

Gresham-Barlow



School District

## BOARD OF EDUCATION

Regular Board Meeting / Work Session

### **AGENDA**

October 20, 2016

**BOARD OF EDUCATION**

October 20, 2016

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**

_____	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. ACTION ITEMS**

First Reading

- 1. Policy Revision: IKF, Graduation Requirements ..... Ketelsen
- 2. Policy Review ..... Ketelsen
- 3. Copier Hardware, Software, and Maintenance ..... Schofield

**IV. INFORMATION ITEMS**

None

**V. DISCUSSION ITEMS**

- 4. District Goals - Step 2 ..... Schlachter
- 5. Board Leadership Training ..... Schlachter

**VI. ANNOUNCEMENTS**

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

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

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

**VII. ADJOURN**

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

TO: Board of Directors

FROM: Jim Schlachter  
Teresa Ketelsen

DATE: October 20, 2016

RE: No. 1 – Policy Revision: IKF, Graduation Requirements

EXPLANATION: The proposed revisions for Policy IKF, Graduation Requirements, are being presented as a first reading. The recommended revisions are provided from the Oregon School Boards Association (OSBA) to clarify that English Language Learner students who meet specific criteria may complete Essential Skills work samples in their language of origin through the end of their high school education, rather than the end of their 11th grade year.

The proposed revisions to Administrative Rule IKF-AR, Graduation Requirements, aligns district requirements to the State's graduation requirements. Changes include no longer requiring a World Language credit and reducing the total credits needed to graduate from 25 credits to 24 credits. Also, the requirement for students to produce a portfolio of evidence has been removed. Students still need to complete these components, but compiling them into a portfolio of evidence is no longer practiced. By aligning the district's graduation requirements to the State's requirements, the section for the Oregon State Diploma is not necessary and will be deleted.

Principals Ryan Blaszak, Michael Schaefer, and Bruce Schmidt will participate in the presentation during this evening's work session.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS:

1. Revised Policy IKF, Graduation Requirements
2. Revised Administrative Regulation, IKF-AR, Graduation Requirements

Board of Directors  
Re: No. 1 – Policy Revision: IKF, Graduation Requirements  
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RECOMMENDATION: The administration recommends that the board review policy revisions, additions and/or deletions as presented for first reading.

REQUESTED ACTION: No action is required at this time. Adoption will be requested at a subsequent meeting.

TK:lc

# 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; 4/07/16

## 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 given by the student's parent or guardian or by the student if 18 years of age or older or 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.

### Essential Skills and English Language Learner Students

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 ELL students who by the end of their 11th grade year are high school:

3. a. Are On track to meet all other graduation requirements; and
4. b. Are 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 ELL students who by the end of their 11th grade year high school:

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)~~ Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21).

The district will develop procedures to provide assessment options as described in the *Test Administration Manual Essential Skills and Local Performance Assessment 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<sup>1</sup>, 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.

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<sup>1</sup> 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.

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

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**Legal Reference(s):**

[ORS 329.095](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[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](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).  
*Essential Skills and Performance Assessment Manual*, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

**Cross Reference(s):**

IKFA - Early Graduation

# 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 Credit Requirements	Graduates of 2012 <del>7</del> or Beyond
English	4 (one unit in written composition)
Mathematics	3 at Algebra I level and higher
Science	3
Personal Development, (Health/Physical Education)	2
Social Science	3
Fine Arts, Career and Technology Education, <del>and/or</del> <del>World Language</del>	<del>2 minimum of .5 in a district prescribed</del> <del>technology course</del> <del>3</del>
<del>World Language</del>	<del>1</del>
Electives	<del>7</del> <del>6</del>
<b>Total</b>	<b><del>25</del><del>24</del></b>

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, **and** 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 co-curricular 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 (one unit in written composition)
Mathematics	3 at Algebra I level or higher
Science	3
Social Science	3
Fine Arts, Career & Technology Education and/or World Language	3
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
<b>Total credits required for modified diploma:</b>	<b>24</b>
<b>Essential Skills required:</b>	
	<ul style="list-style-type: none"><li>• Read and comprehend a variety of text</li><li>• Write clearly and accurately</li><li>• Apply mathematics in a variety of settings</li><li>• Any additional Essential Skills adopted by the State Board of Education</li></ul>
<b>Other graduation requirements:</b>	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 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.

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

TO: Board of Directors

FROM: Jim Schlachter  
Teresa Ketelsen

DATE: October 20, 2016

RE: No. 2 – Policy Review

EXPLANATION: At the work session this evening, board members will be asked to provide input regarding the recommended revisions from the Oregon School Board Association, district administration, and the Policy Review Committee for the following policies:

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

Revisions to policy IKF and IKF-AR, Graduation Requirements, will be reviewed later during this work session.

