

Gresham-Barlow School District

Board Meeting and Planning Session - Agenda Friday, February 17, 2017 8 a.m. – 5:30 p.m.

Easthill Church – Office Complex South
544 N. Main, Gresham, OR

	Time	Duration	Agenda Item	Lead
	7:30 a.m.	30 min.	Continental Breakfast	
1	8:00 a.m.	45 min.	Strategic Planning - District Goals – Part I	Jim Schlachter
2	8:45 a.m.	45 min.	Multnomah County Partnership for Educational Research	Teresa Ketelsen
3	9:30 a.m.	30 min.	Quarter 2 Reports	Jim Schlachter
	10:00 a.m.		Break	
4	10:30 a.m.	30 min.	K-3 Technology Grant	Teresa Ketelsen
5	11:00 a.m.	30 min.	Teacher Collaboration Grant	Teresa Ketelsen
6	11:30 a.m.	30 min.	Budget Update and District Goals – Part II	Mike Schofield, Jim Schlachter
	12:00 p.m.		Recess for Lunch	
7	1:00 p.m.	30 min.	Bond Update: • Overview	Mike Schofield
8	1:30 p.m.	45 min.	Bond Update: • Elementary School Projects	Mike Schofield
9	2:15 p.m.	45 min.	Bond Update: • High School Projects	Mike Schofield
10	3:00 p.m.	10 min.	Action Item: • Bid Award: CM/GC	Mike Schofield
11	3:10 p.m.	5 min.	Action Item: • OSCIM Authorizing Agreement	Mike Schofield
	3:15 p.m.		Break	
12	3:30 p.m.	15 min.	Board/Cabinet Planning for February – June 2017	Jim Schlachter
13	3:45 p.m.	30 min.	Superintendent Search	Search Committee
14	4:15 p.m.	15 min.	Board Succession	Carla Piluso
15	4:30 p.m.	15 min.	Board Self-Evaluation	Carla Piluso
16	4:45 p.m.	45 min.	Board Topics	Carla Piluso
	5:30 p.m.		Adjourn	

February 17, 2017
Board Retreat / Mid-Year Planning Session

HANDOUTS

Section 1
Strategic Planning
District Goals – Part I

The District's mission, "Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community," is supported by our vision as defined by seven strategic themes that guide the District's work:

No.	5-Year Target	Strategic Theme	Board Interest
	8 - <u>Professional development supporting equitable outcomes is a regular part of the district's staff development and coaching support.</u>	<u>Equitable Outcomes</u> Reduce the achievement gaps by supporting and sustaining equitable opportunities for every student	Include transgender in equity conversations
	1 - <u>Partnerships supporting students and schools established and providing support. All partnerships developed with a goal of engaging a diverse representation of partners that reflect the diversity that is present in our schools.</u>	<u>Community Partnerships</u> Enhance support for students and schools through parent, business and community partnerships	Efforts to increase partnerships
	6 - <u>Post-secondary transitions supported within all high schools and through robust partnerships with post-secondary partners (college and work-force development partners)</u>	<u>College and Career Readiness</u> Improve and increase high school pathways to college and career options	CTE expansion with increasing student opportunities, Exploration of facilities, partnerships with MHCC and other districts.
	1 - <u>Contingent on the year two visioning work related to learning support for pre-kindergarten students, partnerships developed that work closely with the district and in some cases utilize district facilities to provide student support for students prior to enrollment in kindergarten.</u>	<u>Early Learning</u> Align practices and resources to support all students reading at grade level by the end of the 3rd grade	Focus on high-needs Pre-K support – families and students, ELL support through programs related to technology and reading
	3 - <u>Continue to explore and define innovative and quality learning environments for use in the improvement of instructional practices and the facilities that support teaching and learning.</u>	<u>Class Size and Learning Environments</u> Strive to strategically reduce class sizes and improve learning environments	Non-class size issues, such as on-line opportunities, flexible space, Explore extended day supports, Counter charter school-like innovations

The District's mission, "Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community," is supported by our vision as defined by seven strategic themes that guide the District's work:

No.	Board Interest	Strategic Theme	5-Year Target
1	Include transgender in equity conversations	<u>Equitable Outcomes</u> Reduce the achievement gaps by supporting and sustaining equitable opportunities for every student	8 - <u>Professional development supporting equitable outcomes is a regular part of the district's staff development and coaching support.</u>
2	Efforts to increase partnerships	<u>Community Partnerships</u> Enhance support for students and schools through parent, business and community partnerships	1 - <u>Partnerships supporting students and schools established and providing support. All partnerships developed with a goal of engaging a diverse representation of partners that reflect the diversity that is present in our schools.</u>
3	CTE expansion with increasing student opportunities, Exploration of facilities, partnerships with MHCC and other districts.	<u>College and Career Readiness</u> Improve and increase high school pathways to college and career options	6 - <u>Post-secondary transitions supported within all high schools and through robust partnerships with post-secondary partners (college and work-force development partners)</u>
4	Focus on high-needs Pre-K support – families and students, ELL support through programs related to technology and reading	<u>Early Learning</u> Align practices and resources to support all students reading at grade level by the end of the 3rd grade	1 - <u>Contingent on the year two visioning work related to learning support for pre-kindergarten students, partnerships developed that work closely with the district and in some cases utilize district facilities to provide student support for students prior to enrollment in kindergarten.</u>
5	Non-class size issues, such as on-line opportunities, flexible space, Explore extended day supports, Counter charter school-like innovations	<u>Class Size and Learning Environments</u> Strive to strategically reduce class sizes and improve learning environments	3 - <u>Continue to explore and define innovative and quality learning environments for use in the improvement of instructional practices and the facilities that support teaching and learning.</u>

GRESHAM-BARLOW SCHOOL DISTRICT "2020 VISION"

Year Five (2019-20) Targets - Review

The District's mission, "Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community," is supported by our vision as defined by seven strategic themes that guide the District's work:

Items passed November 2016 that have a potential impact this target.

GBSD Bond Measure 26-187

Measure 98 – High School Success and Readiness

Measure 99 – Outdoor School For All

If this target is to be realized by 2019-20, our planning and commitment in this area is:

3 = Significant

2 = Moderate

1 = Minimal

0 = No

Equitable Outcomes— Reduce the achievement gaps by supporting and sustaining equitable opportunities for every student.

Sara & James

Board Retreat Interests - Include transgender in equity conversations

5 Years (2019-20) Targets		Considerations					
		PD	Staff	Funds	Time	CBA	Bond/98/99
8	Professional development supporting equitable outcomes is a regular part of the district's staff development and coaching support.	3	2	3	3	2	Bond 98

Community Partnerships — Enhance support for students and schools through parent, business and community partnerships

Athena & Randy

Board Retreat Interests - Efforts to increase partnerships

5 Years (2019-20) Targets		Considerations					
		PD	Staff	Funds	Time	CBA	Bond/98/99
1	Partnerships supporting students and schools established and providing support. All partnerships developed with a goal of engaging a diverse representation of partners that reflect the diversity that is present in our schools.	2	2	2	3	3	Bond 98

If this target is to be realized by 2019-20, our planning and commitment in this area is:
 3 = Significant 2 = Moderate 1 = Minimal 0 = No

James & John

College and Career Readiness — Improve and increase high school pathways to college and career options

Board Retreat Interests - CTE expansion with increasing student opportunities, Exploration of facilities, partnerships with MHCC and other districts.

5 Years (2019-20) Targets		Considerations					
		PD	Staff	Funds	Time	CBA	Bond/98/99
6	Post-secondary transitions supported within all high schools and through robust partnerships with post-secondary partners (college and work-force development partners)	2	3	3	2	2	Bond 98

Julie & Teresa

Early Learning — Align practices and resources to support all students reading at grade level by the end of the 3rd grade

Board Retreat Interests - Focus on high-needs Pre-K support – families and students, ELL support through programs related to technology and reading

5 Years (2019-20) Targets		Considerations					
		PD	Staff	Funds	Time	CBA	Bond/98/99
1	Contingent on the year two visioning work related to learning support for pre-kindergarten students, partnerships developed that work closely with the district and in some cases utilize district facilities to provide student support for students prior to enrollment in kindergarten.	1	3	3	3	2	Bond

Class Size and Learning Environments — Strive to strategically reduce class sizes and improve learning environments

Teresa & Mike

Board Retreat Interests - Non-class size issues, such as on-line opportunities, flexible space, Explore extended day supports, Counter charter school-like innovations

5 Years (2019-20) Targets		Considerations					
		PD	Staff	Funds	Time	CBA	Bond/98/99
3	Continue to explore and define innovative and quality learning environments for use in the improvement of instructional practices and the facilities that support teaching and learning.	2	3	3	3	3	Bond 98 99

GRESHAM-BARLOW SCHOOL DISTRICT “2020 VISION”

The District’s mission, “**Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community,**” is supported by our vision as defined by seven strategic themes that guide the District’s work:

Teaching and Learning, Growth and Achievement for All — Engage every student in meaningful learning through high-quality, accessible instruction and relevant content

Equitable Outcomes— Reduce the achievement gaps by supporting and sustaining equitable opportunities for every student

College and Career Readiness — Improve and increase high school pathways to college and career options

Early Learning — Align practices and resources to support all students reading at grade level by the end of the 3rd grade

Class Size and Learning Environments — Strive to strategically reduce class sizes and improve learning environments

Community Partnerships — Enhance support for students and schools through parent, business and community partnerships

Community Investment — Create a long-term prioritized plan for enhancing and preserving the community’s facilities

Our ability to prepare every student for success necessitates our alignment of attitudes and behaviors and a unified commitment to promote, protect and defend our vision for the future. The support that ensures that the district can deliver on “Every Student Prepared for Success” is defined by the plans put together by district leaders and district staff. These plans are present in the district’s Consolidated Improvement Plan, each school’s School Improvement Plan, the planning of the district’s Instructional Leadership Team and the oversight of the Superintendent’s Cabinet.

The seven strategic themes and corresponding bold steps detailed in this document focus the work at all levels of the district. For each strategic theme, targets that define what we are striving to achieve will be developed or one year, two years and five years. The first four themes are calibrated for all schools and the district through the use of the Indistar tool provided by ODE. Critical to all of the strategic themes are the measures of success that track processes, actions and data.

This oversight document details our year two and year five year targets,
our improvement indicators and references to reports that provide data on measures of success.

Updated: August 4, 2016

Measures (Detailed in GBSD Leading indicators, CIP and SIP plans)	Indicators (Identified via district CIP and school SIP Planning Processes)	Strategic Themes - Bold Steps – Targets (Developed through community involvement process and school board oversight)	Projects, Programs and Reports (Identified by Instructional Leadership Team and Cabinet)	Quarterly Reports Performance measures, completed as detailed below x.1 = October – Q1 x.2 = February – Q2 x.3 = May – Q3 x.4 = August – Q4	
				2015-16	2016-17
<p>GBSD Leading Indicators</p> <p>CIP Target Measures detailed in ILT working document</p> <p>SIP/CAP Measures detailed in school SIP and CAP working document</p>	<p>CIP Indicators</p> <p>Educator Effectiveness – DEE 4.4 - All teachers in the district will be actively engaged in professional learning and collaboration resulting in the discovery and implementation of stronger, research-based practice to improve teaching and learning.</p> <p>Teaching and Learning-- DTL 5.7 - The district will have a balanced assessment system aligned to the district curricula that will include formative, interim and summative measures that are rigorous and cognitively demanding.</p> <p>SIP Indicators</p> <p>Educator Effectiveness - EE2.2 - All teachers use</p>	<p>Teaching and Learning, Growth and Achievement for All</p> <p><i>Engage every student in meaningful learning through high-quality, accessible instruction and relevant content</i></p> <p>Targets</p> <p><i>Create a collaborative culture focused on high-quality standards driven by instruction that promotes high levels of student achievement.</i></p> <p>2 Years (2016-17)</p> <ul style="list-style-type: none"> PLTs will be creating their own data cycles and identifying instructional strategies and activities based on student performance. Refinements in practice will increase ability to meet the learning needs of all students and to find efficiencies within our system. Learning walks will be in place and led by coaches and administrators. Refinements to the process of gathering professional development needs for all staff will be made. Create a district curriculum evaluation system that analyzes the effectiveness of core programs. Develop a district curriculum resources adoption cycle that aligns with Oregon Department of Education. 	<ol style="list-style-type: none"> Learning (Collaborative) Teams – ILT Accomplished Educators Project - CAB Teacher Leadership Collaboration Grant / Project - CAB Leading for Learning Curriculum Adoptions - ILT REY Academy - ILT Middle School Visioning – ILT Right Brain Initiative - ILT Balanced Assessment - ILT Interventions - ILT 	<p>TL 1.3</p> <p>TL 2.3</p> <p>TL 3.4</p> <p>TL 4.4</p> <p>TL 5.2a (K-5 ELA)</p> <p>TL 6.3</p> <p>TL 7.4</p> <p>TL 8.2</p>	<p>TL 1.3</p> <p>Merged w/TL 3.4</p> <p>TL 3.4</p> <p>TL 4.4</p> <p>TL 5.2b (6-8 ELA) TL 5.2c (6-8 Mth)</p> <p>TL 6.3</p> <p>TL 7.4</p> <p>Off-Year</p> <p>TL 9.1</p> <p>TL 10.1</p>

<p>GBSD Leading Indicators</p> <p>CIP Target Measures detailed in ILT working document</p> <p>SIP/CAP Measures detailed in school SIP and CAP working document</p>	<p>instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the needs of all students.</p> <p><u>CIP Indicators</u></p> <p>Educator Effectiveness – DEE 4.4 - All teachers in the district will be actively engaged in professional learning and collaboration resulting in the discovery and implementation of stronger, research-based practice to improve teaching and learning.</p> <p>Teaching and Learning-- DTL 5.7 - The district will have a balanced assessment system aligned to the district curricula that will include formative, interim and summative measures that are rigorous and cognitively demanding.</p> <p><u>SIP Indicators</u></p> <p>Educator Effectiveness - EE2.2 - All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the needs of all students.</p>	<p>Teaching and Learning, Growth and Achievement for All - Continued</p> <p>2 Years (2016-17) - continued</p> <ul style="list-style-type: none"> • Provide professional learning opportunities to support teachers in their understanding of the pacing guides and ability to effectively implement standards-driven instruction and provide professional learning and collaboration opportunities to support building administrators in their ability to monitor adherence to expectations of standards-driven instruction. • Continue developing resources that guide and support a guaranteed and viable curriculum in all remaining content areas are provided K-12 across the district. • The district will acquire or create an assessment system to assist teachers in developing effective assessments aligned to standards. Training will be provided to enable staff to effectively use the assessment system, which will facilitate test development K-12 in all core content areas, and directly support the work of Teacher Learning Teams (TLT). • Begin to define and communicate common proficiency expectations for student performance on grade-level standards. <p>5 Years (2019-20)</p> <ul style="list-style-type: none"> • Administrators and teachers will participate in collaborative planning time to discuss classroom, school, and district common practices. • Teachers will frequently collaborate in PLTs and use research-based data to make instructional decisions. The primary focus of collaboration time will be to share instructional strategies and activities and to coordinate instruction for students based on their performance levels. During collaboration, data will be used to frame and improve instruction and support student learning. • Content standards and curriculum resources aligned with those standards are provided for each content area and grade level. Those curriculum resources include prioritized standards, pacing guidelines, and assessment calendars. Teachers supported in their understanding of the pacing guides and ability to effectively implement standards-driven instruction. • A consistent expectation exists in all buildings that teachers will utilize those standards and resources to provide students with a guaranteed and viable curriculum. Building administrators through observations of classroom instruction and TLT cycles will monitor adherence to that expectation. • Proficiency expectations for content standards are clearly communicated to students and parents. There is a system in place to gather and communicate proficiency data at the student, school and district levels. • Based on the content standards, students will be able to articulate what they are learning and why they are learning it. • Effective implementation of a comprehensive balanced assessment system that promotes data driven instruction. 			
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Measures (Detailed in GBSD Leading indicators, CIP and SIP plans)	Indicators (Identified via district CIP and school SIP Planning Processes)	Strategic Themes - Bold Steps – Targets (Developed through community involvement process and school board oversight)	Projects and Programs (Identified by Instructional Leadership Team and Cabinet)	Measures (Detailed in CAB and I.L.T plans)	
				2015-16	2016-17
GBSD Leading Indicators CIP Target Measures detailed in ILT working document SIP/CAP Measures detailed in school SIP and CAP working document	<u>CIP Indicators</u> Technical and Adaptive Leadership --DTAL 3.4 District and school leaders will actively promote a shared vision for equity and high expectations for the success of all students. <u>SIP Indicators</u> Technical and Adaptive Leadership - LDR 5.5 - School leaders actively promote a shared vision for equity, cultural competence, and high expectations.	Equitable Outcomes <i>Reduce the achievement gaps by supporting and sustaining equitable opportunities for every student.</i> Targets 2 Years (2016-17) <ul style="list-style-type: none"> The district's Equity policy will be implemented and the impact monitored. Recommendations for modifications made, as needed. Continuation of the Superintendent's Equity Advisory with district facilitation Review the purpose and effectiveness of the Superintendent's Equity Advisory, which includes students, parents, staff at all levels and community members. Continue the annual equity audit in every school in October with results informing school improvement plans. Continue to address the disproportionality in the suspensions and expulsions of students of color. Administrators will continue to participate in systemic, focused equity training in either CFEE, National Equity Project or University of Portland Equity Certificate. 	1. Equity Professional Development - ILT Equity Lens 2. Equitable Outcomes- CAB 3. Exclusionary Discipline Gap - DATA 4. Achievement Gap - DATA 5. Graduation Gap - DATA 6. Dropout Gap – DATA 7. Workforce Equity - DATA	EO 1.2a EO 1.2b, 1.2c EO 2.3 EO 3.4 EO 4.3 EO 5.3 EO 6.4 EO 7.2	EO 1.2 EO 2.3 EO 3.4 EO 4.3 EO 5.3 EO 6.4 EO 7.2

<p>GBSD Leading Indicators</p> <p>CIP Target Measures detailed in ILT working document</p> <p>SIP/CAP Measures detailed in school SIP and CAP working document</p>	<p><u>CIP Indicators</u></p> <p>Technical and Adaptive Leadership --DTAL 3.4 District and school leaders will actively promote a shared vision for equity and high expectations for the success of all students.</p> <p><u>SIP Indicators</u></p> <p>Technical and Adaptive Leadership - LDR 5.5 - School leaders actively promote a shared vision for equity, cultural competence, and high expectations.</p>	<p>Equitable Outcomes - Continued</p> <p>5 Years (2019-20)</p> <ul style="list-style-type: none"> • Refinement of a district equity lens at the district leadership level leading to consistency of implementation of a common lens in decisions such as budgeting, hiring and resource allocation across school sites and district departments. • Develop a district-wide understanding of a "growth mindset" approach to education. Intentionally extend the "growth mindset" approach with students and parents. • Support for equitable outcomes for every student is fully met: no disproportionality in discipline, chronic absence rates, academic outcomes and graduation rate in all subgroups, <i>but specifically in our Hispanic subgroup.</i> • All school and district administrators will have participated in one of the approved equity trainings (e.g. CFEE, Equity Certificate, NEP, in addition to attending the OLN Leadership Institute. • All building administrators are engaged with district leaders in authentic, meaningful conversations about addressing equity. • Additional partnerships established with culturally specific providers for the purpose of increasing access for students of color, and supporting our students' academic success. • Clearly defined Equity Lens that is consistently applied and implemented when making decisions (resource allocation, funding, hiring, etc.). • Professional development supporting equitable outcomes is a regular part of the district's staff development and coaching support. 			
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Measures (Detailed in GBSD Leading indicators, CIP and SIP plans)	Indicators (Identified via district CIP and school SIP Planning Processes)	Strategic Themes - Bold Steps – Targets (Developed through community involvement process and school board oversight)	Projects and Programs (Identified by Instructional Leadership Team and Cabinet)	Measures (Detailed in CAB and ILT plans)	
				2015-16	2016-17
GBSD Leading Indicators CIP Target Measures detailed in ILT working document SIP/CAP Measures detailed in school SIP and CAP working document	<u>CIP Indicators</u> Teaching and Learning – DTL 5.4 Teaching and learning outcomes at each level of the system will be driven by standards providing students with the academic, career and technical skills necessary for successful post- secondary transitions to college or career. Those standards may include but are not limited to: Common Core, Science, English Language Proficiency, Oregon Social Studies, Technology, CTE Skill Sets. <u>SIP Indicators</u> Teaching and Learning - TL 4.1 All instructional staff at the schools engaged in aligning instruction and local assessments to state standards.	College and Career Readiness <i>Improve and increase high school pathways to college and career options</i> Targets 2 Years (2016-17) <ul style="list-style-type: none"> Teaching and learning outcomes at each level of the district continue to be developed and modified to align with standards providing students with the academic, career and technical skills necessary for successful post-secondary transitions to college or career. Efforts to embed college and career readiness standards across all k-12 learning opportunities to develop problem solving, teamwork higher-level thinking, and engineering / design skills continue. The programs offered by CAL are utilized, promoted by district high schools and lead to full enrollment in all GBSD slots. Available college and career pathways well established, supported and effectively communicated to all students in grades 6-12. CTE and STEM options, current and desired, inform facility needs and utilized in the design phase of a passed facilities bond. Post-secondary partners engaged in improvement efforts related to college and career readiness through dual-credit offerings and workforce development. Data related to the success of historically under-represented students shows an increase in student enrollment and success in classes connected to CTE and STEM pathways 	1. Equal Opportunity Schools (EOS) 2. College Possible - DATA 3. Pathways through High School to Career and College - ILT 4. AVID - DATA 5. Dual Credit - DATA 6. AP and IB - DATA 7. CAL - ILT	CR 1.2 CR 2.2 CR 3.3 CR 4.3 CR 5.3 CR 6.3 Annual Report	 Off Year CR 3.3 Off Year CR 5.3 CR 6.3 Annual Report

<p>GBSD Leading Indicators</p> <p>CIP Target Measures detailed in ILT working document</p> <p>SIP/CAP Measures detailed in school SIP and CAP working document</p>	<p><u>CIP Indicators</u></p> <p>Teaching and Learning – DTL 5.4 Teaching and learning outcomes at each level of the system will be driven by standards providing students with the academic, career and technical skills necessary for successful post-secondary transitions to college or career. Those standards may include but are not limited to: Common Core, Science, English Language Proficiency, Oregon Social Studies, Technology, CTE Skill Sets.</p> <p><u>SIP Indicators</u></p> <p>Teaching and Learning - TL 4.1 All instructional staff at the schools engaged in aligning instruction and local assessments to state standards.</p>	<p>College and Career Readiness – Continued</p> <p>5 Years (2019-20)</p> <ul style="list-style-type: none"> Teaching and learning outcomes at each level of the system driven by standards providing students with the academic, career and technical skills necessary for successful post-secondary transitions to college or career. Those standards may include but are not limited to: Common Core, Science, English Language Proficiency, Oregon Social Studies, Technology, CTE Skill Sets. College and career readiness standards embedded across all k-12 learning opportunities to develop problem solving, teamwork higher-level thinking, and engineering / design skills continue. The programs offered by CAL continue to evolve to meet changing CTE/STEM content that align with college and workforce development. A wide array of high-interest, relevant college and career pathways established, supported and effectively communicated to all students in grades 6-12. College and career preparation and pathways supported through challenging core, STEM, CTE and elective options. Post-secondary transitions supported within all high schools and through robust partnerships with post-secondary partners (college and work-force development partners) CTE and STEM options fully supported through facilities designed and equipped to meet the changing demands of these pathway classes. Student enrollment and success in classes connected to CTE and STEM pathways is consistent among all demographic subgroups. 			
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Measures (Detailed in SIP plans)	Indicators (Identified via district CIP and school SIP Planning Processes)	Strategic Themes - Bold Steps – Targets (Developed through community involvement process and school board oversight)	Projects and Programs (Identified by Instructional Leadership Team and Cabinet)	Measures (Detailed in CAB and ILT plans)	
				2015-16	2016-17
SIP/CAP Measures detailed in school SIP and CAP working document		<p>Community Partnerships <i>Enhance support for students and schools through parent, business and community partnerships</i></p> <p>Targets</p> <p>Partnerships include:</p> <ul style="list-style-type: none"> • Parent organizations in all schools that are focused on school climate, student learning, and support for students. Examples include Parent-Teacher Clubs, Booster Clubs, specific activity or athletic support clubs. • Business partnerships that include the district's working relationship with the Gresham Chamber of Commerce, and the East Metro Economic Alliance. Individual schools in the district have working partnerships with regional businesses that support student opportunities in and out of the school. • Community partners support schools through a wide range of engagement opportunities including Community Care Day activities, outside of school athletic and activity programs, district-wide events and projects, and projects with individual schools. Examples: Faith-based Community, YMCA, Sister-City partnerships, youth athletic organizations, etc. • Governmental partners where services and planning efforts intersect with the district's work in providing education for those residing in the agency's area of responsibility. Examples: Cities of Gresham, Troutdale, Damascus, Multnomah County, Clackamas County and Metro. • Service-provider partners are actively engaged in providing support for students and families. Examples: El Programmo Hispana, Metropolitan Family Services, OASIS and All Hands Raised. • Educational partners work closely with the district in areas where our collaborative work aligns with the strategic themes of the district. Examples: Chalkboard Project, HMH (EGES SIG partner), Portland-Metro Educational Project (PMEP), Oregon Department of Education, Multnomah Educational Service District, other K-12 school districts, etc. 	<ol style="list-style-type: none"> 1. Strategic Planning Project - CAB 2. Communications - DATA 3. School Uniting Neighborhoods (SUN) - DATA 4. OASIS - DATA 5. SMART - DATA 6. AHR Projects - DATA 	<p>CP 1.2, 1.4</p> <p>CP 2.4</p> <p>CP 3.3</p> <p>CP 4.2</p>	<p>CP 1.2, 1.4</p> <p>CP 2.4</p> <p>CP 3.3</p> <p>Off Year</p> <p>CP 5.2</p> <p>CP 6.2</p>

<p>SIP/CAP Measures detailed in school SIP and CAP working document</p>		<p style="text-align: center;">Community Partnerships - Continued</p> <p>2 Years (2016-17)</p> <ul style="list-style-type: none"> • District-community connections identified, supported and utilized to increase support for student learning. • Conduct an annual review of existing partners and exploration of possible future partnerships that have the potential of addressing identified needs that align with the district mission and vision. • Governmental partnerships continued with an emphasis on intersections with the work related to a passed facilities bond. • Partnerships with service providers reviewed for effectiveness, intended outcomes and needed modifications. <p>5 Years (2019-20)</p> <ul style="list-style-type: none"> • Partnerships supporting students and schools established and providing support. All partnerships developed with a goal of engaging a diverse representation of partners that reflect the diversity that is present in our schools. • Partners are engaged in facility-based work (planning, implementation of approved bonds and advancing planning for future facility bonds), • Partnerships with service providers regularly evaluated and modified to meet district-identified needs. • All partnerships have their work with the district fully aligned with the district's mission and vision. 			
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Measures (Detailed in GBSD Leading indicators, and SIP plans)	Indicators (Identified via district CIP and school SIP Planning Processes)	Strategic Themes - Bold Steps – Targets (Developed through community involvement process and school board oversight)	Projects and Programs (Identified by Instructional Leadership Team and Cabinet)	Measures (Detailed in CAB and ILT plans)	
				2015-16	2016-17
GBSD Leading Indicators SIP/CAP Measures detailed in school SIP and CAP working document		<p align="center">Early Learning</p> <p align="center">Align practices and resources to support all students reading at grade level by the end of 3rd grade</p> <p align="center">Targets</p> <p>2 Years (2016-17)</p> <ul style="list-style-type: none"> Based on year one data for full-day kindergarten, make necessary adjustments to kindergarten and first grade practices Expansion of programs that demonstrate positive outcomes related to early learning. Redefine the district's relationship to, and support for, learning prior to kindergarten. Include consideration for pre-school programs and early childhood services based in schools. Explore the expansion of early learning services through the identification of facilities, or plan to remodel/build facilities that can support added services and partnerships. Partnerships to explore may include Multnomah County services, Department of Human Services, Head Start, and other potential partners that provide support to early learning. <p>5 Years (2019-20)</p> <ul style="list-style-type: none"> Contingent on the year two visioning work related to learning support for pre-kindergarten students, partnerships developed that work closely with the district and in some cases utilize district facilities to provide student support for students prior to enrollment in kindergarten. 	1. Early Kindergarten Transition (EKT) - ILT 2. Early Learning (k-1) - ILT 3. Push-In ELL in Kinder at EGES, HIES, and NGES	EL 1.2, 1.4 Combined with EL 1 EL 3.4	Off Year Combined with EL 1 EL 3.4

Measures	Indicators (Identified via district CIP and school SIP Planning Processes)	Strategic Themes - Bold Steps – Targets (Developed through community involvement process and school board oversight)	Projects and Programs (Identified by Instructional Leadership Team and Cabinet)	Measures (Detailed in CAB and ILT plans)	
				2015-16	2016-17
		<p align="center">Class Size and Learning Environments <i>Strive to strategically reduce class sizes and improve learning environments</i> Targets</p> <p>2 Years (2016-17)</p> <ul style="list-style-type: none"> Sustain staffing levels in K-2 that support of reading instruction and general student learning. Explore targeted grades, levels, schools* and content areas where reductions can be considered. (Funding dependent) Utilizing a district's 2016-17 class size data, and application of class sizes identified in the Oregon Quality Education Model (QEM), apply any increased funding dedicated to staffing to reaching targets in the 2017-19 biennium. (Oregon State School Funding Level dependent) Implement established descriptors of learning environments needed in all grades, levels and in specific content areas in the design work of projects included in a passed bond measure. <p>5 Years (2019-20)</p> <ul style="list-style-type: none"> The district's application of class sizes identified in the Oregon Quality Education Model (QEM), applied to staffing in an effort to reach targets. (Oregon State School Funding Level dependent) Implement established descriptors of learning environments needed in all grades, levels, schools* and in specific content areas in the design work of projects included in a passed bond measure. Continue to explore and define innovative and quality learning environments for use in the improvement of instructional practices and the facilities that support teaching and learning. <p align="center"><i>* Integrate school poverty and ELL population data in allocation formulas.</i></p>	<ol style="list-style-type: none"> Staffing, Class Size MHCRC Technology Partnership - CAB Culturally Responsive Environments – ILT Growth Mindset - ILT 	LE 2.2	LE - 1.1 LE 2.2 LE 3.3 LE 4.3

Measures	Indicators (Identified via district CIP and school SIP Planning Processes)	Strategic Themes - Bold Steps – Targets (Developed through community involvement process and school board oversight)	Projects and Programs (Identified by Instructional Leadership Team and Cabinet)	Measures (Detailed in CAB and ILT plans)	
				2015-16	2016-17
		<p align="center">Community Investment <i>Create a long-term prioritized plan for enhancing and preserving the community's facilities</i></p> <p align="center">Targets</p> <p>2 Years (2016-17)</p> <ul style="list-style-type: none"> Implement a successful bond through the effective, on time and within budget planning, design, and construction. Engage a citizen oversight committee to partner with the district in the implementation of the bond projects. <p>5 Years (2019-20)</p> <ul style="list-style-type: none"> Build off of the successful implementation of all bond projects to build community support for district programs and facilities. Utilize support to explore additional bonds for facilities that fit the long-range district plan. 	<ol style="list-style-type: none"> 2016 Bond Measure - CAB Facility Planning - CAB 	BMPC data- 1.3	CI – 1.1, 1.2 CI – 2.3, 2.4

February 17, 2017
Board Retreat / Mid-Year Planning Session

HANDOUTS

Section 2
**Multnomah County Partnership
for Educational Research**

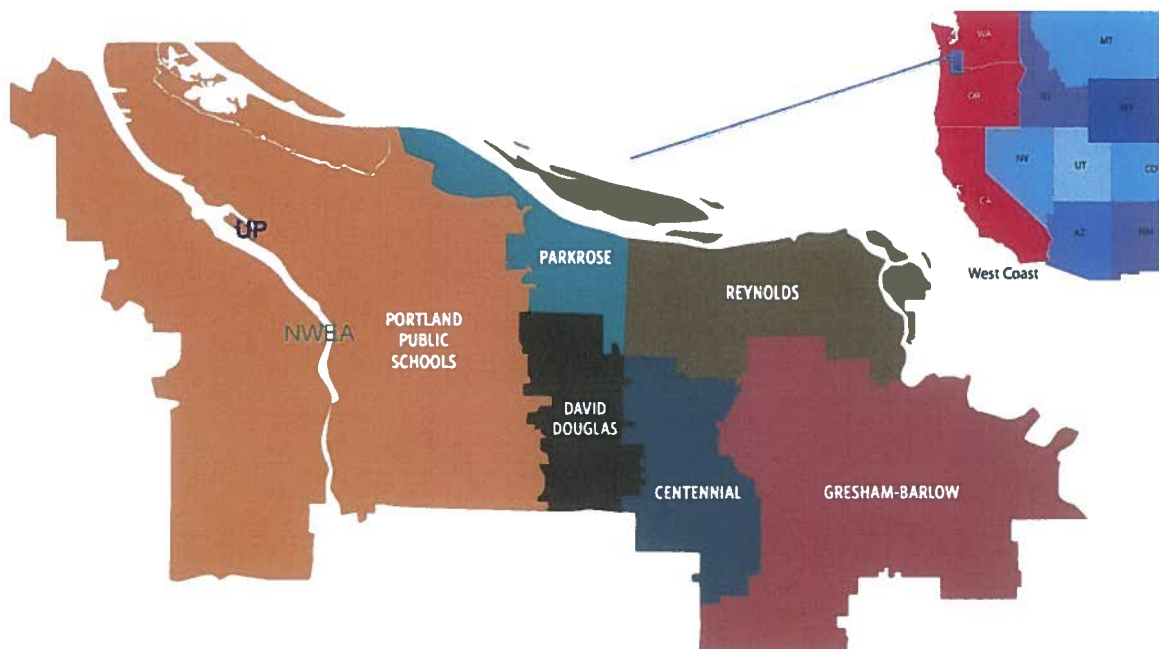
GRESHAM-BARLOW SCHOOL DISTRICT

Report Title	Date	Synopsis
World Language as Graduation Requirement	10/13/2016	This evaluation project included a literature review and data analysis analyzing the impact of a world language requirement on student academic achievement and persistence in school.
Recruitment and Retention of Teachers and Administrators: Research-Based Best Practices	10/13/2016	This report addresses considerations surrounding the recruitment of teachers and administrators and identifies reasons for attrition. Recommendations for the recruitment of culturally and linguistically diverse candidates are included.
Does Participation in School-Sponsored Track and Field Impact Attendance, Academic Achievement, and Discipline?	10/13/2016	This report includes a literature review of current scholarly research that provides a frame and lens through which to view the potential role that physical activity plays in promoting students' success inside and outside of their classrooms. Data analysis using district data also provides insight into the impact of sports on students in this district.
Exclusionary Practices	10/02/2015	An analysis of the impact of exclusionary practices on high school graduation was performed. This included the examination of the relationship between suspensions and exclusions and graduation rates. The impact on various sub-groups was examined. Research was reviewed to make recommendations for disciplinary and exclusionary best practices.
Academic Pathways	10/02/2015	College-readiness research was reviewed to better understand the three-year pipeline for four college prep programs. Data was also analyzed by disaggregating attendance and final grades by gender, SES, and Race/Ethnicity.
A Further Evaluation of a Full-Day Kindergarten Model	04/07/2015	A second analysis of the kindergarten booklet data was conducted to examine effects of full-day kindergarten beyond DIBELS (i.e., through the booklet data).
Evaluation of the Benefits Provided by Instituting a Full-Day Kindergarten Model	09/16/2014	In order to determine the best kindergarten program model to implement, district data on attendance and DIBELS testing was analyzed. Also, a thorough review of current research was completed in order to make recommendations for successful program adoption and implementation.
College Readiness: An Evaluation of Course Completion	09/16/2014	Student transcript data analysis was conducted to determine student college preparedness. This included the examination of student grades in core courses, the distribution of students taking AP and IB courses, and the percentage of students meeting OUS entrance requirements.
An Evaluation of the Effects of Freshman Academy	09/16/2014	An analysis of the newly adopted Freshman Academy was performed, including a data analysis comparing students attending the Freshman Academy and a main stream high school. Additional data analysis regarding defining chronic absenteeism were requested and provided on 10/10/14.

