

Mental Health Issues – Gladstone High School

Annual youth survey data – Early Spring of Junior year

Year	Survey	Sad or hopeless for over two weeks	Seriously considered suicide	Actually Attempted Suicide	
2017	Healthy Teens	33.3%	26.7%	11.7%	
2016	Student Wellness	36.0	23.0	10.4	
2015	Healthy Teens	27.1	11.9	4.2	
2014	Student Wellness	29.9	19.8	7.7	
2013	Healthy Teens	36.8	26.3	5.3	
2012	Student Wellness	30.9	16.0	2.5	
2011	No survey				
2010	Student Wellness	21.7	11.3	3.9	

Kraxberger Middle SchoolSpring of 8<sup>th</sup> grade year

Year	Survey	Sad or hopeless for over two weeks	Seriously considered suicide	Actually Attempted Suicide	
2017	Healthy Teens	29.5%	17.6%	5.3%	
2016	Student Wellness	27.3	21.5	9.9	
2015	Healthy Teens	29.5	16.1	6.5	
2014	Student Wellness	21.9	16.4	7.6	
2013	Healthy Teens	33.3	23.7	14.4	
2012	Student Wellness	21.1	14.6	7.3	
2011	No survey				
2010	Student Wellness	27.8	13.9	9.0	

MINUTES OF REGULAR SESSION OF GLADSTONE SCHOOL BOARD  
SCHOOL DISTRICT #115, CLACKAMAS COUNTY  
GLADSTONE, OREGON

February 14, 2018 Minutes

BOARD ATTENDANCE:

Kristin Eaton, Vice Chair  
Tracey Grant, Member  
Greg Lind, Member  
Jay Schmidt, Member  
Steve Stewart, Member  
Nicole Vera-Vera Couzens, Member

BOARD ABSENT:

Sharon Soliday, Board Chair

Bob Stewart, Superintendent  
Natalie Weninger, Board Secretary

**The regular meeting of the Gladstone School District Board of Directors was held in the School District Administration Office on Wednesday, February 14, 2018.**

1. CALL MEETING TO ORDER  
Board Vice Chair Kristin Eaton called the meeting to order at 6:30 pm.
  - a. Flag Salute  
Mr. Greg Lind led the flag salute.
2. RECOGNITION OF STUDENTS/STAFF AND/OR PUBLIC
  - a. Growing Great People Award  
Kevin Taylor presented the Growing Great People Award to Gladstone Fire Department. Mike Funk, Kirk Stemple and Izaak Thoman received the certificate. Mr. Stemple and Mr. Thoman participate in Adopt-a-Family. Mr. Stemple has provided CPR training to middle school students and every senior the last two years. Mr. Funk spoke about the great community/school relationship between the fire department and school district. The Board thanked them for their support.
  - b. GHS Key Club  
This item was postponed.
  - c. GCCF Student Work Display  
Jere Applebee, principal and director of the GCCF, introduced Sherrie Withers and her husband Linn. Mrs. Withers provided an overview of the student work on display and her teaching curriculum around the projects. Mrs. Withers thanked the Board for the opportunity to share her talent with children. The Board thanked her for her work and dedication to students.
3. 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, reviewed the report and answered questions.

Mr. Yates said borax is working on the ants. His focus is on the grass, getting it to grow instead of trying to kill the broad leaf species growing in the grass. Mr. Yates shared the make up of the fruit fly. Vinegar and soap seem to be the best approached to rid an area of the fruit fly. Presently, he is working on Dogwood Tree starts. He hopes to plant this summer. The Board thanked Mr. Yates for his report.

4. ACTION ITEMS

a. Approve Minutes

Mr. Lind moved first and Mr. Steve Stewart seconded approval of the following resolution:

**(18-04)** BE IT RESOLVED, that the minutes of the following School Board meetings be and hereby are approved:

January 10, 2018 – Board Regular Session

**(18-04)** Motion passed 6-0.

b. Approve Varsity Softball Trip

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

Students would leave on Saturday, March 24, 2018, and return on Monday, March 26, 2018. Twelve students and two coach chaperones will participate in the trip. Lodging will be a rental house at the 4<sup>th</sup> Sister's Condo. Ms. Smith is working with the Sisters coach to add another game which would add another date to the trip. The condo belongs to her parents. She is planning several activities including a cooking contest that will require the students to budget, shop, and prepare the meal.

Mr. Lind moved first and Mr. Steve Stewart seconded approval of the following resolution:

**(18-05)** WHEREAS, the high school varsity girls' softball team is requesting permission to participate in a trip to Sisters, Oregon, March 24 through March 26, 2018, 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 24 through March 26, 2018, as outlined in the superintendent's report.

**(18-05)** Motion passed 6-0.

c. Approve Licensed Elections

Jeremiah Patterson, Assistant Superintendent recommended new certified staff for hire.

Mr. Lind moved first and Mr. Steve Stewart seconded approval of the following resolution:

**(18-06)** BE IT RESOLVED, that the teachers listed below, who are herein recommended for teacher election, be accepted by the Gladstone School District Board of Directors, as submitted February 14, 2018.

Joel Cochran	1.0	Long Term Substitute	Math/Science Teacher	(KMS)
Tim Oberg	1.0	Long Term Substitute	Math Teacher	(KMS)
Jeffrey Latter	1.0	Long Term Substitute	Math Teacher	(KMS)

**(18-06)** Motion passed 5-0. Ms. Grant abstained and Ms. Soliday was absent.

d. Approve Revised 2017-18 Inter District Transfer Process for Non-Resident Students

At the August 24, 2018 special session the Gladstone school board approved nonresident student transfers into the district for the 2017-18 school year.

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

Grade	# of Openings	Slots Filled	Recommended as of 2-14-18	School
K	15	13	No Change	GCCF
1	10	5	No Change	JWE
2	10	5	No Change	JWE
3	10	6	No Change	JWE
4	5	2	No Change	JWE
5	10	8	No Change	JWE
6	20	5	No Change	KMS
7	20	7	No Change	KMS
8	20	3	No Change	KMS
9	20	5	No Change	GHS
10	10	10	<b>Add 5 Slots</b>	GHS
11	10	3	No Change	GHS Closed 5-1-17
12	10	1	No Change	GHS Closed 5-1-17
Total	170	73		

- All applications for admission will be approved on a first come, first served basis for the 2017-2018 school year.
- 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 percent 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.

Mr. Steve Stewart moved first and Ms. Grant seconded approval of the following resolution:

**(18-07)** BE IT RESOLVED that the Gladstone School District Board of Directors approve the Inter-District transfer process as revised and presented for the *2017-2018 school year* in the February 14, 2018 superintendent's report.

**(18-07)** Motion passed 6-0.

- e. Approve 2017-18 School Board Meeting Calendar Revision  
The April 2018 regular session school board meeting was requested to be rescheduled to Tuesday, April 10, 2018.

Mr. Steve Stewart moved first and Mr. Schmidt seconded approval of the following resolution:

**(18-08)** BE IT RESOLVED that the Gladstone School District Board of Directors approve the revised 2017-18 School Board Meeting Calendar to reflect the regular session in April 2018 to be held on Tuesday, April 10, 2018.

**(18-08)** Motion passed 6-0.

- f. Approve Board Policy  
AC                      Nondiscrimination  
AC-AR                Discrimination Complaint/Grievance Procedure

There was discussion at the last Board meeting regarding AC-Nondiscrimination. The board may wish to discuss the policy further prior to adoption or they may wish to approve the third reading and adoption at this time. Jeremiah Patterson, Assistant Superintendent was available to answer questions.

Mr. Lind moved first and Ms. Grant seconded approval of the following resolution:

**(18-09)** BE IT RESOLVED, that the Gladstone School District Board of Directors approves School Board Policy AC Nondiscrimination and AC-AR Discrimination Complaint/Grievance Procedure as presented for third reading and adoption as presented.

**(18-09)** Motion passed 6-0.

g. Approve Consent Agenda School Board Policies

The following policies were presented to the Board at the December 13, 2017 regular session for first reading and on January 10, 2018 for second reading. There have been no comments. The policies were recommended for third reading and adoption as presented.

<u>Policy #</u>	<u>Policy Name</u>	<u>Last Update</u>
BDDH	Public Comment at Board Meetings	2009
CCG	Evaluation of Administrators	2013
EBBB	Injury/Illness Reports	2014
GBEB	Communicable Disease – Staff	2009
GCDA/GDDA	Criminal Records Checks/Fingerprinting	2016
GCN/GDN	Evaluation of Staff	2013
IGBA	Students with Disabilities-Child Identification Procedures	2012
IGBAH	Special Education – Evaluation Procedures	2012
IGBAJ	Special Education – Special Education FAPE	2014
IKF	Graduation Requirements	2016
IKFB	Graduation Exercise	2010
JEA	Compulsory Attendance	2016
JECA	Admission of Resident Students	2010
JFCG/JFCH/JFCI	Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems	2017

Mr. Schmidt moved first and Mr. Steve Stewart seconded approval of the following resolution:

**(18-10)** BE IT RESOLVED, that the Gladstone School District Board of Directors approves School Board Policies presented in the February 14, 2018 consent agenda for third reading and adoption as presented.

**(18-10)** Motion passed 6-0.

Administrative Regulations – Second Review

The Administrative Regulation (AR) policies listed below were brought to the Board in December and January. The ARs were brought to the Board for a third review. There have been no comments on the ARs. Action was not required.

<u>Policy #</u>	<u>Policy Name</u>	<u>Last Update</u>
BDDH-AR	Public Participation in Board Meetings (Rescind)	2009
BDDH-AR	Public Comment at Board Meetings (Replace)	New
CCG-AR	Administrators Standards (Delete)	2013
GBEB_JHCC-AR	Communicable Disease (Rescind)	
GBEB-AR	Communicable Disease (Replace)	New
GCBDA/GDBDA-AR(4)	FMLA/OFLA Eligibility Notice to Employee	2017
GCDA/GDDA-AR	Criminal Records Checks/Fingerprinting (Rescind)	
GCDA/GDDA-AR	Criminal Records Checks/Fingerprinting	2014
GCN-AR	Core Teaching Standards (Delete)	2013
IGBAG-AR	Special Education–Procedural Safeguards	2013
IGBAJ-AR	Special Education FAPE	2014
IKF-AR	Graduation Requirements	2016

5. INFORMATION FROM STUDENT REPRESENTATIVE

Student representative Kailynn Coy reported at this time to the Board on matters of interest at Gladstone High School. Miss Coy reported the ASB Spirit Week was very successful. She was impressed by the freshman class. The senior class pulled through and won overall. The winter formal saw an increase in ticket sales. The dance had good music and fun. She gave a brief update on winter sports. Three wrestlers are going to State as well as a couple of swimmers. Student interest in Student Senate is way up. ASB elections for next year will be held next week. The Board thanked Miss Coy for her report.

6. INFORMATION FROM ADMINISTRATIVE STAFF

Superintendent, Bob Stewart asked each administrator to share with the Board what they will do tomorrow as staff and students return to school after today's school shooting in Florida.

**Jere Applebee, director/principal of the Gladstone Center for Children and Families,** reported that before school starts tomorrow morning he will meet with staff. He will ask them to be in tune with students. Counselors will be available for anyone struggling. Students will be pulled from class for one on one conversation if needed. Mr. Applebee gave an update on the recent visit from the Tooth Taxi. He said there were 149 screenings completed and services totaling over \$19,000. The GCCF BINGO Night was standing room only. 175 meals were served. There was a raffle and a whole lot of fun. Kindergarten Round Up information is going out for the March 20 registration. Tours are being given to interested families from out of district. Each class has set goals for this March's Read Across America. The PBIS team will present an ice cream party to those who reach their goals. There was a brief discussion regarding building security and front door monitoring.

**Wendy Wilson, principal at John Wetten Elementary,** reported she sent an email this afternoon to staff expressing what they need to do and notifying them of a morning meeting tomorrow before school starts. If staff sees a student having difficulty they are to let the office know. The school counselor will be available to support the student. First and second graders are off to see Pete the Cat, a musical at the Portland Children's Theater. Mrs. Wilson invited everyone to come read to elementary students on March 2, Read Across America Day. Cat in the Hat will be making an appearance and green eggs and ham will be served. Mrs. Wilson shared her recent staff awards recognizing teachers showing perseverance, innovation, and leadership. There was a brief discussion regarding building security and front door monitoring. Ms. Eaton mentioned the threat assessment done by police for each of our buildings.

