GRESHAM-BARLOW SCHOOL DISTRICT NO. 10 JT.
Minutes of Regular Board Business Meeting

Wednesday, October 7, 2026

The Gresham-Barlow School District Board of Directors met in regular session on Wednesday, October 7, 2026 in the council chambers of the Public Safety and Schools Building, 1331 NW Eastman Parkway, Gresham, OR 97030. A streaming link was provided for virtual meeting attendance.

Board Members present:
Heather Coleman-Cox, Shawn Farrens, Kris Howatt, Blake Petersen, Brenna Puderbaugh, Holly Riegelmann, Erasto Sedda.

Cabinet Members present:

Dr. Tracy Klinger, Superintendent
Dr. Sara Deboy, Assistant Superintendent
Michael Sweeten, Executive Director of Human Resources
Carla Gay, Executive Director of Innovation and Partnerships
Heidi Lasher, Executive Director of Teaching and Learning
Donna Ravenberg, Executive Director of Student Support Services
Jeff Gibbs, Executive Director of Technology Services
Ben Keefer, Executive Director of Schools
Athena Vadnais, Director of Communications and Community Engagement
Pete Bejarano, Director of Finance

Opening Items

1. Call Regular Business Meeting to Order and Pledge of Allegiance (6:01 p.m.)
The meeting was called to order at 6:01 p.m. by the board chair, Holly Riegelmann.

2. Roll Call (6:01 p.m.)
All members of the board were in attendance at the meeting.

3. Approve Meeting Agenda (6:01 p.m.)

MOTION 24: Move to approve the meeting agenda as presented. This motion, made by Shawn Farrens and seconded by Brenna Puderbaugh, Carried.
Aye: Heather Coleman-Cox, Shawn Farrens, Kris Howatt, Blake Petersen, Brenna Puderbaugh, Holly Riegelmann, Erasto Sedda
Aye: 7, No: 0

4. Land Acknowledgement (6:01 p.m.)
Director Howatt read the Land Acknowledgement at the start of the meeting. She reminded those in attendance that Monday, October 12th is Indigenous Peoples Day, an official city and state holiday in Oregon and 20 other states that celebrates and honors America's Indigenous Peoples and commemorates their histories and cultures. Efforts to change the designation of the date began in 1977 by Native American activists who argued that honoring Columbus celebrated the beginning of colonization that devastated Indigenous populations.

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Citizens' Requests of Board

5. Guidelines for Public Comment (6:03 p.m.)
Chair Riegelmann reviewed the process for submitting public comments. The board received six public comments before the start of the meeting.

April Burmeister is a math teacher at Sam Barlow High School. She shared that in her 23 years there, she has never had a more crowded classroom. If she had a 4th class the numbers would be lower, but due to budget cuts she is teaching another class outside of her specialty. She reviewed classroom square footage space and noted that Oregon is one of a few states that doesn't have caps on class size or per pupil square footage. Building positive relationships is the most impactful way for teachers to connect with students, but daily interactions with each student have been impossible this year. She shared that the district is using money to train math teachers to use Building Thinking Classrooms (BTC), but when there is not enough space the magic of BTC is lost. She asked the board to prioritize maintaining manageable class sizes before more students fall through the cracks.

Kristina Etzel is the parent of a 5th grader at Hall Elementary who lost access to music education. As one of the impacted music teachers, she doesn't want to be seen as just another disgruntled employee, and noted that she has lost her job due to budget cuts in the past. She shared she was in attendance because her 5th grader no longer has access to music education and he is her top priority. He loses around 35 hours of music per week this fall. She noted that last spring Superintendent Klinger said the five EA positions would be for supervisions not to replace music, but this still means they are spending more time with students. She met with Superintendent Klinger last spring to discuss an alternative plan while maintaining valid safety concerns. She expressed frustration that the district proceeded with the plan to cut elementary music. She asked the board to look into the numbers she shared, and request the main schedules from last year to this year to see how schools are accommodating and how those EA's are being utilized.

Krestina Aziz is a graduate of Highland Elementary. She shared how her elementary school music teacher had a lasting effect on her life. When playing the recorder, she learned it was important to play the notes together, on time as a group. Corporations are enticing for vaping, and she would rather they learn their breath can be used to make music. Learning music can help shape the developing brain. Music teaches to listen, focus, and work together. Music also teaches a language that transcends spoken language and cultural boundaries.