Multnomah County Partnership for Education Research



Multnomah County — Portland Metro Area





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Multnomah County Educational Partnership

Six-Year Rollout



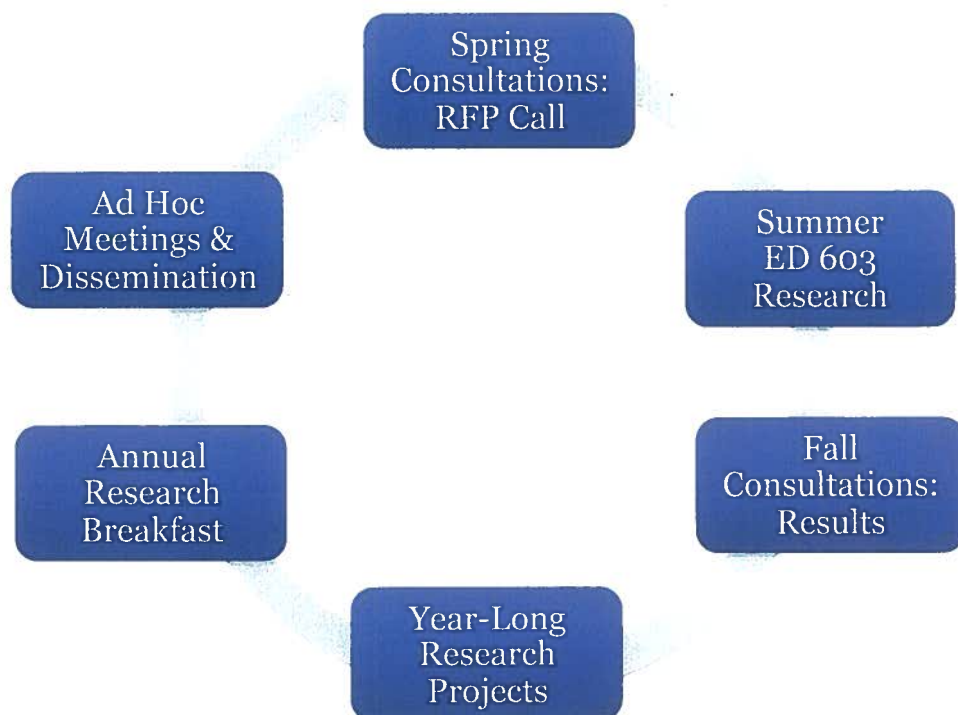
Multnomah County Educational Partnership

Six-Year Rollout





The Research Cycle



71 Completed Projects!

Literature Reviews

- Research-Based Math Interventions
- Best Practices for English Language Learners

Data Analysis

- Effects of a District Provided Conference
- Foreign Language as a Graduation Requirement

Co-Constructed Active Projects

- Impacts of a Summer PD Experience
- How a New Partnership Works Together



Report Title	Date	Synopsis
World Language as Graduation Requirement		This graduation project included a literature review and data analysis analyzing the impact of a language requirement on student academic achievement and persistence in school.
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Does Participation in School-Sponsored Track and Field Impact Attendance, Academic Achievement, and Discipline?		This report includes a literature review of current scholarly research that provides a frame and insight into the impact of sports on students in this district.
Exclusionary Practices		An analysis of the impact of exclusionary practices on high school graduation was performed. The examination of the relationship between suspensions and exclusions and rates. The impact on various sub-groups was examined. Research was reviewed to make recommendations for disciplinary and exclusionary best practices.
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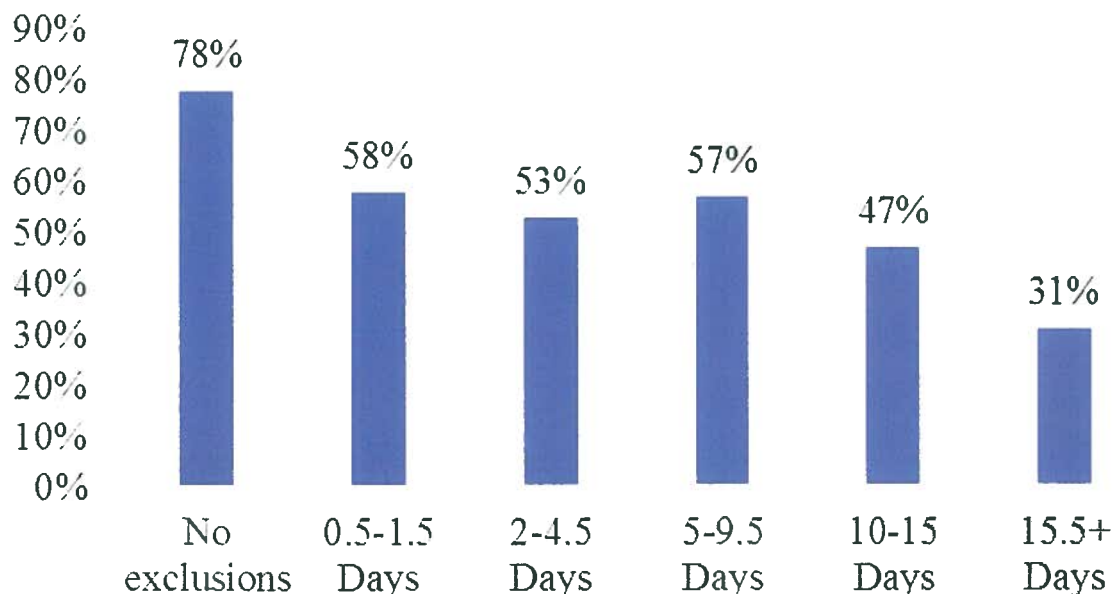
Exclusionary Practices

- *An analysis of the 2013 and 2014 graduating cohorts*
- Males, low SES students, and students receiving special education services were statistically more likely to be excluded from school for more days ($p < .05$)
- Males, high SES students, students receiving special education services, and students receiving ELL services were statistically more likely to receive more exclusionary infractions ($p < .05$)
- Any amount of exclusions from school had a negative impact on graduating from high school



- Inclusionary disciplinary responses increase a student's likelihood of remaining in school (Gromet et al., 2012)

Graduation Rates by Total Days Excluded



World Language as a Graduation Requirement

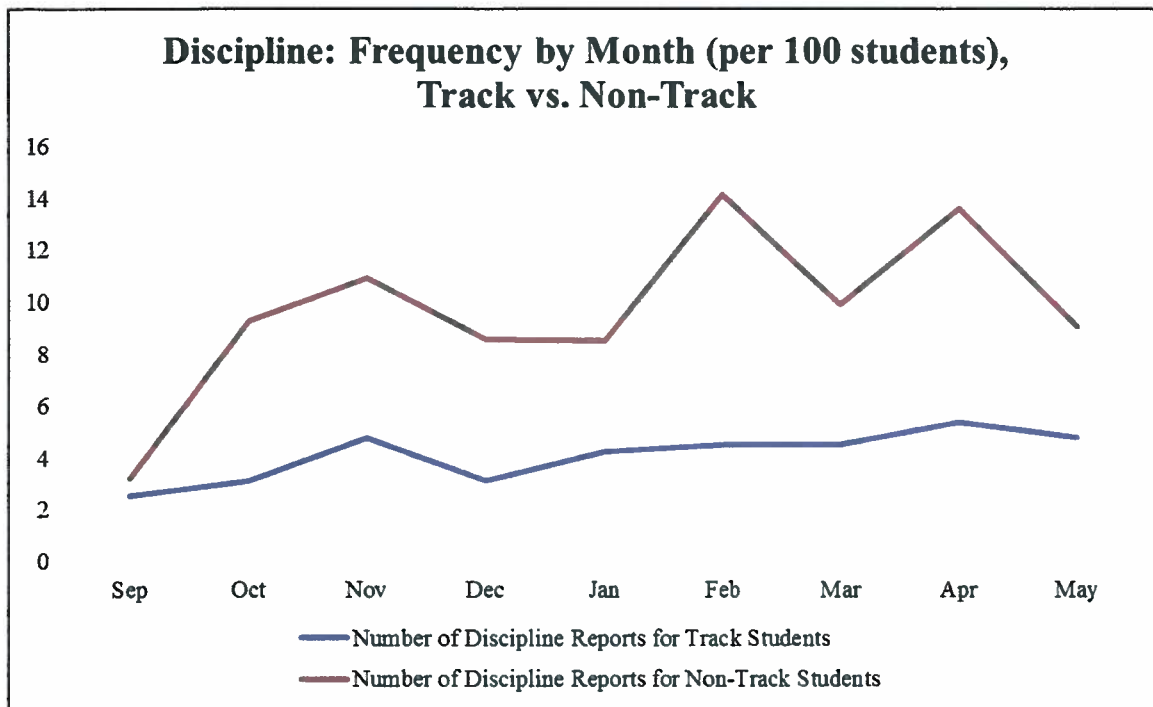
- *An analysis of the 2014 and 2015 graduating cohorts plus 2015 9th graders*
- Students pass world language courses at high rates (89%)
- Males (85%), low SES students (83%), and students receiving special education services (69%) are statistically less likely to pass world language ($p < .05$)
- Only 58% of those who ultimately dropped out passed first year world language courses
- Of the credit deficient 9th graders, 68% had not attempted a world language course, but of those that had, 83% failed
- More research is needed to fully understand this issue



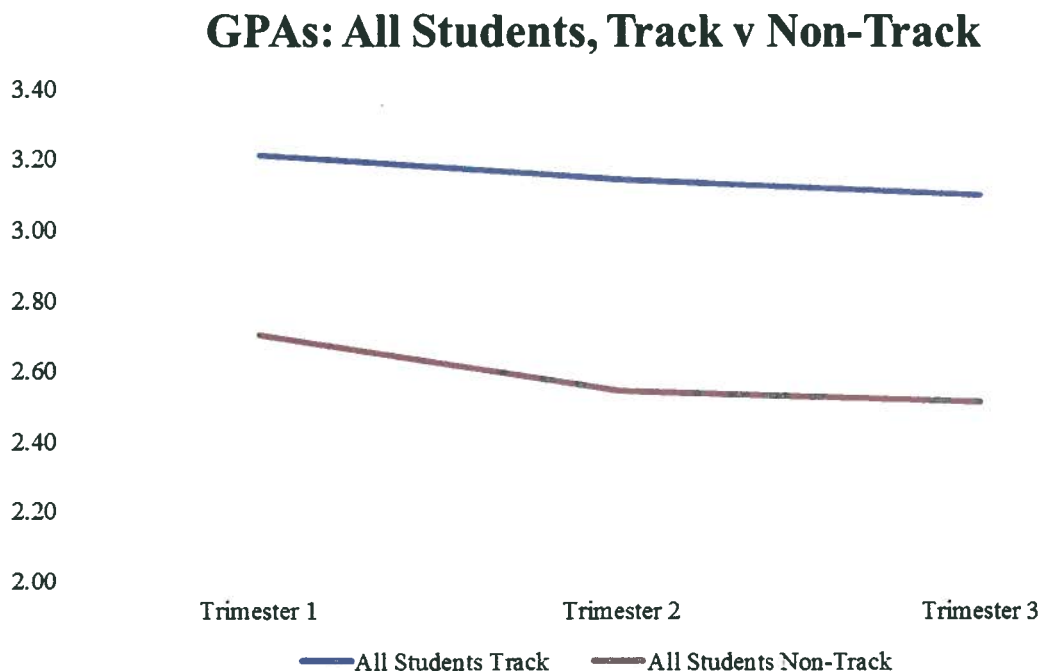
Participating in School-Sponsored Middle School Track and Field

- *An analysis of the 2016 track participants and non-participants*
- 354 students (15%) participated, but only 4% of ELL students, 8% of students receiving special education services, 8% of Latino/a students, and 11% of low SES students participated
- How can participation be increased?



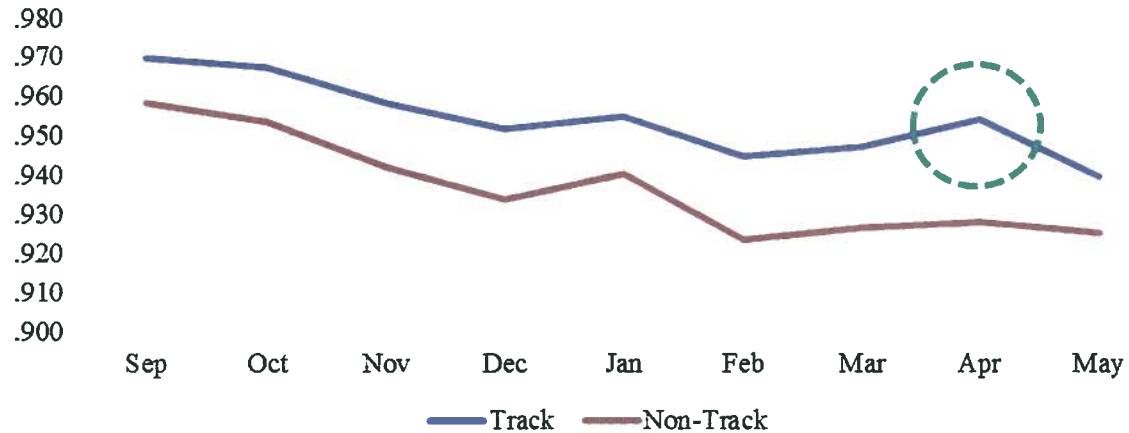


- GPAs increased between trimester two and three for sixth grade students and students receiving special education services



- How can these benefits be harnessed in trimesters one and two?

Attendance: Rates by Month, Track vs. Non-Track



Questions?



February 17, 2017
Board Retreat / Mid-Year Planning Session

HANDOUTS

Section 3
Quarter 2 Reports



Every Student Prepared for Success



Quarter 2 Reports

GBSD Leading Indicators

Teaching and Learning

TL 5.2b (6-8 ELA) – Curriculum Adoptions

TL 5.2c (6-8 Mth) – Curriculum Adoptions

Equitable Outcomes

EO 1.2 – Equity Professional Development

EO 7.2 – Workforce Equity

College and Career Readiness

Annual Report – CAL

Community Partnerships

CP 5.2 – SMART

CP 6.2 – AHR Projects

Community Investment

Bond Measure Presentation

Class Size and Learning Environments

LE 2.2 – K-3 Instructional Technology Grant

GBSD Leading Indicators
Sub-group Data - Percent Meet/Exceed
February 19, 2016

Indicator (measure used)	Related Strategic Themes Teaching and Learning (TL) Equitable Outcomes (EO) College and Career Readiness (CCR) Early Learning (EL) Class Size and Learning Envir. (LE) Community Partnerships (CP) Community Investment (CI)	GBSD - ALL	GBSD - SES	Am. Indian / Alaska Native	Asian	Black/African American	Latino/ Hispanic	Multi-Ethnic	Pacific Islander	White		English Lang. Learners (ELL)	NOT ELL	Students w/ Disab. (SPED)	NOT SPED	
				Demographic Subgroups by Ethnicity								Additional Program Related Subgroups				
1 st Grade Ready to Read (DIBELS Fall benchmark 2015)	• TL, EO, EL	33%	33%	*	42%	26%	21%	41%	33%	36%		16%	37%	18%	34%	
3 rd Grade ELA (SBA)	• TL, EO, EL	42%	39%	17%	50%	33%	30%	48%	42%	48%		22%	48%	21%	45%	
5 th Grade Math (SBA)	• TL, EO	34%	32%	33%	29%	24%	24%	39%	*	41%		14%	41%	11%	39%	
6 th Grade % Not Chronically Absent (ODE)	• TL, EO	85%	82%	71%	93%	79%	85%	79%	83%	85%		89%	83%	78%	86%	
7 th Grade ELA*(SBA) *replaces 7 th grade writing	• TL, EO	57%	47%	44%	70%	39%	46%	55%	67%	63%		20%	63%	13%	64%	
8 th Grade Math (SBA)	• TL, EO	38%	28%	*	56%	11%	23%	43%	*	45%		8%	41%	7%	42%	
9 th Grade % Not Chronically Absent (ODE)	• TL, EO, CCR	80%	72%	33%	84%	67%	76%	77%	*	83%		71%	80%	69%	81%	
9 th Grade Freshman On-track (ODE)	• TL, EO, CCR	66%	55%	50%	68%	42%	52%	70%	*	72%		48%	67%	42%	69%	
Reading Essential Skills 11 th Grade	• TL, EO, CCR	86%	80%	86%	80%	63%	76%	88%	*	85%		30%	83%	39%	89%	
Writing Essential Skills 11 th Grade	• TL, EO, CCR	77%	69%	86%	72%	40%	61%	80%	*	77%		13%	74%	25%	79%	
Math Essential Skills 11 th Grade	• TL, EO, CCR	77%	74%	87	68%	54%	62%	84%	*	78%		39%	74%	34%	79%	
4-year Grad Rate 2014-15 [Freshman cohort '11-12](ODE)	• EO, CCR, TL	74%	69%	36%	92%	56%	69%	71%	*	76%		64%	74%	51%	76%	
5-Year Complet. Rate 2014-15 [Freshman cohort '10-11](ODE)	• EO, CCR, TL	-----	70%	71%	80%	70%	75%	80%	*	82%		61%	81%	54%	82%	

*Indicates a subgroup that had less than five students noted in the data.

All Hands Raised Indicator

GBSD Leading Indicators
February 19, 2016 Data Update
KEY TO TABLE – Explanation of transitions or changes from historical data set

- **1st Grade Ready to Read:** DIBELS data is based on the current Fall 2015 Benchmark (not Fall 2014-15)
- **3rd Grade ELA:** Was previously listed as Reading, with the State Assessment change from OAKS to SBA this is now ELA.
- **5th Grade Math:** With the State Assessment change from OAKS to SBA this is now listed as SBA data.
- **6th Grade % not chronically absent:** Was previously listed as 6th Grade Attendance. Data set listed from ODE refers to this category as *Percent of students who are not chronically absent*. This Data set label was applied for our revised table for consistency in language. Students who have 90% or better on attendance are considered not chronically absent.
- **7th Grade SBA:** Was previously listed as 7th Grade Writing. Writing Assessment has been discontinued with data set as 2013-14 as the last year for recorded data.
- **8th Grade Math:** With the State Assessment change from OAKS to SBA this is now listed as SBA data.
- **9th Grade % not chronically absent:** Was previously listed as 9th Grade Attendance. Data set listed from ODE refers to this category as *Percent of students who are not chronically absent*. This Data set label was applied for our revised table for consistency in language. Students who have 90% or better on attendance are considered not chronically absent.
- **9th Grade Freshman On-track:** Was previously listed as 9th grade credits earned. Data set listed from ODE refers to this category as *Freshman On-track* (6-credits earned). This Data set label was applied for our revised table for consistency in language.
- **Essential Skills:** Includes SBA scores that were released for this 11th grade group in the Fall, following their eleventh grade year.
- **4-Year Graduation Rate:** This rate is calculated by following students from their first high school enrollment, through four school years. The percentage represents the number of those students who earned a regular or modified high school diploma in that time period, and is adjusted for students who transferred in or out.
- **5-Year Completion Rate:** This rate is calculated by following students from their first high school enrollment, through five school years. The percentage represents the number of those students who earned a regular, modified, extended, or adult high school diploma, or a GED during that time period, and is adjusted for students who transferred in or out.

**GBSD Leading Indicators
Historical Data
2010 - 2015**

Indicator	Group	2010-11 Baseline	2011-12 Data	2012-13 Data	2013-14 Data	2014-15 Data
1 st Grade Ready to Read (DIBELS-Fall Benchmark)	All Students	38%	20%	26%	33%	33%
	Disadvantaged	25%	15%	20%	33%	33%
3 rd Grade Reading (OAKS) SBA	All Students	57%	61%	61%	58%	ELA 42%
	Disadvantaged	49%	50%	51%	48%	40%
5 th Grade Math (OAKS) SBA	All Students	51%	51%	48%	47%	34%
	Disadvantaged	39%	39%	41%	37%	32%
6 th Grade Attendance	All Students	87%	86%	84%	87%	85%
	Disadvantaged	87%	82%	80%	83%	82%
7 th Grade Writing SBA	All Students	49%	32%	40%	75%	ELA 57%
	Disadvantaged	40%	26%	28%	65%	47%
8 th Grade Math (OAKS) SBA	All Students	62%	61%	64%	57%	38%
	Disadvantaged	49%	48%	53%	44%	27%
9 th Grade Attendance	All Students	81%	85%	83%	85%	80%
	Disadvantaged	74%	80%	77%	81%	73%
9 th Grade Credits Earned	All Students	77%	74%	70%	73%	66%
	Disadvantaged	64%	64%	61%	64%	54%
Reading Essential Skill 11 th Grade	All Students	85%	83%	82%	78%	55%
	Disadvantaged	75%	75%	74%	65%	47%
Writing Essential Skill 11 th Grade	All Students	-	66%	60%	56%	26%
	Disadvantaged	-	57%	49%	45%	20%
Math Essential Skill 11 th Grade	All Students	-	-	65%	66%	56%
	Disadvantaged	-	-	55%	55%	51%
4-Year Grad Rate (ODE)	All Students	71%	70%	71.7%	73%	74%
	Disadvantaged	59%	60%	61.8%	65%	67%
5-Year Completion Rate (ODE)	All Students	83%	77.6%		80%	---
	Disadvantaged	75%	68.9%		73%	---

GRESHAM-BARLOW SCHOOL DISTRICT "2020 VISION"

Teaching and Learning Performance Reports

2016-17 - Quarter 2

Date: Winter 2017

Strategic Theme: Teaching & Learning

Calendar Reference #: 5.2b

Project or Program: **Middle School ELA Adoption**

Brief Project or Program Overview: We selected and purchased instructional resources to support teachers in the teaching of the 6th-8th grade common core literacy standards. The materials were taken through a multi-step review process that included use of the IMET tool. (Instructional Materials Evaluation Tool) The curriculum resources selected for adoption is Springboard which is published by College Board. <https://springboard.collegeboard.org/>

	How much did we do?	How well did we do it?
	<ul style="list-style-type: none">Selected the materials for adoption through a thorough, teacher involved, process.Realigned district scope and sequence documents to the new resources .Provided 3 full days of training for all 6-8 ELA teachers in May of 2016.Provided training for middle school administrators on materials.Provided additional collaboration and support during both October and January professional development sessions.Provided coaching support from secondary Literacy Coach.	<ul style="list-style-type: none">The selection process for the materials provided an opportunity for teachers to be the leaders in the selection and generated a fair amount of teacher buy-in.The realigned scope and sequence allows for Workshop teachers to work in PLTs with non workshop teachers.Providing ongoing opportunities for the teachers to come together to collaborate around their new materials and processes has been very helpful in developing a more collaborative culture.
Effect - Output	Is anyone better off?	
	<ul style="list-style-type: none">Teachers have ccss aligned resource that include a wide variety of text types appropriate for their students. We are seeing a higher rate of standards-driven instruction happening in classrooms.It is too early to expect to see a change in student performance data.	<ul style="list-style-type: none">We are still in implementation dip and teachers are frustrated with the amount of time it takes to learn to use the new materials. (Many are in the "management" stage of CBAM).Most teachers want to do another springboard embedded assessment as a the district common assessment. This shows growth in our culture of common assessment and teaching.These resources are giving teachers a more realistic view of the rigor of ccss and how to scaffold students up to that level.
	Quantity	Quality

[Return to Teaching and Learning Performance Reports](#)

GRESHAM-BARLOW SCHOOL DISTRICT "2020 VISION"

Teaching and Learning Performance Reports

2016-17 - Quarter 2

Date: Winter 2017

Strategic Theme: Teaching & Learning

Calendar Reference #: 5.2c

Project or Program: **Middle School Math Adoption**

Brief Project or Program Overview: Ready Common Core, published by Curriculum Associates, was purchased to support teachers in the teaching of the 6th-8th grade common core Mathematics standards. The materials were taken through a multi-step review process that included use of the IMET tool (Instructional Materials Evaluation Tool). We also purchased the diagnostic assessment and targeted differentiated instruction partner of the program called i-ready.
<http://www.curriculumassociates.com/products/ready-common-core-mathematics.aspx>

Effort - Input	How much did we do?	How well did we do it?
	<ul style="list-style-type: none"> Selected the materials for adoption through a thorough, teacher involved, process Realigned district scope and sequence documents to with the new resources Provided training for all 6-8 Math teachers: <ul style="list-style-type: none"> April -3 hours SA Day September- 3hours Inservice September -3 hours at each site to review site specific data December -2 hours for SpED staff Provided additional collaboration and support during October and January professional development sessions. Provided coaching support from secondary Math TOSA 	<ul style="list-style-type: none"> The selection process for the materials provided an opportunity for teachers to be the leaders and generated a fair amount of teacher buy-in. The realigned scope and sequence allows teachers to make collaborative decisions as they prioritize instructional time. Ongoing opportunities for teachers to collaborate around their new materials and processes has helped the development of a more collaborative culture. The Site specific training and time spent looking at specific student data on the diagnostic assessment has been very powerful in helping teachers understand the needs of their students
Effect - Output	Is anyone better off?	
	<ul style="list-style-type: none"> Teachers now have ccss aligned resources. We are seeing a higher rate of standards-driven instruction. We already have diagnostic data for every student taken twice this year. We are now able to look at growth and proficiency on individual standards in ways we never have been able to before. It is early in the adoption to see a change in student performance data 	<ul style="list-style-type: none"> Math teachers are able to pinpoint where the students have gaps in their knowledge and have the tools to provide that targeted instruction These tools also support our SpEd students and staff There is not enough technology available to get all students on the digital resources provided in the program as recommended, causing frustration for some teachers. We are still in implementation dip and teachers are frustrated with the amount of time it takes to learn to use the new materials.
	Quantity	Quality

GRESHAM-BARLOW SCHOOL DISTRICT "2020 VISION"

Equitable Outcomes Performance Reports

2016-17 - Quarter 2

Date: Winter 2017

Strategic Theme: Equitable Outcomes

Calendar Reference #: EO 1.2

Project or Program: **Equity Professional Learning**

Brief Project or Program Overview: During the 2016-17 school year district staff have purposefully engaged in professional learning in the area of equity with the intent to put the district equity policy into practice throughout our organization. Professional learning has been accessed from within our district as well with external partners in higher education settings, equity community partners, and local conferences. In an effort to authentically engage in equity professional learning we have focused on developing a multiple perspectives approach that includes intrinsic, personal growth and reflection around race relations as well as how to equip leaders to engage in their daily work through an equitable lens. Guidance from the district equity team has focused our key professional learning objectives for this year in three areas: recognizing and removing institutional barriers; welcoming and inclusive environments; and culturally responsive practices.

