

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

****DRAFT****

Wednesday, April 16, 2025

The Gresham-Barlow School District Board of Education held a regular work session on Wednesday, April 16, 2025, in the Partnership Room at the Center for Advanced Learning, 1484 NW Civic Drive, Gresham, Oregon. A Zoom link was provided for virtual meeting attendance.

Board Members present:

Blake Petersen, David Ligatich, Holly Riegelmann, Kris Howatt, Mayra Gómez

Cabinet Members present:

John Koch, Interim Superintendent
Dr. Tracy Klinger, Deputy Superintendent
Dr. Angela Freeman, Assistant Superintendent
Dr. Sara Deboy, Executive Director of K-12 Schools

Other Staff in Attendance:

Dr. Tim Collins, Heidi Lasher, Araceli Farias

A. Opening Items

Procedural: 1. Call to Order (6:00 p.m.)

The meeting was called to order at 6:00 p.m. by the board chair, Kris Howatt.

Procedural: 2. Roll Call (6:00 p.m.)

Director Farrens was absent from the meeting. Director Petersen arrived at 6:21 p.m. A quorum of the board was in attendance. Position 3, Zone 2 on the school board is currently vacant.

Action: 3. Approve Meeting Agenda (6:00 p.m.)

MOTION 88: Move to approve the meeting agenda as presented.

Motion by Holly Riegelmann, second by David Ligatich.

Final Resolution: Motion Carries

Aye: David Ligatich, Holly Riegelmann, Kris Howatt, Mayra Gómez

Not present at Vote: Blake Petersen

B. Action Items

Action: 1. SB 3 Request for Waiver (6:01 p.m.)

Dr. Collins provided a review of Senate Bill 3 which directs the State Board of Education to adopt content standards for a half credit of higher education and career path skills, and a half credit of personal finance education as part of the 24 credit requirements for a high school diploma. This is required for students in the class of 2027 and beyond. Dr. Collins reviewed the overall timeline for implementation. Last year ODE facilitated rule-making and standards development. They will finalize the career pathways course, then start working on personal finance. The administration is proposing that they start in 2026-27 with the waiver. The rationale for this is around FTE and funding. The high school just got done with doing some cuts, which were ones that they had hoped would be in play for this. Anyone with a teaching license in the state can teach the course. The awarding credit meets the financial math credit and personal finance. There is not the same opportunity for career pathways. They can push math content standards into the personal finance education course, but they can't push personal finance course standards out, they have to be stand alone courses.

Dr. Collins provided an overview of the waiver process. To request a waiver, it has to be submitted no later than July 1, 2026, and it has to be board approved. The reason for the waiver has to be due to staffing and a lack of staffing to have the courses in play. The Post-Secondary Pathways will be added in Grade 11, and the personal finance course will

be to Grade 12. Without additional funding, they will need to collapse elective classes to offer these courses. These collapsed electives would likely come from CTE because there is not a lot of room to collapse a choir or band. Board members asked for clarification around a motion vote asking what happens if it is a 3 to 1 vote. Chair Howatt confirmed that the motion would fail because they have to have a majority of the board vote yes for a motion to pass. They would need four yes votes for a motion to pass.

Dr. Collins noted that they are requesting a waiver of a one year pause to be more strategic in how they implement these courses to make sure the class of 2028 has them in their schedule. There was discussion around the small number of students currently taking financial algebra, and the fact that there is not enough staff to fully implement these courses right now. Dr. Klinger noted that it has been calculated at about 5 FTE total. Dr. Collins added that it would be about 12 sections of personal finance and career pathways. The board noted that they can't do another waiver after this, and asked what would happen if they get to 2028 and have more budget shortfalls. Dr. Collins noted that they are looking at where they can be strategic to see where the cuts would have the least impact. The board asked if these courses could be available to take online or if it has to be taught by a teacher in school. Mr. Koch shared that they would have contractual struggles because they would be outsourcing work that should be done by a teacher. The board asked if they don't approve the waiver tonight if it would mean the electives that students choose would go away. Dr. Collins noted that students have done their forecasting already. Students that are juniors next year would need to go back and readjust to move an elective and put career pathways in its place. They are proposing that career pathways starts in 2026-27 and personal finance starts in 2027-28.