**Len Reed, principal at Kraxberger Middle School,** reported she is doing similar things with staff in the morning. Class circle time will be used for students to talk. Counselors, extra administrators and the school psychologist will be available. Mrs. Reed has met with Trillium to begin development of the calming space and the celebration space. The hallway is to be updated to reflect community. An artist is coming to help and student voice will be heard for the design process. The next step is a design meeting. The Black History Month celebration will include door decorating and a gallery walk done in homeroom classes. Spirit week is next week. Eighth grade career day is March 8. There was a brief discussion regarding building security and front door monitoring.

**Kevin Taylor, principal at Gladstone High School**, reported he has emailed staff to remind them to take time for self-care and to look for signs in students. He will remind staff to shut down jokes and be visible during passing times. He read a statement that will be made to all students. If students need help teachers will send them to the office. There will be a safe room and counselors ready to assist. He has spent hours getting ready for the accreditation visit next month. There was a brief discussion regarding building security and front door monitoring.

Superintendent, Bob Stewart introduced audience members from the Gladstone City Council. Council members Neal Reisner and Michael Milch thanked the board for their work and continued partnership. Mr. Milch will be the full-time School Board liaison from the City Council. He has volunteered at John Wetten and gave kudos to the great staff and their professionalism. They thanked school board member Steve Stewart for attending the February council meeting. Agenda items included a after school Nature Club, a proposal for the Nature Park through a Metro grant and upcoming election items such as the library. Mr. Reisner and Mr. Milch encouraged everyone to vote. The Board thanked them for being at the school board meeting.

7. SUPERINTENDENT'S REPORT

a. Financial Report

The financial report for the month of January 2018 was presented. Samantha Nelson, director of finance and operations, reported she is making a facility plan with PACE. PACE will be in district to do a facility review in March.

b. Personnel – Information Only

Tammy Tracy, director of community schools and human resources reported. Sue Surratt has officially retired. She will be missed. John Stewart, custodian has written a letter of retirement effective June 30, 2018. He has been with the district since 1998. The following classified staff have been hired: Diana Kraushaar, district/community school receptionist, Heather Buchanan as an instructional assistant in special services and Drew Walters as a .5 grounds person.

8. PRESENTATIONS AND SUGGESTIONS FROM BOARD MEMBERS

Jay Schmidt is going with John Wetten Elementary students to see Pete the Cat.

Tracey Grant was impressed with the air bands at GHS Spirit Week and loved the teacher involvement.

Greg Lind visited both John Wetten Elementary and Kraxberger Middle School. He said it felt like family. He thanked all the staff at both schools. He also gave kudos to the reorganization of the high school library. It looks like a nice place to work.

Steve Stewart went to the city council meeting. There have lots of citizens in attendance at their meetings. There was a brief conversation about the Governor's future vision on Career Technical Education. Superintendent Stewart said it has a long way to go. Jeremiah Patterson and Kevin Taylor have a plan to submit for Measure 98.

Kristin Eaton said today was a hard day and asked everyone to hug loved ones.

9. PUBLIC PARTICIPATION  
There was not public comment.

10. EXECUTIVE SESSION/ADJOURNMENT

At 8:04 pm, Board Vice Chair, Kristin Eaton stated the Executive Session of the Gladstone School Board 115, Clackamas County, Gladstone Oregon is called to order under authority of ORS.192.660(1).

At 8:28 pm, Kristin Eaton stated the Executive Session was closed as well as the regular session.

ATTEST:

\_\_\_\_\_  
Kristin Eaton, Vice Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Bob Stewart, Superintendent

\_\_\_\_\_  
Date

Dear Jeremy and Bob,

I am officially retiring at the end of the school year, June 22<sup>nd</sup>, 2018. I have enjoyed my years here at Gladstone, but it is time to move on. Thanks for everything.

Sincerely

Todd Dauenhauer

# GLADSTONE SCHOOL DISTRICT

2018-2019 CALENDAR - DRAFT First Reading March2018

JULY						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 New Staff Professional Development  
23 New Staff Professional Development  
27 Teacher First Day/In Service  
29 District Professional Development  
31 Non-Contract

SEPTEMBER						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Holiday - Labor Day - All Schools  
4 First Day of School-GCCF/JWE/6th & 9th Grades  
5 First Day for 7, 8, 10, 11 and 12 Graders

OCTOBER						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 No School/All Schools - Non Contract  
15 No School/All Schools - Progress/Professional  
23 GCCF/JWE/MLK - Evening Conferences  
25 All Schools - Evening Conferences  
26 No School All Schools/Conferences

NOVEMBER						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12 Holiday - Veterans Day Observed /No School  
21 No School/All Schools -Compensatory Day  
22 Holiday-Thanksgiving Day/No School  
23 No School/All Schools  
30 No School/All Schools - Report Cards

DECEMBER						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

24 Winter Break (12-24-18 - 1-04-19)

JANUARY						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 MLK/No School - Non Contract  
28 No School/All Schools-Progress/Professional

FEBRUARY						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

18 Holiday-Presidents Day/No School

MARCH						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11 No School/All Schools - Report Cards  
25 Spring Break (3/25/19 - 3/29/19)

APRIL						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

19 No School/All Schools - In-Service/PD  
29 No School/All Schools - Progress/Professional

MAY						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Holiday Memorial Day/No School

JUNE						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

12 Last Day - 1/2 Day All Students  
12 High School Graduation  
13 GHS - .5 Compensatory Day  
13 Report Card Day/Staff Last Day

<p><b>Key</b></p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <div style="background-color: #4F81BD; color: white; padding: 2px 5px; border: 1px solid black;">5</div> <p>Professional Development/ No School Students</p> </div> <div style="text-align: center;"> <div style="background-color: #4F81BD; color: white; padding: 2px 5px; border: 1px solid black;">5</div> <p>Holiday/No School Students &amp; Staff</p> </div> <div style="text-align: center;"> <div style="background-color: #4F81BD; color: white; padding: 2px 5px; border: 1px solid black;">2</div> <p>No School Students</p> </div> <div style="text-align: center;"> <div style="background-color: #4F81BD; color: white; padding: 2px 5px; border: 1px solid black;">6</div> <p>Progress Reports or Report Cards/ No School Students</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="text-align: center;"> <div style="background-color: #FFFF00; padding: 2px 5px; border: 1px solid black;">Early Release</div> </div> <div style="text-align: center;"> <div style="border: 2px solid red; padding: 2px 5px; border-radius: 5px;">172</div> <p>Student Contact</p> </div> <div style="text-align: center;"> <div style="background-color: #808080; padding: 2px 5px; border: 1px solid black;">Evening Conference</div> </div> <div style="text-align: center;"> <div style="background-color: #808080; padding: 2px 5px; border: 1px solid black;">School Not in Session</div> </div> </div>
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<b>Day</b>	<b>2017-18</b>	<b>2018-19</b>				
First Day for Teachers	Monday, 8-28-2017	Monday, 8-27-2018				
First Day for Students	Tuesday, 9-5-2017	Tuesday, 9-4-2018				
First Progress Report	Monday, 10-16-2017	Monday, 10-15-2018				
Second Progress	Monday, 1-29-2018	Monday, 01-28-2018				
Third Progress	Friday, 4-30-2018	Monday, 4-29-2019				
	<b>First Day</b>	<b>First Day</b>	<b>Grade Day</b>	<b>Student Days in Tri</b>		
Trimester 1	Tuesday, 9-5-2017	8/27/2018	11/30/2018	56		
Trimester 2	Monday, 12-4-2017	12/3/2018	3/11/2019	57		
Trimester 3	Monday, 3-12-2018	3/12/2019	6/13/2019	59		
MOU PD Day	April 20, 2018					
Last Day for Students	Thursday, 6-14-2018	Wednesday, 6-12-2019				
Last Day for Teachers	Friday, 6-15-2018	Thursday, 6-13-2019				
Total Student Days	172	172				
Payroll	190 Paid Days	190 Paid Days				

# GLADSTONE SCHOOL DISTRICT

## 2019-2020 CALENDAR - DRAFT

JULY							AUGUST							SEPTEMBER						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

JANUARY							FEBRUARY							MARCH						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				

APRIL							MAY							JUNE						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													

2 Holiday - Labor Day - All Schools  
 3 First Day of School-GCCF/JWE/6th & 9th Grades  
 4 First Day for 7, 8, 10, 11 and 12 Graders

11 No School/All Schools - Non Contract

11 Holiday - Veterans Day Observed /No School  
 27 No School/All Schools -Compensatory Day  
 28 Holiday-Thanksgiving Day/No School  
 29 No School/All Schools

23 Winter Break (12-23-19 - 1-03-20)

20 MLK/No School - Non Contract

17 Holiday-Presidents Day/No School

23 Spring Break (3/23/20 - 3/27/20)

25 Holiday Memorial Day/No School

<b>Key</b>	<span style="background-color: #00FF00; border: 1px solid black; padding: 2px;">0</span> Professional Development/ No School Students	<span style="background-color: #ADD8E6; border: 1px solid black; padding: 2px;">5</span> Holiday/No School Students & Staff	<span style="background-color: #800080; border: 1px solid black; padding: 2px;">1</span> No School Students	<span style="background-color: #000000; border: 1px solid black; padding: 2px;">0</span> Progress Reports or Report Cards/ No School Students
	<span style="background-color: #FFFF00; border: 1px solid black; padding: 2px;"> </span> Early Release	<span style="background-color: #FF0000; border: 1px solid black; padding: 2px;">182</span> Student Contact	<span style="background-color: #808080; border: 1px solid black; padding: 2px;"> </span> Evening Conference	<span style="background-color: #808080; border: 1px solid black; padding: 2px;"> </span> School Not in Session

GENERAL FUND  
STATE SCHOOL SUPPORT  
FOR THE FISCAL YEAR 2017-18  
AS OF MARCH 8, 2018

LINE	SOURCE	Adopted Budget	Y-T-D	Current Forecasted	Current Forecast Remaining	Budget Balance Remaining	
<b>STATE SCHOOL SUPPORT</b>							
2	1111	Current Year's Taxes	\$ 3,748,100	\$ 3,650,775	\$ 3,748,100	\$ 97,325	\$ 97,325
3	1112	Prior Years Taxes General Fund	70,000	32,066	\$ 60,000	\$ 27,934	\$ 37,934
4	1190	Interest and Penalties on Tax Collections	16,000	10,263	\$ 17,000	\$ 6,737	\$ 5,737
5	2102	Esd Apportionment General Fund	300,000	-	\$ 300,000	\$ 300,000	\$ 300,000
6	3103	Common School Fund General Fund	200,000	-	\$ 250,000	\$ 250,000	\$ 200,000
7	3101	State School Support/Transportation/High Cost Fund	15,848,040	10,018,604	\$ 15,277,614	\$ 5,259,010	\$ 5,829,436
8	4801	Federal Forest Fees General Fund	-	2,272	\$ 2,272	\$ (0)	\$ (2,272)
8	4801	Outdoor School State Funding	-	-	\$ 58,138	\$ 58,138	\$ -
9	<b>Total 2017-18 SSSF Sources (Line 2- Line 8)</b>		<b>\$ 20,182,140</b>	<b>\$ 13,713,980</b>	<b>\$ 19,713,124</b>	<b>\$ 5,999,144</b>	<b>\$ 6,468,160</b>
<b>NON STATE SCHOOL SUPPORT FORMULA SOURCES</b>							
<b>LOCAL SOURCES</b>							
10	1510	Interest Earned General Fund	\$ 21,500	\$ 26,666	40,000	\$ 13,334	\$ (5,166)
11	1710	Admissions General Fund	22,000	17,172	21,500	\$ 4,328	\$ 4,828
12	1741	Outdoor School Fees General Fund	19,000	-	19,000	\$ 19,000	\$ 19,000
13	1742	Hs Pay To Play General Fund	65,000	45,965	64,600	\$ 18,635	\$ 19,035
14	1743	Ms Pay To Play General Fund	10,000	1,400	7,500	\$ 6,100	\$ 8,600
15	1912	Lease Of Facilities General Fund	98,000	65,301	89,975	\$ 24,674	\$ 32,699
16	1999	Other Misc. General Fund	30,000	5,789	30,000	\$ 24,211	\$ 24,211
17	<b>TOTAL LOCAL SOURCES (Line 14- Line 22)</b>		<b>\$ 265,500</b>	<b>\$ 162,293</b>	<b>\$ 272,575</b>	<b>\$ 110,282</b>	<b>\$ 103,207</b>
<b>OTHER SOURCES</b>							
19	5400	Beginning Cash	2,369,758	1,915,500	1,915,500	(0)	\$ 454,258
20	<b>TOTAL OTHER SOURCES (Line 24- Line 25)</b>		<b>\$ 2,369,758</b>	<b>\$ 1,915,500</b>	<b>\$ 1,915,500</b>	<b>\$ (0)</b>	<b>\$ 454,258</b>
21	<b>TOTAL NON SSSF SOURCES (Line 23+ Line 26)</b>		<b>\$ 2,635,258</b>	<b>\$ 2,077,794</b>	<b>\$ 2,188,075</b>	<b>\$ 110,281</b>	<b>\$ 557,464</b>
22	<b>TOTAL RESOURCES (Line 13+ Line 27)</b>		<b>\$ 22,817,398</b>	<b>\$ 15,791,774</b>	<b>\$ 21,901,199</b>	<b>\$ 6,109,425</b>	<b>\$ 7,025,624</b>

