SCHOOL BOARD MEETING
ADMINISTRATION BUILDING
REGULAR SESSION
FEBRUARY 12, 2020 6:30 PM

AGENDA

1. CALL MEETING TO ORDER
   a. Flag Salute

2. RECOGNITION OF STUDENTS, STAFF AND/OR PUBLIC
   a. GHS Board Room Artwork
   b. 2019 Graduation Rate

3. INFORMATION FROM STUDENT REPRESENTATIVE

4. DISCUSSION/REPORTS
   a. Annual Pest Management Report
   b. Continuous Improvement Process (CIP) Progress Report

5. ACTION ITEMS
   a. Approve Minutes
   b. Approve Softball Trip
   c. Approve Baseball Trip
   d. Approve School Investment Act Application
   e. Approve Targeted Class Size
   f. Approve Licensed Elections
   g. Approve Second Reading & Adoption Board Policies Section E
   h. Approve Budget Committee Members

6. PUBLIC PARTICIPATION
   Reminder that statements by members of the public should be concise and will be limited to
   three (3) minutes. Questions for the Board should be submitted in writing.

7. INFORMATION FROM ADMINISTRATIVE STAFF

8. SUPERINTENDENT’S REPORT
   a. Financial Report
   b. Personnel
   c. School Board Policies – First Reading – Section F

9. PRESENTATIONS AND SUGGESTIONS FROM BOARD MEMBERS

10. EXECUTIVE SESSION
    The Board may meet in executive session under ORS 192.660(1)

11. ADJOURNMENT
    The next regular School Board meeting is scheduled at 6:30 pm on Wednesday, March 11, 2020 at the School District Administration Office, 17789 Webster Road, Gladstone.

    Agenda items for the next regular School Board meeting:
    Financial Report
    Board Policies Second Reading and Adoption – Section F

Jay Schmidt, School Board Chair
Bob Stewart, Superintendent
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A visitor may be recognized by the Chair by rising, identifying himself/herself with his/her full name and address, and stating his/her purpose for appearing.</td>
</tr>
<tr>
<td>2.</td>
<td>A group of visitors with a common purpose will designate a spokesperson to speak for the group.</td>
</tr>
<tr>
<td>3.</td>
<td>Anyone wishing to address the Board on any item may so during the public comments section of the agenda. The Board reserves the right to delay discussion of any item presented to later in the meeting or at a subsequent meeting. So the Board can give thoughtful responses, questions to the Board need to be submitted in writing.</td>
</tr>
<tr>
<td>4.</td>
<td>Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda.</td>
</tr>
<tr>
<td>5.</td>
<td>At the discretion of the Chair, when meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing information to the Board secretary on a sign-in sheet prior to the meeting. This will help the Chair provide adequate time for each agenda item.</td>
</tr>
<tr>
<td>6.</td>
<td>Statements by members of the public should be concise and will be limited to three (3) minutes.</td>
</tr>
<tr>
<td>7.</td>
<td>Speakers may offer objective criticism of school operations and programs but the Board will not hear complaints concerning specific school personnel. The Chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.</td>
</tr>
<tr>
<td>8.</td>
<td>These procedures will be published on the back of every Board meeting agenda.</td>
</tr>
<tr>
<td>9.</td>
<td>Please turn off or silence all electronic devices during the Board meeting.</td>
</tr>
</tbody>
</table>
1. **CALL REGULAR SESSION TO ORDER**
   a. Flag Salute

2. **RECOGNITION OF STUDENTS/STAFF AND/OR PUBLIC**
   a. **GHS Board Room Artwork**
      Artwork in the boardroom is on display from Gladstone High School.
   b. **2019 Graduation Rate**
      Kevin Taylor, Gladstone High School Principal will report.
      
      The District 2019 Graduation rate is 89.57 percent. That is 11 percent higher than five years ago and almost 10 percent over the state average.
      
      Gladstone High School 2019 Graduation rate is 91.25 percent among the best in Oregon. All sub categories of student populations graduating within four years are above the state average: students’ with disabilities 14 percent above; Hispanic/Latino 8.42 percent above and economically disadvantaged students 7.85 percent above.

3. **INFORMATION FROM STUDENT REPRESENTATIVE**
   A Student Representative may report at this time to the Board on matters of interest at Gladstone High School.

4. **DISCUSSION/REPORTS**
   a. **Annual Pest Management Report**
      Annually, the District is to provide the Board with a summary of pest activity that has occurred within the District as part of the District's Integrated Pest Management Plan (IPM). Included in the Board packet is a summary. Ted Yates, IPM Coordinator, will briefly review the report and be available to answer questions.
   b. **Continuous Improvement Process (CIP) Progress Report**
      Last November, the Board approved the District’s Continuous Improvement Process (CIP) plan for 2019 through the 2021-22. The CIP is a three year plan, with goals focused on improving student outcomes in three focused areas. The three goals included in the CIP are Increase Regular Attendance, Increase Rates of Mathematics Achievement, and Increase Percentage of 9th Grade Students on Track to Graduate. Jeremiah Patterson, Assistant Superintendent, Kevin Taylor and Ted Yates will provide a progress report on the goals for 9th Grade Students on Track to Graduate.
5. **ACTION ITEMS**

a. **Approve Minutes**

(20-XX) BE IT RESOLVED, that the minutes of the following School Board meeting be and hereby are approved:

January 8, 2020 – Regular School Board Meeting
January 27, 2020 – Work Session

b. **Approve Softball Trip**

Emily Smith, Head Softball Coach, is requesting authorization for the varsity team travel to Sisters, Oregon to participate in the Spring Break softball tournament.

Students would leave on Saturday, March 21, and return on Monday, March 23, 2020. Twelve students and two coach chaperones will participate in the trip. Lodging will be a rental house at the 4th Sister’s Condo.

Emily Smith, Varsity Softball Coach will be present to answer questions.

The following resolution is recommended for approval:

(20-xx) WHEREAS, the high school varsity softball team is requesting permission to participate in a trip to Sisters, Oregon, March 21 through March 23, 2020, and

WHEREAS, the school reaffirms its position of supporting curricular/co-curricular activities involving travel when they contribute to the achievement of desirable educational/social/cultural goals as cited in Policy IICA -- Field Trips and Special Events, therefore

BE IT RESOLVED, that the Gladstone School District Board of Directors approves the travel of the students and coach chaperones to Sisters, Oregon, March 21 through March 23, 2020, as outlined in the superintendent’s February report.

c. **Approve Baseball Trip**

Casey Webster, Head Baseball Coach, is requesting authorization for the varsity team travel to Newport, Oregon to participate in the Spring Break tournament.

Students would leave on Monday, March 23, and return on Tuesday, March 24, 2020. Thirteen to Fifteen students and three coach chaperones will participate in the trip. Lodging will be in a hotel.

Casey Webster, Varsity Baseball Coach will be present to answer questions.
The following resolution is recommended for approval:

(20-xx) WHEREAS, the high school varsity baseball team is requesting permission to participate in a trip to Newport, Oregon, March 23 through March 24, 2020, and

WHEREAS, the school reaffirms its position of supporting curricular/co-curricular activities involving travel when they contribute to the achievement of desirable educational/social/cultural goals as cited in Policy IICA -- Field Trips and Special Events, therefore

BE IT RESOLVED, that the Gladstone School District Board of Directors approves the travel of the students and coach chaperones to Newport, Oregon, March 23 through March 24, 2020, as outlined in the superintendent’s February report.

d. Approve Student Investment Act Application

During the 2019 legislative session, HB 3427 - Student Success Act was passed. Oregon Department of Education provided guidance for school districts to complete a planning process and prepare to submit an application for the Student Investment Account (SIA) funds. The SIA is a non-competitive grant program. Its purpose is to meet students’ mental and behavioral health needs and increase academic achievement, including reducing academic disparities for students of color; students with disabilities; emerging bilingual students; students navigating poverty, homelessness, and foster care; and other student groups that have historically experienced academic disparities.

Beginning in August 2019, Gladstone School District created engagement activities for community members, partners, parents, students, and staff. The plan submitter to the Board represents the interests of all of the previously mentioned groups. District Budget Priorities were reviewed by the Board at a work session on January 27. Since then staff, parents, stakeholders and community members have been given an opportunity to provide feedback on the proposed priorities.

Bob Stewart, Superintendent, will report the district’s plan to reduce class size, increase instructional time, improve health and safety and provide a well-rounded education for all students.

The following is recommended for approval:

(20-XX) BE IT RESOLVED, that the Gladstone School District Board of Directors approves the proposed School Success Account Application as presented in the February 12, 2020, Superintendent’s report.
e. **Approve Targeted Class Size**

At the January 27 work session focused on the Student Investment Account, the board discussed proposed targeted class sizes beginning in 2020-21 school year to reflect the targeted class sizes prior to 1995. The targeted class sizes presented in grades 7-12 would be for the core content areas of English, math, social students and science.

**Gladstone School District - Proposed Targeted Class Size**

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>1st-4th</th>
<th>5th-8th</th>
<th>9th-12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until 1995</td>
<td>20-24</td>
<td>Less than 25</td>
<td>24-28</td>
<td>24-28</td>
</tr>
<tr>
<td>2009-2011</td>
<td>24-28</td>
<td>28-32</td>
<td>30-36</td>
<td>30-36</td>
</tr>
<tr>
<td>2011-</td>
<td>27-32</td>
<td>30-37</td>
<td>35-40</td>
<td>35-40</td>
</tr>
</tbody>
</table>

**Proposed**

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>1st-4th</th>
<th>5th-8th</th>
<th>9th-12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21</td>
<td>20-24</td>
<td>24-28</td>
<td>24-28</td>
<td>24-28</td>
</tr>
</tbody>
</table>

(20-XX) BE IT RESOLVED, that the Gladstone School District Board of Directors approves the proposed targeted class sizes to begin in the 2020-21 school year as presented in the February 12, 2020, Superintendent’s report.

f. **Approve Licensed Elections**

New certified staff will be recommended for hire as follows:

**Temporary Contract**
Sarah Lennox 1.0 FTE Language Arts Teacher (WLK)

(20-XX) BE IT RESOLVED, that Sarah Lennox be hired on a temporary contract for the remainder of the 2019-20 school year as presented on February 12, 2020.

**Temporary Long Term Substitute**
Sarah Astenius 1.0 FTE Counselor (JWE)

(20-XX) BE IT RESOLVED, that Sarah Astenius be hired on a temporary long term substitute contract as presented on February 12, 2020.
g. **Approve Second Reading & Adoption Board Policies Section E**

The following policies were presented to the School Board on January 8, 2020 for first reading. The policy review committee with the assistance of OSBA recommend the following policies for second reading and adoption.

**E – Support Services**

- EB Safety Program
- EBAC Safety Committee
- EBAC-AR Centralized Safety Committee
- EBB Integrated Pest Management
- EBBA First Aid
- EBBAA/GBEBC/JHCCC Infection Control and Bloodborne Pathogens
- EBBAB/GBEBA/JHCCBA HBV Bloodborne Pathogens - *Delete*
- EBBB Injury/Illness Reports
- EBC/EBCA Emergency Procedures and Disaster Plans
- EBCB Emergency Drills
- EBCD Emergency Closures
- ECAA Access to Buildings
- ECAB Vandalism/Malicious Mischief/Theft
- ECAC Video Surveillance
- ECACB Unmanned Aircraft System (UAS) a.k.a. Drone
- ECD Traffic and Parking Controls
- ECF Energy Conservation
- EDC/KGF Authorized Use of District Equipment and Materials-*Proposed/Replace*
- EDC/KGF-AR Agreement for Use of District Equipment - *Delete*
- EDD Recycling
- EDDA Sustainability
- EDDA-AR Sustainability Management System - *Delete*
- EEA Student Transportation Services
- EEAB School Bus Scheduling and Routing
- EEAC School Bus Safety Program
- EEACC Student Conduct on School Buses - *Proposed/Replace*
- EEACC-AR Discipline Procedures for District-Approved Student Transportation
- EEACCA Video Cameras on Transportation Vehicles - *New*
- EEACCA-AR Video Cameras on Transportation Vehicles
- EEACD Use of District Activity Vehicles for Student Transportation
- EEACE Loading and Unloading
(20-XX) BE IT RESOLVED that the Gladstone School District Board of Directors approved the policies listed in the February 12, 2020 superintendent report in Section E – Support Services as presented for second reading and adoption.

h. Approve Budget Committee Members

One vacancy exist for regular members on the 2019-2020 Budget Committee, due to term expiration. Therefore, the appointment for the vacant positions will be for three years, expiring on June 30, 2022. Alternate members are appointed for one year; hence, six vacancies exist in this classification of membership. Board members will discuss and when ready shall make an appointment to the Budget Committee where there are openings.

<table>
<thead>
<tr>
<th>Position</th>
<th>Board Member</th>
<th>Regular</th>
<th>Status</th>
<th>Alternate</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jeremy Schumacher</td>
<td>Anne Tankersley</td>
<td>06/30/22</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>2</td>
<td>Jay Schmidt</td>
<td>Michael Milch</td>
<td>06/30/21</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>3</td>
<td>Steve Stewart</td>
<td>Amber Siegle</td>
<td>06/30/21</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>4</td>
<td>Stacie Moncrief</td>
<td>Linda Nickolisen</td>
<td>06/30/22</td>
<td>Shelly Emerson</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>5</td>
<td>Erik Richter</td>
<td>Tarrah Burgos</td>
<td>06/30/21</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>6</td>
<td>Greg Lind</td>
<td>Randall Doolittle</td>
<td>06/30/22</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>7</td>
<td>Tracey Grant</td>
<td>Tim Rather</td>
<td>06/30/20</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
</tbody>
</table>

The following resolution is recommended for approval:
BE IT RESOLVED, that the Gladstone School District Board of Directors approves the appointment of Anne Smith, position #1, for the term February 12, 2020, through June 30, 2022 and the appointment of alternates __________, to serve on the Budget Committee, for one year, expiring June 30, 2020.

6. PUBLIC PARTICIPATION

Reminder that statements by members of the public should be concise and will be limited to three (3) minutes. Questions for the Board should be submitted in writing.

7. INFORMATION FROM ADMINISTRATIVE STAFF

Each of the District's administrators will report to the Board on matters of interest concerning his/her area of responsibility.

8. SUPERINTENDENT’S REPORT

a. Financial Report

The financial report for the month ending January 31, 2020 will be presented to the School Board at this time. A copy of the financial report is enclosed for your review. Samantha Nelson, Director of Finance and Operations, will be available to answer questions.

b. Personnel

Lynn Aleksich, Food Service Coordinator and Head Cook has written a letter of retirement effective June 26, 2020. She has been with the district since 2012. Yesenia Boschetto has been hired as the welcome desk greeter at Gladstone Center for Children and Families.

c. School Board Policies – First Reading – Section F

The policy review committee has reviewed the Oregon School Board Association (OSBA) recommended policies in Section F – Facilities for first reading. The committee consists of three board members, Greg Lind, Stacie Moncrief and Erik Richter. Jeremiah Patterson, Samantha Nelson, Tammy Tracy and Natalie Weninger participate on the committee.

No action is needed at this time. Greg Lind, Stacie Moncrief, Erik Richter, Jeremiah Patterson and Bob Stewart will be available to answer questions.

F – Facilities Development

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA/FJ</td>
<td>Facilities Developmental Goals – Delete Policy</td>
</tr>
<tr>
<td>FB</td>
<td>Facilities Planning – Delete Policy</td>
</tr>
<tr>
<td>FC</td>
<td>Capital Construction Program – Delete Policy</td>
</tr>
<tr>
<td>FEA</td>
<td>Capital Improvement – Educational Program – Delete Policy</td>
</tr>
<tr>
<td>FEB</td>
<td>Selection of Architect – Delete Policy</td>
</tr>
</tbody>
</table>
9. **PRESENTATIONS AND SUGGESTIONS FROM BOARD MEMBERS**

School Board members have an opportunity at this time to make presentations and offer suggestions on topics of interest.

10. **EXECUTIVE SESSION**

The Board may meet in executive session under ORS 192.660(1)

11. **ADJOURNMENT**

The next regular School Board meeting is scheduled at 6:30 pm on Wednesday, March 11, 2020 at the School District Administration Office, 17789 Webster Road, Gladstone.
Gladstone School District IPM Report 2019

REPORTED BY:  Ted Yates, IPM Coordinator

REPORT SUBMITTED TO: Gladstone School District

Summary:

The mission of our grounds department is to provide maintenance services to the students, staff, and community members who utilize the school district facilities. Our aim is to meet the needs by maintain school grounds, landscapes, turf and outdoor facilities in a manner that provides a safe and comfortable environment which is conducive to a positive learning experience. Our treatment of pests and invasive plant species is to be preventative in nature first and foremost. For pests, a reduction in clutter is essential. Fertilization is a high priority whenever combatting dandelions, clover, or other invasive plants. With proper Ph and high levels of nitrogen, our lawns and fields provide a pleasant appearance and experience for our constituents.

Concerns:

It was mentioned in last year’s report of a concern of some fir trees at Kraxberger dying. After having an arborist examine our trees, we were informed of the bronze birch borer beetle. The bronze birch borer beetle has become a serious pest in the Northwest. Our recent hot, dry summers have allowed this wood-boring beetle to lay its eggs in the bark of a host tree. After several weeks, the larvae emerge and tunnel their way in, and this constant maze cuts off the food and water supplies to the trees. Although the desire of this beetle is the birch tree, it will inhabit other trees, such as fir if they are already stressed. We removed 3 or 4 trees last spring and plan to apply a chemical to the base of the remaining trees to prevent those bronze birch borers from having their way.

You will notice on the “Actions Taken” sheet that we did not apply Round-up in 2019. The result of this has been additional man-hours for additional weeding and weed eating. The closest we have found to combat the weeds in the areas that Round-up has been used has been “Bayer Advanced Natria Grass and Week Killer”. When experimenting with this product in several areas, we have found that the results have not been substantial enough to use with great confidence. In order to apply effectively, climate and other conditions must be ideal. Also attached to this report is a message from Tim Stock from Oregon State University via the EPA.

“EPA has concluded its regulatory review of glyphosate—the most widely used herbicide in the United States. After a thorough review of the best available science, as required under the Federal Insecticide, Fungicide, and Rodenticide Act, EPA has concluded that there are no risks of concern to human health when glyphosate is used according to the label and that it is not a carcinogen."

I know that this is not the time for us to discuss the possibility of using Round Up again on the Gladstone School District grounds, but at a later date, I would like the district and the board to weigh in.
The Mighty Silverfish

A silverfish is a small, ancient, and wingless insect in the order Zygentoma. Its common name derives from the animal’s silvery light grey color, combined with the fish-like appearance of its movements. The scientific name indicates the silverfish’s diet consists of carbohydrates such as sugar or starches oftentimes ruining papers, clothing and wallpaper. Cellulose, shampoos, glue, hair, dandruff, photos, coffee, linen, silk and dead insects may also be food sources. They will damage wallpaper in order to consume the paste.

Is it bad to have silverfish?
Silverfish feed on starchy materials and items that are high in protein. They are active at night and cause damage to books, stored food, and clothing. While these insects do cause problems, silverfish are not harmful to human health and do not carry any diseases. Since silverfish love damp places, reducing the humidity in your home is a sure way to keep them out.

Can a silverfish crawl in your ear?
Silverfish are not dangerous to humans. Silverfish do not crawl into people’s ears and burrow into their brains, or lay eggs, or anything else. ... But rest easy, because silverfish are not blood-eating insects, so they are not inclined to bite and they are not known to cause or carry disease. Earwigs feed on silverfish, so if your ear is a convenient place for the silverfish to hide, then watch out.

Do Silverfish lay eggs in clothes?
Yes. That's why you'll often find silverfish in basements, kitchens, laundry rooms and around heating and water pipes. They nest and lay eggs in cracks and crevices in those locations. ... Silverfish also frequently infest attics and closets, where they feed on books, clothing, paper and other carbohydrate sources

Can Baking Soda to Kill Silverfish?
Yes. To kill silverfish with baking soda, add some to a bowl with one cup of water and a tablespoon of honey. Stir the ingredients thoroughly until the components form a paste. Apply the paste to several small pieces of cardboard and place them in areas where the silverfish like to lurk. Once the concoction is absorbed, the baking soda dehydrates the silverfish.

Reproduction (of course):
Before the silverfish reproduce, there is a ritual involving 3 phases that can last over half an hour. First the male and female will stand face to face and stare at each other with a little bit of antenna touching and quivering. This is more like a first or second date type of thing. In the second phase, the male runs away and the female chases him (much like a Junior High recess). In the third phase they
will stand side by side with some tail quivering, then tada, we have all the ingredients to make and fertilize eggs. A female silverfish will lay just less than 100 eggs in her lifetime.

Silverfish life cycle.
Silverfish go through a three stage life cycle called gradual metamorphosis, whereas most insects have a four stage life cycle (complete metamorphosis). Silverfish can lay eggs at any time during the year. The eggs take 19-43 days to hatch. After four to six weeks, the young develop into adults, molting (shedding their skin) up to 60 times throughout the development process. They also continually molt throughout adulthood. Surprisingly, a silverfish's lifespan ranges from two to eight years.

Below are some life expectancy of some other well-known insects:

<table>
<thead>
<tr>
<th>Insect</th>
<th>Life Expectancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen ant</td>
<td>20 - 30 years</td>
</tr>
<tr>
<td>Termite queen</td>
<td>20 years</td>
</tr>
<tr>
<td>Honey bee</td>
<td>5 years</td>
</tr>
<tr>
<td>Lady bug</td>
<td>2-3 years</td>
</tr>
<tr>
<td>Cockroach</td>
<td>1 year</td>
</tr>
<tr>
<td>Bed bugs</td>
<td>2-6 months</td>
</tr>
<tr>
<td>Flees</td>
<td>30 - 90 days</td>
</tr>
<tr>
<td>House fly</td>
<td>15 - 25 days</td>
</tr>
<tr>
<td>Mosquitos male</td>
<td>1 week</td>
</tr>
<tr>
<td>Mosquitos female</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>

IN SUMMARY
They're prehistoric. One of the oldest insects in the world, silverfish have inhabited the planet for over 400 million years – that's 100 million years before dinosaurs even existed! Although they look a little creepy and could be confused for a Star Wars alien sitting in a bar, the silverfish is not harmful to humans, but can be a nuisance to wallpaper and your book collection. According to research done at North Carolina University the silverfish can live up to one year without eating. It appears that the best way to eliminate them is to try to eliminate the humidity and moisture, while adding plenty of baking soda and honey.
DATA FROM INDIVIDUAL SCHOOLS (2019)

NAME OF SCHOOL – GHS, GCCF, JWE, KRAX, DO

PESTS, PEST-CONDUCIVE CONDITIONS, ACTIONS TAKEN, COSTS:

NUMBER OF SIGHTINGS REPORTED:

Small ants – 13 SIGHTINGS REPORTED
Spiders – 2 REPORTED
Yellow Jackets/Bees – 3 – 5 REPORTED (some of these were repeated reports)
Other – Pterodactyls (bigger than bees, smaller than elephants) – JWE (3 reported sightings) Silverfish - Kraxberger

NUMBER AND TYPE OF PEST CONDUCIVE CONDITIONS:

Standing water in Kitchen – NONE REPORTED
Window screens missing or torn – ONGOING AS NEEDED
Gap under external doors – This is ongoing maintenance as needed.
Other –

NUMBER OF ACTIONS TAKEN:

Sanitation – Constant reminder of dumping exterior trash.
Reduced Clutter – Ongoing. This is evident with mice and ant population.
Set rodent traps – On occasion when reported or as a test/bait station.
Sealed up hole or crack – This is an ongoing maintenance that is done as needed by Kris Hill and Rob Staehle. Baseboard caulking along with installation of new cove base in the weight room.
Installed door sweep – ONGOING
Pesticide application – 11 TIMES
Tree Removal – 2 Removed by a tree service, 4 removed from Krax by grounds crew per suggestion by inspector.
Bird Netting Repair – NONE

BREAKDOWN OF PREVENTION MANAGEMENT STEPS TAKEN THAT PROVED TO BE INEFFECTIVE AND LED TO THE DECISION TO MAKE A PESTICIDE APPLICATION:

Pest Problems and Dates: SEE THE ATTACHED SHEET “PEST OCCURENCES AND REPORTING”
Prevention and Management Steps and Date(s): SEE ATTACHED SHEET “PEST ACTIONS TAKEN”

Why Prevention and Management Steps Were Ineffective: We attempt to always use fertilizer to promote the growth of grass prior to the use of pesticides. Ideally we desire to fertilize 4 times a year, as per suggestion of OSU. Unfortunately we fall short. Additional lime has been applied to adjust the PH to make it more conducive for grass as opposed to weeds.

