e.g. under 10 ants) they must:

1. Spend two minutes trying to find out where the ants are coming from
2. Kill the ants with a paper towel or similar material
3. Remove any food or liquid the ants were eating
4. Wipe down the area with soapy water or disinfectant to remove pheromone trails
5. Note corrective action in the in the Pest Log

If the ants come back or there are more than a small number (e.g. under 10 ants) of them:

1. Spend two minutes trying to find out where the ants are coming from
2. Jot down the above in the Pest Log
3. Ask the custodian to come with vacuum and sealant as soon as he/she is able

| The custodian will:

1. Spend two minutes trying to find out where the ants are coming from
2. Vacuum up the ants and any food debris nearby (vacuum up a tablespoon of cornstarch to kill most of the ants in the vacuum bag, then put the vacuum bag inside plastic garbage bag, seal it, and dispose of it properly)
3. Seal up the crack or hole where the ants were coming from (do what can be done in less than 15 minutes)
4. Wipe down the area with soapy water or disinfectant to remove pheromone trails
5. Note corrective action in the Pest Log

To avoid a proliferation of small ants and/or unnecessary applications of pesticides, the routine use of ant baits is not permitted without first:

1. Educating staff on sanitation, monitoring, and exclusion as the primary means to control the ants.
2. Establishing an acceptable pest population density (e.g. 10 ants).
3. Improving sanitation (e.g. cleaning up crumbs and other food sources) and structural remediation (sealing up cracks or holes where the ants are coming from).

For more detailed information on small ants, see Appendix 1a.

b. Grounds

When pests on grounds reach a threshold established by the Grounds Lead with assistance from the Grounds Crew and the IPM Plan Coordinator, action will be taken as per the matrices in Appendix 1-f.

6. *Acceptable Thresholds (pest population density levels)*

A threshold is the number of pests that can be tolerated before taking action. The acceptable threshold for cockroaches, mice, rats, raccoons, cats, dogs, opossums, skunks, and nutria is 0.

Acceptable thresholds for other pests will be determined by the IPM Plan Coordinator and the governing body.

C. Inspections

1) Routine Inspections

The IPM Plan Coordinator will conduct routine inspections of different schools throughout the year (schedule and schools to be determined by the governing body and the Coordinator). Site custodians are required to accompany the Coordinator during the inspections. The inspections will typically last one to two hours and will focus on compliance with this plan and an inspection of the kitchen, staff room, and any other place of concern. After each routine inspection the Coordinator will write a one-page report on findings and recommendations. The report will be submitted to the school principal and custodian.

2) Annual Inspections

The IPM Plan Coordinator will conduct annual inspections at individual schools. Site custodians are required to assist the Coordinator with the annual inspection. The annual inspections will be more thorough than the routine inspections, and will use the Annual IPM Inspection Form (see Appendix 2) to guide the inspections. The specific schools to be inspected will be determined by the IPM Plan Coordinator and governing body based on a review of the annual number of pest problems and pesticide applications reported in the Annual IPM Report and Annual Report of Pesticide Applications.

D. Pest Emergencies (see also Section VII. B. below)

IMPORTANT: If a pest emergency is declared, the area must be evacuated and cordoned off before taking any other steps. When the IPM Plan Coordinator, after consultation with school faculty and administration, determines that the presence of a pest or pests immediately threatens the health or safety of students, staff, faculty members or members of the public using the campus, or the structural integrity of campus facilities, he or she may declare a pest emergency. Examples include (but are not limited to) yellow jackets swarming in areas frequented by children, a nutria in an area frequented by children, a half a dozen mice or rats running through occupied areas of a school building.

E. Annual IPM Report (completed by IPM Plan Coordinator)

In January of each year, the IPM Plan Coordinator will provide the governing body and the OSU School IPM Program Coordinator an annual IPM report. The report will include a summary of data gathered from Pest Logs, as well as costs for PMP's and pesticides (including turf and landscape pesticides). Costs for items such as sealants, fixing screens, door sweeps and other items that would not normally be considered part of pest control will not be recorded. See Appendix 9 for a template for the annual IPM report.