GENERAL FUND  
STATEMENT OF EXPENDITURES COMPARED TO BUDGET  
FOR THE FISCAL YEAR 2017-18  
AS OF MARCH 8, 2018

		Adopted				Total		Budget
Description		Budget	Forecasted	Y-T-D	Encumbered	Expended/ Committed	Forecast Balance	Balance
<b>INSTRUCTION</b>								
1110	ELEMENTARY PROGRAM K	\$ 3,531,646	\$ 3,209,276	\$ 1,587,541	\$ 1,507,180	\$ 3,094,721	\$ 114,556	\$ 436,926
1110	ELEMENTARY PROGRAM 1-5	\$ 763,332	\$ 633,109	\$ 321,197	\$ 297,874	\$ 619,071	\$ 14,038	\$ 144,261
1120	MIDDLE SCHOOL PROGRAM 6-8	2,191,101	\$ 2,123,743	1,068,391	1,041,235	\$ 2,109,626	\$ 14,118	\$ 81,475
1120	MIDDLE SCHOOL CO-CURRICULAR 6-8	52,736	\$ 25,600	8,207	17,100	\$ 25,307	\$ 293	\$ 27,429
1130	HIGH SCHOOL PROGRAM 9-12	2,859,951	\$ 2,616,258	1,297,397	1,225,115	\$ 2,522,512	\$ 93,746	\$ 337,439
1130	HIGH SCHOOL CO-CURRICULAR 9-12	664,852	\$ 603,808	363,338	189,460	\$ 552,797	\$ 51,011	\$ 112,055
1210	TALENTED AND GIFTED	10,267	\$ 8,199	1,307	6,734	\$ 8,041	\$ 158	\$ 2,226
1220	RESTRICTIVE PROGRAMS FOR STUDENTS WITH DISABILITIES	725,176	\$ 1,026,206	489,395	536,953	\$ 1,026,347	\$ (141)	\$ (301,171)
1250	RESOURCE ROOMS	1,284,402	\$ 1,197,082	629,141	592,775	\$ 1,221,917	\$ (24,835)	\$ 62,485
1280	ALTERNATIVE EDUCATION PROGRAMS	104,145	\$ 41,577	430	6,098	\$ 6,528	\$ 35,049	\$ 97,617
1290	OTHER DESIGNATED PROGRAMS	269,858	\$ 214,634	106,096	105,468	\$ 211,563	\$ 3,070	\$ 58,295
<b>TOTAL INSTRUCTION</b>		<b>\$ 10,976,546</b>	<b>\$ 10,436,976</b>	<b>\$ 5,179,697</b>	<b>\$ 5,021,557</b>	<b>\$ 11,398,430</b>	<b>\$ 301,063</b>	<b>\$ 775,292</b>
<b>SUPPORT SERVICES</b>								
2110	ATTENDANCE SERVICES	\$ 219,598	\$ 208,552	\$ 104,099	\$ 103,675	\$ 207,774	\$ 778	\$ 11,824
2120	GUIDANCE SERVICES	581,708	\$ 429,571	235,854	187,192	\$ 423,046	\$ 6,525	\$ 158,662
2130	HEALTH NURSE SERVICES	187,700	\$ 241,542	563	1,552	\$ 2,115	\$ 239,427	\$ 185,585
2140	PSYCHOLOGICAL SERVICES	160,563	\$ 126,509	64,164	62,680	\$ 126,844	\$ (335)	\$ 33,719
2150	SPEECH PATHOLOGY & AUDIOLOGY	233,610	\$ 268,085	143,843	129,962	\$ 273,805	\$ (5,719)	\$ (40,195)
2160	OTHER STUDENT TREATMENT SERVICES	93,759	\$ 21,323	13,500	7,770	\$ 21,270	\$ 53	\$ 72,489
2190	SPECIAL EDUCATION	251,254	\$ 187,982	123,748	65,766	\$ 189,514	\$ (1,532)	\$ 61,740
2210	IMPROVEMENT OF INSTRUCTION	397,625	\$ 143,728	85,360	40,356	\$ 125,716	\$ 18,012	\$ 271,909
2220	EDUCATIONAL MEDIA SERVICES	204,640	\$ 165,442	85,511	72,896	\$ 158,407	\$ 7,035	\$ 46,233
2230	ASSESSMENT/TESTING	106,859	\$ 94,769	46,886	37,237	\$ 84,124	\$ 10,646	\$ 22,735
2240	INSTRUCTIONAL STAFF DEVELOPMENT	86,928	\$ 69,477	37,478	783	\$ 38,261	\$ 31,215	\$ 48,667
2310	BOARD OF EDUCATION	97,950	\$ 63,625	45,829	5,753	\$ 51,581	\$ 12,044	\$ 46,369
2320	OFFICE OF SUPERINTENDENT	287,228	\$ 246,789	150,153	71,075	\$ 221,228	\$ 25,561	\$ 66,000
2410	OFFICE OF PRINCIPAL	1,592,345	\$ 1,522,636	971,970	506,482	\$ 1,478,451	\$ 44,185	\$ 113,894
2520	FISCAL SERVICES	637,045	\$ 554,966	368,440	146,043	\$ 514,483	\$ 40,483	\$ 122,562
2540	OPERATION AND MAINTENANCE SERVICES	1,847,725	\$ 1,761,846	1,066,831	553,470	\$ 1,620,302	\$ 141,544	\$ 227,423
2543	GROUND MAINTENANCE SERVICES	256,145	\$ 176,893	104,909	40,391	\$ 145,301	\$ 31,593	\$ 110,844
2550	TRANSPORTATION SERVICES	1,155,753	\$ 1,116,122	559,434	558,559	\$ 1,117,993	\$ (1,870)	\$ 37,760
2630	COMMUNICATION	121,597	\$ 99,811	66,804	32,090	\$ 98,894	\$ 917	\$ 22,703
2640	PERSONNEL SERVICES	273,703	\$ 405,501	259,664	119,943	\$ 379,607	\$ 25,894	\$ (105,904)
2649	OTHER EMPLOYEE SERVICES (RX, UNEMPLOYMENT)	100,000	\$ 30,000	12,600	125	\$ 12,725	\$ 17,275	\$ 87,275
2660	TECHNOLOGY SERVICES	546,272	\$ 370,607	233,655	109,772	\$ 343,426	\$ 27,181	\$ 202,846
2700	SUPPLEMENT RETIREMENT	344,200	\$ 297,705	168,206	18,447	\$ 186,653	\$ 111,052	\$ 157,547
<b>TOTAL SUPPORT SERVICES</b>		<b>\$ 9,528,062</b>	<b>\$ 8,426,588</b>	<b>\$ 4,844,591</b>	<b>\$ 2,831,628</b>	<b>\$ 7,676,219</b>	<b>\$ 750,369</b>	<b>\$ 1,851,843</b>
<b>OTHER REQUIREMENTS</b>								
3300	COMMUNITY SERVICES	\$ 66,725	\$ 30,877	\$ 5,778	\$ 3,624	\$ 9,401	\$ 21,475	\$ 57,324
5200	TRANSFERS	9,000	\$ 9,000	-	-	-	\$ 9,000	\$ 9,000
6000	CONTINGENCY	500,000	\$ -	-	-	-	\$ -	\$ 500,000
<b>TOTAL OTHER REQUIREMENTS</b>		<b>\$ 575,725</b>	<b>\$ 39,877</b>	<b>\$ 5,778</b>	<b>\$ 3,624</b>	<b>\$ 9,401</b>	<b>\$ 30,475</b>	<b>\$ 566,324</b>
<b>TOTAL EXPENDITURES</b>		<b>\$ 21,080,333</b>	<b>\$ 18,903,441</b>	<b>\$ 10,030,066</b>	<b>\$ 7,856,809</b>	<b>\$ 19,084,051</b>	<b>\$ 1,081,908</b>	<b>\$ 3,193,459</b>

OTHER FUNDS SUMMARY  
STATEMENT OF EXPENDITURES COMPARED TO BUDGET  
OTHER FUNDS SUMMARY  
AS OF MARCH 8, 2018

Fund	Description	<u>Adopted Budget</u>	<u>Y-T-D</u>	<u>Encumbered</u>	<u>Budget Balance</u>
<b>210</b>	<b>GRANTS/CONTRACTS</b>				
	Resources	\$ 2,367,415	\$ 749,851	\$ -	\$ 1,617,564
	Expenses	\$ 2,367,415	\$ 709,252	\$ 364,305	\$ 1,293,857
<b>220</b>	<b>FOOD SERVICE FUND</b>				
	Resources	\$ 963,700	\$ 540,867	\$ -	\$ 422,833
	Expenses	\$ 963,700	\$ 450,104	\$ 479,737	\$ 33,859
<b>221</b>	<b>SUMMER FOOD SERVICE</b>				
	Resources	\$ 27,700	\$ 18,983	\$ -	\$ 8,717
	Expenses	\$ 27,700	\$ 7,782	\$ -	\$ 19,918
<b>240</b>	<b>COMMUNITY SCHOOL REVOLVING FUND</b>				
	Resources	\$ 591,070	\$ 526,925	\$ -	\$ 64,145
	Expenses	\$ 591,070	\$ 245,563	\$ 82,022	\$ 263,485
<b>270</b>	<b>ASSOCIATED STUDENT BODY FUNDS GCCF</b>				
	Resources	\$ 50,000	\$ 23,723	\$ -	\$ 26,277
	Expenses	\$ 50,000	\$ 10,658	\$ 505	\$ 38,837
<b>270</b>	<b>ASSOCIATED STUDENT BODY FUNDS JWE</b>				
	Resources	\$ 100,000	\$ 91,324	\$ -	\$ 8,676
	Expenses	\$ 100,000	\$ 52,852	\$ -	\$ 47,148
<b>270</b>	<b>ASSOCIATED STUDENT BODY FUNDS WLK</b>				
	Resources	\$ 105,000	\$ 93,878	\$ -	\$ 11,122
	Expenses	\$ 105,000	\$ 28,028	\$ 1,541	\$ 75,431

<b>275</b>	<b>ASSOCIATED STUDENT BODY FUNDS GHS</b>						
	Resources	\$	750,000	\$	588,481	\$	- \$ 161,519
	Expenses	\$	750,000	\$	232,926	\$	33,785 \$ 483,289
<b>280</b>	<b>PERS RESERVE</b>						
	Resources	\$	258,880	\$	260,326	\$	- \$ (1,446)
	Expenses	\$	258,880	\$	-	\$	- \$ 258,880
<b>290</b>	<b>SELF INSURANCE</b>						
	Resources	\$	116,150	\$	129,327	\$	- \$ (13,177)
	Expenses	\$	116,150	\$	-	\$	- \$ 116,150
<b>DEBT SERVICE FUNDS</b>							
<b>301</b>	<b>CAPITAL DEBT SERVICE FUND</b>						
	Resources	\$	4,027,450	\$	4,114,497	\$	- \$ (87,047)
	Expenses	\$	4,027,450	\$	446,050	\$	- \$ 3,581,400
<b>302</b>	<b>PERS DEBT SERVICE FUND</b>						
	Resources	\$	1,600,971	\$	1,154,440	\$	- \$ 446,531
	Expenses	\$	1,600,971	\$	250,485	\$	- \$ 1,350,486
<b>CAPITAL PROJECT FUNDS</b>							
<b>401</b>	<b>CAPITAL PROJECTS FUND</b>						
	Resources	\$	1,312,930	\$	1,244,773	\$	- \$ 68,158
	Expenses	\$	1,312,930	\$	30,340	\$	- \$ 1,282,590
<b>402</b>	<b>CAPITAL BOND FUND</b>						
	Resources	\$	405,000	\$	410,398	\$	- \$ (5,398)
	Expenses	\$	405,000	\$	-	\$	- \$ 405,000
<b>403</b>	<b>SB1149</b>						
	Resources	\$	270,200	\$	268,090	\$	- \$ 2,110
	Expenses	\$	270,200	\$	-	\$	- \$ 270,200
<b>404</b>	<b>TECHNOLOGY RESERVE- BETC</b>						
	Resource	\$	50,100	\$	-	\$	- \$ 50,100
	Expenses	\$	50,100	\$	-	\$	- \$ 50,100