Haley Grigg is a resident and proud parent of an East Gresham Elementary student. She argued that the district has crossed the line of Oregon state mandates. She noted that administration shared music education will continue to be a part of the education program, but it will look different. She claimed that it is a ghost curriculum and it is illegal to substitute a workshop for an instructional program. Instructional time is explicitly designed to meet state standards, and dictates that programs must be staffed by properly licensed teachers. She asked if they have granted teachers the training for these programs. The ODE arts standards split elementary students across two grade bands. The district stated they have approached the budget reductions in a balanced and equitable manner, but they are giving grades 6-8 music but not 4-5 in the same grade band. She asked where is the curriculum, where are the licensed educators, where are the hours, and where is the equity. She has officially filed a Division 22 non-compliance appeal with ODE.

Amber Schroeder is the choir director at Sam Barlow High School, and is also a 1997 Barlow grad. She shared that in 4th grade she came home from music class and told her mom she would be a music teacher someday. This is one reason that losing elementary music teaching positions was so painful. They lost the early opportunity for students to find their voices. Students practice listening closely and music groups had great gains in planning and impulse control. Music can support the skills used to learn across disciplines. She realizes they faced incredibly difficult budgeting situations. Her goal is to help rebuild because elementary students deserve music for their lives right now. Removing an entire stage interrupts that continuity. She shared that her colleagues bring essential expertise, and she asked the district to include

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them before future decision about music and instruction are made. She wants to be a part of those conversations for the future and is asking for a seat at the table for the long haul. She invited Superintendent Klinger and the board into their classrooms to see why students carry the confidence and courage to bring their best selves. When they miss a gap, she has less numbers, and this gap will become real if they let it sit too long.

Heidi Norton submitted a written comment ahead of the meeting but was not in attendance to speak in person.

Consent Agenda

6. **Minutes from Board Strategic Planning Session (Retreat) - August 27, 2026**
7. **Minutes from Regular Board Business Meeting - September 2, 2026**
8. **Minutes from Regular Work Session - September 16, 2026**
9. **Financial Report**
10. **Personnel Report: Employee Contracts**
11. **Approval of Consent Agenda** (6:25 p.m.)

    MOTION 25: Move to approve the consent agenda as presented. This motion, made by Kris Howatt and seconded by Erasto Sedda, Carried.
    Aye: Heather Coleman-Cox, Shawn Farrens, Kris Howatt, Blake Petersen, Brenna Puderbaugh, Holly Riegelmann, Erasto Sedda
    Aye: 7, No: 0

Following the motion, Chair Riegelmann shared that there are things on the agenda that are applicable to what was mentioned in public comment, and invited those in attendance to stay and hear those updates.

Committee Meeting Minutes and/or Reports

12. **Policy Review Committee Minutes, September 14, 2026** (6:26 p.m.)

The minutes of the Policy Review Committee Meeting on September 14, 2026 were provided for the board to review. Dr. Deboy shared that the committee reviewed two policies at this meeting. One was time sensitive according to legislation, and another needed to be adjusted to align with a policy the board already approved. Policy JOB was adjusted to align with Policy JOA. The second policy was Policy KNA – Immigration Enforcement which is in direct alignment with recent legislation and is directly guided by law that went into effect September 30th. This was adopted at the board's September 16th work session and the district is prepared to implement the policy.

Recognitions

13. **School Administrators Month** (6:29 p.m.)

Mrs. Vadnais reviewed information included in the board agenda packet designating October 2026 as School Administrators Month in the district. Director Petersen read the resolution for the record.

MOTION 26: Move to adopt the Board Resolution declaring October 2026, as School Administrators Month in the Gresham-Barlow School District. This motion, made by Blake Petersen and seconded by Shawn Farrens, Carried.
Aye: Heather Coleman-Cox, Shawn Farrens, Blake Petersen, Brenna Puderbaugh, Holly Riegelmann, Erasto Sedda
Abstain: Kris Howatt
Aye: 6, No: 0, Abstain (With Conflict): 1

Following the motion, Director Howatt expressed appreciation for bringing this forward and noted how hard

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administrators work beyond the official school day. She asked that the board return to recognizing their families and students that are part of designated groups, and that they bring back the resolutions they acknowledged before. Other board members shared that their recollection was they clarified that anything recognizing school staff they would continue, and those other recognitions would continue to happen in schools.

