

Gresham-Barlow



School District

BOARD OF EDUCATION

Regular Board Meeting / Work Session

AGENDA

May 29, 2014

BOARD OF EDUCATION
May 29, 2014

Board Meeting / Work Session – 6 p.m.

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

I. CALL TO ORDER

II. ROLL CALL

_____	Matt O’Connell, Chair	_____	Kathy Ruthruff, Director
_____	Carla Piluso, Vice-Chair	_____	Kent Zook, Director
_____	Dale Clark, Director		
_____	Dan Christenson, Director	_____	Jim Schlachter, Superintendent
_____	Kris Howatt, Director	_____	Jerry Jones, Chief Financial Officer

III. ACTION ITEMS

1. Out-of-State Travel..... Hiu

IV. DISCUSSION ITEMS

2. Request for Qualifications: Custodial Management Services..... Jones

3. Interdistrict Transfers for 2014-15..... Hiu

4. School Improvement Grant (SIG) and Professional Service Contract..... Ketelsen

5. Policy Review..... Jones

- IGAI – Human Sexuality
- JFC – Student Conduct
- JFCJ – Weapons in the Schools
- JG – Student Discipline

V. RECESS INTO EXECUTIVE SESSION

Personnel – ORS 192.660 (2)(b)

VI. RECONVENE WORK SESSION

VII. ANNOUNCEMENTS

June 12, 2014: Budget Hearing – 6:45 p.m.
Council Chambers
Public Safety and Schools Building

June 12, 2014: Board Business Meeting - 7 p.m.
Council Chambers
Public Safety and Schools Building

VIII. ADJOURN

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

TO: Board of Directors
FROM: Jim Schlachter
James Hiu
DATE: May 29, 2014
RE: No. 1 - Out-of-State Travel

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

School	Destination	Date(s)	Group	Funds
Dexter McCarty MS	Wild Waves Federal Way, WA	June 12, 2014	8 th Grade Band & Choir	No District Funds Required
<u>Purpose:</u> To celebrate the three years of hard work and dedication these students have done in the McCarty music program.				

PRESENTER: James Hiu

SUPPLEMENTARY
MATERIALS: None

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

REQUESTED ACTION: Move to approve the out-of-state travel request for 8th grade band and choir students from Dexter McCarty Middle School to attend a celebration event at Wild Waves in Federal Way, Washington, on June 12, 2014.

JH:pkh:lc

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

TO: Board of Directors

FROM: Jim Schlachter
Jerry Jones

DATE: May 29, 2014

RE: No. 2 – RFQ: Custodial Management Services

EXPLANATION: Gresham-Barlow School District placed a Request for Qualifications (RFQ) with the Daily Journal of Commerce on March 7, 2014. The RFQ statement of needs included, but not limited to, management personnel, training programs, support, equipment, materials and supplies to conduct and provide a comprehensive management service for supervision of the district's custodial staff. The purpose of the services was to implement a program to improve efficiency and effectiveness of the district's building care and upkeep operations.

The district received two proposals, one from GCA Services Group, and one from Sodexo America, LLC. Both companies met the qualification to be considered for a contract. The companies were interview on May 1, 2014.

PRESENTER: Jerry Jones

SUPPLEMENTARY MATERIALS: To be provided at work session

RECOMMENDATION: The administration will recommend discussion of the topic describe above.

REQUESTED ACTION: No action is required at this time.

JJ: mkh:lc

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

TO: Board of Directors

FROM: Jim Schlachter
James Hiu

DATE: May 29, 2014

RE: No. 3 – Interdistrict Transfers for 2014-2015

EXPLANATION: Beginning with the 2014-2015 school year, the Interdistrict aka Non-resident Transfer process will change, pursuant to HB 4007 (2014).

Prior to the recent legislative changes, districts released students and accepted students from other districts based on what was best for the student and the school, and did not add additional challenges to our growing class sizes and fiscal constraints. The new legislation requires districts to establish the number of transfers they will accept without the benefit of reviewing the requests on a case-by-case basis.

The four steps of the process are:

1. Board must establish the slots available
2. Students currently on a transfer receive priority
3. Lottery drawing if there are more applicants than slots
4. If a student moves during the year, they are allowed to finish where they have been attending.

