Gresham-Barlow School District

BOARD OF EDUCATION

Regular Board Meeting / Work Session

AGENDA

March 17, 2016

GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT. AGENDA

BOARD OF EDUCATION
March 17, 2016

Board Meeting / Work Session – 6 p.m.

Partnership Room (Room 112)
Center for Advanced Learning (CAL)
1484 NW Civic Drive, Gresham, OR

I. CALL TO ORDER

II. ROLL CALL

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

III. INFORMATION ITEMS

1. Mt. Hood Cable Regulatory Commission TechSmart Initiative Grant ..... Ketelsen
2. Bond Discussion ..... Schlachter, Schofield
3. Thoughtexchange Presentation (7 p.m.) ..... Vadnais
4. Electronic Communications Project ..... Vadnais

IV. ACTION ITEMS

5. Policy Updates ..... Ketelsen

V. DISCUSSION ITEMS

6. Future Agenda Topics ..... Schlachter

VI. ANNOUNCEMENTS

Mar. 21-25, 2016: Spring Break - Schools and Offices Closed *
* The Administration Office will be Open March 23-24, 8 a.m. – 4 p.m.

Mar. 31, 2016: Board Work Session - 6 p.m.
Partnership Room
Center for Advanced Learning

April 5, 2016: Policy Review Committee – 8 a.m.
Large Conference Room
Gresham-Barlow School District Administration Office

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

JS:lc:3/11/16:1:44 PM

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

TO: Board of Directors

FROM: Jim Schlachter
Teresa Ketelsen

DATE: March 17, 2016

RE: No. 1 – Mt. Hood Cable Regulatory Commission TechSmart Initiative Grant

EXPLANATION: The Mt. Hood Cable Regulatory Commission's (MHCRC) TechSmart Initiative strategically invests in local public schools to positively impact academic outcomes for students in Multnomah County. The focus of their investments, provided through grants, is to identify effective classroom instruction that uses technology to improve academic outcomes for all students and to share the successful strategies across districts. Gresham-Barlow School District is nearing the end of creating a four-year grant proposal for a K-3 Technology Integration Project.

Our project will leverage the power of technology in the hands of both teachers and students as a teaching and learning tool through a technology rich, blended learning pilot in two elementary schools. We will use the pilot schools' efforts to identify high quality and effective literacy instruction, and to develop a clear, well-vetted plan for implementation that can be scaled to all elementary schools over time. The TechSmart funds of nearly $1.3 million over four years provide GBSD a unique opportunity and resources to make this plan a reality.

Information about the plan will be shared with the board this evening.

PRESENTER: Teresa Ketelsen, Angie Kautz

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

TK:lc

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

TO: Board of Directors

FROM: Jim Schlachter
Mike Schofield

DATE: March 17, 2016

RE: No. 2 – Bond Discussion

EXPLANATION: During the last board work session on February 25, 2016, and the business meeting on March 5, 2016, discussion and direction regarding next steps for considering a bond measure took place.

The purpose of this agenda item is to allow the board to further consider, discuss and ask questions regarding a potential bond.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This topic is being provided for discussion only.

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

MS:lc

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

TO: Board of Directors

FROM: Jim Schlachter
Athena Vadnais

DATE: March 17, 2016

RE: No. 3 – Thoughtexchange Presentation

EXPLANATION: This evening, the board will have an opportunity to view an online presentation provided by Thoughtexchange, an online software program designed to engage the community and receive public feedback regarding a potential facilities bond.

Thoughtexchange makes large public engagements possible, gives participants an equal voice, and reduces the need for multiple meetings.

PRESENTER: Athena Vadnais

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

:lc

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

TO: Board of Directors

FROM: Jim Schlachter
Athena Vadnais

DATE: March 17, 2016

RE: No. 4 – Electronic Communications Project

EXPLANATION: During the 2015-16 school year, the district has worked to implement the use of a notification system and mobile app district-wide through a multi-stage process.

At the March 17 board work session, the school board will receive an update on the work accomplished thus far and the work that will be completed between now and the end of the 2015-16 school year.

The Electronic Communications project supports the strategic theme "Community Partnerships."

PRESENTER: Athena Vadnais

SUPPLEMENTARY MATERIALS: None

RECOMMENDATION: This report is being provided as information only.

REQUESTED ACTION: No action is required.

AV:lc

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

TO: Board of Directors

FROM: Jim Schlachter
Julie Evans

DATE: March 17, 2016

RE: No. 5 – Policy Review

EXPLANATION: At the work session this evening, board members will be asked to provide input regarding recommended updates to the policies listed below. The updates were recommended by the Oregon School Boards Association, and are now being advanced for board consideration following a thorough review by the board's policy review committee.

Policy	Title
BBFA	Board Member Ethics and Conflicts of Interest
BBFB	Board Member Ethics and Nepotism
EFA	Local Wellness Program
GBC	Staff Ethics
IKF	Graduation Requirements
IKF-AR	Graduation Requirements
IL	Assessment Program
JEA	Compulsory Attendance
JEBA	Early Entrance
JFCG/JGCH/JFCI	Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems
KL	Public Complaints
KL-AR	Public Complaints Procedure

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Revised policies and administrative rules (12 listed above) with recommended changes.

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

REQUESTED ACTION: Action to approve the policy updates will be requested at a subsequent meeting.

TK:lc

Gresham-Barlow School District

Board Policies

First Reading

March 17, 2016

Policy	Title
BBFA	Board Member Ethics and Conflicts of Interest
BBFB	Board Member Ethics and Nepotism
EFA	Local Wellness Program
GBC	Staff Ethics
IKF	Graduation Requirements
IKF-AR	Graduation Requirements
IL	Assessment Program
JEA	Compulsory Attendance
JEBA	Early Entrance
JFCG/JFCH/JFCI	Use of Tobacco Products, Alcohol, Drugs or Inhalant Deliver Systems
KL	Public Complaints
KL-AR	Public Complaint Procedure

Gresham-Barlow SD 10

Code: **BBFA**
Adopted: 12/02/10
Readopted: 3/07/13; 5/01/14; 10/01/15

Board Member Ethics and Conflicts of Interest

No Board member will use his/her official position or office to obtain personal financial benefit or to avoid financial detriment for him or herself, relatives or household members, or for any business with which the Board member, a household member or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual $50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

I. Conflicts of Interest

"Business" means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

"Business with which a Board member or relative is associated" means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth $1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned $100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

"Relative" means~~: 1)~~ the ~~Board member's or candidate's~~ spouse[1], parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or ~~2)~~ the ~~spouse of the Board member's or candidate's~~ parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits[2] to the Board member, or who receives any benefit from the Board member's public employment.