Gresham-Barlow Education Foundation Report

14. Update from the Foundation (6:34 p.m.)
Erin Beggs of the Gresham-Barlow Education Foundation was in attendance to provide an update on recent foundation activities. She shared that they have already held two fundraisers this year. Typically, they just do the golf fundraiser, but they added a fireworks stand this year. They raised $52,800 from the golf tournament, which is the most ever for this event, and $3,800 from the fireworks stand for a total of $56,600. She doesn't think they will do the fireworks stand again next year. She recognized the businesses who sponsored the golf tournament. This included Title Sponsor First Student; Platinum Sponsors Gresham Sanitary, Advanced Alarm, Catalyst, McDonald Wettle, and Strata; Gold Sponsors Convergent, Belfor, Bower Construction and Flooring, New Oz, and Bremek; Hole and Golf Sponsors Interlocken, Bumpers Grill and Bar, Clackamas County Bank, Aspire Chiropractor, riverview Bank, Mt. Hood Deckless, Northwest Waterworks, Country Coffee, United Fire, TPT Group, All State Jessie Fox Agency, Begin right Employment Services, Perlo, and Environmental ECC Portland. Without those sponsors they can't bring great things to the classrooms.

So far this year they have awarded three grants totaling $7,057. 50. The first award of $5,167.50 was at Gordon Russell Middle School for Mark Tsakistos and Krista Webb. They requested the One School, One Book Initiative where every student, staff member and educator receive the same novel to read together. Related activities will help build literacy and strengthen connections throughout the school community. The next award of $290 went to Springwater Trail High School for Pickleball equipment the students can use at the new courts at Gradin. The last grant award of $1,600 went to Nick Hudson in order to replace the outdoor basketball backboards to help support students with opportunities to play and be active. Ms. Beggs closed her report with the hope they will join them for the August 16, 2027 golf tournament. Director Howatt reminded those in attendance they can use the Fred Meyer Community Rewards program for donations when they shop at Fred Meyer using their rewards card.

Superintendent and District Leadership Report

15. Update from the Superintendent and District Leadership (6:37 p.m.)
Superintendent Klinger provided an update on meetings and activities she has participated in over the past month. She shared that they have officially wrapped up the first month of the new school year, and students are engaged in a wide array of activities. They are finishing up their first round of academic screeners for reading and math in K-8, and they will share the fall data with the board next month. They have been doing this for several years, but it is also a requirement under the new accountability act. There overall district enrollment is just under their initial projections for the year. While they experienced increased class sizes due to budget reductions, they were able to hire additional temporary staffing thanks to the extra funding allocation approved by the board in June. They also utilized some grant funding that can't be used for classroom teachers to provide additional behavior support at two elementary schools.

Last month, her team met with representatives from the Gresham-Barlow Education Association (GBEA) for their collaborative Class Size Committee to review challenging spots. Superintendent Klinger expressed she is appreciative of the constructive and collaborative conversations with GBEA as they work together to support classrooms and staff. As statewide organizations like OSBA and COSA gear up for the long legislative session, district leadership is engaged in regional and state-level advocacy efforts. As part of this statewide legislative preparation, she is serving on COSA's K-12 Funding Workgroup. They are meeting regularly to advocate for adequate, stable, and equitable school funding. In August she was selected to serve on the City of Gresham's Downtown Civic Advisory Committee, and their first meeting

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was last week. As visioning for the downtown Gresham urban renewal projects begins, she is looking forward to bringing the perspectives of the district, students, families, and community partners to the table to ensure their schools remain a key part of community planning.

Superintendent Klinger closed her remarks by recognizing that October is National Principal Appreciation Month. Principals do so much every day to support their school communities, foster welcoming learning environments, and they care deeply for students, families, and staff. They are fortunate to have the district led by some of the very best leaders in the business. She asked everyone to join her in expressing heartfelt gratitude to all of their school administrators this month for their dedicated service.

Board Reports and Requests

16. Updates from Board Members (6:41 p.m.)

Board members summarized various meetings and other activities they participated in during the past month. Topics included the following:

- Attending the OSBA Fall Regional Meeting and noting the importance of clear advocacy, especially given financial constraints districts face; making sure they start talking to legislators now.
- Working on clarifying strategic vision and goals, sharing it is important for them to identify the highest priority needs and communicate them clearly to policy makers.
- Looking forward to attending the Teaching With Purpose Conference this Friday.
- Reminding those in attendance to check their voting status and make sure it is current.
- Looking forward to attending the upcoming OSBA Annual Convention in November.
- Bringing up several recognitions to consider, noting that Hispanic Heritage Month is underway, and there is also Black History Month, Native American History, Disability Awareness, Arab American, Pacific Islander, and Jewish Heritage Months that directly impact and support their students and staff.
- Recognizing that the Education Foundation provided pickleball equipment for Springwater trail, and thinking there is a partnership question about Gradin and the City of Gresham.
- Attending the joint choir concerts for Gordon Russell Middle School and Sam Barlow High School.
- Thanking the principals and administrators; they have watched the amount of hours and time everyone puts in, and they know the impact they have on students; thanking them for their work and leadership in schools.
- Attending many Gresham High games including the football game against Sam Barlow. Gresham put on a pre-game dinner where they were able to meet more people and have a fun celebratory vibe.
- Watching the Gresham Band get out and rock the field with fun energy; youth cheerleaders also performed.
- Hearing at the Gresham City Council meeting that 28% of their population is youth 20 and under; what does it look like for the district and how do they partner better with the city on some of the efforts the district is doing.
- Gresham High is performing Macbeth October 15-18; they are excited to go see that.
- Advocating strongly to preserve music and sharing how their service on the Board of Directors for PDX Jazz has brought another music opportunity to the district; they are coordinating with eight schools in the district, Clear Creek, Deep Creek-Damascus, East Gresham, East Orient, Hogan Cedars, Hall, Hollydale, and Powell Valley, to bring two jazz programs into the schools; they want to be clear this does not replace the elementary music program they lost, but their resources and partnerships don't have to stop at their boundaries or at Gresham.
- Expressing their condolences to Mason Flores' family; he was tragically injured after a football injury and lost his life due to those injuries. The family made the brave choice to donate his organs so others may live; Thanking them for making that choice, and encouraging others to become organ donors. Last night
- Attending their first parent-teacher conferences at Sam Barlow High School.
- Serving on the board's Policy Review Committee.
- Processing applications for a couple new budget committee members; appreciative that a lot of people applied.

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Recess/Reconvene

17. Board Recess (6:56 p.m.)
The meeting was recessed at 6:56 p.m. and reconvened at 7:05 p.m.

18. Gresham-Barlow Education Association (GBEA) (2 minutes) (7:05 p.m.)
Sam Johnson, a CTE teacher at Sam Barlow High School and organizing and policy chair for GBEA, was in attendance to report on behalf of the Gresham-Barlow Education Association (GBEA) employees. She shared that back to school is always an exciting time as they settle into routines and reconnect with colleagues. After last year's Reduction in Force (RIF), this year also began with a level of melancholy as they had to deliver sad news to students that a program had been cut. There is a tremendous amount of adjusting as class sizes and caseloads increase. She urged the board to remember that the class size report can never truly reflect the educator or student experience of being in those crowded classrooms. The report also fails to include caseloads, which disregards special education teachers and specialists. She thanked the district for the improvements in the process, but noted that the time has passed for changes in how they handle class size and caseload, and this is a topic they must meaningfully address. The GBEA looks forward to working collaboratively again to address class size and caseload in the upcoming bargaining.

19. Oregon School Employees Association (OSEA) (2 minutes) (7:09 p.m.)
Amanda Morgan, an educational assistant at North Gresham Elementary School, was in attendance to report on behalf of the Oregon School Employees Association (OSEA) Chapter 8 employees. She noted that this year has been off to a rocking start already. They have been seeing a lot of growing pains on the different programs that have come in to replace elementary music on the classified side of things. EAs are having to come up with plans to fill 40 minutes, and in some cases are making materials. They know this wasn't the intent, but this is the reality they are seeing. They are feeling woefully underprepared and vastly overwhelmed. It is the beginning of the year and they are hoping to iron some things out. She added that it doesn't help that every school has a different program they have replaced music with, and there is not consistency across the board.

Information Items

20. Policy Review: Policy IGAEB - Drug, Alcohol and Tobacco Prevention, Health Education (7:11 p.m.)
Ms. Gay introduced the topic noting that this is part of their annual review and it is a requirement in Division 22 that they provide guidance, have a board policy, and outline specific categories for substance-related offenses in the student handbook. They have prevention strategies, intervention strategies, and referrals to additional services and supports for students struggling or experimenting with drugs and alcohol. A year ago, they did a crosswalk of the different elements to ensure alignment. In K-5, they use The Great Body Shop which allows children to have age-appropriate conversations in what it means to not participate and make choices that are good for their body. In middle school, they are talking about specific dangers of what drugs do to their body and how not to engage in those behaviors. In high school they review health standards once a year for all students. They also have intervention strategies, and work closely with NW Family Services and NARA NW to provide psychoeducation supports and referrals.