**OTHER FUNDS**

<b>700</b>	<b>GHS TRUST</b>						
	Resources	\$	71,587	\$	29,369	\$	- \$ 71,587
	Expenses	\$	71,587	\$	-	\$	- \$ 71,587
<b>710</b>	<b>SUNSHINE FUND- DISTRICT OFFICE</b>						
	Resources	\$	3,675	\$	2,175	\$	- \$ 1,500
	Expenses	\$	3,675	\$	114	\$	- \$ 3,561
<b>720</b>	<b>SUNSHINE FUND-ADM</b>						
	Resources	\$	8,805	\$	4,468	\$	- \$ 4,337
	Expenses	\$	8,805	\$	-	\$	- \$ 8,805
<b>730</b>	<b>GMA- CLOTHES CLOSET</b>						
	Resources	\$	2,500	\$	1,400	\$	- \$ 1,100
	Expenses	\$	2,500	\$	1,217	\$	- \$ 1,283
<b>760</b>	<b>COFFEE FUND- DISTRICT OFFICE</b>						
	Resources	\$	1,710	\$	513	\$	- \$ 1,197
	Expenses	\$	1,710	\$	162	\$	- \$ 1,548

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

**EXPENDITURES 2017-18**

<b>Contracting Agency/Grant</b>	<b>Grant Term Date</b>	<b>Fund</b>	<b>Grant</b>	<b>Estimated Available Amount for 2017-18 Year</b>	<b>GL YTD Expenses</b>	<b>GL ENCUMBERED</b>	<b>TOTAL COMMITTED</b>	<b>AVAILABLE GRANT BALANCE</b>
<b><u>BOB STEWART</u></b>								
CONFUCIUS INSTITUTE	6/30/2018	210	1790	25,058.26	3,031.01	300.00	3,331.01	21,727.25
SOLAR CURRICULUM GRANT	-	210	1879	1,083.06	-	-	-	1,083.06
MODA- ACE COLLABORATIVE LEARNING	6/30/2018	210	1970	4,269.57	4,269.57	-	4,269.57	-
CCC- HIGH SCHOOL CONNECTIONS	7/1/2020	210	1825	40,000.00	-	-	-	40,000.00
OCF-FRED FIELDS FUND	-	210	1105	2,128.56	-	-	-	2,128.56
<b><u>LENNIE BJORNSEN</u></b>								
FOOD PANTRY DONATIONS/GRANTS	-	210	1850	866.39	85.54	-	85.54	780.85
CLACKAMAS COUNTY HEAL GRANT-FOOD PANTRY	-	210	1821	1,224.33	1,475.57	-	1,475.57	(251.24)
CLACKAMAS COUNTY GRANT-FOOD PANTRY	-	210	1839	3,000.00	-	-	-	3,000.00
FRC FLEX FUND	-	210	1108	40.07	40.00	-	40.00	0.07
GEF -CLOTHES CLOSET	-	210	1133	1,551.89	519.46	-	519.46	1,032.43
OEA CHOICE WELFARE - WELLNESS - 2017 CY	12/31/2017	210	1868	1,577.34	1,577.34	-	1,577.34	-
FOR THE LOVE OF SCHOOLS	-	210	1971	405.40	-	-	-	405.40
OCF- FAMILY RESOURCE MANAGER	12/31/2017	210	1883	32,539.00	32,490.00	-	32,490.00	49.00

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

**EXPENDITURES 2017-18**

<b>Contracting Agency/Grant</b>	<b>Grant Term Date</b>	<b>Fund</b>	<b>Grant</b>	<b>Estimated Available Amount for 2017-18 Year</b>	<b>GL YTD Expenses</b>	<b>GL ENCUMBERED</b>	<b>TOTAL COMMITTED</b>	<b>AVAILABLE GRANT BALANCE</b>
FC- FAMILY RESOURCE COORDINATOR/CULTURE OF CARE CY 2017	12/31/2017	210	1882	242,747.00	68,857.91	7,015.00	75,872.91	166,874.09
TITLE IA 2017-18	9/30/2018	210	1841	269,883.00	148,546.80	121,336.20	269,883.00	-
<b><u>JEREMIAH PATTERSON</u></b>								
SEEDS - OREGON CITY CONSORTIUM	-	210	1866	3,226.38	1,658.75	-	1,658.75	1,567.63
TITLE IIA TEACHER QUALITY 2016-17	9/30/2017	210	1811	29,710.01	26,119.91	1,275.00	27,394.91	2,315.10
TITLE IIA TEACHER QUALITY 2017-18	9/30/2018	210	1812	40,956.00	5,248.00	2,000.00	7,248.00	33,708.00
CESD NEW TEACHER OBSERVATIONS	-	210	0104	8,665.87	222.04	-	222.04	8,443.83
HB 3499 EL TRANSFORMATION & TARGET DISTRICTS GRANT	6/30/2019	210	1893	43,318.22	29,548.80	-	29,548.80	13,769.42
TITLE IV-A STUDENT SUPPORT AND ACADEMIC ENRICHMENT	6/30/2018	210	1853	10,000.00	-	-	-	10,000.00
<b><u>JERE APPLEBEE</u></b>								
GEF - 2007 FOCUS ITEM-GCCF LEARNING ZONES	-	210	1104	1,242.80	447.59	-	447.59	795.21
GEF - GCCF EARLY LITERACY FUND	-	210	1117	2,462.20	43.21	-	43.21	2,418.99
GEF- GCCF FAMILY INVOLVEMENT NIGHT	11/30/2016	210	1118	93.18	93.18	-	93.18	-
GEF- GCCF SCIENCE NIGHT	11/30/2018	210	1119	3,011.74	-	-	-	3,011.74
EARLY LEARNING EVENT DONATIONS	-	210	1785	350.00	350.00	-	350.00	-

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

**EXPENDITURES 2017-18**

<b>Contracting Agency/Grant</b>	<b>Grant Term Date</b>	<b>Fund</b>	<b>Grant</b>	<b>Estimated Available Amount for 2017-18 Year</b>	<b>GL YTD Expenses</b>	<b>GL ENCUMBERED</b>	<b>TOTAL COMMITTED</b>	<b>AVAILABLE GRANT BALANCE</b>
GEF- GCCF THURSDAY HOUR EVENTS	4/30/2018	210	1139	513.88	393.96	-	393.96	119.92
SUMMER LITERACY PROG	-	210	1830	10.35	10.35	-	10.35	-
KINDERGARTEN SUMMER CAMP	-	210	1818	28,352.92	21,851.18	-	21,851.18	6,501.74
OEA COICE WELFARE WELLNESS 2017 CY	12/31/2017	210	1868	862.29	862.29	-	862.29	-
FOR THE LOVE OF SCHOOLS	-	210	1971	405.40	-	-	-	405.40
OAK GROVE GCCF LITERACY (STORY HOUR)	-	210	1881	2,240.77	705.68	-	705.68	1,535.09
CLACKAMAS COUNTY K.I.P TEACHING PRESCHOOL GRANT	-	210	1824	66,080.00	34,509.19	-	34,509.19	31,570.81
FORDS OF THE 50'S GRANT	-	210	1200	2,555.84	165.85	-	165.85	2,389.99
GEF-GCCF & PARTNERS GRANT	-	210	1141	1,729.55	1,006.48	-	1,006.48	723.07
GEF- KINSMAN GRANT SCIENCE	-	210	1148	2,500.00	348.52	-	348.52	2,151.48
THURSDAY HOUR DONATION-HOLMAN AUTO	-	210	1202	1,500.00	-	-	-	1,500.00
<b><u>KELLY WELCH</u></b>								
COLUMBIA REGIONAL PROGRAM	6/30/2018	210	1895	34,800.00	19,861.04	19,861.27	39,722.31	(4,922.31)
IDEA PART B, SEC 611 2016-17	9/30/2018	210	1802	348,431.64	115,007.81	89,989.90	204,997.71	143,433.93
IDEA PART B, SEC 611 2017-18	9/30/2017	210	1800	115,408.29	-	-	-	115,408.29
IDEA PART B, SEC 619 2017-18	9/30/2019	210	1795	214.98	-	-	-	214.98

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

**EXPENDITURES 2017-18**

<b>Contracting Agency/Grant</b>	<b>Grant Term Date</b>	<b>Fund</b>	<b>Grant</b>	<b>Estimated Available Amount for 2017-18 Year</b>	<b>GL YTD Expenses</b>	<b>GL ENCUMBERED</b>	<b>TOTAL COMMITTED</b>	<b>AVAILABLE GRANT BALANCE</b>
IDEA PART B, SEC 619 2016-17	9/30/2018	210	1975	818.76	-	-	-	818.76
IDEA PART B, SEC 619 2015-16	9/30/2017	210	1973	1,139.62	1,139.62	-	1,139.62	-
IDEA ENHANCEMENT 17-18	9/30/2018	210	1797	2,652.00	5.87	-	5.87	2,646.13
IDEA ENHANCEMENT 16-17	9/30/2017	210	1794	2,505.52	2,505.52	-	2,505.52	-
IDEA EXTENDED ASSESSMENT 17-18	6/30/2018	210	1964	549.47	-	-	-	549.47
IDEA SPR&I 2017-18	6/30/2018	210	1798	2,506.00	26.97	-	26.97	2,479.03
YOUTH TRANSITION PROGRAM	6/30/2019	210	1799	163,346.90	41,051.86	20,645.36	61,697.22	101,649.68
HOMELESS GRANT/DONATIONS	-	210	1838	37.30	-	-	-	37.30
RTI GRANT	-	210	1803	605.16	-	-	-	605.16
OSBA BRADY TRUST	-	210	1837	113.66	-	-	-	113.66
<b><u>LEN REED</u></b>								
CLACK CTY-GROWING TOGETHER	-	210	1855	975.02	-	-	-	975.02
INSTUCTIONAL PROGRAM - WLK	-	210	1788	478.34	-	-	-	478.34
MILLER FOUNDATION - AVID`	6/30/2018	210	1814	7,408.45	7,039.24	-	7,039.24	369.21
OEA CHOICE WELFARE - WELLNESS -16-17 CY	12/30/2017	210	1868	3,364.64	3,364.64	-	3,364.64	-
FOR THE LOVE OF SCHOOLS	-	210	1971	1,064.53	31.10	-	31.10	1,033.43

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

**EXPENDITURES 2017-18**

<b>Contracting Agency/Grant</b>	<b>Grant Term Date</b>	<b>Fund</b>	<b>Grant</b>	<b>Estimated Available Amount for 2017-18 Year</b>	<b>GL YTD Expenses</b>	<b>GL ENCUMBERED</b>	<b>TOTAL COMMITTED</b>	<b>AVAILABLE GRANT BALANCE</b>
POSITIVE FAMILY SUPPORT	-	<b>210</b>	1961	<b>3,961.17</b>	-	-	-	<b>3,961.17</b>
GEF- BETTY'S BOOKS DONATION	-	<b>210</b>	1137	<b>4,890.00</b>	3,448.52	201.27	<b>3,649.79</b>	<b>1,240.21</b>
GEF- RESEARCH/CHROMEBOOKS	11/30/2018	<b>210</b>	1138	<b>2,600.00</b>	255.00	-	<b>255.00</b>	<b>2,345.00</b>
GEF- BAGLEV VEHICLES	4/30/2018	<b>210</b>	1146	<b>132.70</b>	-	-	-	<b>132.70</b>
ROBOTICS- DAIMLER EDUCATION IN MOTION TEAMS	-	<b>210</b>	1831	<b>8.13</b>	-	-	-	<b>8.13</b>
WLK RISING GRANTS/DONATIONS	-	<b>210</b>	1960	<b>1,000.00</b>	-	-	-	<b>1,000.00</b>
<b><u>PETRA HOGHOVA</u></b>								
GEF ESL FAMILY LITERACY		<b>210</b>	1890	<b>1,620.05</b>	-	-	-	<b>1,620.05</b>
GEF ESL LITERACY/HOMEWORK		<b>210</b>	1860	<b>577.68</b>	-	-	-	<b>577.68</b>
MIGRANT ED 16-17	9/30/2017	<b>210</b>	1968	<b>245.23</b>	245.23	-	<b>245.23</b>	-
MIGRANT ED 17-18	9/30/2018	<b>210</b>	1974	<b>1,251.39</b>	-	-	-	<b>1,251.39</b>
TITLE III ENG LANG ACQUISTION 16-17	9/30/2018	<b>210</b>	1808	<b>6,226.73</b>	2,329.17	-	<b>2,329.17</b>	<b>3,897.56</b>
TITLE III ENG LANG ACQUISTION 17-18	9/30/2018	<b>210</b>	1809	<b>6,882.00</b>	950.09	-	<b>950.09</b>	<b>5,931.91</b>

