

Gresham-Barlow



School District

## BOARD OF EDUCATION

Regular Board Meeting / Business

### **AGENDA**

November 3, 2016

**BOARD OF EDUCATION**

November 3, 2016

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

Work Session – 6:00 p.m.

- 1. *Quarter 1 Reports – 2016-17*
- 2. *Board Meeting Protocols*

Executive Session – 6:30 p.m.

- 1. *Exempt Records – ORS 192.660 (2)(f)*

**REGULAR BOARD MEETING / BUSINESS – 7:00 p.m.**

**I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE**

**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. COMMUNICATION FROM THE AUDIENCE**

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

**IV. APPROVE MEETING AGENDA**

**V. CONSENT AGENDA**

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

- 1. Minutes from Regular Work Session.....October 6, 2016
- Minutes from Regular Business Meeting.....October 6, 2016
- Minutes from Regular Work Session.....October 20, 2016
- 2. Financial Report
- 3. Personnel Changes
- 4. Out-of-State Travel
- 5. Policy Updates

VI. RECOGNITIONS

6. Darlene Frazier: Oregon Elementary Social Studies Educator of the Year..... Evans

VII. GRESHAM-BARLOW EDUCATION FOUNDATION REPORT

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

VIII. SUPERINTENDENT'S REPORT

IX. PRESENTATIONS

8. Center for Advanced Learning (CAL) Public Charter School  
Annual Report to the Board ..... Hiu  
9. Technology Report to the Board (*Required by Policy IIBG*) ..... Ketelsen

X. RECESS/RECONVENE (5 Minutes)

XI. COMMITTEE MEETING MINUTES AND/OR REPORTS

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

10. Policy Review Committee Minutes of October 4, 2016..... Ketelsen  
11. District Advisory Council (DAC) Minutes of October 27, 2016..... Vadnais

XII. BOARD REPORTS

XIII. CABINET REPORTS

XIV. ASSOCIATIONS REPORTS

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

XV. CITIZENS' REQUESTS OF BOARD (3 Minutes per Guest / 15 Minutes Total)

XVI. RECESS/RECONVENE (5 Minutes)

XVII. ACTION ITEMS

First Reading

- 12. Acceptance of a Donation: Intel and Best Buy..... Ketelsen
- 13. Comprehensive Annual Financial Report..... Schofield
- 14. Curriculum Adoption: High School Advanced Placement Calculus..... Ketelsen
- 15. Resolution: American Education Week..... Vadnais
- 16. OSBA Resolution, and Board of Directors Positions 17 and 19..... Piluso

Second Reading

None

XVIII. INFORMATION ITEMS

- 17. Oregon Rising Report..... Schlachter

XIX. ANNOUNCEMENTS

- Nov. 7, 2016: Board Policy Review Committee – 8 - 9:30 a.m.  
Gresham-Barlow School District Office  
Business Office East Conference Room
- Nov. 8, 2016: Election Day
- Nov. 10-13, 2016: Oregon School Boards Association Annual Convention  
Portland Marriott
- Nov. 11, 2016: Veterans Day Holiday  
Schools and Offices Closed
- Nov. 17, 2016: DAC Meeting - 7 p.m.  
West Orient Middle School  
Board Representatives: John Hartsock and Kris Howatt
- Nov. 24-25: Thanksgiving Break  
Schools and Offices Closed
- Dec. 1, 2016: Regular Board Work Session - 6 p.m.  
Council Chambers Conference Room  
Public Safety and Schools Building
- Dec. 1, 2016: Regular Board Business Meeting - 7 p.m.  
Council Chambers  
Public Safety and Schools Building

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

JS:lc:10/31/16:1:15 PM

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

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

October 6, 2016

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The Gresham-Barlow School District Board of Education held a regular work session on Thursday, October 6, 2016, in the council chambers conference room of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 6:10 p.m. by the chair, Carla Piluso. Other board members in attendance were Sharon Garner, Kris Howatt, Kathy Ruthruff, Kent Zook, Matt O’Connell, and John Hartsock.

The following members of the superintendent’s cabinet were present:

Jim Schlachter	Superintendent
James Hiu	Deputy Superintendent of Secondary Education and Operations
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Mike Schofield	Chief Financial Officer
Julie Evans	Executive Director of Elementary Education
Sara Huston	Executive Director of School Performance
John Koch	Executive Director of Student Support Services

The following members of the superintendent’s cabinet were absent:

Randy Bryant	Executive Director of Human Resources
Athena Vadnais	Director of Communications and Community Engagement

**PHYSICAL RESTRAINT AND SECLUSION REVIEW** (6:10 p.m.)

In response to a request at the September 1, 2016, board meeting, John Koch reported on trends of physical restraints and seclusions in the district. There was an increase of restraint incidents in 2015-16 compared to previous years, predominately in elementary schools. Mr. Koch reviewed historical data, and explained how incidents are reported and documented. He also provided an overview of policies and guidelines related to restraints and seclusions, and methods for notifying parents. (A copy of his slide presentation has been filed with these minutes.)

**RECESS / RECONVENE** (7:04 p.m.)

The meeting was recessed at 6:22 p.m. and reconvened at 6:30 p.m.

**ELECTION, BUDGET, AND DISTRICT GOALS** (6:30 p.m.)

Jim Schlachter reviewed the interrelationship between the district’s budget, funding the district’s five-year goals, and how measures on the November ballot will impact the general fund. He also summarized the importance of community engagement related to district goals, and input regarding next steps to consider if the district’s facilities bond is not approved by voters. Handouts included

information about Measures 97, 98, and 99, a document titled, "Making Investments Where it Matters Most at Beaverton School District," and a worksheet example titled, "2017-18 Strategic Investments, Aligning Available Resources with District Mission." (Copies have been filed with these minutes.)

**ADJOURNMENT** (6:50 p.m.)

The work session was adjourned at 6:50 p.m. The board's business meeting followed at 7 p.m. in the council chambers.

Submitted by: \_\_\_\_\_  
Linda J. Cook  
Administrative Assistant to the Superintendent and  
Board of Directors

Draft

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

October 6, 2016

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The Gresham-Barlow School District Board of Education met in regular session on Thursday, October 6, 2016, in the council chambers of the Public Safety and Schools building, 1331 NW Eastman Parkway, Gresham, Oregon.

The meeting was called to order at 7:03 p.m. by the chair, Carla Piluso. Other board members in attendance were Sharon Garner, Kris Howatt, Kathy Ruthruff, Kent Zook, Matt O’Connell, and John Hartsock.

The following members of the superintendent’s cabinet were present:

Jim Schlachter	Superintendent
James Hiu	Deputy Superintendent of Secondary Education and Operations
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Mike Schofield	Chief Financial Officer
Julie Evans	Executive Director of Elementary Education
Sara Huston	Executive Director of School Performance
John Koch	Executive Director of Student Support Services

The following members of the superintendent’s cabinet were absent:

Randy Bryant	Executive Director of Human Resources
Athena Vadnais	Director of Communications and Community Engagement

The chair led board members, administrators and all those present in the Pledge of Allegiance.

**MOTION 19 MEETING AGENDA (7:03 p.m.)**

It was moved by Kris Howatt, seconded by Matt O’Connell, and carried unanimously to approve the meeting agenda as presented.

**MOTION 20 CONSENT AGENDA (7:04 p.m.)**

The following items were included on the consent agenda:

1. Minutes from Board Planning Session ..... August 19, 2016
- Minutes from Special Work Session ..... September 1, 2016
- Minutes from Regular Business Meeting ..... September 1, 2016
- Minutes from Regular Work Session ..... September 8, 2016
2. Financial Report
3. ~~Personnel Changes~~ (moved to action items below)
4. Out-of-State Travel
5. Policy Updates
6. Section 125 Plan Update

Director Hartsock asked to remove Personnel Changes from the consent agenda for discussion. (See action items, Motion 21, below.)

It was moved by Kris Howatt, seconded by Matt O'Connell, and carried unanimously to approve the remaining items on the consent agenda as presented.

**RECOGNITIONS** (7:06 p.m.)

**Community Care Day:** The school board recognized the following churches for leading the effort to coordinate "Community Care Day" in the school district: Cornerstone Church, East Hill Church, Good Shepherd Community Church, Grace Community Church, First Baptist Church, Gresham Bible Church, Mountain View Christian Church, and the Church of Jesus Christ of Latter Day Saints-Gresham Stake and Mt. Hood Stake.

**GRESHAM-BARLOW EDUCATION FOUNDATION REPORT** (7:12 p.m.)

There was no Foundation report this month.

**SUPERINTENDENT'S REPORT** (7:13 p.m.)

Superintendent Schlachter reported on the following:

- Enrollment for the 2016-17 school year is flat, which is within the range that was expected. Staffing positions have been added and/or moved to address class sizes and provide support for classrooms with high needs students.
- An Education Forum will take place on Thursday, October 13, at 5:30 p.m. in the council chambers of the district office. Representative Mark Johnson will be holding the forum. Superintendent Schlachter will serve on the discussion panel along with Debra Derr, Mt. Hood Community College president, and Senator Mark Hass.
- The district continues to provide information for all stakeholders regarding the November school bond measure, so that voters will be fully informed when they receive their ballots in the mail.

**NUTRITION SERVICES ANNUAL REPORT** (7:19 p.m.)

Keely Davidson, director of nutrition services, and Darla Lau, manager, reviewed the highlights of last year's Nutrition Services Program. The self-supporting program is managed by Sodexo and employs a staff of more than 90 to provide meals to students at 25 sites. (A copy of their slide presentation has been filed with these minutes.)

**COMMITTEE MEETING MINUTES AND/OR REPORTS** (7:38 p.m.)

**District Advisory Council (DAC):** Board members reported on the annual DAC kick-off meeting, which was held at North Gresham Elementary School on September 15, 2016.



**BOARD REPORTS** (7:44 p.m.)

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

**CABINET REPORTS** (7:55 p.m.)

James Hiu reported about the pre-game gathering scheduled for October 21, 2016, at Gresham High School.

**ASSOCIATIONS REPORTS** (7:58 p.m.)

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

Erika Fuller, a secretary at West Gresham Elementary School, reported on behalf of Oregon School Education Association (OSEA) Chapter 8 employees.

**CITIZENS' REQUESTS OF THE BOARD** (8:02 p.m.)

Warner Allen, president, and Lynn Snodgrass, chief executive officer, of the Gresham Area Chamber of Commerce, shared information regarding Measure 97 (a State initiative to increase corporate minimum tax when sales exceed \$25 million). They asked the school board to oppose Measure 97. (A copy of their handouts have been filed with these minutes.)

**MOTION 21 PERSONNEL CHANGES** (8:17 p.m.)

It was moved by Kris Howatt and seconded by Matt O'Connell to approve the personnel changes as presented.

In the discussion that followed, Director Hartsock reviewed that work is in process to determine if board approval of personnel changes is required by statute, and to identify board policy changes that may be necessary regarding this practice.

The motion carried 6 to 0. Director Hartsock abstained.

**BOND OVERSIGHT COMMITTEE** (8:19 p.m.)

Mike Schofield presented a draft charter that outlines the responsibilities of a school bond citizens oversight committee. He explained that a key element of the effective implementation of a capital bond includes community involvement and transparency during the multi-year process of planning and implementing all aspects of the bond projects.

A recommendation for approval of the charter and appointment of the members will be presented to the board if the bond measure is approved by voters.

**ENROLLMENT AND CLASS SIZE REPORT** (8:23 p.m.)

James Hiu and Julie Evans shared enrollment numbers and class sizes. This year's September 27 enrollment totaled 10,981, which is 170 below projections.

**BOND INFORMATION UPDATE** (8:33 p.m.)

The board received an update regarding the district's 2016 school bond measure, which will be on the November ballot.

**ANNOUNCEMENTS** (8:37 p.m.)

Oct. 20, 2016: Board Work Session - 6 p.m.  
Partnership Room  
Center for Advanced Learning

Oct. 27, 2016: DAC Meeting - 7 p.m.  
Gresham High School  
Board Representatives: John Hartsock and Sharon Garner

Nov. 3, 2016: Board Work Session - 6 p.m.  
Council Chambers Conference Room  
Public Safety and Schools Building

Nov. 3, 2016: Board Business Meeting - 7 p.m.  
Council Chambers  
Public Safety and Schools Building

**ADJOURNMENT**

There being no other business, the meeting was adjourned at 8:37 p.m.

Submitted by: \_\_\_\_\_  
Linda J. Cook  
Administrative Assistant to the Superintendent and  
Board of Directors

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

October 20, 2016

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The Gresham-Barlow School District Board of Education held a work session on Thursday, October 20, 2016, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon.

The meeting was called to order at 6:10 p.m. by the chair, Carla Piluso. Other board members in attendance were Matt O'Connell, Sharon Garner, Kris Howatt, Kathy Ruthruff, Kent Zook, and John Hartsock.

The following members of the superintendent's cabinet were present:

Jim Schlachter	Superintendent
Teresa Ketelsen	Deputy Superintendent of Teaching and Learning
Mike Schofield	Chief Financial Officer
Randy Bryant	Executive Director of Human Resources
Julie Evans	Executive Director of Elementary Education
John Koch	Executive Director of Student Support Services
Athena Vadnais	Director of Communications and Community Engagement

The following members of the superintendent's cabinet were absent:

James Hiu	Deputy Superintendent of Secondary Education and Operations
Sara Huston	Executive Director of School Performance

Guests included:

Bruce Schmidt	Principal, Sam Barlow High School
Michael Schaefer	Principal, Gresham High School
Ryan Blaszak	Principal, Springwater Trail High School

**POLICY REVIEW: IKF, GRADUATION REQUIREMENTS** (6:11 p.m.)

Teresa Ketelsen presented proposed revisions for Policy IKF, Graduation Requirements, and the related administrative regulation, IKF-AR. She explained that the following changes are being recommended to align district requirements to the State's graduation requirements:

- English Language Learner students who meet specific criteria may complete Essential Skills work samples in their language of origin through the end of their high school education.
- A World Language credit would no longer be required.
- The total credits would be reduced from 25 to 24.
- Students would no longer be required to produce a portfolio of evidence.

If approved, these changes will be implemented with the class of 2017.

Principals Ryan Blaszak, Michael Schaefer, and Bruce Schmidt participated in the presentation and responded to questions of the board.

The revised policy will be presented for second reading and adoption at a subsequent meeting.

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

The board recessed at 6:47 p.m. Principals Schmidt, Schaefer, and Blaszak left the meeting at this time.

The meeting was reconvened at 6:52 p.m.