"Member of the household" means any person who resides with the public official.

[1]The term spouse includes domestic partner.
[2]Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the district. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the district.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the Code of Ethics for public officials as stated in Oregon law.

Potential Conflict of Interest

"Potential conflict of interest" means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare a potential conflict of interest. A Board member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

"Actual conflict of interest" means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

II. Gifts

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of $50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The $50 gift limit applies separately to the Board member and to the Board member's relatives or members of household, meaning that the Board member, each member of their household and relative can accept up to $50 each from the same source/gift giver.

~~1.~~ "Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

~~2.~~ "Relative" means~~: a)~~ the ~~Board member's or candidate's~~ spouse[3], parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; ~~b)~~ the ~~spouse of the Board member's or candidate's~~ parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits[4] to the Board member, or who receives any benefit from the Board member's public employment.

~~3.~~ "Member of the household" means any person who resides with the Board member.

Determining the Source of Gifts

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of $50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A legislative or administrative interest means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative/administrative interest in the fire department that is distinct from the general public.

Determining the Value of Gifts

The fair market value of the merchandise, goods or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of

[3] Ibid. p. 1
[4] Ibid. p. 1

the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the Board member's admission or meal will include all costs other than any amount donated to a charity.
   For example, a person with a legislative or administrative interest buys a table for a charitable dinner at $100 per person. If the cost of the meal was $25 and the amount donated to charity was $75, the benefit conferred on the Board member is $25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:

   a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
   b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
   c. The source calculates the actual amount spent on the Board member.

3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods or services received.

4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale value

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under $25 (even if the personalized item cost the source more than $50), unless the personalized item is made from gold or some other valuable material that would have value over $25 as a raw material.

Entertainment

Board members may not solicit or accept any gifts of entertainment over $50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or

2. The Board member is acting in their official capacity for a ceremonial purpose.

   Entertainment is ceremonial when a Board member appears at an entertainment event for a "ceremonial purpose" at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an

appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;

2. Gifts from "relatives" and "members of the household" to the Board member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;

3. Informational or program material, publications or subscriptions related to the recipient's performance of official duties;

4. Contributions made to a legal expense trust fund if certain requirements are met;

5. Food, lodging and travel generally count toward the $50 aggregate amount per year from a single source with a legislative/administrative interest, with the following exceptions:

    a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member's official capacity, for certain limited purposes:

        (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the $50 aggregate amount IF:

            (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel or represent the district; AND

                (i) The giver is a unit of a:

                    1) Federal, state or local government;
                    2) An Oregon or federally recognized Native American Tribe; OR
                    3) Nonprofit corporation.

            (b) The Board member is representing the district:

                (i) On an officially sanctioned trade-promotion or fact-finding mission; OR
                (ii) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*

        (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion.

"Reception" means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.

7. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);

8. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;

9. A gift received by the Board member as part of the usual or customary practice of the Board member's private business, employment or position as a volunteer that bears no relationship to the Board member's holding of public office.

Honoraria

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member or any relative or member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of $50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

Legal Reference(s):

ORS 162.015 to -162.035
ORS 162.405 to -162.425
ORS 244.010 to -244.400
ORS 332.055
OAR 199-005-0001 to -199-010-0150

38 OR. ATTY. GEN. OP. 1995 (1978)
OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Cross Reference(s):

BBF - Board Member Standards of Conduct
BBFB - Board Member Ethics and Nepotism
DJ - District Purchasing

Gresham-Barlow SD 10

Code: **BBFB**
Adopted: 12/02/10
Readopted: 3/07/13; 5/01/14; 10/01/15

Board Member Ethics and Nepotism

In order to avoid both potential and actual conflicts of interests, Board members will abide by the following rules when a Board member's relative or member of the household is seeking and/or holds a position with the district:

1. A Board member may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or member of the household, unless the Board member complies with the conflict of interest requirements of ORS Chapter 244;

2. This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board member position or another Board-related unpaid volunteer position (i.e., a Board committee position);

3. A Board member may not participate as a public official in any interview, discussion or debate regarding the appointment, employment, promotion, discharge, firing or demotion of a relative or member of the household. A Board member may still serve as a reference or provide a recommendation.

For the purposes of this policy~~,~~:

~~a~~ "~~m~~Member of the household" means any person who resides with the Board member.

~~and~~ "~~r~~Relative" means~~:~~

~~1.~~ ~~T~~the ~~Board member's~~ spouse[1], parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the Board member; or

~~2.~~ ~~T~~the ~~spouse of a Board member's~~ parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the Board member. Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits[2] to the Board member, or who receives any benefit from the Board member's public employment.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class including the Board member's relative or household member. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very

[1]The term spouse includes domestic partner.
[2]Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

END OF POLICY

Legal Reference(s):

ORS 244.010 to -244.400
ORS 659A.309

OAR 199-005-0001 to -199-010-0150

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest

Gresham-Barlow SD 10

Code: **EFA**
Adopted: 6/01/06
Readopted: 5/01/14

Local Wellness Program

~~The Board recognizes that~~ Cchildhood obesity has become an epidemic in Oregon as well as throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. Healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent or designee shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the ~~Board's~~ commitment to providing adequate time for instruction ~~to~~ that promotes healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including but not limited to, physical education and school health professionals), students, parents, the public, representatives of the school food authority and public health professionals will be encouraged. The superintendent or designee will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

Nutrition Promotion and Nutrition Education

Nutrition promotion supports the integration of nutrition education throughout the school environment. Nutrition education topics shall be integrated into the sequential, comprehensive health education curriculum ~~taught is~~ as taught in the Pre-K-8 and high school program and other subject areas as appropriate.