Prevention and management steps taken that proved to be ineffective and led to the decision to make a pesticide application will be copied and pasted or incorporated into the annual report of pesticide applications (see section VII. D)

VI. REQUIRED TRAINING/EDUCATION

ORS 634.700 (3) (i) requires staff education "about sanitation, monitoring and inspection and about pest control measures". All staff should have at least a general review of IPM principles and strategy as outlined in Sections II and III.

A. IPM Plan Coordinator Training

ORS 634.720 (2) requires that the IPM Plan Coordinator "shall complete not less than six hours of training each year. The training shall include at least a general review of IPM principles and the requirements of ORS 634.700 to 634.750."

Content should include health and economic issues associated with pests in schools, exclusion practices, pest identification and biology for common pests, common challenges with monitoring-reporting-action protocols, proper use of sticky monitoring traps for insects, and hands-on training on proper inspection techniques.

Contact your Education Service District or the OSU School IPM Program for information on OSU-approved training courses.

B. Training for Custodial Staff

The IPM Plan Coordinator (or a designee of the Coordinator) will train custodial staff at least annually on sanitation, monitoring, inspection, and reporting, and their responsibilities as outlined in Section V. A.

C. Training for Maintenance and Construction Staff

The IPM Plan Coordinator (or a designee of the Coordinator) will train maintenance staff at least annually on identifying pest conducive conditions and mechanical control methods (such as door sweeps on external doors and sealing holes under sinks), and their responsibilities as outlined in Section V. A.

D. Training for Grounds Staff

The head of grounds staff (or designee) will train grounds staff at least once per year. Each year before the training, the head of grounds staff will meet with the IPM Plan Coordinator to review the annual report of pesticide applications and plan training for all grounds staff. The annual training will review this IPM Plan (especially grounds

department responsibilities outlined in Section V.A.) and data from the annual report related to pesticide applications by grounds crew. It will also review the OSU turf management publications EC 1521, EC 1278, EC 1550, EC 1638-E, and PNW 299 (available free online at <http://extension.oregonstate.edu/catalog/>), and the matrices in Appendix 1-g. Grounds staff will also be trained in basic monitoring for common pests on grounds.

E. Training for Kitchen Staff

The IPM Plan Coordinator (or a designee of the Coordinator) will train kitchen staff at least once per year on the basic principals of IPM and their responsibilities as outlined in Section V. A.

F. Training for Faculty and Principal

The IPM Plan Coordinator (or a designee of the Coordinator) will train faculty and principals at least once per year on the basic principals of IPM and their responsibilities as outlined in Section V. A. These short (15 – 20 minutes) training are arranged by the Coordinator with individual principals when openings in their school Faculty Meeting schedules permit.

G. Other Training

Basic training on the principals of IPM and the main points of this IPM Plan should also be provided to school nurses, administrative staff, superintendents, and students. Coaches who use athletic fields should be given an overview of basic monitoring and IPM practices for turf so they understand key pest problems to look out for and when to report them.

VII. PESTICIDE APPLICATIONS: REQUIRED NOTIFICATION, POSTING, RECORD KEEPING, AND REPORTING

Any pesticide application (this includes weed control products, ant baits, and all professional and over-the-counter products) on school property must be made by a licensed commercial or public pesticide applicator. At the beginning of each school year, all faculty, administrators, staff, adult students and parents will be given a list of potential pesticide products that could be used in the event that other pest management measures are ineffective. They will also be informed of the procedures for notification and posting of individual applications, including those for pest emergencies. This information will be provided to all the above via e-mail as well as hard copy to adult students and parents.