**POLICY REVIEW** (6:52 p.m.)

Teresa Ketelsen led a review of proposed updates to the following policies:

Policy Code	Policy Title
BCB	Board Officers
BDDC	Board Meeting Agenda
EEBB	Use of Private Vehicles for District Business
IICA	Field Trips and Special Events
IGDF	Student Fund-Raising Activities
JG	Student Discipline
JHCD/JHCDA	Prescription and Nonprescription Medication

During discussion of Policy IICA, it was noted that board approval of out-of-state travel is not required by statute, which is the reason for the recommendation to delete this process from the policy. However, board members expressed an interest in receiving annual summaries of out-of-state travel, especially as it relates to student time away from school.

These policy revisions will be presented for second reading and adoption at a subsequent meeting.

**COPIER HARDWARE, SOFTWARE, AND MAINTENANCE** (7:06 p.m.)

Mike Schofield summarized results of research completed by Optimizon, a company the district contracted with to evaluate copier hardware, software, and maintenance needs throughout the district. He explained that Optimizon has identified potential savings, and recommended equipment and software for the district's consideration.

The administration will test the equipment and software recommended by Optimizon, and present the findings and a recommendation for board consideration at a subsequent meeting.

## **DISTRICT GOALS – STEP 2** (7:19 p.m.)

Superintendent Schlachter summarized work being done to continue the development of high-leverage goals that align with the district's mission and vision. He explained that Step 1 involved a discussion at the board's August work session of the five-year targets that outline intended outcomes in the seven areas that define the district's vision.

As Step 2 of the process, board members were asked to divide into three work groups to discuss the five-year targets, and focus on those areas identified for continued consideration by the board at the August work session. Each group charted the results of their discussions on easel pads, and reported their findings to the group as a whole. (Photocopies of the easel pad notes have been filed with these minutes.)

Step 3 has been scheduled for discussion at a winter work session, possibly in January.

## **RECESS / RECONVENE** (8:05 p.m.)

The board recessed at 8:05 p.m. Cabinet members were excused at this time. Director O'Connell also left the meeting.

The meeting reconvened at 8:10 p.m.

## **BOARD LEADERSHIP TRAINING** (8:10 p.m.)

Superintendent Schlachter introduced a plan to invite prospective board candidates to informational meetings regarding board member roles and responsibilities, and school district information integral to the work of the board. The plan was modeled after suggestions provided at a National School Boards Association conference.

Four Gresham-Barlow school board positions will expire at the end of this school year. To date, approximately 13 people have expressed an interest in running for a vacancy.

## **MISCELLANEOUS** (8:16 p.m.)

Miscellaneous items included the following:

- Sharon Garner cannot attend the December 13 Gresham-Barlow Education Foundation board meeting. It was decided that other school board members will review their schedules to determine if someone can attend the meeting in her absence.
- There will be a tailgate pizza social, compliments of Sodexo, at 6 p.m. on October 21, 2016. It will be held at the east end zone at Gresham High School prior to the GHS vs SBHS football game.
- The Gresham vs Sam Barlow water polo game will be held at Gresham High School on October 27, 2016. The District Advisory Council (DAC) meeting will follow at 7 p.m.

There was also mention of a newspaper article regarding graduation rates, and an update regarding activities of the YES for Student Success political action committee.

**ANNOUNCEMENTS** (8:34 p.m.)

Oct. 27, 2016: DAC Meeting - 7 p.m.  
Gresham High School  
Board Representatives: John Hartsock and Sharon Garner

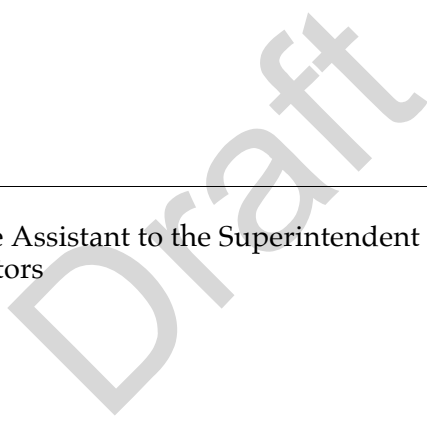
Nov. 3, 2016: Regular Board Work Session - 6 p.m.  
Council Chambers Conference Room  
Public Safety and Schools Building

Nov. 3, 2016: Regular Board Business Meeting - 7 p.m.  
Council Chambers  
Public Safety and Schools Building

**ADJOURNMENT** (8:35 p.m.)

There being no other business, the meeting was adjourned at 8:35 p.m.

Submitted by: \_\_\_\_\_  
Linda J. Cook  
Administrative Assistant to the Superintendent and  
Board of Directors



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

TO: Board of Directors

FROM: Jim Schlachter  
Mike Schofield

DATE: November 3, 2016

RE: No. 2 – Financial Report

EXPLANATION: State Revenue Forecast: The State of Oregon Office of Economic Analysis will update its forecast on November 16, 2016. We will be looking to see how this most recent forecast compares to the close of session forecast used by the legislature.

Additionally, results of our proposed bond as well as Ballot Measure 97 will likely be known on November 8, 2016, and will impact district finances for the 2017-2019 biennium.

The attached financial report reflects staffing additions made for enrollment at the start of the school year.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: 

1. Financial Report/Summary (Ending September 30, 2016)
2. Quarterly Investment Report (Ending September 30, 2016)
3. Quarterly Grant Report (Ending September 30, 2016)

RECOMMENDATION: None

REQUESTED ACTION: Consent agenda approval

MS:mkh:lc

**Financial Report**

**GENERAL FUND**

	Actual Sept	Actual QTR 1	Projected QTR 2	Projected QTR 3	Projected QTR 4	Projected Annual	Actual YTD	Adopted Budget	Variance To Budget
<b>Revenue</b>									
Current Taxes	-	-	24,000,000	1,200,000	1,000,000	26,200,000	-	26,204,668	-4,668
Prior Year Taxes	74,062	151,303	197,500	87,500	132,500	568,803	151,303	570,000	-1,197
Other Taxes / Interest	19	154	200	2,950	550	3,854	154	15,000	-11,146
<b>Total Taxes</b>	<b>74,081</b>	<b>151,457</b>	<b>24,197,700</b>	<b>1,290,450</b>	<b>1,133,050</b>	<b>26,772,657</b>	<b>151,457</b>	<b>26,789,668</b>	<b>-17,011</b>
Common School Fund	-	-	-	580,000	580,000	1,160,000	-	1,170,000	-10,000
County School Fund	-	-	-	-	2,000	2,000	-	2,000	0
Federal Forest Fees	-	-	-	-	12,000	12,000	-	12,000	0
State School Fund (SSF)	6,697,288	26,797,192	20,091,864	20,091,864	13,394,576	80,375,496	26,797,192	80,420,000	-44,504
Other SSF Revenue	6,697,288	26,797,192	20,091,864	20,671,864	13,988,576	81,549,496	26,797,192	81,604,000	-54,504
<b>Total Formula Revenue</b>	<b>6,771,369</b>	<b>26,948,649</b>	<b>44,289,564</b>	<b>21,962,314</b>	<b>15,121,626</b>	<b>108,322,153</b>	<b>26,948,649</b>	<b>108,393,668</b>	<b>-71,515</b>
High Cost Disability	-	-	-	-	550,000	550,000	-	550,000	0
Prior Year SSF	-	-	-	-	-	-	-	-	0
State Restricted	-	-	-	-	-	-	-	-	0
<b>Other State Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>550,000</b>	<b>550,000</b>	<b>-</b>	<b>550,000</b>	<b>0</b>
Tuition / Transportation	7,760	7,880	7,500	15,500	70,000	100,880	7,880	115,000	-14,120
Earning on Investment	17,780	47,739	40,000	45,000	35,000	167,739	47,739	160,000	7,739
Student Fees / Admissions	18,927	28,509	76,500	88,000	172,000	365,009	28,509	360,000	5,009
Rentals	23,313	66,238	62,000	80,000	45,000	253,238	66,238	225,000	28,238
Donations	19,500	21,000	85,000	50,000	125,000	281,000	21,000	275,000	6,000
Services to other Funds	26,574	26,574	15,000	-	405,000	446,574	26,574	390,000	56,574
Misc.	57,473	75,201	130,000	55,000	160,000	420,201	75,201	400,000	20,201
MESD Transfer	-	-	2,050,000	-	-	2,050,000	-	2,050,000	0
Other County Funds	-	-	-	-	-	-	-	-	0
Drivers' Education	-	-	-	-	-	-	-	-	0
Other Federal Revenue	-	-	-	-	-	-	-	-	0
Child Care Development	-	-	10,000	15,000	10,000	35,000	-	30,000	5,000
Sale of Fixed Assets	(379)	10,350	-	-	-	10,350	10,350	5,000	5,350
Bond Proceeds	-	-	-	-	-	-	-	-	0
TRANSFERS	-	-	-	-	-	-	-	-	0
<b>Total Other Revenue</b>	<b>170,948</b>	<b>283,491</b>	<b>2,476,000</b>	<b>348,500</b>	<b>1,022,000</b>	<b>4,129,991</b>	<b>283,491</b>	<b>4,010,000</b>	<b>119,991</b>
<b>TOTAL REVENUE</b>	<b>\$6,942,317</b>	<b>\$27,232,140</b>	<b>\$46,765,564</b>	<b>\$22,310,814</b>	<b>\$16,693,626</b>	<b>\$113,002,144</b>	<b>\$27,232,140</b>	<b>\$112,953,668</b>	<b>48,476</b>
								<b>9,103,818</b>	<b>BFB Budget</b>
<b>Expenditures</b>									
Licensed Salaries	2,983,753	3,032,795	9,300,000	9,300,000	15,500,000	37,132,795	3,032,795	37,123,010	-9,785
Support Staff Salaries	907,380	1,544,332	2,700,000	2,700,000	4,500,000	11,444,332	1,544,332	11,581,529	137,197
Admin Salaries	459,816	1,382,723	1,407,750	1,407,750	1,407,750	5,605,973	1,382,723	5,484,637	-121,336
Confidential Salaries	35,819	111,419	120,000	120,000	120,000	471,419	111,419	556,088	84,669
Subs' / Temp Salaries	196,839	327,953	1,025,000	900,000	1,425,000	3,677,953	327,953	3,742,812	64,859
<b>Total Salaries</b>	<b>4,583,607</b>	<b>6,399,222</b>	<b>14,552,750</b>	<b>14,427,750</b>	<b>22,952,750</b>	<b>58,332,472</b>	<b>6,399,222</b>	<b>58,488,076</b>	<b>155,604</b>
PERS	880,015	1,189,247	2,925,000	2,925,000	4,450,000	11,489,247	1,189,247	11,685,827	196,580
FICA	347,872	484,640	1,050,000	1,050,000	1,700,000	4,284,640	484,640	4,463,814	179,174
Insurance	1,215,455	1,543,265	3,525,000	3,525,000	5,250,000	13,843,265	1,543,265	13,680,969	-162,296
Other Benefits	98,713	271,614	300,000	475,000	425,000	1,471,614	271,614	1,423,231	-48,383
<b>Total Benefits</b>	<b>2,542,055</b>	<b>3,488,766</b>	<b>7,800,000</b>	<b>7,975,000</b>	<b>11,825,000</b>	<b>31,088,766</b>	<b>3,488,766</b>	<b>31,253,841</b>	<b>165,075</b>
Purchased Services	743,683	1,759,548	3,300,000	3,300,000	4,700,000	13,059,548	1,759,548	13,933,070	873,522
Charter School Payments	685,821	2,257,512	1,725,000	1,725,000	1,150,000	6,857,512	2,257,512	6,741,087	-116,425
Supplies & Materials	323,692	697,763	440,000	375,000	1,295,000	2,807,763	697,763	2,739,936	-67,827
Capital Outlay	52,570	223,153	35,000	35,000	55,000	348,153	223,153	308,000	-84,847
Other Objects	26,750	602,758	21,000	20,000	145,000	788,758	602,758	790,308	1,550
Transfers	-	840,000	-	-	-	840,000	840,000	840,000	0
<b>TOTAL EXPENDITURES</b>	<b>\$8,958,178</b>	<b>\$16,268,722</b>	<b>\$27,873,750</b>	<b>\$27,857,750</b>	<b>\$42,122,750</b>	<b>\$114,122,972</b>	<b>\$16,268,722</b>	<b>\$115,094,318</b>	<b>\$971,346</b>
Reserves - Contingency/Unappropriated Ending Balance								6,963,168	
Beginning Cash Balance							<b>\$10,278,093</b>	\$0	
							(\$1,120,828)	<b>\$122,057,486</b>	<b>Budget</b>
							<b>\$9,157,265</b>		

**8.0%** (Percentage of Projected Expenditures)

<b>Expenditure Summary</b>		
Salaries	6,399,222	39.3%
Benefits	3,488,766	21.4%
Purchased Serv	4,017,060	24.7%
Supplies	697,763	4.3%
Capital Outlay	223,153	1.4%
Other Objects	602,758	3.7%
Transfers	840,000	5.2%
<b>Total</b>	<b>\$ 16,268,722</b>	<b>100.0%</b>



GRESHAM-BARLOW SCHOOL DISTRICT  
**Quarterly Investment Report**

Investment Description	Date Purchased	Maturity Date	Yield to Maturity (A)	Cost (B)	Percent of Portfolio
Local Government Investment Pool	n/a	n/a	0.750%	\$24,449,903.42	92.58%
Local Government Investment Pool (PERS Bonds)	n/a	n/a	0.750%	\$1,953,097.86	7.40%
US Bank Money Market Accounts	n/a	n/a	0.000%	\$0.00	0.00%
Umpqua Bank Money Market Account	n/a	n/a	0.150%	\$7,562.05	0.03%
				<u>\$26,410,563.33</u>	100.00%

(A) Rates on Local Government Pool and Money Market Accounts changes daily.  
 The rate is and average daily rate for the month.