Nutrition Guidelines

~~It is the intent of the Board that~~ ~~d~~District schools ~~take a~~ **will** be proactive ~~effort to~~ in encourage~~ing~~ students to make nutritious food choices. All food and beverage items ~~(except those as part of the United States Department of Agriculture's National School Lunch Program and/or School Breakfast Program or at times when the school is being used for school related events or non school related events for which parents and other adults are a significant part of an audience or are selling food or beverage items before, during, or after the event such as sporting event, interscholastic activity, a play, band or choir concert),~~ sold to students in a K-12 public school as part of the regular or extended school day shall meet the minimum state and federal standards ~~as set forth in state law~~. Exceptions to this requirement include items that are part of the USDA National School Lunch Program or School Breakfast Program. Other exceptions are foods and beverages provided in the following instances:

1. When the school is the site of school-related events or events for which parents and other adults are a significant part of an audience; or
2. The sale of food or beverage items before, during or after a sporting event, interscholastic activity, a play, band or choir concert.

~~Although the Board believes that t~~The district's nutrition and food services operation should be financially self-supporting, it recognizes, however, that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with federal law, the district's NSLP and SBP shall be nonprofit.

The superintendent **or designee** is directed to develop administrative regulations, to implement this policy, ~~including such provisions as may be necessary to~~ that address all food and beverages~~ items~~ sold and/or served ~~to students at~~ in district schools, including provisions for staff development, family and community involvement and program evaluation. These food and beverage items include ~~(i.e.,~~ competitive foods, snacks and beverages sold from vending machines~~,~~ and school stores, and similar food and beverage items from fund-raising activities and refreshments that are made available at school parties, celebrations and meetings~~), including provisions for staff development, family and community involvement and program evaluation~~. Only commercially prepared foods will be served or sold at school parties, events or activities. Homemade goods may not be offered in any school setting where students are the predominant recipient (e.g., classroom treats, school fund raisers). Closed group settings (e.g., specific team gatherings, cast parties, committee/parent groups) may include clearly identified non-commercially prepared items and must be labeled with the provider name.

Physical Activity

~~The Board realizes that a~~ **A** quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program ~~from~~ for grades pre-K through 12. Physical activity should include regular instructional physical education as well as co-curricular activities and recess. The district will develop and assess student performance standards in order to meet the Oregon Department of Education's physical education content standards. The district will make school facilities available to the community and student groups outside of school hours to promote and encourage physical activity and good nutrition.

Reimbursable School Meals

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. The superintendent or designee will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. These guidelines shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0).

Other School-Based Activities

The district will promote district and community based activities that foster healthy eating and create environments that promote physical activity. Families and the community will be encouraged to provide

healthy food choices in all situations where food is served. Educational workshops, screenings and literature related to healthy food choices and physical activity may be offered to families.

Evaluation of the Local Wellness Policy

The Board will review the development, implementation and effectiveness of practices set forth in this policy annually with input from staff (including but not limited to, physical education and school health professionals), parents, students, representatives of the school food authority, school administrators, and the public. In an effort to measure the implementation of this policy the Board designates the districts' principals as the individuals who will be responsible for ensuring each school meets the goals outlined in this policy. The district will make available to the public, annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107	OAR 581-051-0100	OAR 581-051-0310
ORS 336.423	OAR 581-051-0305	OAR 581-051-0400

National School Lunch Program, 7 C.F.R. Part 210 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

Cross Reference(s):

EFAA - District Nutrition and Food Services

Gresham-Barlow SD 10

Code: **GBC**
Adopted: 5/01/97
Readopted: 1/11/01; 5/02/02; 10/07/10; 10/02/14
Orig. Code(s): GBC/GBCA

Staff Ethics

I. Conflict of Interest

No district employee will use his/her district position to obtain personal financial benefit or avoidance of financial detriment or financial gain or avoidance of financial detriment for relatives, household members or for any business with which the employee, household member or relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the $50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

District employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as staff members. This means that:

1. Employees will not use their position to obtain financial gain or avoidance of financial detriment from students, parents or staff;

2. Any device, publication or any other item developed during the employee's paid time shall be district property;

3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;

4. No district employee may serve as a Board or budget committee member in the district;

5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment or materials in performing outside work;

6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If an employee has a potential or actual conflict of interest, the employee must notify his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter giving rise to the conflict.

In order to avoid both potential and actual conflicts of interests, district employees must abide by the following rules when an employee's relative or member of the household is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless he/she complies with the conflict of interest requirements of ORS Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board-related position.

2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee.

3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment or grievance adjustment authority over another member of the same family.

In the *conflict of interest context*~~,~~:

~~a~~ "~~m~~Member of the household" means any person who resides with the employee.

~~and~~ "~~r~~Relative" means~~:~~

~~1.~~ ~~T~~the ~~employee's~~ spouse[1], parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or

~~2.~~ ~~T~~the ~~spouse of the employee's~~ parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits[2] to the employee, or who receives any benefit from the employee's public employment.

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of $50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift related provisions apply to the employee, their relatives and members of their household. The $50 gift limit applies separately to the employee and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to $50 each from the same source/gift giver.

~~1.~~ "Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

[1]The term spouse includes domestic partner.
[2]Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

~~2.~~ "Relative" means~~:~~

~~a.~~ ~~T~~the ~~employee's~~ spouse[3], parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or

~~b.~~ ~~T~~the ~~spouse of the employee's~~ parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits[4] to the employee, or who receives any benefit from the employee's public employment.

~~3.~~ "Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

Employees should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of $50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A legislative or administrative interest means an economic interest distinct from that of the general public, in any action subject to the official decision of an employee.