A. Notification and Posting for Non-emergencies

When prevention or management of pests through other measures proves to be ineffective, the use of a low-risk pesticide is permissible. *Documentation of these measures is a pre-requisite to the approval of any application of a low-risk pesticide. This documentation will remain on file with the IPM Plan Coordinator and at the office of the head custodian where the application takes place.*

No non-emergency pesticide applications may occur in or around a school until after 3:30 PM on a Friday while school is in session, unless the IPM Plan Coordinator

authorizes an exception. If the labeling of a pesticide product specifies a reentry time, a pesticide may not be applied to an area of campus where the school expects students to be present before expiration of that reentry time. If the labeling does not specify a reentry time, a pesticide may not be applied to an area of a campus where the school expects students to be present before expiration of a reentry time that the IPM Plan Coordinator determines to be appropriate based on the times at which students would normally be expected to be in the area, area ventilation and whether the area will be cleaned before students are present.

The IPM Plan Coordinator (or a designee of the Coordinator) will give written notice of a proposed pesticide application (via the method most likely to reach the intended recipients) at least 24 hours before the application occurs.

The notice must identify the name, trademark or type of pesticide product, the EPA registration number of the product, the expected area of the application, the expected date of application and the reason for the application.

The IPM Plan Coordinator (or a designee of the Coordinator) shall place warning signs around pesticide application areas beginning no later than 24 hours before the application occurs and ending no earlier than 72 hours after the application occurs.

A warning sign must bear the words "Warning: pesticide-treated area", and give the expected or actual date and time for the application, the expected or actual reentry time, and provide the telephone number of a contact person (the person who is to make the application and/or the IPM Plan Coordinator).

B. Notification and Posting for Emergencies

Important Notes:

- 1) *The IPM Plan Coordinator may not declare the existence of a pest emergency until after consultation with school faculty and administration.*
- 2) *If a pesticide is applied at a campus due to a pest emergency, the Plan Coordinator shall review the IPM plan to determine whether modification of the plan might prevent future pest emergencies, and provide a written report of such to the governing body.*
- 3) *The governing body shall review and take formal action on any recommendations in the report.*

The declaration of the existence of a pest emergency is the only time a non low-impact pesticide may be applied.

If a pest emergency is declared, the area must be evacuated and cordoned off before taking any other steps.

If a pest emergency makes it impracticable to give a pesticide application notice no later than 24 hours before the pesticide application occurs, the IPM Plan Coordinator shall send the notice no later than 24 hours after the application occurs.

The IPM Plan Coordinator or designee shall place notification signs around the area as

soon as practicable but no later than at the time the application occurs.

Note: ORS 634.700 also allows the application of a non-low-impact pesticide “by, or at the direction or order of, a public health official”. If this occurs, every effort must be made to comply with notification and posting requirements above.

C. Record Keeping of Pesticide Applications

The IPM Plan Coordinator or designee shall keep a copy of the following pesticide product information on file at the head custodian’s office at the school where the application occurred, and at the office of the IPM Plan Coordinator:

- A copy of the label
- A copy of the MSDS
- The brand name and USEPA registration number of the product
- The approximate amount and concentration of product applied
- The location of the application
- The pest condition that prompted the application
- The type of application and whether the application proved effective
- The pesticide applicator’s license numbers and pesticide trainee or certificate numbers of the person applying the pesticide
- The name(s) of the person(s) applying the pesticide
- The dates on which notices of the application were given
- The dates and times for the placement and removal of warning signs
- Copies of all required notices given, including the dates the IPM Plan Coordinator gave the notices

The above records must be kept on file at the head custodian’s office at the school where the application occurred, and at the office of the IPM Plan Coordinator, for at least four years following the application date.

D. Annual Report of Pesticide Applications

In January of each year, the IPM Plan Coordinator will provide the governing body and the OSU School IPM Program Coordinator an annual report of all pesticide applications made the previous year. The report will contain the following for each application:

- The brand name and USEPA registration number of the product applied
- The approximate amount and concentration of product applied
- The location of the application
- The prevention or management steps taken that proved to be ineffective and led to the decision to make a pesticide application
- The type of application and whether the application proved effective

VII. APPROVED LIST OF LOW-IMPACT PESTICIDES

Note: All pesticides used must be used in strict accordance with label instructions.