Pesticide Applied and Date: SEE ATTACHED SHEET “PEST ACTIONS TAKEN”
## PEST ACTIONS TAKEN (2019)

### ADVION GEL-BAIT (ants)  # 100-1498

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHS</td>
<td>4/5</td>
</tr>
<tr>
<td>GCCF</td>
<td>6/6</td>
</tr>
<tr>
<td>JWE</td>
<td>4/5 (2 locations), 4/19, 5/10, 5/17</td>
</tr>
<tr>
<td>KRAKX</td>
<td>none</td>
</tr>
<tr>
<td>D. O.</td>
<td>2/14</td>
</tr>
</tbody>
</table>

**Total Cost:** not purchased in 2019

### MUSA STIK – CB-80  #279-3393, #270-1A-001

**Total Cost:** not purchased in 2019

### KAPUT RAT AND MOUSE  #72500-6

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCCF</td>
<td>9/30</td>
</tr>
</tbody>
</table>

**Total Cost:** not purchased in 2019

### VICTOR MOUSE TRAP (ouch)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWE</td>
<td>5/17</td>
</tr>
</tbody>
</table>

Big Game James got the little critter.

### DIMENSION .25G  #9198-213

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHS</td>
<td>1/10, 6/20, 10/11</td>
</tr>
<tr>
<td>GCCF</td>
<td>1/10, 5/8, 6/2, 10,11</td>
</tr>
<tr>
<td>JWE</td>
<td>1/10, 5/8, 10/11</td>
</tr>
<tr>
<td>KRAKX</td>
<td>1/16, 1/20, 10/11</td>
</tr>
</tbody>
</table>

**Total Cost:** $119.54

### ROUND-UP PRO-MAX  #524-579

None in 2019

**Total Cost:** not purchased in 2019

### T-ZONE S.E.  #2217-976

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHS</td>
<td>5/8, 7/5</td>
</tr>
<tr>
<td>KRAKX</td>
<td>none</td>
</tr>
<tr>
<td>JWE</td>
<td>7/5</td>
</tr>
</tbody>
</table>

**Total Cost:** $175.00

### LICENSING, CERTIFICATIONS, AND TRAININGS

#### JAMES DALLAS

**Total Cost:** $175

#### TED YATES

**Total Cost:** $180.00
<table>
<thead>
<tr>
<th>Service</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIME, FERTILIZER, FEED AND WEED</td>
<td>$1,547.82</td>
</tr>
<tr>
<td>MICELLANEOUS COSTS</td>
<td></td>
</tr>
<tr>
<td>Spreader</td>
<td>$51.48</td>
</tr>
<tr>
<td>Spectracide Wasp/Hornet Spray</td>
<td>$177.21</td>
</tr>
<tr>
<td>GRASS RESEEDING</td>
<td>$424.72</td>
</tr>
</tbody>
</table>
2019 PEST EMAILS

MICE/RATS
GCCF – 9/27
KRAZ – NONE
GHS – NONE
JWE – 3/14

FRUIT FLIES
No reports from any schools

PTERODACTL – Describe two ways: Large Black Flying Bugs and “Larger than a bee, but smaller than an elephant.”
JWE – 1/17, 8/20, 8/22

ANTS
KRAZ – 4/5, 10/10
GHS – 3/14, 4/4, 4/6
GCCF – 6/6, 9/-1
JWE – 4/2, 4/15, 4/16, 4/17, 11/12
DO – 2/13

BEES
KRAZ – 6/17, 9/25 (2 separate locations)

SPIDERS
DO - 3/15, 7/30

SILVERFISH
Kraxberger – 10/7
EPA has concluded its regulatory review of glyphosate—the most widely used herbicide in the United States. After a thorough review of the best available science, as required under the Federal Insecticide, Fungicide, and Rodenticide Act, EPA has concluded that there are no risks of concern to human health when glyphosate is used according to the label and that it is not a carcinogen. These findings on human health risk are consistent with the conclusions of science reviews by many other countries and other federal agencies, including the U.S. Department of Agriculture, the Canadian Pest Management Regulatory Agency, the Australian Pesticide and Veterinary Medicines Authority, the European Food Safety Authority, and the German Federal Institute for Occupational Safety and Health. The agency is requiring additional mitigation measures to help farmers target pesticide sprays to the intended pest and reduce the problem of increasing glyphosate resistance in weeds.

Glyphosate has been studied for decades and the agency reviewed thousands of studies since its registration. Glyphosate is used on more than 100 food crops, including glyphosate-resistant corn, soybean, cotton, canola, and sugar beet. It is the leading herbicide for the management of invasive and noxious weeds and is used to manage pastures, rangeland, rights of ways, forests, public land, and residential areas. In addition, glyphosate has low residual soil toxicity and helps retain no-till and low-till farming operations.

More information on glyphosate and EPA's interim decision is available at [www.epa.gov/ingredients-used-pesticide-products/glyphosate](http://www.epa.gov/ingredients-used-pesticide-products/glyphosate)

**Background**

EPA uses interim decisions to finalize enforceable mitigation measures while conducting other longer-term assessments, such as an endangered species assessment. EPA will next complete a draft biological evaluation for glyphosate, which is anticipated for public comment in Fall 2020.
The regular meeting of the Gladstone School District Board of Directors was held in the School District Administration Office on Wednesday, January 8, 2020.

SUPPLEMENTAL BUDGET HEARING

Board Vice Chair, Steve Stewart, opened the supplemental budget hearing and asked for public comment. There were no comments.

Steve Stewart, Vice Chair closed the hearing and opened the regular session at 6:35 pm.

1. CALL REGULAR SESSION TO ORDER
   a. Flag Salute

   Erik Richter led the flag salute.

2. RECOGNITION OF STUDENTS/STAFF AND/OR PUBLIC
   a. JWE Board Room Artwork

   Wendy Wilson, principal at John Wetten Elementary presented artwork on display. There were several pieces which showed math thinking through art.

3. INFORMATION FROM STUDENT REPRESENTATIVE

   Student Representative Malia Chan reported to the Board on matters of interest at Gladstone High School. She reported the Associated Student Body (ASB) has been focusing on integrating solutions for social equity at Gladstone High School. At an assembly before winter break a student shared his story about being bullied in an all-white school. They also have done work on climate change. Presently they are planning for spirit week. Malia Chan shared her plans for after graduation and her experience on cheerleading at Gladstone High School. The Board thanked her for the report.
4. DISCUSSION/REPORTS

a. Audit Management Report – Wilcox Arredondo

Jeremy Gingerich, CPA, Wilcox Arredondo & Co, the District’s independent auditor, presented the independent audit report and the separate report to the Board of Directors on findings and recommendations. Jeremy Gingerich met with the Audit Committee on January 6, 2020 to review the audit and discuss the District’s financial processes and internal controls. Board members on the committee are Greg Lind, Stacie Moncrief and Jeremy Schumacher. Other members on the committee are Shari Anderson, Clackamas County, and Tim Witcher, Clackamas Education Service District Director of Finance. Mr. Gingerich reported the district received an unmodified opinion. That is the highest opinion they can give. He directed them through several pages of the report, highlighting the management’s analysis on page 7. This is information from Superintendent Bob Stewart, and Director of Finance and Operations, Samantha Nelson about the report. The basic financial statements are comprised of three components, government-wide financial statements, fund financial statements and notes on the basic financial statements. He directed the Board to page 109 where the compliance areas are bulleted. This year a single audit was performed on Special Services Federal Programs (IDEA). There were no findings and an unmodified opinion was given. There was a question about who decides the single audit. Jeremy Gingerich said the State determines certain requirements then the auditor is able to select. They do have an element of surprise in the audit. Stacie Moncrief said the information from Bob Stewart and Samantha Nelson is very helpful and she encouraged everyone to read it. Jeremy Schumacher said he is learning however the opinions of the auditors of the district staff along with Tim Witcher and Shari Anderson’s opinions of the audit firm were all glowing and proud of the way business is conducted. As a Board member seeing it enhances what he is able to say to the community. Greg Lind echoed that the perspective of the auditors and confirmed that they are also trusted along with our leadership.

Jeremy Gingerich presented the report to the Board of Directors. He reminded the Board that the auditors are hired by the Board and work for the Board. In this report the Board would see audit findings and recommendations. This year there are no findings and only one general recommendation that is a broader communication regarding ACH Direct Deposit coming from imposters. The Board congratulated Samantha Nelson and her team. The Board expressed appreciation of their hard work. There was a question from the Board asking if the team is big enough. To do this with such a small team is commendable. Bob Stewart said the team is all new and has done a great job. If there is something the Board wants to have the district take a deeper look at they should let him know. The goal is that the Superintendent and the Board are all accountable. The Board thanked Jeremy Gingerich for his report.
b. **2020-21 Local Service Plan – Clackamas ESD**

In prior years, local school Boards in Clackamas County annually reviewed proposed resolutions, which call for the Clackamas County Education Service District (CESD) to provide several services to participating school districts. ESDs are required to get local district approval of the ESD Local Service Plan rather than resolution services, which will continue to be part of the plan. Jada Rupley, Superintendent of the CESD, provided copies and presented the 2020-2021 Local Service Plan, prepared by the CESD, to the School Board. Jada Rupley introduced Clackamas Education Service District Board members Linda Brown and Len Mills as well as Vice Chair Wade Byers. Jada Rupley provided copies and presented the 2019-2020 Local Service Plan which was prepared by the CESD, for the School Board. She directed the Board to the Gladstone School District pages of the report that show the district’s spending from last year. Bob Stewart said the ESD is a critical part for Gladstone. The district utilizes many of their services. The equity series they have been providing are exceptional. There was a brief discussion regarding how the ESD will support the Student Investment Act (SIA) funds. CESD Board Member Linda Brown thanked the Board for their work and said Gladstone is a special place, always leading. The format of the agenda reflects the district’s goals. The Board thanked them for their continued support and personally bringing their report.

At this time Board Vice Chair, Steve Stewart asked the Board to take action on item 5a – Approve 2020-21 Local Service Plan Provided by Clackamas ESD.

Stacie Moncrief moved first and Erik Richter seconded approval of the following resolution:

**(20-01) BE IT RESOLVED, that the District School Board of School District No. 115, Gladstone, Oregon, Clackamas County, Oregon, approves the described Local Service Plan as presented in the proposed plan and in compliance with the provisions of HB 3184.**

**(20-01) Motion passed 6-0. Jay Schmidt was absent.**

c. **On Track to English Language Proficiency 2018-19 Report**

The On Track to English Language Proficiency report is an indicator of progress of EL students under the Every Student Succeeds Act. This indicator uses the initial ELP level, current ELP level, and years identified as an English learner to determine whether an EL student is on track to ELP. Oregon uses a seven year English language attainment trajectory for all current EL students and eight year trajectory for Students with Interrupted Formal Education (SIFE) and English learners who are students with disabilities. The reason for the eight year trajectory for these students is because they typically require additional time to attain ELP.
Petra Hoghova, Title III and Migrant Programs Coordinator presented a three year trend. She said the state changed the indicators last year. The report is now part of the Oregon State Report Card. The majority of services are provided at the elementary level. Last year the district saw an influx of students from Jennings Lodge Elementary when they became a dual immersion school. There was a brief conversation about the assessment tool and the targets being moved at the state level. Presently, she is serving on a committee to change the program’s exit process. The Board asked if she feels the department is well supported in Gladstone. She reported it is supported. The Board thanked her for the report.

d. Special Education Child Count (SECC) December 1, 2019

The Oregon Department of Education requires that school districts report special education child count information on December 1 of each year. This annual child count has three specific purposes: reporting to the U.S. Department of Education, fiscal, and statistical. Kelly Welch, Director of Special Services reported. She handed out documents which showed trends over several years. Overall district enrollment is declining, however special services numbers are increasing. She also commented that there are a lot of families who move in and out of districts. There was a brief conversation about communication disorder diagnosis. The Board thanked Kelly Welch for her report.

e. Continuous Improvement Process (CIP) Progress Report

Last November, the Board approved the District’s Continuous Improvement Process (CIP) plan for 2019 through the 2021-22. The CIP is a three year plan, with goals focused on improving student outcomes in three focused areas. The three goals included in the CIP are Increase Regular Attendance, Increase Rates of Mathematics Achievement, and Increase Percentage of 9th Grade Students on Track to Graduate. Jeremiah Patterson, Assistant Superintendent reported the progress update schedule for the Board. Next month Kevin Taylor, principal at Gladstone High School and Ted Yates, Student Success Coach will join him with data showing the progress of 9th Grade on Track. The Board thanked him for his report.

5. ACTION ITEMS

a. Approve 2020-21 Local Service Plan Provided by Clackamas ESD

It was recommended the Board approve the 2020-21 Local Service Plan provided by Clackamas ESD as presented.

Action was taken under reports, item 4b.
b. Approve Minutes

Erik Richter moved first and Tracey Grant seconded approval of the following resolution:

(20-02) BE IT RESOLVED, that the minutes of the following School Board meeting be and hereby are approved:

December 5, 2019 – Special Session
December 11, 2019 – Regular School Board Meeting

(20-02) Motion passed 6-0. Jay Schmidt was absent.

c. Approve Supplemental Budget

Per Oregon Budget Law (OAR 294.471), a supplemental budget may be prepared if an occurrence or condition that was not known at the time the budget was prepared requires a change in financial planning. If a proposed budget increases any fund’s expenditure by more than 10 percent, or will create a new fund or appropriation category, then a public hearing must be held and public comment taken before adoption of the supplemental budget. A notice of the hearing was published not less than five days before the hearing and the hearing was held at the beginning of the January 8, 2020 regular session. Samantha Nelson, Director of Finance and Operations, was available to answer questions. The following resolution was recommended for adoption.

Greg Lind moved first and Jeremy Schumacher seconded approval of the following resolution:

Whereas, the Gladstone School Board wishes to comply with Oregon Budget Law; and

Whereas, OAR 150-294.480 allows for a supplemental budget to be adopted via resolution after a public hearing; and

Whereas, the 2019-20 Adopted Budget for Gladstone School District anticipated a beginning fund balance of $2,400,000; and the actual audited amount was $3,664,852 creating an unexpected increase in available funds of $1,264,852 (OAR 294.471(1)(a), and

Whereas, the Board direction is to transfer $1,000,000 of these unanticipated General Fund resources to the Capital Project Fund for maintenance and repairs of district facilities and to address technology replacement and upgrade needs, and

Whereas, there is a need to increase appropriations to meet the communication needs of the District by adding .5 FTE, and
Whereas, there is a need to increase appropriations to support the Gladstone Teachers’ Association (GTA) agreement with the District for additional contractual rate increases for 2019-20, and

Whereas, an increase in appropriations in the Capital Project Fund changes the total fund balance by more than 10 percent; thus requiring a supplemental budget and public hearing

(20-03) Therefore, be it resolved: by Gladstone School Board to adopt a supplemental budget for fiscal year 2019-20 increasing revenue and appropriations in compliance with ORS 294.471 and 294.463:

(20-03) Motion passed 6-0. Jay Schmidt was absent.

The School Board hereby approves the following supplemental budget for FY 2019-20:

<table>
<thead>
<tr>
<th>100- General Fund</th>
<th>Adopted</th>
<th>Supplemental</th>
<th>Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Adopted</td>
<td>Increase</td>
</tr>
<tr>
<td>1000 Instruction</td>
<td>$12,875,046</td>
<td>$13,055,781</td>
<td>$180,735</td>
</tr>
<tr>
<td>2000 Support Services</td>
<td>9,918,169</td>
<td>10,002,286</td>
<td>84,117</td>
</tr>
<tr>
<td>3000 Enterprise&amp;Community Services</td>
<td>41,785</td>
<td>41,785</td>
<td>-</td>
</tr>
<tr>
<td>5200 Transfers</td>
<td>9,000</td>
<td>1,009,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>6000 Contingency</td>
<td>500,000</td>
<td>500,000</td>
<td>-</td>
</tr>
<tr>
<td>Total Requirements:</td>
<td>$23,344,000</td>
<td>$24,608,852</td>
<td>$1,264,852</td>
</tr>
<tr>
<td>Total Resources:</td>
<td>$23,344,000</td>
<td>$24,608,852</td>
<td>$1,264,852</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>401- Capital Projects Fund</th>
<th>Adopted</th>
<th>Supplemental</th>
<th>Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Adopted</td>
<td>Increase</td>
</tr>
<tr>
<td>2000 Support Services</td>
<td>$250,000</td>
<td>$1,250,000</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>4000 Facility</td>
<td>1,186,455</td>
<td>1,186,455</td>
<td>-</td>
</tr>
<tr>
<td>Total Requirements:</td>
<td>$1,436,855</td>
<td>$2,436,855</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Total Resources:</td>
<td>$1,436,855</td>
<td>$2,436,855</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>

d. Approve 2019-20 School Board Meeting Calendar Revision

Based on 8th grade promotion being celebrated on Wednesday, June 10, 2020, the Board discussed changing the regular session for the June board meeting to June 3, 2020.

Stacie Moncrief moved first and Erik Richter seconded approval of the following resolution:

(20-04) BE IT HEREBY RESOLVED, that the Gladstone School District Board of Directors hereby approves the 2019-2020 School Board Meeting Calendar Revision, to reflect the regular session on June 3, 2020.

(20-04) Motion passed 6-0. Jay Schmidt was absent.
e. **Approve 2020-21 Inter District Transfer for Non Resident Students**

The Oregon Legislature enacted House Bill 4007 (2014), which provided new rules for admission of non-resident students. HB 4007 allows local school boards to decide annually, by specified date, the number of student transfers into the district, and out of the district, to which consent will be given for the upcoming school year.

- HB 4007 will be applied to the 2020-2021 school year as detailed below:
  In addition to students who have previously been granted consent to transfer out, the Gladstone School District will release 50 students to other school districts during the 2020-2021 school year, on a first come, first served basis.

- Based upon current transfer numbers we propose to accept into Gladstone School District the approval of the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th># of Openings</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>45</td>
<td>Gladstone Center for Children and Families</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>John Wetten Elementary</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>John Wetten Elementary</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>John Wetten Elementary</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>John Wetten Elementary</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>John Wetten Elementary</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>Kraxberger Middle School</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>Kraxberger Middle School</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>Kraxberger Middle School</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>Gladstone High School</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>Gladstone High School</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>Gladstone High School – Closes May 1, 2020</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>Gladstone High School – Closes May 1, 2020</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td></td>
</tr>
</tbody>
</table>

- All applications for admission will be approved on a first come, first served basis for the 2020-2021 school year beginning February 1, 2020.

- Students accepted for inter-district transfer must abide by behavior and attendance expectations for the transfer to remain valid. These include: (1) Attendance must remain at 92% or greater; (2) No more than one suspension per academic year; (3) No suspension of greater than 5 days.

- Inter-district transfers will be in effect, with continued enrollment, through graduation.

Erik Richter moved first and Stacie Moncrief seconded approval of the following resolution:
(20-05) BE IT RESOLVED that the Gladstone School District Board of Directors approve the Inter-District transfer process for the 2020-2021 school year as presented in the January 8, 2020 superintendent’s report.

(20-05) Motion passed 6-0. Jay Schmidt was absent.

f. Approve Budget Committee Members

One vacancy exists for regular members on the 2019-2020 Budget Committee, due to term expiration. Therefore, the appointment for the vacant positions will be for three years, expiring on June 30, 2021. Alternate members are appointed for one year; hence, seven vacancies exist in this classification of membership. Board members discussed made an appointment to the Budget Committee where there was an opening.

<table>
<thead>
<tr>
<th>Position</th>
<th>Board Member</th>
<th>Regular</th>
<th>Status</th>
<th>Alternate</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jeremy Schumacher</td>
<td>Open</td>
<td>Open</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>2</td>
<td>Jay Schmidt</td>
<td>Michael Milch</td>
<td>06/30/21</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>3</td>
<td>Steve Stewart</td>
<td>Amber Siegle</td>
<td>06/30/21</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>4</td>
<td>Stacie Moncrief</td>
<td>Linda Nickolisen</td>
<td>06/30/22</td>
<td>Shelly Emerson</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>5</td>
<td>Erik Richter</td>
<td>Tarrah Burgos</td>
<td>06/30/21</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>6</td>
<td>Greg Lind</td>
<td>Randall Doolittle</td>
<td>06/30/22</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
<tr>
<td>7</td>
<td>Tracey Grant</td>
<td>Tim Rather</td>
<td>06/30/20</td>
<td>Open</td>
<td>06/30/2020</td>
</tr>
</tbody>
</table>

Erik Richter moved first and Jeremy Schumacher seconded approval of the following resolution:

(20-06) BE IT RESOLVED, that the Gladstone School District Board of Directors approves the appointment of alternate Shelly Emerson, to serve on the Budget Committee, for one year, expiring June 30, 2020.

(20-06) Motion passed 6-0. Jay Schmidt was absent.
The following two action items were added agenda items:

**g. Approve Administrator Request for Retirement/Release from Contract**

Wendy Wilson, principal at John Wetten Elementary, submitted a letter of retirement effective July 1, 2020. Wendy Wilson has been with the district since 2010.

Stacie Moncrief moved first and Eric Richter seconded approval of the following resolution:

**(20-07)** BE IT RESOLVED, that the Gladstone School District Board of Directors approves the retirement of Wendy Wilson, Administrator at John Wetten Elementary and releases her from contract, effective June 30, 2020.

**(20-07)** Motion passed 6-0. Jay Schmidt was absent.

**h. Approve Requests for Resignation/Release from Contracts**

The staff listed below has written letters of resignation. It is recommended the Board release them from contract as requested.

Christopher Healey   Teacher, Language Arts   WLK

Greg Lind moved first and Tracey Grant seconded approval of the following resolution:

**(20-08)** BE IT RESOLVED, that the teacher listed above has submitted a letter of resignation and who is herein recommended for release from contract effective February 3, 2020 or upon the hire of a replacement, be accepted by the Gladstone School District Board of Directors, as submitted January 8, 2020.