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

PERS - Public Employees Retirement System

**Quarterly Grant Award Summary**  
2016/2017

<b>Program/ Department</b>	<b>Grant</b>	<b>Term</b>	<b>Funding Source</b>	<b>Current Year Amount</b>	<b>Staff Responsibility</b>
District Wide	21st Century	7/1/16 to 9/30/17	Federal	449,898	Olson
District Wide	Aspiring Leaders	8/1/16 to 6/30/17	State	54,692	Hiu
District Wide	Collaboration Design	7/1/16 to 6/30/17	State	1,025,780	Ketelsen
District Wide	Community Grant	7/1/16 to 8/31/20	Mt Hood Cable Reg. Comm.	1,369,326	Ketelsen
District Wide	Farm to School	7/1/16 to 6/30/17	State	43,337	
District Wide	Title IA	7/1/16 to 9/30/17	Federal	2,967,325	Olson
District Wide	Title ID	7/1/16 to 9/30/17	Federal	7,326	Olson
District Wide	Title III ELA	7/1/16 to 9/30/17	Federal	191,699	Bruzzese
ELL	Transformation and Target Evaluations	9/1/16 to 6/30/16	State	5,000	Bruzzese
Gresham High School	OR First Robotics	8/1/16 to 6/30/17	State	3,500	Schaefer
Hall	Priority Focus Improvement	7/1/16 to 9/30/17	Federal	36,701	Lasher
Kelly Creek	Lego League	7/1/16 to 6/30/17	Oregon Robotics	2,240	Torbert
Special Education	IDEA Extended Assessment	7/1/16 to 6/30/17	Federal	2,700	Koch
Special Education	IDEA Part B Section 611	7/1/16 to 6/30/18	Federal	407,939	Koch
Special Education	IDEA Part B Section 619	7/1/16 to 6/30/18	Federal	4,769	Koch
Special Education	IDEA SPR&I	7/1/16 to 6/30/17	Federal	6,568	Koch
Springwater Trail	College Career Readines	4/28/16 to 6/30/17	State	30,000	Blaszak
West Gresham	Priority Focus Improvement	7/1/16 to 9/30/17	Federal	28,263	Capps
District Wide	Title II	7/1/16 to 9/30/17	Federal	253,887	Olson
	School Improvement Grant (SIG)		Federal		Olson
	Attendance Partnership		Multnomah County MHCC		Olson
	Early Head Start Kindergarten Counts		Multnomah County		Olson

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

TO: Board of Directors

FROM: Jim Schlachter  
Randy Bryant

DATE: November 3, 2016

RE: No. 3 - Personnel Changes: Resignations/Terminations and New Hires

EXPLANATION: ORS 332.075(2)-(3), states that, "All contracts of the school district must be approved by the district school board before an order can be drawn for payment." As stated, this statute is applicable to all contracts, which includes employment contracts entered into between the district and licensed employees. (Note: Classified employees are not hired by contract.)

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

In compliance with both the State statute and the school board policy listed above, this executive summary provides a list of all new hires recommended for employment, and board approval is requested.

Also provided in this executive summary are lists of employment resignations and/or terminations. Historically, the board has requested the inclusion of this information to explain where and why vacancies have been created, and to serve as supplemental information for the recommendation of new hires.

**Licensed New Hires**

Rhonda Bordine, Special Education Teacher, Hall Elementary School. Probationary Contract. Replacing Marissa Manza, resigned.

Heather Burdette, Mental Health Therapist, Structured Skills Center. Probationary Contract. Replacing Catherine Jones, resigned.

Board of Directors

Re: No. 3 - Personnel Changes: Resignations/Terminations and New Hires

November 3, 2016

Page 2

David Crow, Grade 4 Teacher, Hall Elementary School. Temporary Contract. Replacing Kevin Dilg, reassigned.

Amy Gehrig, Grade 3 Teacher, East Orient Elementary School. Temporary Contract. Replacing Keith Hamilton, resigned.

#### **Classified New Hires**

Gerald Green, Educational Assistant – Supervision / Instruction, Hollydale Elementary School. Replacing Sara Pohrman who was reassigned.

Sarah Journey, Educational Assistant – Special Ed FSP, Gresham High School. Replacing Heath Ofstead who resigned.

Marilisa Justiniani, Application Support Specialist, Technology Center. Replacing Joe Berninghausen who was reassigned.

Sarah Schinnerer, Educational Assistant – Supervision / Instruction, Health Assistant, Highland Elementary School. Replacing Holly Bragg who was reassigned.

Marie Winkler, Educational Assistant – Special Education, Sam Barlow High School. Replacing Jeanine Summerfield who was reassigned.

#### **Licensed Resignations/Terminations**

Keith Hamilton, Grade 3 Teacher, East Orient Elementary School. Notice of resignation received October 19, 2016, effective October 20, 2016.

#### **Classified Resignations/Terminations**

Jody Davidson, Special Education Educational Assistant, West Orient Middle School. Notice of resignation received October 12, 2016, effective November 4, 2016.

Tonya Harrington, Special Education Educational Assistant, Gresham High School. Notice of resignation received October 10, 2016, effective October 21, 2016.

Crystal Quinn, Administrative Assistant, Community Relations/Student Achievement, District Office. Notice of resignation received October 1, 2016, effective October 14, 2016.

Board of Directors  
Re: No. 3 - Personnel Changes: Resignations/Terminations and New Hires  
November 3, 2016  
Page 3

Cazoshay Ward, Educational Assistant, East Gresham Elementary School. Notice of resignation received October 12, 2016, effective November 4, 2016.

PRESENTER: Randy Bryant

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: 1. In compliance with ORS 332.075(2)(3), the administration recommends board approval of the licensed employment contracts described above.  
2. As required by Policy GB, the administration recommends the employment of candidates to fill positions as listed above.

REQUESTED ACTION: Consent agenda approval

RHB:mc:lc

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

TO: Board of Directors  
FROM: Jim Schlachter  
James Hiu  
DATE: November 3, 2016  
RE: No. 4 - Out-of-State Travel

EXPLANATION: The administration seeks approval for the following out-of-state travel plans:

<b>Gresham HS</b>	Pacific Coast Wrestling Tournament Vancouver, WA	December 29-30, 2016	GHS Wrestling Team	No District Funds Required
<b><u>Purpose:</u></b> To compete against area high schools in a wrestling tournament.				

PRESENTER: James Hiu

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: The administration recommends approval of the out-of-state travel request listed above.

REQUESTED ACTION: Consent agenda approval

JH:pkh:lc

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

TO: Board of Directors

FROM: Jim Schlachter  
Teresa Ketelsen

DATE: November 3, 2016

RE: No. 5 - Policy Update

EXPLANATION: Changes to the policies recommended by Oregon School Boards Association and district staff were presented for first reading at the October 20, 2016, board work session.

The board reviewed and provided input regarding the policy updates. These policies are now being submitted for approval through the consent agenda.

<b>Policy</b>	<b>Title</b>
IGDF	Student Fund-Raising Activities
IICA	Field Trips
JG	Student Discipline
JHCD/JHCDA	Prescription and Nonprescription Medication

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Revised policies (4) with recommended changes.

RECOMMENDATION: The administration recommends board approval of the policies changes as presented.

REQUESTED ACTION: Consent agenda approval

Gresham-Barlow School District  
Board Policies  
Second Reading Reading  
November 3, 2016

<b>Policy</b>	<b>Title</b>
IGDF	Student Fund-Raising Activities
IICA	Field Trips
JG	Student Discipline
JHCD/JHCDA	Prescription and Nonprescription Medication



# Gresham-Barlow SD 10

Code: **IGDF**  
Adopted: 7/11/94  
Readopted: 5/02/02; 7/09/09; 11/06/14

## Student Fund-Raising Activities

Individual schools are authorized to raise funds for supplementary supplies, capital outlay purchases and services that complement the regular school program, including co-curricular, but are not provided through the district budget. Fund-raising activities may be through parent/teacher organizations, school activity organizations or other groups that wish to meet the needs of students. Any fund-raising activity involving students, a school facility, school equipment or supplies, or using the name of the school or school district, must be approved in advance by the principal or designee.

It is important that the district administer fund-raising activities in such a way as to maintain an equitable balance of resources so that all district students have comparable educational opportunities.

To protect classroom learning time, principals shall ensure that to the maximum extent possible fund-raising activities are done by adults, and that student involvement during class time is minimal.

If fund raising consists of selling food and beverage items to students during the regular or extended school day, the food and beverage items must comply with state and federal nutrition standards, rules and laws. This does not apply to food and beverage items sold at school-related or nonschool-related events for which parents and other adults are a significant part of the audience.

Door-to-door sales by students will be discouraged.

END OF POLICY

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### Legal Reference(s):

[ORS 336.423](#)  
[ORS 339.880](#)

[OAR 137-025-0020 to -0530](#)  
[OAR 581-022-1660\(2\)](#)

# Gresham-Barlow SD 10

Code: **IICA**  
Adopted: 11/06/14

## **Field Trips and Special Events\*\***

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals. Such authorization is predicated on an acceptable plan for travel arrangements, parental involvement and volunteers who meet the requirements established in Board policy IICC - Volunteers, orientation of students and supervisors and support of the appropriate administrator(s).

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year.

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents in discipline and emergency situations.

~~All out-of-state travel must have prior Board approval.~~

END OF POLICY

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

[ORS 332.107](#)  
[ORS 336.014](#)

[ORS 339.155](#)

[OAR 581-022-1020](#)

### **Cross Reference(s):**

EEAE - Student Transportation in Private Vehicles  
KI - Public Solicitation in District Facilities  
KK - Visitors to District Facilities

# Gresham-Barlow SD 10

Code: **JG**  
Adopted: 7/11/94  
Readopted: 5/02/02; 8/15/14; 11/05/15  
Orig. Code(s): JG

## Student Discipline\*\*

It is the policy of the Board to provide schools which are free from discrimination, ethically wholesome, safe and healthy. Each student is entitled to come to school in an environment in which learning is valued and disruptions are minimized.

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

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.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

~~The Board seeks to ensure a climate which is appropriate for learning and which assures the safety and welfare of personnel and students.~~ The superintendent is authorized to set forth will develop administrative regulations in the area of student discipline, suspension and expulsion whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, use approaches that are shown through research to be effective to correct behavioral problems, while supporting a students' attendance to school and classes. These regulations shall provide for:

1. Procedures that focus on changing the behavior of students who interfere with the rights of others, disrupt the educational setting or who endanger the safety of others;
2. Procedures that focus on changing the behavior of students who are not achieving to the highest level of reasonable expectations for their own learning;
3. A range of consequences for misbehavior that allow for professional judgment in best meeting the needs of the individual student by offering corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, use approaches that are shown through research to be effective; and
4. Appropriate consideration of due process procedures whenever applicable.

Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in co-curricular. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, prom, etc.).

The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior ~~and the consequences of that behavior~~. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

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**Legal Reference(s):**

[ORS 243.650](#)  
[ORS 332.061](#)  
[ORS 332.072](#)

[ORS 332.107](#)  
[ORS 339.115](#)  
[ORS 339.240](#) to -339.280  
[ORS 659.850](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0050](#) to -0075

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).

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).

**Cross Reference(s):**

JFC - Student Conduct  
JGD - Suspension  
JGE - Expulsion

# Gresham-Barlow SD 10

Code: JHCD/JHCDA  
Adopted: 10/01/15  
Orig. Code(s): JHCD; JHCDA

## Prescription and Nonprescription Medication\*\*

The district recognizes that administering prescription and nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of students who require regular doses or injections of medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis<sup>1</sup>, or have a need to manage hypoglycemia, asthma or diabetes.

Consequently, the district may administer or students may be permitted to take prescription (injectable and noninjectable) and nonprescription (noninjectable) medication at school. When a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law.

The superintendent will require that an individualized health care plan is developed for every student with a known life-threatening allergy and for every student for whom the district has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs on school-owned property and in transit to or from school or school-sponsored activities.

A request to the district to administer or allow a student to self-administer prescription or nonprescription medication shall include an Oregon licensed health care professional<sup>2</sup> written and signed prescription and treatment plan. A written request and permission form signed by a parent/guardian is required and will be kept on file. This request will be on a Parent Authorization for Specialized Health Care form.

The district shall designate staff authorized to administer medications to students. Training shall be provided to designated staff as required by law in accordance with approved protocols established by the Oregon Health Authority. Staff designated to receive training shall also receive bloodborne pathogens training. Current first-aid and CPR cards are strongly encouraged for designated staff.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable or injectable and prescription or nonprescription medicines to students, including procedures for the disposal of sharps and glass.

Students may be allowed to self-administer medications for asthma, diabetes, hypoglycemia, or severe allergies as prescribed by an Oregon licensed health care professional upon written and signed request of the parent, and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care

<sup>1</sup>Under proper notice given to the district.

<sup>2</sup>Added to Oregon Revised Statute 678.010 to 678.410: A registered nurse who is employed by a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days (House Bill 3149 (2015)). (This is to allow time for new students to find an Oregon licensed physician.)

professional on the proper use of and responsibilities for the prescribed medication. A meeting between the principal, parent/guardian and student to discuss the student's self-medication needs will follow the submission of the appropriate documents described above.

The district reserves the right to reject a request to administer or allow self-administration of a medication when such medication is not necessary for the student to remain in school.

A process shall be established by which, upon parent written request, a back-up prescribed auto-injectable epinephrine is kept at a reasonable, secured location in the student's classroom as provided by state law. A meeting between the principal, parent/guardian and student, when appropriate, to discuss the student's urgent medication needs and most readily available storage location will follow the submission of the appropriate documents described above.

A premeasured dose of epinephrine may be administered by designated, trained district staff to any student or other individual on school premises who the staff member believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

The school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee is in compliance with the instructions of a physician, physician assistant, nurse practitioner or clinical nurse specialist, in good faith, administers prescription medication to a student following written permission and instructions of the student's parents/guardian. A school administrator, teacher or other school employee, designated by the school administrator, is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee, in good faith, administers nonprescription medication to a student following written permission and instructions of the student's parent/guardian.

This policy shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and the implementation of this policy, including regulation for student self-medication. The superintendent and/or designee will ensure student health management plans are developed as required by training protocols, maintained on file, and pertinent health information is provided to district staff as appropriate. Such plans will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before- or after-school care programs, on school-owned property and in transit to or from school or school-sponsored activities.

END OF POLICY

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**Legal Reference(s):**

[ORS 109.640](#)  
[ORS 339.866 to -339.871](#)  
[ORS 433.800 to -433.830](#)

[OAR 166-400-0010\(17\)](#)  
[OAR 166-400-0060\(29\)](#)  
[OAR 581-021-0037](#)

[OAR 581-022-0705](#)

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

TO: Board of Directors

FROM: Jim Schlachter  
Julie Evans

DATE: November 3, 2016

RE: No. 6 - Darlene Frazier: Elementary Social Studies Educator of the Year

EXPLANATION: Tonight the board is asked to recognize Darlene Frazier, a 2<sup>nd</sup> grade teacher at Hogan Cedars Elementary School, for being named the 2016 Oregon Elementary Social Studies Educator of the Year.

Each year the Oregon Council for the Social Studies recognizes outstanding social studies educators in the state. These individuals reflect the goals and purposes of an exemplary social studies education. Educators were evaluated on several criteria including creatively using innovative and effective instructional strategies, fostering communication between students and members of the community and state, developing students who are able to inquire and use information for decision-making and active citizenship, along with evidence of involvement in professional improvement activities.

Throughout her many years of teaching in many schools and roles for Gresham-Barlow School District, Mrs. Frazier has consistently demonstrated her commitment to students and to being a leader in her profession. Her passion for learning and leading is reflected in her many professional development experiences.

Mrs. Frazier was honored for this award at the Oregon Council for the Social Studies conference on October 1, 2016, at Concordia University in Portland.

On behalf of the Gresham-Barlow School District, Mrs. Darlene Frazier is congratulated for being selected the Oregon 2016 Elementary Social Studies Teacher of the Year.

