



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

BOARD MEETING

SENECA SCHOOL

ZOOM IN BY USING THE FOLLOWING INSTRUCTIONS:

Topic: Board Meeting

<https://us02web.zoom.us/j/89377289651>

Meeting ID: 893 7728 9651
Passcode: 12345

WEDNESDAY, April 20, 2022
7:00 P.M.

DOCKET OF BUSINESS

1.0 PRELIMINARY BUSINESS

- 1.1 Call to Order
- 1.2 Pledge of Allegiance
- 1.3 Agenda Review
 - 3.4 JDEA Request for Salary Negotiations
 - 4.8 Accept Letter of Resignation from Humbolt First Grade Teacher – Kelley McDaniel
 - 4.9 Accept Letter of Resignation from Grant Union PE Teacher – Sami Gerry
- 1.4 Public Forum

2.0 REPORTS

- 2.1 Superintendent's Report
- 2.2 Administrators' Reports
 - 2.2.1 Ryan Gerry -Grant Union Jr./Sr. High Principal
 - 2.2.2 Janine Attlesperger -Humbolt Principal
 - 2.2.3 Ryan Gerry -Athletic Director
 - 2.2.4 Dana McLean -Seneca Head Teacher
 - 2.2.5 Rhonda McCumber-Special Ed Director
 - 2.2.6 Karen Shelton –Assistant Principal
 - 2.2.7 RC Huerta – Engagement Specialist

3.0 NEW BUSINESS

- 3.1 Katy Nelson – Rural School Caucus Proposal
- 3.2 Approve Humbolt Seismic Engineering Services Contract – ZCS Engineering
- 3.3 First Reading of Policies:
 - GBA-AR – Veterans; Preference
 - GBL – Personnel Records
 - GBLA – Disclosure of Information --**DELETE**
 - GCBDA/GDBDA-AR (1) – Family Leave

IGBAF-AR – Special Education – Individualized Education Program (IEP)

IGBAG-AR – Special Education – Procedural Safeguards

IGBB – Talented and Gifted Program

3.4 JDEA Request for Salary Negotiations

4.0 CONSENT AGENDA

4.1 March 16 Board Meeting and April 6 Work Session Minutes

4.2 Approve GU Assistant Baseball Coach – AJ McQuown

4.3 Accept Letter of Resignation from GU English Teacher – Allison Behrens

4.4 Recommend Appointing 2022-24 Proposed Budget Committee Members – Heather Bailey and Charlene Morris

4.5 Accept Letter of Resignation from GU Math Teacher – Richard Callahan

4.6 Accept Letter of Retirement from District Transportation Manager – Cyndi Nelson

4.7 Second Reading of Policies:

IL – Assessment Program

JB – Equal Educational Opportunity

JECB – Admission of Nonresident Students

JFC – Student Conduct (Version 1)

JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating, Violence, Domestic Violence - Student

JHFE/GBNAB-AR (1) – Reporting of Suspected Abuse of a Child

JHFE/GBNAB-AR (2) – Abuse of a Child Investigations Conducted on District Premises

JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements

4.8 Accept Letter of Resignation from Humbolt First Grade Teacher – Kelley McDaniel

4.9 Accept Letter of Resignation from Grant Union PE Teacher – Sami Gerry

5.0 OLD BUSINESS

5.1 Long Range Facility Plan

5.2 Security Camera System

5.3 SRO Intergovernmental Agreement with the County

6.0 FUTURE AGENDA AND CALENDAR ITEMS

April 20..... Board Meeting (Seneca)

May 4..... Budget Meeting

May 18..... Board/(Optional) Budget Meeting

June 1..... Budget Hearing/Board Meeting

June 2..... Last Day of School

June 3..... Teacher In-service

August 17 New Teacher In-Service

August 22 Teacher In-Service

August 29 First Day of School

7.0 GOOD OF THE ORDER

8.0 EXECUTIVE SESSION ORS192.660 (2)(b) Hear a Complaint Brought Against an Employee

9.0 TAKE ACTION ON THE COMPLAINT APPEAL – UPHOLD THE SUPERINTENDENT’S DECISION

10.0 ADJOURN

Board Packet posted on district web site at: <https://grantsd3.schoolinsites.com/>

Grant School District 3 does not discriminate in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at 541-575-1280, 401 N. Canyon City Blvd., Canyon City, OR 97820. For telecommunications relay services for the deaf, hearing or speech impaired call 1-800-735-2900.