**(20-08)** Motion passed 6-0. Jay Schmidt was absent.

Jeremiah Patterson, Assistant Superintendent reported the engagement process for hiring new administrators has already started. Leslie Robinette is presently preparing brochures for each position.

### 6. PUBLIC PARTICIPATION

There was no public comment.
7. INFORMATION FROM ADMINISTRATIVE STAFF

Heather Bailey, Principal at Kraxberger Middle School, reported the parent group at Kraxberger has revised the honor roll shout out. There were 180 Students with a 3.5 or higher GPA recognized. Band and choir performances were well attended. At a recent assembly there were organized scooter races and staff verses 8th graders dodge ball game. The whole student body cheered everyone on. Heather Bailey and Charlie Mikulsky, Vice Principal, are building a three year plan. The first year includes settling into their rolls and building trust. Things are going better than expected and really taking off already. They are currently in conversations with Bob Stewart and Jeremiah Patterson regarding long range goals which include retaining staff and overall stability. They already see a major difference in the hallways and how students are interacting with staff. Steve Stewart said he has heard a lot of positive things happening at Kraxberger. Jeremy Schumacher commented that the activities at the assembly was cohesive and focused on the activity. The Board thanked her for the report.

8. SUPERINTENDENT’S REPORT

a. Financial Report

The financial report for the month ending December 31, 2019 was presented to the School Board. Samantha Nelson, Director of Finance and Operations, reported she is working with the team on the Student Investment Account. There were no questions.

b. Student Investment Account (SIA)

Bob Stewart, Superintendent updated the board on the districts progress for SIA. He shared a link to a large document presented as guidance from Oregon Department of Education for the SIA. The district has a focus team meeting once a week. There is a lot of work to do. The Equity Team reviewed the priorities with the equity lens and discussed how the district can support underprivileged students. Bob Stewart said at this time the revenue amount is still unknown. Leslie Robinette, Communications Coordinator, will be the primary writer of the application. The work session on January 27 will provide the Board with a preliminary plan.

c. Board Appreciation

January is the official month for school board appreciation. The Governor’s proclamation was provided to the Board. On behalf of the Gladstone School District, Board Secretary Natalie Weninger presented the Board members with superhero awards. The administrators expressed their gratefulness for each Board member’s hard work, time, and dedication to the students, community, and staff.

d. 2018-19 Division 22 – Assurances Report to Community

By February 1 of each year, Oregon school districts are required to report to their communities their standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22.
Petra Hoghova, Assessment and Accountability Coordinator, and Jeremiah Patterson, Assistant Superintendent, reported in Gladstone, district and school administrative staff are each assigned review of OARs that relate to their duties and expertise. This is a compliance review, not a performance review. Using Division 22 guidance documents from ODE, each administrator reports back whether or not the district is in compliance with their assigned OARs.

In addition, administrators submit appropriate support documents as indicators of compliance. Much of the documentation represents updates and revisions of existing documents.

Petra Hoghova reported the Gladstone School District is in compliance with all of the 2018-19 Division 22 Standards.

After this report is shared with the community, a copy will be posted to our district website by February 1, 2020. The annual Division 22 Assurances Form will also be submitted to the ODE by February 15, 2020.

e. 2020-21 Student Options

Bob Stewart, Superintendent, presented the Student Option Program 2020 process for Oregon City School District and Gladstone School District. Open Enrollment, enacted by the Oregon Legislature in 2011, created an additional enrollment option for students wishing to transfer between districts. The Open Enrollment statute contained a sunset provision which expired.

Prior to Open Enrollment, the Gladstone School District and Oregon City School District had an Intergovernmental agreement which has been held in abeyance. The student choice plan between the districts for is for students who resided within the boundaries of Jennings Lodge and Candy Lane boundaries of the Oregon City School District, are enrolling into grades 7 through 12 and wish to attend Gladstone School District. In addition Gladstone residents in 7 through 12 grades wishing to attend Oregon City School District would be able to apply for enrollment through the Student Option program. Bob Stewart said the district will receive very few through this program as most students come to us via inter district transfers.

f. School Board Policies – First Reading – Section E

The policy review committee reviewed the Oregon School Board Association (OSBA) recommended policies in Section E – Support Services for first reading. The committee consists of three board members, Greg Lind, Stacie Moncrief, and Erik Richter. Jeremiah Patterson, Samantha Nelson, Tammy Tracy, and Natalie Weninger participate on the committee. There was a brief conversation on how to read the policy recommendations and the requirements of the law. It was the consensus of the Board to have the policies brought for second reading to be clean copies meaning no highlights or strikeouts.
No action was needed at this time. Greg Lind, Stacie Moncrief, Erik Richter, Jeremiah Patterson, and Bob Stewart were available to answer questions.

**E – Support Services**

- **EB** Safety Program
- **EBAC** Safety Committee
- **EBAC-AR** Centralized Safety Committee
- **EBB** Integrated Pest Management
- **EBBA** First Aid
- **EBBAA/GBEBC/JHCCC** Infection Control and Bloodborne Pathogens
- **EBBAB/GBEBA/JHCCBA** HBV Bloodborne Pathogens - *Delete*
- **EBBB** Injury/Illness Reports
- **EBC/EBCA** Emergency Procedures and Disaster Plans
- **EBCB** Emergency Drills
- **EBCD** Emergency Closures
- **ECAA** Access to Buildings
- **ECAB** Vandalism/Malicious Mischief/Theft
- **ECAC** Video Surveillance
- **ECACB** Unmanned Aircraft System (UAS) a.k.a. Drone
- **ECD** Traffic and Parking Controls
- **ECF** Energy Conservation
- **EDC/KGF** Authorized Use of District Equipment and Materials - *Proposed/Replace*
- **EDC/KGF-AR** Agreement for Use of District Equipment - *Delete*
- **EDD** Recycling
- **EDDA** Sustainability
- **EDDA-AR** Sustainability Management System - *Delete*
- **EEA** Student Transportation Services
- **EEAB** School Bus Scheduling and Routing
- **EEAC** School Bus Safety Program
- **EEACC** Student Conduct on School Buses - *Proposed/Replace*
- **EEACC-AR** Discipline Procedures for District-Approved Student Transportation
- **EEACCA** Video Cameras on Transportation Vehicles - *New*
- **EEACCA-AR** Video Cameras on Transportation Vehicles
- **EEACD** Use of District Activity Vehicles for Student Transportation
- **EEACE** Loading and Unloading
- **EEAE** Student Transportation in Private Vehicle
- **EEAE-AR** Proof of Vehicle Liability Insurance
- **EEBB** Use of Private Vehicles for District Business
- **EFA** Local Wellness Program
- **EFA-AR** Local Wellness Program - *Delete*
- **EFAA** District Nutrition and Food Service
- **EFAA-AR** Reimbursable Meals and Milk Programs
PRESENTATIONS AND SUGGESTIONS FROM BOARD MEMBERS

Greg Lind reported attending the middle school concert. He gave a shout out to the band and choir programs. He is amazed at the growth in programs and students.

Tracey Grant reported attending the middle school concert. She echoed Greg Lind’s comments and gave praise to his daughter.

Steve Stewart asked about students having an opportunity to say the pledge of allegiance. Bob Stewart said he is following up on a recent community member’s concern.

Erik Richter will join the committee for classified negotiations.

a. Work Session

There will be a board work session on January 27, 2020 at 6:00 pm.

EXECUTIVE SESSION

There was no executive session.

ADJOURNMENT

The next regular School Board meeting is scheduled at 6:30 pm on Wednesday, February 12, 2020 at the School District Administration Office, 17789 Webster Road, Gladstone.

Vice Chair, Steve Stewart adjourned the regular session at 8:45 pm.

ATTEST:

_______________________________  _________________________
Steve Stewart, Board Vice Chair   Date

_______________________________  _________________________
Bob Stewart, Superintendent      Date
The work session of the Gladstone School District Board of Directors was held in the School District Administration Office on Monday, January 27, 2020.

1. CALL SESSION TO ORDER

Board Chair Jay Schmidt called the work session to order at 6:05 pm.

a. Jay Schmidt led the flag salute.

2. STUDENT INVESTMENT ACCOUNT (SIA)

a. The Board will hear an overview of the District SIA Plan Foundations

Bob Stewart, Superintendent led the meeting with a brief history of the process Gladstone School District administrators started in August 2019. Conversations with staff centered on what was school like when they were in school and what is missing now. Staff became excited at the possibilities of available funding for the things missing in our schools. It was a comprehensive process with a lot of collaboration knowing that all things could not be funded. Focus meetings were held with families and surveys sent to students, families and community which brought us a lot of data and great ideas. The Equity Team served as an oversight community to the top areas of investments for Gladstone. This is to ensure that items would benefit all students especially those of color, economically disadvantaged, EL, students in foster care, homeless and students with disabilities. Bob Stewart briefly talked about the order of applying for the Student Investment Account funds to Oregon Department of Education. He believes more will change before the application process is finished. At this time, the financial dollars schools will receive has not been settled.

Student Success Act - Jeremiah Patterson, Assistant Superintendent, handed out a student success act document from ODE and gave an overview of the law and the components of the bill. At least 50 percent of the SIA funds will be for K-12 education. The other funds are for Early Learning (20 percent). Jere Applebee, Principal/Director at the Gladstone Center for Children and Families is at the table with our preschool providers. The other 30 percent is for statewide
education initiatives such as Measure 98. This year is the first year districts have received the full amount of Measure 98 funds. Clackamas ESD is supporting districts with Equity help and facilitating monthly meetings for SIA with all of the county school districts in attendance. Jeremiah Patterson mentioned several program changes whose impacts are still unknown such as increases to the high cost disability funds, expansion of the district’s nutrition program and youth re-engagement. There was a brief discussion regarding separate applications for each area through grant writing. In addition, ODE will require additional audits for the SIA accounts so that there is transparency. Local options and additional grants from stakeholders will continue to provide added boosts to our programs. ODE has reserves to help support districts who do not meet the application requirements. Jeremiah Patterson provided an over-simplified structure of the SIA application. There was a brief discussion of the structure of the application. Jeremiah said this process feels comfortable to the district. Bob Stewart said the plan will be flexible enough to move within the budget; the district would not leave funds on the table. Jeremiah Patterson mentioned the theory of action process the district is already using to create changes in behavior and outcomes. The Board will approve the Gladstone SIA application at either the February or March Board meeting. The Gladstone Schools Equity Stance was provided to the Board. The Equity Committee has reviewed the proposed priorities for 2020-21, the plan foundation and Draft Student Success Plan.

- **Equity Committee**
  Jeremiah Patterson introduced Lennie Bjornsen, Director of Family and Student Supports and Kala Ott, 6th Grade Teacher at Kraxberger Middle School, who presented on behalf of the Gladstone Equity Committee. Lennie Bjornsen gave a brief history of the development of the Gladstone Equity Lens and questions. Fourteen staff members were provided with extra professional development focused on equity. Guidance from Daryl Dixon, trainer and speaker with Diversity Resources helped the committee think about the plan using the lens and questions to critique the Gladstone draft Student Success Plan. The equity committee’s top priorities are more counselors K-8; more mental health supports; more staff, staff supports for academic and mental health; more electives, and clubs during school and after school. There was a question about helping disadvantages groups as well as all students. The new supports will help all students while focusing on disadvantaged groups. Kala Ott commented that when a student receives more supports at the Elementary level it will manifest throughout all of the school years. There was a discussion regarding microaggressions happening in schools and the fact that the district has few staff of color that students of color can connect to. Bob Stewart, Superintendent thanked the equity team for their exceptional work.

- **Financial Aspects of SIA**
  Samantha Nelson, Director of Finance and Operations, reported the SIA will bring a new account function to school districts. It will become part of the normal budget process adding a new layer. At this time the 2018-19 school year Average Daily Membership (ADM) is being used to estimate the SIA funds for Gladstone School District. For the 2020-21 school year the 2019-20 ADM will be used. There was a comment about the district’s declining enrollment effecting funds and the impacts in a year or two. The
State has not been clear on the first distribution of SIA funds. They can only distribute what they receive from taxpayers. She anticipates a reconciliation process and hopes the State uses reserves for any gaps. Bob Stewart said this planning process will need to be repeated and believes the guidelines at the State will be more defined for the 2021-22 school year. After the second year the SIA grant process is to become a three year process.

- **Community Engagement**
  Leslie Robinette, Communications Coordinator, reported on the ways the district involved parents, staff and students in prioritizing investments of the Student Success Funds. The District had more than 3,400 individual contacts with parents, students, and staff. Outreach activities included seven Soup with the Superintendent parent focus group events, Youth Truth and district surveys, student focus groups and staff discussions. Leslie Robinette shared eight major themes that emerged from those activities; more counseling, social-emotional and mental health supports; more hands-on learning, vocational pathways, electives and elementary specials; more staff supporting students; more culturally-specific services for students of color; more free or affordable after school activities and sports; more academic supports; more nursing/health supports; and more bridges to college or vocational training. The Board complimented Leslie for her work and the work of the district on these outreach activities. The Board is proud of the community for participating and sharing their voice.

  Bob Stewart asked the Board to use the list of priorities for 2020-21 as a score card during presentations.

- **Impact on Special Education**
  Kelly Welch, Director of Special Education reported families who receive special services really appreciated this process. They opened up and felt a level of vulnerability that was a powerful opportunity for their voice. Families have called with additional comments since the focus group. She shared with the Board the placement of services needed as students move from building to building as defined in an Individual Education Plan (IEP). Transition services between buildings would be a huge benefit for families to be more settled. It would be a huge service for students to have access to areas where they can share their strengths outside of reading, math, and writing. Inclusion of equity in learning styles will help all students. There was a brief discussion regarding targeting areas for additional help, funding for special services at the federal level and impacts through the regular budget process.

- **Impact on Gladstone Center for Children and Families**
  Jere Applebee, Principal/Director, highlighted needs at GCCF which included mental and physical health, math support, and early learning/preschool opportunities. Additional adult supports, class size, health room support and math intervention would make the biggest impact at the center. He gave behavioral statistics in the building and family dynamics that require extra counselor support. Presently, one counselor is shared between more than 800 students. Professional development is needed for staff to help with students learning to navigate through difficult life situations and their own self-
care. Their goal is to send regulated students to John Wetten Elementary. The Board asked how many counselors are needed. It was recommended at least one counselor K-2 and one counselor for grades 3-5. The new Bridges curriculum is going well. Ongoing professional development is needed as well as additional supports for math interventions. Clackamas Head Start, Clackamas ESD and other partners are working to revamp preschool through the 2020 Preschool Promise through Oregon Early Learning Division. He is excited about this opportunity and hopes Gladstone will be part of a demonstration site.

- **Impact on John Wetten Elementary**
  Wendy Wilson, Principal, reported having multiple staff engagement conversations about SIA. She shared some of the questions she asked staff to think about. Their top priorities to focus on are more counseling, more nursing, smaller class sizes, additional EL supports, math professional development and interventions, after school activities, and additional custodial staff. Wendy noted the importance of counselors in buildings. She talked about the Culture of Care program and counselor partnerships with Western Psychological. Additional help is not only needed for students and families but also to help support staff. There was a question about staff access for mental health supports. Bob Stewart reminded the Board that staff does have access to an Employee Assistance Program (EAP) through our benefit provider Oregon Educator Benefit Board (OEBB). The program is well used. The District does not receive reports from the program. There was discussion regarding more afterschool clubs and activities at the elementary level and the barriers of not having transportation for after school activities as well as the need for snacks. There was also discussion of needing another support staff person to help with the Maker Space. Wendy Wilson wants to see the RTI program go to the next level including math interventions, additional supports, and professional development. There is a need for summer programs such as a reading camp and a social/emotional camp. The elementary will need to reorganize the way classrooms are being used to accommodate additional teachers to meet the targeted class size. Additional health room support is needed as well a bilingual assistant and custodial staff. There was a brief conversation about how the elementary will use the cafeteria areas to accommodate additional students receiving free lunch and the need for more space to serve families needing Extended Day. There was a question about the hiring plan. Bob Stewart said there are a lot of strategies. He believes Gladstone has a good reputation and is offering competitive salary and benefits. As soon as the Board approves the SIA application the district will begin posting for positions. The district plans to have a table at the educator job fair this spring. The goal is to be in front of all of the districts adding new staff.

- **Impact on Kraxberger Middle School**
  Heather Bailey, Principal, reported her staff has collaborated on the needs at Kraxberger. An additional counselor with a strong college/career focus is needed to help students at middle school set goals as they transition to high school. Partnerships with an agency to help with staff diversity will help boost connections for students of color. Reduced participation fees for sports will allow for more participation, encourage
connectivity and school spirit. Added EL supports are needed. Currently one staff member is shared with the high school. There are limited opportunities for students to receive additional math help. They need to expand their electives for students. Music staff is shared with the high school limiting the schedule. More Art and Spanish options are needed as well as a STEM focused elective. Presently students in EL or Special Services do not get an elective. Kraxberger is exploring the idea of going to a seven period day so that there are more options for students. An increase of teaching staff would be needed. Bob Stewart said class size reduction gets complicated at the secondary level because teacher certifications are required for each subject.

- Impact on Gladstone High School
  Kevin Taylor, Principal, reported they see so many students in crisis. There is need for more mental health partners. Counselors need more connections so they can provide referrals to students and families. Additional professional development is needed for all staff to be able to speak to students in crisis such as suicide prevention training and mindful/wellness teaching. Students of color have said they do not see themselves in staff or in curriculum. Additional EL and bilingual staff are needed. Presently students are teaching students, taking away from that student learning. Kevin Taylor said they are focusing on transitions such as the 9th grade student success coach. After school help for 9th graders is needed and additional supports for efforts to identify and get interventions to students. They would like to see more health and PE options for students as well as funding for more college credit options and curriculum for teaching soft skills to students. The nurse is only present at the high school one day a week. It is not enough. The high school has big kids with big problems; several medically fragile students. The current staffing for the health room does not allow sufficient time for the nurse to check in.

b. The Board discussed the next steps for Gladstone’s Preliminary Draft application for SIA.

Surveys on the priorities for 2020-21 and the draft Student Success Plan will be sent to staff and families. Responses will be forwarded for review. The goal will be to bring the SIA application to the Board at the February 12 regular Board meeting. April 15 is the deadline for requesting funds. The consensus of the Board was to move forward with the draft as presented. The Board thanked the administrators for bringing their perspectives.

Steve Stewart wants to be sure that all kids are served and the students doing okay are not forgotten.

Stacey Moncrief asked that the draft plan include those items repeated from administrators this evening.

Erik Richter said he heard loud and clear that counselors are needed. He is concerned that we are only seeking one additional counselor.

Greg Lind said it was impressive to hear all of the administrators backing each other and students.
Bob Stewart reminded the Board that they are being mindful of a flexible SIA. He asked them to email or call if they have any additional thoughts or comments.

3. PUBLIC PARTICIPATION

a. The Board asked for comments from the public on the SIA plan.

Kelly Chaney, parent of a current high school student, said she took the survey and so did her child. Her student has not had the opportunity for other electives due to her participation in band. She would like to see more female teachers in Science and Math at the high school level and more information on how to access scholarships. She suggested making school more fun by adding more fun days like PJ day. Kelly Chaney is a very involved parent and she said she has a hard time finding out things.

Kevin Zerzan, Science Teacher at Gladstone High School and Teacher Association President, said he is really excited and happy to see the support. New programs will take time and work.

4. ADJOURNMENT

The next regular School Board meeting is scheduled at 6:30 pm on Wednesday, February 12, 2020, at the School District Administration Office, 17789 Webster Road, Gladstone, Oregon.

Board Chair, Jay Schmidt adjourned the regular session at 8:55 pm.

ATTEST:

_________________________________________  _______________________________________
Jay Schmidt, Board Chair  Date

_________________________________________  _______________________________________
Bob Stewart, Superintendent  Date
Today's Date: 1-17-20

To: GLADSTONE SCHOOL BOARD

From: Emily Smith (Supervisor’s name)
Head Coach (Title)
Softball (Sport/Activity)

Re: Permission request to travel overnight

Dear School Board,

Please consider the following request for travel:

Who: Varsity Softball (Group(s) participating)
Where: Sisters, Oregon (Host facility)
When: March 21-23rd (Date(s))

Funding: District funds X ASB funds ______ Participant

List use of each fund: Bus, Food

Number of participants: ≈ 12

Lodging: 4th Sisters condo

Transportation: Bus

Chaperone name(s): Emily Smith & Ashley Browning

Reason for trip: We play Sisters Monday the 23rd in a double header. We would like to extend the trip for team bonding.

**Please provide itinerary (if available)

_________________________ Supervisor’s signature

_________________________ Contact number
Today’s Date: 2/5/2020

To: GLADSTONE SCHOOL BOARD

From: Casey Webster  
Head Coach  
Baseball  
(Supervisor’s name)  
(Title)  
(Sport/Activity)

Re: Permission request to travel overnight

Dear School Board,

Please consider the following request for travel:

Who: Varsity Baseball  (Group(s) participating)
Where: Newport High School  (Host facility)
When: March 23 and March 24  (Date(s))

Funding: District funds  
× ASB funds  
× Participant

List use of each fund:  Hotel & Food

Number of participants: 13-15

Lodging: Working on this.

Transportation: Minibus

Chaperone name(s): Casey Webster, Dan Lee, Brian Johnson

Reason for trip: Play 3 BB games against top 4A teams in the state.

**Please provide itinerary (if available)

[Signature]

Supervisor’s signature

[Contact number]

ext. 452
Candidate: Sarah Lennox

Position: Temporary Contract: Language Arts Teacher (1.0 FTE)
Kraxberger Middle School

Sarah Lennox earned a masters in teaching in 2018 from Marylhurst University. It is recommended Sarah Lennox be hired on a temporary contract.