PRESENTER: Julie Evans

Board of Directors

Re: No. 6 - Darlene Frazier: Elementary Social Studies Educator of the Year

November 3, 2016

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SUPPLEMENTARY  
MATERIALS:

None

RECOMMENDATION:

The administration recommends that the board recognizes Darlene Frazier for this outstanding award.

REQUESTED ACTION:

No formal action is required.

JTE:lc



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

TO: Board of Directors

FROM: Jim Schlachter  
Athena Vadnais

DATE: November 3, 2016

RE: No. 7 – Gresham-Barlow Education Foundation Update

EXPLANATION: The Gresham-Barlow Education Foundation has identified the following dates for 2016-17 reports to the school board:

September 1, 2016  
November 3, 2016  
February 2, 2017  
April 6, 2017  
June 8, 2017

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

PRESENTER: Vicki Moen or a Foundation representative

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:lc

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

TO: Board of Directors

FROM: Jim Schlachter  
James Hiu

DATE: November 3, 2016

RE: No. 8 - Center for Advanced Learning (CAL) – Annual Report to the Board

EXPLANATION: In accordance with ORS 338.095 (1), the Center for Advanced Learning (CAL) must submit an annual report to the district and the State Board of Education each year on the performance of the school and its students in the preceding fiscal/school year. This report must include, among other things, information regarding the goals and outcomes relating to student performance, and a look forward at the school year ahead.

CAL Director, Carol Egan, will present that information this evening.

PRESENTER: James Hiu, Carol Egan


SUPPLEMENTARY MATERIALS: 1. "Commerce Secretary Lands at CAL," Pamplin Media  
2. CAL Enrollment – Juniors, Class of 2018  
3. CAL Enrollment - Seniors

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.


JH:pkh:lc

# IN PHOTOS: Commerce secretary lands at CAL

Created on Thursday, 06 October 2016 | Written by [Pamplin Media Group](#) | 

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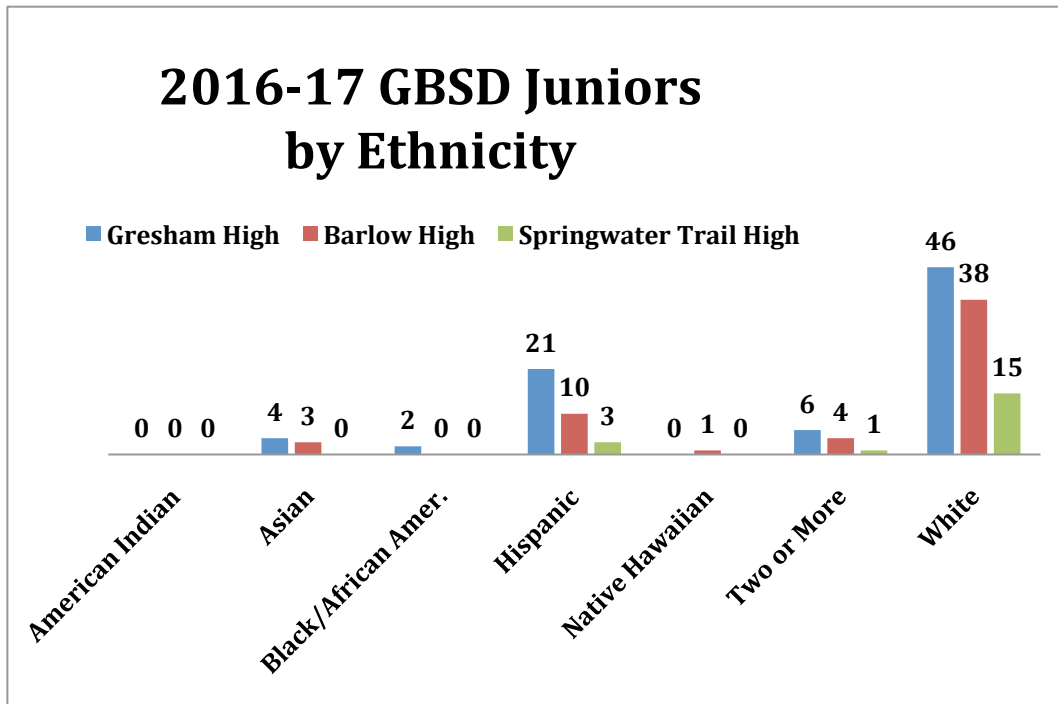
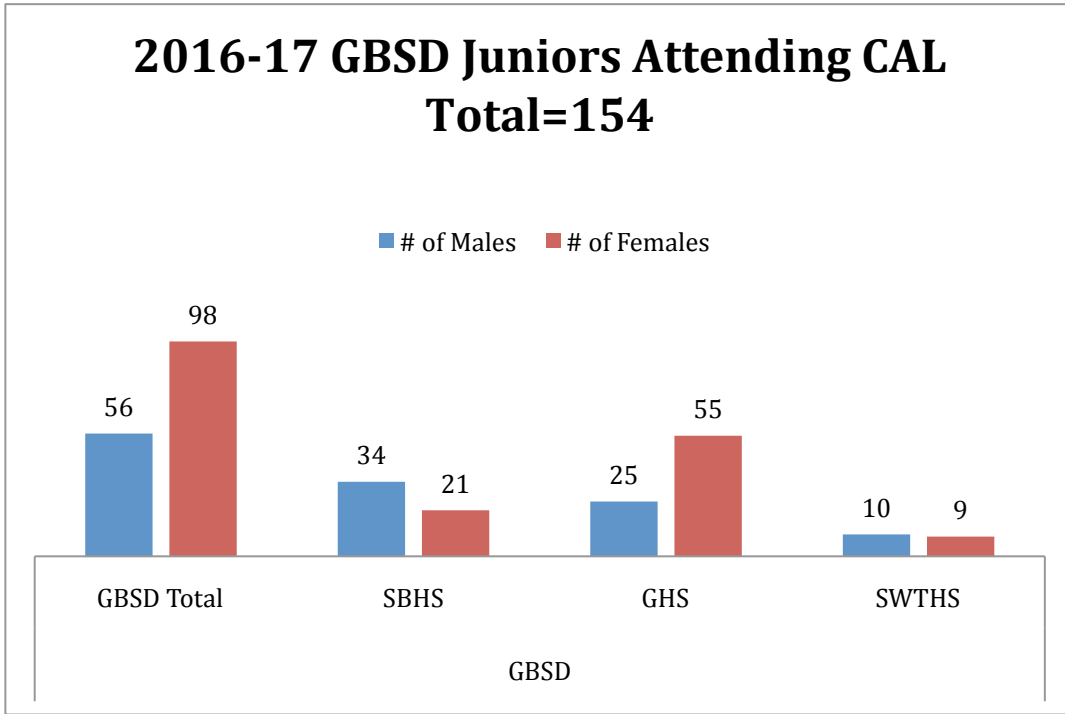


OUTLOOK PHOTO: JOSH KULLA - U.S. Secretary of Commerce Penny Pritzker (center) chats Thursday with a visitor to the Center For Advanced Learning during a National Manufacturing Day event at the multi-district charter school.

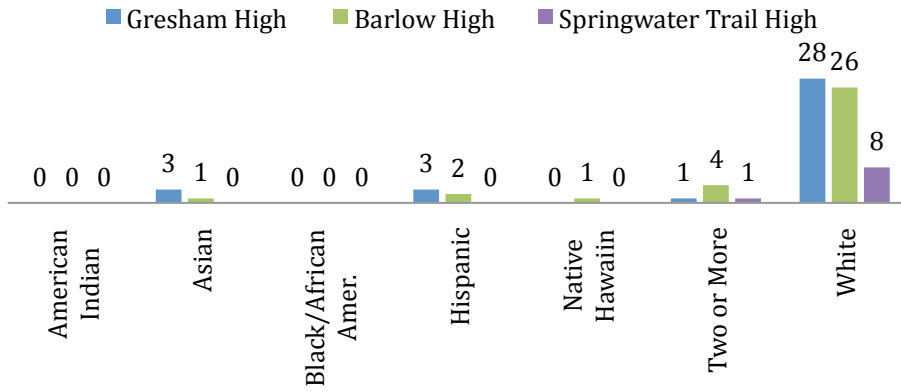
U.S. Secretary of Commerce Penny Pritzker paid a visit Thursday to the Center for Advance Learning, a multi-district charter school in Gresham that focuses on STEM education.

The visit came as CAL hosted "Makers Gone Pro," a National Manufacturing Day event in which local companies such as Boeing, KCR Manufacturing and others put up booths, displays and other attractions aimed at letting students know what awaits them in the business world.

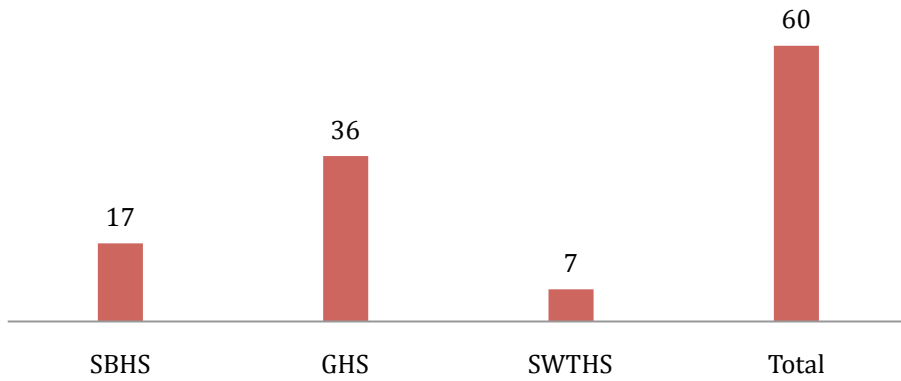
CAL ENROLLMENT – JUNIORS  
CLASS OF 2018



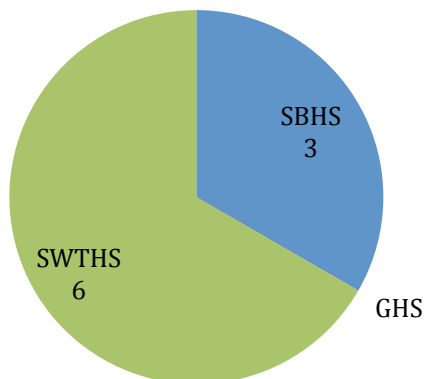
### CPT/WR115 Placement by Ethnicity:



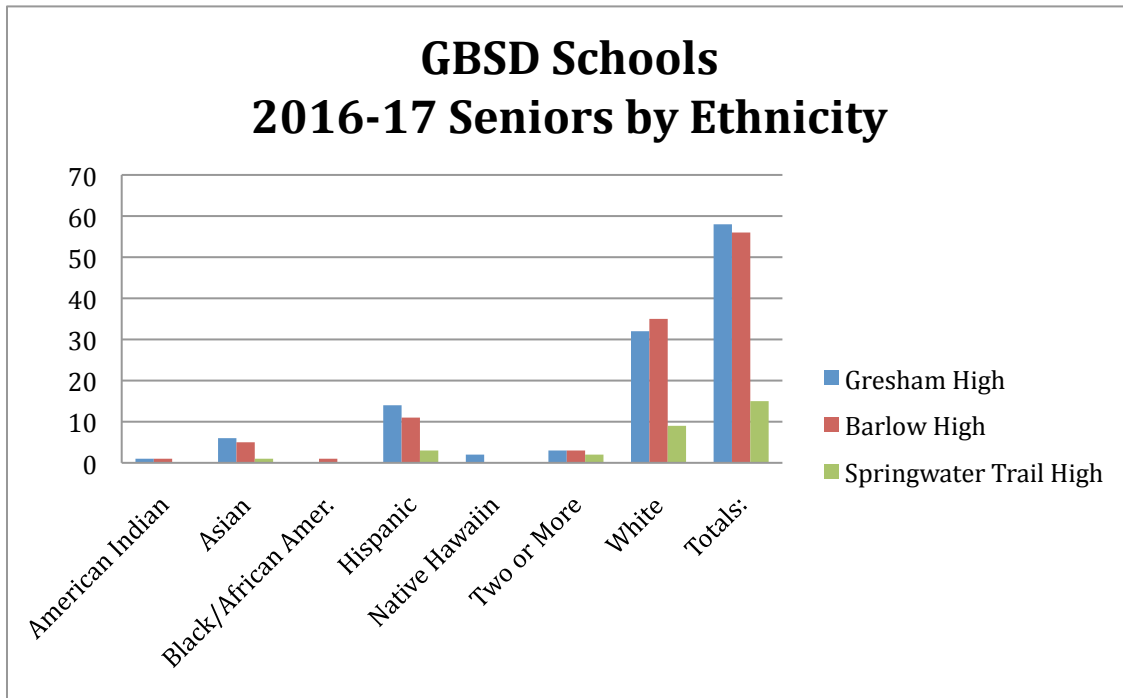
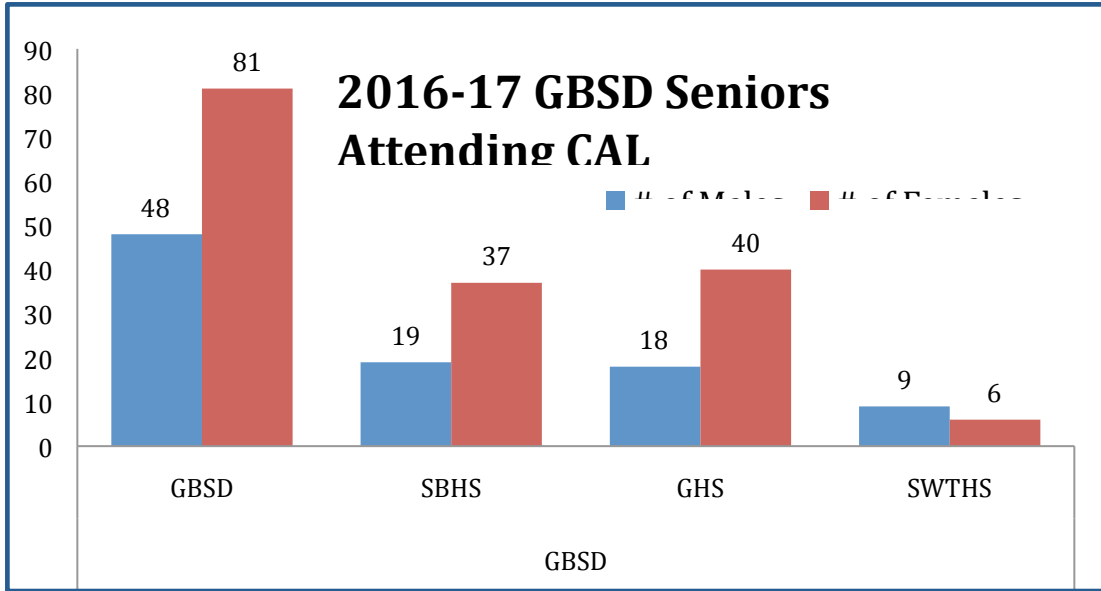
### 2016-17 Free Lunch Juniors GBSD students at CAL