	How much did we do?	How well did we do it?
Effort - Input	<ul style="list-style-type: none"> • <u>District Equity Team</u> 15 district staff members collaborate and plan how to effectively implement professional learning at all levels so that equitable opportunities and practices manifest across our district. • <u>Equity District Leadership</u> 3 district office administrators engage in ongoing planning and alignment of equity work that impact a variety of stakeholders. • <u>Equity Partnerships for Professional Learning</u> Opportunities for training and professional growth are available to district staff through various equity partners. 	<ul style="list-style-type: none"> • District Equity Team prioritized three objectives for how to put our new Equity policy into practice throughout our organization (recognizing and removing institutional barriers; welcoming and inclusive environments; culturally responsive practices). • District Equity Team, comprised of teacher, school and cross departmental central office administrators, meets at least once a month in a collaborative work session. • District administrators and central office instructional leaders received equity professional learning in recognizing and removing institutional barriers; welcoming and inclusive environments; and culturally responsive practices. All areas are specified in our district equity policy. • All schools, central office administrators, and staff received training and support in fostering an educational environment that is safe, free from discrimination, and aligned with state and federal laws for affirming transgender and gender diverse staff. • Training materials and resources for schools were made available electronically for professional development purposes. • All schools completed an equity audit • Equity professional learning is included in SIP's for every school as well as in our district improvement plan and is a priority executive project. • Equity District Leadership maintain on-going meetings and planning, connecting the District Equity Team work with the work of the Superintendents Equity Advisory Team to align and differentiate the equity work with and for stakeholders. • All schools across the district have plans for staff to participate in one of three equity trainings (CFEE trainings, U of P equity certificate, National Equity Project). • Two central office administrators participate on the Oregon Leadership Network (OLN) steering committee. • Select staff from HIES attended the 7th annual Teaching With a Purpose Conference
Effect - Output	<ul style="list-style-type: none"> • 18 schools administered the equity audit. • 15 teachers and administrators attended the Fall OLN conference • 100% of schools and central office departmental staff received training for affirming transgender and gender diverse staff. • 21 staff members from 5 schools are currently enrolled in the Equity Certificate Program. 	<ul style="list-style-type: none"> • Of the 18 schools who administered the equity audit, 100% reviewed their equity audit data to identify both strengths and areas of focus and will use this information to select strategies to employ in their SIP. • We have K-12 participation and collaboration in equity work across our district. • Survey results reveal that participants in the Equity Certificate program have been deeply impacted in their training and have a strong desire to lead and make a difference in our district and school communities. • Electronic resources are available to provide additional support and guidance to district staff • There is a need to showcase more of the equity professional learning opportunities available around our area and state so more district staff can have access to diverse learning experiences around equity.
	Quantity	Quality

GRESHAM-BARLOW SCHOOL DISTRICT “2020 VISION”

Equitable Outcomes Report

2016-17 - Quarter 2

Date: 2/17/17

Strategic Theme: Equitable Outcomes

Calendar Reference #: EO 7.2

Project or Program: **Workforce Equity**

Brief Project or Program Overview:

The Accomplished Educator project includes a redesign of the hiring practices that includes restructuring and/or refocusing on a consistent practice (Hiring Handbook), **recruiting process (with an equity lens)**, and enhancing retention and support systems.

Hiring, retaining, and supporting accomplished educators are some of the most important processes that we do to create excellent schools and ensure high levels of performance for all students.

Objective 1: Engage stakeholders in the development of a new hiring manual that will reflect best practices

Objective 2: To increase the number of culturally and linguistically diverse educators and to close the cultural and linguistic gap between the demographics of the district's teachers and administrators with the demographics of the students served.

Objective 3: To create an effective transition to the profession for educators who are new to the profession

Effort - Input	How much did we do?	How well did we do it?
	Redesign of hiring practices <ul style="list-style-type: none">Established a hiring practices redesign committeeRedesign of the GBSD Hiring Practices ManualHiring practices trainings for district administrators	Redesign of hiring practices <ul style="list-style-type: none">Successfully completed the redesign of the district's hiring practices manualSuccessfully trained district administrators
	Redesign of recruiting processes <ul style="list-style-type: none">Post positions on a variety of sites and organizationsIncrease presence at recruiting fairs and eventsIncrease “grow your own” program	Redesign of recruiting processes <ul style="list-style-type: none">Successfully posted key licensed positions on varied sitesSuccessfully attended multiple recruiting events throughout the regionSuccessfully partnered with PSU and Warner Pacific college in “grow your own” programs
	Enhancing Retention and Support Systems <ul style="list-style-type: none">Explore and implement programs and support systems to improve retention and support	Enhancing Retention and Support Systems <ul style="list-style-type: none">Was unsuccessful with the ODE grant application for a new teacher and administrator mentor programSuccessfully conducted the new teacher academy and orientationNew teachers support through the district's instructional coaches

	Is anyone better off?
Effect - Output	<p>Redesign of hiring practices</p> <ul style="list-style-type: none"> • The committee met 10 times during the 2015-2016 school year • Hiring Practices Manual completed spring of 2016 • Trainings completed on March 14 and April 18 <p>Redesign of recruiting processes</p> <ul style="list-style-type: none"> • Posted licensed jobs on various sites (GBSD - Recruit and Hire, COSA, WASA, OALA, etc.) • Recruiting events: OR Educator Fair, WA Educator Fair, PSU, L & C, OSU, U of O, George Fox, Concordia, EOU, U of P, WOU • Grow your own programs: <ul style="list-style-type: none"> ◦ Bilingual Pathways Program ◦ Teacher Pathway Program ◦ Warner Pacific Program <p>Licensed/Classified Hires</p> <ul style="list-style-type: none"> • Total Applicants 4/1 to 12/7/16 <ul style="list-style-type: none"> ◦ White 1339 - 76.5% ◦ Black: 29 - 2% ◦ Asian: 34 - 2% ◦ American Indian or Alaska Native: 10 - .5% ◦ Two or more races: 99 - 6% ◦ Declined to identify: 235 - 13% ◦ TOTAL APPLICANTS: 1746 • Hired 4/1 to 12/7/16 (Race Background) <ul style="list-style-type: none"> ◦ White: 155 - 70 % ◦ Black: 5 - 2% ◦ Asian: 5 - 2% ◦ American Indian or Alaska Native: 2 - 1% ◦ Two or more races: 10 - 5% ◦ Decline to identify: 44 - 20% ◦ TOTAL HIRES: 221 • Hired 4/1 to 12/7/16 (Ethnic Background) <ul style="list-style-type: none"> ◦ Hispanic: 24 - 11% ◦ Non Hispanic - 75% ◦ Declined to identify: 32 - 14% ◦ TOTAL HIRES: 221 • GBSD Student/Staff Data 2015-2016 (District Report Card Data) <ul style="list-style-type: none"> ◦ White: 60%/95% ◦ Black: 3%/1% ◦ Asian: 3%/3% ◦ American Indian or Alaska Native: 1%/1% ◦ Hispanic: 27%/2%
	<p>Redesign of hiring practices</p> <ul style="list-style-type: none"> • Hiring practices are being implemented spring of 2016 (with additional weighting on cultural competency and being proficient in a second language) • Feedback from administrators has been positive about the changes in our practices • Administrators have been able to provide feedback for change <p>Redesign of recruiting processes</p> <ul style="list-style-type: none"> • Administrators have indicated that they have been able to identify quality candidates earlier and secure quality hires sooner • With the new key components to the hiring practices, it will standardize qualities that the district prioritizes in hiring. <p>#1 District bank of questions (required and optional) that align with the evaluation rubric #2 Weighting for (second language and cultural competency) in screening applicants and during interviews</p> <p>#3 Electronic processes for posting and hiring</p> <p>Enhancing Retention and Support Systems</p> <ul style="list-style-type: none"> • Positive feedback on the effectiveness and value of the New Teacher Academy (new teachers and administrators) • Establishing a quality on-boarding and mentor program is supported by all stakeholders. Possible additional funding from the Collaborative Design Grant • Positive feedback from staff and administrators on the support that is provided by district instructional coaches

	<ul style="list-style-type: none"> • Hired 4/1 to 12/7/16 (Speak Languages Other than English) <ul style="list-style-type: none"> ◦ Spanish: 55 ◦ French: 11 ◦ German: 1 ◦ Chinese: 1 ◦ Arabic: 4 ◦ Japanese: 2 ◦ American Sign Language: 5 ◦ Other: 10 ◦ Total (Speak Languages Other Than English): 89 ◦ TOTAL HIRES: 89/221=40% (42 of 89 are licensed staff) <p>Enhancing Retention and Support Systems</p> <ul style="list-style-type: none"> • Investigate and apply for funding sources to support a robust teacher mentor program • Reinstate the New Teacher Induction Program • Continue New Teacher Orientation • Ongoing professional learning through district instructional coaches • In building supports 	
	Quantity	Quality

[Return to Teaching and Learning Performance Reports](#)

GRESHAM-BARLOW SCHOOL DISTRICT "2020 VISION"

Community Partnerships Performance Reports

2016-17 - Quarter 2

Date: Winter 2017

Strategic Theme: Community Partnerships

Calendar Reference #: 5.2

Project or Program: **SMART- Start Making a Reader Today**

Brief Project or Program Overview: SMART focuses on increasing student interest in books and reading while nurturing a comfortable and reliable relationship between the child and the volunteer. This does not involve tutoring; volunteers simply read to each student for 30 minutes once per week through the school year. Volunteers may work with as many students as they choose. This program is located at Highland Elementary.

Effort - Input	How much did we do?	How well did we do it?
	<ul style="list-style-type: none">Highland Elementary School16 volunteers and 1 coordinatorWork with K-3 students	<ul style="list-style-type: none">Number of students served-35Amount of time with each student- 30 minutes/week
Effect - Output	Is anyone better off?	
	<p>More permission slips turned in, but not enough volunteers to fill the need</p> <p>"In a class of 33 third graders it is hard to read one on one with students. The SMART readers build strong relationships with students and does read one on one. I love the opportunity to have students hear a fluent reader and get to practice reading with an adult"- 3rd grade teacher</p> <p>"The best part of SMART besides building a relationship for our kiddos is getting books into homes of students who may not have books otherwise"-Kinder teacher</p> <p>"The SMART program is another positive adult in these children's lives that model their love of reading and model fluency while reading"-1st grade teacher</p>	<p>"My reader is Doris and she always smiles when she sees me. She always asks me how I have been and she smells good. She makes funny faces and changes her voice for different animals in the book"- 1st grade student</p> <p>"I like my SMART reader. He walks here each week just to read with me. We always read books that we both like. He likes all the same things I do, mostly cars, animals and bugs. I love to get a new book every month and I share it with my baby brother. I write my name in my book and put it on my bookshelf just like my teacher does to her books".-3rd grade student</p> <p>"My favorite book to read with my reader is a BOB book. I can read the BOB book all by myself. My reader gets big eyes and gives me a high five every time I read to her. She is funny and says WOW a lot".- Kinder student</p>
Quantity		Quality

[Return to Community Partnerships Performance Reports](#)

GRESHAM-BARLOW SCHOOL DISTRICT "2020 VISION"

Community Partnerships Performance Reports

2016-17 - Quarter 2

Date: Winter 2017

Strategic Theme: Community Partnerships

Calendar Reference #: CP 6.2

Project or Program: **All Hands Raised Partnerships**

Brief Project or Program Overview:

All Hands Raised (AHR) aligns the community's efforts to make positive change for children, youth and young adults. Over the past five years, GBSD and AHR have accomplished much together - we are modifying behaviors and looking at our practices and how they improve results for our kids.

Most communities, including our own, have an array of programs that serve a variety of youth at different points in their lives. Rarely are these programs aligned around a similar set of data, and a shared commitment to work together to define the goals, actions, and outcomes, with an agreement to share accountability for those outcomes. As a member of the [StriveTogether Cradle to Career Network](#), the Partnership is focused on moving our community to collective impact, where collaborative action is rooted in shared accountability, and all partners have aligned goals, budgets, work plans and measurements.

AHR works to help our community improve the academic and social well-being of Multnomah County children and youth, with an acute focus on equity. In order to track the big picture, we use the 12 Community-wide Indicators (pictured above, [or view larger here](#)) that span kids' development from birth to career. Each flag corresponds to a focused body of work supported by All Hands Raised.

The Gresham-Barlow School District is an active partner with five school districts in Multnomah County and the wide array of partners engaged with All Hands Raised.

	How much did we do?	How well did we do it?
Effort - Input	<ul style="list-style-type: none">Engaged in five of six AHR collaboratives.<ul style="list-style-type: none">Racial Equity in School DisciplineKindergarten TransitionK-12 AttendanceNinth Grade TransitionCollege Access & Completion	<ul style="list-style-type: none">GBSD Schools involved in the collaboratives include:<ul style="list-style-type: none">Racial Equity in School Discipline - Hall Elementary SchoolKindergarten Transition - East Gresham, Hall and Highland Elementary SchoolsK-12 Attendance - Highland ElementaryNinth Grade Transition - All GBSD high schoolsCollege Access & Completion - Gresham and Sam Barlow High Schools.GBSD staff participate as leaders in the AHR collaboratives. Over 25 staff members comprised of teachers, administrators, support staff and partner organization staff are regularly engaged in the work of the collaboratives.

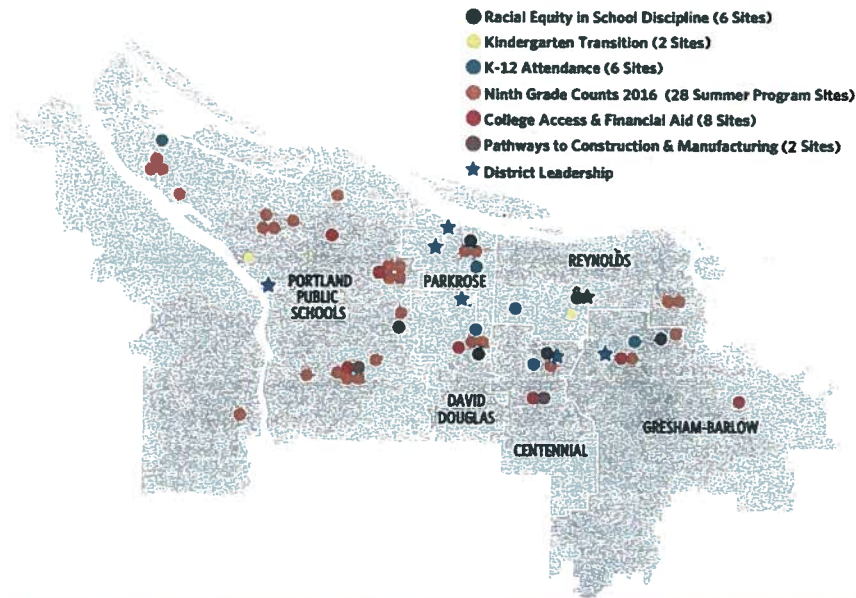
Effect - Output	Is anyone better off?	
	<ul style="list-style-type: none"> County-wide and District-wide data that capture the number of schools/students impacted and measure of improvement in targeted areas can be viewed in the All Hands Raised Chapter 3 Report. 	
	Quantity	Quality

[Return to Community Partnerships Performance Reports](#)

All Hands Raised Partnership Sites 2016-17

School	Work Area	Who
Gresham-Barlow	Highland Elementary School ● K-12 Attendance	Shawnda Sewell, Principal; Elizabeth "Betty" Garfias, SUN Community School Site Manager; Brenda Stubblefield, Attendance Caseworker; Jamie Sedda, Child Development Specialist; Mayra Caro, Attendance Secretary. District-level lead: April Olson.
	Hall Elementary School ● Racial Equity	Heidi Lasher, Principal; Kevin Dilg, School TOSA; Kristin Wilson, District PBIS Coordinator; Eric Turner, First Grade Teacher; Tara Kerwin, Fourth Grade Teacher; Allan Fonseca, ELL Asst. District-level lead: Jim Schlachter.
	Gresham-Barlow School District ● Ninth Grade Counts	Jason Bhear, Asst. Principal, Gresham High School.
	Sam Barlow High School ● College Access	Bruce Schmidt, Principal; Erin Boelow, Head Counselor; Patty Neuenschwander, College & Career Coordinator; Neil Collins, P.E. teacher; Louisa Kinder, Counseling Intern. District-level lead: James Hui.
	Gresham High School ● College Access	Danelle Heikkila, Asst. Principal; Theresa Jahangir, Counselor; Kendra Maddox, College and Career Center; Kealani Balfour, College Now Coordinator, Mt. Hood Community College; Francisco Bueno, Program Manager, College Possible; Yasmine Hodin-Ali, Senior Coach, College Possible. District-level lead: James Hui.
Parkrose	Shaver Elementary School ● K-12 Attendance	Laura Goodman, Principal; Christa Read, Counselor; Loni Blankers, SUN Community School Site Manager; Jazmin Webster, Connect2Complete AmeriCorps; Zach Gonzalez, DHS Case Manager. District-level lead: Kathy Keim-Robinson.
	Parkrose High School ● Racial Equity	Molly Ouche, Principal; Michael Lopes, Asst. Superintendent; Andre Goodlow, Asst. Principal; Drake Shelton, Asst. Principal; Antoinette Harrison, Dean of Students. District-level lead: Karen Gray.
	Parkrose School District ● Ninth Grade Counts	Michael Lopes, Asst. Superintendent, Director of Teaching and Learning.
Portland	Boise-Elliott/Humboldt ● Kinder Transition	Kaveh Pakseresht, Asst. Principal; Ellie Jensen, John Meskimen and Kellie Danzer, Kindergarten Teachers; Carol Carmichael, Social Service Coordinator; Albina Head Start; Jesenia Davis, Lead Family Advocate, Albina Head Start; Karissa Palmer and Deena Randle, Education Coordinators, Albina Head Start. District-level lead: Jill Bryant.
	George Middle School ● K-12 Attendance	Lavert Robertson, Principal; Maria Elena Alvarado, School Secretary; Amy Davis, DHS Case Manager; Kenya Marquez, School Counselor; Kim Bacon, SUN Community School Site Manager; Jaeger Vega, Restorative Justice Coordinator; Pedro Anglada-Cordero, Attendance Case Manager. District-level lead: Dunya Minoo.
	Vestal K-8 School ● Racial Equity	Emily Glasgow, Principal; Christina Alquisira, Asst. Principal; Esther Harris, Restorative Justice Coordinator; Erin Thomas, Kindergarten Teacher; Ronette Bryson, Learning Center Teacher; Jack Wilkinson, Learning Center Teacher; Miguel Wahl, Counselor. District-level lead: Bob McKean.
	Portland Public Schools ● Ninth Grade Counts	Yeng Dhabolt, Program Director, Early Warning Systems.
	Alliance High School @ Meek ● College Access	Lorna Fast Buffalo Horse, Principal; Mark Bond, College & Career Coordinator; Lori Thompson, College Transition Advocate; Luke Saporito, Counselor; Jose Esparza, PCC Future Connect Recruitment Coordinator; Marshawna Williams, PSU Admissions Counselor for Multicultural Recruitment and Outreach; Geoffrey Garner, Alternative Pathways Program Manager, MEED. District-level lead: Tammy Jackson/Yeng Dhabolt/Nicole Capps-Levine/Oscar Gilson.
	Madison High School ● College Access	Petra Callin, Principal; Jerardo Marquez, Counselor; Malaina Guzman, Counselor; Kelly Shelton, Counselor; TBD, GEAR UP; Raquel Laiz, Franklin Career Coordinator; Holly Vaughn-Edmonds, Franklin Counselor; Jose Esparza, Recruitment Coordinator, PCC Future Connect; Alex Gonzalez, Oregon Scholar Advisor, ECMC. District-level lead: Tammy Jackson/Yeng Dhabolt/Nicole Capps-Levine/Oscar Gilson.
	Roosevelt High School ● College Access	Filip Hristic, Principal; Laurel Auda-Capel, Counselor; Kelsey Green, Counselor; Jennifer Reeves-Eishbach, Counselor; Elsa Tellez-Gomez, Counselor; Jose Esparza, PCC Future Connect Recruitment Coordinator; Jennifer Satalino, Director, The College Place. District-level lead: Tammy Jackson/Yeng Dhabolt/Nicole Capps-Levine/Oscar Gilson.
	Franklin High School ● College Access	Juanita Valder, Principal; Holly Vaughn-Edmonds, Counselor; Raquel Laiz, College and Career Center; Amber McGuill, SUN Site Supervisor; Susie Bartley, AP English Teacher; Doug Jenkins, Instructional Specialist; Kate Moore, Econ/Gov Teacher; Beriah Emple, Step Up; Destiny Bucasas, Aspire. District-level lead: Tammy Jackson/Yeng Dhabolt/Nicole Capps-Levine/Oscar Gilson.
	● Const. & Mfg. Paths	Chris Frazier, Asst. Principal; Rest of Team TBD. District-level lead: Jeanne Yerkovich.
Reynolds	Davis Elementary School ● Kinder Transition	Ashley Furlong, Principal; Sarah Khatib, K-2 Instructional Coach; Natalie Ramos; Heidi Sandgren and Jennifer Snyder, Kindergarten Teachers; Kevin Donato, SUN Community School Site Manager; Melissa Henricks, MHCC Head Start; Velvet Cooley, Associate Director, MHCC Head Start; Pam Greenough Corrie, MHCC Head Start; Cindy Bartman, ODE State Coach. District-level lead: Frank Caropelo.
	Glenfair Elementary School ● K-12 Attendance	Lisa McDonald, Principal; Cella Flaim, SUN Community School Site Manager; Ron Tjaden, Counselor; Molly Frye, District Title X Liaison; Moses Rain, DHS Worker; Anthony Bradley, Shelter Liaison; Kate Eyerly, Attendance Worker. District-level lead: Chris Greenhalgh.
	Reynolds Middle School ● Racial Equity	Stacy Talus, Principal; Adam Swientek, Asst. Principal; Lonnie Jackson, Community Member; Ben Baldizon, SUN Site Manager, Latino Network. District-level lead: Linda Florence.
	Reynolds School District ● Ninth Grade Counts	Khandice Love, Asst. Principal, Reynolds High School.
MESD	Multiple	Sam Breyer, Superintendent (Racial Equity); Geoffrey Garner, Alternative Pathways Program Manager (College Access); Teresa Lay, Student Data Coordinator (Overall Data Support).

All Hands Raised Partnership Sites 2016-17

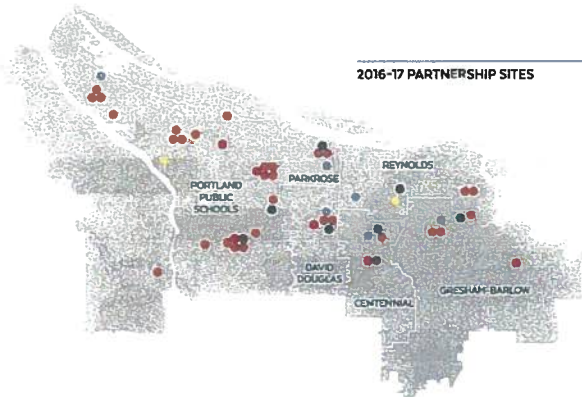


School	Work Area	Who
Butler Creek Elementary School	● K-12 Attendance	Andrea Sande, Principal; Linda Ernstrom, Secretary; Mike DeBoer, Child Development Specialist; Teacher TBD; Community Partner TBD. District-level lead: James Owens/Denise Wright.
Lynch Wood Elementary School	● K-12 Attendance	Marin Miller, Principal; Rest of Team TBD. District-level lead: James Owens/Denise Wright.
Centennial Middle School	● Racial Equity	Rise' Hawley, Principal; Sonia Nelson, Asst. Principal; Graham Hughes, Dean of Students; Addie Reamer, 7th Grade Teacher; George Ward, 7th Grade Teacher; Chris O'Connor, Counselor; Troy Gales, District Behavior Specialist. District-level lead: Paul Coakley.
Centennial School District	● Ninth Grade Counts	Laura Scully, Asst. Principal, Centennial High School.
Centennial High School	● College Access	Mairi Scott-Aguirre, Principal; Laura Scully, Asst. Principal; Sally Menolascina, Counselor; Angela Hubbs, Director of Curriculum and Student Learning; Laura Scully, Teacher; Katie Lauderdale, SUN Community School Site Manager; Ben Petersen, Teacher; Roseann Rivera, Program Advisor, TRIO College First at Mt. Hood Community College; Scott Olson, Counselor; Hailey Roberge, Impact NW. District-level lead: Angela Hubbs.
	● Const. & Mfg. Paths	Zach Ra Asst. Principal; Mark Watts, Metals Instructor; Nicole Burnett, Pathways to Manufacturing, Impact NW; Jeff Stanek, School to Work Coordinator; Lorrie McKedy, CTE Counselor; Kyle Popma, The Boeing Company.
Lincoln Park Elementary School	● Racial Equity	Becki Chase, Principal; Lester Womack, Student Behavior Specialist; Hannah Snyder, Counselor; Amy Boothby, Student Behavior Specialist; Theresa Muller, First Grade Teacher; Simon Crane, Fifth Grade Teacher; Chau Huynh, Parent & Family Engagement Specialist, IRCO. District-level lead: Ken Richardson.
David Douglas School District	● Ninth Grade Counts	Chris Mathews, ELA Division Chair, David Douglas High School.
David Douglas High School	● College Access	Shawna Myers, Counselor. District-level lead: Linda Vancil.

Aligned Action

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

The work on the ground is where practices must improve. At the sites below we provide in-kind coaching and technical support to help teams identify, measure and evaluate tangible practices to guide countywide improvements. The alignment we build daily between practitioners, leaders and investors is making a positive impact. We are driving systemic change—from the ground up.



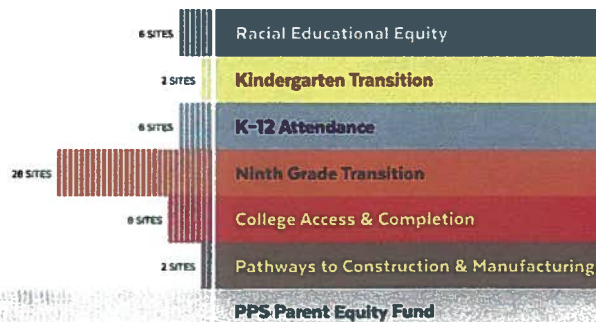
2016-17 PARTNERSHIP SITES

PPS Parent Equity Fund Grants fueling progress in 49 PPS schools in the current school year as a result of the tireless fundraising efforts of 42 active PPS Local School Foundations.

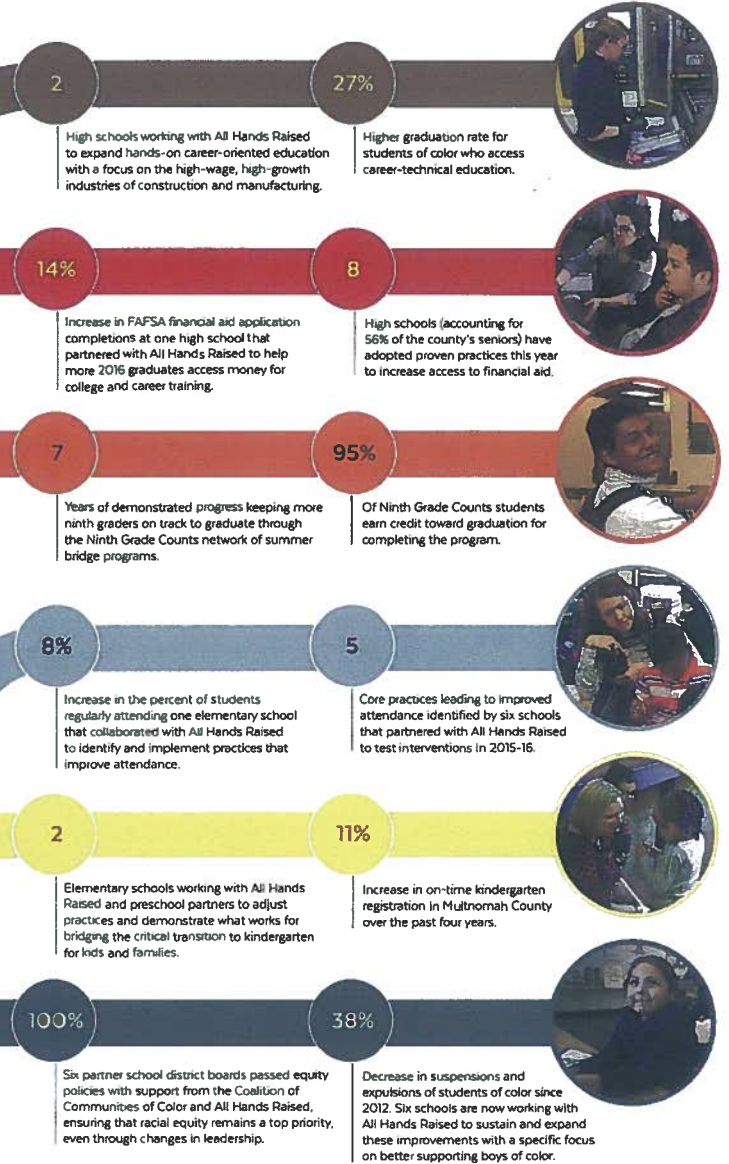
PPS teachers and staff funded in-part or in-full in the current school year by PPS Local School Foundations.

\$1M

363



49 SITES





All Hands Raised

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



Build a Shared Community Vision of Long-Term Impact

We support and align leaders and practitioners with a relentless focus on putting innovation into action.



Put the Right Data into the Hands of the Right People at the Right Time

We break data log-jams and build capability among our schools and partners to use data to improve.



Align Resources to the Practices that Get Results

We listen to educators and service providers to give system leaders and investors insights that allow them to align resources to support what works.



Put Equitable Outcomes at the Center

We work with culturally-specific partners to develop relevant solutions and use data to highlight gaps and accelerate progress to eliminate disparities.

all hands raised

Education, Equity and Excellence
From Cradle to Career

All Hands Raised is an independent, community-based organization with the mission to mobilize resources, leadership, ideas, and public and private support to ensure every child in Multnomah County achieves their full potential—from cradle to career. And we remain true to our roots, ensuring the integrity of the PPS Parent Equity Fund and supporting parent-led fundraising that raises critical staffing funds for our schools—at no cost to parents or schools.

2069 NE Hoyt Street, Portland, OR 97232

503-234-5404

www.allhandsraised.org

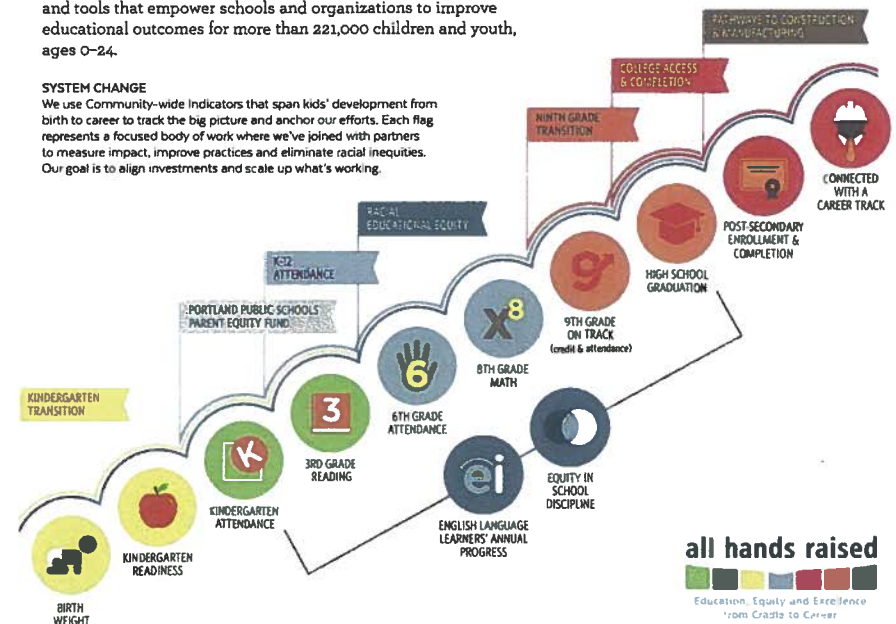
[Twitter](#) [Facebook](#) [Instagram](#) [LinkedIn](#) [allhandsraised](#)

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

To do this, All Hands Raised provides the framework, coaching and tools that empower schools and organizations to improve educational outcomes for more than 221,000 children and youth, ages 0-24.

SYSTEM CHANGE

We use Community-wide indicators that span kids' development from birth to career to track the big picture and anchor our efforts. Each flag represents a focused body of work where we've joined with partners to measure impact, improve practices and eliminate racial inequities. Our goal is to align investments and scale up what's working.



all hands raised

Education, Equity and Excellence
From Cradle to Career

February 17, 2017
Board Retreat / Mid-Year Planning Session

HANDOUTS

Section 4
K-3 Technology Grant

Goals of the Technology Integration Grant

1. Technology will be routinely and effectively utilized to support curricular literacy goals in pilot school K-3 classrooms.

- a. Transformed practices: Through embedded supports and continuous learning opportunities, new and refined skills, techniques, strategies and routines will be observable in k-3 pilot classrooms as measured by walkthrough observations, surveys, and interviews.
- b. Transformed resources: GBSD will provide teachers in pilot classrooms with technology-rich literacy instructional materials and resources that allow teachers and instructional leaders to better respond to data and meet individual student needs as measured by walkthrough observations, surveys and interviews.