According to ORS 634.705 (5), the governing body of a school district shall adopt a list of low-impact pesticides for use with their integrated pest management plan. The governing body may include any product on the list except products that:

- (a) Contain a pesticide product or active ingredient that has the signal words “warning” or “danger” on the label;
- (b) Contain a pesticide product classified as a human carcinogen or probable human carcinogen under the United States Environmental Protection Agency 1986 Guidelines for Carcinogen Risk Assessment; or
- (c) Contain a pesticide product classified as carcinogenic to humans or likely to be carcinogenic to humans under the United States Environmental Protection Agency 2003 Draft Final Guidelines for Carcinogen Risk Assessment.

As a part of pesticide registration under the Federal Insecticide Fungicide and Rodenticide Act (FIFRA) and re-registration required by the Food Quality Protection Act (FQPA), EPA Office of Pesticide Programs (OPP) classifies pesticide active ingredients (a.i.) with regards to their potential to cause cancer in humans. Depending on when a pesticide active ingredient was last evaluated the classification system used may differ as described above.

The National Pesticide Information Center (<http://npic.orst.edu/>) can be contacted at 1.800.858.7378 or npic@ace.orst.edu for assistance in determining a pesticide a.i. cancer classification.

The most current list of approved low-impact pesticides is available upon request at the Facilities Office, 2020 SE Fleming Ave, Gresham, OR 97080

The process for creating and updating our school district’s approved list is available through the Facilities Office.

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

TO: Board of Directors

FROM: Jim Schlachter
Athena Vadnais

DATE: September 8, 2016

RE: No. 4 – School Bond Communications Update

EXPLANATION: An update will be provided this evening regarding communications work being conducted to share factual information with staff, parents, and the community about the November 2016 School Bond.

PRESENTER: Jim Schlachter

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: The administration recommends discussion of the above item.

REQUESTED ACTION: No action is requested.

AV:lc



TO: Interested Parties

FROM: Patinkin Research Strategies, LLC
Ben Patinkin and Maggie Simich

RE: A Majority of Voters Support the Gresham Barlow School District Bond

Date: August 24, 2016

This analysis is based on a telephone poll of 400 registered, likely November, 2016 voters in the Gresham Barlow School District. Interviews were conducted August 23-26, 2016. The margin of error is +/- 4.9 percentage points at the 95% level of confidence. The margin of error for subgroups varies and is higher.

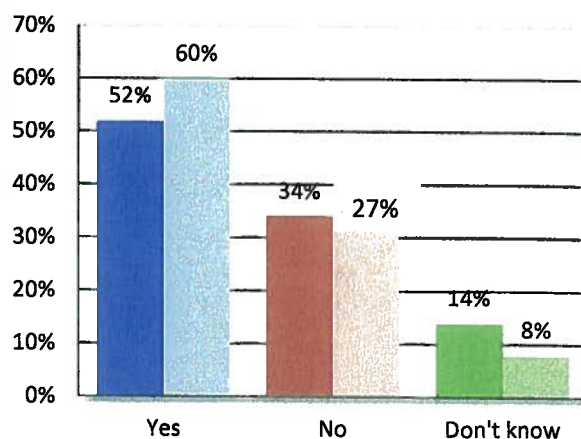
Maintaining a majority and securing victory this November will require "all hands on deck"

Based on these survey data, passage of the proposed Gresham Barlow School District Bond is possible, but will require a well-funded education and persuasion effort. The bond starts out with a simple majority (52%) voting "yes." However, as with most tax measures, it's a smart bet that without strong education and persuasion campaigns leading into Election Day support will likely drop.

That said, the survey indicates that maintenance of current support and even growth in the "yes" vote is possible with robust financial and volunteer support. After a series of messages in favor of the bond the "yes" vote bounced substantially from 52% to 60%.

Based on these findings, it's our view that if supporters can raise the resources necessary to conduct a strong campaign including paid and volunteer communications, passage of the bond is possible. The sustained delivery of messaging outlining the urgency and need behind the bond will be critical to its success.