### IEP/504

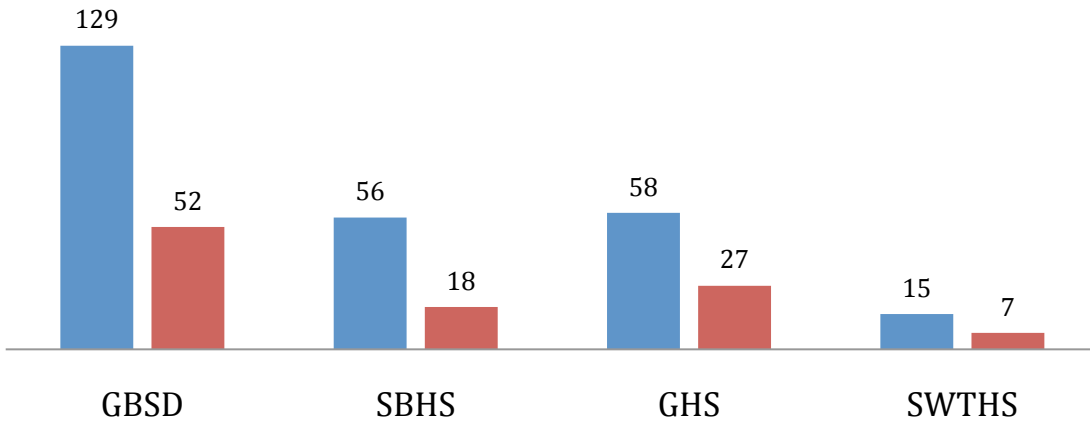


CAL ENROLLMENT – SENIORS

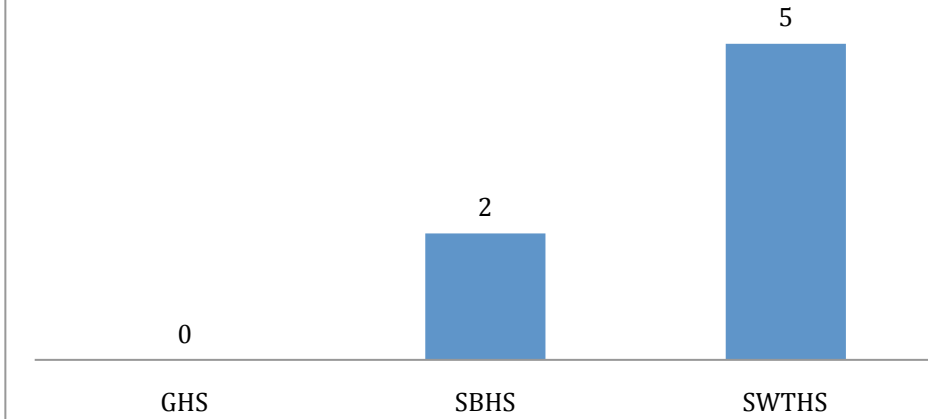


**2016-17**  
**Total # of Seniors: Free Lunch**  
**GBSD Students at CAL**

■ # of Total Students



**GBSD IEP/504 Seniors at CAL**



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

TO: Board of Directors

FROM: Jim Schlachter  
Teresa Ketelsen

DATE: November 3, 2016

RE: No. 9 - Technology Report to the Board (*Required by Policy IIBG*)

EXPLANATION: In 2015, the Long Range Technology Plan highlighting 14 key initiatives was presented to and approved by the school board. Board Policy IIBG requires an annual report to the board to ensure that the current technology plan addresses mandatory goals set forth in this policy.

This report will address the identified items in Policy IIBG and provide status updates on the 14 key initiatives identified in our Long-Range Technology Plan.

PRESENTERS: Teresa Ketelsen and Bill DeWitz

SUPPLEMENTARY MATERIALS: 1. Policy IIBG, Technology  
2. Annual Report on Long Range Technology Plan and District Technology Initiatives

RECOMMENDATIONS: This report is being provided for information only.

REQUESTED ACTION: No action is required

TK:lc



## Technology

The district's Technology Plan envisions that from their instructional sites, students and staff will be able to:

1. Use technology as a tool for productive learning.
2. Access information and manipulate it in meaningful ways that result in learning;
3. Generate and create information related to district instructional and curriculum goals;
4. Computer users will recognize and adhere to existing copyright laws.
5. All hardware purchased must be compatible with other school hardware and be easy to maintain and must meet district technology standards.

The district recognizes that technology will be changing; therefore, a continual review of the district's technological applications, fiscal and human resources, staff development needs, equipment and supplies will be conducted and will be reported to the board annually.

END OF POLICY

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### Legal Reference(s):

[OAR 581-022-1030](#)

Copyrights, 17 U.S.C. §§ 101- 1332; 19 C.F.R. Part 133 (2006).



# Gresham-Barlow School District

## Long Range Technology Plan and Technology Initiatives Report

November 2016

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### Introduction

The Gresham-Barlow School District is beginning year two of our Long Range Technology Plan (LRTP). This report details the following...

- Status of Policy IIBG mandates
- Progress of LRTP initiatives
- Progress of Technology initiatives not included in the LRTP

### Status of Policy IIBG Mandatories

- 1) **Use of technology as a tool for productive learning** continues to increase with improved network services to classrooms, increasing digital resources in classrooms and media centers, increased access to computers for students through grants and an increasing suite of instructional tools delivered online.
- 2) **Access information and manipulate it in meaningful ways that result in learning;** Students K-12 have access to our district Google Apps for Education suite and Google Classroom which are highly collaborative environments. Soon, this collaborative environment will be expanded to include a Learning Management System, bringing teachers and students together in new ways for 24/7 learning. In addition, many of the learning applications used daily across our district provide learning environments that are available to students anytime day or night, and in some cases, over the summer months. New classroom technology, provided through grants like TechSmart, are providing new opportunities to use technology in the classroom to engage students in ways not previously possible in our classrooms.
- 3) **Generate and create information related to district instructional and curriculum goals;** Several online tools including SIPreporter and a new online district assessment system (SAMI) are now used by staff to inform and improve instruction. The addition of an LMS (Learning Management System) will provide new ways for teachers to engage and interact with students, for personalized learning, even when they are not in the classroom.
- 4) **Computer users will recognize and adhere to existing copyright laws;** Oversight of software licensing, access to load software and administer computers, servers, etc., is managed centrally through the Technology department. Policies, procedures and centralized management systems are in place to ensure compliance with copyright laws and user licensing agreements.
- 5) **All hardware purchased must be compatible with other school hardware and be easy to maintain and must meet district technology standards;** Procurement policy and procedures are in place to ensure that technology purchased is compatible with our technology environments, that it is secure, and that it can be properly maintained and managed according to district technology standards.

**Fiscal and human resources;** Fiscal and human resources are determined annually through our district budget process. All needs, including equipment and supplies, compete with other district operational priorities for budget.

**Staff development needs;** Please see our summary of LRTP Initiatives



# Gresham-Barlow School District

## Long Range Technology Plan and Technology Initiatives Report

November 2016

### Status of LRTP Initiatives

The Long Range Technology plan outlines 14 key initiatives in four categories. Below is the status of each initiative as of September 2016.

Teaching & Learning	Funded	Status
<b>Teaching &amp; learning Standards</b>	Yes	Development and documentation of standards has been completed, training of administrative staff was completed beginning of the school year 2015/16. <i>The project is on track and initial evidence of implementation has been met for the first year of our LRTP.</i>
<b>Professional Development for Technology Skills Standards</b>	Partially	Initial overview professional development has occurred across the district. The schools that are participating in the TechSmart grant have had a more thorough training. The Technology Instructional Coaches are creating professional development resources specific to instruction of the technology skills standards. <i>The project is on track and initial evidence of implementation has been met for the first year of our LRTP.</i>
<b>Assessment</b>	Partially	Initial upgrades to all testing labs was completed in the 2014/15 and 2015/16 school years. All testing labs are up-to-date based on our proposed refresh cycle, but funding for future equipment refresh is not yet in place. <i>The project is on track and initial evidence of implementation has been met for the first year of our LRTP.</i>
<b>Curriculum &amp; Digital Instructional Materials</b>	Partially	In the past two years, there have been three core curriculum adoptions: elementary literacy, middle school literacy and middle school math. All three of these resources are digital print hybrid, with a significant portion of the instructional and student resources available digitally. <i>The project is on track and initial evidence of implementation has been met for the first year of our LRTP.</i>



# Gresham-Barlow School District

## Long Range Technology Plan and Technology Initiatives Report

November 2016

Teaching & Learning	Funded	Status
<b>K-3 Reading Initiative</b>	Yes	<p>The K-3 Reading Initiative is funded through general funds and a TechSmart Grant from the Mount Hood Cable Regulatory Commission. Implementation of the grant began summer of 2016 and the instructional technology for this initiative has been integrated in all classrooms at each of our pilot schools. Communication with staff began in spring of 2016 and training began August of 2016. <i>This project is on track and evidence of implementation has been met for the first year of our LRTP.</i></p>
<b>Assessment &amp; Learning Management Systems</b>	Partially	<p>Funding was secured and deployment of a district assessment system was completed 2015/16. Assessment teams have developed initial district wide electronic assessments for secondary grade levels and work continues for assessment development at other levels. <i>This project is on track and initial evidence of implementation has been met for the first year of our LRTP.</i></p> <p>Planning for a District Learning Management System (LMS) was moved back to the 2016/17 school year and a team of individuals will begin reviewing LMS tools, district and classroom needs and gathering staff input around an LMS environment this Fall. An LMS pilot will begin Spring of 2017. Funding for an LMS is not yet in place. <i>This project was moved back 8 months, but is moving forward, initial evidence of implementation was not met for the first year of our LRTP.</i></p>



**Gresham-Barlow School District**  
 Long Range Technology Plan and Technology Initiatives Report  
 November 2016

Collaboration, Communication and Community	Funded	Status
<b>District &amp; school web communications tools</b>	Yes	Our planned goal to replace and upgrade our current Content Management System (CMS) began Fall of 2016, however, plans to migrate during the summer of 2016 were pushed back to Winter of 2017 to ensure there were no disruptions to our core community communications tool prior to a bond initiative. <i>This project is on track and initial evidence of implementation has been met for the first year of our LRTP.</i>
<b>District social media &amp; community engagement app</b>	Yes	Our goal to deploy an integrated district Social Media & Community Engagement App was completed during the Winter of 2016. <i>All goals for this initiative have been met and evidence of implementation, as well as, evidence of impact have, and are, being met.</i>
Equity and Access	Funded	Status
<b>Classroom Instructional Technology Bundles</b>	Partially	Funding to add new district instructional technology bundles was provided to our TechSmart grant schools (KCES and NGES). This technology has been deployed and ongoing staff training is in progress. Funding for the remainder of our schools has not yet been secured. <i>This project is moving forward and initial evidence of implementation has been met for the first year of our LRTP. Implementation for the remaining schools will require funding to be secured.</i>
<b>Computer Replacement for Staff &amp; Students</b>	No	Our goal of a planned and regular computer replacement cycle requires approximately 25% of staff and student computers be replaced each year, beginning with the 2016/17 school year. <i>We were not able to meet that requirement for the 2016/17 school year do to funding limitations.</i>



# Gresham-Barlow School District

## Long Range Technology Plan and Technology Initiatives Report

November 2016

Equity and Access	Funded	Status
<b>Media Center Digital Resources</b>	Partially	Our district Media Specialist has done significant work to create powerful digital resource system for students across the district. She is utilizing MackinVIA to create a relevant and extensive digital resource library for students and educators. The e-book collection continuous to grow through funding from the Gresham-Barlow Education Foundation. Staff and students receive direct training from the district Media Specialist on how to access these valuable resources. <i>This project is on track and initial evidence of implementation has been met for the first year of our LRTP.</i>
Infrastructure, Operations and Support	Funded	Status
<b>Network &amp; Systems Infrastructure</b>	Yes	Network switching equipment upgrades for all campuses have now been completed, our planned WAN (Wide Area Network) upgrade to 1GBps at our high utilization campuses has been completed and our initial expansion of WiFi access points to all secondary schools has been completed. <i>This project is on track and initial evidence of implementation has been met for the first year of our LRTP.</i>
<b>Telecommunications</b>	Yes	The goal of this initiative is to move all our campuses and offices to VoIP (Voice over Internet Protocol) services and upgrade and secure our network infrastructure. This project has now been completed. <i>All goals for this initiative have been met and evidence of implementation, as well as evidence of impact have been met.</i>



# Gresham-Barlow School District

## Long Range Technology Plan and Technology Initiatives Report

November 2016

Infrastructure, Operations and Support	Funded	Status
Technology Training and Support	No	The development of Professional Learning Communities, guided by technology mentors in each building has not yet been funded. Progress has been made on the collection and growing distribution of on-demand training materials as well as expanded training opportunities for staff such as our new staff technology orientations, ESD supported drop-in trainings for Synergy and more. We also have hired our first Classroom Technology Specialist to begin providing direct support of instructional technologies in the classroom. We continue to collect, develop, organize and distribute on-demand training resources. <i>The PLC Mentor program has not yet been started, but initial evidence of implementation for on-demand training resources has been met for the first year of our LRTP.</i>

### Status of Initiatives outside the scope of the LRTP

The Gresham-Barlow school district has several other technology initiatives beyond the scope of the current LRTP. One notable initiative is our ongoing goal to move paper heavy processes to paperless environments. Currently we have processes in place that allow our Human Resources department and Students Support Services department to archive a significant amount of paper records. Because of recent expansions and upgrades to our electronic document management environment, we are now able to develop new process that will allow us to:

- 1) Develop and manage appropriate document retention policies for electronic documents
- 2) Capture documents at the beginning of their workflow and manage complex document workflows more efficiently between staff and across departments
- 3) Provide distributed access to documents electronically, across our district
- 4) Provide efficient methods to archive and access decades of documents, student records, transcripts and more
- 5) Manage appropriate security and access to documents based on document type

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

TO: Board of Directors

FROM: Jim Schlachter  
Teresa Ketelsen

DATE: November 3, 2016

RE: No. 10 – Policy Review Committee Minutes of October 4, 2016

EXPLANATION: The most recent Policy Review Committee meeting was held on October 4, 2017, at the Gresham-Barlow School District administration office. Minutes of that meeting are included with this summary.

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

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Minutes of the October 4, 2016, Policy Review Committee meeting

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:lc



# GRESHAM-BARLOW SCHOOL DISTRICT

## Policy Review Committee Meeting Minutes

October 4, 2016

The meeting began at 8 a.m. on October 4, 2016, at the Gresham-Barlow School District administration office, 1331 NW Eastman Parkway, Gresham, Oregon.