The board asked if waivers are always approved by the state. Mr. Koch shared that he wouldn't say always, but often they are approved. Dr. Klinger added that if the state added funding with the expectation that it goes toward this work, that could impact waiver approval. The board asked about additional funding the district is getting for completers to support schools. Mr. Koch shared that if they don't approve the waiver now, they would be in a position of revisiting staff FTE. Dr. Collins added that they would be reassigning teachers to teach different courses. Board members asked about the personal finance requirement noting that students are getting some of this. Dr. Collins confirmed that students are receiving personal finance in the economics course during their senior year. At one point they were looking at how to push these new standards into existing course, but the state came back in June saying that these have to be actual courses on the transcript.

Dr. Klinger noted that the waiver is not required at this moment, and asked Dr. Collins to talk about what the benefit is of deciding now instead of in the fall. Dr. Collins shared that if the waiver isn't approved, it will be very difficult to squeeze both of these courses into a students senior year. It needs to be a two year implementation instead of one year. They opted to not include both courses in the senior year because by that time students are already applying to colleges and there is little relevance to the content for the career pathways course. Board members suggested pushing something else from the junior year since this seems to be the heaviest year with them applying for scholarships. Dr. Collins noted that this was the recommendation from counselors.

MOTION 89: Move to approve the submission of a one-year waiver for the Senate Bill 3 graduation requirements.

Motion by Kris Howatt, second by Holly Riegelmann.

Final Resolution: Motion Fails

Aye: Blake Petersen, Holly Riegelmann, Kris Howatt

No: David Ligatich, Mayra Gómez

Action: 2. Postponement of Elementary Science Adoption (6:30 p.m.)

Ms. Lasher reviewed information included in the agenda packet noting that this year staff engaged in the elementary science adoption process. Given the existing one year left on the STEMscopes contract, the administration recommends delaying the purchase and implementation of the elementary science adoption by one year because they have an existing subscription. Board members asked if the current curriculum is up for adoption. Ms. Lasher confirmed that ODE approved an updated version, but it is not one of the curriculums that is being piloted. Staff favored other curriculum over the current curriculum. The board asked how often the district pivots to a new adoption or solution. Dr. Klinger shared that the adoption cycle is every seven years, and sometimes the options change. Some publishers also complete updates mid-cycle. As they get more web based materials, some of those updates happen a lot faster because they don't have a textbook to replace. Board members asked if when they go from textbooks to web-based curriculum if it is less expensive. Dr. Klinger noted that in some cases it is, and some of their materials have both a textbook and web component. She added that the board will hear about their health adoption as well, and noted that teachers have started a new reading program, math program, and health program, which is part of why they are considering waiting a year on this in order to roll things out more strategically. The board asked what the staff review looks like. Ms. Lasher shared that the majority of the group is classroom teachers including DLI and special education. There isn't much administration staff on the team. The process includes gathering student voice and parent voice, and piloting the materials. They will keep these units to potentially practice implementing them and they will bring their expertise to the table.

MOTION 90: Move to approve the submission of a postponement request for the elementary science curriculum implementation until the 2026-2027 school year.

Motion by Blake Petersen, second by David Ligatich.

Final Resolution: Motion Carries

Aye: Blake Petersen, David Ligatich, Holly Riegelmann, Kris Howatt, Mayra Gómez

Action: 3. Health Adoption - First Reading (6:37 p.m.)

Ms. Lasher reviewed information included in the board agenda packet. Dr. Collins shared their "why" noting that they want to make sure for every adoption they are thinking about culturally responsive graduates, and that the process is aligned with GBSD's equity policy. They are thinking about high-quality curriculum and how it is embedded in the culturally responsive framework. The teams non-negotiables included making sure it is a collaborative process with teachers and people giving feedback to come to a consensus. They looked at best practices and the practical component to see that students can apply what they are learning in a practical sense. They also looked at how the curriculum provides access for English Learners and Special Education students. They asked students what connects with them and what is relevant for them. He shared student quotes providing feedback on the process.

They provided an overview of the timeline of adoptions, what is required, what is new, and what has changed. The group identified two curriculums they thought would work well and piloted those. The two that they selected to review are G-W Publisher for middle school, and Human Kinetics for high school. Both have a print and online component. G-W Publisher had both a middle school and high school option, but teachers felt Human Kinetics had better tools for the high school level. They held community engagement at open houses and PTC meetings. They also had materials available to review before a board meeting. They didn't get a lot of community feedback.