She shared the discipline matrix for when a student is in possession or under the influence of tobacco, alcohol, or drugs. NARA NW specifically works in their middle schools and the district refers to them. NW Family Services (NWFS) serves high school students upon referral. These are students actively using or struggling to stop. NWFS is also partnering with the middle and high schools to run prevention groups and lead family education events. At middle school, if a student is in possession or under the influence they would go to the office, administration would have a conversation with the student and call the family, and then use a district Google form if they have to search the student. They will potentially use in school suspension. Usually, students are showing up with vape pens which are a real problem at middle school.

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That age group is targeted specifically by media, and vapes are quite easy to find and get. For students with multiple incidents, they are referring them to NARA NW. If they have alcohol, marijuana, or harder drugs, then they call the family right away and may have an out of school suspension. NARA NW has four Certified Alcohol and Drug Counselors (CADC). If the family agrees to a referral they will come to the school and start working with families right away. At the high school it is a very similar process, but high school students hide it more. It is also harder because these students just leave or they don't come to school. At middle school if they are caught there is more opportunity to intervene. Depending on what the issue is, NW Family Services and counselors will try to plug them into resources. If the student is actively using and escalating their behavior, they might look at other approaches including more exclusionary practices.

The updated guidance aligns with existing district policies by reinforcing the prohibition of substance use while introducing a more supportive and equitable approach to discipline. They are prioritizing early intervention and education over exclusionary practices, bringing culturally and linguistically informed practices to address substance use, and emphasizing the importance of mitigating implicit biases in disciplinary decisions. Ms. Gay shared they are really working to figure out what is the best way to get students support. They have developed advisory lessons and are working to make sure they are appropriate and complementary to their curriculum. Students are given opportunities to talk about how they are feeling and why they are using. They are looking into how they do staff professional development and what they should be recognizing. NW Family Services will work with SUN to hold a Family Wellness Night and Wallace Medical is providing monthly information on different kinds of wellness including substance use.

Following the presentation, there was time for additional discussion by the board. Board members asked for an update regarding the Fentanyl skit from the World Arts Foundation. Ms. Gay shared that they worked with them closely and had planned to bring the skit to Clear Creek but the timing didn't work. They would like to still do that as part of family wellness night in the future. Board members expressed that they find it disturbing how easy it is for students to vape in the bathrooms, noting that other students are not going to the bathroom because they don't want to be associated or caught. They asked what the district is doing about that, adding that students should be able to go to the bathroom without fear of accusations. Ms. Gay shared that they sometimes will shut down a bathroom, or staff additional people near that bathroom. When vape sensors go off so often, they will shut down a bathroom and redirect students. She noted it is such a systemic problem and they need to get information to families because some don't know their students have vapes. They have to do much stronger and more education around prevention. She added that administrators, campus monitors, and other students are frustrated as well. They are trying to figure out the best approach without students being out of school. This sometimes includes using in-school suspension to redirect them into other conversations and get families involved in discussions.

Some board members shared that they would really love to see ODE merge health education and substance abuse for in-utero issues as well. They noted that since they've rolled out the disciplinary handbook, substance use is a referral item and asked if these referrals have increased. Ms. Gay explained that they haven't looked at data for referrals specifically around substance use. The challenge is implementing that consistently and it is a conversation they should probably have with their assistant principals because they are often the ones dealing with substances and discipline. They are trying to get them connected to resources first. The board asked if this referral information could be included when they receive the disciplinary report. Ms. Gay noted that it will depend on whether they have possession or are distributing. Some board members expressed frustration noting that after they've implemented so many intervention strategies, they are starting to question if exclusionary or non-exclusionary practices are best for those students. Ms. Gay clarified that they are trying not to have exclusionary practices be the first step. Board members noted that if they are shutting down bathrooms, they would rather have students excluded from schools so others can use the bathroom.

The board asked for clarification on the referrals to NARA NW or NW Family Services, and what kind of follow up they have to do to make sure they make the connection. Ms. Gay shared that those entities come on campus. If students are

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entering into treatment, they have to get a release of information and permission from the parent/guardian. Trying to get families to sign and commit is part of the challenge. When they do commit, they bring the treatment to the schools. They have confidential access to students on their caseload in the school. There is always an attempt for a connection. The biggest thing is getting the family involved, and then the student has to show up and participate. The board asked what the behavior intervention form is. Ms. Gay explained that schools each have a form. If they have a behavior intervention plan they document what the student did, preceding factors, and usually some form of accountability like checking in with their counselor twice a week or every day. It may be that the assistant principal will look for them in specific classes, or they go through backpack checks a lot if they have been caught with substances on them. They also talk about what might be going on for why they are using. Board members noted that they talk a lot about equity and equitable situations, but not the consequences. How it is implemented is where it might not be equitable. Inconsistencies are inequitable, and even if it is punitive action that is minor, they would rather see that consistently.