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

To: Grant School District Board of Directors
RE: April 20, 2022 Board meeting report
From: Bret Uptmor, Superintendent

- **Student Achievement:** Meet or exceed state academic standards and develop strategies to meet graduation requirements for all students while supporting individual talents.
We are planning our summer school activities. At the elementary summer school will be offered at Humbolt starting June 13. Their program will be all summer. We have met with the Painted Sky Art Center and look to partner with them to expand our opportunities for students. The summer school grants will be available again this year so we are excited to utilize these funds to create more activities for our students. At the high school, there will be summer school for the three weeks of June. The high school will offer online opportunities all summer long. We are looking at ways the Painted Sky Art Center may also have some programming for grades 7-12 students.
- **Communicating with Stakeholders:** Engage the community in more robust forms of communication inclusive of website enhancements, social media platforms and district and school-based communications focused on transparency and relationship building.

This summer the Humbolt staff will be meeting on June 16, 2022 for a half day. The meeting will be to complete a needs perception inventory. This activity provides staff with time to reflect on the year and brainstorm changes to make for the coming school year. At the end there will be summary report made that gives administration a planning tool. A committee of people will be created to continue the planning and begin initial implementation.
- **Budget:** Provide a budgetary financial plan that supports a positive learning environment, encourages academic and technological excellence and maintains or improves district facilities.

Buildings are submitting budget priorities for the 2022-23 school year. It is exciting to see the different areas people are looking at additional funding needs. As we complete the budget process we will hopefully be able to utilize our funds from the grants we received to meet many of the priorities.
- **Safe and Secure Schools:** Provide a welcoming culture where students are safe and cared for while maintaining the rigor expected of our students.
This summer we have HVAC for Humbolt that will be installed. That project will likely stretch into the school year with some items that will need to be done underneath the building as well as mothballing the old boiler system.

BOARD OF DIRECTORS:

Chairman Haley Walker ■ Aaron Lieuallen ■ Kelly Stokes ■ Jake Taylor ■ Chris Labhart ■ Alicia Griffin ■ Dr. Colleen Robertson

The ODOT sidewalk project will start in June. The focus of the first part of the project will be at the high school with the goal to be done prior to school starting. The extra week we added to the calendar for summer will help meet that target.

I am working with ZCS regarding our roofing project. We hope to have a seismic project in the future at GU and the roofing project could help blend funds and the project so we get more out of our dollars.

The softball facility is at an engineering state. Hopefully we can get some on the ground work started after June 30th.

We finally got the FEMA grant for replacement of the water fountains in the buildings. We will have new bottle fill stations with fountains. With that grant we will also get foggers for disinfecting buildings at a faster pace than our current “touch each surface” method.

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GRANT SCHOOL DISTRICT #3

Enrollment 2021-22

	Seneca	Humbolt	GUHS	MVMS	BMAS	TOTAL
June 2008	55	253	244	147	43	742
June 2009	57	251	240	134	38	720
June 2010	60	239	218	134	30	681
June 2011	50	255	202	121	15	643
June 2012	40	284	264		12	600
June 2013	24	294	273			591
June 2014	20	300	268			588
June 2015	31	298	253			582
June 2016	30	303	270			603
June 2017	27	287	265			579
June 2018	31	304	262			597
June 2019	25	304	265			594
June 2020	22	287	261			570
June 2021	21	262	227			510
August 17	20	245	250			515
August	17	255	242			514
September	19	254	236			509
October	19	259	238			516
November	18	249	232			499
December	16	252	232			500
January	15	256	229			500
Febraury	15	254	227			496
March	14	249	227			490

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount	
Bank Name: CHECKING ACCOUNT								
44397	03/16/2022	1098	Advanced Locking Solutions, Inc.	23764	100.2540.0329.608.000.000.00	Locks & Keys – GUHS	\$21.27	
							Check Total:	\$21.27
44398	03/16/2022	1098	AFPlanServ	22013193922	100.2520.0640.995.000.000.00	Dues & Fees	\$57.00	
							Check Total:	\$57.00
44451	03/31/2022	1103	AFPlanServ	22022893922	100.2520.0640.995.000.000.00	Dues & Fees	\$57.00	
							Check Total:	\$57.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0410.608.100.000.00	Supplies – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1121.0460.608.100.000.00	No consumables – English	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00	
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00	