Candidate: Sarah Astenius

Position: Long Term Sub: Counselor (1.0 FTE)
John Wetten Elementary School

Sarah Astenius will sub for Naomi Stadeli. It is recommended Sarah Astenius be hired on a long term substitute contract.
## Table of Contents

### Section E: Support Services

<table>
<thead>
<tr>
<th>Policy Area</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Program</td>
<td>EB</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>EBAC</td>
</tr>
<tr>
<td>Centralized Safety Committee</td>
<td>EBAC-AR</td>
</tr>
<tr>
<td>Integrated Pest Management</td>
<td>EBB</td>
</tr>
<tr>
<td>First Aid**</td>
<td>EBBB</td>
</tr>
<tr>
<td>Infection Control and Bloodborne Pathogens</td>
<td>EBBAA/GBEBC/JHCCC</td>
</tr>
<tr>
<td>Injury/Illness Reports</td>
<td>EBBB</td>
</tr>
<tr>
<td>Emergency Procedures and Disaster Plans</td>
<td>EBC/EBCA</td>
</tr>
<tr>
<td>Emergency Drills</td>
<td>EBCB</td>
</tr>
<tr>
<td>Emergency Closures**</td>
<td>EBCD</td>
</tr>
<tr>
<td>Access to Buildings</td>
<td>ECAA</td>
</tr>
<tr>
<td>Vandalism/Malicious Mischief/Theft**</td>
<td>ECAB</td>
</tr>
<tr>
<td>Video Surveillance</td>
<td>ECAC</td>
</tr>
<tr>
<td>Unmanned Aircraft System (UAS) a.k.a. Drone</td>
<td>ECACB</td>
</tr>
<tr>
<td>Traffic and Parking Controls</td>
<td>ECD</td>
</tr>
<tr>
<td>Energy Conservation</td>
<td>ECF</td>
</tr>
<tr>
<td>Authorized Use of District Equipment and Materials *</td>
<td>EDC/KGF</td>
</tr>
<tr>
<td>Recycling</td>
<td>EDD</td>
</tr>
<tr>
<td>Sustainability</td>
<td>EDDA</td>
</tr>
<tr>
<td>Student Transportation Services*</td>
<td>EEA</td>
</tr>
<tr>
<td>School Bus Scheduling and Routing</td>
<td>EEAB</td>
</tr>
<tr>
<td>School Bus Safety Program</td>
<td>EEAAC</td>
</tr>
<tr>
<td>Student Conduct on School Buses</td>
<td>EEACC</td>
</tr>
<tr>
<td>Discipline Procedures for District-Approved Student Transportation</td>
<td>EEACC-AR</td>
</tr>
<tr>
<td>Video Cameras on Transportation Vehicles*</td>
<td>EEACCA</td>
</tr>
<tr>
<td>Video Cameras on Transportation Vehicles *</td>
<td>EEACCA-AR</td>
</tr>
<tr>
<td>Use of District Activity Vehicles for Student Transportation</td>
<td>EEACD</td>
</tr>
<tr>
<td>Loading and Unloading</td>
<td>EEACE</td>
</tr>
<tr>
<td>Student Transportation in Private Vehicle</td>
<td>EEAE</td>
</tr>
<tr>
<td>Proof of Vehicle Liability Insurance</td>
<td>EEAE-AR</td>
</tr>
<tr>
<td>Use of Private Vehicles for District Business</td>
<td>EEBB</td>
</tr>
<tr>
<td>Local Wellness Program</td>
<td>EFA</td>
</tr>
<tr>
<td>District Nutrition and Food Services</td>
<td>EFAA</td>
</tr>
<tr>
<td>Reimbursable Meals and Milk Programs</td>
<td>EF AAA-AR</td>
</tr>
<tr>
<td>Reproduction of All Copyrighted Materials</td>
<td>EGAAA</td>
</tr>
<tr>
<td>Health Insurance Portability and Accountability Act</td>
<td>EHA</td>
</tr>
</tbody>
</table>

The following symbol is used on some policies:
As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.
Gladstone School District 115

Code: EB
Adopted: 6/09/10
Orig. Code: EB

Safety Program

Safe buildings, grounds and equipment will be maintained in order to prevent accidents or injury to students, employees and others from fire, natural disasters, mechanical and electrical malfunction and other hazards.

Buildings will be planned, constructed, equipped and maintained in accordance with appropriate local, state and federal safety regulations.

Buildings will be provided with alarm systems, fire extinguishers and other safety devices required by state and federal laws and regulations.

The superintendent or designee will develop and implement a safety program which will include, but not be limited to, compliance with and enforcement of all state and federal laws, rules and regulations.

END OF POLICY

Legal Reference(s):

ORS 329.095
ORS 654.003 to -654.022

OAR 437-001-0760
OAR 437-002-0020 to -0081
OAR 437-002-0100
OAR 437-002-0140

OAR 437-002-0144
OAR 437-002-0145
OAR 437-002-0180 to -0182
OAR 437-002-0260 to -0268
OAR 437-002-0360
OAR 437-002-0368
OAR 437-002-0377

OAR 437-002-0390
OAR 437-002-0391
OAR 581-022-2030
OAR 581-022-2225
OAR 581-022-2250


Corrected 9/19/19
Gladstone School District 115

<table>
<thead>
<tr>
<th>Code:</th>
<th>EBAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopted:</td>
<td>6/09/10</td>
</tr>
<tr>
<td>Orig. Code:</td>
<td>EBAC</td>
</tr>
</tbody>
</table>

**Safety Committee**

A centralized safety committee shall be established to implement the district’s safety program as part of an ongoing effort to help ensure the safety of students, staff and others while on district property.

The superintendent or designee will coordinate the district’s safety committee efforts and maintain all necessary records.

The superintendent or designee will develop administrative regulations as may be necessary to implement this policy and meet the applicable Oregon Occupational Safety and Health Division requirements.

**END OF POLICY**

**Legal Reference(s):**

<table>
<thead>
<tr>
<th>ORS 654.176</th>
<th>OAR 437-001-0765</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORS 654.182</td>
<td>OAR 581-022-2225(7)</td>
</tr>
</tbody>
</table>

Corrected 9/19/19
Centralized Safety Committee

District Safety Officer

The superintendent shall designate a district safety officer. The safety officer shall:

1. Establish a centralized safety committee, to advise the safety officer, on implementing and monitoring the district’s safety program.

2. Be responsible for writing and implementing a district safety program. (The written program shall include reporting procedures and in-service safety training program.).

3. Coordinate all matters relating to safety and shall make, or cause to be made, periodic inspections of sites and review with the site safety manager the status of record keeping, reports and meeting agendas.

4. Maintain a liaison relationship with applicable agencies outside the district.

5. Assist all administrators and department supervisors as necessary in the preparation and implementation of their safety programs.

6. Maintain the accident record system; make necessary reports, personally investigate fatal, serious and potentially serious accidents; and check corrective action taken by teachers or other personnel to eliminate causes of accidents.

7. Establish specific goals for the district’s safety program and evaluate goals and accomplishments on a regular basis.

Centralized Safety Committee

A centralized safety committees shall be established to represent the safety and health concerns of all district employees and students.

The centralized safety committee shall be composed of an equal number of employer and employee representatives. A centralized safety committee must represent health and safety concerns of all district sites. When agreed upon by employees and the district, the number of employees on the committee may be greater than the number of district representatives. The committee will consist of no fewer than four members for districts with more than 20 employees.

A reasonable attempt will be made to ensure that committee members represent major work activities (i.e., teacher, custodian, food service worker, administrator).
Employee representatives shall be volunteers or elected by their peers. Members of the committee shall serve at least a continuous one year term. Terms shall be staggered to provide continuity. There shall be a chair elected by the safety committee.

Employee representatives attending safety committee meetings shall be compensated by the employer at the regular hourly wage.

**The Centralized safety committee will:**

1. Hold regular meetings at least once a month except months when quarterly workplace safety inspections are made. This does not exclude other months from safety committee meetings if more frequent safety inspections are conducted. Quarterly safety committee meetings may be substituted for monthly meetings when the committee’s sole area of responsibility involves low hazard work environments such as the district office.

2. Provide written agendas for each meeting which shall set the order of business.

3. Make written records of each meeting which the district shall review and maintain for three years for inspection.

4. Post and send copies of meeting records to committee members.

5. Assist in creating a hazard-free work environment by:
   
   a. Recommending to the district how to eliminate hazards in the workplace and promoting employee adherence to safe work practices; and
   
   b. Using lines of communications to promote cooperative attitudes between all persons involved in the operations of the workplace.

Duties of the centralized safety committee will include:

1. Establishing procedures for minimum quarterly workplace safety inspections of a safety committee inspection team to locate and identify safety and health hazards. The safety inspection team shall include employer and employee representatives. The team shall document the location and identity of the hazards and make recommendations as to how and when the hazards will be corrected;

2. Establishing procedures for investigating all significant safety-related incidents including injury accidents, illnesses and deaths for the purpose of recommending corrective action necessary to prevent similar events from recurring;

3. Evaluating district policies which may affect safety and health in the workplace and make recommendations for changes to existing policies or adoption of new policies;

4. Evaluating all the accident and illness prevention programs brought to the committee’s attention and making recommendations necessary to make the programs more applicable to the workplace;

5. Establishing a system whereby the safety committee can obtain information that would help in creating a hazard-free work environment, directly from all persons involved in the operations of the workplace. The information obtained shall be reviewed at the next safety committee meeting;
6. Establishing procedures for the review of all safety and health inspection reports made by the committee and making necessary recommendations;

7. Establishing procedures for the review of corrective action taken on the committee’s recommendations or determining the reasons why no corrective action was taken;

8. Making all reports, evaluations and recommendations of the safety committee a part of the minutes of the safety committee; and


**Degree of Authority**

The centralized safety committee is authorized to make written suggestions to the district safety officer, based on its experiences, inspections and input from other employees, students and district patrons as appropriate.

Corrected 9/19/19
Gladstone School District 115

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the district shall adopt an integrated pest management plan (IPM) which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
   a. Protect the health and safety of students and staff;
   b. Protect the integrity of district buildings and grounds;
   c. Maintain a productive learning environment; and
   d. Protect local ecosystem health.

2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;

3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;

4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;

5. Evaluates the need for pest control by identifying acceptable pest population density levels;

6. Monitors and evaluates the effectiveness of pest control measures;

7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;

8. Excludes the application of pesticides for purely aesthetic purposes;

9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

---

1 See Integrated Pest Management Program for Oregon Schools at http://blogs.oregonstate.edu/schoolipm/. The program includes access to Resources & Forms including Model plans for large school districts and small school districts.
10. Gives preference to the use of nonchemical pest control measures;

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and

12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The district shall designate the Maintenance Supervisor as the Integrated Pest Management Plan Coordinator and give them the authority for overall implementation and evaluation of the IPM plan.

**Integrated Pest Management Plan Coordinator**

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;

2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;

3. Oversee pest prevention efforts;

4. Ensuring identification and evaluation of pest situation;

5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;

6. Ensure the proper use and application of pesticide applications when nonpesticide controls have been unsuccessful;

7. Evaluate pest management results; and

8. Keep for at least four years following the application date, records of applied pesticides that include:
   a. A copy of the label;
   b. A copy of the Safety Data Sheet (SDS);
   c. The brand name and U.S. Environmental Protection Agency (USEPA) registration number of the product;
   d. The approximate amount and concentration of pesticide applied;
   e. The location of where the pesticide was applied;
   f. The type of application and whether the application was effective;
   g. The name(s) of the person(s) applying the pesticide;
h. The pesticide applicator’s license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;

i. The dates and times for the placement and removal of warning signs; and

j. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints.

10. Conduct outreach to district staff about the district’s IPM plan.

END OF POLICY

Legal Reference(s):

ORS 634.116
ORS 634.700 - 634.750

Corrected 9/19/19
First Aid**

In cases of sudden illness or injury to a student or staff member, first aid will be given by school staff. Further medical attention for a student is the responsibility of the student’s parent, or of someone the parent(s) designate in the case of emergency.

Each principal is charged with providing for the immediate care of ill or injured persons within his/her area of control.

Staff members shall report self-administered first-aid treatment to an immediate supervisor.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid equipment. All employees are expected to know where first-aid supplies are kept in their work areas.

Designated employees in each building shall hold current first-aid cards. In compliance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans. Names of the designated employees will be posted.

END OF POLICY

Legal Reference(s):

ORS 30.800
ORS 437-002-0042
ORS 437-002-0120 to -0139
ORS 437-002-0161
ORS 437-002-0360
ORS 437-002-0377
ORS 437-002-2050
ORS 437-002-2220
ORS 437-002-2225
ORS 581-053-0003(37)
ORS 581-053-0220(3)(B)(iii)
ORS 581-053-0320(5)(b)
ORS 581-053-0420(2)(f)(B)

Corrected 9/19/19
Infection Control and Bloodborne Pathogens

The Board recognizes that staff and students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, AIDS, HBV\(^1\) and/or other bloodborne pathogens\(^2\).

The district shall develop an Exposure Control Plan that includes infection control procedures, and procedures to minimize and eliminate exposure incidents to bloodborne pathogens.

Infection Control

Staff and students shall receive an annual in-service that includes correct procedures for cleaning up body fluid spills and for personal cleanup, appropriate disposal, immunization and personal hygiene, as well as the location and a content review of first-aid and clean-up kits. Kits shall be available for each room in the building and in each district vehicle.

In addition to an annual in-service, staff and students on a regular basis will receive HIV, AIDS and HBV information.

The information shall emphasize infection - how infection is spread as well as how it is not spread.

\(^1\) HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus
\(^2\) “Bloodborne pathogens” are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, Hepatitis B virus (HBV) and Human Immunodeficiency Virus (HIV).
Bloodborne Pathogens

The Exposure Control Plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;
2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of immunization with Hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter. Personal protective equipment appropriate to job tasks shall be provided by the district. A post-exposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that, as required by Oregon Administrative Rule (OAR) 437-002-1030, employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate.

Documentation, including a sharps injury log, will be maintained as required by OAR 437-002-1030(3) and 437-002-1035.

The district will cooperate with the Oregon Health Authority, the local health department and the education service district in delivering HIV, AIDS and HBV education

END OF POLICY

Legal Reference(s):

OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-0705
OAR 581-022-1440
OAR 581-053-0517(13)(c)(e)

Cross Reference(s):

EBBA - First Aid
GBEBC/JHCCC/EBBAA - Infection Control - HIV, AIDS, HBV
JHCCC/EBBAA/GBEBC - Infection Control - HIV, AIDS, HBV

Corrected 9/19/19
Injury/Illness Reports

All injury/illness sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. All accidents involving students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related1 illness or injury resulting in an overnight hospitalization for medical treatment,2 the district shall inform the Oregon Occupational Safety and Health Division (OR-OSHA). This report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes3 shall be reported to OSHA within eight hours.

ALL injuries/illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The district safety officer will maintain records and reports on serious injuries/illnesses including those involving district property or employees, students or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the superintendent for review annually4.

END OF POLICY

Legal Reference(s):
ORS 339.309  OAR 437-001-0015  OAR 437-001-0760
ORS 581-022-2225

---

1 An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

2 Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

3 A catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

4 Annual reporting is required, but may occur more often.
Emergency Procedures and Disaster Plans

The superintendent or designee will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly behavior, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and safety threats on district property. The superintendent will consult with community and county agencies while developing this plan.

The district’s Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district’s plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

ORS 192.660(2)(k)  ORS 433.441  OAR 581-022-2030(3)(c)
ORS 332.107  OAR 581-022-2220
ORS 433.260  OAR 581-022-2225

Corrected 9/19/19
Emergency Drills

Each building administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes.

All schools are required to instruct and drill students on emergency procedures so that students may respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a tsunami hazard zone and safety threats. Instruction on fires, earthquakes, and safety threats and drills for students, shall be conducted for at least 30 minutes each school month.

Fire Emergencies

The district will conduct monthly fire drills. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place, and evacuation and other appropriate actions to take when there is a threat to safety.

The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY
Legal Reference(s):

ORS 192.660(2)(k)  ORS 476.030(1)  OAR 581-022-2225
ORS 336.071

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

Corrected 9/19/19
Emergency Closures**

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal of students.

The superintendent will develop and maintain such plans and procedures as are necessary to carry out alternate school and bus schedules.

At the beginning of each school year, students, parents and staff will be informed of the procedures used to notify them in case of an emergency closure.

END OF POLICY

Legal Reference(s):

- OAR 437-002-0360
- OAR 437-002-0377
- OAR 581-022-2225
- OAR 581-022-2320
- OAR 581-053-0004

Cross Reference(s):

EEAC - School Bus Safety Program

Corrected 9/19/19
Gladstone School District 115

Access to Buildings

The superintendent or designee will control access to district buildings as appropriate and necessary to protect property, students and personnel.

Each principal, with the superintendent’s or designee’s approval, will develop regulations designed to control the use of building keys and to ensure that buildings are adequately closed and locked when no authorized personnel are present. Staff who fail to obey such regulations may be disciplined up to and including dismissal. Students who fail to obey such regulations may be disciplined.

END OF POLICY

Legal Reference(s):

ORS 164.205 to -164.270  ORS 332.107  ORS 332.172

Corrected 9/19/19
Vandalism/Malicious Mischief/Theft**

Students and community members are urged to cooperate in reporting any incidents of vandalism, malicious mischief, or theft and the name or names of the person or persons believed to be responsible.

Each district employee will report to the principal or other person in authority incidents of vandalism, malicious mischief, or theft and the name of the person or persons responsible, if known.

A principal will submit a report of any incidents of vandalism, malicious mischief, theft, or damage to district property, to the superintendent. The superintendent will report to the Board major reports of vandalism, malicious mischief, theft or damage to district property.

The district may offer a reward to an individual(s) who provides information that results in the apprehension of a person(s) guilty of vandalism, malicious mischief, theft or other criminal acts against the district. The amount of reward shall be determined by the superintendent on a case-by-case basis within any guidelines set by the Board.

The superintendent is authorized to sign a criminal complaint and to press charges against those committing acts of vandalism, malicious mischief against district property, or theft of district property. It is the policy of the Board to seek all legal remedies against persons found to have committed such acts. Full restitution for the damage will be sought from such persons, or, in the case of minors, from their parents.

Records requested by another district to determine a student’s appropriate placement may not be withheld.

A student who willfully destroys district property through vandalism, malicious mischief, theft or arson, who commits larceny, or who creates a hazard to the safety of other people on district property will be disciplined in accordance with state law and the Board’s policies on student suspensions and expulsions and referred to law enforcement authorities.

Any staff member who fails to report such an act, or willfully destroys district property through vandalism, malicious mischief, theft or arson, who commits larceny or who creates a hazard to the safety of other people on district property will be disciplined, up to and including dismissal and referred to law enforcement.

The district is not liable or responsible for personal property brought onto district property.

END OF POLICY
<table>
<thead>
<tr>
<th>Legal Reference(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORS 30.765</strong></td>
<td><strong>ORS 326.575</strong></td>
</tr>
<tr>
<td><strong>ORS 164.345</strong></td>
<td><strong>ORS 332.107</strong></td>
</tr>
<tr>
<td><strong>ORS 164.365</strong></td>
<td><strong>ORS 339.240</strong></td>
</tr>
</tbody>
</table>

**Cross Reference(s):**

- ECAC - Video Surveillance
- JFC - Student Conduct
- JN - Student Fees, Fines and Charges
- JO/IGBAB - Education Records/Records of Students with Disabilities
- KGB - Public Conduct on District Property

Corrected 9/19/19
Video Surveillance

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent.

The district shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on district property.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement.

A video recording may become a part of a student’s educational record or a staff member’s personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 192.420 to -192.505
ORS 326.565
ORS 326.575
ORS 332.107
ORS 336.187
ORS 342.850
OAR 166-400-0010 to -0065
OAR 581-021-0210 to -0430
OAR 581-022-2260


Cross Reference(s):

ECAB - Vandalism/Malicious Mischief/Theft
Gladstone School District 115

Code: ECACB
Adopted: 11/09/19
Orig. Code: ECACB

Unmanned Aircraft System (UAS) a.k.a. Drone

(Updated with Nov Update)

Any employee, volunteer, or representative of the district operating a district unmanned aircraft system (UAS) shall do so in accordance with this policy, and all applicable Federal Aviation Administration (FAA) and Oregon Department of Aviation (ODA) regulations and local laws.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine. A small unmanned aircraft, as defined by law, may be operated by the district. A small unmanned aircraft must weigh less than 55 pounds, including the weight of anything attached to or carried by the aircraft and must be registered through the FAA and ODA. The district will register as a user of such with ODA.

Publicly supported kindergarten through grade 12 school programs and publicly-supported entities that support K-12 schools or after school K-12 programs are exempt from the requirement to pay the ODA registration fee.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics, and airplane design and construction, which can also serve as an academic tool in other areas such as television, film production or the arts in general. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.

Prior to operating a UAS, the district will review all airspace, certification, registration, and other requirements. When operating in the National Airspace System (NAS), the supervisor (instructor/teacher) of the educational UAS shall hold a current pilot certification described in 14 C.F.R. Part 107 or have a Certificate of Authorization as described in 49 U.S.C. § 44801, so any student(s) can fly under their direct supervision, and to be in compliance with current FAA regulations. District staff will not operate more than one UAS at the same time.

District employees shall work with administrators to ensure that proper insurance, registration as required by FAA and ODA, reporting to FAA, and authorization from district administration are in place prior to adoption of curriculum that allows operation of a UAS as part of the district’s curriculum.

1 https://www.faa.gov/uas/educational_users/
Unmanned Aircraft System (UAS) a.k.a. Drone – ECACB

2-3

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA) at OSAA-sanctioned events. Use of a UAS at other district-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.501 on the district’s website.

The district will report accidents involving a UAS to FAA no later than 10 calendar days after the accident when it involves:

1. Serious injury to any person or any loss of consciousness; or

2. Damage to any property, other than the small UAS, unless the cost of repair (including materials and labor) does not exceed $500, or the fair market value of the property does not exceed $500 in the event of total loss.

Third Party Use

Third party use of a UAS on district property or at district-sponsored events or activities on district property for any purpose is prohibited, unless granted permission from the designee.

If permission is granted by the designee, the third party operating a UAS will comply with all FAA and ODA registration and use regulations and shall provide the following to the district:

3. Proof of insurance that meets the liability limits established by the district.

---

2 http://www.osaa.org/governance/handbooks/osaa #85

3 Procedures must include: the length of time data will be retained by the district; specifications for third party storage of data, including handling, security and access to the data by the third party; a policy on disclosure of data through intergovernmental agreements.
4. Appropriate Proof of UAS registration and authorization (including a certificate identified in 14 C.F.R. Part 107 or a Certificate of Authorization described in 49 U.S.C. § 44801) issued by the FAA; proof of user registration with ODA when required; and

5. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.

END OF POLICY

Legal Reference(s):

ORS 164.885
ORS 174.109
ORS 192.345
ORS 837.300 - 837.390
ORS 837.995
ORS 837.360
OAR 738-080-0015 - 0045
OAR 738-080-0015 - 0045

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #87.

4 A public body, as defined in ORS 174.109, operating an unmanned aircraft system must register as a user with ODA. (ORS 837.360)

Corrected 9/19/19
Traffic and Parking Controls

The superintendent will authorize parking areas and post notices on district property designated for staff, student and visitor parking and parking for persons with disabilities and other classifications of parking areas as may be necessary.

Any vehicle not parked in authorized areas may be towed away and stored. All charges for towing and storing will be the responsibility of the owner or operator of the vehicle.

Any person failing to abide by the district’s parking regulations may be further prohibited from bringing any vehicle on district property.

Principals will establish regulations as necessary for the use and control of staff and student parking areas around their buildings. Such regulations will be made available to staff, students and parents.

END OF POLICY

Legal Reference(s):

ORS 332.172
ORS 332.445
ORS 447.233
OAR 581-022-2405


Cross Reference(s):

JHFD - Student Vehicle Use
KGB - Public Conduct on District Property

Corrected 9/19/19
EnergE Conservation

The district encourages and supports an energy conservation and education program to substantially lower consumption of electricity, natural gas, gasoline and water. It will be the responsibility of each district employee and student to participate in conservation efforts to reduce consumption to levels prescribed by state and federal guidelines while maintaining programs.

It is the responsibility of district administrators, through the superintendent’s office, to implement, direct, monitor, evaluate and report district energy conservation efforts.

END OF POLICY

Legal Reference(s):

| ORS 332.107 | ORS 455.560 to 455.575 | Corrected 9/19/19 |
Gladstone School District 115

Code: EDC/KGF
Adopted:

Authorized Use of District Equipment and Materials *

District materials and equipment will be used only for school purposes by district personnel.

Exceptions to this policy must be approved by the superintendent or designee and authorized use shall be consistent with Oregon Revised Statute (ORS) Chapter 244.

