

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

August 25, 2017

The Gresham-Barlow School District Board of Education held a work session on Friday, August 25, 2017, in the south office complex of East Hill Church, 544 N. Main, Gresham, Oregon.

The meeting was called to order at 8:04 a.m. by the chair, Kris Howatt. Other board members in attendance were Sharon Garner, Carla Piluso, John Hartsock, Matt O’Connell, and Blake Petersen. Kathy Ruthruff attended from 1:05 p.m. until approximately 4:30 p.m.

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

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

The following guest presenters were present (at the times noted in various sections below):

Steve Kelley	Oregon School Boards Association
Jeremy Wright	Wright Public Affairs
Rick Rainone	Cornerstone Management Group, Inc.

OATH OF OFFICE – CARLA PILUSO (8:04 a.m.)

Carla Piluso was unable to attend the July board meeting when other board members were sworn in. Chair Howatt administered the oath of office to Carla Piluso.

MOTION 20 APPROVAL OF MEETING AGENDA (8:06 a.m.)

Chair Howatt asked the board and district leadership to review the agenda for the day. John Hartsock moved to approve the agenda. Sharon Garner seconded the motion. The motion carried 6 to 0.

ICEBREAKER (8:09 a.m.)

Following introductions and welcoming comments from Chair Howatt, Julie Evans facilitated a warm-up activity where participants grouped themselves based on questions or instructions given. For example, participants grouped together based on if they would rather be three feet or eight feet tall,

formed a line based on how long they have ever worn their hair, and lined up alphabetically by first name. Observations from this activity were that people may be defined without using gender, ethnicity, abilities or disabilities.

BOARD PROCESSES (8:21 a.m.)

Steve Kelley, Oregon School Boards Association (OSBA), gave a presentation on board processes that focused on the basic roles of boardsmanship, governing vs. managing, and the board and superintendent operating agreement. Participants took a quiz defining whether a specific task was board work or superintendent work. Following the quiz there was discussion and clarification on why it was board or superintendent work. The board's work is to govern: hire superintendent, set goals and vision (with help), adopt policy, set budget, approve contracts, and monitor progress. The superintendent's work is to manage: hire staff, turn goals and vision into action, develop administrative regulations, plan expenditures, employee relations, and report progress.

RECESS / RECONVENE (9:55 a.m.)

The meeting was recessed at 9:55 a.m. and reconvened at 10:10 a.m.

BOARD PROCESSES (CONT.) (10:10 a.m.)

The next portion of Steve Kelley's presentation focused on the Board-Superintendent working agreement. Board members were paired together and district leadership team (DLT) members were paired together. Board members reviewed the list of Board's Expectations of the Superintendent while DLT members reviewed the Superintendent's Expectations of the Board. Teams decided on their top three list items.

Teams then shared out their top three expectations with the group. The top choices for the Board's Expectations of the Superintendent were:

- Work with the board to establish a clear vision for the school district.
- Provide data to the board members so that data-driven decisions can be made.
- Inform the board of all critical information including relevant trends, anticipated adverse media coverage or critical external or internal change.
- Represent the school district by being visible in the community.
- Provide follow-up information to board members on concerns and issues they have referred to the superintendent – close the communication loop.

Board members discussed why they chose the above expectations. They would like to hear information in a timely manner, especially if it is something that could lead to adverse media or that they may hear about from parents. Board members would also like to ensure that the information loop is closed noting that there have been times they have passed an issue on to district leadership but have never heard back whether the issue was resolved. They requested the same process when they ask questions. They discussed formalizing questions at a board meeting, making it clear that it is a request of the board, and bringing the answer back at another board meeting to close the communication loop.

Steve Kelley asked board members how they determine what information goes to the superintendent and what does not. When board members have issues brought to them by a parent they first try to determine if that parent has spoken with the teacher, principal, district office or another board member. They try to decipher whether it should go to the superintendent based on the type of information.

The top choices for the Superintendent's Expectations of the board were:

- Integrity of the highest order.
- Willingness to study and evaluate educational issues affecting the school district.
- Assistance in gaining acceptance and support in the community.
- Willingness to abide by it's own rules, policies, and code of ethical conduct.
- Willingness, within budget constraints, to provide the superintendent with adequate staff and clerical assistance.

Steve Kelley asked Superintendent Perera to share her top three expectations of the board:

- Recognition of the superintendent as the educational leader of the school district.
- Avoidance of seeking personal privilege.
- Integrity of the highest order.

The group had some discussion on the definition of integrity. Integrity was defined by the group as ethics, honesty, being open and honest, and having transparency. The board asked if they should go through department heads with information or go directly to Superintendent Perera with information. Superintendent Perera would like everything to go through her. The group worked on modifying the operating agreement. It will be added to the next board meeting agenda to continue the discussion.

GRESHAM-BARLOW SCHOOL DISTRICT 2020 VISION (11:40 a.m.)

Superintendent Perera distributed a handout on the Gresham-Barlow School District 2020 Vision. It listed seven tenets that the group was asked to read and discuss. (See handout)

There was discussion on how growth is measured for the Teaching and Learning, Growth and Achievement for All tenet.

The group discussed the difference between equitable and equal outcomes and how to provide a variety of paths for students to have equitable opportunities.