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44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$17.99
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	14W3-TJ3X-W1XF	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	176V-9YM9-YMJK	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$23.96
44399	03/16/2022	1098	Amazon.Com	176V-9YM9-YMJK	222.1111.0410.110.050.000.00	Supplies -Humbolt	\$68.98
44399	03/16/2022	1098	Amazon.Com	176V-9YM9-YMJK	222.1111.0410.110.050.000.00	Supplies -Humbolt	\$14.99
44399	03/16/2022	1098	Amazon.Com	176V-9YM9-YMJK	222.1111.0420.110.050.000.00	Textbooks -Humbolt	\$11.33
44399	03/16/2022	1098	Amazon.Com	1946-PXY9-X7VD	100.1131.0410.608.290.000.00	Supplies - Other	\$413.78
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$1.53
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$10.29
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$11.28

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$5.47
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$5.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$9.77
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$3.74
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$12.49
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$8.55
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$11.24
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0410.608.100.000.00	Supplies - English	\$10.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1121.0460.608.100.000.00	No consumables - English	\$148.63
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$4.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$4.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$9.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$8.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$5.95
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$5.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$5.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$90.84
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$5.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$28.90

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$5.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$5.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$16.99
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1JGJ-7MCM-QVGD	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$13.98
44399	03/16/2022	1098	Amazon.Com	1NKG-HRHT-P99R	100.2550.0413.995.000.000.00	Vehicle Parts	\$39.99
44399	03/16/2022	1098	Amazon.Com	1PWR-W7XC-LWNH	100.1131.0410.608.100.000.00	Supplies - English	\$23.75
44399	03/16/2022	1098	Amazon.Com	1PWR-W7XC-LWNH	100.1131.0410.608.100.000.00	Supplies - English	\$18.34
44399	03/16/2022	1098	Amazon.Com	1PWR-W7XC-LWNH	100.1131.0410.608.100.000.00	Supplies - English	\$44.00
44399	03/16/2022	1098	Amazon.Com	1PWR-W7XC-LWNH	100.1131.0410.608.100.000.00	Supplies - English	\$22.90
44399	03/16/2022	1098	Amazon.Com	1PWR-W7XC-LWNH	100.1131.0420.608.100.000.00	Textbooks - English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1PWR-W7XC-LWNH	100.1131.0420.608.100.000.00	Textbooks - English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1PWR-W7XC-LWNH	100.1131.0460.608.100.000.00	Nonconsumable - English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$12.00
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$8.95
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$33.99
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$46.04
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$6.98
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$12.84
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$17.62
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$23.99
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$14.99
44399	03/16/2022	1098	Amazon.Com	1PYQ-HMWJ-NGCV	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$12.49

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Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names
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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0410.608.100.000.00	Supplies – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1121.0460.608.100.000.00	No consumables – English	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable – Sec Language	\$0.00