PRESENTER: Teresa Ketelsen

SUPPLEMENTARY MATERIALS: Revised policies (7), as listed above, with recommended changes

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

REQUESTED ACTION: No formal action is required at the time. Adoption will be recommended at a subsequent meeting.

TK:lc

Gresham-Barlow School District  
Board Policies  
First Reading  
October 20, 2016

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

# Gresham-Barlow SD 10

Code: **BCB**  
Adopted: 2/04/99  
Readopted: 5/02/02; 3/07/13; 10/01/15

## Board Officers

At its first scheduled meeting after July 1, the Board will elect one of its members to serve as chair and one to serve as vice chair. No member of the Board may serve as chair more than two years in succession.<sup>1</sup> If a Board member is unable to continue to serve as an officer, a replacement will be elected immediately. The replacement officer will serve the remainder of the officer's term until the following July.

The Board chair will:

1. Assist the superintendent in establishing the agenda for regular Board meetings;
2. Call special meetings when required;
3. Preside at all meetings of the Board and enforce the rules of order;
4. Sign the minutes and other official documents that require the signature of the chair;
5. Represent the district and the Board at official functions, unless this duty is delegated by the Board chair to another Board member;
6. Appoint all Board-committees and will be an ex-officio member of all such committees unless otherwise ordered by the Board;
7. Have the right to discuss issues and vote.

In the absence of the chair, the vice chair will perform the duties of chair and, when so acting, will have the chair's powers. The vice chair will perform other functions as designated by the Board.

The superintendent will designate a staff member to serve as Board secretary and will directly supervise and evaluate the secretary. In the absence of the designated secretary the board may name anyone present to serve as secretary for that meeting. The secretary to the Board will take notes at Board meetings, compile minutes and perform related work as assigned by the superintendent or requested by the Board chair. These duties will include, but not be limited to, the following:

1. Record the disposition of all matters on which the Board considered action;
2. Prepare and distribute minutes **of any meeting of the Board** in advance for approval at the next Board meeting. **This shall include posting of the minutes and any additional supporting materials provided at the meeting to the District web site;**

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<sup>1</sup>Past practice has limited a member to serve more than two years in succession as chair; ORS 332.040 allows up to four successive years.

3. Maintain properly authenticated official copies of the minutes;
4. Maintain the official record of Board policies;
5. Properly post all Board meetings.

### **Board or District Spokesperson**

The Board may appoint one of its members, usually the chair, or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the district's position should be articulated by a single voice. The spokesperson serves at the Board's direction and may be removed or replaced at any time by action of the entire Board.

END OF POLICY

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

[ORS 255.335](#)  
[ORS 332.040](#)  
[ORS 332.045](#)  
[ORS 332.057](#)

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

BC/BCA - Board Organization/Board Organizational Meeting

# Gresham-Barlow SD 10

Code: **BDDC**  
Adopted: 2/04/99  
Readopted: 5/02/02; 6/06/13

## Board Meeting Agenda

The Board chair with the assistance of the superintendent will prepare an agenda for all regular, special, and emergency meetings of the Board. Items of business may be suggested by any Board member, staff member, student or citizen of the district by notifying the superintendent at least 10 working days prior to the meeting.

~~A consent agenda may be used by the Board for noncontroversial business.~~ The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. ~~A Board member may ask that a~~ Any item may be removed from the consent agenda upon request. The removed item will then be placed on the regular agenda.

The agenda will follow a general order established by the Board. Opportunities for the audience to be heard may be included. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

~~Items of business not on the agenda may be discussed and acted upon.~~ In accordance with Board operating agreements, items can be added to the agenda if the majority of the Board agrees to consider them.

The agenda, together with supporting materials, will be distributed to Board members at least five calendar days prior to the meeting and posted on the District web site. The agenda will be available to the press and to interested patrons through the superintendent's office District web site at the same time it is available to the Board members. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

[A copy of the agenda will be posted in each district facility on the day of the meeting.] Members of the public may request a copy of the agenda at the superintendent's office.

In accordance with the Americans with Disabilities Act, the district will ensure equally effective communications are provided to qualified persons with disabilities, upon request.

Appropriate auxiliary aids and services may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternate, equally effective communications will be used.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.640](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Americans with Disabilities Act Amendments Act of 2008.

**Cross Reference(s):**

BDDH - Public Participation in Board Meetings

# Gresham-Barlow SD 10

Code: **EEBB**  
Adopted: 5/02/02  
Readopted: 5/01/14

## Use of Private Vehicles for District Business

The Board discourages the use of private vehicles for district business, including the transportation of students. Staff will use district-owned vehicles whenever possible and should schedule activities and transportation far enough in advance to avoid any nonemergency use of private vehicles.