The slots will be available until July 15, 2014, at which time a lottery will be conducted for any grade with more applicants than available slots. During the 2014-15 school year, students who have moved into our district or out of our district after the start of school and wish to continue attendance at their non-resident school for the remainder of the year will be approved.

The number of transfers out of our district for the 2013-14 school year, excluding seniors, was 86 and we are recommending the same number for the 2014-2015 school year.

PRESENTER: James Hiu

Board of Directors
Re: No. 3 – Interdistrict Transfers for 2014-2015
May 29, 2014
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SUPPLEMENTARY
MATERIALS:

2014-2015 Non-Resident Transfer Slots

RECOMMENDATION:

The administration recommends board review of the list of available nonresident admissions and releases for the 2014-2015 school year, as presented for first reading.

REQUESTED ACTION:

This information is being provided as a first reading only. Action will be requested at a subsequent meeting.

:pkh:lc



2014-2015 Non-Resident Transfer Slots

Application deadline is July 15, 2014

Only the following number of transfers will be accepted for 2014-2015 pursuant to HB4007. If the applications exceed the slots allowed, there will be a lottery drawing with parent notification by August 1. Priority is given to students who currently have a transfer into our district for the 2013-2014 school year. There are no kindergarten slots available for transfer into the district for the 2014-2015 school year.

Grade 12	11
Grade 11	9
Grade 10	5
Grade 9	4
Grade 8	6
Grade 7	2
Grade 6	3
Grade 5	6
Grade 4	2
Grade 3	2
Grade 2	1
Grade 1	3

During the 2014-2015 school year, students who have moved into our district or out of our district after the start of school, and wish to continue attendance at their non-resident school for the remainder of the year, will be approved.

Requests to Transfer To A Different District

The number of transfers out of our district for the 2013-14 school year, excluding seniors, was 86 and we are recommending the same number for the 2014-2015 year.

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

TO: Board of Directors

FROM: Jim Schlachter
Teresa Ketelsen

DATE: May 29, 2014

RE: No. 4 – School Improvement Grant and Professional Service Contract

EXPLANATION: School improvement consultants have been vetted to partner with the district on the school improvement grant for East Gresham Elementary. This partnership will focus on a sustainable approach to improving student learning in an underperforming school along with building school and district-level capacity. Through the district-level capacity, effective practices can be replicated within other schools in the district.

Some of the elements of the partnership will include a comprehensive needs assessment, on-site coaching, on-site professional development, and a School Improvement Advisor to support and coordinate the partner's school improvement team. Reports will be provided weekly and monthly by the partner to identify progress, as well as next steps to turning around the school.

Board approval of the professional service contract and acceptance of the school improvement grant will be requested at the June 12 school board meeting.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY
MATERIALS: None

RECOMMENDATION: None

REQUESTED ACTION: No action is required at this time. This is an information item only.

TK:lc

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

TO: Board of Directors

FROM: Jim Schlachter
Jerry Jones

DATE: May 29, 2014

RE: No. 5 – Board Policy Updates

EXPLANATION: At the work session this evening, board members will be asked to provide input regarding the recommended revisions to policies from the Oregon School Board Association’s rewrite. This review is part of the board’s ongoing policy review process.

At the last work session (April 17, 2014), the board determined to review the policy recommendations listed below in more detail.

PRESENTER: Jerry Jones

SUPPLEMENTARY MATERIALS: Revised policies from the OSBA’s rewrite:
IGAI – Human Sexuality
JFC – Student Conduct
JFCJ – Weapons in the Schools
JG – Student Discipline

RECOMMENDATION: The administration recommends that the board review and provide input regarding the policy revisions and/or additions.

REQUESTED ACTION: No action is required at this time.

JJ:mkh:lc

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

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

Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance student's understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted **infections and** disease prevention education and the human sexuality education comprehensive plan shall provide **adequate** instruction at least annually, for all students in grade 6-8 and at least twice during grades 9-12.