21. Opening of School Enrollment and Class Size Report 2026-27 (7:35 p.m.)
Dr. Deboy provided the opening of school enrollment and class size report. She clarified that because some caseloads are small, they may not share those numbers out of caution around personally identifiable information. Numbers are just now leveling out. Some changes can be done in advance, while others are still shifting. Because of the late start to the school year, the 10-day drop was also later. The meeting with the class size committee was really collaborative and they were able to receive feedback. They talked about what can be done internally, and what can be done in terms of shifts. This can sometimes mean moving a teacher or creating a blend after the school has started. Dr. Deboy expressed appreciation to the class size committee and staff, noting they had administrators that worked for hours hand scheduling students to make sure they were getting students in the right places and into classes they would enjoy.

The overall enrollment report shows they are slightly under projection. The goal is to be on par with their projection so they can staff correctly. They are watching the numbers carefully to see if there will be more fluctuation. Elementary was 20 below projection and middle school is four over. High School is off the most, but for schools that have predominantly over 1,500 students, 50 is not unheard of. Dr Deboy shared they don't project for programs like outplacements, charters, or adult living programs, so in addition to the number they see there are an additional 1,600-1,700 students. Board members asked for clarification on why REY Academy middle school numbers were listed but high school was not. Dr. Deboy shared that the high school numbers for REY are looped in with the main high schools.

Dr. Deboy shared more about the strategies they have used to help with limited budget. There has been quite a bit of creativity to make sure the master schedules at the secondary level were as planful as possible. Board members asked if the people moved around are students or teachers. Dr. Deboy clarified it is staff that gets moved. Moving students would entail transportation and taking them out of their neighborhood schools and they don’t want to do that. The board asked if the elementary school shortage at Highland was a neighborhood attendance issue. Dr. Deboy noted it could be a few factors. Last year the number of newcomers dropped dramatically, so it could be immigration enforcement along with other things. They are still studying and talking about how to recruit for their DLI programs.

The board noted the different lows and highs for high school classes, and asked what they are doing to even it out. Dr. Deboy shared this is part of the complexity of the master schedule and making sure students are in electives and services they need. For math in general, they had more freshman come in that needed geometry or one of the other advanced classes, which meant one less section of algebra. Students may need a period for resource room support. The high schools also do social studies programs in different ways. The number of sections for a class is also a factor, and sometimes when they have an advanced class it may have more students. Board members noted there is so much complexity when talking about class size, and larger classes do affect the feel in classrooms based on how many students they have. The board understands it is a bigger conversation and much more complex. Some board members expressed that the loss of students enrolled in most of the cohorts is not a birthrate problem, but is about communities not

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connecting with their schools. They asked staff to listen and understand why families connect and why they don't, and to help the board understand how to navigate this future together for families. Dr. Deboy added they have more options than they've ever had for students to engage online, in homeschool, and charters. They need to look at how they can strengthen programs like e-flex so their students can stay with them.

22. Interdistrict Transfers 2026-27 (7:52 p.m.)
Dr. Deboy reviewed the interdistrict transfers for this school year. She clarified that this does not cover transfers within the district. It is the transfers from one district to another district. A couple years ago they started looking at the trend of how many students transferred out versus how many were coming in. Previously, the thought was that they were always bringing more kids in than they were letting out, and that was not the case. In the last couple years, they let a significant number of students out and did not take nearly as many in. Starting last year, they tightened down their process and had more conversations about why they would or wouldn't be approving certain transfers. Their goal is to be flat and let in as many students as they let out. This year they let in more students than they let out, and in general there were fewer transfer requests. This school year they brought 55 students into Gresham-Barlow from other districts, and released 45 students out of the district. For transfers coming in, 55 of the 85 requests were approved. Of those total requests 37 were for high school. Barlow brought 14 students in and said no to 7. Gresham brought 13 students in and said no to 3. The remainder of the requests were spread across 14 schools.