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$12.99
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
44399	03/16/2022	1098	Amazon.Com	1Q3D-QQ4N-HPRX	100.1131.0460.608.210.000.00	Non-Consumable - Sec Language	\$0.00
Check Total:							\$1,358.43
44452	03/31/2022	1103	Amazon.Com	1GNY-CK7M-T3CD	100.2540.0460.608.000.000.00	Nonconsumable - GUHS	\$58.17
44452	03/31/2022	1103	Amazon.Com	1ND3- 96RK-YRXM	100.2540.0460.995.000.000.00	Nonconsumable - District	\$45.56
44452	03/31/2022	1103	Amazon.Com	1ND3- 96RK-YRXM	100.2550.0460.995.000.000.00	Nonconsumable	\$45.56
44452	03/31/2022	1103	Amazon.Com	1ND3- 96RK-YRXM A	100.2540.0460.131.000.000.00	Nonconsumable - Seneca	\$29.99
44452	03/31/2022	1103	Amazon.Com	1ND3- 96RK-YRXM A	100.2540.0460.608.000.000.00	Nonconsumable - GUHS	\$19.39
44452	03/31/2022	1103	Amazon.Com	1ND3- 96RK-YRXM A	100.2540.0460.608.000.000.00	Nonconsumable - GUHS	\$149.96
44452	03/31/2022	1103	Amazon.Com	1ND3- 96RK-YRXM A	100.2540.0460.608.000.000.00	Nonconsumable - GUHS	\$89.97
44452	03/31/2022	1103	Amazon.Com	1ND3-96RK-YRXM	100.2540.0460.131.000.000.00	Nonconsumable - Seneca	\$243.98
Check Total:							\$682.58
44400	03/16/2022	1098	Baker Charter Schools	387	241.1111.0310.110.291.000.00	Professional & Technical	\$4,571.87
44400	03/16/2022	1098	Baker Charter Schools	387	241.1131.0310.608.291.000.00	Professional & Technical	(\$59.46)
44400	03/16/2022	1098	Baker Charter Schools	387	241.1131.0310.608.291.000.00	Professional & Technical	\$11,756.24
Check Total:							\$16,268.65
44453	03/31/2022	1103	Bio-Med Testing Service, Inc	90350	100.2520.0243.995.000.000.00	Fingerprinting Fees	\$189.00
Check Total:							\$189.00
44401	03/16/2022	1098	Blue Mountain Chiropractic, Inc	99455 - 02/24/2022	100.2550.0310.995.000.000.00	Professional & Technical	\$125.00

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

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Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount	
							Check Total:	\$125.00
44402	03/16/2022	1098	Blue Mountain Community College	03/09/2022	216.1131.0371.608.000.000.00	CTE Tuition - Payments	\$532.75	
							Check Total:	\$532.75
44403	03/16/2022	1098	Bridge Tower OpCo, LLC	745330546	400.4150.0354.110.000.000.00	Advertising - Humbolt Seismic	\$118.58	
							Check Total:	\$118.58
44404	03/16/2022	1098	Carter, Mat	February 2022	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$151.20	
44404	03/16/2022	1098	Carter, Mat	January 2022	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$161.28	
							Check Total:	\$312.48
44405	03/16/2022	1098	CdA Metals	846397	100.1131.0410.608.560.000.00	Supplies - Vo/Ag	\$993.54	
							Check Total:	\$993.54
44406	03/16/2022	1098	CenturyLink	Feb 20 2022	100.2190.0351.995.320.000.00	Telephone	\$0.00	
44406	03/16/2022	1098	CenturyLink	Feb 20 2022	100.2320.0351.995.000.000.00	Telephone	\$0.00	
44406	03/16/2022	1098	CenturyLink	Feb 20 2022	100.2410.0351.608.000.000.00	Telephone - GUHS	\$59.21	
							Check Total:	\$59.21
44454	03/31/2022	1103	CenturyLink	3/20/2022	100.2190.0351.995.320.000.00	Telephone	\$0.00	
44454	03/31/2022	1103	CenturyLink	3/20/2022	100.2320.0351.995.000.000.00	Telephone	\$0.00	
44454	03/31/2022	1103	CenturyLink	3/20/2022	100.2410.0351.608.000.000.00	Telephone - GUHS	\$59.21	
							Check Total:	\$59.21
44455	03/31/2022	1103	Chemaqua	7711582	100.2540.0410.131.000.000.00	Supplies - Seneca	\$405.12	
44455	03/31/2022	1103	Chemaqua	7711582	100.2540.0410.608.000.000.00	Supplies - GUHS	\$1,102.16	
							Check Total:	\$1,507.28
44407	03/16/2022	1098	Chesters	01 - 02/16/200	100.2540.0410.995.000.000.00	Supplies - District	\$11.97	
44407	03/16/2022	1098	Chesters	01 - 2/9/2022	100.2550.0410.995.000.000.00	Supplies	\$1.83	
44407	03/16/2022	1098	Chesters	01 - 2/9/2022	100.2550.0410.995.000.000.00	Supplies	\$9.99	
44407	03/16/2022	1098	Chesters	01 - 2/9/2022	100.2550.0410.995.000.000.00	Supplies	\$1.19	
44407	03/16/2022	1098	Chesters	01 - 2/9/2022	100.2550.0410.995.000.000.00	Supplies	\$11.99	
44407	03/16/2022	1098	Chesters	01 - 2/9/2022	100.2550.0410.995.000.000.00	Supplies	\$0.10	
44407	03/16/2022	1098	Chesters	02 - 02/21/2022	253.3100.0410.608.000.000.00	Supplies - GUHS	\$0.10	