END OF POLICY

Legal Reference(s):
ORS Chapter 244  ORS 332.107  OAR 584-020-0040

OREGON GOVERNMENT ETHICS COMM’N, OR. GOV’T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008).

Corrected 12/2019
Gladstone School District 115

Recycling

The district will make a concerted effort to conserve its resources. An act of good citizenship is the conservation of natural resources and energy. Therefore, staff and students will make resource conservation a part of the district’s physical operation and educational program.

Resource conservation in the district will be implemented by:

1. The efficient utilization of resources;
2. Limited use of disposable materials;
3. Limited use of nonbiodegradable products;
4. The use of best practices for resource management.

The district will cooperate in the recycling efforts of the community. The superintendent will direct a districtwide system for recovery of waste and separating recyclable materials.

The district shall give preference to recycled materials if the materials are available, can meet applicable standards, are comparable and do not exceed cost by more than 5 percent.

END OF POLICY

Legal Reference(s):

ORS Chapters 279A, 279B and 279C  ORS 332.107

Corrected 11/07/19; Corrected 9/19/19
Gladstone School District 115

Code: EDDA
Adopted: 6/09/10
Orig. Code: EDDA

Sustainability

The district recognizes sustainability as a guiding principle and believes that our education system should lead the way in developing an ethic of sustainability in all of its practices. The district defines sustainability as “meeting the educational, environmental, social and economic needs of present generations without compromising the ability of future generations to meet their own needs.” Sustainability will be managed through efforts in balancing the mutually interdependent areas of education, environment, society and economy to ensure a healthy future for our students, staff, the district and the state of Oregon. The district believes that these actions are a natural extension of the district’s core mission and values.

Sustainability will be demonstrated through:

1. Leadership in sustainable management – striving to balance educational, economic, social and environmental issues in our daily decision-making;
2. Leadership in student achievement – incorporating environmental, social and economic sustainability concepts in our education of students;
3. Leadership in fostering student health and well-being – providing a physical environment that promotes the health, productivity and safety of students and staff;
4. Continual improvement – seeking new, expanded and improved ways to create a sustainable and restorative future.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corrected 11/07/19
Gladstone School District 115

Code: EEA
Adopted: 2/11/15
Orig. Code: EEA

Student Transportation Services*

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district, transporting from one school or facility to another and school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student’s school of origin\(^1\) as required by the Every Student Succeeds Act of 2015 (ESSA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the administration.

Elementary students in grades K-8 who live more than one mile from school will be transported. Secondary students in grades 9-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district’s approved supplemental plan.

Miles from school will be determined by the transportation contractor in accordance with Oregon Administrative Rule (OAR) 581-023-0040 (1)(c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

Transportation may be provided for resident students who have received approval to attend an out-of-district or out-of-attendance-area school.

The district may also provide transportation using federal funds\(^2\) or through cooperative agreements with local victims assistance units for a student to attend a safe district school\(^3\) out of the student’s attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

---

\(^1\) “School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

\(^2\) Federal funds means funds available through Title IV, Part A, and Title V, Part A.

\(^3\) If there is not another school in the district to which students can transfer, districts are encouraged, but not required to, explore other appropriate options, i.e., an agreement with a neighboring district.
Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child’s home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and those whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each student and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until four feet nine inches or age eight and the adult belt properly fits.4 A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law. Seating capacity will be in compliance with vehicle design and student grade levels.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus vehicle driver to the supervisor. The transportation contractor will, as soon as possible, inform the appropriate building principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the appropriate building administrator and transportation contractor.

The administrator or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate information and/or training to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus vehicle driver will be responsible for the school bus vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

4“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.
Legal Reference(s):

ORS 327.006  ORS 815.080  OAR 581-053-0040
ORS 327.033  ORS 820.100 to -820.190  OAR 581-053-0053
ORS 327.043  ORS 820.100 to -820.190  OAR 581-053-0060
ORS 332.405  OAR 581-021-0050 to -0075  OAR 581-053-0070
ORS 332.415  OAR 581-022-2345  OAR 581-053-0210
ORS 339.240 to -339.250  OAR 581-023-0040  OAR 581-053-0220
ORS 343.155 to -343.246  OAR 581-053-0002  OAR 581-053-0230
ORS 343.533  OAR 581-053-0003  OAR 581-053-0240
ORS 811.210  OAR 581-053-0004  OAR 735-102-0010
ORS 811.215  OAR 581-053-0010
ORS 815.055  OAR 581-053-0031


Cross Reference(s):

EEAB - School Bus Scheduling and Routing
EEAC - School Bus Safety Program
EEACC - Student Conduct on School Buses

Corrected 9/19/19; Corrected 1/2/20
Gladstone School District 115

Code: EEAB
Adopted: 6/09/10
Orig. Code: EEAB

School Bus Scheduling and Routing

Actual bus stops and routes will be determined by the transportation administrator and route supervisor and will be based upon efficiency, safety, Board policy and applicable state and federal laws and rules.

The determination of safe roads for school bus travel will be made by the contract services supervisor.

The superintendent or designee will:

1. Annually review and assess school bus routes, stops and loading zones for safety, changing student population, and supervision of students;

2. Advise parents of any changes in transportation policy affecting their children as early as possible and be responsive to parents’ calls for assistance in seeking alternatives to busing; and

3. Work with cities, the county and other appropriate governmental agencies on a continuing basis to inform them of transportation problems.

School bus routes will be planned and organized to ensure student safety and receive the maximum bus use efficiency.

1. Student safety shall always be the major part of any route decision.

2. Bus routing will be the responsibility of the transportation supervisor, or delegated representative, with the administrator’s assistance.

3. Anyone requesting a route change must be referred to the transportation supervisor or delegated representative.

4. Route conditions will be reviewed routinely.

5. Routes will be planned to ensure the least possible amount of time elapsing from first pick-up to school, commensurate with economic efficiency.

6. Bus routes shall traverse only those roads which are city, county, state or federal roads at the school district’s discretion.

7. Students living within one mile of school may be transported for health, safety and disability reasons when an approved supplemental plan is on file.

8. Secondary students eligible for bus transportation may be expected to walk up to one and one half miles to a bus stop once the student is on city, county, state or federal roads. Elementary students may be expected to walk up to one mile to a bus stop.
9. A fully supported seat shall be provided each student. Students must not stand.

10. Students may be transferred directly from one bus to another while being transported to and from school.

11. Where feasible, bus stops will be designated and students will be expected to gather at the assigned stop.

12. Transportation of students for nonschool group activities during regular school to home routes shall, in order to ensure adequate space, require written request from the parent and prior approval from the transportation supervisor.

END OF POLICY

Legal Reference(s):

ORS 332.405
OAR 581-023-0040
OAR 581-053-0002

Cross Reference(s):

EEA - Student Transportation Services

Corrected 9/19/19
School Bus Safety Program

The contract services supervisor will ensure instruction for students in school bus safety and emergency evacuation procedures. Drivers shall assist in the instruction.

Students who are regularly transported by the district shall receive the following instruction within the first six weeks of each half of each school year:

1. Safe school bus riding procedures, including but not limited to loading, unloading, and crossing;
2. Use of emergency exits; and
3. Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

Students who are not regularly transported by the district will be given the following instruction at least once in the first half of each school year:

1. Safe school bus riding procedures, including but not limited to loading, unloading, and crossing; and
2. Use of emergency exits.

The district will document and maintain records of the content and dates of instruction.

Buses will not exceed their seating capacities at any time unless an unforeseen or unusual circumstance arises. Passengers will be provided a seat that fully supports them. A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times.

A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Department of Transportation under ORS 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until four feet nine inches or age eight and the adult belt properly fits.1 A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles used for student transportation in excess of 10,000 pounds are exempt from this requirement unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

---

1 “Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.
During adverse weather conditions, the superintendent may alter bus schedules or cancel bus services. The superintendent or his/her designee will advise local radio stations and other media of any changes in bus schedules or services.

In the case of emergency or disaster, evacuation of students will be carried out according to the district’s emergency plan.

An accident review board will study accidents involving district buses and will make recommendations to avoid similar accidents.

END OF POLICY

Legal Reference(s):

ORS 811.210  OAR 581-053-0004  OAR 581-053-0410
ORS 811.215  OAR 581-053-0010  OAR 581-053-0420
ORS 815.055  OAR 581-053-0021  OAR 581-053-0430
ORS 815.080  OAR 581-053-0031  OAR 581-053-0440
ORS 820.100 to -820.190 OAR 581-053-0210  OAR 581-053-0445
ORS 820.100 to -820.190 OAR 581-053-0240  OAR 581-053-0510
ORS 437-002-0220 to -0227 OAR 581-053-0310  OAR 581-053-0520
ORS 581-022-2225 OAR 581-053-0320  OAR 581-053-0530
ORS 581-053-0002 OAR 581-053-0330  OAR 581-053-0540
ORS 581-053-0003 OAR 581-053-0340

Cross Reference(s):

EBC/EBCA - Emergency Procedures and Disaster Plans
EEA - Student Transportation Services
EBCD - Emergency Closures

Corrected 9/19/19
Student Conduct on School Buses

The following regulations will govern student conduct on school buses and will be posted in a conspicuous place in all buses:

1. Students being transported are under authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous material on the bus;
6. Students will not bring animals, except approved service animals, on the bus;
7. Students will remain seated while the bus is in motion;
8. Students may be assigned seats by the bus driver;
9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through the bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones; loud or vulgar language is prohibited;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and must refrain from damaging it;
15. Students will be courteous to the driver, fellow students and passersby;
16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

The superintendent will establish other administrative regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation and for disciplinary procedures. Such regulations will be available to all parents and students and posted in each school bus or other district vehicle.

Students who violate bus rules of conduct may be denied the use of district transportation.
END OF POLICY

Legal Reference(s):

<table>
<thead>
<tr>
<th>ORS 339.240</th>
<th>OAR 581-021-0050 to -0075</th>
<th>OAR 581-053-0004</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORS 339.250</td>
<td>OAR 581-023-0040</td>
<td>OAR 581-053-0010</td>
</tr>
<tr>
<td>ORS 820.100 to -820.190</td>
<td>OAR 581-053-0002</td>
<td>OAR 581-053-0210</td>
</tr>
<tr>
<td></td>
<td>OAR 581-053-0003</td>
<td></td>
</tr>
</tbody>
</table>


Corrected 11/07/19
Gladstone School District 115

Code: EEACC-AR
Revised/Reviewed: 6/09/10
Orig. Code: EEACC-AR

Discipline Procedures for District-Approved Student Transportation

All students eligible for district-approved student transportation shall receive safety instruction and be provided the behavior expectations outlined in a code of conduct for district approved student transportation.

Violation of the code of conduct or conduct which jeopardizes the health or safety of themselves and/or others, may result in the loss of district-approved transportation services.

1. Safety Instructions

a. At least once, within the first six weeks of each half of each school year, the transportation supervisor will direct all bus drivers to conduct instruction with all students who are regularly transported by the district.

The instruction will include:

(1) Safe school bus riding procedures, including but not limited to loading, unloading, crossing;
(2) Use of emergency exits; and.
(3) Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

b. At least once in the first half of each school year the transportation supervisor will direct all bus drivers to conduct instruction with all other students.

(1) Safe school bus riding procedures including but not limited to loading, unloading and crossing; and.
(2) Use of emergency exits.

c. The transportation contractor will record dates and the content of the instructions given by each driver. Such information shall be kept as a part of the district’s records.
2. Code of Conduct

Each year the district will issue a code of conduct for school bus privileges to all students. The code of conduct will include a form for acknowledgement of being read and understood. The district will provide interpretation to those students/parents whose primary language is not English.

3. Education

a. Disciplinary action for violating the transportation code of conduct and/or transportation health and safety requirements shall be confined to district-approved transportation services.

Students who have lost district-approved transportation services through a disciplinary action shall be expected to continue with the district’s educational requirements.

b. Students’ academic grades will reflect academic achievement. Misconduct or absenteeism shall not be a sole criterion for grade reduction. Students will be expected to continue to meet the district’s attendance and educational requirements.

c. Makeup work may be provided. If makeup work is needed, the district’s policy and procedures will be followed.

d. Alternative education may be provided. If alternative education is needed, the district’s policy and procedures will be followed.

4. Students with Disabilities

Students with disabilities will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and its accompanying administrative regulation.

5. Violations

The district will include procedures for responding to violations of the code of conduct in the student/parent handbook. The district will provide interpretation to those students/parents whose primary language is not English.

6. Suspension Definition and Procedure

“Suspension “means any disciplinary removal, other than expulsion, for up to 10 school days.

Due process procedures used by the district governing student behavior shall be applied. The due process procedures for suspension of a student, in violation of Board policy EEACC - Student Conduct on School Buses or this administrative regulation, are found in Board policy JGD - Suspension.

7. Expulsion Definition and Procedure

“Expulsion “means any disciplinary removal beyond 10 school days up to one calendar year.
The due process procedures for expulsion of a student, in violation of Board policy EEACC - Student Conduct on School Buses or this administrative regulation, are found in Board policy JGE - Expulsion.

**Disciplinary Procedures for Violations**

**Bus Referral Routing Instructions**

1. Bus driver writes referral, keeps a copy and emails a copy to the transportation supervisor and the school administrator:

2. School administrator calls and emails the parent:

3. Right of Appeal

   a. At each step of the discipline procedures used in district-approved transportation services, parents, students and/or a representative have a right to appeal.
   
   b. All appeals must be in writing.
   
   c. Appeals are to be made to the responsible person at the level of appeal.
   
   d. Final appeal may be made to the Board.
   
   e. Board decisions are final.

4. Reinstatement

   a. A conference to discuss reinstatement shall be conducted under the following guidelines:

      (1) When deemed necessary, parent(s) and student shall be present at the conference;
      
      (2) The principal shall fully explain matters and permit the parties involved to fully explain their positions;
      
      (3) The principal shall make a decision which provides guidelines for the student to follow when transportation services are reinstated.
Disciplinary Procedures for Violations

Referral #1:

Warning/Reprimand;
Written referral to be signed by a parent and returned to the school office;
Assigned seat for one month.

Referral #2:

Reprimand;
Written referral to be signed by a parent and returned to the bus driver;
Telephone conference between the school administrator and the parent;
Loss of bus privileges for up to five school days. Loss of bus privileges may apply to ALL transportation; to and from school, field trips and activity or athletic trips.
When bus privileges resume the student may have an assigned seat.

Referral #3:

Reprimand;
Written referral to be signed by a parent and returned to the school office;
A conference involving the parent, student, transportation personnel and school administrator and may include the transportation supervisor;
Loss of bus privileges for up to 10 school days. Loss of bus privileges may apply to ALL transportation; to and from school, field trips and activity or athletic trips.
When bus privileges resume the student may have an assigned seat.

Severe Violations and/or Repeated Referrals:

Reprimand;
Written referral to be signed by a parent and returned to the school administrator;
Parent contact by a school administrator. A hearing may be scheduled involving the parent, student, transportation personnel and school administrator and may include the transportation supervisor;
Loss of bus privileges for a minimum of 10 school days, or up to a one-year expulsion, regardless of the number of prior referrals. Loss of bus privileges may apply to ALL transportation; to and from school, field trips and activity or athletic trips.
Other disciplinary action may be taken as appropriate.
If bus privileges resume, the student may have an assigned seat.
Bus Referral Routing Instructions

Bus driver writes referral:
   Tears off pink and goldenrod copy:
       Driver keeps pink copy;
       Delivers goldenrod copy to transportation supervisor.
       Gives white and yellow copy to school administrator.

School administrator issues the bus referral to the student:

   White copy given to the student to take home for parent signature;
   Administrator keeps yellow copy for school records.

Student takes the white copy of the bus referral home for parent signature.

Student returns the signed referral to the school office within two days. After two days, the student may be denied bus privileges until the signed referral is returned.
Appeal Procedure

If a student or parent wishes to appeal the application of the discipline policy, the steps outlined below should be used.

STEP I The student/parent or their representative will discuss the issue with an administrator.

STEP II If the student/parent is not satisfied with the outcome of the discussion, they may file a written statement with the principal and transportation supervisor. This is to be done within 10 school days of the act or condition which is the basis of the complaint. The administration will, within three school days, arrange a student, parent, principal/vice principal conference with the goal of resolving the issue.

STEP III Within five school days, the principal is to communicate, in writing, the decision to the student and the student’s parents.

STEP IV If, after five school days from receipt of the administrator’s reply, the issue still remains unresolved, the student/parent may submit the matter in writing to the superintendent. The superintendent will meet with the student/parent within three school days and will respond to the issue, in writing, within five school days after the meeting with the superintendent.

STEP V If the issue is still unresolved, the student/parent may appeal the superintendent’s decision to the Board within 5 days of receiving such decision. The Board will review the findings and conclusion of the superintendent’s decision in a public meeting to determine what action, if any is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent’s decision as the district’s final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

If the Board chooses not to hear the complaint, the superintendent’s decision in Step Two is final.

The complainant shall be informed in writing or in electronic form of the Board’s decision within three days from the hearing of the appeal by the Board. The Board’s decision will address each allegation in the complaint and contain reasons for the district’s decision. The Board’s decision will be final.

Corrected 11/07/19
Gladstone School District 115

Code: EEACCA
Adopted:

**Video Cameras on Transportation Vehicles**

The Board recognizes the district’s continuing responsibility to maintain and improve discipline, and ensure the health, welfare and safety of its staff and students on school transportation vehicles.

The Board, after having carefully weighed and balanced the rights of privacy of students and staff with the district’s duty to ensure discipline, health, welfare and safety of staff and students on school transportation vehicles, supports the use of video cameras on its transportation vehicles.

Video cameras may be used to monitor student behavior on school transportation vehicles that transport students to and from curricular and extracurricular activities.

Such equipment may also be used to monitor the performance of district employees in the fulfillment of their duties in school transportation vehicles that are transporting students to and from curricular and extracurricular activities.

Students in violation of district conduct rules shall be subject to disciplinary action in accordance with established Board policies and administrative regulations governing student conduct and discipline.

Staff shall be subject to established Board personnel policies, administrative regulations and collective bargaining agreements including provisions related to evaluation, discipline and dismissal.

Video recordings, depending on how they are used in student disciplinary proceedings, may become a part of a student’s education record. In such cases, the district shall comply with all applicable state and federal laws related to education records. Such records will also be subject to established district procedures regarding education records including access, review and release of such records.

The superintendent shall develop procedures for the notification of staff, students, parents and others as necessary of the use of video cameras on school transportation vehicles and such other procedures as may be required for the implementation of this policy.

END OF POLICY

**Legal Reference(s):**

<table>
<thead>
<tr>
<th>ORS 30.864</th>
<th>ORS 332.107</th>
<th>ORS 166-400-0010 to -0065</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORS 192.420 to -192.505</td>
<td>ORS 336.187</td>
<td>OAR 581-021-0210 to -0430</td>
</tr>
<tr>
<td>ORS 326.565</td>
<td>ORS 342.850</td>
<td>OAR 581-022-2260</td>
</tr>
<tr>
<td>ORS 326.575</td>
<td></td>
<td>OAR 581-053-0240(11)</td>
</tr>
</tbody>
</table>


Corrected 11/07/19
Video Cameras on Transportation Vehicles *

Education Records

1. The district will comply with provisions of state and federal law regarding education records requirements including the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) as applicable to the district’s use of video recordings. Video recordings which become a part of a student’s education record will be maintained in accordance with established education record procedures governing access, review and release of education records.

2. The district will include notice in parent/student handbooks that video cameras may be used on district transportation vehicles transporting students to and from curricular and extracurricular activities. The district will include, as a part of its notice procedures, a copy of the district’s video camera policy and procedures to all students and parents accompanied by a form to be signed and returned to the district as an acknowledgment of being read and understood.

3. Students will not be notified when video camera is “on board” and in use on district vehicles.

Staff Records

1. Video recordings considered for retention as part of the employee’s personnel record will be maintained in accordance with established Board personnel policies, administrative regulations and collective bargaining agreements governing access, review and release of employee personnel records.

2. The district will include notice in personnel handbooks that video cameras may be used on district transportation vehicles that transport students to and from curricular and/or extracurricular activities.

3. Staff will not be notified when video camera is “on board” and in use in district vehicles.

Storage/Security

1. All video recordings will be stored and secured to ensure confidentiality.

2. Video recordings will be stored for a period of time after the initial recording. These recordings may then be erased unless they become part of a student’s education record.

3. Video recordings held for review of student or staff incident will be maintained in their original form pending resolution. The recording will then be either erased or retained as necessary as a part of the student’s education record and/or employee’s personnel record in accordance with the established district policy and procedures.

Corrected 11/07/19
Use of District Activity Vehicles for Student Transportation

The district may provide for the use of vehicles designated as Types 10, 20 or 21 pupil transportation vehicles, which do not meet the requirements of a “school bus” for the purpose of transporting students, licensed, classified or other supervisory personnel to and from curricular and extracurricular activities sponsored by the district.

The vehicle shall be insured for bodily injury, property damage, uninsured motorist coverage and personal injury protection. The director of finance will recommend amounts to adequately protect the district against loss.

The district will meet or exceed minimum driver requirements and procedures as set forth in Oregon Administrative Rules, Section 53. The district shall meet child safety system requirements and minimum standards and specifications as set forth in state law.

END OF POLICY

Legal Reference(s):

ORS 811.210  
ORS 815.055  
ORS 815.080  
ORS 820.110  
ORS 820.190  
ORS 437-002-0220 to -0227  
ORS 581-053-0010  
ORS 581-053-0220

OAR 581-053-0310  
OAR 581-053-0320  
OAR 581-053-0330  
OAR 581-053-0340  
OAR 581-053-0410  
OAR 581-053-0420  
OAR 581-053-0430  
OAR 581-053-0440  
OAR 581-053-0511

OAR 581-053-0521  
OAR 581-053-0531  
OAR 581-053-0541  
OAR 581-053-0610  
OAR 581-053-0620  
OAR 581-053-0630  
OAR 581-053-0640  
OAR 735-102-0010

Corrected 11/07/19
Gladstone School District 115

Code: EEACE
Adopted: 6/09/10
Orig. Code: EEACE

Loading and Unloading

The administration shall make provisions for supervision of students during normal loading and unloading times at the school site.

END OF POLICY

Legal Reference(s):

ORS 339.240  OAR 581-021-0050  OAR 581-053-0230(9)(u)
ORS 339.250  OAR 581-053-0010(11)  

Corrected 11/07/19
Student Transportation in Private Vehicle

Transportation of students will be by the district’s designated transportation system or by a district employee’s vehicle, properly insured, except as provided as follows.