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

Guests in attendance were James Hiu, deputy superintendent of secondary education and operations, and Mike Schofield, chief financial officer.

Revisions to the following policies were discussed and will be presented to the Board as a first reading during the October 20, 2016, work session:

<b>Policy</b>	<b>Title</b>
IGDF	Student Fund-Raising Activities
IKF	Graduation Requirements
IKF-AR	Graduation Requirements
JG	Student Discipline
JHCD/JHCDA	Prescription and Nonprescription Medication
BCB	Board Officers
BDDC	Board Meeting Agenda
IIAC	Field Trips
DFA-AR	Investment of Funds
EEBB	Use of Private Vehicles for District Business

The next Policy Review Committee meeting will be held on Monday, November 7, 2016, at 8 a.m. in the same location.

The meeting ended at 9:30 am.

Submitted by: Teresa Ketelsen

TK:lc

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

TO: Board of Directors

FROM: Jim Schlachter  
Athena Vadnais

DATE: November 3, 2016

RE: No. 11 – District Advisory Council (DAC) Minutes of October 27, 2016

EXPLANATION: The most recent DAC meeting was held on October 27, 2016, at Gresham High School. Board members present were Sharon Garner and John Hartsock.

This evening, the board will hear a report concerning the DAC meeting.

PRESENTER: Athena Vadnais

SUPPLEMENTARY  
MATERIALS: Minutes of the October 27, 2016, DAC meeting

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:lc



2016-17  
**District Advisory Council Meeting**  
 October 27, 2016  
**Gresham High School**

**DAC Members present:**

<i>Deep Creek-Damascus</i>	Stefanie Craft
<i>East Gresham ES</i>	
<i>East Orient ES</i>	Amy Buren
<i>Hall ES</i>	Gerene Daugherty
<i>Highland ES</i>	Cary Barrett
<i>Hogan Cedars ES</i>	
<i>Hollydale ES</i>	Cyndi Smith Katie Krueger
<i>Kelly Creek ES</i>	Kathy Koch
<i>North Gresham ES</i>	Michelle Carter

<i>Powell Valley ES</i>	Kaleena Purdum
<i>West Gresham ES</i>	Trisha Knobbs
<i>Clear Creek MS</i>	Cyndi Smith
<i>Dexter McCarty MS</i>	
<i>Gordon Russell MS</i>	Nick Kemper
<i>West Orient MS</i>	Amy Buren
<i>Gresham HS</i>	
<i>Sam Barlow HS</i>	
<i>Springwater Trail HS</i>	

**School Board Members:** Sharon Garner and John Hartsock.

**Administrators:** Athena Vadnais, Teresa Ketelsen, Sara Huston, Karina Bruzzese, and Michael Schaefer.

**-MINUTES-**

**Called To Order**

Vice Chair Cyndi Smith called the meeting to order at approximately 7:05 p.m. and reviewed the evening's agenda.

**Principal's Report – Michael Schaefer, Gresham High School**

Principal Michael Schaefer shared information about this school. Staff members have been working to build a sense of community between students and staff. They are continuing to work on increasing the graduation rate and the percentage of freshmen on track to graduate. They are also working on attendance, which at this point in time is well ahead of last year. Positive Behavioral Interventions and Supports (PBIS) is a part of their work and it includes teaching lessons related to the acronym REAL. (Respect, Excellence, Accountability and Leadership) At the end of his presentation, Principal Schaefer took the

group on a tour of the school. She showed some of the building's challenges and talked about how the proposed school bond would address those challenges and improve student learning and school safety.

### **District's Equity Policy-Dr. Sara Huston and Karina Bruzesse**

Dr. Huston, the district's executive director of school performance and Ms. Bruzesse, the district's English language learner director, shared the district's equity policy, JBB-Educational Equity. The Superintendent's Equity Advisory Committee drafted the policy and recommended it. The committee was made up of students, staff, and parents. The equity policy was adopted by the school board at its June 9, 2016, meeting. Equity means each learner and community has the opportunity to succeed and that culture and diversity are assets for our communities that are to be respected for their multiple perspectives on learning. As we move forward, the district will be working to put the policy into practice. In addition to the Superintendent's Equity Advisory Committee, there is a District Equity Team made up of employees and school-based equity teams.

### **District Interaction with the Board – Sharon Garner and John Hartsock**

Board members shared an update on the work of the group Yes for Student Success to reach out to the community about the school bond. Various activities have taken place to reach voters who don't have kids in school. Yes for Student Success Campaign Manager Stefanie Craft shared opportunities PTC members and other volunteers have in the coming week to assist in the effort.

### **Adjournment**

The meeting was adjourned.

Minutes submitted by:

Athena Vadnais

Community Engagement Director

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

TO: Board of Directors

FROM: Jim Schlachter  
Teresa Ketelsen

DATE: November 3, 2016

RE: No. 12 – Acceptance of a Donation: Intel and Best Buy

EXPLANATION: Each year a contest sponsored by Intel is held among all of the Best Buy stores in the nation. The Gresham Station Best Buy was once again named the winner, and was able to identify a school to receive a \$25,000 donation. For the second year in a row, Gordon Russell Middle School has been identified to receive this generous donation.

Principal Rolland Hayden engaged his staff to identify the use of these funds to impact student learning. In alignment with the focus of their school improvement plan, they have decided to purchase technology for student use, add technology that enhances teaching such as interactive whiteboards, purchase supports for their school-wide organizational binder system, and provide support for student enrichment programs. In addition to this, the donation will provide professional development support to staff to assist in the implementation of their school improvement plan.

Once the donation has been received, Principal Hayden will oversee the expenditures as stated above during the 2016-17 school year. The generosity and support for our students from Intel and Best Buy are greatly appreciated.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: The administration recommends that the board accepts the donation to Gordon Russell Middle School from Intel and Best Buy in the amount of \$25,000.

REQUESTED ACTION: Move to accept the donation to Gordon Russell Middle School from Intel and Best Buy in the amount of \$25,000.

TK:lc

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

TO: Board of Directors

FROM: Jim Schlachter  
Mike Schofield

DATE: November 3, 2016

RE: No. 13 – Comprehensive Annual Financial Report

EXPLANATION: The district's auditors, Pauly, Rogers & Co., P.C., have completed the audit of the Comprehensive Annual Financial Report (CAFR) for 2015-2016. The audit was conducted in accordance with Generally Accepted Auditing Stands (GAAS), and the general purpose financial statements for the year ended June 30, 2016, adhered to Generally Accepted Accounting Principles (GAAP).

It has been the board's practice to take formal action on the Comprehensive Annual Financial Report by accepting it as presented by the auditors. This action will be requested at the December 1, 2016, regular board meeting.

The business office intends to submit the 2015-2016 CAFR to the Government Finance Officers Association and the Association of School Business Officials Excellence in Financial Reporting programs.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: 1. Auditor's Letter Dated October 27, 2016  
2. Comprehensive Annual Financial Report for 2015-2016

RECOMMENDATION: The 2015-2016 Comprehensive Annual Financial Report is being presented as a first reading.

REQUESTED ACTION: No action is required at this time. The Comprehensive Annual Financial Report will be presented for second reading and acceptance at the December 1, 2016, board meeting.

MS:mkh:lc



**PAULY, ROGERS AND Co., P.C.**  
12700 SW 72<sup>nd</sup> Ave. ♦ Tigard, OR 97223  
(503) 620-2632 ♦ (503) 684-7523 FAX  
www.paulyrogersandcpcpas.com

October 27, 2016

To the Board of Directors  
Gresham-Barlow School District  
Multnomah County, Oregon

We have audited the financial statements of the governmental activities, each major fund, and aggregate remaining fund information of Gresham-Barlow School District for the year ended June 30, 2016. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* and *Government Auditing Standards and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

### **Purpose of the Audit**

Our audit was conducted using sampling, inquiries and analytical work to opine on the fair presentation of the financial statements and compliance with:

- generally accepted accounting principles and auditing standards
- the Oregon Municipal Audit Law and the related administrative rules
- federal, state and other agency rules and regulations related to financial awards

### **Our Responsibility under U.S. Generally Accepted Auditing Standards and the Uniform Guidance**

As stated in our engagement letter, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit. Also in accordance with the Uniform Guidance, we examined, on a test basis, evidence about compliance with the types of compliance requirements described in the OMB's Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on compliance with those requirements. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on compliance with those requirements.

Pauly, Rogers and Co., P.C.

Our responsibility for the supplementary information accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### **Planned Scope and Timing of the Audit**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit included obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We communicate our significant findings at the conclusion of the audit. However, some matters may have been communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We also communicated any internal control related matters that are required to be communicated under professional standards.

### **Results of Audit**

1. Audit opinion letter - an unmodified opinion on the financial statements has been issued. This means we have given a “clean” opinion with no reservations.
2. State minimum standards – We found no exceptions or issues requiring comment.
3. Federal Awards - We found no issues of non-compliance and no questioned costs. We have a responsibility to review these programs and give our opinion on the schedule of expenditures of federal awards, the internal control system, compliance with laws and regulations, and general and specific requirements mandated by the various grants.
4. No separate management letter was issued.

### **Significant Audit Findings**

#### *Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used are described in the notes to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2016, except for the implementation of GASB 72 – *Fair Value Measurement and Application*. We noted no transactions entered into by the governmental unit during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management’s knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most significant estimate in the financial statements is the actuarial estimate of the District’s portion of the statewide Net Pension Liability (or Asset). Other sensitive estimate(s) affecting the financial statements were Management’s estimate of Accounts Receivable and Capital Asset Depreciation, which are based on estimated collectability of receivables and useful lives of assets. We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the financial statements taken as a whole.



Pauly, Rogers and Co., P.C.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The disclosures in the financial statements are neutral, consistent, and clear.

*Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in performing and completing our audit.

*Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements or determined that their effects are immaterial. There were no uncorrected misstatements noted during the audit.

*Disagreements with Management*

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

*Management Representations*

We have requested certain representations from management that are included in the management representation letter.

*Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

*Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to our retention as the auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

*Supplementary Information within Documents Containing Audited Financial Statements*

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Pauly, Rogers and Co., P.C.

*Other Information in Documents Containing Audited Financial Statements*

With respect to the other information accompanying the financial statements, we read the information to identify if any material inconsistencies or misstatement of facts existed with the audited financial statements. Our results noted no material inconsistencies or misstatement of facts.

This information is intended solely for the use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "Matthew Graves".

Matthew Graves, CPA  
PAULY, ROGERS AND CO., P.C.

The Comprehensive Annual Financial Report will be  
uploaded here soon.

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

TO: Board of Directors

FROM: Jim Schlachter  
Teresa Ketelsen

DATE: November 3, 2016

RE: No. 14 – Curriculum Adoption: High School Advanced Placement Calculus

EXPLANATION: As part of the high school math materials review and adoption process this school year, an Advanced Placement (AP) Calculus resource to support instruction at Sam Barlow High School has been identified. Since the College Board has made revisions to the AP Calculus course and exam, the current resources are no longer in alignment.

A committee of math teachers, an administrator, and the district secondary math specialist looked at very specific criteria and used evaluation tools designed to evaluate alignment of materials to the AP standards. As a result of those efforts, the committee has identified *Calculus for AP* by Larson and Battaglia as its recommendation for the teaching resources to be adopted for use in AP Calculus classrooms at Sam Barlow High School.

If authorized to move forward on the adoption of *Calculus for AP* by Larson and Battaglia, we will begin the purchase process immediately in an effort to have the standards aligned teaching materials available as soon as possible. The cost of this adoption is \$10,500.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY  
MATERIALS: None

RECOMMENDATION: The administration recommends the board authorize district staff to move forward with the adoption and purchase of *Calculus for AP* by Larson and Battaglia in the amount of \$10,500.

REQUESTED ACTION: Move to authorize district staff to move forward with the adoption and purchase of *Calculus for AP* by Larson and Battaglia in the amount of \$10,500.

TK:lc

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

TO: Board of Directors

FROM: Jim Schlachter  
Athena Vadnais

DATE: November 3, 2016

RE: No. 15 – Resolution: American Education Week

EXPLANATION: American Education Week has been recognized across the country since 1921, when the American Legion and National Education Association first sponsored the event. The week spotlights the importance of providing every child in America with a quality public education, and the need for everyone to do his or her part in making public schools great. This year, the recognition falls on the week of November 14-18, 2016

It is appropriate that the board acknowledge American Education Week by adopting the attached resolution.

PRESENTER: Athena Vadnais

SUPPLEMENTARY  
MATERIALS: Resolution recognizing November 14-18, 2016, as American Education Week

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

REQUESTED ACTION: Move to ratify the resolution recognizing November 14-18, 2016, as American Education Week in the Gresham-Barlow School District.

AV:lc



## RESOLUTION

*Gresham-Barlow School District*  
*1331 NW Eastman Parkway, Gresham, OR*

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### RESOLUTION DECLARING NOVEMBER 14-18, 2016 AMERICAN EDUCATION WEEK

**WHEREAS**, public schools are an American tradition; and

**WHEREAS**, we are proud of the schools in our community and the ways they are changing to meet the needs of every student; and

**WHEREAS**, we recognize that our schools are only as strong as our community's support and involvement; and

**WHEREAS**, we know that the future of our community and of our nation depends on educating each student so that he or she can achieve his or her maximum potential; and

**WHEREAS**, our nation is celebrating the week of November 14-18 as American Education Week with the theme "***Great Public Schools: A Basic Right and Our Responsibility,***"

**NOW, THEREFORE**, the Gresham-Barlow School District Board of Education proclaims that the week of November 14-18, 2016, is American Education Week in our community. We further encourage community members to support our local schools by participating in school-sponsored activities and by volunteering to help with those activities.

**By resolution of the Gresham-Barlow School District Board of Directors adopted this third day of November 2016.**

---

Carla C. Piluso, Chair

---

Jim Schlachter, Superintendent

AV:lc

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

TO: Board of Directors

FROM: Carla Piluso  
Kris Howatt

DATE: November 3, 2016

RE: No. 16 – OSBA Resolution, and Board of Directors Positions 17 and 19

EXPLANATION: The Oregon School Boards Association (OSBA) has referred one resolution to its member school boards for consideration this year. If approved, the resolution will adopt the proposed 2017-18 OSBA Legislative Priorities and Policies.

In addition, in the Multnomah County region, there are two board of directors positions open, and member school boards are asked to vote on the candidates who have filed for those positions.

Following is a slate of candidates representing Multnomah County school districts:

OSBA Board of Directors, Position 17  
Francisco Acosta, Multnomah ESD  
Uncontested

OSBA Board of Directors, Position 19  
Paul Anthony, Portland Public School District  
Uncontested

Under OSBA's governance structure, member school boards are required to take official action on the proposed slate of candidates by casting one vote (meaning this is a board vote, not an individual vote).