The group was not able to fully discuss all of the tenets prior to the lunch break. They will revisit this agenda item later in the afternoon.

RECESS / RECONVENE (12:02 p.m.)

The board recessed for lunch at 12:02 p.m. The meeting was reconvened at 1:05 p.m. Kathy Ruthruff arrived at this time.

CONTRACT SIGNING (OSEA COLLECTIVE BARGAINING AGREEMENT) (1:05 p.m.)

Chair Howatt, Superintendent Perera, James Hiu, Co-President of the Oregon School Employees Association (OSEA), Renni Ferguson, Co-President of the OSEA, Erika Fuller, and Field Representative Timothy Welp signed the Oregon School Employees Association and Gresham-Barlow School District Collective Bargaining Agreement for July 1, 2017, through June 30, 2020. The contract signing was followed by photos and cake to celebrate.

BOND UPDATE (1:22 p.m.)

Jeremy Wright gave an update on the bond process and reviewed the gresham-barlowbond.org website with the group. The website contains tabs for information, length of projects and timelines.

Jeremy also reviewed how they are communicating with the public on the bond. Communications include a monthly email update and a quarterly, bond-specific newsletter that goes to all taxpayers.

Rick Rainone reviewed the project status report with the group. The report clarifies each project and shows the developing status at a glance. Critical issues will change each month as projects move forward.

EXECUTIVE SESSION / BREAK (2:02 p.m.)

Pursuant to ORS 192.660(2)(d) Negotiations, the board recessed into Executive Session at 2:02 p.m. Following the Executive Session and a break, the board reconvened into regular session at 3:17 p.m.

BOARD OF DIRECTORS ROUND TABLE ACTIVITY ON OSBA SUMMER CONFERENCE (3:17 p.m.)

Blake Petersen, John Hartsock, and Sharon Garner attended the OSBA Summer Conference in July. Each shared their takeaways from the conference.

Sharon Garner: William Perrett, author of *Turning High-Poverty Schools into High-Performing Schools*, was the keynote speaker at the conference. He shared his study findings on why high poverty schools can be high performing. Sharon also discussed an equity issue dealing with transportation in one of the charter schools in the district.

Blake Petersen: He attended sessions on board conduct. He also attended a session by ODE on the Every Student Succeeds Act (ESSA) and noted how complex the state oversight of education is in Oregon. In that session they reiterated that assessment is not a noun but instead is a verb that is supposed to leverage support, not evaluate.

John Hartsock: OSBA is offering a communications review by Connie Potter of Forest Grove. Communication plans should be put together, not just going off the cuff. The luncheon speaker was Heidi Sipe, superintendent of the year from Umatilla where 80% of students live in poverty and half of the students speak languages other than English. The TELL Survey is coming up again.

GOOD TO GREAT REFRESHER (3:38 p.m.)

Sharon Garner shared a paper she wrote on social sectors (see handout). It was written as a practical application in regards to the superintendent search and was presented to OSBA leadership. Due to limited time, the remainder of the *Good to Great* refresher will be moved to an upcoming work session.

DISTRICT BRANDING (3:43 p.m.)

Superintendent Perera asked the group to review the district branding handouts in the packet noting that the district branding is what we want others to know us for.

GRESHAM-BARLOW SCHOOL DISTRICT 2020 VISION (cont.) (3:45 p.m.)

The group returned to the conversation on the district's 2020 vision. There was discussion on whether equitable outcomes should be changed to equitable opportunities. The focus should be on improving the teaching and learning in the classroom. The possibility of using the wording "equitable access" instead of "equitable opportunity" was discussed.

The conversation on college and career readiness focused on improving and increasing high school pathways to career readiness, which could include college, military service, or trade school.

The group agreed that early learning is the foundation to education and it is important to strengthen partnerships with community groups such as Head Start located at Gresham High School.

After some discussion on how to change the wording for "Class Size and Learning Environments," the group decided to remove this tenet.

There was conversation around whether it should be "enhance support" or "engage support" under community partnerships. It was noted that partnerships tend to focus on how outside entities can assist the district but rarely focus on how the district can help the community. What can schools do to enrich community partnerships?

Community investment was discussed and looked at as keeping communication going.

Following conversation of the items, the group numbered off into smaller groups and went around to chart packs in the room with each item written on them. They were asked to put the items in rank order. The items were ranked as follows:

1. Teaching and Learning, Growth and Achievement for All
2. Early Learning
3. Equitable Outcomes
4. College and Career Readiness (change to Career Readiness)
5. Community Partnership
6. Community Investment

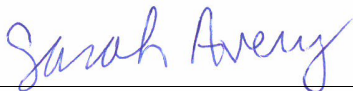
EPIPHANIES AND FINAL QUESTIONS (4:50 p.m.)

The discussion on committees and the District Advisory Council will be placed on the September 7, 2017, work session agenda.

The district branding discussion will be moved to a future meeting.

MOTION 21 ADJOURNMENT (4:53 p.m.)

John Hartsock moved to adjourn the meeting. Carla Piluso seconded the motion. The meeting was adjourned at 4:53 p.m. The motion carried 6 to 0.

Submitted by: 

Sarah Avery
Administrative Assistant to the Superintendent and Board of Directors

Note: These minutes were approved by the board on September 7, 2017 :sa