There will be a bond measure placed on the November 2016 ballot which would read: "Bond projects expanding educational opportunities; increasing safety..." Having heard this, if the election were held today, would you vote "yes" or "no" on this bond measure?



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

TO: Board of Directors

FROM: Jim Schlachter
Sara Huston

DATE: September 8, 2016

RE: No. 5 – House Bill 3499: English Language Learner Strategic Plan (Update)

EXPLANATION: House Bill 3499 was adopted by the 2015 Legislature as a comprehensive approach to improving educational opportunities for students who are English Language Learners (ELL). The bill directs the Oregon Department of Education (ODE) to develop and implement a statewide plan to support students eligible for and enrolled in an ESL program. An update will be provided that includes more about the statewide education plan and the implications for ELL students who are being served in Gresham-Barlow School District.

PRESENTERS: Dr. Sara Huston, Executive Director of School Performance, and Karina Bruzzese, Director of ESL Programs

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

SH:lc

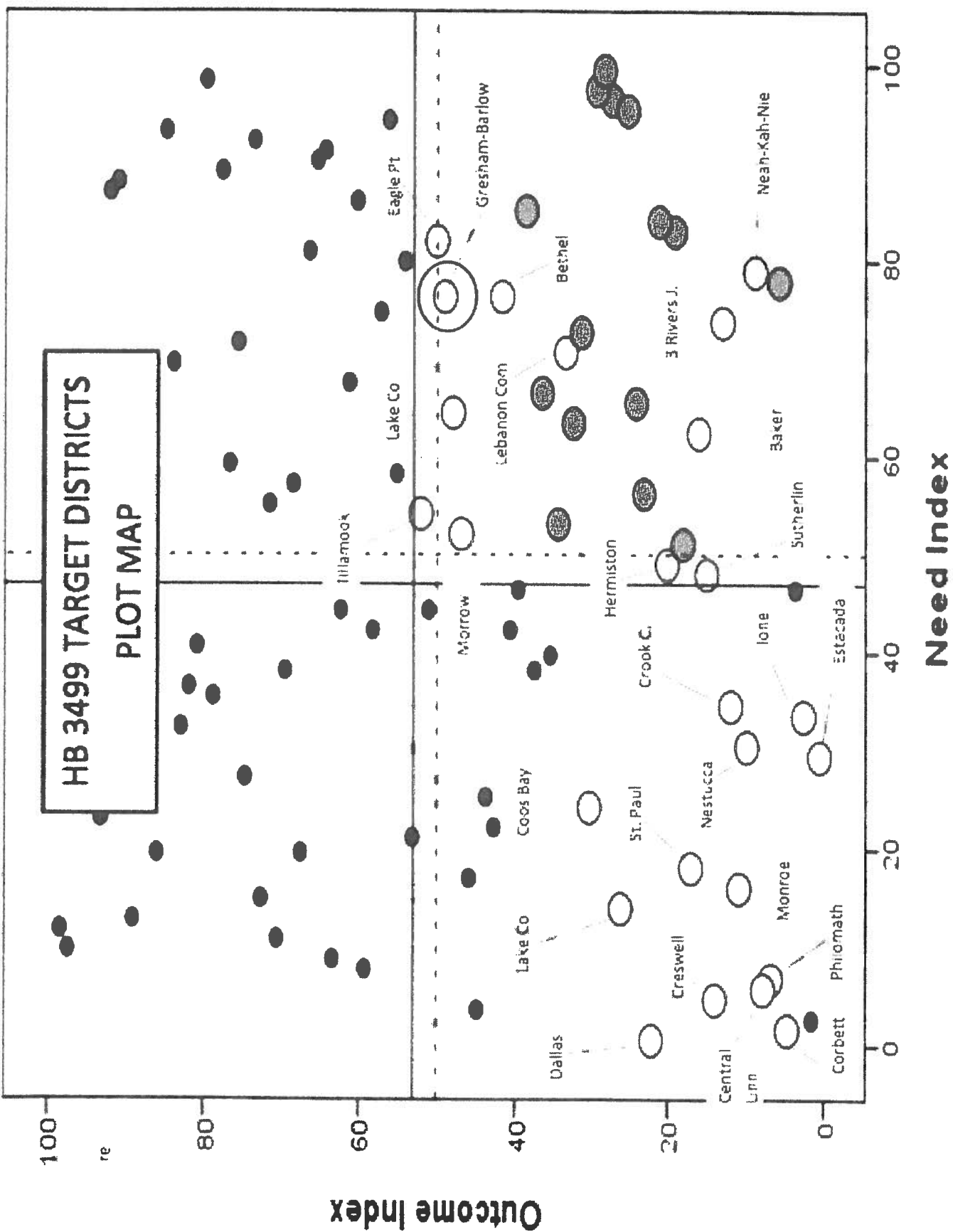
WHAT IS HOUSE BILL 3499?