Grant School District #3

Disbursement Detail Listing

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Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names
 Exclude Voided Checks
 Exclude Manual Checks
 Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44407	03/16/2022	1098	Chesters	02 - 02/21/2022	253.3100.0450.608.000.000.00	Purchased Food - GUHS	\$16.47
Check Total:							\$53.64
44408	03/16/2022	1098	City of John Day	0122/22 - 02/22/22	100.2540.0327.608.000.000.00	Water & Sewer - GUHS	\$964.59
44408	03/16/2022	1098	City of John Day	0122/22 - 02/22/22	100.2540.0327.608.000.000.00	Water & Sewer - GUHS	\$482.29
44408	03/16/2022	1098	City of John Day	0122/22 - 02/22/22	100.2540.0327.608.000.000.00	Water & Sewer - GUHS	\$482.29
44408	03/16/2022	1098	City of John Day	0122/22 - 02/22/22	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$20.10
44408	03/16/2022	1098	City of John Day	0122/22 - 02/22/22	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$40.19
44408	03/16/2022	1098	City of John Day	0122/22 - 02/22/22	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$20.10
Check Total:							\$2,009.56
44456	03/31/2022	1103	City of John Day	02/22/22 - 03/22/22	100.2540.0327.608.000.000.00	Water & Sewer - GUHS	\$438.36
44456	03/31/2022	1103	City of John Day	02/22/22 - 03/22/22	100.2540.0327.608.000.000.00	Water & Sewer - GUHS	\$438.36
44456	03/31/2022	1103	City of John Day	02/22/22 - 03/22/22	100.2540.0327.608.000.000.00	Water & Sewer - GUHS	\$876.71
44456	03/31/2022	1103	City of John Day	02/22/22 - 03/22/22	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$18.26
44456	03/31/2022	1103	City of John Day	02/22/22 - 03/22/22	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$36.53
44456	03/31/2022	1103	City of John Day	02/22/22 - 03/22/22	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$18.25
Check Total:							\$1,826.47
44409	03/16/2022	1098	City of Seneca	2/1/2022 - 2/28/2022	100.2540.0327.131.000.000.00	Water & Sewer - Seneca	\$105.93
44409	03/16/2022	1098	City of Seneca	2/1/2022 - 2/28/2022	100.2540.0328.131.000.000.00	Garbage - Seneca	\$35.15
44409	03/16/2022	1098	City of Seneca	2/1/2022 - 2/28/2022	253.3100.0322.131.000.000.00	Repair & Maintenance -Seneca	\$2.65
44409	03/16/2022	1098	City of Seneca	2/1/2022 - 2/28/2022	253.3100.0322.131.000.000.00	Repair & Maintenance -Seneca	\$7.97
Check Total:							\$151.70
44410	03/16/2022	1098	Clarks Disposal, Inc.	02/01 - 02/28/22	100.2540.0328.003.000.000.00	Garbage - District	\$105.30
44410	03/16/2022	1098	Clarks Disposal, Inc.	02/01 - 02/28/22	100.2540.0328.110.000.000.00	Garbage - Humbolt	\$634.50
44410	03/16/2022	1098	Clarks Disposal, Inc.	02/01 - 02/28/22	100.2540.0328.608.000.000.00	Garbage - GUHS	\$1,066.75
44410	03/16/2022	1098	Clarks Disposal, Inc.	02/01 - 02/28/22	253.3100.0322.110.000.000.00	Repair & Maint - Humbolt	\$40.50
44410	03/16/2022	1098	Clarks Disposal, Inc.	02/01 - 02/28/22	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$44.45
Check Total:							\$1,891.50
44411	03/16/2022	1098	COSA Foundation	4928620	100.2410.0340.608.000.000.00	Travel - GUHS	\$249.00
Check Total:							\$249.00