Parents, employees and other designated adults may be permitted to use private vehicles to transport students other than their own on field trips or other school activities if the following conditions have been met prior to the activity:

1. The school administrator has approved the activity;

2. A permission slip signed by the student’s parent(s) has been received by the principal or his/her designee, granting permission for the student to participate in the field trip/activity and to ride in a privately-owned vehicle;

3. The parent, employee or other adult driving the vehicle is properly licensed to drive and has provided proof of insurance. Such insurance shall meet or exceed minimum requirements as established by the state of Oregon and as set by the district;

4. The vehicle contains an adequate number of seat restraints, including when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. A person who weighs over 40 pounds and who is under four feet nine inches and under eight years of age must be properly secured with a child safety system that elevates the person so that a safety belt or harness properly fits the person. A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under Oregon Revised Statute (ORS 815.055). Training in the proper installation and use of child safety system may be required. The driver is responsible for not placing children under the age of 13 in the front seat of a vehicle equipped with passenger-side air bags.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 801.455
ORS 811.210
ORS 815.055
ORS 815.080
OAR 735-102-0010

Cross Reference(s):

IICA - Field Trips and Special Events

Corrected 12/03/19

1“Proper fit” means the lap belt of the safety belt or harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.
Proof of Vehicle Liability Insurance

You have agreed to transport students of the district to a field-trip function or for some other school-approved purpose. Please be aware that in the event of an accident, your insurance will provide primary coverage. In order to serve as a driver you will be required to provide proof of vehicle liability insurance. Your insurance must meet or exceed minimum requirements as established by the state of Oregon and as set by the district.

Please COMPLETE the following information, providing information requested. SIGN where indicated and RETURN to the school office four working days PRIOR TO THE DATE OF THE EVENT.

Insurance Company Name: _______________________________ Expiration Date: ____________
(not agent’s name)

Policy Number: _______________________________

Policy Limits: _______________________________

Current minimum limits are: $25,000 per person and $50,000 per accident for bodily injury; $20,000 per accident for property damage; $25,000 per person and $50,000 per accident for uninsured motorist coverage; and $15,000 per accident for personal injury protection.

Date of Birth: _______ Oregon Driver License No.: ___________________________________________

Signature: ___________________________________________ Date: _____________________________

Name (as it appears on your driver license): ________________________________

Address: ____________________________________________________________________________

Daytime Phone: __________________________

Return form to fiscal officer. If you do not have required coverage, you will not be allowed to transport students. (Insurance companies may increase coverage for specific dates.)

Corrected 12/03/19
Use of Private Vehicles for District Business

The Board discourages the use of private vehicles for school 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 or designee will develop procedures for staff use of private vehicles that will safeguard the district, its employees and students in matters of safety, insurance and liability.

No staff member will use a private vehicle for school business, including the transportation of students, without written permission from the superintendent or designee. Authorization to use a private vehicle must be obtained before actual use of the vehicle. Staff members who are authorized to use a personal vehicle on school district business will be reimbursed in an amount established by the Board.

At least two staff members must accompany a student being transported in a private vehicle.

No student will be allowed to perform district business with their own vehicle, a staff member’s vehicle or a district-owned vehicle unless specifically authorized by the administration and approved by their parent.

END OF POLICY

Legal Reference(s):

ORS 30.260 to -30.265  ORS 811.210  OAR 735-102-0010
ORS 332.107  ORS 815.055
ORS 801.455  ORS 815.080

Cross Reference(s):

DLC - Expense Reimbursements

Corrected 12/03/19
Local Wellness Program

The Board recognizes that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being. Childhood obesity has become a nationally recognized concern.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board’s commitment to providing adequate time for instruction that promotes healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including but not limited to, physical education and school health professionals), students, parents/guardians, the public, representatives of the school food authority and public health professionals will be encouraged. The superintendent or designee will develop guidelines as necessary to implement the goals of this policy throughout the District.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the superintendent and district principals as the people who will be responsible for ensuring each school meets the goals outlined in this policy.
Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district’s administrative office.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district’s policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district’s policy.

The district will actively notify households/families of the availability of the triennial progress report.
Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP).

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.
Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards\(^1\). These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

Physical Activity

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school’s daily education program for grades K through 12. The District will develop and assess student performance standards in order to meet the Oregon Department of Education’s physical education content standards.

\(^1\) Oregon Department of Education, [Oregon Smart Snacks Standards](https://www.ode.state.or.us/oca/health-nutrition/food-nutrition/oregon-smart-snacks-standards/)

R6/27/17 | PH

Local Wellness Program – EFA

4-5
Other School-Based Activities

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

School Employee Wellness

The district encourages school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school’s overall wellness program. Many actions and conditions that affect the health of school employees may also influence the health and learning of students. The physical and mental health of school employees is integral to promoting and protecting the health of students and helps foster their academic success. The district’s employee wellness program will promote health and reduce risk behaviors of employees and identify and correct conditions in the workplace that can compromise the health of school employees, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs/services and resources to compliment and enrich employee wellness endeavors.

END OF POLICY

Legal Reference(s):

ORS 329.496
ORS 332.107
ORS 336.423

OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0306

OAR 581-051-0310
OAR 581-051-0400


Corrected 12/03/19
District Nutrition and Food Services

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn USDA Food entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district’s option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE.

The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all NSLP regulations regarding:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. Meal pattern and nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. Food safety and sanitation inspections;
8. Nutrition standards for foods and beverages sold to students.

The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. The regulation(s) will be reviewed and adopted by the Board as required by law.

END OF POLICY
Legal Reference(s):

ORS 327.520 to 327.537
ORS 336.423
ORS 336.423

OAR 581-022-2345
OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0310
OAR 581-051-0400

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.
U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.
U.S.D.A. Instruction 113-1 Civil Rights

Corrected 12/03/19
Reimbursable Meals and Milk Programs

The district’s nutrition and food services will be operated in accordance with the following requirements:

Meal Pricing Procedures

1. The district may operate the Special Milk Program (SMP) at schools where students do not have access to program meals. Under SMP, the district will choose one of the following options:
   a. Nonpricing (serve SMP milk at no charge to all students);
   b. Pricing programs without a free option (charge all students for SMP milk); or
   c. Pricing programs with a free option (distribute confidential applications for free milk and charge only those students for SMP milk who do not qualify for free milk based on the household’s application or direct certification from Supplemental Nutrition Assistance Programs (SNAP).

2. Reimbursable meals and extended day snacks will be priced as a unit.

3. Reimbursable meals and extended day snacks will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced price meals.

4. Annually, the district will establish prices for reimbursable student meals and extended day snacks. The price charged to students who do not qualify for free or reduced price meals will be set annually by the Board as per state and federal law1.

5. The price charged to students who qualify for reduced price meals will be set annually by the Board as per federal law2.

Application Procedures

1. Households receiving SNAP or Temporary Assistance to Needy Families (TANF) benefits, as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals and extended day snacks for the students listed on the official document. The District must access the document at least three times per year.

2. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal


Head Start, or are in state or court placement foster care, will be automatically eligible for free meals and after school snacks milk, for the students listed on the official documents.

3. Households that submit a confidential application will be notified of their student’s eligibility for free or reduced price meals. Households that are denied free or reduced price benefits will be notified in writing using the Oregon Department of Education (ODE) template letter distributed to the district annually.

4. On a case-by-case basis, when a student is known to be eligible for free or reduced price meal benefits and the household fails to submit a confidential application, the principal or designee may complete an application for the student documenting how they know the household income qualifies the student for free or reduced price meal benefits. Parents/guardians of a student approved for free or reduced price benefits when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.

5. Students who do not qualify for free or reduced price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged “paid” meal and extended day snack prices set by the district. “Paid” category students will be treated equally to students receiving free or reduced price benefits in every aspect of the district’s NSLP.

6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household’s application for benefits or any subsequent reduction or termination of benefits.

7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced price meals to the employer for distribution to affected employees.

Financial Management of the Nonprofit School Food Service

1. The district will maintain a nonprofit school nutrition and food service operation.

2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP.

3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district’s nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal³.

4. District nutrition and food services revenues will not be used to purchase land or buildings.

5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.

---

³ For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.
6. The district will maintain effective control and accountability for, and adequately safeguard all nutrition and food services’ cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.

7. The district will meet the requirements for allowable NSLP costs as described in 2 C.F.R.200.

8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.

9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.

10. In the operation of its nutrition and food services program, the district will purchase food products where at least 50 percent of the ingredients that are produced or processed in the United States, whenever possible.

Civil Rights and Confidentiality Procedures

1. The district will not discriminate against any student because of their eligibility for free or reduced price meals.

2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, sex, sexual orientation, religion, age or disability.

3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.

4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP benefits and services, and employment practices with regard to the operation of its NSLP. The district will forward any civil rights complaint regarding the district’s nutrition and food services to ODE’s director of Child Nutrition Programs within three days of receiving the complaint.

5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.

6. The district will maintain strict confidentiality of all information on the confidential application for free and reduced price meals, including students’ eligibility for free or reduced price meals and all household information. The district’s NSLP operators are not required to release any information from a student’s confidential application for free or reduced price meals. No information may be released from a student’s confidential application for free or reduced price meals without first obtaining written permission from the student’s parent or legal guardian/adult household member signing the application, except as follows:

   a. An individual student’s name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP,
Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or SNAP;
b. Any other confidential information contained in the confidential application for free and reduced price meals (family income, address, etc.) may be released without written consent only to persons who operate or administer NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

**Nutrition and Menu Planning**

1. Meals and extended day snacks served for reimbursement will meet the nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.

2. Meals and extended day snacks served for reimbursement will meet at least the minimum NSLP requirements for food item and quantities.

3. Meals served for reimbursement will:
   a. Meet all calorie range requirements by grade level;
   b. Meet the maximum standards set for saturated fat;
   c. Meet the maximum standards set for sodium by grade level; and
   d. Meet the requirement for zero grams of trans fats.

4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.

5. The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts.

6. The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches.

7. The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts.

8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.

**Use and Control of Commodity Foods**

1. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the reimbursable lunch and breakfast program.

2. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP, SBP or extended day snacks shall be replaced in the food service inventory.

**Accuracy of Reimbursement Claims**

1. The district will claim reimbursement only for reimbursable meals and extended day snacks served to eligible children.

2. All meals and extended day snacks claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal and extended day snacks meets NSLP requirements for reimbursement.

3. The person responsible for determining reimbursability of meals and extended day snacks will be trained to recognize a reimbursable meal and extended day snack under the menu planning approach used at the school.

4. The district official signing the claim for reimbursement will review and analyze monthly meal and extended day snack counts to ensure accuracy of the claim, before submitting the claim to ODE.

5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

**Food Safety and Sanitation Inspections**

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.

2. Semiannually, the district will schedule a food safety inspection with the county Environmental Health Department for each school or dining site under its jurisdiction.

3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

**General USDA NSLP/SBP Requirements**

1. The district will ensure that no student is denied a meal as a disciplinary action.

2. Breakfast will be served in the morning hours, at or near the beginning of the student’s school day.

3. Lunch will be served between the hours of 10 a.m. and 2 p.m.

4. The district will provide substitute foods for students who are determined by a licensed physician to be legally disabled and whose disability restricts their diet. Substitutions will be provided only when a medical statement from the licensed physician is on file at the school. The medical statement must state the nature of the child’s disability and how the disability affects the child’s nutrition needs, and it must provide a medical prescription for substitute foods or texture modification. The district will not charge more than the price of the school meal, as determined by the child’s eligibility status, for substitute meals or foods.

5. The district will control the sale of competitive foods.
6. The district will ensure that potable drinking water will be available to students, free of charge for consumption in the place where meals are served during meal service.

7. The district will notify all households of its meal charge requirements early in the school year.

8. The sale of foods in competition with the district’s lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district’s nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.

9. Students will be charged for second servings of meals or portions of meals served

**Record Keeping**

The following documents will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audit(s) has been complete:

1. All currently approved and denied confidential applications for free and reduced-price meals, free milk, all current direct certification documents, eligibility verification documents and school membership or enrollment lists;

2. Financial records that account for all revenues and expenditures of the district’s nonprofit nutrition and food services programs, including procurement documents;

3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;

4. Documents of participation data (i.e. meal counts) from each school in the district to support claims for reimbursement;

5. Production and menu records;

6. Records to document compliance with Paid Lunch Equity;

7. Records to document compliance with Revenue from Nonprogram Foods; and

8. Internal program monitoring documents for NSLPSBP and SFSP.

Corrected 12/03/19
Gladstone School District 115

Code: EGAAA
Adopted: 6/09/10
Orig. Code: EGAAA

Reproduction of All Copyrighted Materials

Among the facilities available to teachers in carrying out their educational assignments are a variety of machines for reproducing the written and spoken word, either in single or multiple copies.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audiotape, video or computer-programmed materials, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike.

Violations may result in criminal or civil suits.

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

“Fair use” is not a rigidly defined term. “Fair use” is based on the following standards:

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount of and the substantiality of the portion used;
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

If an individual questions the legality of duplicating materials, he/she should seek permission from the copyright holders.

Employees in violation of copyright law may be required to remunerate the district in the event of loss due to litigation and may be subject to discipline up to and including dismissal.

The superintendent will provide guidelines for the “fair use” of copyrighted materials that meet the requirements of Section 107 of the Copyright Act of 1976 and applicable amendments.

END OF POLICY

Legal Reference(s):
ORS 332.107

Corrected 12/03/19
Health Insurance Portability and Accountability Act

The Board has determined that it meets the definition of a hybrid of covered entities\(^1\) under the Health Insurance Portability and Accountability Act (HIPAA). As the district offers health care provider programs and services that include electronic billing for the reimbursement of services under Oregon Medicaid programs, or contracts with another entity to provide such services, it is subject to HIPAA.

As a covered entity, the district will meet the national electronic transaction standards and applicable requirements of federal law. In all electronic transactions involving student education records information, the district will adhere to the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA).

The superintendent will ensure that training is provided to appropriate staff with access to, and responsibility for, electronic transactions of student education record information as required by HIPPA. Notice will be provided to students and parents of their rights pertaining to the disclosure of personally identifiable information, complaint procedures and the district official to contact in the event of questions, as provided in established student education record related Board policies and administrative regulations.

END OF POLICY

Legal Reference(s):

ORS 332.107


Corrected 12/03/19; Corrected 12/13/19

\(^1\) A “covered entity” is an entity subject to HIPAA. These include those entities defined under the Act as a health plan, health-care clearinghouse, health care provider or a hybrid entity. A hybrid of covered entities is a single legal entity that is a covered entity and whose covered functions are not its primary function. Self-insured health plans and Internal Revenue Service Section 125 plans with 50 or more participants operated or maintained by public schools entities are covered health plans for HIPAA privacy rule purposes. Similarly, any provider of services, a provider of medical or health services as defined in section 1861 of the Act (42 U.S.C. § 1395X(s)), and any person or organization who furnishes, bills or is paid for health care in the normal course as defined by 45 C.F.R. § 160.103 is also subject to HIPAA requirements as a health care provider. District’s should review their programs and services with their legal counsel in determining HIPAA applicability.
## GENERAL FUND
### STATE SCHOOL SUPPORT
FOR THE FISCAL YEAR 2019-20
AS OF JANUARY 31, 2020

<table>
<thead>
<tr>
<th>LINE</th>
<th>SOURCE</th>
<th>Adopted Budget</th>
<th>Y-T-D</th>
<th>Current Forecasted</th>
<th>Current Forecast Remaining</th>
<th>Budget Balance Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1111</td>
<td>Current Year's Taxes</td>
<td>$4,220,000</td>
<td>$3,895,926</td>
<td>$4,376,629</td>
<td>$480,703</td>
</tr>
<tr>
<td>2</td>
<td>1112</td>
<td>Prior Years Taxes General Fund</td>
<td>60,000</td>
<td>27,888</td>
<td>57,500</td>
<td>$29,612</td>
</tr>
<tr>
<td>3</td>
<td>1190</td>
<td>Interest and Penalties on Tax Collections</td>
<td>17,000</td>
<td>7,329</td>
<td>20,000</td>
<td>$12,671</td>
</tr>
<tr>
<td>4</td>
<td>2102</td>
<td>Esd Apportionment General Fund</td>
<td>350,000</td>
<td>-</td>
<td>350,000</td>
<td>$350,000</td>
</tr>
<tr>
<td>5</td>
<td>3103</td>
<td>Common School Fund General Fund</td>
<td>250,000</td>
<td>-</td>
<td>225,000</td>
<td>$225,000</td>
</tr>
<tr>
<td>6</td>
<td>3101</td>
<td>State School Support/Transportation/High Cost Fund</td>
<td>15,697,000</td>
<td>9,211,144</td>
<td>15,755,950</td>
<td>$6,544,806</td>
</tr>
<tr>
<td>7</td>
<td>4801</td>
<td>Federal Forest Fees General Fund</td>
<td>-</td>
<td>-</td>
<td>5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>8</td>
<td>4801</td>
<td>Outdoor School State Funding</td>
<td>70,000</td>
<td>-</td>
<td>95,000</td>
<td>$95,000</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td><strong>Total 2018-19 SSSF Sources (Line 2- Line 8)</strong></td>
<td>$20,664,000</td>
<td>$13,142,287</td>
<td>$20,885,079</td>
<td>$7,742,792</td>
</tr>
</tbody>
</table>

### NON STATE SCHOOL SUPPORT FORMULA SOURCES
#### LOCAL SOURCES
<table>
<thead>
<tr>
<th>LINE</th>
<th>SOURCE</th>
<th>Adopted Budget</th>
<th>Y-T-D</th>
<th>Current Forecasted</th>
<th>Current Forecast Remaining</th>
<th>Budget Balance Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1510</td>
<td>Interest Earned General Fund</td>
<td>$65,000</td>
<td>$86,615</td>
<td>$160,000</td>
<td>$73,385</td>
</tr>
<tr>
<td>11</td>
<td>1710</td>
<td>Admissions General Fund</td>
<td>21,500</td>
<td>21,273</td>
<td>20,000</td>
<td>$(1,273)</td>
</tr>
<tr>
<td>12</td>
<td>1741</td>
<td>Outdoor School Fees General Fund</td>
<td>10,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>1742</td>
<td>Hs Pay To Play General Fund</td>
<td>65,000</td>
<td>38,620</td>
<td>54,000</td>
<td>$15,380</td>
</tr>
<tr>
<td>14</td>
<td>1743</td>
<td>Ms Pay To Play General Fund</td>
<td>7,500</td>
<td>1,235</td>
<td>5,000</td>
<td>$3,765</td>
</tr>
<tr>
<td>15</td>
<td>1912</td>
<td>Lease Of Facilities General Fund</td>
<td>91,000</td>
<td>55,489</td>
<td>91,000</td>
<td>$35,511</td>
</tr>
<tr>
<td>16</td>
<td>1914</td>
<td>Lease of Facilities-Production LLC</td>
<td>-</td>
<td>151,560</td>
<td>78,000</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>1991</td>
<td>MAC Reimbursement</td>
<td>-</td>
<td>23,414</td>
<td>10,000</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>1992</td>
<td>Medicare Reimbursement</td>
<td>-</td>
<td>9,646</td>
<td>31,000</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>1999</td>
<td>Other Misc. General Fund</td>
<td>20,000</td>
<td>8,422</td>
<td>18,500</td>
<td>$10,078</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td><strong>Total Local Sources (Line 10- Line 17)</strong></td>
<td>$280,000</td>
<td>$396,274</td>
<td>$467,500</td>
<td>$71,226</td>
</tr>
</tbody>
</table>

### OTHER SOURCES
<table>
<thead>
<tr>
<th>LINE</th>
<th>SOURCE</th>
<th>Adopted Budget</th>
<th>Y-T-D</th>
<th>Current Forecasted</th>
<th>Current Forecast Remaining</th>
<th>Budget Balance Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>5301</td>
<td>Sale of Fixed Assets General Fund</td>
<td>-</td>
<td>$496</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>5400</td>
<td>Beginning Cash</td>
<td>2,400,000</td>
<td>3,664,852</td>
<td>3,664,852</td>
<td>-</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td><strong>Total Other Sources (Line 19- Line 20)</strong></td>
<td>$2,400,000</td>
<td>$3,665,348</td>
<td>$3,664,852</td>
<td>-</td>
</tr>
</tbody>
</table>

### TOTAL NON SSSF SOURCES (Line 18 + Line 21)
<table>
<thead>
<tr>
<th>LINE</th>
<th>SOURCE</th>
<th>Adopted Budget</th>
<th>Y-T-D</th>
<th>Current Forecasted</th>
<th>Current Forecast Remaining</th>
<th>Budget Balance Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td></td>
<td>$2,680,000</td>
<td>$4,061,622</td>
<td>$4,132,352</td>
<td>$71,226</td>
<td>$(1,381,622)</td>
</tr>
</tbody>
</table>