A decision means an act that commits the district to a particular course of action within the employee's scope of authority and that is connected to the source of the gift's economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor's actions would be considered a "decision."

Determining the Value of Gifts

The fair market value of the merchandise, goods or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the employee's admission or meal will include all costs other than any amount donated to a charity.

[3] Ibid. p. 2
[4] Ibid. p. 2

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at $100 per person. If the cost of the meal was $25 and the amount donated to charity was $75, the benefit conferred on the employee is $25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:

    a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
    b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
    c. The source calculates the actual amount spent on the employee.

3. Upon request by the employee, the source will give notice of the value of the merchandise, goods or services received.

4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under $25 (even if the personalized item cost the source more than $50), unless, the personalized item is made from gold or some other valuable material that would have value over $25 as a raw material.

Entertainment

Employees may not solicit or accept any gifts of entertainment over $50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or

2. The employee is acting in their official capacity for a ceremonial purpose.

    Entertainment is ceremonial when an employee appears at an entertainment event for a "ceremonial purpose" at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees.

1. Gifts from "relatives" and "members of the household" to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules.

2. Informational or program material, publications or subscriptions related to the recipient's performance of official duties.

3. Food, lodging and travel generally count toward the $50 aggregate amount per year from a single source with a legislative/administrative interest, with the following exceptions:

    a. *Organized Planned Events*. Employees are permitted to accept payment for travel conducted in the employee's official capacity, for certain limited purposes:

        (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the $50 aggregate amount IF:

            (a) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND

                (i) The giver is a unit of a:

                    1) Federal, state or local government;
                    2) An Oregon or federally recognized Native American Tribe; OR
                    3) Nonprofit corporation.

            (b) The employee is representing the district:

                (i) On an officially sanctioned trade-promotion or fact-finding mission; OR
                (ii) Officially designated negotiations or economic development activities where receipt of the expenses is approved in advance by the superintendent.

        (2) The purpose of this exception is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

4. Food or beverage, consumed at a reception, meal or meeting IF held by an organization and IF the employee is representing the district.

    "Reception" means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.

5. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i).

6. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement.

7. A gift received by the employee as part of the usual or customary practice of the employee's private business, employment or position as a volunteer that bears no relationship to the employee's district employment.

8. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any member of the household or relative of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of $50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the employee.

END OF POLICY

Legal Reference(s):

ORS 244.010 to -244.400
ORS 332.016
ORS 659A.309
OAR 199-005-0001 to -199-020-0020
OAR 584-020-0040

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Cross Reference(s):

GBI - Gifts and Solicitations
GCQA/GDQA - Outside Employment
KJ - Advertising in District Facilities

Gresham-Barlow SD 10

Code: **IKF**
Adopted: 9/12/02
Readopted: 5/06/04; 4/12/07; 3/06/08; 6/11/09; 6/11/09; 1/06/11; 2/02/12; 11/06/14

Graduation Requirements

The district adopts the policy statements contained herein in compliance with Oregon Administrative Rule 581-022-1130. The Board will review Board policy IKF - Graduation Requirements and its administrative regulations annually.

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if written consent is ~~received from~~ given by the student's parent or guardian or ~~from~~ by the student if 18 years of age or older or ~~if~~ emancipated.

The district will ensure that students have onsite access to the appropriate resources to earn a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation. A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

Essential Skills

Students are required to demonstrate proficiency in Essential Skills before they are awarded their diploma. Essential Skills are process skills that can be applied in a variety of courses, subjects, experiences and settings:

1. Read and comprehend a variety of text;

2. Write clearly and accurately;

3. Apply mathematics in a variety of settings;

4. Any additional Essential Skills adopted by the State Board of Education.

The district will provide English Language Learner students the opportunity to meet Essential Skills requirements in the student's language of origin as district capacity allows.

District capacity is defined as the ability to ensure:

1. The written material (reading passages and/or prompts) are at the same level of rigor as those required in English; and

2. A qualified rater scores the student responses. A qualified rater is someone who is both proficient in the language of origin and is trained to score in that particular content area.

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of Applied Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year are:

1. On track to meet all other graduation requirements; and

2. Unable to demonstrate proficiency in the Essential Skills of English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Applied Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year:

1. Are on track to meet all other graduation requirements;

2. Are unable to demonstrate proficiency in the Essential Skills in English;

3. Have been enrolled in a U.S. school for five years or less; and

4. Receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

The district will develop procedures to provide assessment options as described in the *Test Administration Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Modified Diploma, Extended Diploma and Alternative Certificate

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the individualized education program (IEP) team.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternate certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

District Attendance Requirement

In order to earn a diploma, students must be in attendance a minimum of half time status during the last semester of their senior year. Exceptions may be granted by the district for students who have been in previous attendance and approved for early graduation or approved for graduation under Board policy IHGA - Alternative Instructional Programs.

Diploma Options

The district believes that all students should be provided a rigorous and relevant curriculum that will prepare them for success in college and the workforce in the 21st century. With this belief as a foundation to our graduation policy, the Board also recognizes that diploma options are important to address all students' needs in our district. As such, the district will make available the following diploma options with the requirements as follows:

1. Gresham-Barlow School District Diploma: Must meet all district and state requirements as defined in administrative regulation IKF-AR;

2. Gresham-Barlow School District Scholars' Diploma: See administrative regulation IKF-AR;

3. Oregon Diploma: See administrative regulation IKF-AR;

4. Modified Diploma: See policy administrative regulation IKF-AR;

5. Extended Diploma: See policy administrative regulation IKF-AR;

6. Alternative Certificate: See policy administrative regulation IKF-AR.

The district may not deny a diploma to a student who has opted out of the Smarter Balanced or alternate Oregon Extended Assessment if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces[1], as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Education Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.095
ORS 329.451
ORS 332.107
ORS 332.114
ORS 338.115
ORS 339.115
ORS 339.505
ORS 343.295
OAR 581-022-0615
OAR 581-022-0617
OAR 581-022-1130
OAR 581-022-1131
OAR 581-022-1133
OAR 581-022-1134
OAR 581-002-1135
OAR 581-022-1210
OAR 581-022-1215
OAR 581-022-1350
OAR 581-022-1910
HB 2655 (2015)

TEST ADMINISTRATION MANUAL, APPENDIX L-REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS.