The voting period opens in mid-November each year, following the fall regional dinner meeting. The Gresham-Barlow school board traditionally delays its vote until early December, because it falls after the annual OSBA convention where more information about candidates and resolutions can be acquired.

The ballot must be submitted online by your board secretary not later than December 16, 2016.

Board of Directors  
Re: No. 16 – OSBA Resolution, and Board of Directors Positions 17 and 19  
November 3, 2016  
Page 2

Director Howatt will be present at the board meeting to answer questions concerning the election process and slate of candidates.

PRESENTERS: Carla Piluso  
Kris Howatt

SUPPLEMENTARY MATERIALS: 1. Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies as recommended by the Legislative Policy Committee  
2. Sample Ballot  
3. 2016 OSBA Elections Calendar  
4. Board candidate information can be viewed at [www.osba.org](http://www.osba.org)

RECOMMENDATION: This information is being presented as a first reading only. Action will be recommended at the board's December business meeting.

REQUESTED ACTION: Review the OSBA election information as presented for first reading. Action will be requested in December.

:lc





**Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies as recommended by the Legislative Policy Committee**

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**WHEREAS**, the OSBA Legislative Policy Committee is charged under the OSBA Constitution with developing the association's recommended Legislative Priorities and Policies, and

**WHEREAS**, the OSBA Legislative Policy Committee met on January 30-31, 2016, and April 22-23, 2016, to develop the Proposed OSBA Legislative Priorities and Policies for 2017-18, and

**WHEREAS**, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Policies for 2017-18 out to the membership of OSBA for comment and suggested changes, and

**WHEREAS**, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Policies for 2017-18 developed by the OSBA Legislative Policy Committee, and

**WHEREAS**, the OSBA Legislative Policy Committee met via telephone conference call on August 22, 2016, to review the comments received by the membership, and

**WHEREAS**, the OSBA Legislative Policy Committee discussed the comments from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Policies for 2017-18, and

**WHEREAS**, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Policies for 2017-18 at its August 22, 2016, meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Policies for 2017-18 and place them before the membership for approval.

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Policies for 2017-18 be placed before the membership for consideration during the 2016 OSBA election season, and

**BE IT FURTHER RESOLVED** that the Proposed OSBA Legislative Priorities and Policies for 2017-18 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

*Submitted by: OSBA Board of Directors*

# Sample Ballot - 2016



## 2016 OSBA Election

### OSBA Board of Directors Position 17

Vote

Francisco Acosta, Jr., Multnomah ESD

### OSBA Board of Director Position 18

Vote

No election this year for board position 18

### OSBA Board of Directors Position 19

Vote

Paul Anthony, Portland 1J

### Resolution 1 - Adopts the proposed 2017-18 OSBA Legislative Priorities and Policies

Type the name of the district, ESD or community college board that officially made this vote.

Type the meeting date when the board officially made this vote.

Type your name and title.

To retain a record of your vote, you MUST print this page before clicking the Done button.

Done

## 2016 OSBA Elections Calendar

Adopted by the Board January 29, 2016

<b>Nomination and election of regional members of the OSBA board of directors holding odd-numbered positions</b>		
<b>August 22, 2016</b>		Notice of position vacancies, candidate information packets, and official nomination forms shall be distributed to all incumbent directors and boards in eligible regions.
<b>August 22, 2016 through September 30, 2016</b>		A school board nominating one or more of its regional board members to the OSBA board of directors must do so by formal resolution of the board and timely submission of the nomination forms to the office of the OSBA. Nominations are closed after this date.
<b>No later than October 14, 2016</b>		Official ballots are distributed to member boards in each region 30 days prior to the date of the election, but no later than October 14.
<b>November 14, 2016 through December 16, 2016</b>		Submission of votes to OSBA. Each member board in the appropriate region shall have one vote in the regional elections for members of the OSBA board of directors. The person receiving a majority of the votes cast for any position on the OSBA board of directors shall be elected.
<b>As soon as possible</b>		In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected.
<b>January 1, 2017</b>		Newly elected officers and regional members of the OSBA board of directors officially take office.

<b>OSBA Resolution Election</b>		
<b>No later than September 30, 2016</b>		All resolutions to be submitted to the membership for a vote must be received at the OSBA offices.
<b>No later than October 14, 2016</b>		Resolution details, along with an official ballot, will be sent to the membership.
<b>November 14, 2016 through December 16, 2016</b>		Each member board in the state shall vote in the general election on resolutions, constitutional amendments, and Legislative Policies and Priorities (even-numbered years only) using the weighted voting system outlined in the constitution.

<b>OSBA Officer Election</b>		
<b>September 22-23, 2016, or no later than September 30, 2016</b>		The currently seated OSBA board of directors meets to elect officers. Candidates receiving a majority of the votes cast for any officer position on the OSBA board shall be elected.

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

TO: Board of Directors  
FROM: Jim Schlachter  
DATE: November 3, 2016  
RE: No. 17 – Oregon Rising Report

EXPLANATION: Earlier this year, a public outreach project called “Oregon Rising” was initiated and supported by three organizations that dedicate their work to the education of Oregon’s students:

- Oregon Education Association (educators),
- Oregon School Boards Association (school board members),
- Confederation of Oregon School Administrators (principals, superintendents, and other administrators).

The purpose of this outreach project was to hear about and share Oregonians’ hopes and dreams for schools.

Oregon Rising surveyed 10,894 Oregonians who spoke their minds – and hearts – about education. Results of that survey show that Oregonians are in remarkable agreement: the gap between what Oregon students need and what we are giving them is far too large. (A summary of the survey results is attached.)

The purpose of this report and the attached summary is to provide a preview of information that will be presented at the Oregon School Board Association’s annual convention later this month.

PRESENTER: Jim Schlachter

SUPPLEMENTARY MATERIALS: Oregon Rising, Summary of Survey Results / September 2016

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

JS:lc

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# Oregon RISING

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Education in Oregon  
OREGON RISING  
a Public Outreach Project

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SUMMARY OF SURVEY RESULTS // SEPTEMBER 2016



## EXECUTIVE SUMMARY

EARLIER THIS YEAR,

**10,894 Oregonians**  
*spoke their minds – and hearts – about education.*

AND THEY ARE IN REMARKABLE AGREEMENT:

***Simply, the gap between what Oregon students need  
and what we are giving them  
is far too large.***

THEY ASKED THAT WE CLOSE THE GAP.

**They believe that focusing on two essential things  
will help students be successful:**



**Add teachers and staff** to make classes smaller and provide an education that better engages students so that they are able to learn what they need to be successful.



**Provide a broad education.** Move beyond science, to technology and engineering (STEM/STEAM). Restore art and music. Offer hands-on experiences. Provide vocational and career technical opportunities. Offer more reading and writing. Teach civics and culture.



In fact, the vast majority of the dreams people shared can be reached if we focus on teachers and programs.

**For instance, with more teachers we can provide each student with the attention needed for success.**

**And with a broader education we can better engage students.** We are all interested in a variety of subjects. Imagine if every child had that favorite class, that favorite teacher, to help pull him or her through the rough spots that every student experiences.

**We would surely improve graduation rates.** We would undoubtedly improve motivations. We would certainly set Oregon students up for success.

We think it's astonishing that such a coherent vision could come out of so many diverse voices. 10,894 people are rarely in agreement about anything, yet here we are, all focused on Oregon, rising. The will of the people is strong and supportive when it comes to education.

In fact, **97% of them consider a good education "very important" to the future of each student.**

And **94% consider it "very important" to the success of the state as a whole.**

Perhaps it's not a mandate for improvement. But what we heard was about more than dreams. The language was direct. People voiced hopes, fears and worries. **And then they described education as the solution to many of the challenges that face us.**

We learned a tremendous amount by reading the words of our neighbors. **Read on** for details of the Oregon Rising survey findings.

## **Ensuring All Voices Are Heard – And Equal**

Oregon Rising was devoted to hearing from as many Oregonians as possible. It was also important to ensure that those surveyed reflected the state's demographics.

Because of the way the survey was administered – through an open, mass invitation rather than to people of particular age, ethnicity, and gender – we used statistical methods to ensure that results were representative and valid. To accomplish this, the research firm randomly selected 1,800 responses that mirror Oregon in terms of geography, ethnicity, age and other characteristics. Details are available on pages 17-19.

## *The Story Behind Oregon Rising*

Oregon Rising was initiated and supported by three organizations that dedicate their work to the education of Oregon's students – Oregon Education Association (educators), Oregon School Boards Association (school board members), and the Confederation of Oregon School Administrators (principals, superintendents and other administrators).

***The power of this trio rests in our shared, long-term devotion to the education of Oregon students.*** Such a collective effort toward improving education is ground-breaking in Oregon, and a model nationally.

The name for our effort – Oregon Rising – is intentionally aspirational. Oregon Rising is about hearing and sharing Oregonians' hopes and dreams for the schools our students deserve. The decision to remove the funding element from the equation was also intentional: We find that as soon as the conversation turns to money, aspirations are tempered. ***Oregon Rising is focused on defining what Oregon students need to be successful, and how we can ensure those needs are met and that all dreams are within reach.***

Oregon Rising is about hearing and sharing Oregonians' hopes and dreams for schools.



That Oregon's public education system has been under stress since the 1990s is well understood and widely accepted\*. Fights for funding are no longer the exception, but the rule, and resources are always scarce. Arguments over sources for revenue, or opportunities for cuts, are well-worn paths through territory that is increasingly partisan.

**Oregon Rising sought to disrupt the pattern** by inviting Oregonians to temporarily ignore the funding discussion and, instead, to envision what they would like an Oregon education to be. We urged respondents to "dream unencumbered..."

When the project launched, **we had no predictions of what might be learned**. All of us worried that the effort could become a lightning rod for financial reform, particularly given the heightened sensitivities related to national elections and several education funding initiatives on the November 2016 ballot.

Yet the invitation to dream was met with what meeting sponsors consistently characterized as "relief" and "gratitude" for the opportunity to focus on outcomes and pathways to success, rather than spreadsheets and budgets. Conversations in the Oregon Rising gatherings and comments provided in the survey were sharply focused on students and Oregonians' dreams for their children, grandchildren and future citizens.

Oregon Rising sought to disrupt the pattern...  
We urged respondents to dream unencumbered.

---

\* In all three Oregon Values and Beliefs surveys (1992, 2012, and 2013), funding for public education was one of the most important problems Oregonians wanted their government officials to do something about. — DHM Research

## Specific Findings

In two months, 10,894 people participated in Oregon Rising by attending more than a hundred community gatherings or completing a survey. The survey posed 23 questions. Of those, 11 were geographic or demographic. The core 12 questions included 6 open-ended questions, allowing free-form, unlimited responses. In those, respondents got specific about their dreams for the kind of education they want for Oregon's children. Responses ranged from a few words to a full page or more.

When the results were processed, tabulated and analyzed, what we learned was shockingly simple. Regardless of home town, age, gender, education or background, feedback could be generalized as the following: **Oregonians want more for their children and grandchildren and they believe in the power of education.** Specifically...

- **Oregonians are not satisfied** with education as it is today.
- **Oregonians value a "well rounded" education** that includes a range of offerings from classical to technical skills.
- **Oregonians make the connection** between more teachers and lower class sizes.
- **College attendance** remains a high priority.
- **But college is not the only priority:** there is strong support for vocational training and pathways that lead to destinations other than college.

**Oregonians know there is a connection** between education and individual success; their community's quality of life and future; and the future of Oregon.

97%

Believe that good schools are **very important for the future of their children**, grandchildren or any young person they know.

94%

Believe that good schools are **very important to the future of Oregon.**

93%

Believe that good schools are very important for **their community's future.**

92%

Believe that good schools are **very important to their community's quality of life.**



# Statistically Dreaming

Nearly 9,000 respondents answered our first open-ended question, what we called the “Big Dream question.” Reviewing a randomly selected sub-sample of 1,800 responses, this is what they reported:

**The question:** Please describe the education you want for your children or grandchildren. If you don't have children or grandchildren, think of any young people you know. You can describe this however you'd like...anything that reflects your hopes for their education.



## 33% Be prepared for life after high school



Students prepared for life after graduation regardless of path	9%
Skills that prepare students for life after high school	6%
College prep (AP, IB, more rigor)	5%
Fosters curiosity and lifelong love of learning	5%
More career exploration	5%
More technical/vocational	3%

## 33% Well-rounded, broad education



More STEM/STEAM (Curriculum that includes Science, Technology, Engineering, Math and Art)	6%
Well-rounded, broad education (general)	5%
More art	5%
More reading/writing	4%
More civics/community awareness	4%
More culture/viewpoints	3%
More electives	3%
More music	3%

## 29% Encourage student engagement and learning



Encourages critical thinking	8%
Schools support and challenge all learners	5%
Center on student needs/personalized education	4%
Incorporates student interests	3%
Makes schools/learning fun	3%
Keep kids interested/motivated	3%
More experimental/hands-on learning/exploration	3%

## 21% Good schools and education (general)



### 8% Teachers – quantity and quality

More teachers/staff per student	8%
High quality teachers	5%

### 3% Other Eliminate or reduce standardized testing 3%

# Rating the Elements of Education

One question provided respondents with a list of categories and asked that they indicate which would achieve quality schools. The respondents could choose as many or as few as they wished.

**The question:** The following categories are often discussed in conversations about education. Please mark those that you think need to be addressed in order to achieve quality schools.