The pilot team feedback included a deep dive into planning with the materials and piloting lessons and digital platforms in the classrooms. They engaged students in grades 6-12 and asked them about clarity, instructions, engagement and the variety of activities. The community feedback for the middle school level was that they liked the materials, and liked that they were adaptable. The middle school teacher feedback noted that it had good scaffolding, it integrates well with canvas, and the vocabulary is intentional. The student feedback talked about the fact that it connected with them, and had good stories and visuals. Similar feedback was shared for the high school level. The community noted it was easy to read and navigate. High school pilot teachers liked that there were many perspectives, and that it includes graphic organizers and sentence frames. Students connected the curriculum to their own lived experiences and like the real world connections.

Ms. Lasher shared the timeline for the elementary process, noting they gathered the health committee to review the standards and review the ODE curriculum. Only one curriculum is approved by ODE at the elementary level. The teachers and families are familiar with the curriculum and like the materials. The student magazines for The Great Body Shop provide physical copies that can be sent home to families to communicate health learning. This is also the only curriculum available in Spanish. The online resources are accessible, and it provides continuity across local districts. Board members expressed disappointment that ODE only has one approved health curriculum for the elementary level. They would like to have at least three, and if there aren't, board members felt that ODE approval shouldn't be a requirement. Ms. Lasher noted that there is always the option to do an independent option outside of what ODE has approved. The challenge ODE has is that the pool for health curriculum is smaller based on economics. She added that staff were glad to be sticking with a curriculum they know. Board members asked what it will cost for the elementary curriculum. Ms. Lasher shared that it will be around \$300,000 for seven years.

Dr. Collins shared that this item will come back to the board for approval at the business meeting in May. Half of the physical materials are already here. Most of the cost is from the online subscriptions. Dr. Klinger asked the board to send them any additional questions they have before the May meeting.

C. Information Items

Information: 1. Update on Dual-Language Immersion (DLI) Program (6:52 p.m.)

Ms. Farias reviewed information included in the agenda, and shared that the DLI program now has a logo that was selected by teachers and administrators. They wanted to have the logo ready for a recent job fair. They thought the first job fair wouldn't be very successful, but they had over 12 people that attended. A lot were highly qualified, and they have posted positions and are sending them the links. She is hopeful that they won't have a problem hiring this year.

Ms. Farias shared demographic information noting that the district is very diverse, with 43% Ever English Learners. She shared percentages of Hispanic/Latino students and Ever English Learners for Highland Elementary, North Gresham Elementary, Clear Creek Middle School and Gresham High School. They have added almost 500 students to the DLI Program in the last five years. She reviewed the recent arriver student count for the last 10 years. In 2014-15

they had 79 ELL Recent Arrivers, and this year they have 418. Not all need language support, but a lot of them do. DLI is a good way to continue to support their language. Board members asked what the difference is between recent arrivers and newcomers. Ms. Farias shared that recent arrivers don't need the language support, but newcomers do need that language support.

Ms. Farias reviewed the three pillars for the DLI program which are to become bilingual and biliterate, have high academic achievement in both languages, and have sociocultural competence. This means all students are proficient in reading, writing, speaking, and listening in both languages. The program is committed to graduating bicultural and biliterate students. Research shows that DLI programs are the most effective service model for EML students. She shared that with bilingual education it is one way, students speaking Spanish are learning English. Dual immersion is both ways. Students speaking Spanish are learning English and students speaking English are learning Spanish. Students are learning both languages. If they have students in an environment with language models they learn better. They are currently serving 483 DLI students in kindergarten through 5th grade, and they have 1,104 multilingual learners total. At the secondary level they have 247 Spanish-speaking newcomers, and these students could be served by DLI. They are closing the achievement gap and they are seeing this in DLI at a faster rate than in the rest of the schools in the district.

Preparations are underway for Clear Creek Middle School to receive about 50 6th grade DLI students next year. They have worked with New Mexico DLI for the last couple of years preparing for this transition to middle school. They receive coaching from them and have been very intentional in preparing staff at Clear Creek and working with the community for a year. For curriculum, they have chosen content and selected materials for Spanish. They are partnering with other district that have been doing this for 20 years. The class schedule was redesigned to make sure they have all the students they need for all the class sections they will be teaching. Next year Newcomers will attend Clear Creek instead of going to Dexter McCarty. Right now they are at Dexter McCarty for one year, then go back to their neighborhood school, but going to Clear Creek will allow them to stay there through middle school. For Heritage students from feeder schools, they are asking families to see if students have the language skills to be in the DLI program. Heritage speakers are students who have been in this country all their lives, who grew up here but their family spoke Spanish at home. They are collaborating with the whole staff by meeting every two weeks to talk and solve issues they think are going to come up next year.