- Adopted by the legislature in 2015 - \$12.5 million
- Comprehensive approach to improving educational opportunities for our English Learners.
- Requires ODE to provide annual report regarding expenditures, demographics and progress for ELLs
- Directs ODE to identify districts not meeting the objectives and needs of their EL students
- ODE worked with a committee to determine best criteria to identify districts based on **needs** and **outcomes**

DETERMINING OUTCOMES

- The outcomes index is the weighted combination of the following four outcomes:
 - English Language Proficiency Assessment (ELPA) growth for current English learners in grades 1-12.
 - Weight = 0.45
 - Five-year adjusted cohort graduation rate for current and former English learners.
 - Weight = 0.35
 - Smarter Balanced Mathematics growth for current and former English learners in grades 6-8¹.
 - Weight = 0.15
 - Post-secondary enrollment for current and former English learners.
 - Weight = 0.05
- The scale of the index is 0 to 100.

HB 3499 TARGET DISTRICTS PLOT MAP



FISCAL DISTRIBUTION

- **To be determined by needs analysis (\$5 Million)**
 - **Transformation:** \$60K minimum for addressing outcomes at the district level or at the building level for 1-3 schools
 - Requires more intense intervention supports and a Leadership Coach
 - District improvement will be the goal



- **Target:** \$30K minimum for addressing outcomes in either school sites or at the district level
 - Leadership coach not required, but available if the needs analysis deems or if they want/already have one
 - These coaches would still undergo similar trainings and alignment to all other efforts

House Bill 3499 English Language Learner Strategic Plan

78th Oregon Legislative Assembly – 2015 Regular Session

House Bill 3499 directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in our K-12 education system. The plan will address disparities experienced by English Language Learners in every indicator of academic success, from the historical practices leading to disproportionate outcomes for the students to the educational needs of the students from K-12 education, by examining and applying culturally appropriate best practices.

As part of the plan, HB 3499 requires the following:

- Directs the Department of Education to develop and implement a statewide plan to support students eligible for and enrolled in an English language learner program. Creates the Statewide English Language Learner (ELL) Program Account for statewide activities related to English language learner programs. Funds account with an ongoing \$12.5 million "carve out" from the State School Fund each biennium (funding found in HB 5017).
- Directs Oregon Department of Education to convene an advisory group and adopt rules related to developing uniform budget coding requirements and uniform reporting requirements to provide budget transparency for the spending of moneys received by school districts as provided by the poverty weight in the State School Fund. The State Board of Education is directed to adopt coding administrative rules no later than January 1, 2016.
- Directs ODE to convene a work group related to the English language learner program policy. The work group must consist of educators, parents, community stakeholders, experts on English language learner policy and experts in collecting and analyzing data. The work group shall identify criteria for determining if a school district is not meeting the needs of students and needs targeted assistance; how school districts shall expend the funds received; and identify culturally appropriate best practices.
- Directs ODE to adopt rules regarding school interventions no later than January 1, 2016 and on long term best practices no later than January 1, 2017.
- Directs school districts to annually report, by September 1 of each year, allocations and expenditures related to English language learner programs; student demographics and progress. Directs ODE to report on data collected from school districts prior to January 1 of odd numbered years.