Cross Reference(s):

IKFA - Early Graduation

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[1] The policy applies to any person who:
1. Served in the Armed Forces of the U.S. at any time during:
   a. World War I;
   b. World War II;
   c. The Korean Conflict; or
   d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
   a. Operation Urgent Fury (Grenada);
   b. Operation Just Cause (Panama);
   c. Operation Desert Shield/Desert Storm (Persian Gulf War);
   d. Operation Restore Hope (Somalia);
   e. Operation Enduring Freedom (Afghanistan); or
   f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

Gresham-Barlow SD 10

Code: **IKF-AR**
Adopted: 1/19/11
Readopted: 2/02/12; 4/04/13; 1/08/15

Graduation Requirements

The district believes that all students will be provided a rigorous and relevant curriculum that will prepare them for success in college and the workforce in the 21st century. With this belief as a foundation to our graduation policy, the Board also recognizes that diploma options are important to address all students' needs in our district. As such, the Gresham-Barlow School District will make available the following diploma options:

Gresham-Barlow School District Diploma

Credit Requirements~~:~~

A Gresham-Barlow School District diploma will be awarded to students from our high schools who have earned the required units of high school credit acceptable toward graduation as stated in the following chart:

~~District Graduation~~ **Gresham-Barlow School District Diploma** **Credit Requirements**	**Graduates of 2012~~4~~ or Beyond**
English	4 (shall include the equivalent of one unit in written composition)
Mathematics	3 (shall include one unit at Algebra I level and two units that are at a higher level)
Science	3
Personal Development~~, (Health/Physical Education)~~	2 (shall include one unit in Health and 1 unit is Physical Education)
Social Science	3 (including history, civics, geography and economics (including personal finance))
Fine Arts, Career and Technology Education	2 (including a minimum of .5 in a district prescribed technology course)
World Language	1
Electives	7
Total	**25**

Middle School students may opt to take high school math credit at the Algebra I level and higher when available at the middle school level.

Credit can be earned in two ways:

1. Based on successful completion of a two-semester course with 130 clock hours of instruction per unit. One-half unit of credit is earned by successfully completing a class for one semester.

2. Based on evidence of proficiency in district-designated courses. Before granting credit, the district shall require a student to provide sufficient evidence that demonstrates a level of proficiency that meets or exceeds district standards.

Essential Skills

Students are required to demonstrate proficiency in Essential Skills before they are awarded their diploma. Essential Skills are process skills that can be applied in a variety of courses, subjects, experiences and settings.

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Portfolio Requirements

Students in all district high schools will be required to produce a portfolio of evidence that includes the following minimums:

1. One completed work sample in each of the following areas:

    a. Mathematical Problem Solving;
    b. Speaking;
    c. Scientific Inquiry;
    d. Writing.

    Students will be offered multiple opportunities to complete work samples across the curriculum throughout their high school experience.

2. State test scores indicating completion of required assessments in the following areas:

    a. Math;
    b. Reading;
    c. Science;
    d. Writing.

3. Documentation of all required career-related learning experiences (minimum of 2).

Personalized Learning

In addition to credit requirements, Essential Skills and portfolio requirements, students must:

1. Develop an education plan and profile.

2. Apply and extend their knowledge in new complex situations related to the student's personal and career interest and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

3. Participate in career-related learning experiences (minimum of 2).

Requirements may be modified or waived in exceptional circumstances at the discretion of the district.

Gresham-Barlow School District Scholars' Diploma

In addition to meeting all requirements for the Gresham-Barlow School District Diploma, students will qualify for a Gresham-Barlow School District Scholars' Diploma based on their enrollment in advanced courses and provide confirmation that they have accomplished each of the requirements listed below. Students must remain enrolled in their advanced courses through their eighth semester, as their final GPA and class ranking will be determined by their highest GPA with the Scholars' program and final grade report. Course lists are available from the schools. It is from among Scholars' Diploma candidates that valedictorian and salutatorian recipients will be determined.

Requirements~~:~~

1. Successfully complete all graduation requirements, including credit requirements, Essential Skills requirements, portfolio requirements, education plan and profile, extended application and career related learning experiences;

2. Earn an accumulative GPA of at least 3.50 at the end of the eighth semester;

3. Earn a minimum of 25 credits, at least eight of which must be earned in designated advanced courses;

4. Demonstrate proficiency in a world Language in addition to English or successfully complete two years of study in the same world language;

5. Have been an active participant in at least one cocurricular activity (e.g., sports, clubs, theater, music, student government, etc);

6. May earn only one elective credit using the PASS/NO PASS option;

7. International Baccalaureate Full Diploma Candidates who are in good standing at the end of the eighth semester of their senior year will automatically earn a Scholars' Diploma at Gresham High School.

Any appeal regarding qualification for a Gresham-Barlow School District Scholars' Diploma must be presented to the Scholars' Diploma Review Panel.

OREGON DIPLOMA

If there are extenuating circumstances during a student's high school education, an Oregon State Diploma may be awarded. The student must meet the credit requirements below, along with all other state graduation requirements. The school administration will review each case as it is presented to determine if a student would qualify. A recommendation will be made to the superintendent or designee.

Credit Requirements

Oregon Diploma Graduation Credit Requirements	Graduates of 2014 and beyond
English	4 (shall include the equivalent of one unit in written composition)
Mathematics	3 (shall include one unit at Algebra I level ~~or~~ and two units that are a higher level)
Science	3
Social Science	3 (including history, civics, geography and economics (including personal finance))
Fine Arts, Career & Technology Education and/or World Language	3 (units shall be earned in any one or a combination)
Health Education	1
Physical Education	1
Electives	6
Total	24

Essential Skills

Students are required to demonstrate proficiency in Essential Skills before they are awarded their diploma. Essential Skills are process skills that can be applied in a variety of courses, subjects, experiences and settings.