2. By 2020, 80% of 3rd grade students in pilot classrooms will demonstrate grade level proficiency in reading as measured by the reading portion of the Smarter Balanced Assessment in English Language Arts.

3. Between 2017-2020, 3rd grade students within the subgroups of Hispanic, ELL, and Economically Disadvantaged students, and students with disabilities at the pilot schools will demonstrate more growth in proficiency rates than their peers at similar schools in the district as measured by the reading portion of the Smarter Balanced Assessment in English Language Arts.

4. Between 2017-2020, 3rd grade ELL students at the pilot schools will more demonstrate more growth in proficiency rates than their peers at similar schools in the district as measured by the reading portion of the English Language Proficiency Assessment.

5. By spring of 2020, GBSD will have a Digital Learning Toolbox of on-demand professional learning resource for educators in the district. The resources will include videos, screencasts, podcasts, digital PLT opportunities and other relevant digital resources.

How do you see our work so far helping us accomplish these goals?

GRESHAM-BARLOW SCHOOL DISTRICT "2020 VISION"

Class Size and Learning Environments Performance Reports

2016-17 - Quarter 2

Date: Winter 2017

Strategic Theme: Class Size & Learning Environments

Calendar Reference #: 2.2

Project or Program: **K-3 Instructional Technology Grant**

Brief Project or Program Overview: GBSD was awarded a \$1.3 Million Technology Integration Grant by the Mount Hood Cable Regulatory Commissions in order to do a 1:1 technology pilot program at Kelly Creek and North Gresham elementary schools. Those two schools have been outfitted with the infrastructure and hardware to have 1:1 technology in place for all students in grades 1-5 and 2:1 technology in Kindergarten classrooms. In addition to student devices, each classroom (including SpEd and ELD) has an instructional technology package and each school has a full time instructional technology coach.

	How much did we do?	How well did we do it?
Effort - Input	<ul style="list-style-type: none"> Installed infrastructure and hardware in buildings over the summer. Provided full time instructional technology coach in each building. Provided a full time classroom technology specialists split between the two buildings. Provided multiple and varied professional learning opportunities for the teachers in both buildings regarding instructional technology. Facilitated sessions in both schools for Family Literacy and Technology Night. 	<ul style="list-style-type: none"> Technology roll-outs always have glitches and bumps and this rollout was no different. However, the fact that there were technology coaches and a technology specialist to help smooth those bumps was absolutely crucial. We have devoted virtually all professional learning time in these two schools to integration of instructional technology. Teachers have been very appreciative, and wish that they had even more opportunities for PL. Leaders in both buildings are trying to build a culture of innovation and creativity, without creating unnecessary anxiety for teachers who are less familiar with the technology.
Effect - Output	Is anyone better off?	
	<ul style="list-style-type: none"> As part of this grant, we partner with Pacific Research and Evaluation to gather quantifiable data on the impact of these grant efforts on both student learning and teacher implementation and learning. We are too early in the process to have more than baseline data at this time. There will be an analysis of teacher surveys, teacher interviews, and student performance data. It is too early to expect to see a change in student performance data due to these efforts. 	<ul style="list-style-type: none"> At both schools teachers are talking about higher levels of student engagement. Kelly Creek had more technology prior to this grant, therefore, they are farther along in their embedded use of instructional technology. We have already seen significant shifts in practice. For example, it is already the norm that teachers use the blended learning platform of Google Classroom to increase efficiencies and feedback opportunities. We expect the same will happen at North as they become more comfortable with the tools they have available.
	Quantity	Quality

[Return to Teaching and Learning Performance Reports](#)

February 17, 2017
Board Retreat / Mid-Year Planning Session

HANDOUTS

Section 7
Bond Update: Overview

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

TO: Board of Directors

FROM: Jim Schlachter
Mike Schofield

DATE: February 17, 2017

RE: Management Plan – 2016 Capital Improvement Program

EXPLANATION: Attached, for the Board's review, is a draft Management Plan for the 2016 Capital Improvement Plan, prepared by Cornerstone Management Group, Inc.

PRESENTER: Mike Schofield

SUPPLEMENTARY
MATERIALS: Management Plan – 2016 Capital Improvement Program (*Draft*)

RECOMMENDATION: None, at this time.

REQUESTED ACTION: No action is required at this time. A finalized Management Plan will be presented at a future meeting.

MS:mkh

Management Plan
2016 Capital Improvement Program
Gresham-Barlow School District



Prepared by: Cornerstone Management Group Inc.



January 2017

Management Plan
2016 Capital Improvement Program
Gresham-Barlow School District

Table of Contents

1. Bond Management Team
2. Communication Plan
3. Budget Management
4. Schedule Management
5. Quality Control / Quality Assurance
6. Bond Oversight Committee
7. Contracting Strategy
8. Governing Agencies
9. Monthly Reports
10. Issue Resolution

1.0 Bond Management Team

Gresham-Barlow School District (GBSD) established a Bond Management Team (BMT) for the 2016 Capital Improvement Program (2016 CIP). The members of the BMT are district staff and managers from Cornerstone Management Group Inc. (CMGI).

The BMT meets each week to discuss issues that could impact the cost, schedule and quality for each project. Consultants hired by GBSD are invited to attend meetings when direct communication between a consultant and the BMT is in the best interest of GBSD. Meeting minutes will be prepared to document issues discussed and due dates for documents requested by the BMT.

2.0 Communication Plan

Communication will impact the process and final outcomes of the 2016 CIP. The BMT prepared a detailed outline of the communication plan. The outline of the communication plan is attached as Exhibit 1.

3.0 Budget Management

Effective budget management on capital improvement programs requires experience and discipline. Experience is required to anticipate potential costs before they become expenses and establish adequate funding for all costs that may occur in the design and or construction phase of any project. Discipline is required to control cost and resolve all issues that may impact the cost in a timely manner. History has proven that timely resolution of issues that may impact cost will reduce the final cost of a project.

CMGI has developed a systematic process and the required documents that will assist GBSD manage each project budget. This systematic process that will assist GBSD manage the project budgets are;

- 3.1 Prepare a detailed project budget for each project
- 3.2 Control and document committed costs
- 3.3 Adequately fund an owner's contingency in each project budget
- 3.4 Adequately fund a construction contingency in each project budget
- 3.5 Prepare a cash flow projection for the 2016 CIP
- 3.6 Document the approved transfer of funds within a project budget
- 3.7 Document the approved transfer of funds between project budgets
- 3.8 Clarify scope, schedule and cost for all agreements executed by GBSD
- 3.9 Require detailed cost estimates for all large projects
- 3.10 Prepare project narratives that describe budget, scope and schedule
- 3.11 Select construction method for each project
- 3.12 Require each design team to "Design within the Project Budget"
- 3.13 Assist each design team to prepare coordinated construction documents
- 3.14 Obtain land use approvals on time
- 3.15 Obtain the permits required on time
- 3.16 Require architects to use proposal requests to modify construction documents
- 3.17 Coordinate value engineering process
- 3.18 Bid projects when coverage and completion are best for GBSD
- 3.19 Require contractors to submit detailed construction schedules
- 3.20 Require the contractors to utilize approved documents to request a change in cost
- 3.21 Review all requests for a change in cost submitted by the contractors to confirm that GBSD has not previously paid for the requested cost
- 3.22 Resolve all issues that will impact the schedule and cost in a timely manner

Recommended process to approve budgets, agreements, amendments and change orders;

- 3.23 The program budget requires approval by the Board
- 3.24 The project budgets require written approval by the Chief Financial Officer (CFO)
- 3.25 Transfer of funds from one budget to another budget requires written approval by the CFO
- 3.26 Transfer of funds from one line item within a project budget to another item within a budget requires written approval by the CFO
- 3.27 Agreements above \$150,000 require approval by the Board
- 3.28 Agreements at or below \$150,000 require approval by the CFO
- 3.29 Change orders or amendments to agreements will follow Board policy and administrative regulation

4.0 Schedule Management

Effective schedule management requires experience, focus, commitment and detailed schedules. Schedule management experience assists each project team to develop meaningful project schedules that clearly identify all of the tasks required to advertise and bid complete construction documents. Focus and commitment is required by all of the firms involved during the design and construction phases to complete projects on time. Detailed schedules clarify the duration and relationship of activities. Issues that could impact schedule must be openly discussed and resolved in a timely manner to minimize schedule impacts. Completing projects on time provides tremendous advantages to GBSD. The schedules required and managed are:

- 4.1 Program schedule
- 4.2 Project schedules
- 4.3 Land use application schedules
- 4.4 Design phase schedules
- 4.5 Construction phase schedules
- 4.6 Recovery schedules (if required)

Some of the advantages to GBSD will be:

- 4.7 Each team member working a project will clearly understand when the work their team is responsible for must be completed.
- 4.8 Complete construction projects with adequate time for GBSD staff to prepare the areas for the students.
- 4.9 Reduce the final cost of each project.

The BMT will create the proactive environment that will allow all the firms involved in the 2016 CIP complete the tasks they are responsible for effectively and efficiently. CMGI has developed and refined documents that will assist GBSD to keep the projects on schedule. CMGI will prepare the program schedule and the project schedules for approval by GBSD. The program schedule and project schedules and the ability to manage project schedules will assist the BMT keep each project on schedule and minimize the impact on the learning environments.

Additionally, each contractor hired by GBSD will be required to produce a detailed construction schedule for approval by the BMT. CMGI managers will monitor the progress of each construction project. In the event the contractor does not maintain the progress required, the contractor will be required to prepare and present a revised construction schedule before receipt of the next payment from GBSD.

5.0 Quality Control / Quality Assurance

The BMT will utilize a Quality Control / Quality Assurance process which will include:

- 5.1 Construction documents will be prepared by architects and engineers licensed in the State of Oregon
- 5.2 The district standards approved by GBSD for material, equipment and systems will be included in the construction documents
- 5.3 Coordinate the construction document review process
- 5.4 Plan check comments will be incorporated in the construction documents
- 5.5 Select qualified general contractors
- 5.6 Observation reports prepared by the architect and engineers during the construction phase will be transmitted to the contractor
- 5.7 Inspection reports from the governing agencies will be transmitted to the contractor
- 5.8 Inspections reports from the consultants hired by GBSD will be transmitted to the contractor
- 5.9 Material testing reports from the special inspection / material testing firm hired by GBSD will be transmitted to the contractor
- 5.10 Peer reviews may be required for mechanical and electrical systems when it is in the best interest of GBSD
- 5.11 Building envelope consultants will review the construction documents and provide inspection services during the construction phase
- 5.12 The contractor will be required to confirm each item identified on observation and inspection reports has been resolved

6.0 Bond Oversight Committee

GBSD will request the involvement of a Bond Oversight Committee (BOC). GBSD will provide project updates to the BOC and request information regarding concerns that the BOC is aware of. The BOC will provide updates to the Board when appropriate.

7.0 Contracting Strategy

There are many different construction methods available for GBSD to purchase each of the construction projects. The BMT has evaluated the Construction Manager / General Contractor (CM/GC) and Design / Build (DB) methods and made recommendation to the board and received approval by the Board.

8.0 Governing Agencies

The City, State and Federal Government have been given the responsibility to control land use, public safety, traffic, air quality, sound, public utilities, property rights and many other issues that impact construction projects.

Each of the public agencies involved in approving the required permits will be treated as partners with GBSD during the design and construction phases of each project. Developing quality relationships with the governing agencies will impact the success of each project. Representatives of the BMT will meet with representatives of each governing agency that will be involved with approving the required land use permits, construction and occupancy permits before submitting any applications in an effort to clearly understand what will be required.

GBSD has developed a good working relationship with the City of Gresham. We believe that the relationship that has already been developed with the City of Gresham will allow the BMT to obtain all of the required approvals and permits in accordance with the program and project schedules.

9.0 Reports

CMGI will submit Monthly Reports to the CFO. Bond Oversight Committee/Board reports will be provided on a quarterly basis or as requested by GBSD. The reports will include the following information.

- 9.1 Schedule updates for each project
- 9.2 Budget updates for each project
- 9.3 Professional firms that have been hired by GBSD
- 9.4 Issues of interest the BMT is addressing

10.0 Issue Resolution

Construction projects will have issues that must be resolved in the design and construction phases. How the BMT resolves issues of behalf of GBSD will impact relationships, commitment, cost, schedule, quality and most importantly the overall success of the 2016 CIP. CMGI is committed to assisting GBSD resolving all issues the 2016 CIP Program will face fairly and in a timely manner. CMGI believes that the resolution of issues must follow a process. The process we have developed and refined over the last 20 years has assisted our clients to complete successful projects. We recommend the following process to resolve issues for the 2016 CIP in GBSD.

- 10.1 Clearly define the issue
- 10.2 Commit the time required to resolve the issue
- 10.3 Identify the options to resolve the issue
- 10.4 Openly discuss the potential advantages and potential disadvantages of each option
- 10.5 Select the resolution that is in the best interest of GBSD
- 10.6 Document the resolution to the issue

The timely resolution of issues will reduce the financial risk that can increase with each day that issues are not resolved.

End of Management Plan

February 17, 2017

Board Retreat / Mid-Year Planning Session

HANDOUTS

Section 8

Bond Update: Elementary School Projects

Schematic Design Workplan
for
North Gresham Elementary School Replacement
Gresham Barlow School District

DATE	TASK	PARTICIPANTS	TIME
January 24, 2017	PROJECT LAUNCH <ul style="list-style-type: none"> • Introductions • Review Workplan • Review & Understand Program • Set Guiding Principles • Lessons Learned 	NGES Design Team and BBT	2 hrs. 1 - 3 pm
February 7, 2017	RELATIONSHIP DIAGRAMS <ul style="list-style-type: none"> • Forward Thinking Sessions • Site Exploration • Building Diagrams • Refine Understanding of Program 	NGES Design Team and BBT	2 hrs. 1 - 3 pm
CM/GC Selected			
February 21, 2017	DESIGN REVIEW <ul style="list-style-type: none"> • Review Floor Plan Options • Review Site Plan Options • Discuss & Prioritize Options • Visual Survey 	NGES Design Team and BBT	2 hrs. 1 - 3 pm
March 7th, 2017	SYSTEMS WORKSHOP / SUSTAINABILITY FORUM <ul style="list-style-type: none"> • Discuss Building Systems • Discuss Sustainability Strategies 	Facilities, CM/GC, GBSD Admin, BBT & Consultants	4 hrs. TBD
March 8th, 2017	SCHOOL TOURS <ul style="list-style-type: none"> • Visual Tours • Actual Tours • Debrief from Tours 	NGES Design Team, CM/GC and BBT	8 hrs. 8 am - 4 pm
March 16, 2017	STUDENT FOR A DAY <ul style="list-style-type: none"> • NGES Design & BBT Participate • Debrief from Experience 	NGES Design Team, CM/GC and BBT	8 hrs. TBD
March 23, 2018	DESIGN REVIEW <ul style="list-style-type: none"> • Debrief from Community Engagement • Review Refined Floor Plan • Review Refined Site Plan 	NGES Design Team, CM/GC and BBT	2 hrs. 1 - 3 pm
	FOCUS GROUPS - Round 1 w EGES <ul style="list-style-type: none"> • Meet with Building Users • Discuss Spaces in Detail • Refine Plans As Needed 	Staff, Students and BBT	8 hrs. TBD

Schematic Design Workplan

for

North Gresham Elementary School Replacement

Gresham Barlow School District

PROPOSED COMMUNITY ENGAGEMENT #1 <ul style="list-style-type: none"> • Update on Process/Schedule • Visual Survey • Review Plans To Date 			
April 4, 2017	DESIGN REVIEW <ul style="list-style-type: none"> • Debrief from Focus Groups/Community/Staff • Review Refined Plans • Review Concept Design 	NGES Design Team, CM/GC and BBT	2 hrs. 1 - 3 pm
April 18, 2017	PLANS & DESIGN - Final Review <ul style="list-style-type: none"> • Review & Discuss Plans • Review & Discuss Design • Release Drawings to Cost Estimating 	NGES Design Team, CM/GC and BBT	3 hrs. 1 - 3 pm
May 2, 2017	SCHEMATIC DESIGN - Final Review <ul style="list-style-type: none"> • Final Review with Costs • Review with School Board, if needed • Seek Approval to Begin Design Development 	NGES Design Team, CM/GC and BBT	4 hrs. 1 - 3 pm
PROPOSED COMMUNITY ENGAGEMENT #2 <ul style="list-style-type: none"> • Update on Process/Schedule • Review of SD Design 			

DESIGN DEVELOPMENT MEETING DATES:

May 16 (w NGES Design Team)
 May 30 (w NGES Design Team)
 June 13 (w NGES Design Team)
 June 27 (w/o NGES Design Team)
 July 11 (w/o NGES Design Team)
 July 25 (w/o NGES Design Team)

NOTES:

- Preliminary meetings with local jurisdiction will occur during this phase.
- All staff meeting updates to occur during this phase.

School Board Update

North Gresham ES & East Gresham ES



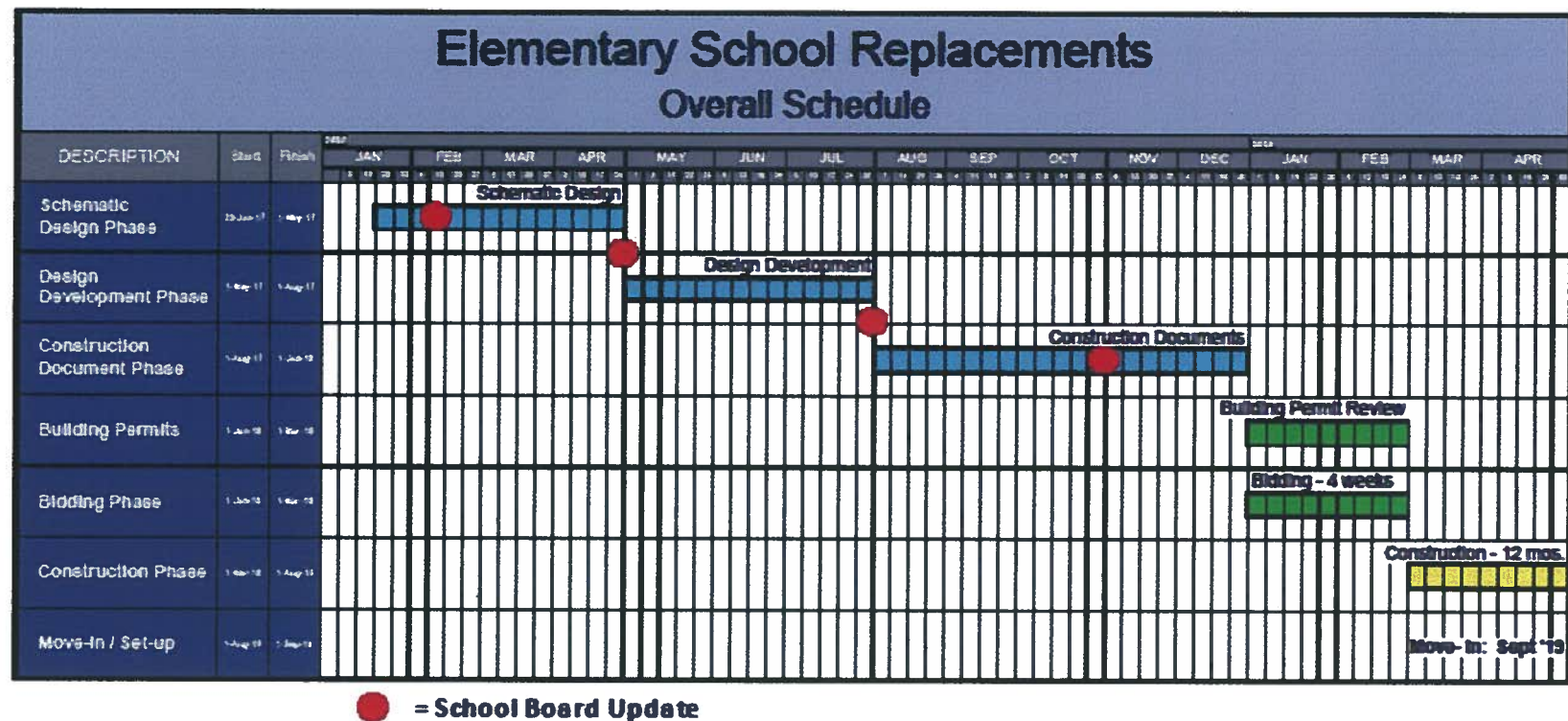
BBT Architects

&

DLR Group Architecture & Engineering

February 17, 2017

Overall Schedule



Design Process Highlights

Completed Tasks

- Visioning
- Givens
- Guiding Principles
- Theme
- Program Verification
- Site Diagrams

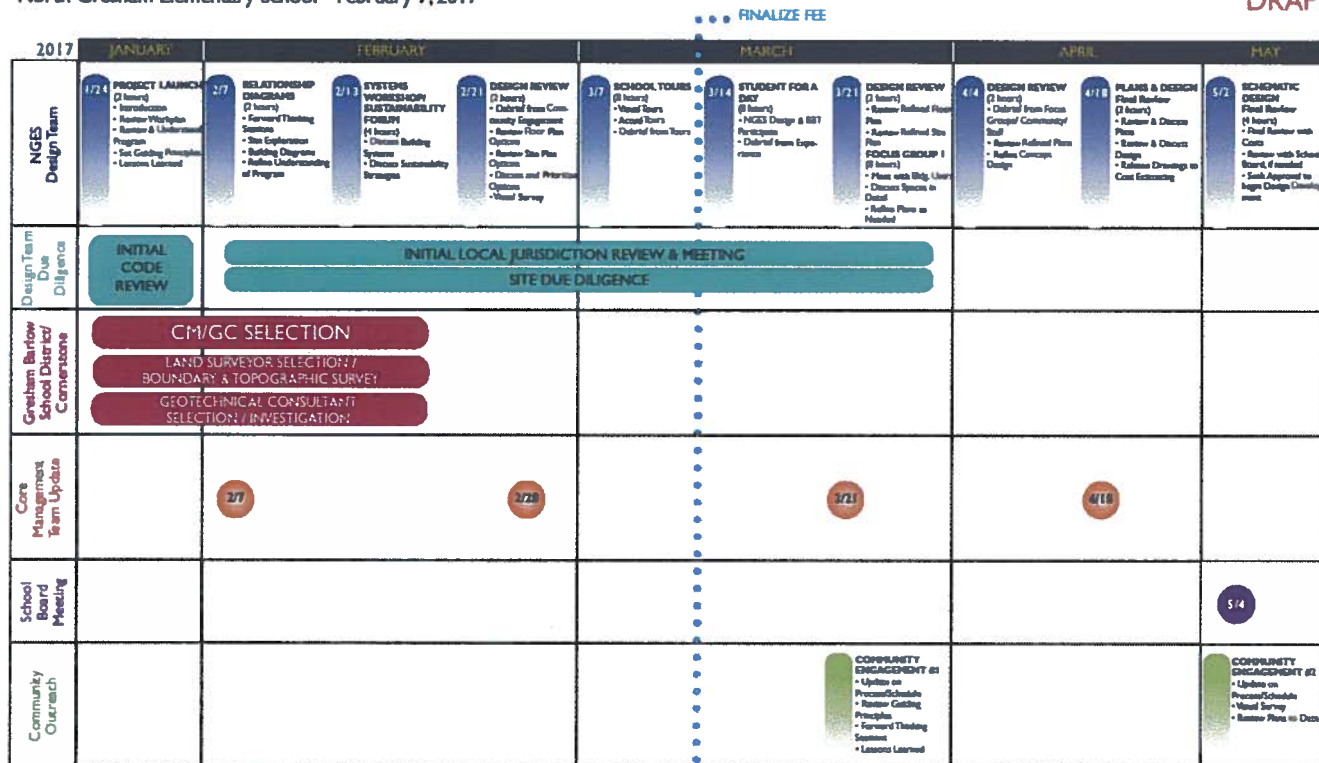
Next Steps

- Building Diagrams
- Visual Survey
- Systems/Sustainability Workshop (w EGES)
- School Tours (w EGES)
- Student for a Day
- Focus Groups (w EGES)

Concept Design Schedule

PROGRAM VALIDATION + CONCEPTUAL DESIGN SCHEDULE
North Gresham Elementary School • February 7, 2017

BBT Architects
DRAFT



Reach high, for stars lie hidden
in you. Dream deep, for every
dream precedes the goal.

-R. Tagore



REACHING FOR THE STARS

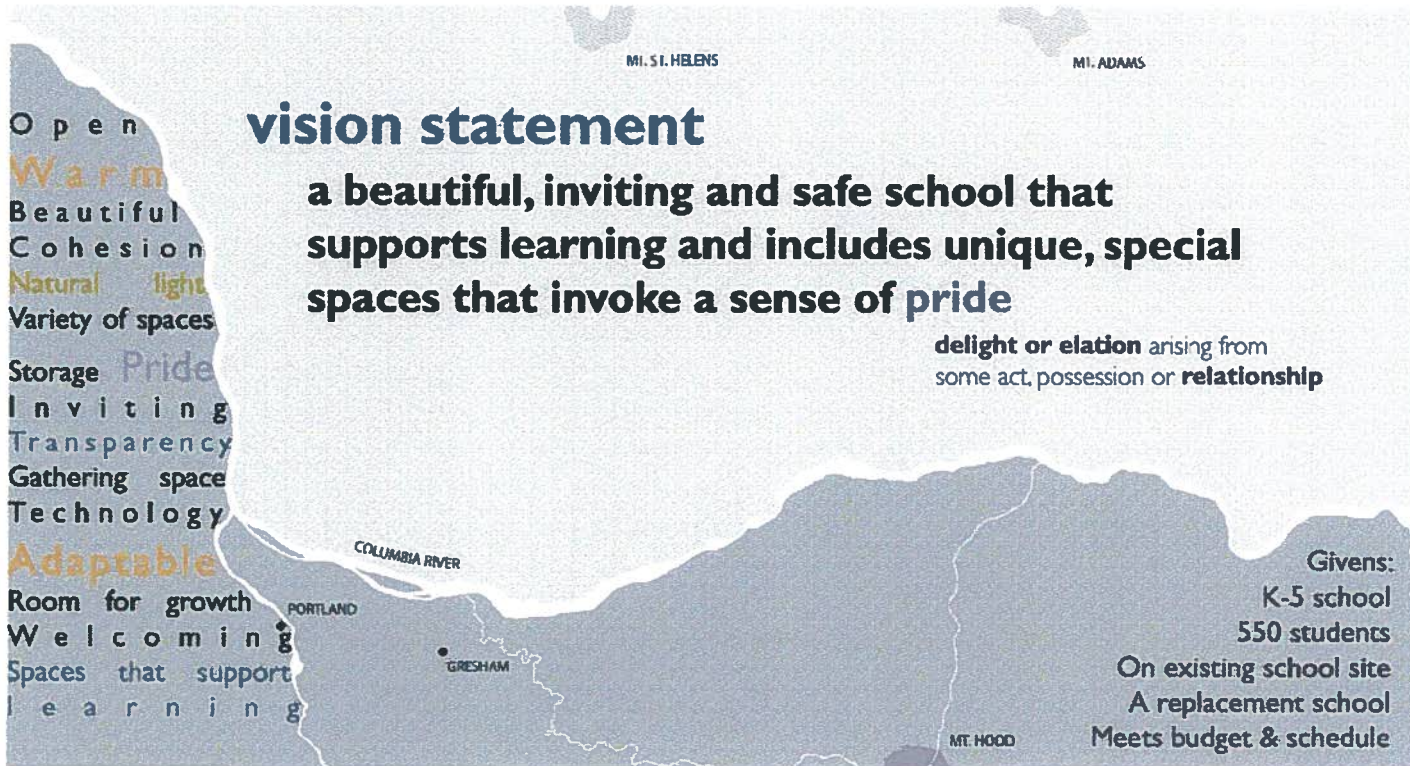
GIVENS AND GUIDING PRINCIPLES
VICINITY PLAN
CONSTELLATION
ADAPTABLE/FLEXIBLE
TRANSPARENT/PERMEABLE
DISCOVERY/EXPLORATION
DYNAMIC CIRCULATION
SITE EXPLORATIONS
BUILDING EXPLORATIONS

NORTH GRESHAM ELEMENTARY SCHOOL
schematic design



North Gresham
Stars

B B T
ARCHITECTS



GIVENS & GUIDING PRINCIPLES

schematic design



A group of stars that seem to form recognizable **patterns** in the sky

A group or **cluster** of related things



Nodes of Activity
various paths between them to create
dynamic movement



CONSTELLATION
schematic design

BBT
ARCHITECTS



able to be modified for a new use or purpose



Flexible spaces allow for **variety** in the learning environment, engaging more kids with different learning styles. With spaces that adapt, you can devote less square footage to the traditional classroom because your classroom becomes the whole school

ADAPTABLE/FLEXIBLE
schematic design



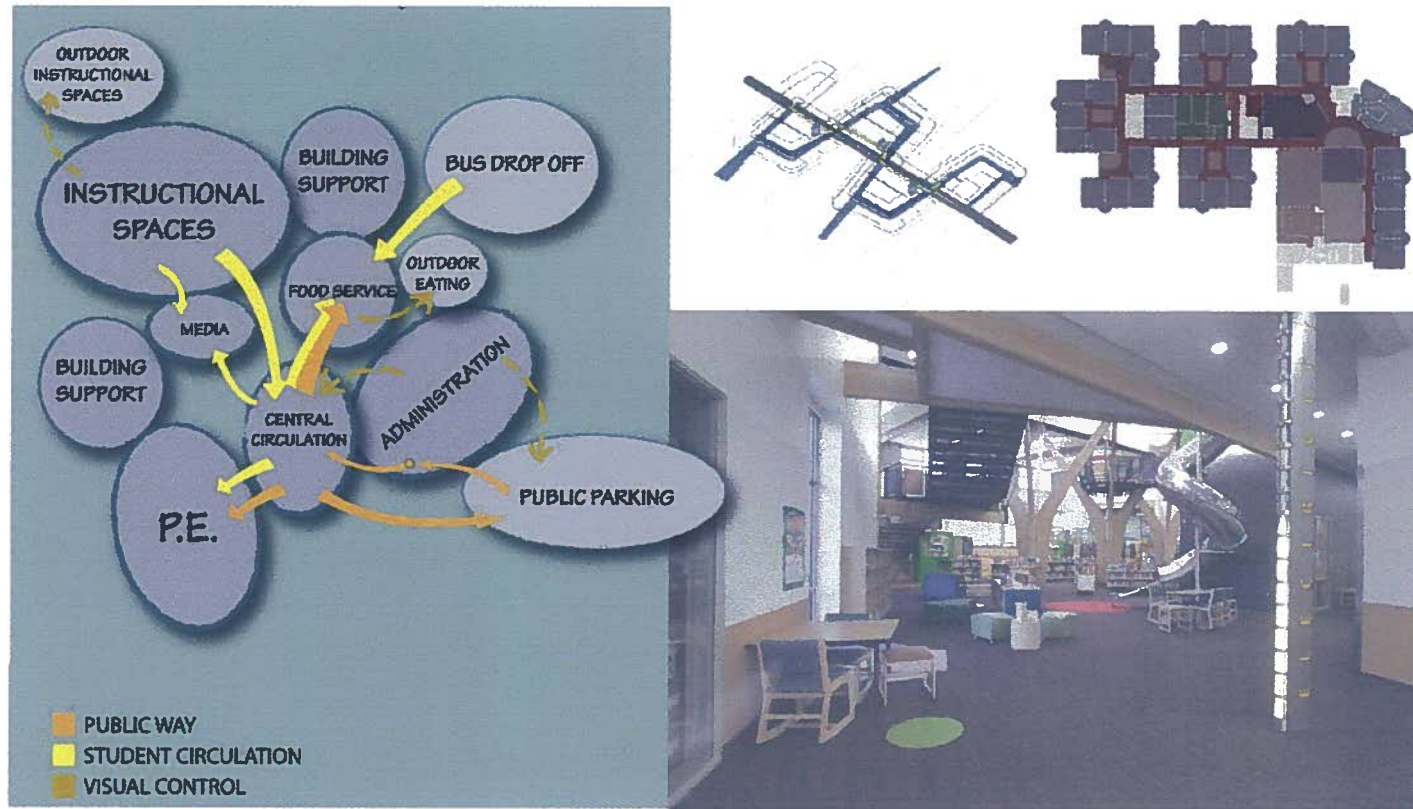
Spaces that are permeable allow for *Informational Transparency* and thereby create *Informational Transactions* between age groups and members of the learning community.