Dr. Deboy shared the reasoning around why they might say no to a transfer request. The most common reason is high class size. At Barlow, 4 of the 7 that were denied were freshman. This was because they still had 20 freshman students being hand scheduled on the first day of school to make sure they had all of their classes. Class size is a big driver, so if they already know they have high classes at that level, bringing more students in doesn't make sense. Another reason to say no are attendance issues. If they were previously in the district and struggled with attendance, transferring back from outside the district means having to provide their own transportation, and the likelihood of attending is low. Expulsion and discipline are another reason they would deny a transfer. Athletics as a sole reason would be a denial because they aren't allowed to approve those by OSAA rule. Sometimes they also have people wanting to transfer in for a specific program like culinary at Barlow. When they already have an internal waiting list of students they won’t approve transfers for a specific program. They also need a progression of classes and can’t have all classes in a program be at the introductory level.

Dr. Deboy noted that for transfers out, 32 of the 77 were approved on the first request. Of the 45 they denied, 37 were appealed claiming a hardship. The only reason a person can appeal a transfer decision is by declaring a hardship which is defined through law. Dr. Deboy and her secretary Jade Joseph spoke with 37 families to discuss appeals. Of those 37, they approved 13 to transfer out because they met the criteria of hardship under the Oregon law. Hardship is defined as lack of safe and affordable childcare, homelessness, foster care, unaccompanied minor, a documented medical condition that necessitates the transfer, death of a parent, severe, persistent, continuous, and documented bullying, and military deployment. They haven't approved appeals in regards to childcare because they have safe and affordable childcare through Champions and SUN at their schools. A documented medical condition could be attending a school for the visually impaired. In terms of bullying or harassing, sometimes these come up and they go to their records to see if they have had an opportunity to resolve it. It is very difficult to say no, and they always follow it with connect them to their principal and school community.

Reasons they might say yes if it is not a hardship are because they are a junior or senior at their requested school so they will allow them to stay with their cohort. There were 16 juniors and seniors approved. Sometimes they have a sibling that was already approved. Sometimes they have no contact and restraining orders, and while these are not defined in hardship it is a very good reason why they might not be able to be at a certain school. Board members noted they are less concerned with transfers out and more concerned with denying transfers in, especially with lower enrollment.

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23. Standards Assurances of Compliance (Division 22) for 2025-26 School Year (8:07 p.m.)
Ms. Lasher shared that Division 22 Standards for public elementary and secondary schools are all Oregon Administrative Rules (OARs) set out in Chapter 581, Division 22. The standards cover different buckets including high-quality learning experiences, aligned and focused educational systems, engaged partners and communities, and safe and inclusive school. Each area has specific standards included with it such as instructional materials adoption or complaint procedures. In the report for the 2025-26 school year there were a couple waivers in place. They still have the waiver for essentials skills graduation requirements for students graduating through the end of 2207-28. This has been in waiver since 2020. The local performance assessment requirement in section 2 remains in effect.

A rule now in effect for 2025-26 was the requirement that districts establish an educational equity advisory committee, which they already have in place. There were some rule changes for this committee. It now advises the superintendent and not the school board, and is no longer subject to public meeting requirements. Members are now selected by the superintendent, and board approval is no longer required. Another rule change is that the SEED Survey has been added as a required OSAS component to gather feedback on student experiences in school. They are already in compliance with the new TAG requirements stating any person may recommend a student for screening throughout the year. OAR 581-022-23223 implements Executive Order 26-06 preserving student instructional time. This preserves any time that was reduced meaning districts have to make up for that time. Gresham-Barlow doesn't have time to make up for.

The district is in compliance with all but two standards. One had to do with teacher training for dyslexia. With the movement of staff, they didn't have a trained teacher at every school. They had a literacy coach focused on intervention and were well supported, but this rule requires a teacher in a classroom position. They have an East Gresham teacher enrolled in an ODE approved dyslexia training for corrective action on this standard. The other standard was for comprehensive school counseling. They implemented corrective action for this school year to align counseling staff assignments with TSPC licensing requirements. People are in the proper positions according to their licenses.

For 2026-27 they will report on required instructional time through the Division 22 Assurance process. The state is still working on reporting requirements for this. They know they can only lose instructional time due to a national or state disaster or public health emergency. They are waiting to know more about what that reporting will look like. Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education and Career Path Skills. The district is already aligned with emergency plans, drills and the emergency alert system. They are aligning their administrator standards and evaluation system to the system currently used by TSPC. This will take place next school year. Board members asked if they have any reason to believe they will remediate items next year. Ms. Lasher noted they only had two and they have done the corrective action for those.

24. Elementary Music Update (8:15 p.m.)
Ms. Lasher provided an update for what is in place this year for elementary arts. She shared there are two Oregon Administrative Rules (OARs) they have to follow. Schools are required to provide a K-12 instructional program for "the Arts" that include the Common Curriculum Goals adopted by the State Board of Education. The arts include dance, music, media arts, visual arts, and theater. Common curriculum goals must include art and music. There are no required instructional minutes.