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

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

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

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

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, ~~and~~ accurate information **and skills-based instruction** on risks and benefits of ~~contraception~~ **contraceptives, condoms** and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices **which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;**

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

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

1. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, **technology** and community influences that both positively and negatively impact their **attitudes and decisions related**

to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to decline unwanted sexual advances, or accept the refusal of unwanted sexual advances, through the use of refusal and negotiation skills **develop and communicate sexual and reproductive boundaries**;
5. Is research based, **evidence based** or best practices; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.107](#)
[ORS 336.455-336.475](#)
[ORS 339.370](#)

[OAR 581-022-0705](#)
[OAR 581-022-1440](#)
[OAR 581-022-1910](#)

Gresham-Barlow SD 10

Code: JFC
Adopted: 7/11/94
Readopted: 5/02/02
Orig. Code(s): JFC

Student Conduct**

~~Development of positive behavior in students is a dual function of the home and school. The Board recognizes that acceptable behavior is essential to development of responsible and self-disciplined citizens and to providing an effective school program. Positive behavior is based on respect for self and for the worth and human dignity of others.~~

~~To fulfill the school's responsibility, all activities will be designed and supervised in such a way as to contribute positively to the creation and maintenance of a climate that is conducive to learning. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.~~

~~A student code of conduct, developed under the leadership of the district administration, will be made available to parents, students and staff and enforced in the school.~~

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

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

A student handbook, code of conduct, or other document shall be developed under the leadership of the by district administration[, and in cooperation with staff,] and will be made available on the districts website and distributed to parents, and students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, as required by the No Child Left Behind Act of 2001 (NCLBA). In addition, each school in the district may shall publish a student/parent handbook detailing additional rules specific to that school. [All rules applying to student conduct shall be posted in a prominent place in each school building.]

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

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

END OF POLICY

Legal Reference(s):

ORS 339.240

ORS 339.250

ORS 659.850

OAR 581-021-0050 to -0075

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006)

Weapons in the Schools**

Students shall not bring, possess, conceal or use a weapon on or at district property, activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education (i.e., Oregon School Activities Association).

For purposes of this policy, and as defined by state and federal law, weapon includes:

1. “Dangerous weapon” =means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. “Deadly weapon” =means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. “Firearm” =means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, or any firearm silencer, or any destructive device;
4. “Destructive device” =means any ~~device with an~~ explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device, or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line throwing, safety or similar device.

Weapons may also include, but not be limited to, knives, metal knuckles, straight razors, stun guns/tasers, air soft pellet gun, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior ~~building~~ principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.

Students found to have brought, possessed, concealed or used a ~~dangerous or deadly weapon~~, firearm or ~~destructive device as defined in~~ violation this policy or state law shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including expulsion and/or referral to law enforcement, as appropriate. The superintendent or designee may, on a case-by-case basis, modify this expulsion requirement. The district may also request suspension of a student’s driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation, as provided by law. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has, within the previous 120 days, unlawfully been in possession of a firearm or destructive device as defined by this policy, shall immediately report such violation to an administrator, his/her designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA/JGEA - Discipline of Disabled Students **with Disabilities**; and accompanying administrative regulation.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.

The district may post a notice at any site or premise off district grounds, that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law means in or on school grounds or within 1,000 feet of school grounds.

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials, as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

END OF POLICY

Legal Reference(s):

ORS 161.015
ORS 166.210 - 166.370
ORS 166.382
ORS 332.107
ORS 339.115
ORS 339.240

ORS 339.250
ORS 339.315
ORS 339.327
ORS 809.135
ORS 809.260

OAR 581-021-0050 to -0075
OAR 581-053-0010(5)
OAR 581-053-0015(7)(k)
OAR 581-053-0545(4)(c),(w)
OAR 581-053-0550(5)(v)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

R2/16/12|JW

Corrected 1/16/14

Gresham-Barlow SD 10

Code: **JG**
Adopted: 7/11/94
Readopted: 5/02/02
Orig. Code(s): JG

Student Discipline**

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

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

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

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

The Board seeks to ensure a climate which is appropriate for learning and which assures the safety and welfare of personnel and students. ~~To this end, the~~ superintendent is authorized to set forth administrative regulations in the area of student discipline, suspension and expulsion. These regulations shall provide for:

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

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

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended or expelled in accordance with Board policies and administrative regulations. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective; or c) when required by law. ~~Such policies and regulations~~ The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

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

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.061
ORS 332.072

ORS 332.107
ORS 339.115
ORS 339.240 - 339.280

OAR 581-021-0045
OAR 581-021-0050 to -0075