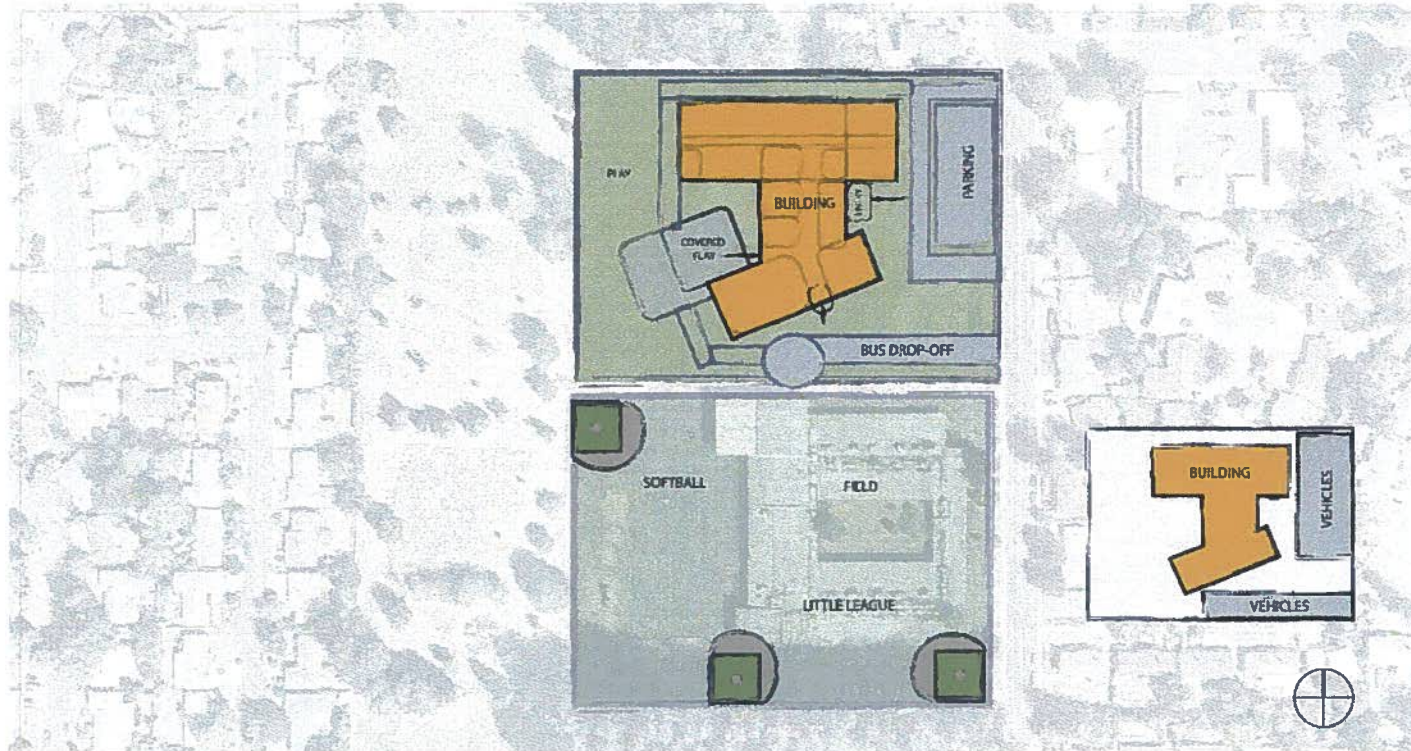
TRANSPARENT/PERMEABLE
schematic design



DISCOVERY/EXPLORATION
schematic design

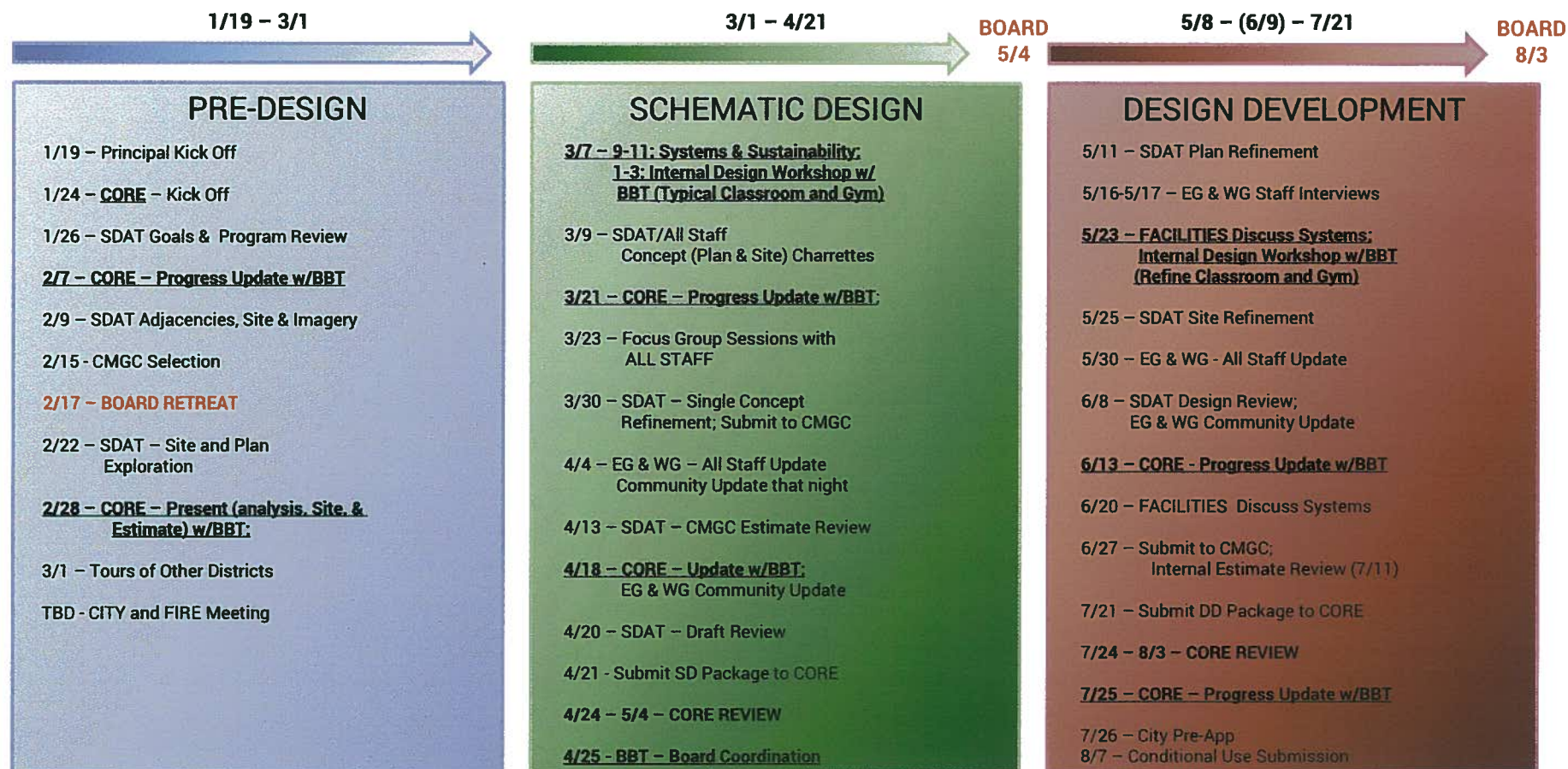


DYNAMIC CIRCULATION
schematic design



SITE EXPLORATIONS: 3
schematic design

East Gresham Elementary School Communications and Engagement Calendar



SDAT – Site Design Advisory Team (Principal & Site Staff Representatives); CORE – District Administration & Management



COMING UP 2/21/17

1. Site zoning plan (general conceptual zoning of site locating major site elements like: parent drop, bus drop, staff parking, main entry, building location, play fields, hard/soft play, and covered play)
2. Pod organization options (linear pod, cluster pods)
3. School Tour information

DRAFT Goals / Directions

- A new building illustrating, “we are a place of **learning**”
- A **warm, welcoming**, and safe entry and environment
- **Student-focused** spaces and configurations
- Spaces that supports all of our **community** & families
- Supportive of active, **multi-modal** learning
- **Technology** both innovative and appropriate for the needs
- **Storage** maximized
- **Flexible** for future learning modalities
- **Collaboration** opportunities at all levels
- Strong connection with the **outdoors** and **views**
- **Clean**, efficient, and well organized

East Gresham Elementary School



East Gresham Elementary School



East Gresham Elementary School



East Gresham Elementary School

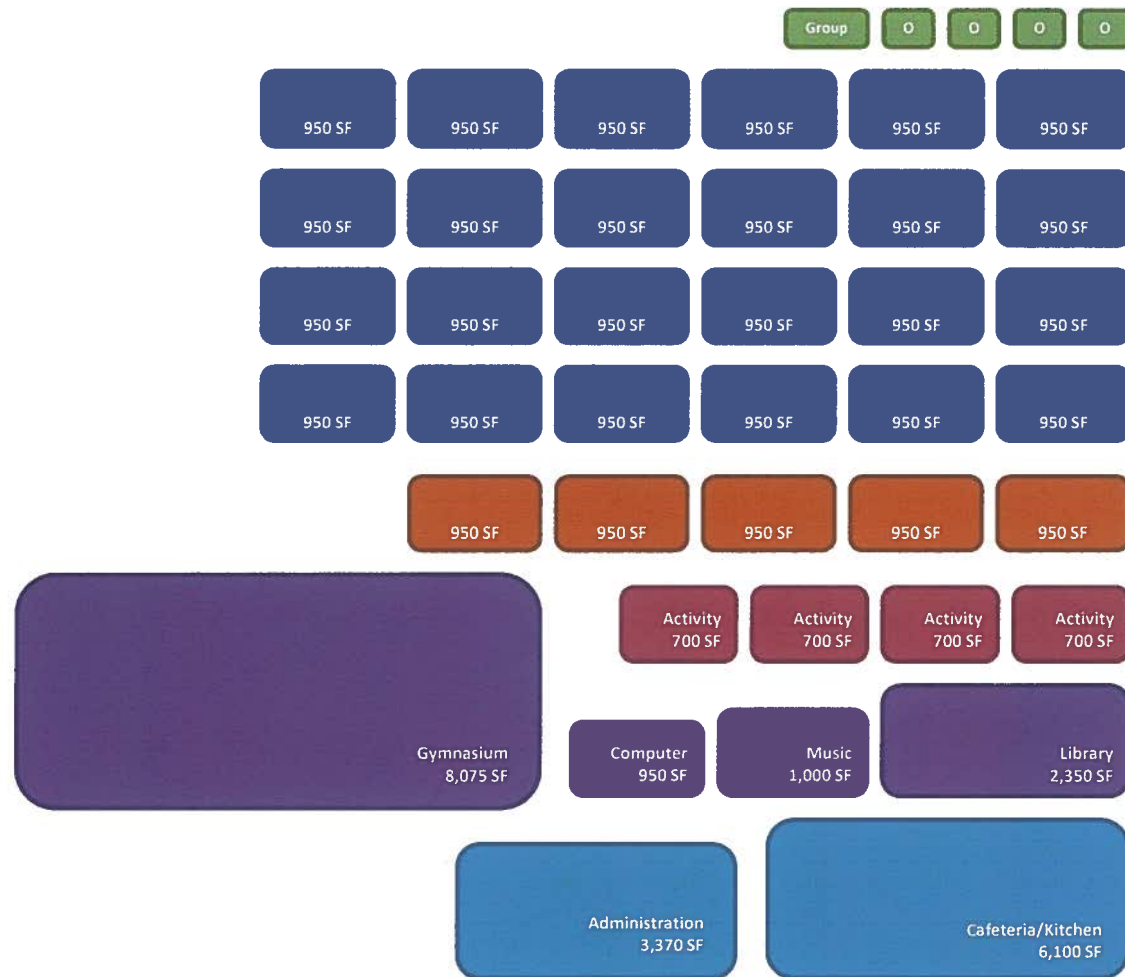


Looking at Space Adjacencies

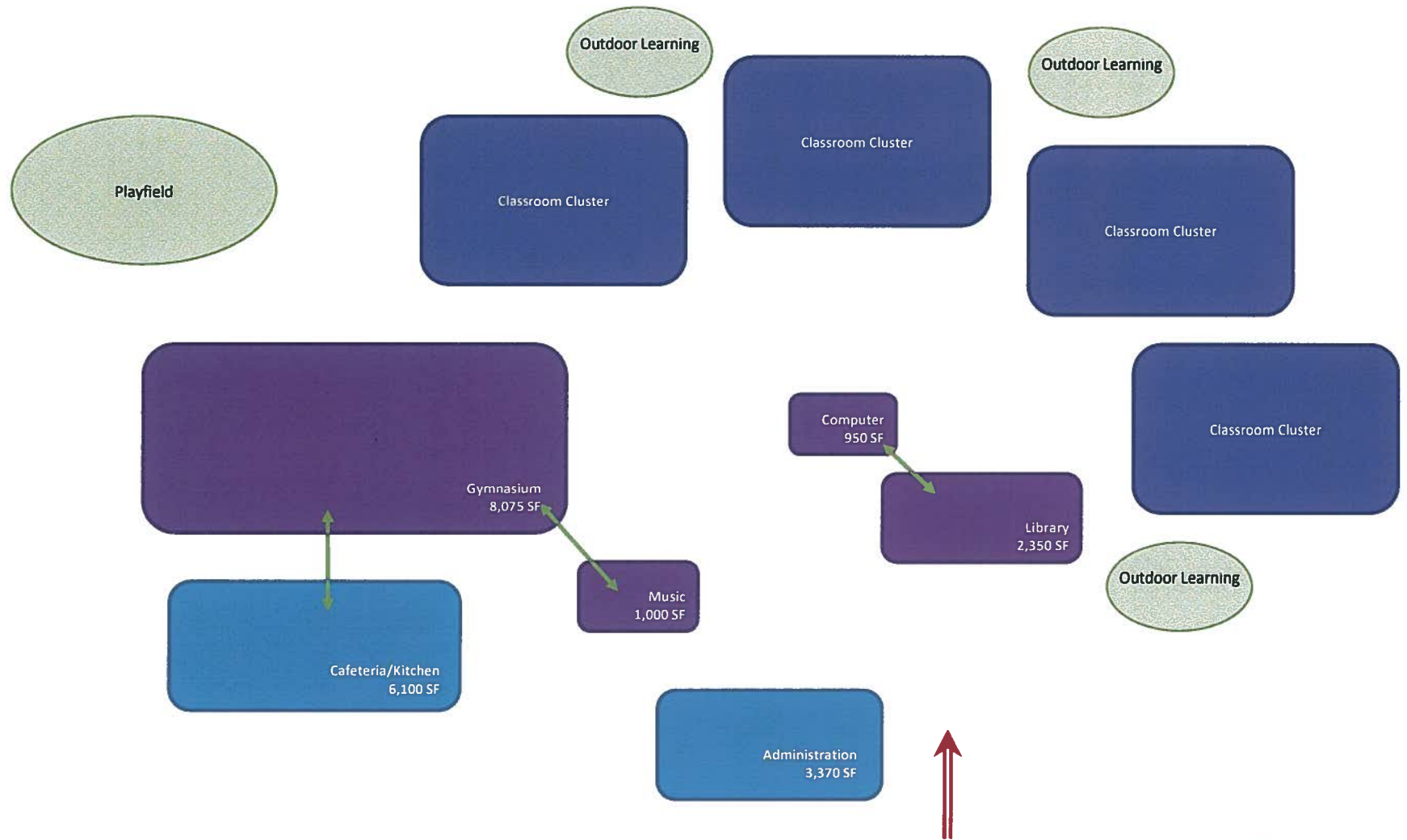
SDAT Workshop
Feb. 9, 2017

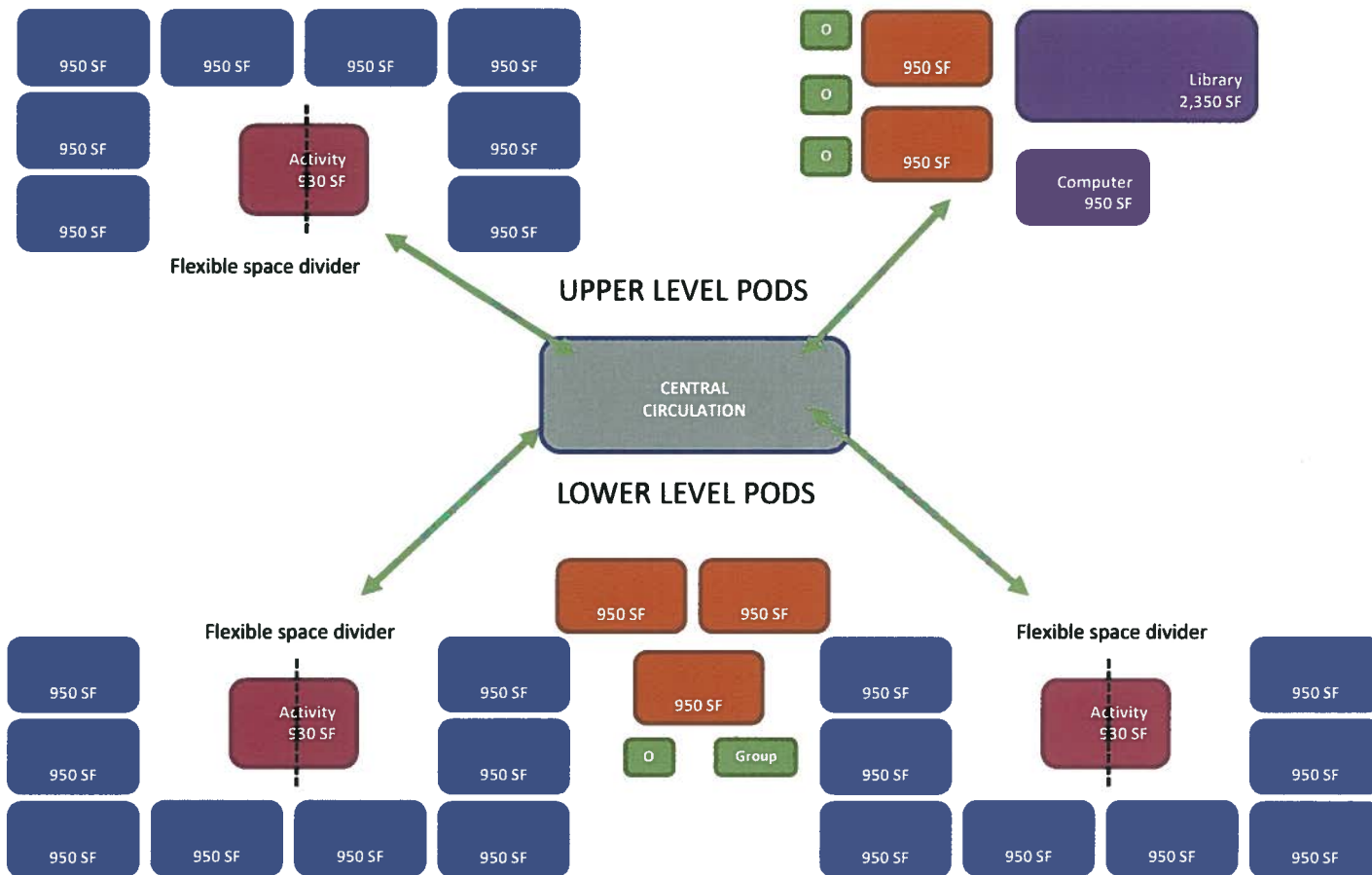


East Gresham Elementary

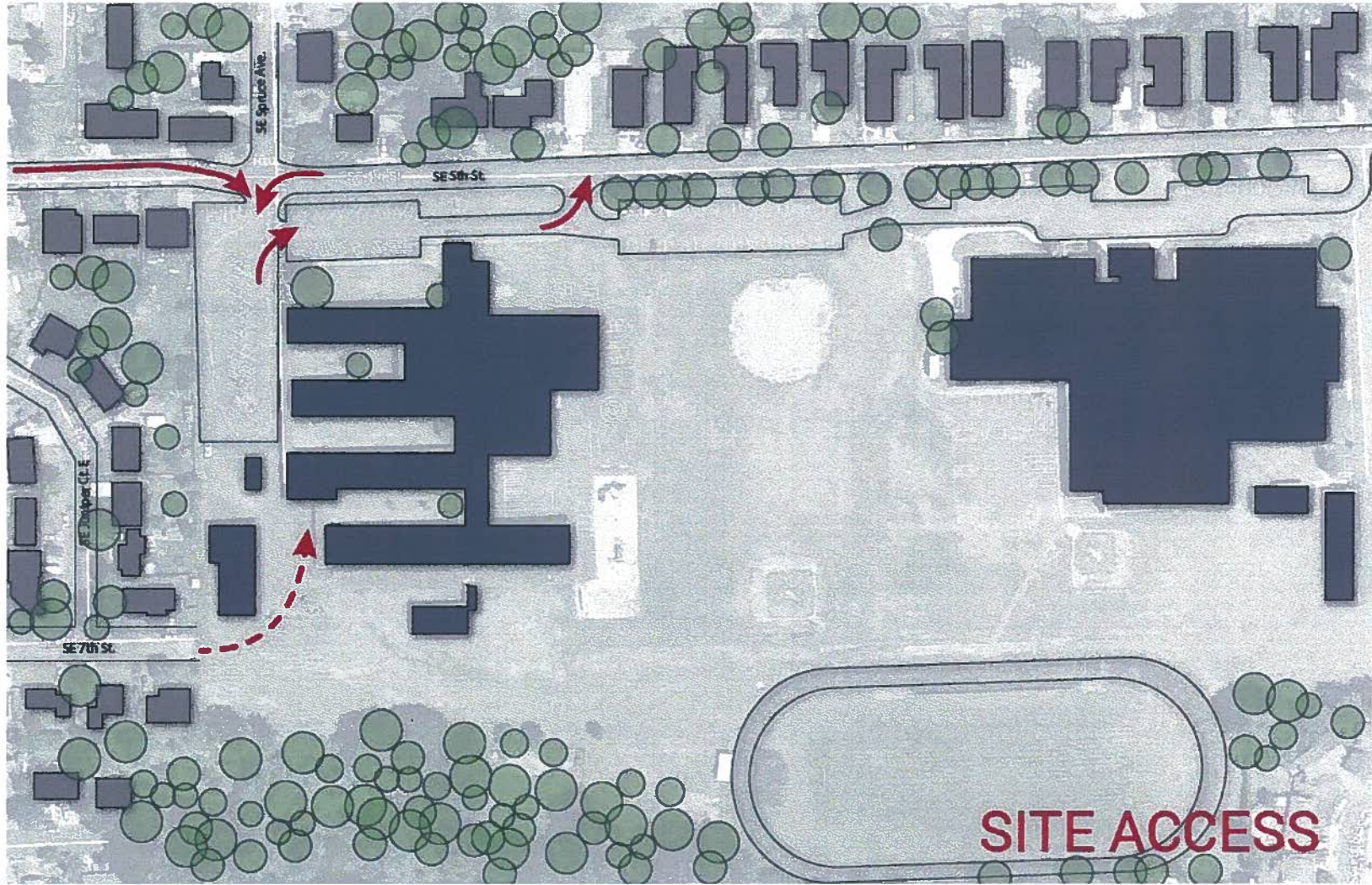


East Gresham Elementary

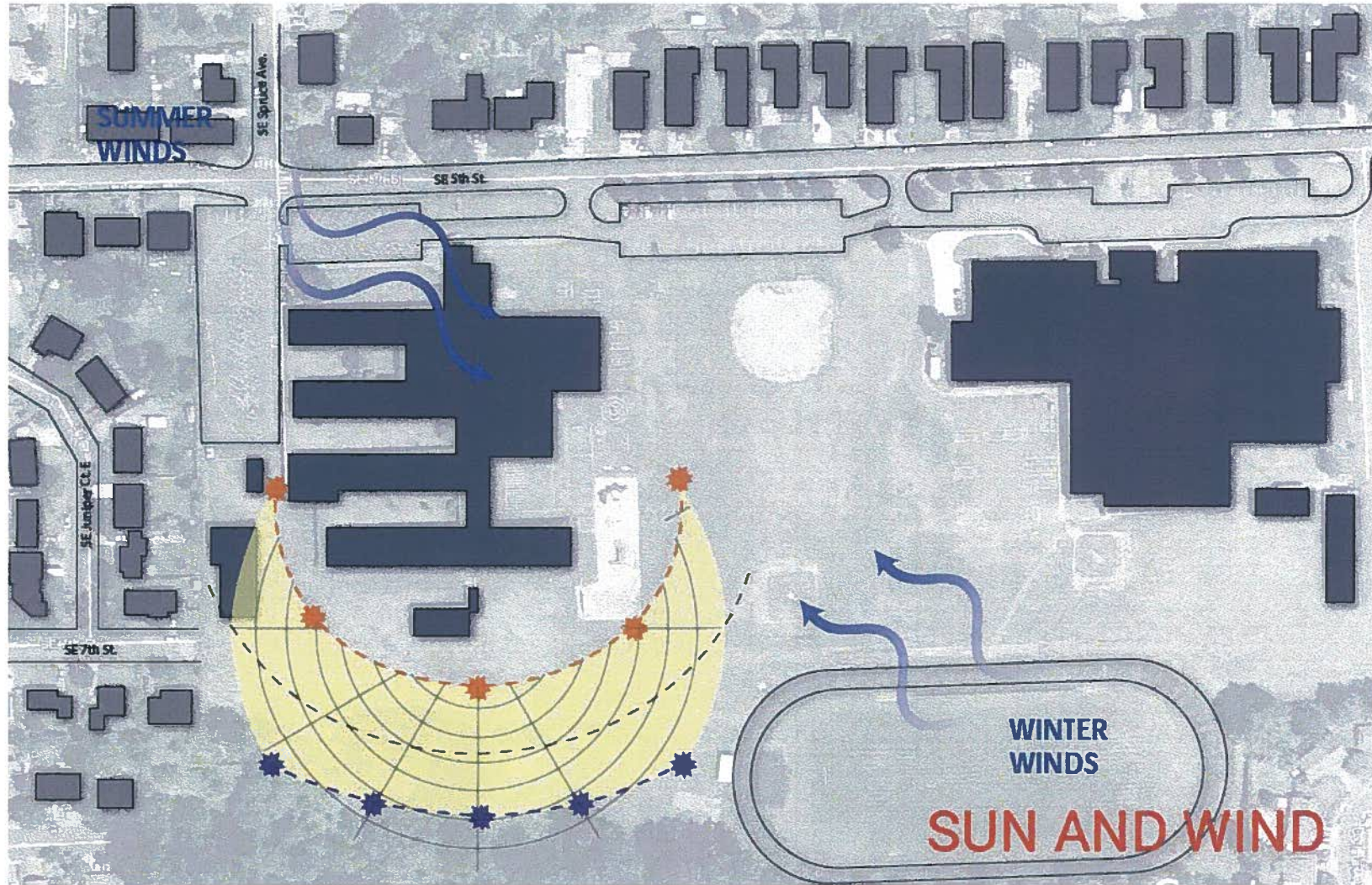




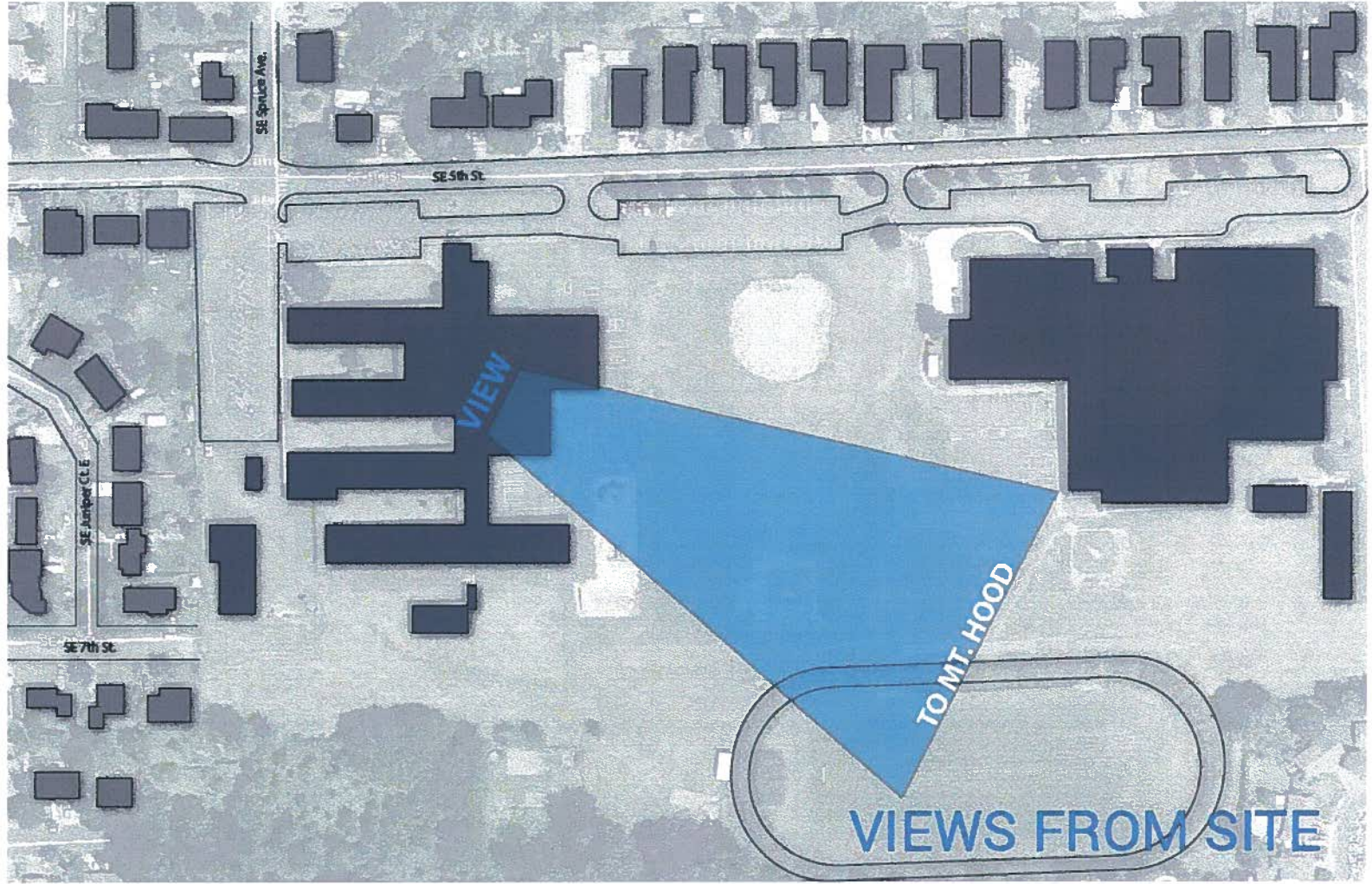
East Gresham Elementary School



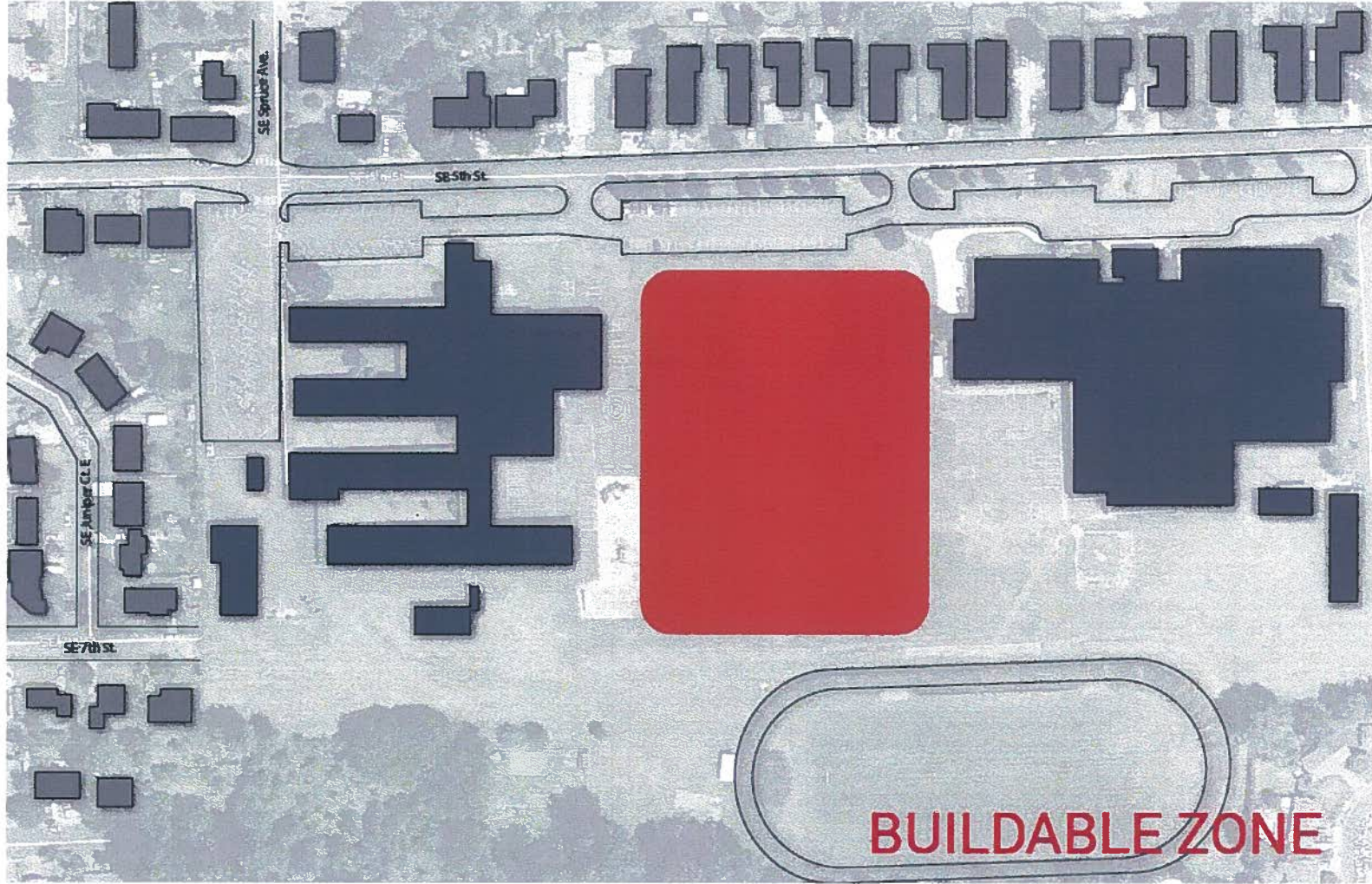
East Gresham Elementary School



East Gresham Elementary School



East Gresham Elementary School



School Board Update

North Gresham ES & East Gresham ES



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DLR Group

&
QUESTIONS???