The superintendent will develop regulations for staff use of private vehicles that will safeguard the district, its employees and students in matters of safety, insurance and liability. ~~The Board will review such regulations at least annually.~~

No staff member will use a private vehicle for district business, including the transportation of students, without approval in accordance with established district procedures. Authorization to use a private vehicle must be obtained before actual use of the vehicle. Staff members who are authorized to use a private vehicle on district business will be reimbursed in an amount established by the Board.

A student will not be allowed to perform district business with his/her own vehicle or a staff member's vehicle.

END OF POLICY

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### Legal Reference(s):

[ORS 30.260 - 30.265](#)  
[ORS 332.107](#)  
[ORS 801.455](#)  
[ORS 811.210](#)

[ORS 815.055](#)  
[ORS 815.080](#)  
[OAR 735-102-0010](#)

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

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

[ORS 339.155](#)

[OAR 581-022-1020](#)

**Cross Reference(s):**

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

# Gresham-Barlow SD 10

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

## Student Fund-Raising Activities

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

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

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

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

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

END OF POLICY

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### Legal Reference(s):

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

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

# Gresham-Barlow SD 10

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

## Student Discipline\*\*

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

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

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

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

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

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

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

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

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

**Cross Reference(s):**

JFC - Student Conduct

JGD - Suspension

JGE - Expulsion

# Gresham-Barlow SD 10

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

## Prescription and Nonprescription Medication\*\*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

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

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

[OAR 581-022-0705](#)

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

TO: Board of Directors

FROM: Jim Schlachter  
Mike Schofield

DATE: October 20, 2016

RE: No. 3 – Copier Hardware, Software, and Maintenance

EXPLANATION: Last spring, the administration contracted with Optimizon to evaluate the copier hardware, software and maintenance needs throughout the district. The administration then issued a request for proposals to meet the needs as determined by the evaluation completed in the spring.

The administration has reviewed the various proposals and will provide a recommendation that is tentative based on testing of equipment and software that is currently underway.

PRESENTER: Mike Schofield

SUPPLEMENTARY MATERIALS: Handouts will be provided at the work session.

RECOMMENDATION: This information is being presented as a first reading only.

REQUESTED ACTION: Final approval, pending successful testing of the equipment and software, will be requested at the board's business meeting in December.

MS:lc

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

TO: Board of Directors  
FROM: Jim Schlachter  
DATE: October 20, 2016  
RE: No. 4 – District Goals – Step 2

EXPLANATION: The refinement of district goals was highlighted as an important element of our 2016 summer board retreat. To that end, we are continuing a discussion of district goals and how we might work together to develop high-leverage goals that advance the work of the district in alignment with our mission and vision.

School board policy (AE – District Goals) provides guidance for addressing a school board interest noted in the 2016 superintendent’s evaluation. The evaluation comment section identified a desire to consider **board-directed goals** for the superintendent that are **limited in number, focused, and communicated** with the community at-large.

Step 1 in our process of exploring possible district goals involved a discussion of the five-year targets that outline our intended outcomes in all seven areas that define the district’s vision.

This work session is a continuation of the exploration of the five-year targets, focusing on those areas identified for continued consideration by the board at the August retreat.

PRESENTER: Jim Schlachter

SUPPLEMENTARY MATERIALS: 

1. Policy AE, District Goals
2. Additional handouts will be provided at the work session.

RECOMMENDATION: The administration recommends board discussion of the district’s five-year targets, as described above.

REQUESTED ACTION: This topic is being presented for board review and discussion. No action is requested at this time.

JS:lc

# Gresham-Barlow SD 10

Code: **AE**  
Adopted: 2/04/99  
Readopted: 5/02/02; 11/01/12

## District Goals

The district shall strive on a continuing basis to improve its coordinated K-12 program to better ensure that students are prepared to function successfully in a changing world. In providing leadership in this continual effort, the district will work with staff, parents and community members to develop district goals. Goals will be adopted by the Board consistent with the goals adopted by the State Board of Education. The Board will review the goals annually and revise as it deems necessary to support school improvement efforts.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)  
[ORS 192.630](#)  
[ORS 329.025](#)  
[ORS 329.485](#)  
[ORS 332.107](#)

[ORS 659.850](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)  
[ORS 659A.030](#)

[OAR 581-022-1020](#)  
[OAR 581-022-1030](#)  
[OAR 839-003-0000](#)

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

TO: Board of Directors  
FROM: Jim Schlachter  
DATE: October 20, 2016  
RE: No. 5 – Board Leadership Training

EXPLANATION: Board members are the highest level of leadership in a school district. Recruiting and preparing future board members is key to the district's success in having a highly successful board focused on the district mission and vision. To this end, we are reaching out to prospective board candidates.