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

**EXPENDITURES 2017-18**

<b>Contracting Agency/Grant</b>	<b>Grant Term Date</b>	<b>Fund</b>	<b>Grant</b>	<b>Estimated Available Amount for 2017-18 Year</b>	<b>GL YTD Expenses</b>	<b>GL ENCUMBERED</b>	<b>TOTAL COMMITTED</b>	<b>AVAILABLE GRANT BALANCE</b>
<b><u>KEVIN TAYLOR</u></b>								
BACKPACK BUDDY PROGRAM DONATIONS	-	<b>210</b>	1851	<b>6,573.09</b>	31.26		<b>31.26</b>	<b>6,541.83</b>
C-TEC SALEM STEM 16-17	6/30/2018	<b>210</b>	1820	<b>6,071.35</b>	-	-	-	-
C-TEC SECONDARY CAREER PATHWAYS 2016-2018	6/30/2018	<b>210</b>	1832	<b>3,915.00</b>	3,610.09	-	<b>3,610.09</b>	-
C-TEC CARL PERKINS - BASIC 17-18	6/30/2018	<b>210</b>	1804	<b>5,580.00</b>	192.58		<b>192.58</b>	<b>5,387.42</b>
C-TEC PERKINS 17-18 MINI-GRANT #17	6/30/2018	<b>210</b>	1846	<b>3,351.00</b>	3,308.85	-	<b>3,308.85</b>	<b>42.15</b>
C-TEC PERKINS 17-18 MINI-GRANT #18	6/30/2018	<b>210</b>	1807	<b>2,908.00</b>	2,908.00	-	<b>2,908.00</b>	-
C-TEC PERKINS 17-18 MINI-GRANT #21	6/30/2018	<b>210</b>	1886	<b>815.00</b>	814.11	-	<b>814.11</b>	<b>0.89</b>
C-TEC PERKINS 17-18 MINI-GRANT #22	6/30/2018	<b>210</b>	1887	<b>4,000.00</b>	-	4,000.00	<b>4,000.00</b>	-
C-TEC PERKINS SPECIAL GRANT 2017-18 #2	6/30/2018	<b>210</b>	1806	<b>1,500.00</b>	1,500.00	-	<b>1,500.00</b>	-
C-TEC PERKINS COUNSELING & CTE COLLABORATION	6/30/2018	<b>210</b>	1852	<b>1,000.00</b>	-	-	-	<b>1,000.00</b>
GEF COLLEGE CREDITS	-	<b>210</b>	1113	<b>4,577.05</b>	4,577.05	-	<b>4,577.05</b>	-
INSTUCTIONAL PROGRAM - GHS	-	<b>210</b>	1787	<b>813.32</b>	-	-	-	<b>813.32</b>
MILLER FOUNDATION - CURRICULUM	-	<b>210</b>	1884	<b>494.10</b>	-	-	-	<b>494.10</b>
OEA CHOICE WELFARE - WELLNESS - 2017 CY	12/31/2017	<b>210</b>	1868	<b>4,607.37</b>	4,607.37	-	<b>4,607.37</b>	-
FOR THE LOVE OF SCHOOLS 2015-16	-	<b>210</b>	1971	<b>1,520.40</b>	-	-	-	<b>1,520.40</b>
SMS STEM HUB 14-15	-	<b>210</b>	1899	<b>2,201.88</b>	673.53	-	<b>673.53</b>	<b>1,528.35</b>

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

**EXPENDITURES 2017-18**

<b>Contracting Agency/Grant</b>	<b>Grant Term Date</b>	<b>Fund</b>	<b>Grant</b>	<b>Estimated Available Amount for 2017-18 Year</b>	<b>GL YTD Expenses</b>	<b>GL ENCUMBERED</b>	<b>TOTAL COMMITTED</b>	<b>AVAILABLE GRANT BALANCE</b>
TARGET GRANT (FIELD TRIPS)	-	210	1876	600.00	-	-	-	600.00
GEF-BAND CLINICIANS	11/30/2018	210	1102	660.00	40.00	-	40.00	620.00
GEF-EDUCATION EQUITY TABLETS	11/30/2018	210	1116	399.92	384.26	-	384.26	15.66
GEF- GHS CERAMICS	11/30/2017	210	1127	1,600.00	1,600.00	-	1,600.00	-
GEF- GHS ONLINE SOCIAL STUDIES	11/30/2017	210	1128	75.00	75.00	-	75.00	-
GEF- MATH DEPT CONTRIBUTION	-	210	1131	101.43	-	-	-	101.43
GEF-AEROBICS WEIGHTS	11/30/2018	210	1132	1,320.00	-	1,320.00	1,320.00	-
GEF- GHS VIRTUAL WELDING	11/30/2017	210	1136	77.50	-	-	-	77.50
GEF- GHS ART (J.ALLGOOD MEMORIAL DONATION)	-	210	1140	350.00	-	-	-	350.00
GEF-CONSTRUCTION	11/30/2018	210	1149	1,600.00	-	-	-	1,600.00
GEF-CULTURE OF FOODS	11/30/2018	210	1150	1,500.00	231.35	-	231.35	1,268.65
GEF- PHOTOGRAPHY EQUIPMENT	11/30/2018	210	1151	465.53	-	-	-	465.53
GEF-PRINTMAKING PRESS/CUTTER	11/30/2018	210	1152	1,400.00	1,400.00	-	1,400.00	-
GEF-DIGITAL FILM MAKING IPADS	11/30/2018	210	1153	1,200.00	1,135.87	-	1,135.87	64.13
GEF-INERGRATED CONF	11/30/2018	210	1154	225.70	-	-	-	225.70
CESD- COLLEGE AND CAREER READINESS	6/30/2017	210	1863	2,000.00	-	-	-	2,000.00

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

**EXPENDITURES 2017-18**

<b>Contracting Agency/Grant</b>	<b>Grant Term Date</b>	<b>Fund</b>	<b>Grant</b>	<b>Estimated Available Amount for 2017-18 Year</b>	<b>GL YTD Expenses</b>	<b>GL ENCUMBERED</b>	<b>TOTAL COMMITTED</b>	<b>AVAILABLE GRANT BALANCE</b>
PROMISING PRACTICES GRANT	-	210	1201	93.84	90.26	-	90.26	3.58
HIGH SCHOOL SUCCESS STATE M98 OR ROBOTICS TOURNAMENT DONATION	6/30/2019	210	1892	309,080.98	95,515.33	69,674.79	165,190.12	143,890.86
	6/30/2018	210	1877	1,500.00	1,500.00	-	1,500.00	-
<b><u>WENDY WILSON</u></b>								
INSTUCTIONAL PROGRAM - JWE	-	210	1786	10,313.22	4,639.40	-	4,639.40	5,673.82
INSTUCTIONAL PROGRAM - Science Grant	-	210	1786	666.88	-	-	-	666.88
OEA CHOICE WELFARE - WELLNESS - 2017 CY	12/31/2017	210	1868	5,178.94	5,178.94	-	5,178.94	-
FOR THE LOVE OF SCHOOLS 2015-16	-	210	1971	1,672.40	128.97	-	128.97	1,543.43
GEF- JWE AFTER-SCHOOL CLUBS	6/30/2018	210	1120	122.34	56.04	-	56.04	66.30
GEF- JWE MATH AND NUMBER SENSE	4/30/2018	210	1143	704.22	704.22	-	704.22	-
GEF-SPLASH MATH/CHROMEBOOKS	11/30/2018	210	1143	2,400.00	305.90	-	305.90	2,094.10
GEF- FLOCABULARY SUBSCRIPTION	4/30/2018	210	1145	576.00	384.00	-	384.00	192.00
GEF- KINDLE FIRE TABLETS	4/30/2018	210	1147	72.35	-	-	-	72.35
GEF- VISUAL VOCAB CARDS/ELL BOOKS	11/30/2018	210	1155	500.00	-	-	-	500.00
GEF-STEM ACTIVITIES	11/30/2018	210	1156	521.58	424.09	-	424.09	97.49
GEF-STAND UP DESK	11/30/2018	210	1157	875.85	-	-	-	875.85

**STATEMENT OF EXPENDITURES TO RESOURCES  
AS OF MARCH 8, 2018**

EXPENDITURES 2017-18

<u>Contracting Agency/Grant</u>	<u>Grant Term Date</u>	<u>Fund</u>	<u>Grant</u>	<u>Estimated Available Amount for 2017-18 Year</u>	<u>GL YTD Expenses</u>	<u>GL ENCUMBERED</u>	<u>TOTAL COMMITTED</u>	<u>AVAILABLE GRANT BALANCE</u>
<b>TOTAL GRANTS/CONTRACTS</b>				<b>\$ 1,988,577.63</b>	<b>\$ 717,756.33</b>	<b>\$ 337,618.79</b>	<b>\$ 1,055,375.12</b>	<b>\$ 929,020.08</b>

Carrie C. Hertzler  
18530 SE Addie Street  
Milwaukie, OR 97267  
(503) 701-6023

March 6, 2018

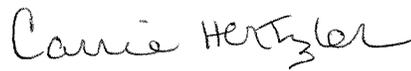
Jeremiah Patterson  
Tammy Tracy  
Gladstone School District  
17789 Webster Road  
Gladstone, OR 97027

Re: Letter of Resignation

Dear Jeremiah and Tammy,

Please accept this letter as my formal resignation effective March 16, 2018. If I can be of any assistance during this transition, please let me know.

Very truly yours,

A handwritten signature in cursive script that reads "Carrie Hertzler". The signature is written in black ink and is positioned above the printed name.

Carrie Hertzler



**GREG HESS**

800 N. Pine Street  
Canby, OR. 97013

T 503-415-0897  
[pvcoachhess@gmail.com](mailto:pvcoachhess@gmail.com)

Work URI

February 13, 2018  
Ted Yates  
Athletic Director  
Gladstone High School  
18800 Portland Avenue  
Gladstone, OR.97027

Ted,

After 15 years of coaching girls soccer at Gladstone High School, I am hereby rendering my resignation from the program. My resignation as Girls Head Soccer Coach will be effective immediately.

Gregory Hess

MAR 06 2018

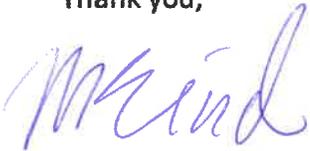
Kelly,

I am writing this letter to inform you of my resignation as an instructional assistant. Due to my PSU program, the requirement is that I complete my student teaching portion in a different location from where I am currently working. My last day will be March 23, 2018.

Thank you so much for investing in me and allowing me to work at John Wetten Elementary. I have gained such knowledge and experience that will no doubt benefit me in my future career as a special education teacher.

As these next weeks progress, I will continue to work with Jessica Smrkovsky, the other assistants, and the students to help this transition be as smooth as possible. Please let me know if there is anything else I can do to aid this transition.

Thank you,



Morgan Lind

2/27/18

2/27/18



Natalie Weninger <weningern@gladstone.k12.or.us>

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## Fwd: Resignation

1 message

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**Tammy Tracy** <tracyt@gladstone.k12.or.us>  
To: Natalie Weninger <weningern@gladstone.k12.or.us>

Mon, Mar 5, 2018 at 8:01 PM

Tammy Tracy  
Director, Community Education/Human Resources  
Executive Director, Gladstone Education Foundation  
[Gladstone School District](#)  
17789 Webster Rd  
Gladstone, OR 97027  
Ph: 503-650-2577  
Email: [tracyt@gladstone.k12.or.us](mailto:tracyt@gladstone.k12.or.us)

----- Forwarded message -----

From: **Marianne Sullivan** <[sullivanm@gladstone.k12.or.us](mailto:sullivanm@gladstone.k12.or.us)>  
Date: Tue, Feb 20, 2018 at 12:23 PM  
Subject: Resignation  
To: Tammy Tracy <[Tracyt@gladstone.k12.or.us](mailto:Tracyt@gladstone.k12.or.us)>, Samantha Nelson <[nelsons@gladstone.k12.or.us](mailto:nelsons@gladstone.k12.or.us)>

Sam-

As per our conversation this morning, I am resigning my position as Accountant. My last day will be March 6th.