February 17, 2017
Board Retreat / Mid-Year Planning Session

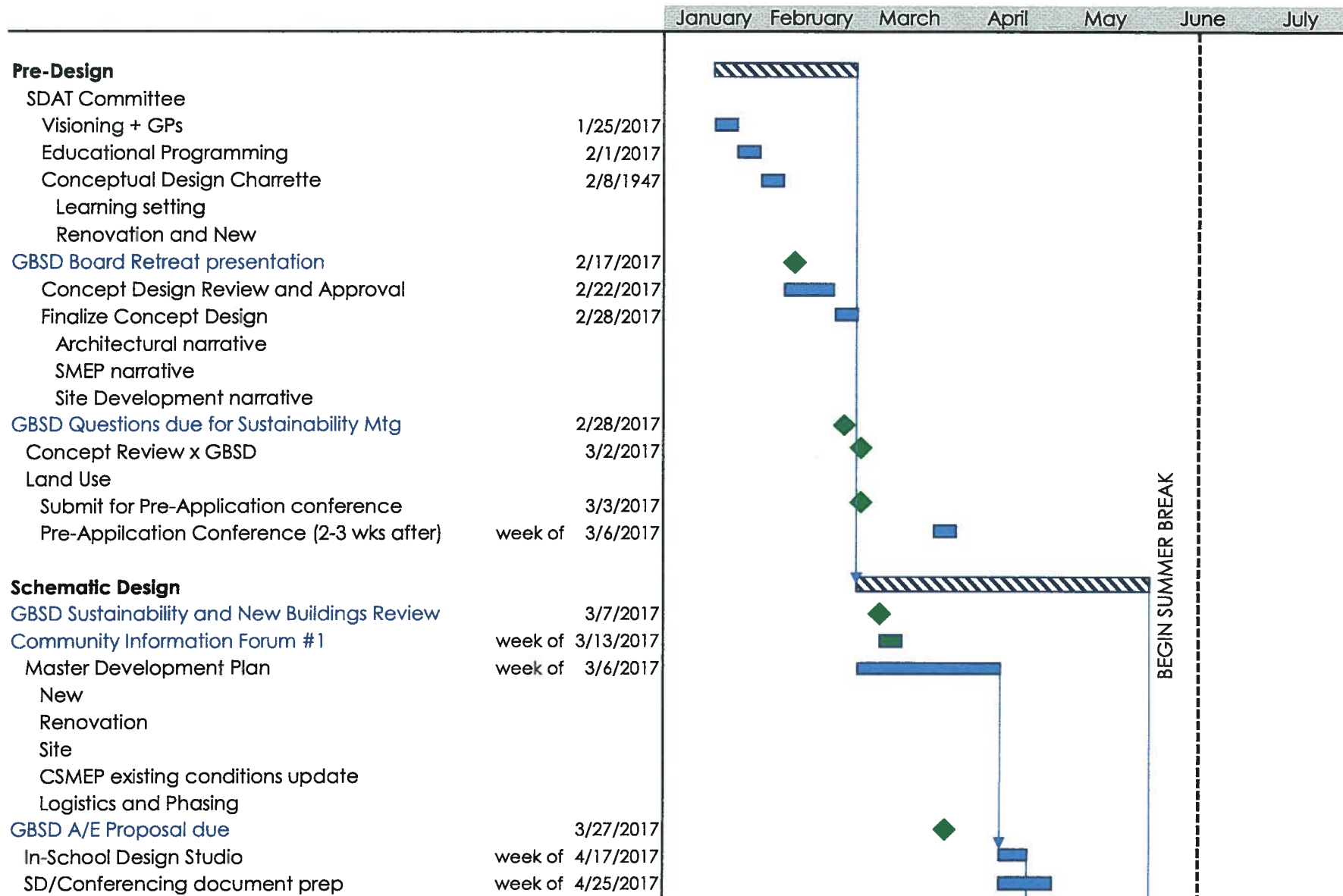
HANDOUTS

Section 9
Bond Update: High School Projects

GRESHAM HIGH SCHOOL RECONSTRUCTION + MODERNIZATION

Gresham Barlow School District
February 6, 2017

BLRBarchitects

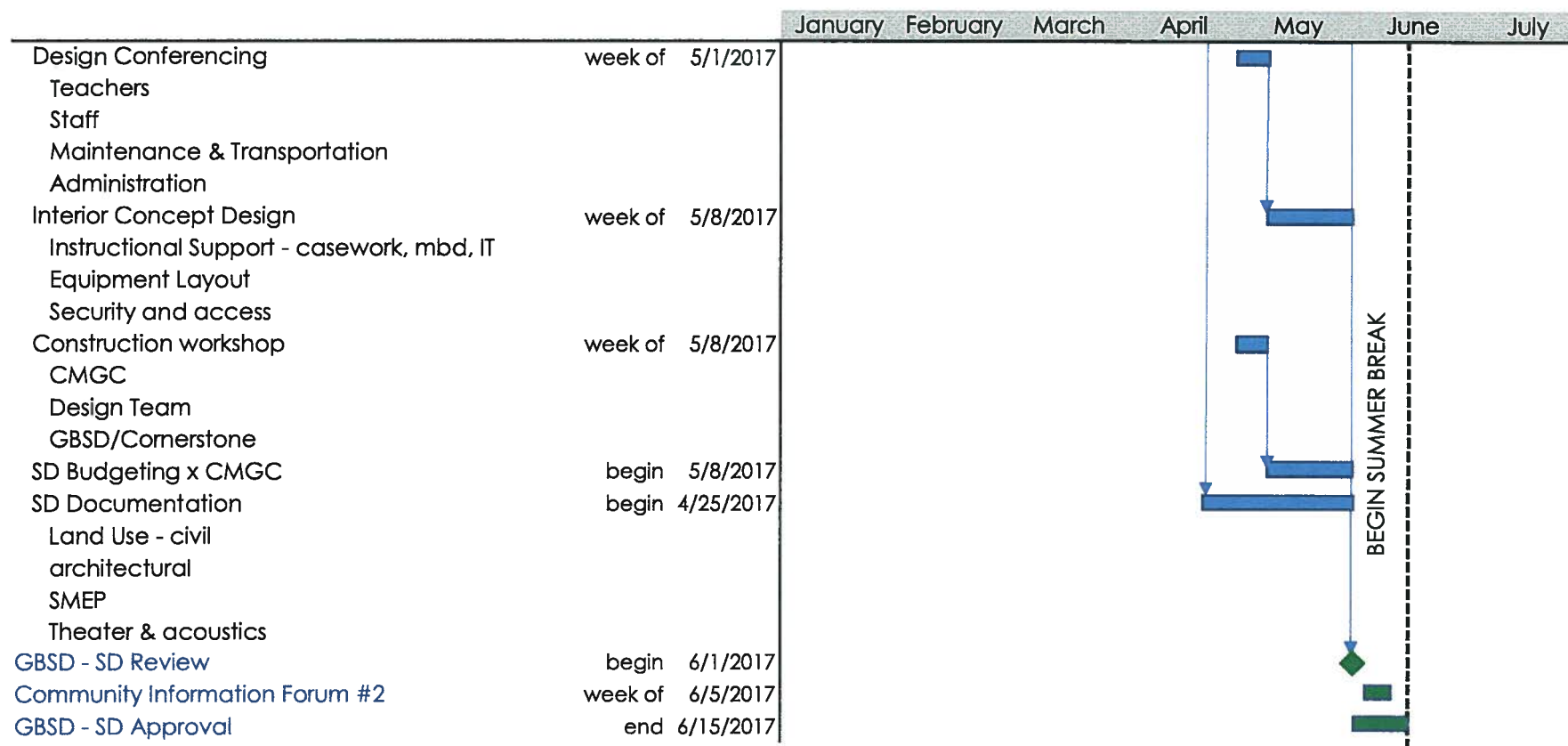


GRESHAM HIGH SCHOOL RECONSTRUCTION + MODERNIZATION

Gresham Barlow School District

February 6, 2017

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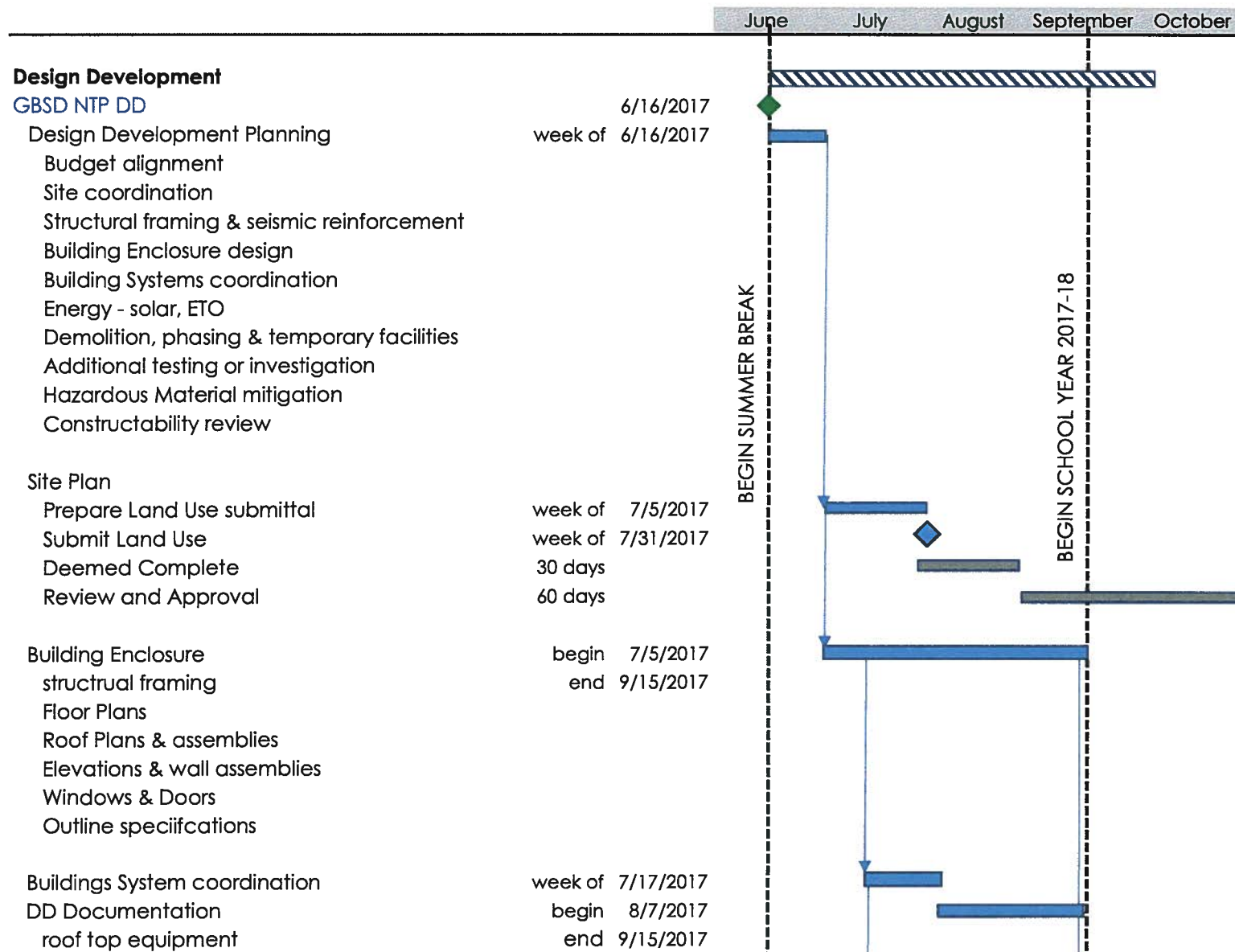


GRESHAM HIGH SCHOOL RECONSTRUCTION + MODERNIZATION

Gresham Barlow School District

February 6, 2017

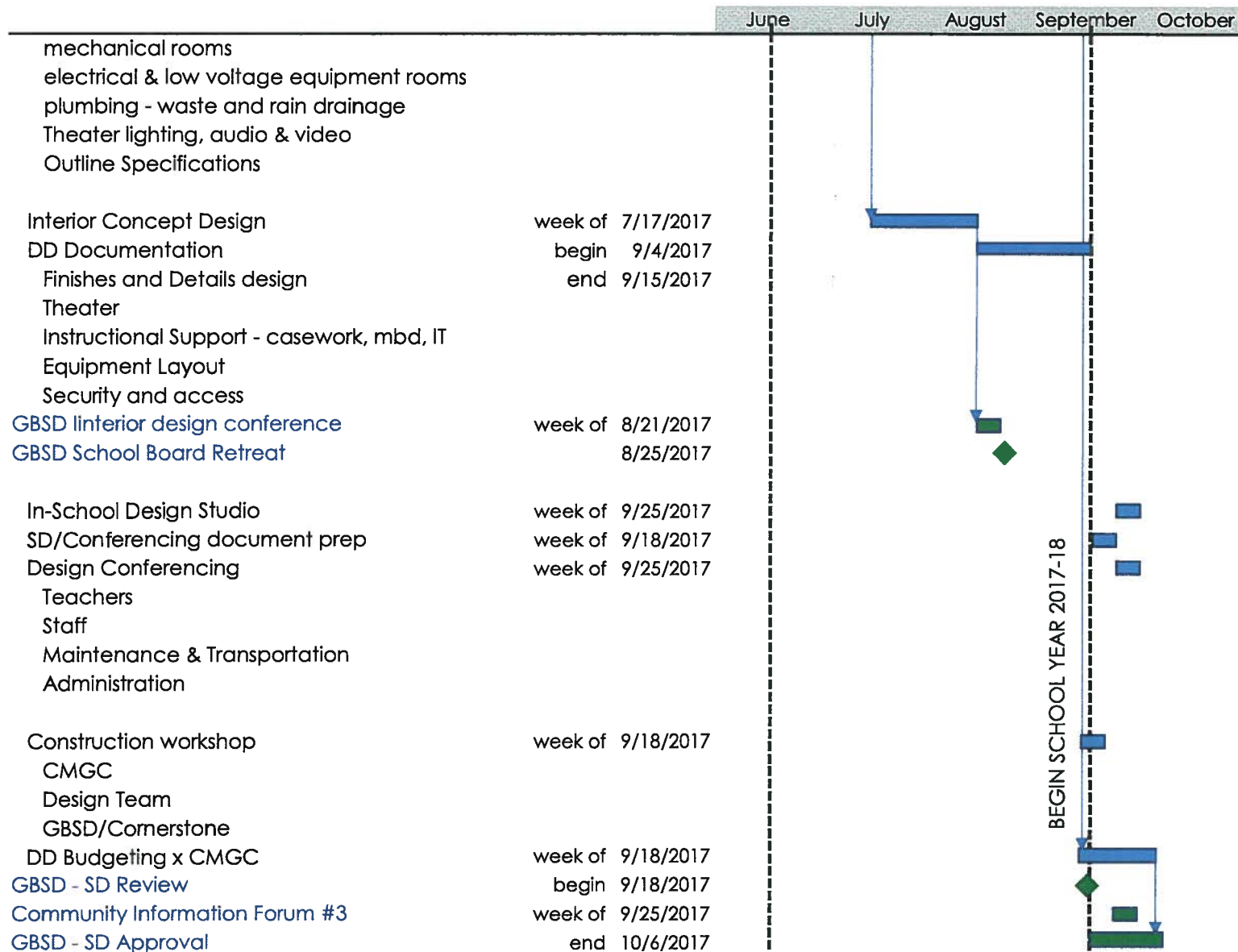
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GRESHAM HIGH SCHOOL RECONSTRUCTION + MODERNIZATION

Gresham Barlow School District
February 6, 2017

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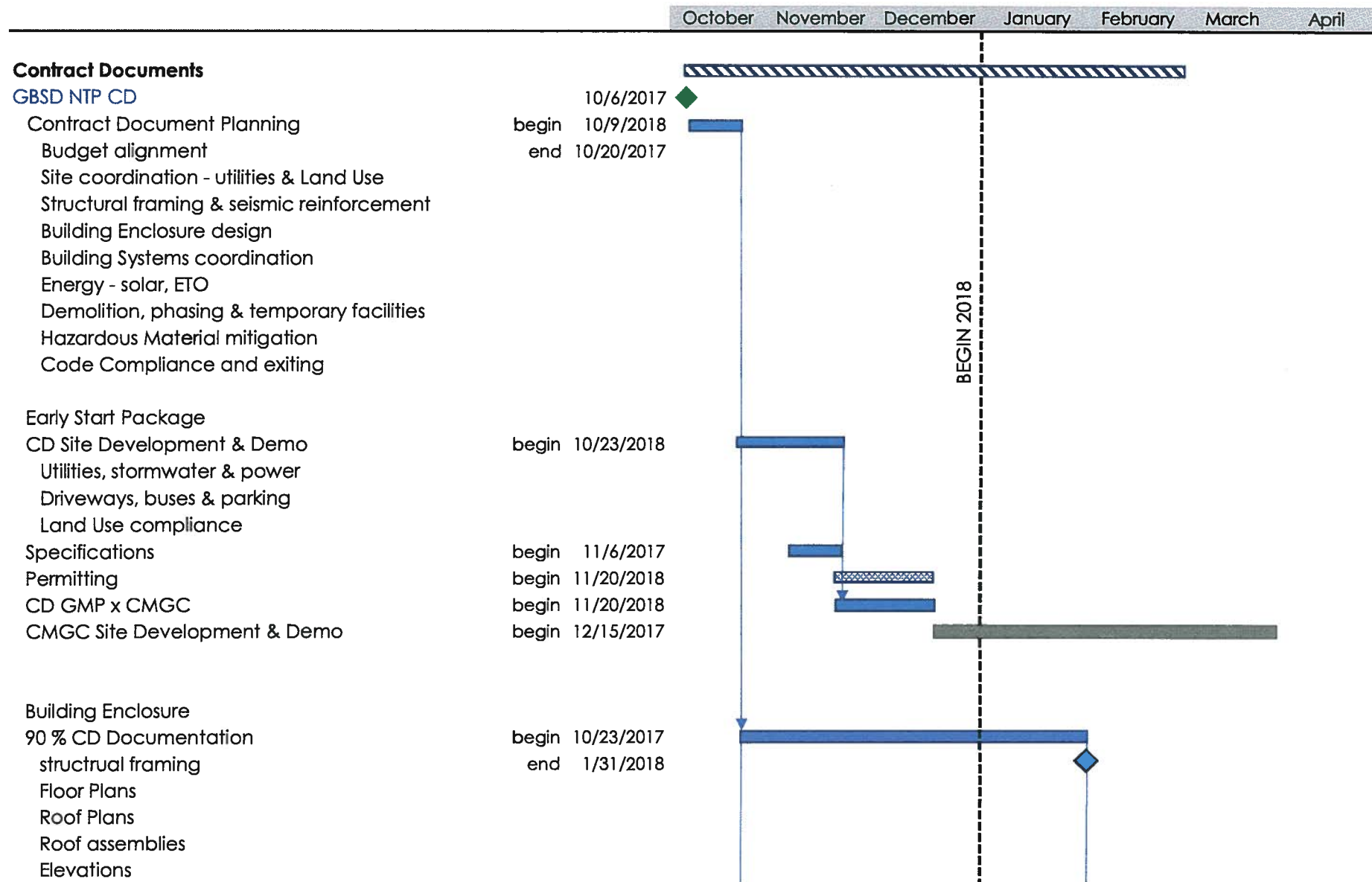


GRESHAM HIGH SCHOOL RECONSTRUCTION + MODERNIZATION

Gresham Barlow School District

February 6, 2017

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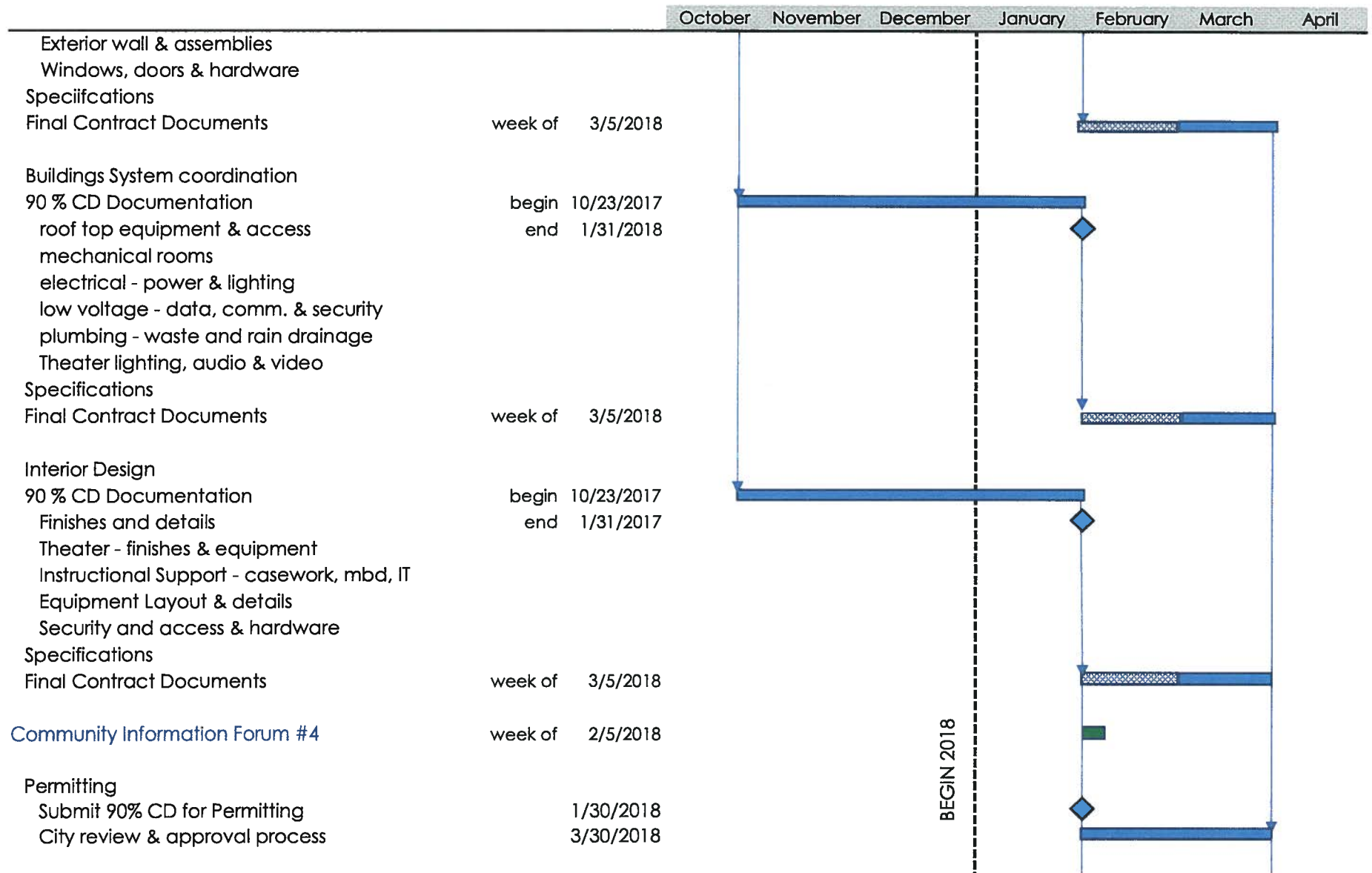


GRESHAM HIGH SCHOOL RECONSTRUCTION + MODERNIZATION

Gresham Barlow School District

February 6, 2017

BLRBarchitects

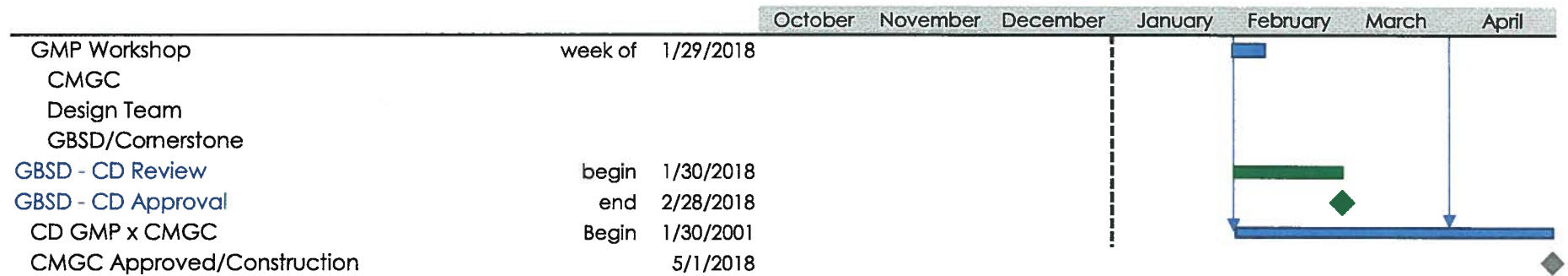


GRESHAM HIGH SCHOOL RECONSTRUCTION + MODERNIZATION

Gresham Barlow School District

February 6, 2017

BLRBarchitects



PROGRAM VALIDATION & CONCEPTUAL DESIGN SCHEDULE

BLRB architects

Gresham High School, Reconstruction & Modernization • January 6, 2017

DRAFT

2017	JANUARY	FEBRUARY	MARCH
School Design Advisory Team (SDAT)	1/25 PROJECT VISIONING (3 hours) <ul style="list-style-type: none"> • Introductions • Process Overview • 21st Century Learning • Group Exercise: <ul style="list-style-type: none"> > 'Now' exercise > 'Future' thinking 	2/1 GUIDING PRINCIPLES (3 hours) <ul style="list-style-type: none"> • Group Exercise: <ul style="list-style-type: none"> > Develop Principles > Brainstorm design strategies to support principles 2/8 EDUCATIONAL PLAN (3 hours) <ul style="list-style-type: none"> • Ed. Program Review > Confirm Type, # & Size of Spaces • Group Exercise: <ul style="list-style-type: none"> > Ideal Learning Setting 2/22 CONCEPT DESIGN CHALETTE (4 hours) <ul style="list-style-type: none"> • Group Exercise: <ul style="list-style-type: none"> > Develop Building & Site Organization Concepts 	3/1 DESIGN REFINEMENT (3 hours) <ul style="list-style-type: none"> • Review & Evaluate Concept Design
Design Team Due Diligence	DOCUMENTS <ul style="list-style-type: none"> • Assemble and copy existing building plans • Assemble and copy existing studies and reports 1/27 DESIGN TEAM FACILITY WALK-THRU <ul style="list-style-type: none"> • Architectural • Structural • Mechanical • Electrical • Civil 	EXISTING BUILDING ASSESSMENT & ANALYSIS Architectural / Structural / Mechanical & Electrical / Civil ARBORIST ASSESSMENT OF TREES DEVELOPMENT OF AS-BUILT DRAWINGS	FINALIZE DUE DILIGENCE REPORT SCHEMATIC DESIGN
Gresham Barlow School District/ Cornerstone	CM/GC SELECTION PROCESS HAZ MAT CONSULTANT SELECTION LAND SURVEYOR SELECTION GEOTECH CONSULTANT SELECTION	HAZ MAT SURVEY & REPORT BOUNDARY & TOPOGRAPHIC SURVEY GEOTECHNICAL INVESTIGATION	
Community Outreach		TO BE DETERMINED WITH SCHOOL DISTRICT	

February 17, 2017

Board Retreat / Mid-Year Planning Session

HANDOUTS

Section 11

**Action Item -
OSCIM Authorizing Agreement**

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

TO: Board of Directors

FROM: Jim Schlachter
Mike Schofield

DATE: February 17, 2017

RE: No. 11 - OSCIM Authorizing Grant Agreement

EXPLANATION: As the board is aware, the district received an \$8 million capital matching grant from the Oregon Department of Education in July of 2016. In order to receive the funds, the district must sign a grant agreement prepared by the State of Oregon.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS:

1. Resolution authorizing the superintendent to execute the grant agreement
2. Sample OSCIM grant agreement

RECOMMENDATION: Approve the attached resolution.

REQUESTED ACTION: Approve resolution No. 1617-11.