### TOTAL RESOURCES (Line 9 + Line 22)
<table>
<thead>
<tr>
<th>LINE</th>
<th>SOURCE</th>
<th>Adopted Budget</th>
<th>Y-T-D</th>
<th>Current Forecasted</th>
<th>Current Forecast Remaining</th>
<th>Budget Balance Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
<td>$23,344,000</td>
<td>$17,203,909</td>
<td>$25,017,431</td>
<td>$7,814,018</td>
<td>$6,140,091</td>
</tr>
<tr>
<td>Description</td>
<td>Adopted Budget</td>
<td>Y-T-D Budget</td>
<td>Encumbered Budget</td>
<td>Expended/Committed Budget</td>
<td>Balance Budget</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>---------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>INSTRUCTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1110 ELEMENTARY PROGRAM K</td>
<td>757,124</td>
<td>343,513</td>
<td>437,208</td>
<td>780,721</td>
<td>(23,597)</td>
<td></td>
</tr>
<tr>
<td>1110 ELEMENTARY PROGRAM 1-5</td>
<td>3,446,307</td>
<td>1,486,549</td>
<td>1,864,144</td>
<td>3,350,693</td>
<td>95,614</td>
<td></td>
</tr>
<tr>
<td>1120 MIDDLE SCHOOL PROGRAM 6-8</td>
<td>2,633,167</td>
<td>1,036,724</td>
<td>1,231,004</td>
<td>2,267,728</td>
<td>345,439</td>
<td></td>
</tr>
<tr>
<td>1120 MIDDLE SCHOOL CO-CURRICULAR 6-8</td>
<td>30,773</td>
<td>8,168</td>
<td>9,482</td>
<td>17,650</td>
<td>13,123</td>
<td></td>
</tr>
<tr>
<td>1130 HIGH SCHOOL PROGRAM 9-12</td>
<td>2,718,700</td>
<td>1,157,299</td>
<td>1,445,215</td>
<td>2,602,514</td>
<td>116,186</td>
<td></td>
</tr>
<tr>
<td>1130 HIGH SCHOOL CO-CURRICULAR 9-12</td>
<td>688,615</td>
<td>263,107</td>
<td>209,408</td>
<td>472,515</td>
<td>216,100</td>
<td></td>
</tr>
<tr>
<td>1210 TALENTED AND GIFTED</td>
<td>17,840</td>
<td>3,716</td>
<td>6,238</td>
<td>9,954</td>
<td>7,886</td>
<td></td>
</tr>
<tr>
<td>1220 RESTRICTIVE PROGRAMS FOR STUDENTS WITH DISABILITIES</td>
<td>1,016,350</td>
<td>99,689</td>
<td>864,593</td>
<td>964,282</td>
<td>52,068</td>
<td></td>
</tr>
<tr>
<td>1250 RESOURCE ROOMS</td>
<td>1,230,105</td>
<td>581,809</td>
<td>743,616</td>
<td>1,325,425</td>
<td>(95,320)</td>
<td></td>
</tr>
<tr>
<td>1280 ALTERNATIVE EDUCATION PROGRAMS</td>
<td>80,335</td>
<td>8,672</td>
<td>10,545</td>
<td>19,217</td>
<td>61,118</td>
<td></td>
</tr>
<tr>
<td>1290 OTHER DESIGNATED PROGRAMS</td>
<td>275,730</td>
<td>124,103</td>
<td>154,741</td>
<td>278,844</td>
<td>(3,114)</td>
<td></td>
</tr>
<tr>
<td>TOTAL INSTRUCTION</td>
<td><strong>12,875,046</strong></td>
<td><strong>5,113,349</strong></td>
<td><strong>6,976,194</strong></td>
<td><strong>12,089,543</strong></td>
<td><strong>785,503</strong></td>
<td></td>
</tr>
<tr>
<td>SUPPORT SERVICES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2110 ATTENDANCE SERVICES</td>
<td>219,460</td>
<td>78,622</td>
<td>92,093</td>
<td>170,715</td>
<td>48,745</td>
<td></td>
</tr>
<tr>
<td>2120 GUIDANCE SERVICES</td>
<td>442,835</td>
<td>199,104</td>
<td>261,001</td>
<td>460,105</td>
<td>(17,270)</td>
<td></td>
</tr>
<tr>
<td>2130 HEALTH NURSE SERVICES</td>
<td>263,500</td>
<td>36,895</td>
<td>121,175</td>
<td>158,070</td>
<td>105,430</td>
<td></td>
</tr>
<tr>
<td>2140 PSYCHOLOGICAL SERVICES</td>
<td>92,255</td>
<td>61,687</td>
<td>73,860</td>
<td>135,547</td>
<td>(43,292)</td>
<td></td>
</tr>
<tr>
<td>2150 SPEECH PATHOLOGY &amp; AUDIOLGY</td>
<td>249,445</td>
<td>95,025</td>
<td>142,424</td>
<td>237,449</td>
<td>11,996</td>
<td></td>
</tr>
<tr>
<td>2160 OTHER STUDENT TREATMENT SERVICES</td>
<td>23,775</td>
<td>13,151</td>
<td>11,256</td>
<td>24,407</td>
<td>(632)</td>
<td></td>
</tr>
<tr>
<td>2190 SPECIAL EDUCATION</td>
<td>222,585</td>
<td>122,993</td>
<td>89,638</td>
<td>212,631</td>
<td>9,954</td>
<td></td>
</tr>
<tr>
<td>2210 IMPROVEMENT OF INSTRUCTION</td>
<td>274,061</td>
<td>90,775</td>
<td>55,452</td>
<td>146,227</td>
<td>127,834</td>
<td></td>
</tr>
<tr>
<td>2220 EDUCATIONAL MEDIA SERVICES</td>
<td>244,855</td>
<td>76,217</td>
<td>97,125</td>
<td>173,342</td>
<td>71,513</td>
<td></td>
</tr>
<tr>
<td>2230 ASSESSMENT/TESTING</td>
<td>126,110</td>
<td>47,029</td>
<td>46,886</td>
<td>93,915</td>
<td>32,595</td>
<td></td>
</tr>
<tr>
<td>2240 INSTRUCTIONAL STAFF DEVELOPMENT</td>
<td>80,565</td>
<td>27,982</td>
<td>-</td>
<td>27,982</td>
<td>52,583</td>
<td></td>
</tr>
<tr>
<td>2310 BOARD OF EDUCATION</td>
<td>124,000</td>
<td>49,034</td>
<td>8,714</td>
<td>57,748</td>
<td>66,252</td>
<td></td>
</tr>
<tr>
<td>2320 OFFICE OF SUPERINTENDENT</td>
<td>367,435</td>
<td>154,353</td>
<td>103,191</td>
<td>257,544</td>
<td>109,891</td>
<td></td>
</tr>
<tr>
<td>2410 OFFICE OF PRINCIPAL GCCF</td>
<td>293,645</td>
<td>149,423</td>
<td>89,246</td>
<td>238,669</td>
<td>54,976</td>
<td></td>
</tr>
<tr>
<td>2410 OFFICE OF PRINCIPAL AWE</td>
<td>517,405</td>
<td>279,795</td>
<td>220,330</td>
<td>500,125</td>
<td>17,280</td>
<td></td>
</tr>
<tr>
<td>2410 OFFICE OF PRINCIPAL GHS</td>
<td>428,965</td>
<td>242,033</td>
<td>162,962</td>
<td>17,747</td>
<td>111,221</td>
<td></td>
</tr>
<tr>
<td>2410 OFFICE OF PRINCIPAL GHSM</td>
<td>489,630</td>
<td>311,410</td>
<td>216,810</td>
<td>528,220</td>
<td>(38,590)</td>
<td></td>
</tr>
<tr>
<td>2520 FISCAL SERVICES</td>
<td>558,995</td>
<td>332,750</td>
<td>169,910</td>
<td>502,660</td>
<td>56,335</td>
<td></td>
</tr>
<tr>
<td>2540 OPERATION AND MAINTENANCE SERVICES</td>
<td>2,037,315</td>
<td>1,057,200</td>
<td>709,703</td>
<td>1,766,903</td>
<td>270,412</td>
<td></td>
</tr>
<tr>
<td>2543 GROUNDS MAINTENANCE SERVICES</td>
<td>234,155</td>
<td>118,145</td>
<td>58,661</td>
<td>176,806</td>
<td>54,976</td>
<td></td>
</tr>
<tr>
<td>2550 TRANSPORTATION SERVICES</td>
<td>1,240,440</td>
<td>469,628</td>
<td>696,619</td>
<td>1,166,247</td>
<td>74,193</td>
<td></td>
</tr>
<tr>
<td>2630 COMMUNICATION</td>
<td>62,055</td>
<td>55,743</td>
<td>38,449</td>
<td>94,192</td>
<td>(32,137)</td>
<td></td>
</tr>
<tr>
<td>2640 PERSONNEL SERVICES</td>
<td>455,185</td>
<td>268,788</td>
<td>159,640</td>
<td>428,428</td>
<td>26,757</td>
<td></td>
</tr>
<tr>
<td>2649 OTHER EMPLOYEE SERVICES (RX, UNEMPLOYMENT)</td>
<td>126,965</td>
<td>47,423</td>
<td>162,962</td>
<td>17,747</td>
<td>111,221</td>
<td></td>
</tr>
<tr>
<td>2660 TECHNOLOGY SERVICES</td>
<td>505,130</td>
<td>217,299</td>
<td>113,547</td>
<td>330,846</td>
<td>174,284</td>
<td></td>
</tr>
<tr>
<td>2700 SUPPLEMENT RETIREMENT</td>
<td>315,000</td>
<td>84,252</td>
<td>14,351</td>
<td>98,603</td>
<td>216,397</td>
<td></td>
</tr>
<tr>
<td>TOTAL SUPPORT SERVICES</td>
<td><strong>9,998,169</strong></td>
<td><strong>4,656,756</strong></td>
<td><strong>3,753,367</strong></td>
<td><strong>8,410,123</strong></td>
<td><strong>1,588,046</strong></td>
<td></td>
</tr>
<tr>
<td>OTHER REQUIREMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3300 COMMUNITY SERVICES</td>
<td>41,785</td>
<td>22,233</td>
<td>16,464</td>
<td>38,697</td>
<td>3,088</td>
<td></td>
</tr>
<tr>
<td>5200 TRANSFERS</td>
<td>9,000</td>
<td>-</td>
<td>9,000</td>
<td>-</td>
<td>9,000</td>
<td></td>
</tr>
<tr>
<td>6000 CONTINGENCY</td>
<td>-</td>
<td>-</td>
<td>500,000</td>
<td>-</td>
<td>500,000</td>
<td></td>
</tr>
<tr>
<td>TOTAL OTHER REQUIREMENTS</td>
<td><strong>550,785</strong></td>
<td><strong>22,233</strong></td>
<td><strong>25,464</strong></td>
<td><strong>47,697</strong></td>
<td><strong>503,088</strong></td>
<td></td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
<td><strong>23,424,000</strong></td>
<td><strong>9,792,338</strong></td>
<td><strong>10,755,025</strong></td>
<td><strong>20,547,363</strong></td>
<td><strong>2,876,638</strong></td>
<td></td>
</tr>
<tr>
<td>Fund</td>
<td>Description</td>
<td>Adopted Budget</td>
<td>Y-T-D</td>
<td>Encumbered</td>
<td>Budget Balance</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------</td>
<td>----------------</td>
<td>--------</td>
<td>------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>GRANTS/CONTRACTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>$2,960,000</td>
<td>$516,687</td>
<td></td>
<td>$2,443,313</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>$2,960,000</td>
<td>$723,756</td>
<td>$547,003</td>
<td>$1,689,241</td>
<td></td>
</tr>
<tr>
<td>220</td>
<td>FOOD SERVICE FUND</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>$950,525</td>
<td>$324,559</td>
<td></td>
<td>$625,966</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>$950,525</td>
<td>$367,176</td>
<td>$430,324</td>
<td>$153,025</td>
<td></td>
</tr>
<tr>
<td>221</td>
<td>SUMMER FOOD SERVICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>$40,640</td>
<td>$22,380</td>
<td></td>
<td>$18,260</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>$40,640</td>
<td>$5,798</td>
<td></td>
<td>$34,842</td>
<td></td>
</tr>
<tr>
<td>240</td>
<td>COMMUNITY SCHOOL REVOLVING FUND</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>$757,950</td>
<td>$553,768</td>
<td></td>
<td>$204,182</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>$757,950</td>
<td>$228,989</td>
<td>$109,518</td>
<td>$419,443</td>
<td></td>
</tr>
<tr>
<td>270</td>
<td>ASSOCIATED STUDENT BODY FUNDS GCCF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>$30,484</td>
<td></td>
<td></td>
<td>$(30,484)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>$11,139</td>
<td></td>
<td></td>
<td>$(11,139)</td>
<td></td>
</tr>
<tr>
<td>270</td>
<td>ASSOCIATED STUDENT BODY FUNDS JWE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>$82,078</td>
<td></td>
<td></td>
<td>$(82,078)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>$35,573</td>
<td></td>
<td></td>
<td>$(36,043)</td>
<td></td>
</tr>
<tr>
<td>270</td>
<td>ASSOCIATED STUDENT BODY FUNDS WLK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>$81,936</td>
<td></td>
<td></td>
<td>$(81,936)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>$25,809</td>
<td></td>
<td></td>
<td>$(26,083)</td>
<td></td>
</tr>
<tr>
<td>275</td>
<td>ASSOCIATED STUDENT BODY FUNDS GHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>$775,000</td>
<td>$553,129</td>
<td></td>
<td>$221,871</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>$775,000</td>
<td>$238,798</td>
<td>$35,192</td>
<td>$501,010</td>
<td></td>
</tr>
<tr>
<td>280</td>
<td>PERS RESERVE</td>
<td>Resources</td>
<td>$ 274,620</td>
<td>$ 282,428</td>
<td>-</td>
<td>$ (7,808)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 274,620</td>
<td>-</td>
<td>-</td>
<td>$ 274,620</td>
</tr>
<tr>
<td>290</td>
<td>SELF INSURANCE</td>
<td>Resources</td>
<td>$ 140,230</td>
<td>$ 176,844</td>
<td>-</td>
<td>$ (36,614)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 140,230</td>
<td>-</td>
<td>-</td>
<td>$ 140,230</td>
</tr>
<tr>
<td></td>
<td><strong>DEBT SERVICE FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>301</td>
<td>CAPITAL DEBT SERVICE FUND</td>
<td>Resources</td>
<td>$ 4,384,000</td>
<td>$ 4,710,989</td>
<td>-</td>
<td>$ (326,989)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 4,384,000</td>
<td>$ 308,503</td>
<td>3,774,497</td>
<td>$ 301,000</td>
</tr>
<tr>
<td>302</td>
<td>PERS DEBT SERVICE FUND</td>
<td>Resources</td>
<td>$ 1,765,971</td>
<td>$ 1,133,573</td>
<td>-</td>
<td>$ 632,398</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 1,765,971</td>
<td>$ 250,485</td>
<td>1,515,486</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>CAPITAL PROJECT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>401</td>
<td>CAPITAL PROJECTS FUND</td>
<td>Resources</td>
<td>$ 1,065,285</td>
<td>$ 1,006,777</td>
<td>-</td>
<td>$ 58,508</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 1,065,285</td>
<td>-</td>
<td>-</td>
<td>$ 1,065,285</td>
</tr>
<tr>
<td>402</td>
<td>CAPITAL BOND FUND</td>
<td>Resources</td>
<td>$ 168,485</td>
<td>$ 175,983</td>
<td>-</td>
<td>$ (7,498)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 168,485</td>
<td>-</td>
<td>-</td>
<td>$ 168,485</td>
</tr>
<tr>
<td>403</td>
<td>SB1149</td>
<td>Resources</td>
<td>$ 371,570</td>
<td>$ 352,161</td>
<td>-</td>
<td>$ 19,409</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 371,570</td>
<td>-</td>
<td>-</td>
<td>$ 371,570</td>
</tr>
<tr>
<td></td>
<td><strong>OTHER FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700</td>
<td>GHS TRUST</td>
<td>Resources</td>
<td>$ 56,893</td>
<td>$ 25,426</td>
<td>-</td>
<td>$ 56,893</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 56,893</td>
<td>-</td>
<td>-</td>
<td>$ 56,893</td>
</tr>
<tr>
<td>710</td>
<td>SUNSHINE FUND- DISTRICT OFFICE</td>
<td>Resources</td>
<td>$ 1,929</td>
<td>$ 1,916</td>
<td>-</td>
<td>$ 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expenses</td>
<td>$ 1,929</td>
<td>-</td>
<td>-</td>
<td>$ 1,929</td>
</tr>
<tr>
<td>Code</td>
<td>Fund Name</td>
<td>Resources</td>
<td>Expenses</td>
<td>Net Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------</td>
<td>-----------</td>
<td>----------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>720</td>
<td>SUNSHINE FUND-ADM</td>
<td>$3,824</td>
<td>$4,558</td>
<td>-$734</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3,824</td>
<td>$1,272</td>
<td>-$2,552</td>
<td></td>
<td></td>
</tr>
<tr>
<td>730</td>
<td>GMA- CLOTHES CLOSET</td>
<td>$2,500</td>
<td>$183</td>
<td>-$2,317</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2,500</td>
<td>-</td>
<td>-$2,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>760</td>
<td>COFFEE FUND- DISTRICT OFFICE</td>
<td>$500</td>
<td>$184</td>
<td>-$316</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$500</td>
<td>$481</td>
<td>-$19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracting Agency/Grant</td>
<td>Grant Term</td>
<td>Fund</td>
<td>Grant</td>
<td>Estimated Available Amount for 2019-20 Year</td>
<td>GL YTD Expenses</td>
<td>GL ENCUMBERED</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>------------</td>
<td>------</td>
<td>-------</td>
<td>---------------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>BOB STEWART</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCF-FRED FIELDS FUND</td>
<td>-</td>
<td>210</td>
<td>1105</td>
<td>2,129</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CONFUCIUS INSTITUTE</td>
<td>-</td>
<td>210</td>
<td>1790</td>
<td>29,017</td>
<td>1,156</td>
<td></td>
</tr>
<tr>
<td>SOLAR CURRICULUM GRANT</td>
<td>-</td>
<td>210</td>
<td>1879</td>
<td>1,027</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lennie Bjornsen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Pantry Donations/Grants</td>
<td>-</td>
<td>210</td>
<td>1850</td>
<td>27,620</td>
<td>2,100</td>
<td>-</td>
</tr>
<tr>
<td>Clackamas Co. Blue Print Grant (Food Pantry)</td>
<td>-</td>
<td>210</td>
<td>1839</td>
<td>20,000</td>
<td>12,000</td>
<td>-</td>
</tr>
<tr>
<td>GEF - Clothes Closet</td>
<td>-</td>
<td>210</td>
<td>1133</td>
<td>412</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Clothes Closet Donations</td>
<td>-</td>
<td>210</td>
<td>1972</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>For the Love of Schools</td>
<td>-</td>
<td>210</td>
<td>1971</td>
<td>58</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>GEF- FRC Grant.</td>
<td>-</td>
<td>210</td>
<td>1883</td>
<td>50,049</td>
<td>22,000</td>
<td>27,500</td>
</tr>
<tr>
<td>Title IA 2019-20</td>
<td>-</td>
<td>210</td>
<td>1841</td>
<td>276,663</td>
<td>137,456</td>
<td>139,207</td>
</tr>
<tr>
<td>CESD Chronic Absenteeism Grant (Kaiser)</td>
<td>-</td>
<td>210</td>
<td>1859</td>
<td>248</td>
<td>248</td>
<td>-</td>
</tr>
<tr>
<td>Jeremiah Patterson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CESD New Teacher Observations</td>
<td>-</td>
<td>210</td>
<td>0104</td>
<td>8,444</td>
<td>548</td>
<td>-</td>
</tr>
<tr>
<td>Title IIA Teacher Quality 2018-19</td>
<td>9/30/2019</td>
<td>210</td>
<td>1811</td>
<td>8,099</td>
<td>8,099</td>
<td>-</td>
</tr>
<tr>
<td>Title IIA Teacher Quality 2019-20</td>
<td>9/30/2020</td>
<td>210</td>
<td>1812</td>
<td>51,908</td>
<td>39,228</td>
<td>4,070</td>
</tr>
<tr>
<td>Enlightenment 19-20</td>
<td>9/30/2020</td>
<td>210</td>
<td>1853</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mesd Chronic Absenteeism Grant</td>
<td>-</td>
<td>210</td>
<td>1858</td>
<td>1,896</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Seeds - Oregon City Consortium</td>
<td>-</td>
<td>210</td>
<td>1866</td>
<td>33</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>HB 3499 EL Transformation &amp; Target Districts Grant</td>
<td>9/30/2019</td>
<td>210</td>
<td>1893</td>
<td>4,957</td>
<td>2,044</td>
<td>-</td>
</tr>
<tr>
<td>ESSA OIPD District Engagement Grant</td>
<td>9/30/2020</td>
<td>210</td>
<td>xxxx</td>
<td>45,897</td>
<td>928</td>
<td>-</td>
</tr>
<tr>
<td>Jere Applebee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEF - 2007 Focus Item-GCCF Learning Zones</td>
<td>-</td>
<td>210</td>
<td>1104</td>
<td>816</td>
<td>74</td>
<td>-</td>
</tr>
<tr>
<td>GEF - GCCF Early Literacy Fund</td>
<td>-</td>
<td>210</td>
<td>1117</td>
<td>1,934</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>GEF- GCCF Science Night</td>
<td>-</td>
<td>210</td>
<td>1119</td>
<td>145</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>GEF- GCCF Thursday Hour Events</td>
<td>-</td>
<td>210</td>
<td>1139</td>
<td>136</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### STATEMENT OF EXPENDITURES TO RESOURCES
#### AS OF JANUARY 31, 2020
#### EXPENDITURES 2019-20

<table>
<thead>
<tr>
<th>Contracting Agency/Grant</th>
<th>Grant Term</th>
<th>Date</th>
<th>Fund</th>
<th>Grant</th>
<th>Estimated Available Amount for 2019-20 Year</th>
<th>GL YTD Expenses</th>
<th>GL ENCUMBERED</th>
<th>TOTAL COMMITTED</th>
<th>AVAILABLE GRANT BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEF- KINSMAN GRANT SCIENCE</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1148</td>
<td>558</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>558</td>
</tr>
<tr>
<td>GEF- GCCF SENSORY PATH</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1164</td>
<td>1,000</td>
<td>1,000</td>
<td>-</td>
<td>1,000</td>
<td>-</td>
</tr>
<tr>
<td>FORDS OF THE 50’S GRANT</td>
<td>11/30/2020</td>
<td>210</td>
<td>1200</td>
<td>6,351</td>
<td>1,802</td>
<td>-</td>
<td>1,802</td>
<td>4,549</td>
<td>-</td>
</tr>
<tr>
<td>THURSDAY HOUR DONATION-HOLMAN AUTO</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>STANDARD INS. CLASSROOM DONATION (RIVAS)</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1200</td>
<td>2,471</td>
<td>1,050</td>
<td>-</td>
<td>1,050</td>
<td>1,466</td>
</tr>
<tr>
<td>ROTARY GRANT - GCCF PBIS</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1200</td>
<td>600</td>
<td>508</td>
<td>-</td>
<td>508</td>
<td>92</td>
</tr>
<tr>
<td>EARLY LEARNING EVENT DONATIONS</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>KINDERGARTEN SUMMER CAMP</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1818</td>
<td>60,670</td>
<td>12,825</td>
<td>-</td>
<td>12,825</td>
<td>47,845</td>
</tr>
<tr>
<td>CLACKAMAS COUNTY K.P.I. TEACHING PRESCHOOL GRANT</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1818</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OAK GROVE GCCF LITERACY (STORY HOUR)</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1818</td>
<td>1,947</td>
<td>900</td>
<td>-</td>
<td>900</td>
<td>1,047</td>
</tr>
<tr>
<td>FOR THE LOVE OF SCHOOLS</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1818</td>
<td>1,947</td>
<td>900</td>
<td>-</td>
<td>900</td>
<td>1,047</td>
</tr>
<tr>
<td>KELLY WELCH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEA PART B, SEC 611 (17/19, 18/19)</td>
<td>9/30/2020</td>
<td>210</td>
<td>1802</td>
<td>17,622</td>
<td>17,622</td>
<td>-</td>
<td>17,622</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>IDEA PART B, SEC 611 (18/19, 19/20)</td>
<td>9/30/2020</td>
<td>210</td>
<td>1802</td>
<td>345,620</td>
<td>41,799</td>
<td>76,422</td>
<td>118,221</td>
<td>227,399</td>
<td></td>
</tr>
<tr>
<td>IDEA PART B, SEC 611 (19/20, 20/21)</td>
<td>9/30/2020</td>
<td>210</td>
<td>1800</td>
<td>106,974</td>
<td>-</td>
<td>865</td>
<td>865</td>
<td>106,109</td>
<td></td>
</tr>
<tr>
<td>IDEA PART B, SEC 619 2018-19</td>
<td>9/30/2020</td>
<td>210</td>
<td>1795</td>
<td>1,922</td>
<td>-</td>
<td>-</td>
<td>1,922</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IDEA PART B, SEC 619 2019-20</td>
<td>9/30/2020</td>
<td>210</td>
<td>1795</td>
<td>1,129</td>
<td>-</td>
<td>-</td>
<td>1,129</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IDEA ENHANCEMENT 18-19</td>
<td>9/30/2019</td>
<td>210</td>
<td>1797</td>
<td>2,652</td>
<td>767</td>
<td>-</td>
<td>767</td>
<td>1,885</td>
<td></td>
</tr>
<tr>
<td>EXTENDED ASSESSMENT 19-20</td>
<td>6/30/2020</td>
<td>210</td>
<td>1964</td>
<td>865</td>
<td>-</td>
<td>-</td>
<td>865</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>SPR&amp;I</td>
<td>9/30/2019</td>
<td>210</td>
<td>1798</td>
<td>2,416</td>
<td>2,415</td>
<td>-</td>
<td>2,415</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>YOUTH TRANSITION PROGRAM (7/1/19- 6/30/21)</td>
<td>6/30/2021</td>
<td>210</td>
<td>1799</td>
<td>163,451</td>
<td>45,871</td>
<td>31,906</td>
<td>77,777</td>
<td>85,674</td>
<td></td>
</tr>
<tr>
<td>RTI GRANT</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1803</td>
<td>605</td>
<td>-</td>
<td>-</td>
<td>605</td>
<td>0</td>
</tr>
<tr>
<td>OSBA BRADY TRUST</td>
<td>-</td>
<td>11/30/2020</td>
<td>210</td>
<td>1803</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>20</td>
<td>93</td>
</tr>
<tr>
<td>COLUMBIA REGIONAL PROGRAM</td>
<td>6/30/2020</td>
<td>210</td>
<td>1895</td>
<td>35,844</td>
<td>11,737</td>
<td>11,354</td>
<td>23,091</td>
<td>12,753</td>
<td></td>
</tr>
<tr>
<td>HEATHER BAILEY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEF- DISC GOLF COURSE</td>
<td>3/15/2020</td>
<td>210</td>
<td>1125</td>
<td>1,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>GEF- AFTERSCHOOL MENTOR PROGRAM</td>
<td>4/1/2020</td>
<td>210</td>
<td>1134</td>
<td>1,869</td>
<td>672</td>
<td>-</td>
<td>672</td>
<td>1,197</td>
<td></td>
</tr>
<tr>
<td>GEF- 8TH GRADE FIELD TRIP</td>
<td>3/15/2020</td>
<td>210</td>
<td>1135</td>
<td>383</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>383</td>
<td></td>
</tr>
<tr>
<td>GEF- BETTY’S BOOKS DONATION</td>
<td></td>
<td>210</td>
<td>1137</td>
<td>1,000</td>
<td>875</td>
<td>124</td>
<td>999</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GEF- AVID TEDX EVENT</td>
<td>11/30/2019</td>
<td>210</td>
<td>1124</td>
<td>267</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>267</td>
<td></td>
</tr>
</tbody>
</table>
## STATEMENT OF EXPENDITURES TO RESOURCES
### AS OF JANUARY 31, 2020