Thank you,  
Marianne Sullivan

--

[Marianne Sullivan](#)  
Accountant  
[Sullivanm@gladstone.k12.or.us](mailto:Sullivanm@gladstone.k12.or.us)  
[Gladstone School District](#)  
503.650.2581

## License Requirements

The Board, in adhering to Oregon Revised Statutes, shall require all applicants selected for employment for positions that require licensing, to hold a valid Oregon license issued by the Teacher Standards and Practices Commission (TSPC) as a condition of employment. ~~Those offered employment in the district must present their original license to the superintendent's office before the Board will consider approving their employment.~~

~~If an Applicant's not presenting their license s to the superintendent's office~~ teaching license application with the TSPC is pending, the applicant may teach for 90 calendar days after the date of submission of the application, if the applicant has:

1. Submitted an application in the manner and form required by the TSPC, including payment of all required fees;
2. Completed a background clearance conducted by the TSPC that includes having:
  - a. Furnished fingerprints, if required;
  - b. Provided satisfactory responses to character questions in the form and manner required by the TSPC; and
  - c. Completed a criminal records check pursuant to state law and a background check through the interstate clearinghouse for revoked or suspended licenses, and is eligible for a teaching license.

The district will complete a review of the applicant's employment history prior to beginning employment.

The district will verify the employee is properly licensed on the 91st calendar day after the application was submitted to the TSPC, if the employee's license application is pending and the employee is teaching in the district.

~~The district requires licensed staff to submit copies of all endorsements to the superintendent's office.~~ This verification of licensure includes all license endorsements. It shall be each licensed staff member's responsibility to keep all endorsements current and to submit them to the district office.

END OF POLICY

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**Legal Reference(s):**

[ORS 339.374](#)  
[ORS 342.120 to-342.203](#)

[OAR 584-050-0035](#)  
[OAR 584-200-0020](#)

~~6/06/13~~9/28/17 | PH

First Reading

## Expanded Options Program\*\*

The Board is committed to providing additional options to students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

### Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the Expanded Options Program EOP if he/she:

1. is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program EOP;
2. is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits for to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan; and
4. Has not successfully completed the requirements for a high school diploma or a modified diploma. A student who has graduated from high school may not participate; and
5. Is not a foreign exchange student enrolled in a school under a cultural exchange program.

### Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students' parents of the Expanded Options Program EOP for the following school year. The district will notify a transfer high school student, or a returning dropout, of the Expanded Options Program EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the Expanded Options Program EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. ~~The definitions below:~~

a. ~~Eligible Student: A student who is enrolled in an Oregon public school and who:~~

- ~~(1) Is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program;~~
- ~~(2) Is in grade 11 or 12 or has not yet completed the required credits for grade 11 or 12, but the district has allowed the student to participate in the program;~~
- ~~(3) Has developed an educational learning plan as described in this policy; and~~
- ~~(4) Has not successfully completed the requirements for a high school diploma.~~

~~An eligible student does not include a foreign exchange student enrolled in a school under a cultural exchange program;~~

b. ~~Eligible Post-Secondary Institution: A community college, a state institution of higher education listed in ORS 352.002 and the Oregon Health and Science University;~~

c. ~~Eligible Post-Secondary Course: Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree.~~

~~Eligible post-secondary courses include academic and professional technical courses and distance education courses. An eligible post-secondary course does not include a duplicate course offered at the student's resident school.~~

2. ~~Purposes of the Expanded Options Program which include the following:~~

a. ~~To create a seamless education system for students enrolled in grades 11 and 12 to:~~

- ~~(1) Have additional options to continue or complete their education;~~
- ~~(2) Earn concurrent high school and college credits; and~~
- ~~(3) Gain early entry into post-secondary education.~~

a. ~~To promote and support existing accelerated college credit programs and to support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources;~~

b. ~~To allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution;~~

c. ~~To provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program; and~~

d. ~~To increase the number of at-risk students earning college credits or preparing to enroll in a post-secondary institution.~~

1. 3. Financial arrangements for tuition, textbooks, equipment and materials;

2. 4. Available transportation services;

3. ~~5.~~ The effect of enrolling in the Expanded Options Program EOP on the student's ability to complete high school graduation requirements;
4. ~~6.~~ The consequences of failing or not completing a post-secondary course;
5. ~~7.~~ Notification that participation in the Expanded Options Program EOP is contingent on acceptance by an eligible post-secondary institution;
6. ~~8.~~ District timelines affecting student eligibility and duplicate course determinations;
9. ~~The following information about eligibility for the Expanded Options Program:~~
  - a. ~~Eligible students may not enroll in eligible post-secondary courses for more than the equivalent of two academic years, and eligible students who first enroll in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year;~~
  - b. ~~A student who has completed the requirements for a high school diploma may not participate in the Expanded Options Program.~~
10. ~~Notice(s) of any other program(s), agreement(s) or plan(s) in effect that provides access for public high school students to post-secondary courses;~~
11. ~~The district's responsibility for providing any required special education and related services to the student;~~
12. ~~The number of quarter credit hours that may be awarded each school year to eligible students by the resident high school;~~
13. ~~The Board's process for selecting eligible students to participate in the Expanded Options Program if the district has not chosen to exceed the credit hour cap and has more eligible students who wish to participate than are allowed by the cap;~~
14. ~~Information about program participation priority for at-risk students;~~
7. ~~15.~~ Exclusion of duplicate courses as determined by the district;
8. ~~16.~~ The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;
9. ~~17.~~ Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident secondary high school; and,
18. ~~Exclusion of foreign exchange students enrolled in a school under a cultural exchange program.~~

~~It is a priority for the district to provide information about the Expanded Options Program to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last known address of the family of the student.~~

## Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the ~~Expanded Options Program~~ EOP shall notify the district of his/her intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the ~~Expanded Options Program~~ EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the ~~Expanded Options Program~~ EOP and the student's learning goals.

A student who enrolls in the ~~Expanded Options Program~~ EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the ~~Expanded Options Program~~ EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

## Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. ~~The scope of the course refers to the depth and breadth of course content as evidenced through a planned course statement, including content outlines, applicable state content standards, course goals and student outcomes.~~ The Board will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

## Expanded Options Program Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the ~~Expanded Options Program~~ EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in

grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student. ~~An "at risk" student includes a student who meets state or federal thresholds for poverty as indicated by eligibility for services under any of the following provisions of the Every Student Succeeds Act of 2015 (ESSA): (1) Title I—Improving Academic Achievement of the Disadvantaged, Part A—Improving Basic Programs Operated by Local Educational Agencies; (2) Title I, Part C—Education of Migratory Children; (3) Title I, Part D—Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At Risk; (4) Title III—Language Instruction for Limited English Proficient and Immigrant Students; and (5) and Title IX A—Repeals, Redesignations, and Amendments to Other Statutes, Part C—Education of Homeless Children and Youth Program (amending subtitle B of title VII of the McKinney-Vento Homeless Educational Assistance Act).~~

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the ~~Expanded Options Program~~EOP and may allow eligible students who are not at-risk to participate in the program.

### **Post-Secondary Institution Credit**

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision ~~using an appeals process adopted by~~to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the ~~Expanded Options Program~~EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

### **Financial Agreement**

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition, ~~and fees and the costs of~~ textbooks, equipment and materials.

## **Waiver**

A district may request a waiver from the Superintendent of Public Instruction if:

1. Compliance would adversely impact the finances of the district; or
2. ~~The district offers dual credit technical preparation programs (i.e. two plus two programs, advanced placement or International Baccalaureate programs).~~ Accel Programs are offered by the district (i.e., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school student).

## **Student Reimbursement**

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

## **Transportation Services**

The district may provide transportation services to eligible students who attend post-secondary institutions within the education service district boundaries of which the district is a component district.

## **Special Education Services**

The district of an eligible student participating in the ~~Expanded Options Program~~ EOP shall be responsible for providing any required special education and related services to the student. ~~“Related services” includes transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education and is consistent with Oregon administrative rules on special education. “Special education” means specifically designed instruction consistent with Oregon administrative rules to meet the unique needs of a student with a disability by adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability and to ensure access of the student to the general curriculum.~~ If a post-secondary institution intends to provide special education and related services to an ~~Expanded Options Program~~ EOP participant, the institution shall enter into a written contract with the district of the student. The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parents or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parents or guardian of the student regarding the student’s participation in the program at the institution.

## District Alternative Programs

The Expanded Options Program EOP does not affect any program, agreement or plan that existed on January 1, 2006 between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006 may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

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### Legal Reference(s):

~~ORS 329.035~~ *repealed*  
[ORS 329.485](#)  
[ORS 332.072](#)

[ORS 336.615 to -336.665](#)  
[ORS Chapter 340](#)

~~OAR 581-022-1363 to -1373~~ *State Board removed OAR in lieu of ORS*

Every Student Succeeds Act of 2015, 20 U.S.C. § 1111-1605; § 3111-3203 (2017).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2017).

HR9/29/19/28/17 | RS

**Annual Expanded Options Program Notification**

Gladstone School District 115  
17789 Webster Rd  
Gladstone Oregon 97027  
Phone: 503.655.2777

**Annual Expanded Options Program Notification**

Date: \_\_\_\_\_

Student/Parent(s) or Guardian(s): \_\_\_\_\_

Address: \_\_\_\_\_

Dear \_\_\_\_\_,  
(Student/Parent(s))

~~We are sending you t~~This notice is required by law to notify you of potential opportunities under the Expanded Options Program (EOP) for your student. Your ~~child~~student may qualify as an eligible student to participate in the EOP for the following school year if your ~~child~~student meets the criteria below ~~and has not already completed course requirements for a high school diploma.~~ If you are hosting a foreign exchange student, foreign exchange students are not permitted to participate in EOP.

**Definitions**

Your ~~student~~ may be permitted to participate if ~~you~~he/she ~~are~~is an eligible student applying to an eligible post-secondary institution for an eligible post-secondary course. An "eligible student" means a student enrolled in a public school and who:

1. Is 16 years of age or older at the time of enrollment in a course under the ~~Expanded Options Program~~EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits ~~for~~to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan as described in ~~this~~ Board policy IGBHE - Expanded Options Program;
4. Has not successfully completed the requirements for a high school diploma ~~or a modified diploma~~; and
5. Is not a foreign exchange student ~~enrolled in a school under a cultural exchange program~~.

An “eligible post-secondary institution” means:

1. A community college;
2. ~~A state institution of higher education in the Oregon University System~~ A public university listed in ORS 352.002; and
3. The Oregon Health and Sciences University.

An “eligible post-secondary course” means: ~~1. Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree or baccalaureate degree;~~ ~~2. It includes academic courses, and professional career and technical education courses and distance education courses;~~ ~~3. It does not include a duplicate course, which is defined as “a course with a scope that is identical to the scope of another course”.~~

### **Purpose**

The purpose of this program is to:

- ~~1. Create a seamless education system for students enrolled in grades 11 and 12 to:~~
  - ~~a. Have additional options to continue or complete their education;~~
  - ~~b. Earn concurrent high school and college credits; and~~
  - ~~c. Gain early entrance into post-secondary education.~~
- ~~2. Promote and support existing accelerated college credit programs, and support the development of new programs that are unique to a community’s secondary and post-secondary relationships and resources;~~
3. Allow eligible students who participate in the Expanded Options Program EOP to enroll full-time or part-time in an eligible post-secondary institution; and
4. Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program EOP;.
- ~~5. To increase the number of at-risk students earning college credits or preparing to enroll in a post-secondary institution.~~

### **Graduation and Course Credit**

Participating in the EOP will not adversely affect your child student’s ability to graduate because credit received from successfully completing an eligible post-secondary course may be applied towards high school graduation requirements. If, however, your child student does not receive a passing grade in the eligible post-secondary course, your student may not receive credit towards high school graduation. ~~Failure to successfully complete an eligible post-secondary course may affect your child’s ability to remain in or re-enroll in EOP.~~

## Selection

All eligible students may apply for the EOP, but all eligible students who apply may not be accepted because of space limitations. Enrollment in the EOP may be limited because of caps on total credit hours that will be awarded by the high school. Unless notified otherwise, the total number of credits awarded under the EOP by each high school equals one-third of its enrollment in grades 9 through 12. (For example, if high school enrollment in grades 9- through 12 is 1,000 students, the high school may award no more than 330 credit hours for all students in the EOP.) If qualified applications to the EOP exceed space limitations, the district will establish a process that gives priority to “at-risk students”.

The definition of an at-risk student is a student who either qualifies for a free or reduced lunch program, or meets state or federal thresholds for poverty which entitles the student for services under certain provisions of the No Child Left Behind Act.

## Enrollment and Participation

To be eligible, participation in the EOP depends on your child's acceptance by an eligible post-secondary institution to take an eligible post-secondary course. Your student will not be eligible for state financial aid. Your child will have all costs paid for by the district in the same manner as if your child was attending the public high school. The district will pay for textbooks, fees, equipment or materials, and any other cost associated with enrollment. You will be responsible for providing transportation to the eligible post-secondary institution. The district and the eligible post-secondary institution may be able to arrange transportation services, although this service may not always be available, depending on circumstances. If your child receives special education services, the district will continue to provide special education services under an individualized education program (IEP).