For more information about House Bill 3499 and the English Language Learner Strategic Plan please contact Project Coordinator – Rudyane Rivera-Lindstrom at rudyane.lindstrom@ode.state.or.us or 503-947-5617.

Transformation/Target List

2016 Cohort 1

InstID	District Name	Current EL	Need Index	Outcome Index	Identification
1976	Bend-LaPine Administrative SD 1	663	56.19	23.20	Transformation
2191	Central SD 13J	608	72.68	31.44	Transformation
2050	Culver SD 4	72	82.99	19.07	Transformation
2100	Greater Albany Public SD 8J	557	66.49	36.60	Transformation
2053	Jefferson County SD 509J	856	77.84	5.67	Transformation
2056	Klamath Falls City Schools	139	63.40	32.47	Transformation
2254	Newberg SD 29J	368	53.09	34.54	Transformation
4131	North Wasco County SD 21	483	84.02	21.13	Transformation
2110	Nyssa SD 26	325	95.36	25.26	Transformation
2108	Ontario SD 8C	296	97.42	29.38	Transformation
1977	Redmond SD 2J	367	85.05	38.66	Transformation
2182	Reynolds SD 7	3270	99.48	28.35	Transformation
1944	Scappoose SD 1J	36	51.03	18.04	Transformation
2083	Springfield SD 19	664	96.39	27.32	Transformation
2204	Umatilla SD 6R	472	65.46	24.23	Transformation
InstID	District Name	Current EL	Need Index	Outcome Index	Identification
1894	Baker SD 5J	32	62.37	15.98	Target
2088	Bethel SD 52	274	76.29	41.75	Target
2105	Central Linn SD 552	26	5.67	7.73	Target
1965	Coos Bay SD 9	49	24.23	30.41	Target
2186	Corbett SD 39	29	1.55	4.64	Target
2086	Creswell SD 40	41	4.64	13.92	Target
1970	Crook County SD	128	34.54	11.86	Target
2190	Dallas SD 2	52	0.52	22.16	Target
2043	Eagle Point SD 9	337	81.96	50.00	Target
1930	Estacada SD 108	227	29.38	0.52	Target
2183	Gresham-Barlow SD 10J	1445	76.29	48.97	Target
2206	Hermiston SD 8	939	48.97	20.10	Target
3997	Ione SD R2	26	33.51	2.58	Target
2059	Lake County SD 7	47	13.92	26.29	Target
2101	Lebanon Community SD 9	86	70.62	33.51	Target
1898	Monroe SD 1J	28	15.98	10.82	Target
2147	Morrow SD 1	507	52.06	46.91	Target
2198	Neah-Kah-Nie SD 56	21	78.87	8.76	Target
2199	Nestucca Valley SD 101J	38	30.41	9.79	Target
1900	Philomath SD 17J	22	6.70	6.70	Target
2180	Portland SD 1J	4176	64.43	47.94	Target
2144	St Paul SD 45	35	18.04	17.01	Target
2003	Sutherlin SD 130	28	47.94	14.95	Target
2055	Three Rivers/Josephine Co SD	67	73.71	12.89	Target
2197	Tillamook SD 9	177	54.12	52.06	Target

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

TO: Board of Directors

FROM: Jim Schlachter
Mike Schofield

DATE: September 8, 2016

RE: No. 6 – Audit Involvement Team Report to the Board

EXPLANATION: This evening's audit findings report will be presented by Carla Piluso, board chair, and Kris Howatt, vice-chair, as part of the Board of Directors Audit Involvement Practice, which was adopted in December 2008.

The final 2016 Fiscal Year Comprehensive Annual Financial Report will be presented to the board at the November 3, 2016, regular board meeting.

PRESENTERS: Carla Piluso and Kris Howatt

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required at this time.

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