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Portfolio Requirements

Students are required to produce a portfolio which includes one completed work sample in the following areas:

1. Mathematical Problem Solving;

2. Speaking;

3. Scientific Inquiry;

4. Writing.

Personalized Learning

In addition to credit, Essential Skills and portfolio requirements, a student must:

1. Develop an education plan and build an education profile;

2. Demonstrate extended application through a collection of evidence; and

3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

Subject	**Modified Diploma requirements**
English	3
Math	2
Science	2
Social Studies	2
Health	1
PE	1
Career Technical Ed, The Arts or World Language	1
Electives	12
Total credits required for modified diploma:	24
Essential Skills required:	• Read and comprehend a variety of text • Write clearly and accurately • Apply mathematics in a variety of settings • Any additional Essential Skills adopted by the State Board of Education
Other graduation requirements:	Develop an education plan and build an education profile.
	Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized Education Program (IEP), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.

2. For a student not on an IEP, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a 504 Plan may not receive a modified ~~OAKS~~ Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

    a. Two credits of mathematics;
    b. Two credits of English;
    c. Two credits of science;
    d. Three credits of history, geography, economics or civics;
    e. One credit of health;
    f. One credit of physical education;
    g. One credit of the arts or a world language.

2. Have a documented history of:

    a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
    b. A medical condition that creates a barrier to achievement; or
    c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, modified diploma or extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form[1] and submitting the form to the district.

[1] *www.ode.state.or.us*: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

Gresham-Barlow SD 10

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

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules ~~(OAR) 581-022-0606, 581-022-1210 and 581-022-1670~~. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and Essential Skills and to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;

2. Assessment of Essential Skills;

3. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;

4. Assessments by individual teachers;

5. Optional schoolwide and grade levelwide assessments, as recommended by the superintendent and as approved by the Board.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards and Essential Skills. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A student may opt-out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices[1] that include a time frame in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

ORS 40.245
ORS 326.565
ORS 326.575
ORS 329.485
ORS 336.187
ORS 659.870

OAR 581-021-0030
OAR 581-022-0606
OAR 581-022-0610
OAR 581-022-0612
OAR 581-022-0615
OAR 581-022-1140
OAR 581-022-1210

OAR 581-022-1510
OAR 581-022-1670
OAR 581-022-1910

HB 2655 (2015)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).
Elementary and Secondary Education Act (ESEA) Flexibility Waiver; July 23, 2015.

[1]Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test. The 30-day notice must first be provided during the 2015-2016 school year. The beginning of the year notice must first be provided during the 2016-2017 school year.

Gresham-Barlow SD 10

Code: **JEA**
Adopted: 9/13/01
Readopted: 5/02/02; 12/04/14

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages ~~7~~ 6 and 18, who have not completed the 12th grade, are required to regularly, attend~~, regularly,~~ a ~~school~~ public full-time school during the entire school term. All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between ages ~~7~~ 6 and 18, who has not completed the 12th grade, are required to have the student attend school and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five ~~or six~~ years of age and has enrolled the child in a public school~~,~~ are required to have the student attend and maintain the child in regular attendance during the school term.

Under the superintendent's direction and supervision, attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Violation~~ Failure to send a student and maintain a student in regular attendance is a Class C violation ~~and is punishable by a citation and fine~~.

The district will develop ~~procedures~~ administrative regulations for issuing ~~a citation~~ compulsory attendance notices and citations.

A parent who is not supervising his/her student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1)(c). Failing to supervise a child is a Class A violation ~~and punishable by a fine~~.

In addition, under Board policy JHFDA - Suspension of Driving Privileges, the district may report students with 10 consecutive days unexcused absence or 15 cumulative days unexcused absences in a single semester to the Oregon Department of Transportation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public schools full-time:

1. Students being taught in a private or parochial school in courses of study usually taught in ~~grades 1-12~~ kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools~~;~~.

2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in ~~grades 1-12~~ kindergarten through grade 12 in the public schools~~;~~.

3. Students being taught by a private teacher the courses of study usually taught in ~~grades 1-12~~ kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools~~;~~.

4. Students being educated in the home by a parent:

   a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Multnomah Education Service District (ESD), as the district's ESD of record, in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
   b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:

      (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
      (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
      (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.

   c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
   d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
   e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
   f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
   g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

5. Students excluded from attendance as provided by law~~;~~.

6. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, ~~or enrolled in~~ a community college or ~~other state-registered~~ an alternative education program as define in ORS 336.615.

END OF POLICY

Legal Reference(s):

ORS 153.018
ORS 163.577
ORS 336.615 to -336.665
ORS 339.010 to -339.090
ORS 339.095
ORS 339.990
ORS 807.065
ORS 807.066
OAR 581-021-0026
OAR 581-021-0029
OAR 581-021-0071
OAR 581-021-0077

SB 321 (2015)

Gresham-Barlow SD 10

Code: **JEBA**
Adopted: 5/01/95
Revised/Readopted: 5/02/02; 9/08/05; 12/04/14
Orig. Code(s): JEBA

Early Entrance**

A student will be admitted to kindergarten if:

1. His/Her fifth birthday occurs on or before September 1~~, one year before the date established by law for admission into first grade~~; or

2. He/She is transferring from a public school kindergarten program and would be continuing his/her formal education; and

3. His/Her birthday is after September 1, and the parents complete the early entrance procedures delineated in ~~the~~ administrative regulation JEBA-AR (psychological testing and evaluation at the parents' expense) and the principal of the school reviews the assessment results and accepts the student.

A student will be admitted to first grade if:

1. His/Her sixth birthday occurs on or before September 1, as established by law; or

2. He/She is transferring from a public or private school and is in compliance with the age requirement of being six years old prior to September 1 of the current school year; or

3. He/She has successfully completed a year of public or private kindergarten (pursuant to administrative regulation JEBA-AR) and would be continuing his/her formal education; or

4. His/Her birthday is after September 1, and the parents complete the early entrance procedures delineated in the administrative regulation JEBA-AR (psychological testing and evaluation at the parents' expense) and the principal of the school reviews the assessment results and accepts the student.