Your child is expected to comply with the same behavior and attendance standards as if the child was attending the public high school. Failure to successfully complete an eligible post-secondary course or make satisfactory progress in the course may result in no credit received toward graduation, removal from the EOP, disciplinary action or referral to law enforcement.

Your child may participate in the EOP for no more than two years. After two years, your child is no longer eligible. If your child is in grade 12 when he or she first enrolls, he/she may participate no more than the equivalent of one academic year in the EOP. If your student is enrolled in high school full-time and you/he/she is taking a post-secondary course, you/he/she will not be awarded credit for that course under the EOP. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

If your child intends to enroll in a course that is already offered by the district, *i.e.*, a duplicate course, your child will not be eligible to participate in the EOP. You will be notified within 20 business days after the student has submitted the list of intended courses if a specific course is denied and is considered a duplicate course. A “duplicate course” is one that is similar in content and scope to another course already offered by or through the district with a scope that is identical to the scope of another course. Your child should consider district-provided, educational alternative programs that offer post-secondary level courses.

If you disagree with the district's assessment that a course is a duplicate course as determined by the district, you may appeal the decision under the procedures outlined below.

### **Contested Decisions/Appeal**

If you disagree with the district's determination that a course is a duplicate course, you may appeal first to the superintendent Board. Your appeal must be in writing and contain at a minimum the following information: (1) name of student; (2) name of post-secondary course; (3) detailed description of post-secondary course; (4) name of duplicate course offered by high school; (5) detailed description of duplicate course offered by high school; and (6) reasons why you believe course is not a duplicate. You must initiate your appeal within five days of receiving notification that the post-secondary course is a duplicate. The superintendent will issue a written decision within 10 days.

If dissatisfied with the superintendent's decision, you may appeal next to the district board. Your appeal must be in writing. You must initiate your appeal within 10 days of receiving the superintendent's determination that the post-secondary course is a duplicate. The Board will issue a written decision on the appeal within 30 business days of receipt of the appeal.

If dissatisfied with the Board's decision, you may appeal the decision to the Superintendent of Public Instruction or designee after exhausting local procedures or after 45 days from filing a written complaint with the district, whichever occurs first under Oregon Revised Statute (ORS) 340.030. If you appeal to the Superintendent of Public Instruction or designee, you must comply with all requirements under OAR 581-022-1940.

### **Student Notification to District**

If you have questions, please call the district office. Please respond to this notice before May 15 if your student intends to enroll in an eligible post-secondary course during the following school year. If your student decides to enroll in an eligible post-secondary course, we will schedule a meeting with your advisory support team to develop an educational learning plan that addresses your student's short-term and long-term academic and career goals. Thank you for your cooperation.

Sincerely,

Principal

HR9/29/19/28/17 | RS

# Gladstone School District 115

Code: **IICC**  
Adopted: 9/12/08  
Readopted: 5/12/10

## Volunteers \*

CitizensCommunity patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

<sup>1</sup>Any person authorized by the district for volunteer service will be required to undergo an Oregon criminal records check.

Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Nonexempt employees<sup>2</sup> may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services<sup>3</sup> as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.<sup>4</sup>

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

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<sup>1</sup>The district must make a determination on whether volunteers will or will not have direct, unsupervised contact with students. If the district allows volunteers direct, unsupervised contact with students, this language is required.

<sup>2</sup>There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

<sup>3</sup>Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

<sup>4</sup>Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisers for cheerleading and other district-sponsored activities for FLSA district impact.

**Legal Reference(s):**

[ORS Chapter 243](#)  
[ORS 326.607](#)

[ORS 332.107](#)

[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (20062017).  
CR6/09/049/28/17 | MWPB

First Reading

## Student Safety

The Board directs the development and approval of a Health, Safety and Emergency Plan. The plan is designed to assure every student a safe, healthy environment in which to learn. The plan will comply with federal, state and local laws and regulations and with Board policy.

The superintendent or designee will ensure that general safety regulations are reviewed with staff and students as appropriate to assure student safety.

Health and safety will include and emphasize accident prevention in all classes and activities.

Safety instruction will assist students to:

1. Learn how to work, play and exercise safely, and how to prevent accidents;
2. Learn proper procedures to reduce the possibility of accidents;
3. Develop habits of good housekeeping, proper storage and proper handling of materials;
4. Become familiar with personal protective devices equipment and the proper clothing to be worn for safety purposes;
5. Develop skills in the safe use of tools and equipment;
6. Learn how to cooperate with others in the promotion and operation of a safety program in the school;
7. Respond to emergency situations in all settings.

Safety instruction will precede the use of materials and equipment by students in applicable units of work in professional technical courses. Instructors will teach and enforce all safety rules set up for these particular courses. Rules will include, but not be limited to, wearing personal protective eye devices equipment in appropriate activities.

Students will be asked to sign off upon completion of reading safety policies and materials and upon the completion of safety instruction.

A student will report any accident sustained by him/herself while on district property to a district staff member. ALL accidents will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

END OF POLICY

**Legal Reference(s):**

[ORS 329.095](#)

[OAR 581-022-1420-2225](#)

**Cross Reference(s):**

EB - Safety Program

EBA - Buildings and Grounds Inspection

First Reading

## Reporting of Suspected Abuse of a Child

### Reporting

Any district employees having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of his/her contact. The district employee should also immediately inform his/her supervisor, principal or superintendent. If known, such report shall contain the names and addresses of the child, and the parents of the child's parents or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, the explanation given for the suspected abuse, any other information which the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

A written record of the abuse report shall be made by the employee suspecting the abuse of a child. The written record may be made using the district's abuse reporting form which includes at a minimum:

1. The name and position of the person making the report;
2. The name,s and addresses of the child, and of the parents of the child or other persons responsible for the child's care and the age of the child;
3. The name and position of any witness to the report;
4. A description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser;
5. A description of how the report was made (i.e., phone or other method);
6. The name of the agency and individual who took the report;
7. The date and time that the report was made; and
8. The names of persons who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the employee's supervisor and superintendent.

When the district receives a report of suspected abuse of a child by one of its employees, and the superintendent determines that there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave until the Department of Human Services DHS or a law enforcement agency either: 1) determines that the report is unfounded or that the report will not be pursued; or 2) determines that the report is founded and the education provider takes the appropriate disciplinary action against the district employee. If the Department of Human Services DHS or a law enforcement agency is unable to determine whether the abuse of a child occurred the district may either reinstate the employee or take disciplinary action at the district's discretion.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

### **Definitions**

9. Oregon law recognizes these types of abuse:
  - a. Physical;
  - b. Neglect;
  - c. Mental injury;
  - d. Threat of harm;
  - e. Sexual abuse and sexual exploitation.
  
10. "Child" means an unmarried person who is under 18 years of age.

### **Confidentiality of Records**

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

The disciplinary records of a district employee or former district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.501 or 192.502. Therefore, if a district employee or former employee is convicted of a crime listed in ORS 342.143, the district that is or was the employer of that employee when the crime was committed shall disclose the disciplinary records of the employee to any person upon request. However, prior to the disclosure of a disciplinary record the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.

### **Failure to Comply**

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined.

## Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

11. Any investigation of abuse of a child will be directed by the ~~Oregon Department of Human Services~~ **DHS** or law enforcement officials as required by law. When an administrator is notified that the ~~Department of Human Services~~ **DHS** or law enforcement would like to interview a student at school, the administrator must request that the investigating official ~~demonstrate that he/she has a warrant, court order, exigent circumstances or parental consent to interview the student~~ fill out the appropriate form. Failure to ~~meet one of these criteria~~ complete the appropriate form may result in the administrator's refusal to allow the student interview on school property. If the student is to be interviewed at the school, the principal or representative shall make a conference space available. The principal or representative of the school may at the discretion of the investigator, be present to facilitate the interview. Law enforcement officers wishing to interview or remove a student from the premises shall present themselves at the office and contact the principal or representative. The officer shall sign the student out on a form to be provided by the school;
12. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;
13. The principal or representative shall advise the investigator of any conditions of disability prior to any interview with the affected child;
14. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

R5/23/122/08/18 | RSPH

**Abuse of a Child Investigations Conducted on District Premises**

An investigation of a report of abuse of a child may be conducted on school premises by an investigator from the Department of Human Services (DHS) or a law enforcement agency according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

The investigator shall be advised by a school administrator or a school staff member of a child’s disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator’s discretion, be present to facilitate the investigation.

I, \_\_\_\_\_ (name of investigator or worker), am directing \_\_\_\_\_ (district staff member) not to notify any person, including the parent or guardian of \_\_\_\_\_ (name of student), other than the Department of Human Services (DHS) or law enforcement agency, of this investigation and directing \_\_\_\_\_ (name of district staff member) not to disclose any information obtained during the investigation pursuant to ORS 419B.045. The DHS or law enforcement agency are responsible for notifying the parents or guardians regarding the investigation pursuant to Oregon Administrative Rule (OAR) 413-015-0420. Pursuant to ORS 419B.045, DHS will assume liability and indemnify the district and its staff for complying with this order.

\_\_\_\_\_  
Worker/Investigator Badge or ID Number

\_\_\_\_\_  
Name of Agency

\_\_\_\_\_  
Name of Worker’s/Investigator’s Supervisor

\_\_\_\_\_  
Supervisor Contact Information

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
Date

**FOR COMPLETION BY DISTRICT STAFF**

\_\_\_\_\_  
Name of Administrator Notified

- Student not available for interview
- Student refused to be interviewed
- Administrator participated in interview

This form should be placed in a separate secure file and not in the student’s file.  
HR9/28/17 | SL

### Directory Information\*\*

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information<sup>1</sup> may be released to the public through appropriate procedures:

1. Student’s name;
2. ~~Student’s address;~~
3. ~~Student’s telephone listing;~~
4. ~~Student’s electronic address;~~
5. Student’s photograph;
6. ~~Date and place of birth;~~
7. ~~Major field of study;~~
8. Participation in officially recognized sports and activities;
9. Weight and height of athletic team members;
10. ~~Dates of attendance;~~
11. ~~Degrees or awards received;~~
12. ~~Most recent previous school or program attended.~~

#### Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

<sup>1</sup>[For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, and/or 12; recommend deleting the word ‘degrees’ in #12 if kept.]

## Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names[, identifier, institutional email address in a class in which the student is enrolled] or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)

[ORS 336.187](#)

[ORS 107.154](#)

[HB 3464 \(2017\)](#)

[ORS 326.565](#)

[OAR 581-021-0220 to -0430](#)

[ORS 326.575](#)

[OAR 581-022-1660](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1427 (~~2006~~2017).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2011~~2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2011~~2017).

No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (2006).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 (2017).

### Cross Reference:

IGBAB/JO - Education Records/Records of Students with Disabilities

JO/IGBAB - Education Records/Records of Students with Disabilities

## Public Records\*\*

“Public record” means any information that:

1. Is prepared, owned, used or retained by the district;
2. Is related to an activity, transaction or function of the district; and
3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent's office.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in any appropriate format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her particular school's community informed about the school's program and activities.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

~~If a copy of a record is requested, the district will provide a single certified copy. If a request to inspect a record is made and the public record is maintained in a machine readable or electronic form, the custodian~~

~~shall provide the record in the form requested, if available. If not available in the form requested, it will be provided in the form the public record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under ORS 30.275(5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.~~

Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) 192.445 and ORS 192.502(3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt.

~~Additionally,~~ The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

~~Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay. The response must acknowledge the receipt of the request and one of the following:~~

- ~~1. A statement that the district does not possess, or is not the custodian of, the public record;~~
- ~~2. Copies of all requested public records for which the district does not claim an exemption from disclosure under ORS 192.410 to 192.505;~~
- ~~3. A statement that the district is the custodian of at least some of the requested public records, an estimate of the time the district requires before the public records may be inspected or copies of the records will be provided and an estimate of the fees that the requester must pay as a condition of receiving the public records;~~
- ~~4. A statement that the district is the custodian of at least some of the requested public records and that an estimate of the time and fees for disclosure of the public records will be provided by the district within a reasonable time;~~
- ~~5. A statement that the district is uncertain whether the district possesses the public record and that the district will search for the record and make an appropriate response as soon as practicable;~~
- ~~6. A statement that state or federal law prohibits the district from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanction. A statement under this paragraph must include a citation to the state or federal law relied upon by the district.~~

~~The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making copies of public records for the public. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Requests for copies of documents shall be in writing and will be presented to the [superintendent's office].

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166, Division 400.

END OF POLICY

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**Legal Reference(s):**

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

HB 3464 (2017)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2006/2017); 28 C.F.R. Part 35 (2006/2017).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2014).

Americans with Disabilities Act Amendments Act of 2008.