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44457	03/31/2022	1103	Cummins Sales and Service	07-36961	100.2550.0470.995.000.000.00	Computer Software	\$770.00
44457	03/31/2022	1103	Cummins Sales and Service	07-36961	100.2550.0470.995.000.000.00	Computer Software	\$750.00
Check Total:							\$1,520.00
44387	03/03/2022	1092	Dix, Louis	02/24/2022	100.2310.0340.995.000.000.00	Travel	\$506.49
Check Total:							\$506.49
44458	03/31/2022	1103	Eastern Ore. Bldg. Maint.	02/28/2020	100.2540.0322.110.000.000.00	Repair & Maint - Humbolt	\$630.00
44458	03/31/2022	1103	Eastern Ore. Bldg. Maint.	02/28/2020	100.2540.0322.608.000.000.00	Repair & Maint - GUHS	\$810.00
44458	03/31/2022	1103	Eastern Ore. Bldg. Maint.	02/28/2020	100.2550.0322.995.000.000.00	Repair & Maintenance	\$460.00
44458	03/31/2022	1103	Eastern Ore. Bldg. Maint.	2/28/2022	100.2540.0322.003.000.000.00	Repair & Maint - DO	\$1,285.00
44458	03/31/2022	1103	Eastern Ore. Bldg. Maint.	28/28/2022	100.2540.0322.003.000.000.00	Repair & Maint - DO	\$3,593.75
Check Total:							\$6,778.75
44412	03/16/2022	1098	Eastern Oregon University	910232585 - 3/3/22	216.1131.0371.608.000.000.00	CTE Tuition - Payments	\$429.25
44412	03/16/2022	1098	Eastern Oregon University	910244987	216.1131.0371.608.000.000.00	CTE Tuition - Payments	\$510.00
Check Total:							\$939.25
44413	03/16/2022	1098	Eberhards Dairy Products	1529271	253.3100.0450.608.000.000.00	Purchased Food - GUHS	\$147.49
44413	03/16/2022	1098	Eberhards Dairy Products	1529343	253.3100.0450.110.000.000.00	Purchased Food - Humbolt	\$327.72
44413	03/16/2022	1098	Eberhards Dairy Products	1529488	253.3100.0450.608.000.000.00	Purchased Food - GUHS	\$268.07
44413	03/16/2022	1098	Eberhards Dairy Products	1529985	253.3100.0450.110.000.000.00	Purchased Food - Humbolt	\$384.29
44413	03/16/2022	1098	Eberhards Dairy Products	1530584	253.3100.0450.608.000.000.00	Purchased Food - GUHS	\$127.20
44413	03/16/2022	1098	Eberhards Dairy Products	1530633	253.3100.0450.110.000.000.00	Purchased Food - Humbolt	\$246.92
44413	03/16/2022	1098	Eberhards Dairy Products	1531240	253.3100.0450.608.000.000.00	Purchased Food - GUHS	\$259.37
44413	03/16/2022	1098	Eberhards Dairy Products	1531269	253.3100.0450.110.000.000.00	Purchased Food - Humbolt	\$339.60
Check Total:							\$2,100.66
44414	03/16/2022	1098	Ed Staub & Sons Propane	6794889	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$235.69
44414	03/16/2022	1098	Ed Staub & Sons Propane	6834481	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$175.73
44414	03/16/2022	1098	Ed Staub & Sons Propane	6884178	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$220.02
44414	03/16/2022	1098	Ed Staub & Sons Propane	6891487	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$1,904.25
44414	03/16/2022	1098	Ed Staub & Sons Propane	6943781	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$2,713.82
44414	03/16/2022	1098	Ed Staub & Sons Propane	6964775	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$2,482.45
44414	03/16/2022	1098	Ed Staub & Sons Propane	9636691	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$213.31
Check Total:							\$7,945.27