Ms. Farias shared that they are also preparing for Gresham High School to offer content classes in Spanish. They have a couple teachers at Gresham that want to teach in Spanish, and have wanted to since last year. They have 120 Newcomers at Gresham High and they have to shelter instruction in different content areas. Next year they are offering two classes at Gresham to support newcomers. They will teach Algebra 1 for freshman, and Biology for juniors or seniors, and possibly for sophomores with language proficiency. They will also teach language arts to support that as well. Language Arts will be for Heritage speakers and for Newcomers from Spanish speaking countries. Students could potentially be receiving three classes in Spanish at the high school level.

Ms. Farias provided a review of how they prioritize students for the DLI program. For newcomers they provide transportation. For English-speaking, Spanish-speaking, and Heritage Spanish speakers from other schools families must provide transportation. Board members asked if students are re-evaluated as they matriculate. Ms. Farias clarified that those students are already in the program so they would continue in it. This is just for Newcomers and Heritage speakers. She provided an overview of things to think about for the expansion. This includes Newcomers going to Clear Creek instead of Dexter McCarty. High School Newcomers already go to Gresham High instead of Sam Barlow unless they opt out. Students who enroll in the DLI program as newcomers have guaranteed transportation through 12th grade as long as they stay in the district.

They have been talking to their liaisons, and gave them posters to put in places where families can see it to advertise the program. EML teachers test newcomers to determine where they need to go. The principal is very involved at the middle school, and they get together with the elementary principals every week. The referral process for DLI is similar to the newcomer process, but the criteria is different. Board members asked with the increase of newcomers and recent arrivals how they are handling space and FTE at Gresham High. Mr. Koch shared that the FTE is allocated and there is space to fit them in. The real challenge is that they aren't going to their home school, and also that Gresham hosts a lot of programs so it is hard for scheduling and for students to get the classes they want in the time slots they need. Ms. Farias shared that they have been doing Professional Development for all teachers, and they are trying to do more sheltering because teachers don't know how to shelter language. Other districts are now coming to observe them. Many other districts have been doing DLI for many years, but have never made it out of the elementary level. Dr. Collins noted that they also have students in DLI doing their student teaching who will get to teach in the district. The board asked about the bargaining contracts and if they reflect the importance of these positions for retention. Dr. Freeman noted that they offer a stipend for teachers in DLI. There are also new laws for teachers that bring a cultural background so they can use special programs to supersede seniority which helps with retention. Dr. Collins added that for the DLI classrooms it is required that they speak Spanish so other teachers can't bump into that classroom if they don't speak the language of instruction.

Recess/Reconvene

Procedural: Board Recess (7:25 p.m.)

The meeting was recessed at 7:25 p.m. and reconvened at 7:33 p.m.

Information: 2. Facility/Field Use Policy and Procedures (7:33 p.m.)

Dr. Deboy provided an overview of updates to the facility/field use policy and procedures. Facility use comes from Policy KG and KG-AR. They worked last year to update the policy for the use of school district facilities and grounds, and this year they implemented the new procedures. They have watched, listened, and had conversations with the community partners, and from these they have made some changes and updates to the AR only. They had a conversation about how the softball and baseball turf fields were at same rate as the stadium, which is a bigger space rental, so they lowered the hourly fees for the softball and baseball fields. They also lowered the requirement for Tier 2 users from 90% GBSD students to 80% to make sure smaller groups aren't penalized. In turn, they raised the requirement of Tier 1 users who don't pay a fee to be 100% GBSD students. This is in alignment with other districts and is also descriptive of their Tier 1 groups. They still may have to pay for things like custodial or a monitor, but they are not charged for the facility. They made it clear that Tier 1 groups playing out of season will incur Tier 2 fees. They know there are clubs that play year round, and they want to make sure there is equal opportunity to use the fields. They are able to issue keys and possibly a limited badge for facility access for things such as batting cages. There is a small deposit for the keys that is refundable.

Dr. Deboy reviewed the changes to the Policy AR and went over the definitions for each Tier Group. This allows groups wanting to use the fields or facilities to determine where they fit. Tier One includes community partners such as SUN. They have additional requirements such as providing scholarships to youth and helping with field maintenance and debris removal. Tier Two are people who predominately serve GBSD youth like 4h, scouts, or youth leagues. Tier Three includes private schools, non-profit youth organizations with less than 80% participation from GBSD, adult recreation groups, and civic organizations. Tier Four is private parties like the Trail Blazers or political organizations. Board members asked how these groups show how they are affiliated with GBSD. Dr. Deboy shared that they have to provide a roster for everyone participating in their program, and addresses. They have people that can look and see who fits. If they know already that a participant is out of district they write it in.