HR10/24/139/28/17 | PHRS

## Public Records

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the superintendent's office at 17789 Webster Rd. Gladstone OR 97027.
2. Upon receipt of a written request, the district shall respond within five business days<sup>1</sup> acknowledging receipt of the request or completing<sup>2</sup> the district's response to the request. If the district provides an acknowledgment of the request, it must:
  - a. Confirm that the district is the custodian of the requested record;
  - b. Inform the requester that the district is not the custodian of the requested record; or
  - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
  - a. Complete its response to the public records request. If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
  - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
  - a. The staff or volunteers<sup>3</sup> necessary to complete a response to the public records request are unavailable;
  - b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
  - c. Of the volume of the public records request being simultaneously processed by the district.

<sup>1</sup>"Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

<sup>2</sup>The district response to a public records request will be considered complete pursuant to when it complies with criteria in Oregon law (ORS 192.410-192.505).

<sup>3</sup>Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

The district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification.
6. If a copy of a public record is requested, the district will provide a single **certified** copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be provided in the form the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
7. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
8. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of \$.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date he/she was informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

9. The district reserves the right to restrict the inspection of some public records to the district's facilities.

## **Relations with Law Enforcement Agencies**

### **School-Police Liaison Program**

1. The superintendent or designee will serve as the program coordinator for the district's School-Police Liaison Program.
2. Each year the administration will meet with law enforcement officials to discuss:
  - a. Whom the school/law enforcement official should call for suspected violations of the law occurring on district property or other common needs;
  - b. How school representatives should handle evidence of a suspected crime/contraband, etc.;
  - c. Board policy and procedures related to law enforcement officials' requests for access to and questioning of students on district property and district parent notification requirements;
  - d. Applicable provisions of district emergency plans and security procedures;
  - e. Special event needs.
3. District curriculum will be reviewed annually to include K-12, age-appropriate instruction in safety, violence prevention/conflict resolution and citizenship to increase students' awareness of their rights and responsibilities within society. Instruction will emphasize prevention.
4. Active involvement of related community agencies and organizations will be encouraged in an effort to broaden the reference base in the development of district programs and activities and to establish a link for sharing resources.

### **Law Enforcement Initiated Requests**

#### Interviews/Investigations of Students

1. Interviews or investigations by law enforcement officials not based on allegations of child abuse, a warrant for an arrest or search or probable cause that an illegal act or crime is occurring or has been committed on district property, may be permitted upon request and with administrator or designee approval.
2. The law enforcement official shall contact the administrator, properly identify himself/herself, inform the administrator of the nature of the investigation and provide the name of the student to be interviewed.
3. The administrator shall verify and record the identity of the law enforcement official or other authority.

4. Requests to interview a student during school hours should be, in the opinion of the administrator, important and urgent to justify interrupting school activities.
5. The administrator will attempt to notify the student's parent(s) prior to granting the interview.
6. If the parent(s) cannot be contacted, the administrator may grant permission for the questioning to proceed if the student agrees to be interviewed or in the event of compelling emergency circumstances.
7. If the administrator has been unable to contact the parent(s) then the administrator shall make a reasonable attempt to notify the parent(s) as soon as possible after the interview.
8. All such interviews shall be conducted in privacy, out of the view of staff, students and others.
9. A administrator shall be present at all times during the interview unless the student's parent(s) is present and asks the administrator not to participate or the district official is otherwise prohibited from being present by law.
10. The administrator shall maintain a written record of all such interviews conducted.

#### **Questioning of a Student Suspected of a Crime, Arrest or Taking a Student into Custody**

1. When a student is a suspect in a criminal act and is to be questioned by a law enforcement official for the purpose of establishing involvement in the act, questioning will be allowed on district property only with parental consent. Normally, such questioning should occur outside school hours, off district property.
2. At no time will a student be released to an officer without one of the following:
  - a. A warrant;
  - b. A court order;
  - c. Arrest;
  - d. Protective custody resulting from child abuse investigation;
  - e. Permission of the parent.
3. In all cases, other than child abuse cases, where a student is to be taken from the building by a law enforcement official, the administrator will verify the official's identity and make a reasonable effort to notify the student's parent(s). Law enforcement officials have the primary responsibility for notifying the parent(s) in such instances.
4. Any investigation of child abuse will be directed by the Oregon Department of Human Services (DHS), ~~Community Human Services~~ or law enforcement officials as required by law. The administrator or designee will request ~~documentation~~ identification from the investigating official ~~demonstrating that the official has a warrant, a court order, exigent circumstances or parental consent to conduct the interview~~ and require the investigating official to fill out the appropriate form. If the investigating official does not have this ~~documentation~~, **identification or refuses to fill out the form**, the administrator may deny the official's request to interview the student on school property. The administrator or designee may be present at the interview of the student at the discretion of the

investigating official. When the subject matter of the interview or investigation involves child abuse, administrators and school employees shall not notify the parent.

### **Administrator Initiated Requests**

On occasion, administrators may need, or be required to seek law enforcement assistance. Any student violation of the district's weapons policy shall be reported to the appropriate law enforcement agency. Child abuse also requires immediate referral to the ~~Oregon Department of Human Services, Community Human Services~~ **DHS** or law enforcement officials. Additionally, administrators and/or designee(s) may report to law enforcement officials, other violations of law occurring on district property or at school-sponsored activities as deemed appropriate.

First Reading

# Gladstone School District 115

Code: ~~KN/JHFE-AR(2)~~  
Revised/Reviewed: 7/21/10

## ~~Child Abuse Investigations Conducted on District Premises~~

~~Any investigation of child abuse will be directed by the Oregon Department of Human Services or law enforcement officials as required by law. When an administrator is notified that the Department of Human Services or law enforcement would like to interview a student at school, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.~~

When an administrator is notified that law enforcement would like to interview a student at school for the purpose of an investigation that is not related to abuse of a child, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.

I, \_\_\_\_\_ (Name) of \_\_\_\_\_ (Agency) declare that I have the authority to conduct this student interview based on the following:

1.  Warrant (attach copy)
2. Court order (attach copy)
3. Exigent circumstances (briefly describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Parental consent  
Parent or guardian's name: \_\_\_\_\_  
Date consent granted: \_\_\_\_\_
5. This interview is not considered a "seizure" pursuant to state and federal law.

\_\_\_\_\_  
Signature of interviewer Date

\_\_\_\_\_  
Name of student to be interviewed Date of interview

Student not available for interview

\_\_\_\_\_  
Name of school official (administrator/  
designee) receiving this form

Student refused to be interviewed

This form should be placed in a separate file and not in student's educational record file.

**Child Abuse Investigations Conducted on District Premises**

Any investigation of child abuse will be directed by the Oregon Department of Human Services or law enforcement officials as required by law. When an administrator is notified that the Department of Human Services or law enforcement would like to interview a student at school, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator’s refusal to allow the student interview on district property.

I, \_\_\_\_\_ (Name) of \_\_\_\_\_ (Agency) declare that I have the authority to conduct this student interview based on the following:

- 1.  Warrant (attach copy)
- 2. Court order (attach copy)
- 3. Exigent circumstances (briefly describe): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. Parental consent  
Parent or guardian’s name: \_\_\_\_\_  
Date consent granted: \_\_\_\_\_
- 5. This interview is not considered a “seizure” pursuant to state and federal law.

\_\_\_\_\_  
Signature of interviewer Date

\_\_\_\_\_  
Name of student to be interviewed Date of interview

Student not available for interview

\_\_\_\_\_  
Name of school official (administrator/  
designee) receiving this form

Student refused to be interviewed

This form should be placed in a separate file and not in student’s educational record file.

# Gladstone School District 115

Code: **LGA**  
Adopted: 9/12/01  
Readopted: 4/14/10  
Orig. Code(s): LGA

## Compliance with Standards

The Board recognizes the need to comply with the educational standards as outlined by the State Board of Education.

It is also recognized that a district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined the request conforms with the intent of the standards, the state superintendent shall recommend the waiver to the State Board of Education.

The district will maintain a record of any waivers which have been requested by the district and approved by the State Board of Education.

Procedures shall be developed whereby residents of the district or any parent of students attending school in the district may make an appeal or complaint alleging violation of standard. The district shall also include a procedure for direct appeal to the State Superintendent of Public Instruction of an alleged standards violation.

END OF POLICY

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### Legal Reference(s):

[ORS 327.103](#)

[ORS 329.085](#)

[ORS 336.035 - 336.088](#)

[OAR 581-022-0102 to -1940](#)

## **Public Appeals and Complaints about Alleged Violations of Standards**

The Board recognizes a need to implement a procedure for the prompt resolution of complaints alleging violations of standards as outlined by the Oregon Department of Education.

Any complainant who resides in the district or any parent of students attending school in the district qualifies to participate in the procedure described below:

1. All complaints to school personnel shall be reported immediately to the immediate supervisor involved, whether these come by telephone, letter or by personal conference;
2. The supervisor shall encourage the complainant to discuss the nature of the alleged violation and the complainant shall be given the opportunity to talk to the staff involved;
3. If the complainant wishes to pursue the matter further, he/she shall be supplied with a printed form, "Request For Investigation of Standard" (Exhibit A), which must be filled out and submitted to the superintendent before formal consideration shall be given to the complaint;
4. The standard which is the subject of the complaint shall not be altered pending final action by the Board;
5. The superintendent will arrange for a review committee of six, consisting of the superintendent, an administrator, a Board member, a lay person, the appropriate content area specialist, coordinator or director and the curriculum director:
  - a. The lay person and Board member shall be appointed by the Board chair;
  - b. The committee shall meet as soon as possible and return a written report of its findings to the curriculum director within three weeks of its appointment;
  - c. The committee may recommend that the matter be determined to be:
    - (1) In total compliance;
    - (2) In partial compliance (specification shall be stated for total compliance);
    - (3) In non-compliance.
  - d. The superintendent shall immediately report the recommendation of the review committee to the Board, whose decision shall be final;
  - e. The decision of the Board shall be transmitted to the superintendent who is in charge of standards, to the appropriate professional personnel and to the complainant.



## Appeal to the State Superintendent For Alleged Standards Violation

After exhausting local procedures, as described in the policy and procedure “Public Appeals and Complaints About Alleged Violation of Standards,” or 45 or more days after filing a written complaint alleging violation of standards with the district (whichever occurs first), any complainant who resides in a district or any parent of students attending school in the district may make a direct appeal to the State Superintendent of Public Instruction.

1. The appeal shall be in writing and shall contain:
  - a. The name and address of the person bringing the appeal and the district in which that person resides;
  - b. The name and address of the district which is alleged to have violated standards; and
  - c. A brief statement indicating how the district is alleged to have violated standards.
2. Upon receipt of the appeal, the state superintendent shall give notice of the appeal by sending a copy of the appeal, via certified mail, to the district. Within 30 days of receipt of notice, the district shall file a written report with the state superintendent which shall include:
  - a. A statement of facts;
  - b. A statement of action, if any, taken in response to the complaint; if none was taken, the reason(s) why no action was taken;
  - c. A stipulation, if one was reached, of the settlement of the complaint; and
  - d. A list of any complaints filed with another agency by the party concerning the subject of the appeal.

The state superintendent may for good cause extend the time for the filing of a report by the district.

3. Upon receipt of the report, the state superintendent shall review the appeal and report and determine whether a violation of standards has been properly alleged, and that the requirements contained in Sections (1) and (2) of this rule have been satisfied. After this determination, the state superintendent may dismiss the appeal or may notify all parties that the appeal has been accepted.
4. If the appeal is accepted, the state superintendent shall take such action as is deemed appropriate, including, but not limited to:
  - a. Appointing a conciliator to meet with the parties to work toward a settlement. If no settlement is reached within 45 days, the state superintendent may schedule a contested case hearing as provided in ORS 183.410 to 183.470 or allow additional time for conciliation;
  - b. Scheduling a visit to the district to determine whether the district is in compliance with standards; or

- c. Appointing a fact-finder to conduct an investigation and file a written report which shall indicate whether the fact-finder believes the allegations in the appeal are supported by fact.
5. At any time during an appeal the parties may agree to settle the issue. The party bringing the appeal may at any time file a written request that the appeal be withdrawn. When such a request is received, the state superintendent shall terminate all further action regarding the appeal.
6. After a final review, the state superintendent may find the district deficient under ORS 327.103.

Deleted

**EXHIBIT A**

**REQUEST FOR INVESTIGATION OF A STANDARD**

Date: \_\_\_\_\_

Request Initiated By: \_\_\_\_\_

Person Making Request Represents:     Self     Group

Name of Group: \_\_\_\_\_

1.    What is the standard?

2.    What is the alleged violation?

3.    What is the recommendation(s) to rectify the alleged violation?

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Received by superintendent on \_\_\_\_\_  
Date