- 1** *Career technical education and vocational training*, and increased opportunities for hands-on, real-world experiences such as field trips and job shadows. (82%)
- 2** *Smaller class sizes*, with more educators and support staff so students receive more personal attention. (78%)
- 3** *Increased elective courses* during middle and high school, including greater emphasis on music, drama and art. (72%)
- 4** *A focus on closing opportunity and achievement gaps*, and on making sure all students are successful regardless of income level, race, first language, or advanced or special needs. (69%)
- 5** *More science, technology, engineering, and math* (STEM) education for students. (68%)
- 6** *Access to more rigorous programs* that enable students to earn college credit while in high school, such as AP, IB and dual-credit. (65%)
- 7** *Access to extended learning time*, such as summer-school and after-school programs, for students who need it. (62%)
- 8** *Greater student access to health care and counseling*, and more mental health services to ensure the health and safety of our students. (61%)

- 9** *Opportunities for students to graduate fluent* in two languages, if they choose. (61%)
- 10** *Improved communication* between parents and school staff. (58%)
- 11** *Programs to help improve attendance* for students who are chronically absent. (55%)
- 12** *Access to a tablet or laptop* for all students to enhance their learning. (49%)
- 13** *A longer school year* so that Oregon students have as much learning time as students in other states. (43%)
- 14** *School-based programs* to prepare preschoolers for kindergarten. (41%)
- 15** *A longer school day* so that Oregon students have as much learning time as students in other states. (31%)



# Education Priorities

Although we asked respondents to stay away from solutions or causes for the financial challenges related to schools, we did ask that they identify priorities for use. This open-ended question was presented in three steps, as first, second, and third priorities. Reviewing a randomly selected sub-sample of 1,800 responses, this is what people said:

## Responses to Questions 9-11



### 68% Teachers-quantity and quality

More teachers/staff per student	44%
Pay teachers more	10%
Teacher training/professional development	7%
Teacher support/resources	4%
Good teachers	3%



### 50% More well-rounded, broader education

More electives	9%
More athletics	8%
More art	8%
More STEM/STEAM	6%
More technical/vocational	6%
More music	4%
More languages	3%
More civics/community awareness	3%
Well rounded, broad education (general)	3%



### 16% Up-to-date resources

Schools that support technology	5%
Up-to-date curriculum/books	4%
Access to Internet, devices for all students	4%
Up-to-date equipment in schools	3%



### 14% Increase instruction time

More school days/longer year	8%
Longer school day	6%



### 14% Health, wellness and student safety

Better/free healthy lunches	7%
Mental health counseling	4%
Schools that are safe	3%



7%

## Facility improvements

Upgrade the buildings	4%
Better school facilities	3%



6%

## Focus on family

Parents	3%
Family/parental involvement	3%



6%

## Enrichment activities

After school opportunities	3%
Field trips	3%



9%

## Other

College prep	3%
Support for students with disabilities/special needs	3%
Experiential/hands-on learning/exploration	3%





The words that appeared most in the open-ended responses are telling.  
Asked for dreams, people used these terms most often:

**LEARN, KIDS, TEACHERS, SKILLS,  
ABLE, COLLEGE, FUTURE.**



Others that were often used are:

**ARTS, MUSIC, MATH, LIFE, WORLD, READING,  
STUDENT, WELL BEING, OPPORTUNITIES,  
CLASSES, TEACHING, TEACH, SYSTEM, SCIENCE,  
PROGRAMS, COMMUNITY, BEST, OREGON,  
CURRICULUM, BETTER, SUPPORT, HOPE.**



## Sampling of Representative Comments

Small enough class sizes so teachers have time to pay attention to the needs of all students and in environments that communicate to students that their education, safety, and wellbeing are important. Also, schools should provide an enriched environment that exposes students to a broad array of subjects in a manner that appeals to all learning styles, preparing students to fulfill their goals and realize their potential. Schools should create a culture of respect for all individuals, foster an environment of community involvement and global stewardship.

***Mother, Age 50-64, Willamette Valley***

I want my children to be able to attend a safe school where they are made to feel valued and cared for by the staff. Where children are challenged and have expectations, but are also guided with patience and an understanding that there will be differences between children. Where they get the basic skills to succeed academically, but also are taught in ways that promote grit and persistence. Where there are a variety of classes (PE, art, music, foreign language, sciences, advanced math). Where parents are engaged in their child's education.

***Mother, Age 25-35, Willamette Valley***

I want kids to look forward to going to school most days. I want them to feel proud that they are learning important things.


***Woman, Age 65-74, Portland Metro***

Well rounded, but an education that complements the individual child's talents and abilities, but still offers opportunities to challenge the student. An education that gets away from the cookie-cutter mentality that says every student must go to college or every student must excel in certain things to be a success. With all this, students must know that not everything they undertake is going to be an overwhelming success, that life is made up of successes and failures, and that what makes us winners is what we do in the face of those failures.


***Father, Age 50-54, Coast/South/East***

I would love to see an education where kids come out of school with a sense of purpose and feeling that they are important and can do anything.

***Mother, Age 50-64, Willamette Valley***




I want the sort of education you can get only when society funds education properly. Where we're not one of the states that funds at the lowest level in the country. When people understand that you get what you pay for, and that you can't get great education without money. When people realize that teachers are professionals and should be paid at a professional level. When education is valued, period.



***Mother, Age 50-64, Portland Metro***

I want them to not be held back by any limits because of funding, and to be able to study anything that they want to. This will help them learn important skills for the future.

***Male, Under 18, Portland Metro***



Industrial technology that relates to the manufacturing, construction, mechanical, electrical and civil technologies. I feel the emphasis is now on digital technology, which is a maturing market, but other "hands on" trades, skills and so forth are lacking in schools.

***Man, Age 50-64, Portland Metro***

No boundaries. Technology that is current.

***Father, Age 50-64, Coast/South/East***



Interactive and small classes, hands-on activities ... art, music and technical programs for high schoolers.

***Woman, Age 36-49, Willamette Valley***





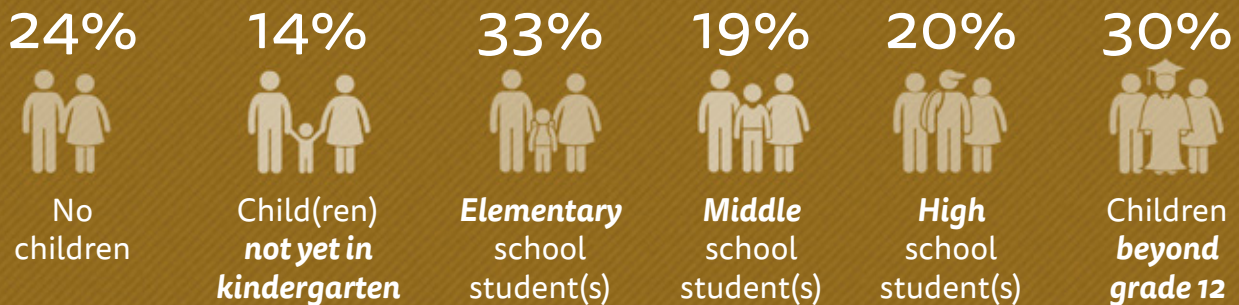
# Who Responded

Weighted samples are reported here. The 'weighting' reflects the statistical adjustments made to the survey data analysis to ensure that the findings were representative of the state's population. For example, slightly more women than men took the survey, so slightly more weight was applied to the male responses so that, taken as a whole, the responses were in line with the state's 50/50 male/female population.

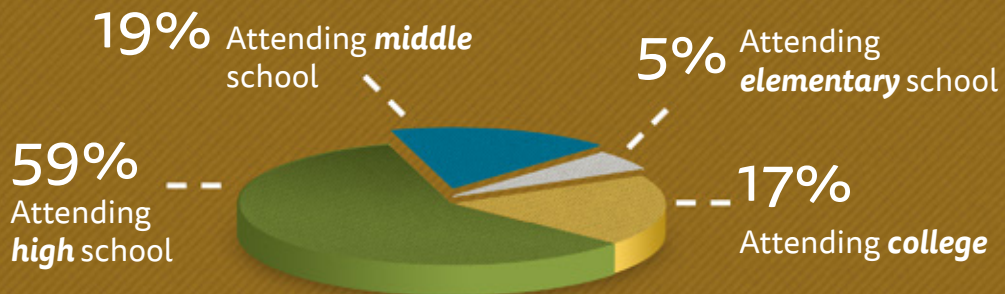
## WHERE RESPONDENTS LIVE



## PARENTAL STATUS



## IF THE RESPONDENT WAS A STUDENT, HE/SHE WAS





### RACE OR ETHNICITY

White	82%
Hispanic / Latino	9%
American Indian /Alaskan Native	4%
Asian	4%
American Indian /Alaskan Native	4%
African American	3%
African	1%
Middle Eastern	1%
Slavic	1%
Pacific Islander	1%
Unknown	1%
Other	1%
Decline	1%

*These percentages add up to more than 100% because some respondents selected multiple answers to more fully represent their race/ethnicity.*

### EDUCATION LEVEL

Graduate degree or more	30%
Bachelor's degree	27%
Associate degree	6%
Some high school, no diploma	13%
No high school	4%
Some college, no degree	12%
High school diploma, no college	8%

### FIRST LANGUAGE

English	91%
Spanish	3%
Chinese	2%
Russian	1%
Arabic	1%
"Other"	2%

*It was important to hear from people from all backgrounds. To make that possible, the survey was available in six languages and additional efforts were taken to engage a representative sampling of Oregon's population.*

### GENDER

Male	50%
Female	50%

### AGE

Under 18	17%
18-24	10%
25-35	15%
36-49	26%
50-64	18%
65-74	8%
75-84	5%
85 and over	2%



## Survey Methodology

The discussion in this report summarizes responses to Oregon Rising's first survey. That survey was fielded from March 30, 2016 until June 25, 2016. The survey was taken during gatherings at schools and attended by parents, community members and staff, and it was also available online.

Respondents were invited to participate by superintendents, principals, school board members, educators and other partners. They were also alerted to the site by media coverage and a social media campaign. It was open to anyone who wanted to respond.

Several other groups helped reach out to engage communities of color, and to invite participation by those whose first language is not English. The survey was available in English, Spanish, Vietnamese, Chinese, Russian and Somali.

Over the course of the survey's availability – approximately two months – 10,894 Oregonians participated. Approximately 70% responded online, and the balance took the survey in an Oregon Rising gathering.

The survey instrument was administered electronically except in cases during community gatherings when technology was limited or users preferred a traditional paper copy. In those cases, the responses were collected and later entered into the same online survey collector.

Answers were not required for any question on the survey, yet completion rates were extremely high, suggesting a very high level of engagement.

**Nearly two-thirds** of respondents voluntarily provided their email address to be kept apprised of Oregon Rising's efforts. For purposes of privacy, these email addresses were removed from the responses before analysis.

## About the Independent Analysis

An independent, non-partisan research firm, DHM Research, was hired to process the data and analyze the responses to the survey.

They first divided the responses into two main groups – those who work for a school district and those who don't. This was done to ensure that if a high number of people employed by school districts responded to the survey, they didn't skew the results. The two sets of data were then processed and analyzed. This document reports the weighted findings. This ensures you are receiving the numbers that most accurately reflect Oregon's demographics of geography, age, ethnicity and other characteristics, including district employment. For the open-ended verbatim responses, 1,800 responses that represented the state's statistics in terms of geography, ethnicity, age, gender, district employment and parenthood were randomly selected, ensuring a statistical balance that is reflective of Oregon demographics, geography, ethnicity, age and other characteristics.

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I haven't seen anything like Oregon Rising in my 40 years of doing opinion research and public outreach across the state. It is special for both the number of Oregonians who participated, and the quality of their responses.

— Adam Davis, DHM Research

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# Consistency Across Demographics

DHM Research conducted analysis of the variances between the two largest subgroups – employees and non-employees of school districts. Both have the same dreams about the kind of education system they want for our children and what the funding priorities should be to improve education in their communities.

They also marked most often the same two (out of fifteen) areas of importance to achieve quality schools: “Career technical education and vocational training, and increased opportunities for hands-on, real world experiences such as field trips and job shadows” and “Smaller class sizes, with more educators and support staff so students receive more personal attention.” And finally, both felt similarly about the relative value of longer school days and school years.

There were some variations, but they were not as significant or surprising as some might have anticipated. For example, though both groups felt they were important, school district employees were more likely to be strong in their sentiments about the importance of more teachers/staff per student and school-based programs to prepare preschoolers for kindergarten.

The firm also analyzed differences between respondents of various geographies, genders, age, education level, parent status, and all other demographics requested. There were surprisingly few variances between the groups. Some differences were thought-provoking, though again perhaps not surprising:

- **Respondents with no children felt differently about some of the areas needed to achieve quality schools than those with children.** Those with no children were more likely to feel that programs to improve attendance were important.
- **Hispanic/Latino respondents felt differently about some of the areas of importance compared to White respondents,** including being more likely to feel that having school-based programs to prepare preschoolers for kindergarten was important.
- **Portland Metro respondents were more likely than Willamette Valley and Coast/South/East to prioritize more teachers/staff per student as a funding priority.** (It is worth noting that class sizes in smaller and rural districts are likely to be smaller than in more urban settings.)

# Acknowledgments

***We are grateful to the ongoing support of the members of the organizations who created Oregon Rising.*** This project would not be possible without their shared commitment to hearing from the people of Oregon.

***As deeply as people care about education,*** it still took significant effort to spread the word about Oregon Rising. We appreciate the commitment and expertise of Verb Marketing + PR. The firm guided all aspects of outreach, from helping to name the effort, to creating the videos and inspiring participation. We consider them a true partner.

***We are indebted to Adam Davis and his team at DHM Research.*** We did not anticipate the number of responses received, nor did we expect the complex verbatim responses to the questions. When we realized that a professional research group was going to be essential to processing the feedback and reporting back on it with an independent view, we sought help. Adam and his team contributed a significant amount of time to process and analyze the survey. DHM also included a series of our questions in their independent polling, helping us to identify variations between the self-selecting respondents and the general public.

***We extend thanks to the following organizations for their help:*** Oregon PTA, Oregon Association of School Business Officials, Oregon Association of Education Service Districts, Oregon Association of Student Councils. Some groups played a vital part in reaching into all the communities of Oregon. Others shared their specialized knowledge as we translated the dreams we heard into action items for Oregon schools.

***Most of all, we thank those who responded.*** This was not an easy survey, and it typically took 15 minutes or more to complete. Respondents provided long and thoughtful answers to our questions. They answered an uncommon number of the questions, skipping few. More important, we were awed as we witnessed a true willingness to set aside politics, policies and traditional financial discussions in order to dream, unencumbered by the complications of reality. That is, we believe, where solutions take root.





### **Confederation of Oregon School Administrators**

The Confederation of Oregon School Administrators (COSA) serves Oregon students by developing and supporting those who guide the state's schools and programs. These leaders are our members – more than 2,200 school administrators, managers and executives. COSA was founded in 1974 to help educational leaders collectively shape public policy, advocate for schools, and speak on behalf of students. COSA also serves members with professional development, administrative licensure, and master's and doctoral degree programs.



### **Oregon Education Association**

The Oregon Education Association represents 44,000 educators in every community across our state. Founded more than 150 years ago, OEA's pre-k, k-12 and community college members are united in a shared vision "to improve the future of all Oregonians through quality public education."



### **Oregon School Boards Association**

The Oregon School Boards Association (OSBA) is dedicated to improving student achievement through advocacy, leadership, and service to locally elected volunteer Oregon public school boards. Today the association provides services in board development, policy, labor relations, legislative, litigation, communications, and liability and property insurance. OSBA's "The Promise of Oregon" campaign helped set the stage for Oregon Rising.



[www.oregon-rising.org](http://www.oregon-rising.org)

### ***For More Information***

The data and insights collected through the Oregon Rising survey effort are sure to have value and use for many other users. For more information, or for a more detailed reporting, please email [info@oregon-rising.org](mailto:info@oregon-rising.org) or visit the Oregon Rising website at [oregon-rising.org](http://oregon-rising.org).