MS:mkh:lc

**A RESOLUTION OF THE BOARD OF
GRESHAM-BARLOW SCHOOL DISTRICT**

RESOLUTION No. 1617-11

A resolution of the Board approving and authorizing the District to enter into a contract with the State of Oregon acting by and through its Department of Education:

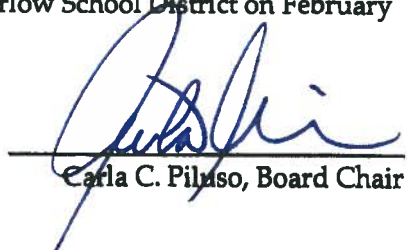
Whereas;

1. The Oregon Legislature enacted Senate Bill 447 which created the Oregon School Capital Improvement Matching Program (OSCIM);
2. On July 14, 2016 the Oregon Department of Education formally notified the District that the District has qualified for and was awarded a capital matching grant of \$8 million under the OSCIM Program contingent on provision of matching funds by the District;
3. Whereas, at the November 8, 2016, general election, District voters approved the issuance of general obligation bonds in the amount of \$291,170,000 for capital costs, thereby providing the necessary matchings funds;
4. In order to receive the OSCIM Grant, the District must enter into an OSCIM Grant Agreement with the Oregon Department of Education in the form of contract attached to this resolution;
5. The OSCIM Grant Agreement requires the District Board to authorize and approve the OSCIM Grant Agreement and authorize the execution of the agreement by a representative of the District.

Therefore, the Board of Directors of the Gresham-Barlow School District hereby resolves the following:

1. The Board hereby accepts the OSCIM Grant award of \$8 million;
2. The Board authorizes execution of an OSCIM Grant Agreement in substantially the form attached to this resolution;
3. The superintendent of the District, Jim Schlachter, is hereby authorized and directed to execute the OSCIM Grant Agreement on behalf of the District.

Approved by the Board of Directors of the Gresham-Barlow School District on February 17, 2017 by a vote of 6 to 2



Carla C. Piluso, Board Chair

**STATE OF OREGON ARTICLE XI-P GENERAL OBLIGATION BOND PROGRAM
GRANT AGREEMENT**

School District:

Project Name:

[Article XI-P Bond Series Number: 20[] Series []]

This Grant Agreement (“Agreement”) is made by the State of Oregon, acting by and through its Department of Education (“ODE”) and [School District] (“Grantee”) for financing of the project referred to above and described in Exhibit A (the “Project”). This Agreement becomes effective only when fully signed and approved as required by applicable law.

This Agreement includes the following exhibits, incorporated into and made a part of this Agreement:

Exhibit A: Project Description

Exhibit A-1: Project Budget

Exhibit B: Evidence of Grantee Authorization and Local GO Bonds Matching Amount

Exhibit C: Form of Disbursement Request

Exhibit D: Project Completion Report

SECTION 1 – DEFINITIONS OF KEY TERMS

The following capitalized terms have the meanings assigned below.

“Act” means Article XI-P of the Oregon Constitution and applicable laws of the State, including, without limitation, Oregon Revised Statutes (“ORS”) 286A.796 to 286A.806, all as amended from time to time, inclusive.

“Agreement” has the meaning set forth above.

“Bond Counsel” means a law firm that serves as bond counsel to the State because it has knowledge and expertise in the field of municipal law and issues opinions that are generally accepted by purchasers of municipal bonds.

“Bonds” means, the State of Oregon General Obligation Bonds or other obligations which may be issued in one or more series and from time to time pursuant to the Act, a portion of the sale proceeds of which are used to fund the Grant.

“Bond Bill” means the budget authorization for bond issuance established under ORS 286A.035 for the issuance of the Bonds by the State pursuant to the Act.

“Capital Costs” has the meaning given in Article XI-P of the Oregon Constitution.

“Code” means the Internal Revenue Code of 1986, as amended, including any implementing regulations and any administrative or judicial interpretations.

“Counsel” means an Assistant or Special Assistant Attorney General of the State who advises the State.

“Default” means an event which, with notice or lapse of time or both, would become an Event of Default.

“Delivery Date” means the date on which the Bonds are issued and the proceeds are delivered to the State.

“Disbursement Request” means the request from the Grantee to ODE for disbursement of all or a portion of the Grant Amount as set forth in Section 4, in the form and containing the information and certifications set forth in Exhibit C.

“Event of Default” has the meaning set forth in Section 8.

“Grant” means the grant funds provided by the State through the Oregon School Capital Improvement Matching Program to match the Grantee’s Local GO Bonds, as further described in Section 2.

“Grant Amount” means the amount of proceeds from the sale of the Bonds, not to exceed [\$]. *[Note: The not to exceed amount will be completed for each Grantee consistent with the amount indicated on the award letter sent to Grantee by ODE.]*

“Grantee’s Counsel” means local counsel to the Grantee, bond counsel to the Grantee or any combination thereof.

“Local GO Bonds” means the general obligation bonds approved by the voters of the Grantee for the purpose of financing the Project for which the Grantee applied for the Grant from the State.

“Matching Amount” has the meaning set forth in Section 3.

“ODE” has the meaning set forth above.

“Project” means the project identified in the ballot measure title, question and summary approved by the voters of the Grantee, which is attached to Exhibit A.

“Project Completion Deadline” means no longer than 36 months after the respective Delivery Date of the Bonds issued to fund the Project Costs or such longer period of time as may be agreed in writing by the parties to this Agreement.

“Project Costs” means Grantee’s actual costs associated with the Project to the extent those costs are (a) Capital Costs that are necessary and directly used for the Project, (b) capital expenditures for federal income tax purposes within the meaning of Section 1.150-1(b) of the Code, and (c) eligible or permitted uses of the Grant under the Act and this Agreement. Project Costs do not include internal costs charged to the Project by Grantee or payments made to Related Parties. Project Costs do not include any costs that cannot be paid for with proceeds of

Bonds the interest on which is excluded from gross income for federal income tax purposes under Section 103 of the Internal Revenue Code of 1986.

“Related Parties” means, in reference to governmental units or 501(c)(3) organizations, members of the same controlled group within the meaning of Section 1.150-1(e) of the Code, and in reference to any person that is not a governmental unit or a 501(c)(3) organization, a related person as defined in Section 144(a)(3) of the Code.

“State” means the State of Oregon, acting by and through its agencies including but not limited to ODE, Treasury, and any other agency authorized to administer proceeds and payment of the Bonds.

“Treasury” means the Office of the State Treasurer of the State of Oregon.

SECTION 2 – GRANT

- A. ODE shall provide the Recipient, and the Recipient shall accept from ODE, the Grant in an aggregate amount not to exceed the Grant Amount. The Grant will be made from the proceeds from the sale of the Bonds.
- B. Notwithstanding that this Agreement may be executed and delivered by the parties prior to the date the Bonds are issued by the State, nothing in this Agreement is intended to obligate the State to issue the Bonds. The Bonds shall be issued only as provided under the Act, by the State Treasurer, with the concurrence of the Director of the Oregon Department of Administrative Services, subject to (1) the request of the Superintendent of Public Instruction, pursuant to ORS 286A.798(1)(a), and (2) the Bond Bill for the biennium.
- C. Notwithstanding that the Grantee may issue its Local GO Bonds with original issue premium or original issue discount, in no event shall the Grant Amount exceed the lesser of (i) the proceeds of the Local GO Bonds received by the Grantee or (ii) the principal amount of the Local GO Bonds.

SECTION 3 – MATCHING AMOUNT

Pursuant to the Act, the Grantee hereby represents, warrants and certifies to the State, Treasury, ODE, Bond Counsel and Counsel that the “matching funds” required under Article XI-P of the Oregon Constitution (the “Matching Amount”) shall be evidenced prior to the disbursement of any portion of the Grant by the State to the Grantee, consistent with the requirements of Section 4 of this Agreement. The Matching Amount shall:

- (a) meet or exceed the Grant Amount;
- (b) be from Local GO Bonds that have been issued by the Grantee; and

- (c) be confirmed to the satisfaction of the State, Counsel and Bond Counsel by the delivery of the documentary evidence as set forth in Exhibit B hereto, all of which shall be true and correct.

SECTION 4 – DISBURSEMENTS

- A. Disbursement Requests. To receive any portion of the Grant Amount, Grantee shall deliver to ODE its Disbursement Request. Grantee's Disbursement Request must describe all work performed with particularity and shall itemize and explain all expenses for which reimbursement or direct payment is claimed in detail, including sufficient detail to allow ODE to determine the extent to which such expenses are Capital Costs.
- B. Conditions to Disbursements. Notwithstanding that this Agreement may be executed and delivered by the parties prior to the date the Local GO Bonds are issued by the Grantee, the obligation of the State to disburse any portion of the Grant to the Grantee under this Agreement is expressly conditioned on the satisfaction of all of the following conditions on each date of disbursement.
 - (1) Local GO Bonds must be closed and proceeds delivered to the Grantee within six months of the date of the election at which the Local GO Bonds were approved.
 - (2) Delivery of the documentary evidence of the Matching Amount, as required by Section 3(c) of this Agreement, satisfactory to the State, Counsel and Bond Counsel.
 - (3) Execution and delivery of this Agreement by an authorized officer of Grantee and the State.
 - (4) Delivery of an opinion of Grantee's Counsel that satisfies the requirements set forth in Section 4. C. of this Agreement.
 - (5) The representations, certifications, covenants and warranties made by Grantee in this Agreement are true and correct as if made on such date.
 - (6) There is no Default or Event of Default.
 - (7) The State has received net proceeds from the sale of the Bonds sufficient to make the disbursements, and ODE, in the reasonable exercise of its administrative discretion, has sufficient funding, appropriations, limitations, allotments, allocation and other expenditure authority to authorize the disbursement.
 - (8) The State has received the Certificate from the Grantee's auditors described in Section 6. F. hereof.
 - (9) Satisfaction of all terms and conditions for disbursements as set forth herein.

- C. Opinion of Grantee's Counsel. On or before the date of the first Disbursement Request, there shall be delivered to the State, Counsel and Bond Counsel, an opinion of Grantee's Counsel, subject to appropriate assumptions, qualifications, certifications and representations, acceptable to the State, Counsel and Bond Counsel, to the effect that (i) the Grantee has issued valid general obligation bonds (which may be satisfied by a reliance letter addressed to the State on the approving opinion of bond counsel to the Grantee with respect to the Local GO Bonds); and (ii) this Agreement has been duly executed and delivered by, and constitutes a valid and binding obligation of, Grantee, enforceable against Grantee in accordance with its terms and that Grantee has taken all actions necessary to and has full authority and power to incur and perform its obligations under this Agreement and to receive financing for and to carry out the Project.
- D. Disbursement by ODE; Waiver of Conditions.
- (1) Upon receipt of a Disbursement Request, satisfaction of the conditions set forth in this Agreement and ODE's review and approval of the Project Costs set forth in the Disbursement Request, ODE shall disburse or cause to be disbursed the requested portion of the Grant Amount to Grantee as soon as practicable and not later than 30 days after ODE has received the Disbursement Request.
 - (2) ODE may, in its sole discretion, waive any of the conditions to disbursement set forth in this Agreement and otherwise determine to disburse or cause to be disbursed any portion of the Grant Amount to the Grantee in the event of a written appeal from the Grantee that demonstrates financial need or other unforeseen circumstances.
- E. Disbursement Deadline. The State's obligation to make, and the Grantee's right to request, disbursements under this Agreement terminates on the Project Completion Deadline.

SECTION 5 – USE OF FINANCIAL ASSISTANCE

- A. Use of Proceeds. Grantee shall use disbursements of the Grant only to reimburse itself or to pay directly for Project Costs incurred by Grantee as set forth in and in compliance with Grantee's certifications in its Disbursement Request.
- B. Project Costs Otherwise Paid. Grantee understands that federal tax law prohibits the State and the Grantee from issuing more tax-exempt debt than necessary to pay Project Costs. Accordingly, Grantee may not use any proceeds of the Grant to pay Project Costs that have otherwise been provided for, whether from proceeds of the Grantee's own tax-exempt debt, by proceeds of a third party grant whose use is restricted to the payment of costs of the Project, or by equity of the Grantee otherwise irrevocably dedicated to pay costs of the Project.
- C. Earnings on Bond Proceeds. Any earnings on proceeds of the Bonds will be retained by the State and may be applied to any purposes consistent with the Act and subject to the

limitations of the Internal Revenue Code with respect to the use of the proceeds of the Bonds.

- D. Unexpended Proceeds. If the full Grant Amount is not required to pay Project Costs that were incurred by Grantee on or before the Project Completion Deadline, the State will retain the excess and may apply such amounts to any purposes consistent with the Act and subject to the limitations of the Internal Revenue Code with respect to the use of proceeds of the Bonds.
- E. No Grant Amounts to Satisfy Matching Amount. The Recipient shall in no circumstances use the Grant Amount to satisfy the Matching Amount requirement of the Act.

SECTION 6 – REPRESENTATIONS AND WARRANTIES OF GRANTEE

Grantee represents and warrants to the State:

- A. Organization and Authority.
- (1) Grantee is a school district, as defined in ORS 328.001(3), validly created and existing under the laws of the State of Oregon.
 - (2) The official actions by which Grantee has authorized the Project, the Local GO Bonds and the execution, delivery and performance of this Agreement are attached hereto as set forth in Exhibit B. Grantee will use the Project as set forth in the authorizing documents for its Local GO Bonds attached hereto in Exhibits A and B.
 - (3) Grantee has all necessary right, power and authority under its organizational documents and under Oregon law to (a) execute and deliver this Agreement, (b) incur and perform its obligations under this Agreement, and (c) receive financing for and carry out the Project.
 - (4) This Agreement has been duly authorized and executed by an authorized representative of Grantee, and when executed by ODE, is legal, valid and binding, and enforceable in accordance with its terms.
- B. Full Disclosure. Grantee has disclosed in writing to ODE all facts that reasonably could have a material adverse effect on the Project, or the ability of Grantee to perform all obligations required by this Agreement. Grantee has made no false statements of fact, nor has it omitted information necessary to prevent any statements from being misleading, regarding the Matching Amount, the Grant, the Project and this Agreement. The information contained in this Agreement is true and accurate in all respects.
- C. Pending Litigation. Except as disclosed by Grantee in writing to ODE, there is no litigation or formal governmental administrative proceedings, including any environmental or other matters, pending (or to the knowledge of Grantee, threatened)

against or affecting Grantee, in any court or before any governmental authority or arbitration board or tribunal, that, if adversely determined, would materially adversely affect the Project or the ability of Grantee to perform all obligations required by this Agreement.

D. No Defaults.

- (1) No Defaults or Events of Default exist or occur upon authorization, execution or delivery of this Agreement.
- (2) Grantee has not violated, and has not received notice of any claimed violation of, any agreement or instrument related to the Project to which it is a party or by which the Project or its property may be bound, that would materially adversely affect the Project or the ability of Grantee to perform all obligations required by this Agreement.

E. Compliance with Existing Agreements and Applicable Law. The authorization and execution of, and the performance of all obligations required by, this Agreement will not: (i) cause a breach of a material agreement, indenture, mortgage, deed of trust, or other instrument, to which Grantee is a party or by which the Project or any of Grantee's property or assets may be bound; (ii) violate any provision of the organizational or other documents pursuant to which Grantee was organized or established; or (iii) violate any laws, regulations, ordinances, resolutions, or court orders related to Grantee, the Project or Grantee's properties or operations.

F. Certificate of Capitalization of Project Costs. Grantee agrees to provide ODE with a certificate from an independent accountant or firm of independent accountants stating that any Project Costs for repair, remediation or deferred maintenance of Grantee facilities are eligible to be capitalized under generally accepted accounting principles promulgated by GASB.

G. Governmental Consent. Grantee has obtained or will obtain all permits and approvals, and has made or will make all notifications, declarations, filings or registrations, required for the making and performance of its obligations under this Agreement and undertaking and completion of the Project, including without limitation, all land use approvals and development permits required under local zoning or development ordinances, state law and federal law for the use of the land on which the Project will be located. "Land use approvals and development permits" includes, but is not limited to, any necessary "land use decision" or "limited land use decision" as those terms are defined by ORS 197.015(10) and (12).

SECTION 7 – COVENANTS OF GRANTEE

Grantee covenants as follows for so long as the Bonds and any obligations issued to refund the Bonds are outstanding:

- A. Compliance with Laws. Grantee shall comply with all applicable laws, rules, regulations and orders of any court or governmental authority that relate to this Agreement, the Project and the Matching Amount. These laws, rules, regulations and orders are incorporated by reference in this Agreement to the extent required by law.
- B. Reporting Obligations.
- (1) Within 90 days after the Project Completion Date, Grantee shall furnish the State with a final report on Grantee's expenditure of the Grant and the Matching Amount; and
 - (2) Grantee shall provide such additional reports as the State may reasonably request from time to time.
- C. Coordination with State. The Grantee agrees to work with the State to facilitate the cost-effective issuance and sale of the Bonds, and to provide any information and execute such documents, agreement and certificates as the State, Counsel or Bond Counsel may reasonably request in connection with the sale and issuance of the Bonds from time to time.
- D. Real Property. Legal title to all real property financed with the Grant shall be owned in fee simple by Grantee, free and clear of all encumbrances other than minor encumbrances. Grantee shall maintain a standard form of title insurance policy for the value of the purchase price of the property, and where appropriate will purchase endorsements to that policy in amounts to cover improvements. Where Grantee suffers a loss that is covered by title insurance, insurance proceeds will be used to remedy the loss if possible and if not, proceeds will be paid to the State, not to exceed the amount necessary to call or defease the portion of the Bonds relating to the Project (including all allocable costs of issuance).
- E. Operation and Maintenance of the Project. Grantee agrees to complete the Project consistent with the approval by the voters of the Grantee of the Local GO Bonds and in accordance with the Project plans, specifications and budget and, if applicable, to contract with competent, properly licensed and bonded contractors and professionals in accordance with the Oregon Public Contracting Code and all other applicable federal, state and local laws regulating projects of the same type and purpose. If applicable, Grantee agrees to have plans and specifications for the Project prepared by a licensed architect or licensed engineer and to require that the Project meets applicable standards of survival in good condition. Prior to commencement of Project construction, if any, Grantee shall require the general contractor for the Project, if any, to procure and maintain in full force and effect throughout the entire time of construction and until one year after the date construction of the Project is complete, a performance and payment bond for the faithful performance and payment of all of the contractor's obligations for the total cost of the Project. The Grantee shall be named as the obligee on the bond. Grantee shall operate and maintain the Project in good repair and operating condition so as to preserve the public education benefits of the Project, including making all necessary and proper repairs, replacements, additions, and improvements.

- F. Insurance, Damage. Grantee shall maintain insurance policies with responsible insurers or self-insurance programs, insuring against liability and risk of direct physical loss, damage or destruction of the Project, at least to the extent that similar insurance is customarily carried by governmental units constructing, operating and maintaining similar facilities. If the Project or any portion is destroyed, insurance proceeds will be used to restore the Project to its prior condition if possible and if not, proceeds will be paid to the State, not to exceed the amount necessary to call or defease the portion of the Bonds relating to the Project (including all allocable costs of issuance), unless Grantee has informed the State in writing that the insurance proceeds will be used to rebuild the Project.
- G. Sales, Leases and Encumbrances. So long as the Bonds, or any obligations issued to refund the Bonds, are outstanding, Grantee shall not sell, transfer, encumber, lease or otherwise dispose of any property paid for with disbursements of the Grant, unless the State has granted prior, written consent. In the case of sale, lease, exchange, transfer or other disposition of any substantial portion of or interest in the Project, Grantee shall, within 30 days of receipt of any proceeds from such disposition, pay such proceeds to the State, not to exceed the amount necessary to call or defease the portion of the Bonds relating to the Project (including all allocable costs of issuance), for the defeasance or prepayment of debt service on such Bonds, unless the State agrees otherwise in writing.
- H. Condemnation Proceeds. If the Project or any portion is condemned, within 30 days of receipt of any condemnation proceeds, Grantee shall pay such proceeds to the State, not to exceed the amount necessary to call or defease the portion of the Bonds relating to the Project (including all allocable costs of issuance), unless Grantee has, after consultation with the State and Bond Counsel, informed the State in writing that the condemnation proceeds will be used to rebuild the Project. The State shall consult with Bond Counsel and Grantee regarding the use of any proceeds paid to the State.
- I. Financial Records. Grantee shall keep accurate books and records for the use of the Grant and the Matching Amount, and maintain them according to generally accepted accounting principles established by the Governmental Accounting Standards Board (or any successor thereto) in effect at the time.
- J. Inspections; Information. Grantee shall permit the State and any party designated by the State: (i) to inspect the Project and (ii) to inspect and make copies of any accounts, books and records, including, without limitation, Grantee's records regarding receipts, disbursements, contracts, investments and any other related matters. Grantee shall supply any reports and information related to the Project as the State may reasonably require.
- K. Records Maintenance. Grantee shall retain and keep accessible all books, documents, papers, and records that are directly related to this Agreement, the Project, the Grant or the Matching Amount until the date that is three years following the later of the final maturity or earlier retirement of all of the Bonds (including the final maturity or redemption date of any obligations issued to refund the Bonds) or such longer period as may be required by other provisions of this Agreement or applicable law.

- L. Notice of Default. Grantee shall give ODE prompt written notice of any Default as soon as any senior administrative or financial officer of Grantee becomes aware of its existence or reasonably believes a Default is likely.
- M. Indemnity; Release. To the extent permitted by law, Grantee shall defend, indemnify, save and hold harmless and release the State, its officers and employees from and against any and all claims, demands, suits, actions, proceedings, losses, damages, liability and court awards including costs, expenses, and reasonable attorneys' fees and expenses at trial, on appeal and in connection with any petition for review, related to: (a) the tax-exempt status of interest on the Bonds and any expenses incurred or amounts paid in connection with an inquiry, investigation, audit or similar proceeding by the Internal Revenue Service, the Securities and Exchange Commission, Municipal Securities Rulemaking Board and any other federal, state, governmental or quasi-governmental body with regulatory jurisdiction over the Bonds arising from the Project or the actions, omissions or representations of Grantee; (b) any federal arbitrage and rebate penalties arising from the actions of Grantee; (c) the construction, use or condition of the Project; and (d) any actual or alleged act or omission by Grantee, or its employees, agents or contractors.
- N. Representations and Covenants Regarding the Tax-Exempt Status of the Bonds. Grantee acknowledges that the Grant will be funded with the proceeds of Bonds the interest on which is excluded from gross income for federal tax purposes. Grantee further acknowledges that the tax status of the Bonds could be adversely affected if Grantee's representations regarding the Project Costs are unreasonable or if Grantee includes, as Project Costs, amounts that are properly characterized as working capital expenditures. Grantee agrees to comply with all applicable provisions of the Code necessary to preserve the exclusion of interest on the Bonds from gross income for federal income tax purposes.

SECTION 8 – EVENTS OF DEFAULT

Any of the following constitutes an "Event of Default" of Grantee:

- A. Any false or misleading representation is made by or on behalf of Grantee, in this Agreement or in any document provided by Grantee to the State related to this Grant, the Matching Amount or the Project.
- B. Grantee fails to perform any obligation required under this Agreement, other than those referred to in subsection A of this Section 8, and that failure continues for a period of 30 calendar days after written notice specifying such failure is given to Grantee by ODE, or such longer period as ODE may agree to in writing, if ODE determines Grantee has instituted and is diligently pursuing corrective action.

SECTION 9 – REMEDIES

- A. Remedies. Upon any Event of Default, the State may pursue any or all remedies in this Agreement, and any other remedies available at law or in equity (including specific performance, but not including acceleration) to collect amounts due or to become due or to enforce the performance of any obligation of Grantee. Remedies may include, but are not limited to:
- (1) Terminating ODE's commitment and obligation to make any further disbursements of the Grant under this Agreement.
 - (2) While any of the Grant remains undisbursed, withholding amounts otherwise due to Grantee.
 - (3) Requiring repayment of the Grant (including any costs of defeasing the portion of the Bonds relating to the Project (including all allocable costs of issuance), if necessary and the State's costs of exercising its remedies under this Agreement, including reasonable attorney's fees and costs.

If, as a result of an Event of Default, the State demands return of the portion of the Grant moneys related to the Event of Default, the State may deduct such amount from other payments due from the State or any agency of the State to Grantee and legally available for such purpose, including but not limited to, any disbursements to Grantee from the State School Fund (after any moneys paid by ODE under an intercept agreement pursuant to the State School Bond Guaranty Program, ORS 328.284 or 238.698 or other intercept agreements entered into prior to the date of this Agreement) and any payment to Grantee from the State under any other agreement, present or future, between the State or any agency of the State and Grantee.

- B. Application of Moneys. Any moneys collected by the State pursuant to Section 9.A will be applied first, to pay any reasonable attorneys' fees and other fees and expenses incurred by the State; then, to repay any Grant proceeds owed; and last, to pay any other amounts due and payable under this Agreement.
- C. No Remedy Exclusive; Waiver; Notice. No remedy available to the State is intended to be exclusive, and every remedy will be in addition to every other remedy. No delay or omission to exercise any right or remedy will impair or is to be construed as a waiver of such right or remedy. No single or partial exercise of any right, power or privilege under this Agreement will preclude any other or further exercise thereof or the exercise of any other such right, power or privilege. The State is not required to provide any notice in order to exercise any right or remedy, except as set forth in Section 8.B.
- D. Default by the State; Remedies of Grantee. In the event the State defaults on any obligation in this Agreement, Grantee's remedy will be limited to injunction, special action, action for specific performance, or other available equitable remedy for performance of the State's obligations.

SECTION 10 – MISCELLANEOUS

- A. Time is of the Essence. Grantee agrees that time is of the essence under this Agreement.
- B. Relationship of Parties; Successors and Assigns; No Third Party Beneficiaries.
- (1) Nothing in this Agreement gives, or is to be construed to give, directly or indirectly, to any third persons any rights and benefits greater than those enjoyed by the general public.
 - (2) This Agreement will be binding upon and inure to the benefit of ODE, Grantee, and their respective successors and permitted assigns.
 - (3) Grantee may not assign or transfer any of its rights or obligations or any interest in this Agreement without the prior written consent of ODE, which consent will not be unreasonably withheld. ODE may grant, withhold or impose conditions on such consent in its sole discretion. In the event of an assignment, Grantee shall pay, or cause to be paid to ODE, any fees or costs incurred because of such assignment, including but not limited to reasonable attorneys' fees of ODE's Counsel and Bond Counsel. Any approved assignment is not to be construed as creating any obligation of the State beyond those in this Agreement, nor ODE's assignment relieve Grantee of any of its duties or obligations under this Agreement.
 - (4) Grantee hereby approves and consents to any assignment or transfer of the administration of this Agreement that ODE deems to be necessary to any other agency of the State.
- C. Disclaimer of Warranties; Limitation of Liability. Grantee agrees that:
- (1) The State makes no warranty or representation, either express or implied, as to the value, design, condition, merchantability or fitness for particular purpose or fitness for any use of the Project or any portion of the Project, or any other warranty or representation.
 - (2) In no event is the State, any agency of the State or its agents liable or responsible for any direct, indirect, incidental, special, consequential or punitive damages in connection with or arising out of this Agreement or the existence, furnishing, functioning or use of the Project.
- D. Notices. All notices to be given under this Agreement must be in writing and addressed as shown below, or to other addresses that either party may hereafter indicate pursuant to this section. Notices may only be delivered by personal delivery or mailed, postage prepaid. Any such notice is effective five calendar days after mailing, or upon actual delivery if personally delivered.

If to ODE: Michael Elliott, School Facilities Coordinator
Department of Education
255 Capitol Street NE
Salem, Oregon 97310

If to Grantee: [Name, Title]
[] School District
[Address]
[CITY], Oregon 97[]

- E. No Construction Against Drafter. This Agreement is to be construed as if the parties drafted it jointly.
- F. Severability. If any term or condition of this Agreement is declared by a court of competent jurisdiction as illegal, invalid or unenforceable, that holding will not invalidate or otherwise affect any other provision.
- G. Survival. Except as provided in Section 7.K and 7.N, and notwithstanding any other provision of this Agreement, the obligations of the parties under this Agreement survive disbursement of the Grant Amount and payment of the Bonds and do not terminate until the date that the Bonds, including any obligations issued to refund the Bonds are no longer outstanding.
- H. Amendments, Waivers. This Agreement may not be amended without the prior written consent of the State (and when required, Counsel or review by Bond Counsel) and Grantee. This Agreement may not be amended in a manner that is not in compliance with the Act or the provisions of the Code applicable to obligations bearing interest that is excludable from gross income. No waiver or consent is effective unless in writing and executed by the party against whom such waiver or consent is sought to be enforced. Such waiver or consent will be effective only in the specific instance and for the specific purpose given.
- In the event that federal rules or federal laws change in a manner that affects the administration of this Agreement, the proceeds of the Bonds or the payment of debt service on the Bonds, the State and the Grantee agree to cooperate to implement any amendments to this Agreement that the parties deem necessary.
- I. Attorneys' Fees and Other Expenses. To the extent permitted by the Oregon Constitution and the Oregon Tort Claims Act, the prevailing party in any dispute arising from this Agreement is entitled to recover its reasonable attorneys' fees and costs at trial and on appeal. Reasonable attorneys' fees cannot exceed the rate charged to the State by its attorneys.
- J. Choice of Law; Designation of Forum; Federal Forum. The laws of the State of Oregon (without giving effect to its conflicts of law principles) govern all matters arising out of or relating to this Agreement, including, without limitation, its validity, interpretation, construction, performance, and enforcement.

Any party bringing a legal action or proceeding against any other party arising out of or relating to this Agreement shall bring the legal action or proceeding in the Circuit Court of the State of Oregon for Marion County (unless Oregon law requires that it be brought and conducted in another county). Each party hereby consents to the exclusive jurisdiction of such court, waives any objection to venue, and waives any claim that such forum is an inconvenient forum.

Notwithstanding the prior paragraph, if a claim must be brought in a federal forum, then it must be brought and adjudicated solely and exclusively within the United States District Court for the District of Oregon. This paragraph applies to a claim brought against the State only to the extent Congress has appropriately abrogated the State's sovereign immunity and is not consent by the State to be sued in federal court. This paragraph is also not a waiver by the State of any form of defense or immunity, including but not limited to sovereign immunity and immunity based on the Eleventh Amendment to the Constitution of the United States.

- K. Integration. This Agreement (including all exhibits, schedules or attachments) constitutes the entire agreement between the parties on the subject matter. There are no unspecified understandings, agreements or representations, oral or written, regarding this Agreement.
- L. False Claims. Grantee will refer to the ODE contact designated to receive notices under this Agreement any credible evidence that a principal, employee, agent, sub-grantee contractor, contractor or other person has submitted a false claim under the False Claims Act, ORS180.750 to 180.785, or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity or similar misconduct involving funds provided under this Grant Agreement.
- M. Execution in Counterparts. This Agreement may be signed in several counterparts, each of which is an original and all of which constitute one and the same instrument.

[SIGNATURE PAGE FOLLOWS]

[DRAFT FORM OF XI-P GRANT AGREEMENT]

Grantee, by its signature below, acknowledges that it has read this Agreement, understands it, and agrees to be bound by its terms and conditions.

STATE OF OREGON
acting by and through the
Department of Education

[SCHOOL DISTRICT]

By: _____ By: _____
Name: Name:
Title: Title:

Date: _____ Date: _____

APPROVED AS TO LEGAL SUFFICIENCY IN ACCORDANCE WITH ORS 291.047:

[], Assistant Attorney General

EXHIBIT A – PROJECT DESCRIPTION

See Attached

(Ballot Measure Title, Question and Summary Approved by District/Grantee voters)

SAMPLE

EXHIBIT A-1 – PROJECT BUDGET

Grant Amount: \$

Matching Amount: \$

Other Amounts: \$

Total Project Budget: \$

<u>Project Component</u>	<u>Total Budget</u>	<u>OSCIM Grant Portion</u>	<u>Total</u>
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$

**EXHIBIT B – EVIDENCE OF GRANTEE AUTHORIZATION AND LOCAL GO BONDS
MATCHING AMOUNT; OTHER CONDITIONS TO DISBURSEMENT**

The following shall be attached hereto:

Local GO Bond Documents

- Board Resolution calling the ballot measure election;
- Notice(s) of measure election as filed with county elections officer(s);
- Publication Affidavit of Ballot Title;
- Copy of Explanatory Statement, if filed, from Voters' Pamphlet;
- Sample Official Ballots;
- Certified election documents from county elections officer;
- Abstracts of Votes from county elections office(s);
- District's Determination of Election Results;
- Affidavit of Publication of Notice of Adoption of Resolution Classifying Taxes and Specifying Authorized Uses of Bond Proceeds, *if applicable to Grantee*;
- Board Resolution authorizing the issuance of Local GO Bonds;
- Certificate of District evidencing compliance with debt limitations and capacity;
- Copy of final Local GO Bonds settlement memorandum evidencing delivery and receipt of proceeds of Local GO Bonds to Grantee;
- Executed copy of Approving Opinion of Bond Counsel with Reliance Letter addressed to the State

Grant Agreement Required Documents

- Board Resolution authorizing the execution of the Grant Agreement;
- Opinion of Grantee's Counsel Required by Section 4. C. of Grant Agreement;
- Certificate from the Grantee's auditors described in Section 6. F. of Grant Agreement

EXHIBIT C – FORM OF DISBURSEMENT REQUEST

DISBURSEMENT REQUEST

DATED: [insert date of request]

Project Name: []

Bonds: Article XI-P Bond Series Number: 201[] Series [...]