END OF POLICY

Legal Reference(s):

ORS 327.006
ORS 336.092
ORS 336.095
ORS 339.115
ORS 343.395
SB 321 (2015)

Gresham-Barlow SD 10

Code: JFCG/JFCH/JFCI
Adopted: 5/02/02
Readopted: 12/04/14; 11/05/15

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

Student substance abuse, possession, use, distribution or sale of tobacco products or inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or ~~near~~ within 1000 feet of any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred on or ~~near~~ within 1000 feet of district grounds, student will be subject to progressive disciplinary action up to and including expulsion. ~~may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion.~~ Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 153.018
ORS 161.605
ORS 161.625
ORS 163.575
ORS 167.400
ORS 332.107
ORS 336.067
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883
ORS 431.840
ORS 431.845
ORS 433.835 to -433.990
ORS Chapter 475

OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-0413
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)-(o)
OAR 581-053-0430(12)-(14)
OAR 581-053-0531(11)-(13)
OAR 581-053-0630
OAR 584-020-0040

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

Gresham-Barlow SD 10

Code: **KL**
Adopted: 7/11/94
Revised/Readopted: 5/02/02; 12/04/14; 10/01/15; 1/07/16
Orig. Code(s): KL

Public Complaints

There is a process and procedure for complaints ~~including, but not limited to, the following:~~ such as instruction, discipline, learning materials, retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, or other matters related to the district's schools.

~~1. Instruction;~~

~~2. Discipline;~~

~~3. Learning materials; or~~

~~4. Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation.~~

Community members, staff, parents and students who have a complaint are encouraged to start at the lowest level in the organization to attempt to resolve the complaint.

~~Such complaints shall be handled in t~~The following order will be used unless otherwise identified~~.~~ (~~S~~see administrative regulation KL-AR - Public Complaint Procedure for specific procedures and timelines~~.~~):

1. Teacher/Employee;

2. Principal;

3. District administrator;

4. Board.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear charges against employees in ~~open~~ a session open to the public, unless the employee requests an open session.

Complaints against the principal ~~may~~ shall be filed with the superintendent.

Complaints against the superintendent ~~should~~ shall be referred to the Board chair on behalf of the Board. ~~The Board may refer the investigation to a third party.~~

Complaints against the Board as a whole or against an individual Board member ~~should~~ shall be made to the Board chair ~~and may be referred to district counsel~~ on behalf of the Board.

Complaints against the Board chair ~~may~~ shall be made directly to the Board vice chair on behalf of the Board.

The superintendent will develop and administer the general complaint process, as appropriate.

~~Although n~~No staff, student, parent or community member will be denied the right to petition the Board for redress of an issue, complaints will be referred through the proper administrative channels for resolution before investigation or action by the Board. Exceptions are complaints that concern the superintendent or involve Board actions or Board operations.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule ~~that the~~ for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the local level, the district will supply the complainant with appropriate information ~~in order~~ to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rules (OAR) 581-022-1940.

END OF POLICY

Legal Reference(s):

ORS 192.610 to -192.690
ORS 332.107
OAR 581-022-1940
OAR 581-022-1941
House Bill (HB) 3371 (2015)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

IIA - Instructional Resources/Instructional Materials

Gresham-Barlow SD 10

Code: **KL-AR**
Revised/Reviewed: 9/13/12; 12/18/14; 10/01/15; 12/14/15

Public Complaint Procedure

Initiating a Complaint: Step One

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved. ~~It is the intent of the district to solve problems and address all complaints as close as possible to their origin.~~

The Principal: Step Two

If the complainant is unable to resolve a problem or concern at step one, within five working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal. The principal shall evaluate the ~~evidence~~ complaint and render a decision within five working days after receiving the complaint.

The Superintendent: Step Three

If ~~such a discussion with the principal~~ Step 2 does not resolve the complaint, within 10 working days of the meeting with the principal the complainant, if he/she wishes to pursue the action, shall file a signed, written complaint with the superintendent clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion and provide a written report to the complainant within 10 working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent or designee's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent or designee's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the ~~complainant~~ complaint and to hear and evaluate ~~such~~ any other evidence as it deems appropriate. Generally, all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The complainant shall be informed of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will be final.[1]

[1] The timelines may be extended upon written agreement between both parties.

~~The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the principal.~~

Complaints against the principal ~~may~~ shall be filed with the superintendent.

Complaints against the superintendent ~~should~~ shall be referred to the Board chair on behalf of the Board. ~~The Board may refer the investigation to a third party.~~ The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member ~~should~~ shall be made to the Board chair ~~and may be referred to district counsel~~ on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair ~~may~~ shall be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule ~~that the~~ for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the Board level, the district will supply the complainant with appropriate information ~~in order~~ to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

Gresham-Barlow School District

COMPLAINT FORM

To: □ District Office □ _____ (Name of School/Site)

Person Making Complaint _____

Telephone Number _____ Date _____

Nature of complaint: _____

_____

_____

_____

_____

Who should we talk to and what evidence should we consider?_____

_____

_____

_____

Suggested solution/resolution/outcome: _____

_____

_____

_____

_____

Office Use: Disposition of Complaint: _____

Signature: _____ Date: _____

cc: District Office

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

TO: Board of Directors

FROM: Jim Schlachter

DATE: March 17, 2016

RE: No. 6 – Future Board Meeting Topics

EXPLANATION:	Discussion of future board meeting topics has been included on this evening's agenda as part of the district's on-going process for planning meetings, and to ensure that subjects being reviewed are timely and meet expectations of the board.
PRESENTER:	Carla Piluso
SUPPLEMENTARY MATERIALS:	None
RECOMMENDATION:	The administration recommends board discussion regarding future board agenda topics.
REQUESTED ACTION:	No formal action is required.