Prospective board candidates will be invited to three informational meetings in January. Each meeting will cover aspects of board roles and responsibilities, and school district information integral to the work of the board. Several current board members will participate in the educational meetings.

A detailed plan of the three sessions described above is being developed. Attached is a draft overview of the timeline for the plan the content of the three sessions.

PRESENTER: Jim Schlachter

SUPPLEMENTARY MATERIALS: GBSD Potential Board Member Education Plan (draft 10/11/16)

RECOMMENDATION: This report is being provided for board review and discussion.

REQUESTED ACTION: No action is required.

JS:lc

# GBSD Potential Board Member Education Plan

**Superintendent Goal on Board Leadership** - Board members are the highest level of leadership in a school district. Recruiting and preparing future board members is key to the district's success in having a highly successful board focused on the district mission and vision. To this end, we are reaching out to prospective board candidates. Prospective board candidates will be invited to three informational meetings in January. Each meeting will cover aspects of board roles and responsibilities and school district information integral to the work of the board. Several current board members will participate in the educational meetings. A detailed plan of the three sessions is being developed. The following is a draft overview of the timeline for the plan the content of the three sessions.

## Calendar of Events

Communication of Sessions	December 1, 2016 – January 13, 2017
Session 1 – Board Member Education (7 p.m. at CAL)	January 17, 2017
Session 2 – Board Member Education (7 p.m. at CAL)	January 24, 2017
Session 3 – Board Member Education (7 p.m. at CAL)	January 31, 2017
First Day to File for an Election	February 3, 2017
Last Day to File for an Election	March 17, 2017
Last Day to File Voters Pamphlet Statements	March 22, 2017
Special District Election	May 16, 2017

## GBSD Board Education Agendas

Three Areas will be covered in depth, or as an overview in each session

1. District Information (Primarily in Session 1)
  - a) Mission and Vision
  - b) Strategic Themes and Targets
  - c) District and School Demographics
  - d) Brief History of the Gresham-Barlow School District
  - e) District Leadership Structure
2. School Board's Role (Primarily in Session 2)
  - a) Board Member Responsibilities
  - b) District Policy
  - c) Board Member Expectations
  - d) Zones, Positions, Terms
  - e) Election and Selection Processes
3. District Finances (Primarily in Session 3)
  - a) Annual Budget Process
  - b) Board's Role in Budget Process
  - c) Current Fiscal Picture
  - d) 2017-19 Projection of District and State Funding
  - e) District Facilities

**Session 1 – Board Member Education (7 p.m. at CAL).....January 17, 2017**

- Welcome and Introductions Superintendent Schlachter
- Overview of agendas for all three sessions Superintendent Schlachter
- District Information (Primarily in Session 1) Superintendent Schlachter
  - a) Mission and Vision
  - b) Strategic Themes and Targets
  - c) District and School Demographics
  - d) Brief History of GBSD
  - e) Leadership Structure
- Preview of Session 2 Information Director xxxxxxxx
- Preview of Session 3 Information CFO, Mike Schofield
- Close Superintendent Schlachter

**Session 2 – Board Member Education (7 p.m. at CAL).....January 24, 2017**

- Welcome and Introductions Superintendent Schlachter
- Review of Session 1 Information Superintendent Schlachter
- School Board’s Role (Primarily in Session 2) Director xxxxxxxx
  - a) Board Member Responsibilities
  - b) District Policy
  - c) Board Member Expectations
  - d) Zones, Positions, Terms
  - e) Election and Selections Processes
- Preview of Session 3 Information CFO, Mike Schofield
- Close Superintendent Schlachter

**Session 3 – Board Member Education (7 p.m. at CAL).....January 24, 2017**

- Welcome and Introductions Superintendent Schlachter
- Review of Session 1 Information Superintendent Schlachter
- Review of Session 2 Information Director xxxxxxxx
- District Finances (Primarily in Session 3) CFO, Mike Schofield
  - a) Annual Budget Process
  - b) Board’s Role in Budget Process
  - c) Current Fiscal Picture
  - d) 2017-19 Projection of District and State Funding
  - e) District Facilities
- Timeline for Board Elections Board Member
- Close Superintendent Schlachter

The table below provides details regarding the current positions, zones, and terms of office for the Gresham-Barlow school board.

Name	Position	Zone	Current Term
Kathy Ruthruff	1	1	2015-2019
Kris Howatt	2	3	2015-2019
Matt O'Connell	3	2	2013-2017
Carla Piluso	4	At-Large	2013-2017
Kent Zook	5	4	2013-2017
Sharon Garner	6	At-Large	2013-2017
John Hartsock	7	At-Large	2015-2019

*Draft:lc 10-11-16*

*Inquiries received from:*

*Mark Kost  
Jason Dugan*

Draft