Schools are broken into three trimesters at the elementary level. This year students will have an arts experience in each trimester. In one trimester they will engage in music lessons provided by elementary performing arts specialist Mr. Rolly Toribio. During another trimester they will have an experience with the Right Brain Initiative where professional teaching artists work directly inside classrooms. Right Brain Initiative experiences this year include Ghanaian Drumming, Japanese Drumming, Ballet, Songwriting, and Photography. These experiences integrate what is happening in the right brain. The third experience for a trimester is working with PDX Jazz. They are providing various programs including Jazz

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in Schools, the History of Jazz and the Civil Rights Movement, and the Influence of Jazz on visual arts where all students will create an album cover. She thanked Director Coleman-Cox for connecting them with PDX Jazz. Art includes classroom art lessons, tribal history/shared history art lessons, and Right Brain Initiative lessons.

Ms. Lasher shared how they are covering teacher preparation times. Educational Assistants (EAs) are assigned to students during teacher prep time. This is not a change for schools with more than three sections. Activities taking place during teacher prep times include extra library time to support literacy, math games with cards and dice, Lego building for collaborative learning and STEM challenges, recess games, and art activities. Typically, schools with lower numbers of classroom teachers have extra library time. The Lego building activities are from past summer school and will rotate to different schools. She shared they always want to support the EAs who are providing these activities to students.

Following the update, there was time for additional questions and conversation from the board. They expressed appreciation for the efforts made to expose students to music, adding it is essential for them to establish metrics and criteria to evaluate the new model to see if it is something that should be ongoing or if it should be revised. Board members asked for clarification on what the support for EAs looks like. Ms. Lasher shared she is not sure what supports are in place for every EA, but shared examples of the Hogan Cedars principal setting up Lego experiences that would happen during the time an EA is covering prep. They have also obtained games that can be repeated. They are looking at having some facilitation of classroom management to help with having a large classroom. Dr. Deboy shared they have been working through those challenges. One is the transition from one grade level to another because older students can read directions while others can't. They are listening to feedback from OSEA, implementing it, and adjusting as they go. Board members referenced the Division 22 presentation and asked if they are going to be out of compliance. Ms. Lasher confirmed they consulted with ODE regarding the standards, and ODE responded they are in compliance with these plans. The board asked for more information about the experiences in each trimester, and if students are getting music at all times how much it works out to be. Ms. Lasher clarified it isn't for the full trimester. It works out to about five lessons. Depending on the school and the interest of the students, they may be doing different things during those prep periods at different schools. All students have a 40-minute special every day, and some of those are library or PE. The board would like to have a report on this periodically to talk about successes and challenges. They want to know how to measure where they are being successful and where they are going to improve.

25. Financial Update (8:30 p.m.)
Mr. Bejarano shared that September payroll is currently being processed, and they always have end of year ATTW and overtime that they have to incorporate in. They can see the projected numbers, but this is not a full picture. They don't have full information yet, but early trends show the district is in alignment. The beginning balance is under what was previously discussed. He shared that they have not yet completed their third-party audit. This usually takes from October through November. Right now, they only have one point of data with the September payroll. When they have multiple points of data and can then do regression analysis, he will be much more confident.

Board members asked for additional information around the beginning fund balance. Mr. Bejarano shared that what is listed is an approximation of that number. When an audit is moving through the phase, there is a surprising amount of recategorization, particularly when new GASB (Governmental Accounting Standards Board) pronouncements come out. They are taking a different stance on GASB 87 and 96 for multi-year subscriptions. The number right now is just a place holder. The November report is usually when they have fidelity because it will have more data points.

Closing Items

26. Announcements (8:33 p.m.)
Chair Riegelmann reviewed the announcements included in the board agenda packet. A streaming link for virtual meeting attendance will be provided for upcoming meetings.

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October 21, 2026: Regular Board Work Session - 6 p.m.
Council Chambers Conference Room
Public Safety and Schools Building

November 4, 2026: Regular Board Business Meeting - 6 p.m.
Council Chambers
Public Safety and Schools Building

27. Adjournment (8:34 p.m.)
There being no further business, the meeting was adjourned at 8:34 p.m.

Submitted by: _____
Sarah Avery
Executive Assistant to the Superintendent and
Board of Directors

Note: These minutes were approved by the board on _____:sa

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