### EXPENDITURES 2019-20

<table>
<thead>
<tr>
<th>Contracting Agency/Grant</th>
<th>Grant Term Date</th>
<th>Fund</th>
<th>Grant</th>
<th>Estimated Available Amount for 2019-20 Year</th>
<th>GL YTD Expenses</th>
<th>GL ENCUMBERED</th>
<th>TOTAL COMMITTED</th>
<th>AVAILABLE GRANT BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEF- WLK FLEXIBLE MATH SEATING</td>
<td>11/30/2020</td>
<td>210</td>
<td>1126</td>
<td>276</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>276</td>
</tr>
<tr>
<td>GEF- WLK LIBRARY OF COMPOSERS</td>
<td>11/30/2020</td>
<td>210</td>
<td>1138</td>
<td>500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>500</td>
</tr>
<tr>
<td>GEF- WLK SENSORY RESOUR. FOR SEL</td>
<td>11/30/2020</td>
<td>210</td>
<td>1123</td>
<td>170</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>170</td>
</tr>
<tr>
<td>INSTUCTIONAL PROGRAM - WLK</td>
<td>-</td>
<td>210</td>
<td>1788</td>
<td>457</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>457</td>
</tr>
<tr>
<td>ROBOTICS- DONATIONS</td>
<td>-</td>
<td>210</td>
<td>1831</td>
<td>1,008</td>
<td>681</td>
<td>-</td>
<td>681</td>
<td>327</td>
</tr>
<tr>
<td>CLACK CTY-GROWING TOGETHER</td>
<td>-</td>
<td>210</td>
<td>1855</td>
<td>975</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>975</td>
</tr>
<tr>
<td>WLK RISING GRANTS/DONATIONS</td>
<td>-</td>
<td>210</td>
<td>1960</td>
<td>7,409</td>
<td>1,034</td>
<td>-</td>
<td>1,034</td>
<td>6,375</td>
</tr>
<tr>
<td>POSITIVE FAMILY SUPPORT</td>
<td>-</td>
<td>210</td>
<td>1961</td>
<td>3,961</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,961</td>
</tr>
<tr>
<td>FOR THE LOVE OF SCHOOLS</td>
<td>-</td>
<td>210</td>
<td>1971</td>
<td>172</td>
<td>172</td>
<td>-</td>
<td>-</td>
<td>172</td>
</tr>
<tr>
<td>PETRA HOGHOVA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TITLE III ENG LANG ACQUISITION 19-20</td>
<td>9/30/2020</td>
<td>210</td>
<td>1808</td>
<td>11,935</td>
<td>2,352</td>
<td>-</td>
<td>2,352</td>
<td>9,583</td>
</tr>
<tr>
<td>GEF ESL FAMILY LITERACY</td>
<td>-</td>
<td>210</td>
<td>1890</td>
<td>1,620</td>
<td>1,620</td>
<td>-</td>
<td>-</td>
<td>1,620</td>
</tr>
<tr>
<td>MIGRANT ED 2019-20</td>
<td>-</td>
<td>210</td>
<td>1968</td>
<td>1,500</td>
<td>233</td>
<td>-</td>
<td>-</td>
<td>1,267</td>
</tr>
<tr>
<td>KEVIN TAYLOR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOB'S RED MILL GRANT-DRAMA/CHOIR/BAND</td>
<td>-</td>
<td>210</td>
<td>1204</td>
<td>439</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>439</td>
</tr>
<tr>
<td>STUDENT WELL BEING CLASS/PROGRAM DONATIONS</td>
<td>-</td>
<td>210</td>
<td>1210</td>
<td>1,395</td>
<td>1,312</td>
<td>-</td>
<td>-</td>
<td>83</td>
</tr>
<tr>
<td>GEF COLLEGE CREDITS</td>
<td>-</td>
<td>210</td>
<td>1113</td>
<td>4,023</td>
<td>3,166</td>
<td>-</td>
<td>-</td>
<td>857</td>
</tr>
<tr>
<td>C-TEC CARL PERKINS - Manufacturing</td>
<td>6/30/2020</td>
<td>210</td>
<td>1845</td>
<td>4,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,000</td>
</tr>
<tr>
<td>C-TEC CARL PERKINS - Graphic Arts</td>
<td>6/30/2020</td>
<td>210</td>
<td>1847</td>
<td>4,269</td>
<td>4,262</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>C-TEC CARL PERKINS - BASIC 19-20</td>
<td>6/30/2020</td>
<td>210</td>
<td>1805</td>
<td>3,140</td>
<td>2,300</td>
<td>-</td>
<td>-</td>
<td>840</td>
</tr>
<tr>
<td>STEM EQUIPMENT</td>
<td>-</td>
<td>210</td>
<td>1899</td>
<td>570</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>570</td>
</tr>
<tr>
<td>GEF- GHS RECORDING SYST. JAZZ CHOIR</td>
<td>11/30/2020</td>
<td>210</td>
<td>1102</td>
<td>1,500</td>
<td>1,500</td>
<td>-</td>
<td>-</td>
<td>1,500</td>
</tr>
<tr>
<td>GEF- GHS ART (J.ALLGOOD MEMORIAL DONATION)</td>
<td>210 1140</td>
<td>430</td>
<td>1140</td>
<td>350</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>350</td>
</tr>
<tr>
<td>GEF-CULTURE OF FOODS</td>
<td>210 1150</td>
<td>42</td>
<td>1150</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>42</td>
</tr>
<tr>
<td>GEF- WEIGHT ROOM ADDITIONS</td>
<td>11/30/2019</td>
<td>210</td>
<td>1132</td>
<td>2,371</td>
<td>871</td>
<td>-</td>
<td>871</td>
<td>1,500</td>
</tr>
<tr>
<td>GEF- GHS THRIVING PROJECT</td>
<td>11/30/2020</td>
<td>210</td>
<td>1128</td>
<td>5,350</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5,350</td>
</tr>
<tr>
<td>GEF- GHS DYNAMIC CARTS PHYSICS</td>
<td>11/30/2020</td>
<td>210</td>
<td>1136</td>
<td>1,458</td>
<td>1,458</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>GEF- GHS WELDER</td>
<td>11/30/2020</td>
<td>210</td>
<td>1149</td>
<td>3,010</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,010</td>
</tr>
<tr>
<td>GEF- GHS GATES TOOL STORAGE</td>
<td>11/30/2020</td>
<td>210</td>
<td>1152</td>
<td>1,679</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,679</td>
</tr>
<tr>
<td>GEF- GHS HEADPHONES FOR TECH CLASS</td>
<td>11/30/2020</td>
<td>210</td>
<td>1129</td>
<td>150</td>
<td>140</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>INSTUCTIONAL PROGRAM - GHS</td>
<td>-</td>
<td>210</td>
<td>1787</td>
<td>813</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>813</td>
</tr>
<tr>
<td>C-TEC STEM</td>
<td>-</td>
<td>210</td>
<td>1820</td>
<td>6,071</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6,071</td>
</tr>
</tbody>
</table>
### STATEMENT OF EXPENDITURES TO RESOURCES
#### AS OF JANUARY 31, 2020

#### EXPENDITURES 2019-20

<table>
<thead>
<tr>
<th>Contracting Agency/Grant</th>
<th>Grant Term</th>
<th>Fund</th>
<th>Grant</th>
<th>Estimated Available Amount for 2019-20 Year</th>
<th>GL YTD Expenses</th>
<th>GL ENCUMBERED</th>
<th>TOTAL COMMITTED</th>
<th>AVAILABLE GRANT BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACKPACK BUDDY PROGRAM DONATIONS</td>
<td>-</td>
<td>210</td>
<td>1851</td>
<td>3,293</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,293</td>
</tr>
<tr>
<td>CESD- COLLEGE AND CAREER READINESS</td>
<td>-</td>
<td>210</td>
<td>1863</td>
<td>1,751</td>
<td>1,751</td>
<td>-</td>
<td>1,751</td>
<td>0</td>
</tr>
<tr>
<td>TARGET GRANT (FIELD TRIPS)</td>
<td>-</td>
<td>210</td>
<td>1876</td>
<td>600</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>600</td>
</tr>
<tr>
<td>MILLER FOUNDATION - CURRICULUM</td>
<td>-</td>
<td>210</td>
<td>1884</td>
<td>494</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>494</td>
</tr>
<tr>
<td>HIGH SCHOOL SUCCESS YEAR 2 2019-20</td>
<td>6/30/2021</td>
<td>210</td>
<td>1892</td>
<td>541,106</td>
<td>181,112</td>
<td>180,426</td>
<td>361,538</td>
<td>179,568</td>
</tr>
<tr>
<td>FOR THE LOVE OF SCHOOLS</td>
<td>-</td>
<td>210</td>
<td>1971</td>
<td>1,437</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,437</td>
</tr>
</tbody>
</table>

#### WENDY WILSON

<table>
<thead>
<tr>
<th>Grant Term</th>
<th>Fund</th>
<th>Grant</th>
<th>GL YTD Expenses</th>
<th>GL ENCUMBERED</th>
<th>TOTAL COMMITTED</th>
<th>AVAILABLE GRANT BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15/2020</td>
<td>210</td>
<td>1163</td>
<td>527</td>
<td>388</td>
<td>-</td>
<td>388</td>
</tr>
<tr>
<td>11/30/2019</td>
<td>210</td>
<td>1155</td>
<td>976</td>
<td>975</td>
<td>-</td>
<td>975</td>
</tr>
<tr>
<td>11/30/2019</td>
<td>210</td>
<td>1121</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>11/30/2020</td>
<td>210</td>
<td>1122</td>
<td>2,500</td>
<td>-</td>
<td>-</td>
<td>2,500</td>
</tr>
<tr>
<td>11/30/2020</td>
<td>210</td>
<td>1142</td>
<td>1,982</td>
<td>-</td>
<td>-</td>
<td>1,982</td>
</tr>
<tr>
<td>11/30/2020</td>
<td>210</td>
<td>1146</td>
<td>559</td>
<td>-</td>
<td>-</td>
<td>559</td>
</tr>
<tr>
<td>11/30/2020</td>
<td>210</td>
<td>1147</td>
<td>603</td>
<td>-</td>
<td>-</td>
<td>603</td>
</tr>
<tr>
<td>11/30/2020</td>
<td>210</td>
<td>1157</td>
<td>680</td>
<td>-</td>
<td>-</td>
<td>680</td>
</tr>
<tr>
<td>11/30/2020</td>
<td>210</td>
<td>1206</td>
<td>1,264</td>
<td>-</td>
<td>-</td>
<td>1,264</td>
</tr>
<tr>
<td>-</td>
<td>210</td>
<td>1209</td>
<td>600</td>
<td>-</td>
<td>-</td>
<td>600</td>
</tr>
<tr>
<td>11/30/2020</td>
<td>210</td>
<td>1786</td>
<td>4,454</td>
<td>71</td>
<td>-</td>
<td>71</td>
</tr>
<tr>
<td>11/30/2020</td>
<td>210</td>
<td>1786</td>
<td>655</td>
<td>-</td>
<td>-</td>
<td>655</td>
</tr>
<tr>
<td>-</td>
<td>210</td>
<td>1207</td>
<td>5,000</td>
<td>6,494</td>
<td>-</td>
<td>6,494</td>
</tr>
</tbody>
</table>

#### TOTAL GRANTS/CONTRACTS

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>1,930,594</td>
<td>577,958</td>
<td>471,874</td>
<td>1,049,832</td>
<td>880,762</td>
<td></td>
</tr>
</tbody>
</table>
Facilities Developmental Goals

To provide and maintain facilities that offer the best possible physical environment for learning and working, the Board, in consultation with the superintendent and in consideration of the input from staff, parents and the community, aims specifically toward:

1. Providing buildings and renovations that will accommodate and facilitate organizational and instructional patterns that support the district’s educational philosophy and instructional goals;

2. Meeting all safety requirements through the remodeling of older structures;

3. Providing building renovations as needed to meet requirements on the availability of facilities to persons with disabilities;

4. Building design, construction and renovation that will allow low maintenance costs and the conservation of energy;

5. Providing sufficient permanent facilities to meet the needs of school enrollment and the school program.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.155

OAR 437-001-0760
OAR 437-002-0020 to -0075
OAR 581-022-1530

Facilities Planning

The Board will gather and analyze appropriate data to evaluate the district’s facilities needs on a long-range basis. Such data will include, but not be limited to, enrollment projections, anticipated changes in the instructional program, analysis of community building plans, analysis of sites and evaluation of present facilities.

END OF POLICY

Legal Reference(s):

ORS 195.110
ORS 197.295 to -197.314
ORS 332.155
ORS 581-022-2345


Corrected 12/03/19
Gladstone School District 115

Capital Construction Program

The Board may submit to voters on any election date specified in Oregon Revised Statutes, the question of contracting a bonded indebtedness to build or renovate school buildings or to purchase school sites. Before such a bond election, the specific needs for facilities will be communicated to the public. Careful estimates will be made as to amounts required for site purchase, construction and equipment.

All new construction or alterations to existing buildings will ensure to the maximum extent feasible that facilities are readily accessible and usable by individuals with disabilities.

Following approval by the voters, the bonds to be issued will be advertised appropriately. The date of issue will be coordinated with tax collection dates, payments on bonds already outstanding and favorable market conditions. Disposition of the bonds will be accomplished by public sale on a competitive bid or negotiated basis.

The Board will annually appropriate district funds in the bonded debt service fund for the purpose of paying interest and principal on outstanding bonds. If sufficient funds are not available in the debt service fund, the Board will authorize by resolution an interfund loan for the purpose of meeting debt service requirements.

The capital projects fund is the fund authorized by the approval of the bond issue. Initial receipts from the sale of bonds are deposited in this fund and actual expenditures for sites, buildings and equipment are made from it. The Board will adopt an annual appropriation resolution authorizing payments from the fund of the amounts needed to meet contractual obligations due architects, contractors and other individuals or firms. The Board will receive periodic reports on expenditures made from this fund as compared with original appropriations for various projects.

END OF POLICY

Legal Reference(s):

ORS 195.110
ORS 197.295 to -197.314
ORS Chapter 255
ORS Chapter 294
ORS 328.205
ORS 328.542 to -328.565
ORS 332.155
ORS 332.155


Corrected 12/03/19
Capital Improvement - Educational Program

To ensure all new facilities are designed to implement the educational program, the superintendent will provide for the development of detailed educational specifications to apply to the design and construction of new buildings. Upon Board consideration and approval, the specifications will be presented to the architect.

In developing specifications, the superintendent will draw on recommendations of advisory committees which may include, staff, students, parents and community organizations.

The specifications shall include:

1. Information concerning the plan of school organization and estimated enrollment in the proposed building;
2. A description of the students to be served;
3. A description of the proposed curriculum and the teaching methods and techniques to be employed;
4. A schedule of space requirements, including an indication of relative locations of various spaces;
5. A desired layout of special areas and the equipment needed for such areas;
6. An outline of mechanical features and special finishes desired;
7. A description of standard codes and regulations (district, city, county and state) affecting planning;

The Board expects the resulting document to serve two purposes. It will:

1. Clarify and consolidate the thinking of the administration, the Board and the community on the needs, desires and objectives of the educational program to be conducted within the proposed new building; and
2. Organize this important information in a manner easily and clearly interpreted by the architect.

END OF POLICY

Legal Reference(s):

ORS 195.110
ORS 197.295 to -197.314
ORS 332.107
ORS 332.155
OAR 581-022-2345

Gladstone School District 115

Code: FEB  
Adopted: 7/08/09  
Orig. Code: FEB

Selection of Architect

The Board will employ a licensed architect to design the plans of each proposed building, building addition or extensive renovation.

In selecting architects, the following criteria shall include but not be limited to:

1. Experience in school construction;

2. Evidence of relevant experience in the design and construction of facilities that provide appropriate accessibility and usability for persons with disabilities;

3. Creative design ability;

4. Technical knowledge to control the design so the best results are obtained for the smallest amount of money;

5. Executive and business ability to oversee the proper performance of contracts;

6. Proven ability in all major phases of planning and construction: pre-design planning, schematic design, design development, energy conservation, bidding, construction;

7. Ability and temperament to work cooperatively with others, willingness to consult with staff on educational specifications;

8. Extent and experience of architectural staff in relation to the scope of the planned project.

The architect will be selected by the Board on the basis of the above criteria and will be employed under contract.

END OF POLICY

Legal Reference(s):

ORS Chapters 279A, 279B and 279C
ORS 332.107
ORS 455.642


Corrected 12/03/19
Gladstone School District 115

Energy-Conserving Construction

The Board recognizes the importance and need for energy conservation in the construction of new district facilities.

Proposed construction and renovation projects that contain the most efficient energy-saving plans within an acceptable budget will have high priority. Energy-saving designs will be documented in the architectural evaluation and will comply with educational specifications and cost control checklists as determined by the Board.

A continuous study of energy problems and energy sources will be maintained for future planning.

END OF POLICY

Legal Reference(s):
ORS 332.107  ORS 332.155

Corrected 12/03/19
Gladstone School District 115

Code: FEF/FEFB
Adopted: 7/08/09
Orig. Code: FEF/FEFB

Construction Contracts - Bidding and Awards

The Board will serve as its own Local Contract Review Board.

The Board will procure contracts for construction or renovation of facilities according to the provisions of state law, Oregon Administrative Rules and the district’s approved public purchasing rules. Prequalification of bidders may be required by the district.

Contractors shall be registered as required by Oregon law.

For every contract for which a bond is required, a bond with good and sufficient sureties will be required of the contractor. The purpose of the bond is to ensure:

1. The obligations of the contract are faithfully performed;
2. Payment is promptly made to all persons supplying labor or materials to the contractor or subcontractor for the work provided in the contract;
3. All contributions for workers’ compensation and unemployment insurance are made promptly;
4. All sums required to be deducted and retained from the contractor’s and subcontractor’s employees’ wages are paid.

END OF POLICY

Legal Reference(s):

ORS Chapters 279A, 279B and 279C

Corrected 12/03/19
Gladstone School District 115

Code: FF
Adopted: 7/08/09
Orig. Code: FF

Naming Facilities

The Board believes that naming schools and school facilities is a matter of importance, one that deserves thoughtful attention. In selecting names for schools and school facilities, the Board will give preference to names of geographical significance or names of persons who have attained prominence locally or nationally.

As representative of the community, the Board shall:

1. Approve the schools and school facilities to be named; and
2. Approve the names attached to the schools and school facilities.

The Board may decide not to name a school facility.

The Board shall establish a process for naming either a new or existing school or school facility. Generally, it will be a two-step process. The first step is to obtain Board approval to name a new or existing school facility. Second, if approved, an ad hoc committee will be appointed to recommend a name(s) to the Board. The committee will be representative of community, staff and students. The Board will either:

1. Accept the recommendation(s) and put the recommendation(s) to a vote; or
2. Ask the committee to reconsider recommendation(s).

Schools or school facilities will not be named for persons while they are employed by the district. Facilities may be named for persons who have been retired from the district for at least one year.

School facilities are limited in Gladstone. However, the need to recognize significant contributions to the district and to students is great. Therefore, the Board encourages community, staff and students to search for additional ways to recognize the outstanding contributions of people who have given so much of themselves to the community, the schools and the students.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corrected 12/03/19
Memorials
(Version 1)

The Board will consider the acceptance of memorial scholarships in honor of a person who has a special significance to the students, the district or the community. A room or item may be named for the person in whose honor the scholarship fund is created. A memorial plaque may be appropriately dedicated whenever a room or item is designated as a memorial in conjunction with a scholarship fund.

Offers of a memorial scholarship will be submitted to the superintendent together with information concerning the purpose of the memorial and administration of the scholarship fund.

A principal may receive items for his/her school as a memorial to a student or person having a special significance to the students of that school. An item received as a memorial becomes the property of the district. A principal must have the superintendent’s approval to accept any item that may require additional maintenance cost to the district. The superintendent may establish guidelines for the acceptance of such a memorial.

END OF POLICY

Legal Reference(s):

ORS 332.107  
ORS 332.385

Corrected 12/03/19
Gladstone School District 115

Code: FG
Adopted: 7/08/09
Orig. Code: FG

Board Inspection and Acceptance of New Facilities

The Board shall appoint a construction manager.

The construction manager shall personally inspect each project. When the performance meets the district’s expectation, the construction manager will recommend acceptance of performance to the superintendent. The superintendent shall sign off the project and make payment.

The superintendent shall make a final inspection with or without the Board before signing off.

END OF POLICY

Legal Reference(s):
ORS 332.107

Corrected 12/03/19; Corrected 12/16/19; Corrected 1/14/20
The Board’s priorities for funding renovation of facilities are as follows:

1. Protection of life and health; compliance with mandated requirements governing construction codes and fire safety requirements;

2. Direct support of the educational program;

3. Urgently required to comply with the priorities set forth in the district’s comprehensive planning program for facilities and sites; and

4. Other priorities as identified by the Board.

The participation of staff, parents and the community in the development of plans for new and renovated facilities will be actively solicited.

The superintendent will establish district procedures for requesting, approving and scheduling facilities renovation.

Plans for new and remodeled buildings will be designed and offer accommodations to make them accessible to persons with disabilities. A review of construction plans will be made to assure that new and remodeled buildings are made fully accessible.

END OF POLICY

Legal Reference(s):

ORS 195.110
ORS 197.295 to -197.314
ORS 332.107
ORS 332.155

OAR 437-001-0760
OAR 437-002-0020 to -0081
OAR 437-002-0180 to -0182
OAR 437-002-0368

OAR 437-002-0377
OAR 437-002-0390
OAR 437-002-0391


Corrected 12/03/19