Date of Grant Agreement: []

Name of Grant Grantee: [] School District]

On behalf of [School District] (the “Grantee”) I hereby request a total disbursement of \$_____ (the “Disbursement”) under the Grant Agreement identified above (the “Grant Agreement”). The following representations and certifications are made by the Grantee in connection with this Disbursement Request:

1. As of the date of this Disbursement Request, Grantee has spent a portion of the Grant Amount in the amount of \$[] as detailed on the attached list and documentation.
2. All of the Disbursements requested by this Disbursement Request will be used to reimburse Grantee for payments that Grantee has made or to make payments for Project Costs that are currently payable by Grantee.
3. With respect to amounts of the Disbursement used to reimburse Grantee, none of the expenditures that Grantee has requested for reimbursement were paid from the Matching Amount.
4. Grantee is eligible to receive the Disbursement under the terms of the Grant Agreement, and has satisfied all conditions that the Grant Agreement requires be satisfied for ODE to make the Disbursement.
5. The invoices or other documents provided to ODE in connection with this Disbursement Request evidence that the Project Costs to be paid from the Disbursement have been paid or are currently payable by Grantee.
6. All the Disbursements will be used to pay for Project Costs that have not been previously paid from disbursements under the Grant.
7. Except as disclosed by Grantee in writing to ODE, and attached hereto as an Exhibit, there is no litigation or formal governmental administrative proceedings, including any environmental or other matters, pending (or to the knowledge of Grantee, threatened) against or affecting Grantee, in any court or before any governmental authority or arbitration board or

tribunal, that, if adversely determined, would materially adversely affect the Project or the ability of Grantee to perform all obligations required by this Agreement.

8. All representations of Grantee in the Grant Agreement are true and correct on the date of this Reimbursement Request and all warranties by Grantee in the Grant Agreement continue to be in effect.

9. There is no Default or Event of Default occurring under the Grant Agreement.

The certifications in this Disbursement Request are true and accurate to the best of my knowledge and belief, after reasonable investigation.

Capitalized terms that are used but are not defined in this Disbursement Request have the meanings defined for those terms in the Grant Agreement.

[SCHOOL DISTRICT]

By: _____

Name:

Title:

Date: _____

EXHIBIT D – PROJECT COMPLETION REPORT

[To Be Provided By Grantee Upon Project Completion]

SAMPLE

February 17, 2017
Board Retreat / Mid-Year Planning Session

HANDOUTS

Section 13
Superintendent Search

Gresham-Barlow School District

RAY AND ASSOCIATES, INC.

<http://rayassoc.com/>

QUESTIONS for Cabinet Members

1. What do you consider as the significant strengths of the School District?
2. What do you feel are the positives of the Gresham-Barlow community?
3. What do you see as the most important challenges facing the District?
4. What words or phrases would you use to describe the qualities you would like to see in a new Superintendent?
5. What is the leadership style you would like to see implemented by the new Superintendent?
6. How would you describe a good working relationship between a Board and the Superintendent?
7. What are the pressing issues that the new Superintendent will immediately face?
8. If you could help develop the new Superintendent's first 100-day entry plan, what would that include?
9. On a scale of 1 to 10 rate the effectiveness of the Board and why, with 10 being the highest.
10.
 - a. Do you have a preference as far as minority or gender status of the Superintendent?
 - b. Do you have an interest in a non-traditional or hybrid candidate?
11. Is there any other information you would like to share concerning the community, school or Superintendent that would impact the search process?
12. Do you have any questions regarding the search process?
13. Do you have any names of candidates you would like to recommend? In-district?

GRESHAM BARLOW SCHOOL DISTRICT SUPERINTENDENT SEARCH PROCESS AND TIMELINE

February 10, 2017

Items highlighted in yellow indicate an in-person meeting with the consultant(s)

DATE

Stage 1 Board Input	<u>2/08/2017</u>	Consultant planning meeting with the Board Search Committee
	<u>2/09/2017</u>	Begin preparing information for the District promotional flyer and online application form with the Board Search Committee.
	<u>02/09/2017</u>	Notify all associates and other professional contacts of vacancy. Post on Ray website.
	<u>02/10/2017</u>	Contact constituents and stakeholders for input meetings on <u>02/28-03/03/2017</u> .
Stage 2 Profile Development & Process	<u>02/13/2017</u>	Online survey link, for input on developing profile, distributed - responses due 03/01/2017 .
	<u>02/13/2017</u>	Thought Exchange distributed and placed on District Web Site responses due 2/17/17 .
	<u>02/27-28/17</u>	Meetings with individual Board members, constituent and stakeholder group representatives.
	<u>3/02/2017</u>	8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.
	<u>3/02/2017</u>	Thought Exchange results presented
	<u>3/08/2017</u>	Promotional flyer draft due.
	<u>03/09/2017</u>	Board to finalize Superintendent profile for the promotional flyer and online application form.
Stage 3 Recruiting & Screening	<u>03/10/2017</u>	Print promotional flyer.
	<u>03/10/2017</u>	E-mail promotional flyer and online application instructions to interested candidates.
	<u>04/03/2017</u>	Deadline for all application materials. (*See note below.)
	<u>04/10/2017</u>	Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews.
Stage 4 Candidate Presentation	<u>Wk of 04/17/17</u>	Interview top candidates (1 st round).
	<u>Wk 04/17/17</u>	Meeting with consultant following the last interview.
Stage 5 Selection of Finalist & Future Planning	<u>Wk of 04/24/17</u>	Interview finalist candidates (2 nd round). (Optional)
	<u>Wk of 04/24/17</u>	Final meeting with consultant following the last interview. (Optional)
	<u>TBD</u>	Consultant will discuss contract terms with the finalist.
	<u>TBD</u>	Offer the contract.
	<u>TBD</u>	Press release of new Superintendent.
	<u>TBD</u>	Board Self-Assessment Survey Results presented to the Board.

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**

GRESHAM BARLOW SCHOOL DISTRICT

SUGGESTED SUPERINTENDENT SEARCH ADVERTISING

RECOMMENDED BY RAY & ASSOCIATES

AASA Job Bulletin & Website + \$99 for each additional PowerPost (Veterans, Diversity and Social)

\$410 – Job listing would run for 30 days.

~~**\$640 – Job listing would run for 60 days.**~~

~~**\$880 – Job listing would run for 90 days.**~~

Education Week Newspaper and Website

\$3,590 estimated total cost for job listing to run three times, print only, and twice on the website.

(Approx. \$700 per job listing print only)

(Approx. \$1,160 per website listing for each 30 day post.) The website posting includes the following features - Showcases online job posting by highlighting it on Education Week's home page with a direct link to the listing and highlights the posting on weekly newsletters attracting the attention of an additional 2 million top quality, active and passive, job seeking educators.

(NABSE) National Alliance of Black School Educators

\$250.00 to post job listing online for 30 days.

Association of Latino Administrators and Superintendents (ALAS)

\$150.00 – Job listing would run for 6 weeks.

Executives Only Website (A salary amount is required in order to place ad)

Free job listing. Runs continuous throughout the search.

National Association of School Superintendents (NASS) Website

Free job listing. Runs continuous throughout the search.

Ray and Associates, Inc.

Free job listing. Runs continuous throughout the search.

TheLadders Passport

Free job listing. Runs continuous throughout the search.

School Leadership 2.0

\$95.00 to post job listing for 40 days.

Education America Network Website

\$295.00 to post job listing for 30 days.

Oregon School Board Association

Free job listing for districts that are a part of the state school board associations.

Confederation of School Administrators - Oregon

Free job listing for districts that are members.

OTHER OPTIONAL ADVERTISING

~~**American Association of School Personnel Administrators (AASPA)**~~

~~**\$250.00 to post job listing online for 30 days.**~~

~~**District Administration Website (website for District Administration Magazine) + \$99 for each additional PowerPost (Veterans, Diversity and Social)**~~

~~**\$295 – Job listing to run for 30 days**~~

~~**ImDiversity.com Website**~~

~~**\$95 – Job listing would run for 30 days. \$150 – Job listing would run for 60 days**~~

~~**The Broad Center (Broad Talent Bridge)**~~

~~**Free online job listing.**~~

~~**Hispanic Outlook in Higher Education**~~

~~**\$330 for 2 weeks in their digital edition plus 6 weeks online or \$195.00 to post job listing online for 30 days**~~

~~**Career Builder (affiliate of USA Today)**~~

~~**\$250.00 to post job listing online for 30 days.**~~

GBSD Superintendent Search

Search Consultant Interviews/ Survey to Develop the Profile

Jan 30, 2017 / Revised Feb 13, 2017

Setting Interview/Send Survey	Lyn	Athena	John
-------------------------------	-----	--------	------

GROUP	INDIV one on one	FORUM small group mtgs	SURVEY consultant tool	THOUGH EXCHG	NUMBERS
Board	X				7
Cabinet	X				9
Admin Directors - ELL/HS- ELL/MS-ELL/ES-ELL/ CIRICULUM/FEDERAL PROG/TECH/FACILITIES/INFO SYS/BUDGET/ACCOUNTING			X		11
Cabinet Secretaries / HR Specialist			X		11
Admin Classified - Bus/Tech/Sped/Fac/HR			X		25
HS / MS Principals & Vice / CAL / MEWA		X			12
ES Principals / Lewis & Clark / Arthur Academy		X			12
Dr. Debra Derr	X				1
Head Secretaries / Office Managers			X		18
Licensed Staff			X		550 +/-
Licensed - Association Leadership		X			8
Classified Staff			X		400 +/-
Classified - Association Leadership		X			8
DAC				X	36
Key Communicators				X	+/- 50
Parents				X	
Community at Large				X	
Students				X	
Chamber Board			X		19
Foundation Board			X		19
Mayor	X				1
City Council			X		6
Gresham Fire Chief / Police Chief / City Manager			X		3
El Programa Hispano			X		6
My Fathers House / Snow Cap / Human Solutions			X		10
	19	4			

GRESHAM-BARLOW SCHOOL DISTRICT

QUALITIES DESIRED IN THE NEW SUPERINTENDENT

INSTRUCTIONS: Please read each of the following 33 qualities and mark 10 characteristics you believe are most important to your organization in the selection of a candidate. You do not need to prioritize your selection; simply place a check mark next to the characteristics which you feel are most important. **Please select only 10.**

Survey Participant Name _____ Group _____
(Optional) (Required)

QUALITIES DESIRED

- ☐ 1. Is willing to listen to input, but is a decision maker.
- ☐ 2. Demonstrates ability to integrate instructional and administrative technology.
- ☐ 3. Possesses the leadership skills required to respond to the challenges presented by an ethnically and culturally diverse community.
- ☐ 4. Is able to work with legislators on key topics and can lead an organization throughout the legislative process.
- ☐ 5. Possesses an earned Ed.D. or Ph.D. degree.
- ☐ 6. Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance.
- ☐ 7. Is a strong communicator; speaking, listening and writing.
- ☐ 8. Demonstrates commitment to community visibility with high interest in a broad range of community groups and organizations.
- ☐ 9. Is able to work cooperatively with the board and keeps members informed.
- ☐ 10. Has successful experience in sound management practices, including appropriate participation of others in planning and decision-making.
- ☐ 11. Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.
- ☐ 12. Has experience working with employee representative groups/unions.
- ☐ 13. Is able to delegate authority appropriately while maintaining accountability.
- ☐ 14. Has experience in the management of district resources and knowledge of sound fiscal procedures.
- ☐ 15. Possesses excellent people skills and can present a positive image of the district.
- ☐ 16. Is a non-traditional or "hybrid candidate" with background in the military or business community in addition to an educational career.

(Continued on back)

Please return to consultant immediately following the meeting or fax/e-mail all THREE SIDES directly to Ray & Associates at 319-393-4931; glr@rayassoc.com AS SOON AS POSSIBLE.

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Survey Participant _____

- ☐ 17. Is strongly committed to a "student first" philosophy in all decisions.
- ☐ 18. Is capable of developing both short and long-range district goals.
- ☐ 19. Can develop and communicate a vision of quality education for the future to the board, staff and community.
- ☐ 20. Has experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board and community.
- ☐ 21. Is committed to the importance of both the academic and activity programs.
- ☐ 22. Promotes positive student behavior conducive to a healthy learning environment.
- ☐ 23. Provides leadership in the planning, implementation, and assessment of relevant professional development for all staff members.
- ☐ 24. Has demonstrated strong leadership skills in previous positions.
- ☐ 25. Is able to identify and select building and central office administrators who are capable of advancing the district vision.
- ☐ 26. Has work experience in a similar district.
- ☐ 27. Is comfortable leading innovation and reform efforts.
- ☐ 28. Is able to lead a large organization dedicated to goals of continuous improvement.
- ☐ 29. Has the ability to develop and maintain a mutually beneficial relationship between the business community and the school district.
- ☐ 30. Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.
- ☐ 31. Demonstrates ability to work with the media.
- ☐ 32. Makes recommendations and decisions that are data-driven.
- ☐ 33. Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.


Ray and Associates, Inc.

We will provide our clients with the highest quality services to assist them in hiring leaders who will meet district specific needs and positively impact the education of all students.

Please return to consultant immediately following the meeting or fax/e-mail all THREE SIDES directly to Ray & Associates at 319-393-4931; glr@rayassoc.com AS SOON AS POSSIBLE.

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Superintendent Salaries

Feb 3, 2017

	Salary *	403B	Total	Yr 2 Total	Yr 3 Total		ADM
Beaverton (Grotting) - 16/17	\$265,000	\$26,500	\$291,500	\$300,245	\$330,528	Yr3 Incl \$19,775 retention incentive	
Beaverton (Rose) - 15/16	\$220,375			Assume 5% for 16/17	Assume 5% for 17/18		40,000
Bend LaPine - 15/16	\$167,875			\$176,269	\$185,082		17,534
David Douglas -15/16	\$190,740			\$200,277	\$210,291		10,810
Eugene - 15/16	\$184,288			\$193,502	\$203,178		16,294
Gresham Barlow - 15/16	\$173,229			\$12,000	\$185,229	\$181,890	\$190,985
Gresham Barlow - 16/17	\$195,497	\$12,000	\$207,497	\$205,272	\$215,535		11,175
Hillsboro - 15/16	\$177,164			\$186,022	\$195,323		20,493
Lake Oswego - 15/16	\$166,260			\$174,573	\$183,302		7,023
Medford - 15/16	\$200,000			\$210,000	\$220,500		12,266
North Clackamas - 15/16	\$175,000			\$183,750	\$192,938		17,366
Reynolds - 15/16	\$175,000			\$183,750	\$192,938		11,583
Tigard Tualatin - 15/16	\$160,648			\$168,680	\$177,114		12,750
West Linn - 15/16	\$154,765			\$162,503	\$170,628		9,534
Average w/o Grotting	\$179,500			\$188,475	\$197,899		

* Salary does not include Pers / Medical / Dental / Vision / Life Insur / Car / Expense / Phone / Dues - Est. \$50,000 per year

February 17, 2017
Board Retreat / Mid-Year Planning Session

HANDOUTS

Miscellaneous

Oregon school success story: How Oregon City High got 94 percent of students to graduation



By **Betsy Hammond** | [The Oregonian/OregonLive](#)

[Email the author](#) | [Follow on Twitter](#)

on January 31, 2017 at 7:46 AM, updated January 31, 2017 at 7:57 AM

In August 2014, just before the school year launched, **Oregon City High School principal Tom Lovell** asked the faculty gathered before him to guess how many Fs they'd collectively given the previous year.

Was it 500? he asked. Or maybe 1,000? **The big suburban school was known for helping nearly all students meet state reading, writing and math standards** and for its respectable graduation rate, so teachers were shocked when he revealed the correct answer: 2,033 Fs - practically one for every student.

"Is this something we want to put on our website," Lovell asked them. "Do we want to say, 'Come to our school and fail?' No, this is not who we are."

Beginning then, in ways small and large, the school rededicated itself to becoming a place where students find it very hard to fail.

Last week, the faculty got concrete affirmation that the amped-up care and attention they shower on students is paying off: Oregon City's on-time graduation rate rose by 5 percentage points to reach 94 percent, including 91 percent among low-income students. That's an accomplishment unmatched by the 40 other big high schools in the Portland area.

How'd they do it? Teachers and other adults build caring personal relationships with students. The school crafted a safety net that includes a food pantry and free mental health therapy. And two hand-picked teachers hatched a unique program that helps students far behind in credits catch up.

With words and with actions, students say it works.

Hailey Gregus, a petite piano-playing senior, detests math class, a place where she's too often found struggle and failure. Last year, distraught over a close relative's suicide attempts and turned off by the petty dramas of teen relationships, she started skipping class. At the dawn of senior year, graduation looked doubtful.

So where is Gregus spending her lunch periods and hours after school each Tuesday and Thursday? In the classroom of math teacher Nathan Lambert, who volunteers his own lunch hour and after-school time, even though she isn't in any of his classes. Patiently, he helps her and any other students who ask find their way through a maze of mathematical frustration.

Now Gregus is gunning to earn her diploma in June, and thinks she can get there. "I don't want to let Mr. Lambert down," she explains. "He's invested so much in helping in me and he believes in me."

Can a school make its teachers befriend kids and make sure none of them get overlooked? Lovell thinks so.

He reminds teachers, during inspiring start-of-the-year presentations and in frequent short-hand remarks, that students will try hard in class if their teachers know them as people and believe in them. New hires are chosen in part for showing the will and skill to build those relationships. And as the ethos takes hold, teachers, counselors and other staffers reinforce it in each other, teachers say.

Having a **well-run food pantry** that sends home food every Friday with any student who needs it and a campus mental health therapist to assist with anxiety or depression helps give heft to the schools' "we care" message. The school makes it easy for students to discreetly take advantage of that tangible assistance, and students who need it say they're deeply appreciative.

The first teacher to reach Brendon Neubarth, a sneaker-loving middle child with a halo of long softly curled hair, was Carrie Crawford. Mid-sophomore year, Neubarth transferred in from Gresham High. His father is doing 10 years in prison for attempted murder, his mother had walked out on her children and the Oregon City relative with whom he planned to live wasn't yet ready to accept him. He spent nights sleeping in backyards, he said.

English is his least favorite class, and Crawford noticed he sat in the back row and kept quiet. But as she does with students who strike a low profile, she kept checking in with him. When Neubarth did open up, he mostly talked about basketball - a game he loves and about which she knows nothing. She kept the conversation going anyway. Their connection grew.

As Lovell theorized would happen, English-class-averse Neubarth leaned into her class. "She is the most amazing lady. She taught us so well and she had fun with it." He actually read the books she assigned and remembers them well: "To Kill a Mockingbird," "Beowulf," "A Child Called It," "The Color Purple." Like sophomores in English classes everywhere, he hated "**Beowulf**." Even so, he says, "she made it fun in a way."

'I don't want to let Mr. Lambert down. He's invested so much in helping in me.' Hailey G on her drive to graduate

Neubarth, Gregus and nearly 100 other Oregon City at-risk students who have fallen behind in credits also have another ace in their pockets: Oregon City Success Seminar.

A mashup of academics, community building and transcript triage, the seminar course is probably the single biggest reason that just 24 students in last year's class of 550 students left school without a diploma.

Back in 2014, after the 2,033 Fs were made known, faculty and administrators brainstormed. What could they do smarter to prevent failure - or at least to help students bounce back when it hit? To Lovell, remaking the school's "credit recovery" program was a no-brainer.

The school's approach was to bus students who failed a required course or courses to a separate building far from campus for computerized catch-up. Among the problems, Lovell said: The students lost a full class period each day to time spent busing there and back. And why was a school that's all about relationships putting its most vulnerable students in a primary learning relationship with a computer instead of a person?

The program needed to come back to campus, needed to include plenty of face-to-face teaching and needed just the right people to run it, they decided.

Luckily, Lovell says, those people were already on the Oregon City faculty. The math department had just hired Rose Cottingham, a Portland-born Reed College physics grad who'd realized her dream wasn't advanced work in theoretical astrophysics. She wanted to draw on her math skills to help people. She was fresh out of graduate school as a first-year teacher. The English department had just hired Sarah Wheeler, an English teacher who'd previously worked as a counselor in a youth behavioral treatment program.

Together, Wheeler and Cottingham created a special place: A classroom where a mismatched group of students bond with their teachers and each other. They largely do as they are asked when given writing or math tasks and, sometimes in fits and starts, make academic progress as never before.

Once she has earned their trust, Wheeler requires students to gather in a daily circle, make eye contact with everyone in the group, share excerpts from their journal assignments and reveal their hopes and challenges. It's corny. Yet without eye-rolling, they do as she asks. They feed on her and on each other. As circle time ends, they stretch their arms toward the center as if in basketball huddle and at least one of them says "Go team!" Then, without much prompting, they get back to work.

Some of the old program's computerized lessons and tests are woven in to the new one, and a long handwritten list on the wall proudly records which courses students have completed and gotten credit for this term: government, sociology, global studies, biology. A student named Xena has wrapped up both earth science and physical science with more than a month left in the term.

But the more difficult English and math courses that are the heart of high school are taught by the two teachers in ways students say bring the subjects to life as ordinary classes never did.

Gabriel Moore, an avid reader who dresses all in black and aspires to become a famous author of fantasy fiction, has always had trouble with math, even before he transferred to Oregon City High from California last year. Despite his brainy tendencies and big vocabulary, math could easily have come between him and a diploma.

That no longer seems to be the case. Moore says he feels lucky to have landed in Cottingham's seminar.

"She's an amazing teacher. I do look up to her. She's really helped me."

-- Betsy Hammond

betsyhammond@oregonian.com

[@chalkup](#)

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Cheers for Oregon City High School; Fs are earned, not given: Letters to the editor



Roslie Cottingham (center), math teacher, helps student Jayden Milley during Oregon City Success Seminar. Oregon City High School had a 94 percent graduation rate, crediting efforts such as the seminar class. (Stephanie Yao Long/Staff)



By **Letters to the editor**

on February 05, 2017 at 8:00 AM, updated February 05, 2017 at 12:43 PM

Publicizing success: The article about Oregon City High School was the best description of a successful school I've ever seen ("**Oregon school success story: How Oregon City High got 94 percent of students to graduation**," Jan. 31). Instead of just heralding the school's high 2016 graduation rates, the article described at length the principal's and teachers' recent efforts to motivate and support all students. It also included several student quotes showing their appreciation of teachers' efforts and their new positive feelings about school. In covering both the teachers' and the students' views, the article did an excellent job of helping readers to understand how a school's actions can make a big difference in student performance.

For far too long, media all over the U.S. have fed the public a story about our failing schools, highlighting their low test scores and graduation rates without looking into why those things were happening or how they might be changed. I applaud Betsy Hammond and The Oregonian/OregonLive for showing us how at least one school has found its way to producing student success.

Joanne Yatvin, Southwest Portland

Earned Fs: Regarding the article about the principal addressing the staff at Oregon City High School where the staff were told that they had "given" over 1,000 Fs: I would prefer to think that over 1,000 students *earned* failing marks. After teaching for more than 30 years, I can tell you that pressure by parents, counselors, and administration for teachers to pass students or to give them As is plentiful. Just showing up to class is no reason to pass. Did the student actually learn something?

David Fletcher, Damascus

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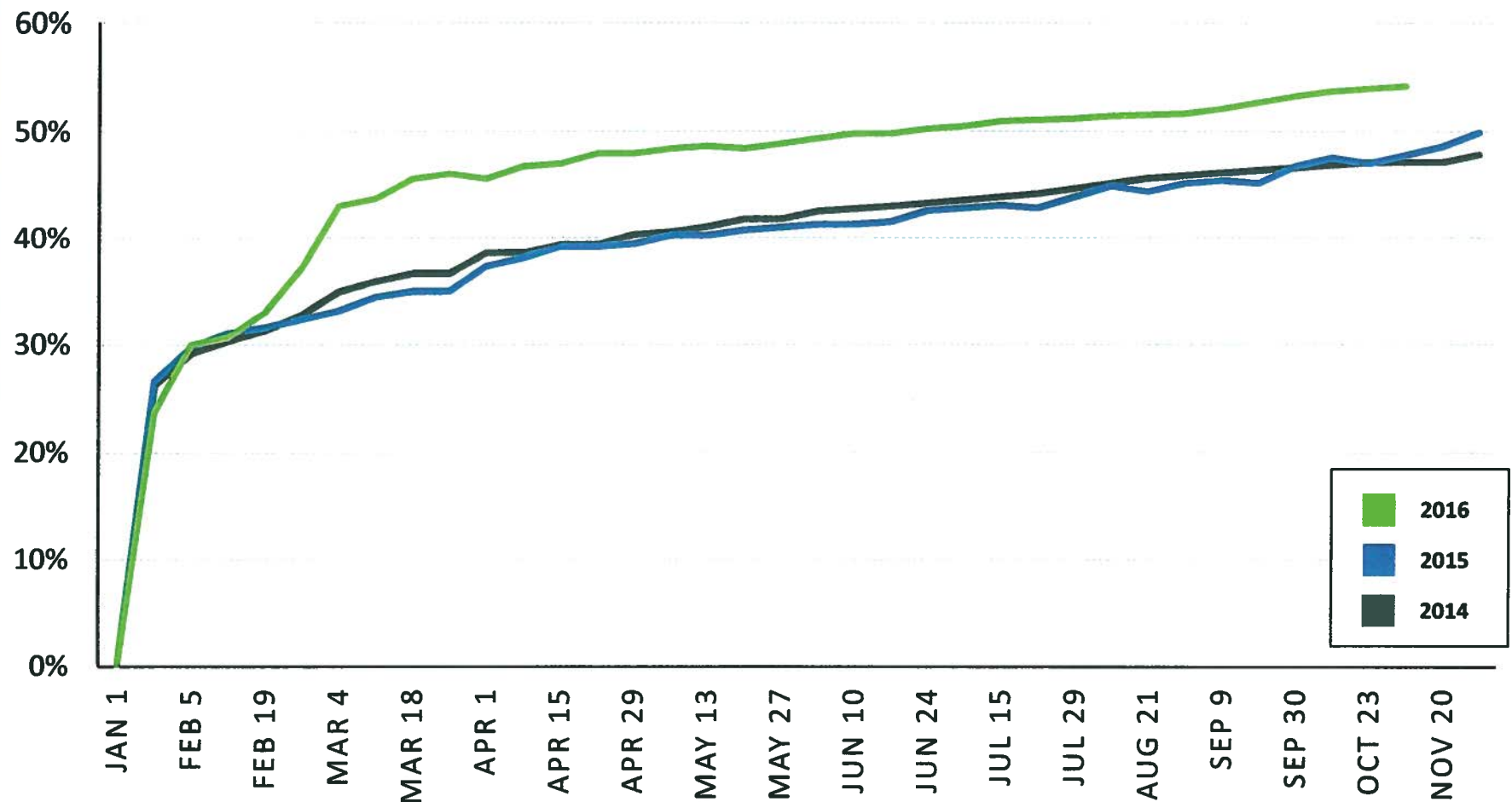
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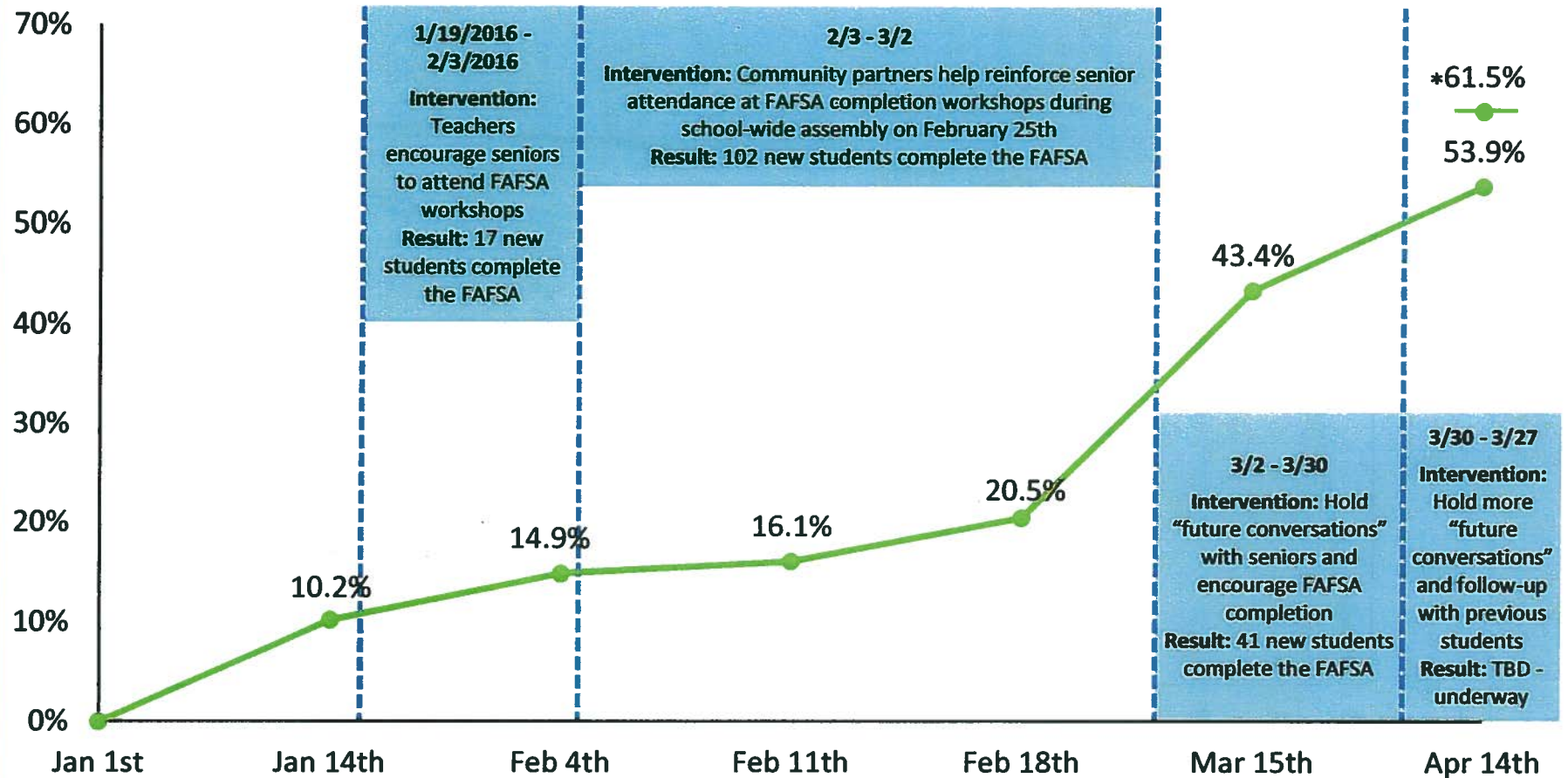
Percent of Seniors Completing the FAFSA Over Three Years at Gresham High School

(Using Federal Data)



Source for total number of 12th graders: Oregon Department of Education October 1 Enrollment Summary; Source for FAFSA completion rates: Federal Student Aid Data Center

Percent of Seniors Completing the FAFSA This School Year With Specific Interventions at Gresham High School (Using School-level Data)



Source: Numerator provided by the Office of Student Access and Completion (OSAC) through the FAFSA+ program and does *not* include Oregon Student Aid Application (ORSAA) completers, denominator provided by the school

*Includes students who have shown proof of FAFSA completion, but are not yet captured in the school-level data