Dr. Deboy shared a graph showing user groups by tier through the end of March. She noted that whenever there are big changes that are not popular, they hear interesting rumors. One was that they were cancelling Tier 1 and 2 groups so they could have more Tier 4 groups to get more money. She clarified that they have only had four Tier 4 groups use the fields/facilities, and that they prioritize their Tier 1 groups. There are not a lot of users in Tier 2. This may change as people are acclimating to this process. She noted that there is something written into the policy that allows the superintendent to consider special situations on a case by case basis. For instance, they have a charitable group that comes each year for wheelchair rugby and they were seeing a huge increase in cost. They were grandfathered in and they will work with the group to move them up over time. Dr. Deboy noted that they are also helping people to understand how their reservation can unintentionally affect their cost. They discuss what rooms they are actually using because reserving extra rooms they don't need can inflate their cost. They are talking people through scheduling when they will actually be using the field/facility instead of just holding it. The board asked if the fees coming in for turf field use are set aside for turf field funds. Mr. Koch shared that they should be, but they aren't sure because they haven't gotten that far. The funds are coded specifically for tracking. Board members noted that they have beautiful new facilities and if the next generation wants to use them, they need to maintain them and there is a cost to maintain.

Dr. Deboy reviewed common question she is getting. One was regarding donations and if they can offset fees. Donations that are monetary cannot be credited to reservations. When she explains this to users she notes that the district really appreciates the donation, and thanks them for doing that for the student athletes and performers. If a person donated 25 laptops, she would not expect them to say that they can come use the computer lab anytime they want. They have title IX regulations around donations, and they have to make sure there is parity and equality in those programs across the board. Another question she often gets asked is if there is a chance that their reservation can be bumped. She confirms that yes it could get bumped, but it would usually only get bumped by their own high school student programs if a game has to be moved. They will work with the group to reschedule, and if it can't be rescheduled they don't bill them for that time. They don't bill until the end of the reservation. The board asked about the cancellation policy and how long users have to cancel. Dr. Deboy believes cancellation is 24-48 hours in advance. The board noted that it is unique to bill at the end. Usually groups are billed up front so if they have to cancel it is on their shoulders. Dr. Deboy noted they had looked at this, but issuing reimbursements aren't always easy.

Mr. Koch noted that the new AR hasn't been posted to the website yet, but they can look at adding it to the facilities website. Board members asked how this information is going out to people. Dr. Deboy shared that some of these

issues didn't come up until they entered the spring sports season. The first step is making their Athletic Directors and athletic secretaries aware. The reservations start at the school level, then they go to facilities. Board members noted that they think most of those people are not going through the athletics secretary to make reservations. They feel they are talking to a coach or they are connection with a teacher or other staff member with access to the building. They recommended a virtual call to invite anyone that uses the buildings to get the same information all at once. The board asked where people can find the fee schedule since it isn't included in the policy. Dr. Deboy shared that they fee schedule is on the website because they wanted it to be more nimble with change. They discussed longterm rentals and time periods for when those may be available for someone else to use the space.

D. Discussion Items

Discussion: 1. Future Board Agenda Topics (8:03 p.m.)

Chair Howatt shared that they have cleared a lot of items off of the spreadsheet, and are mostly caught up with scheduling future topics.

E. Closing Items

Information: 1. Announcements (8:03 p.m.)

Chair Howatt reviewed the announcements included in the board agenda packet. She added that OSBA has set the dates for the Summer Board Conference which is scheduled for August 8-10th in Salem. A Zoom link for virtual meeting attendance will be provided for upcoming meetings.

Note: The April 23, 2025 Budget Committee Meeting was cancelled because the committee approved the budget at their April 9, 2025 Budget Committee Meeting.

~~April 23, 2025: Budget Committee Meeting - 7 p.m. CANCELLED~~

~~Partnership Room
Center for Advanced Learning~~

May 7, 2025: Regular Board Business Meeting - 7 p.m.

Council Chambers
Public Safety and Schools Building

Procedural: 2. Adjournment (8:05 p.m.)

There being no further business, the meeting was adjourned at 8:05 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