:lc

Proposed 2015-16 Work Session Topics - Updated 03/02/16 by Cabinet:lc

	Date	Subject	Admin.	Board Briefing Needed
1	08/20/15	Planning Retreat - Day 1		
		Bocce Ball and Social	CP	
		Introduce New Administrators	JS	
	08/21/15	Planning Retreat - Day 2		
		Strategic Plan - 2020 Mission and Vision	JS	
		Themes - Targets - Measures	JS	
		Leadership Responsibilities	JS	
		Board Action: 2nd 2020 Vision Adoption	JS	
		Completed 2014-15 Executive Projects	RB, TK, JH	
		Bridging 2014-15 Projects to 2015-16	JS, JB, TK, JH, MS	
		New 2015-16 Executive Projects	RB, AK, TK	
		Bond Measure	MS	
		Community Investment - Bond	JS	
		High Quality District Leadership	JS	
		Organizatonal Assessment	JS	
		Board and Superintendent Working Agreements	JS	
		Superintensent Priorities / Goals	JS	
		Board Meeting Protocols and Expectations	JS, CP	
		Board Self-Evaluation	JS, CP	
		Board Acton: 1st Reading Transportation Contract	MS	
		Budget Committee Applicants	MS	
		Superintendent Evaluation Process	CP	
		Board Committee Assignments	JS, CP	
		Calendar Highlights & Worksession Topics	JS	
		Board Development Opportunities	JS, CP	
2	09/17/15	Work Session		
		Audit Involvement Team Pre-Meeting at 5:30 p.m.	MS	
	15 min.	1 Policy	TK	
	30 min.	2 Strategic Planning	JS	
	10 min.	3 Surveys Climate	JS	
	60 min.	4 Roberts Rules of Order - OSBA Tutorial	Chair	
	10 min.	5 NSBA Annual Convention - Board Participation	Chair	
	5 min	6 Future Agenda Topics	All	

Proposed 2015-16 Work Session Topics - Updated 03/02/16 by Cabinet:lc

	Date	Subject	Admin.	Board Briefing Needed
3	09/24/15	Work Session		
	60 min.	1 Staff Development	JS, JB	
	10 min.	2 Full-Day Kindergarten	MS, JE	
	10 min.	3 Audit Involvement Team Report to the Board	Chair, Vice-Chair	
		4 Financial Update (Turf, Property Inventory, Etc.)	JS, MS	
	15 min.	5 Superintendent Evaluation Process	Board	
	5 min	6 Future Agenda Topics	All	
4	10/15/15	Work Session (Note: JS, TK, RB Unavailable)		
		Departing Staff Exit Survey Review	JH	
		Policy	JE	
		Board Self-Evaluation Focus - Survey Monkey		
	5 min	Future Agenda Topics	All	
5	10/29/15	Work Session		
		SIP Presentation / Fair	SH	
6	12/10/15	Work Session		
		Bond	MS, JS	
		Policy	TK	
		Superintendent Evaluation Process	JH, KH, SG	
	5 min	Future Agenda Topics	All	
7	01/21/16	Work Session		
		Financial Update (Includes Bond Outreach Efforts)	**MS**	
		Transportation Update	MS	
		STEM / STEAM in K-12	**TK**	
		ACE Conversation (Hold)	JS	
		Policy	TK	
		Future Agenda Topics	All	
8	02/19/16	Planning Retreat (No Julie)		
		Strategic Planning - Overview	JS	
		Strategic Themes - Year 1 Targets	Cabinet	
		Quarter 2 Reports	Cabinet	
		Good to Great	JS	
		Staff Exit Survey Summary	**RB**	
		Board Self-Evaluation (Review, Complete, Discuss)	Chair	

Proposed 2015-16 Work Session Topics - Updated 03/02/16 by Cabinet:lc

	Date	Subject	Admin.	Board Briefing Needed
		Bond (First Reading)	MS, JS	
	5 min	Future Agenda Topics / Board Items	All	
		Educational Equity Online Course (OSBA) (Not Scheduled)	JS	
9	02/25/16	~~Hold for Work Session - IF~~ NEEDED		
		Bond (First Reading Continued)	MS, JS	
		Board Self-Evaluaton Process	KH	
10	03/17/16	Work Session		
		Mt. Hood Cable Regulatory Commission SmarTech Initiativ	TK / AK	
		Bond Updae	MS, JS	
		ThoughtExchange Presentation (7 p.m.)	AV	
		Electronic Communicatins Project	AV	
		Policy Updates	TK	
	5 min	Future Agenda Topics	All	
11	03/31/16	Work Session		
	30 min	Learning Options (Includes Student Presenters)	JH	
		DCD K-8 Update (Tentative)	**SH**	
		Board Self-Evaluation	KH	
		Policy Updates	TK	
	5 min	Future Agenda Topics	All	
12	04/28/16	Work Session		
		Strategic Planning (Quarter 3 Report)	JS	
		Equity Policy 1st Reading (2nd Reading on June 9)	JB, JH	
		Policy	TK	
	5 min	Future Agenda Topics	All	
13	06/02/16	Work Session		
		Bond	MS, JS	
		2016-17 Board Meeting Calendar	JS	
		~~Full-Day Kindergarten~~ (Moved to May business mtg.)	JE	
	5 min	Future Agenda Topics	All	
——	08/19/16	Planning Retreat - Day 2		
		Strategic Planning (Quarter 4 Report)	JS	

Proposed 2015-16 Work Session Topics - Updated 03/02/16 by Cabinet:lc

	Date	Subject	Admin.	Board Briefing Needed
Futue Work Session Agenda Topics				
Future Business Meeting / Board-Requested Agenda Topics				
	02/04/16	East Gresham Improvement Update	JE	
	02/04/16	Supporting Homeless Students in our Schools	AO, JH	
	02/04/16	Supply Support for Elementary Schools	JE	
	05/05/16	Ex. Session - Supt Evaluation	KH	
	05/05/16	NSBA Conference Debrief	Chair	
	06/09/16	Supt Evaluation Report to Public	KH	
	06/09/16	Equity Policy 2nd Reading	JB, JH	