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

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Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names
 Exclude Voided Checks
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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44459	03/31/2022	1103	Ed Staub & Sons Propane	6979985	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$179.57
44459	03/31/2022	1103	Ed Staub & Sons Propane	7030822	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$2,716.38
44459	03/31/2022	1103	Ed Staub & Sons Propane	7046983	100.2540.0322.608.000.000.00	Repair & Maint - GUHS	\$98.18
44459	03/31/2022	1103	Ed Staub & Sons Propane	7048829	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$243.21
Check Total:							\$3,237.34
44460	03/31/2022	1103	Game Time	PJI-0180564	100.2540.0460.110.000.000.00	Nonconsumable-Humbolt	\$3,191.80
Check Total:							\$3,191.80
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$75.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$175.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$50.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$250.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$75.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$50.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$75.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$52.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$150.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$250.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$50.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2310.0382.995.000.000.00	Legal Services	\$50.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2410.0310.110.000.000.00	Professional & Tech - Humbolt	\$75.00
44415	03/16/2022	1098	Garrett Hemann Robertson	371198	100.2410.0310.110.000.000.00	Professional & Tech - Humbolt	\$50.00
Check Total:							\$1,427.00
44416	03/16/2022	1098	Got-Special Kids	15183	100.1250.0410.110.320.000.00	Supplies - Humbolt	\$47.49
Check Total:							\$47.49
44417	03/16/2022	1098	Grant County Building Supply	1/25/2022	100.1131.0410.608.551.000.00	Supplies - Woods	(\$64.17)
44417	03/16/2022	1098	Grant County Building Supply	23223	100.1131.0410.608.551.000.00	Supplies - Woods	\$637.04
44417	03/16/2022	1098	Grant County Building Supply	23367	100.1131.0410.608.551.000.00	Supplies - Woods	\$509.17
Check Total:							\$1,082.04
44418	03/16/2022	1098	Grant County ESD-1	2021220375	100.1250.0310.995.320.000.00	Professional & Technical	\$446.25

Grant School District #3

Disbursement Detail Listing

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Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44418	03/16/2022	1098	Grant County ESD-1	2021220386	100.1111.0480.110.050.000.00	Computer Hardware	\$55.33
44418	03/16/2022	1098	Grant County ESD-1	2021220391	100.1250.0310.995.320.000.00	Professional & Technical	\$595.00
Check Total:							\$1,096.58
44461	03/31/2022	1103	Grant County ESD-1	2021220411	100.1250.0310.995.320.000.00	Professional & Technical	\$82.50
44461	03/31/2022	1103	Grant County ESD-1	2021220411	100.1250.0310.995.320.000.00	Professional & Technical	\$82.50
44461	03/31/2022	1103	Grant County ESD-1	2021220419	100.1250.0310.995.320.000.00	Professional & Technical	\$170.00
44461	03/31/2022	1103	Grant County ESD-1	2021220419	100.1250.0310.995.320.000.00	Professional & Technical	\$297.50
44461	03/31/2022	1103	Grant County ESD-1	2021220419	100.1250.0310.995.320.000.00	Professional & Technical	\$637.50
44461	03/31/2022	1103	Grant County ESD-1	2021220421	100.1111.0480.110.050.000.00	Computer Hardware	\$37.98
44461	03/31/2022	1103	Grant County ESD-1	V368980	100.2190.0351.995.320.000.00	Telephone	\$16.80
44461	03/31/2022	1103	Grant County ESD-1	V368980	100.2320.0351.995.000.000.00	Telephone	\$95.19
44461	03/31/2022	1103	Grant County ESD-1	V368980	100.2410.0351.110.000.000.00	Telephone - Humbolt	\$395.55
44461	03/31/2022	1103	Grant County ESD-1	V368980	100.2410.0351.131.000.000.00	Telephone - Seneca	\$108.29
44461	03/31/2022	1103	Grant County ESD-1	V368980	100.2410.0351.608.000.000.00	Telephone - GUHS	\$468.22
44461	03/31/2022	1103	Grant County ESD-1	V368980	100.2550.0351.995.000.000.00	Telephone	\$41.44
44461	03/31/2022	1103	Grant County ESD-1	V368980	253.3100.0322.110.000.000.00	Repair & Maint - Humbolt	\$25.25
44461	03/31/2022	1103	Grant County ESD-1	V368980	253.3100.0322.131.000.000.00	Repair & Maintenance -Seneca	\$8.15
44461	03/31/2022	1103	Grant County ESD-1	V368980	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$19.51
Check Total:							\$2,486.38
44419	03/16/2022	1098	Human Capital Enterprises	February 28 2022	100.2310.0310.995.000.000.00	Professional Services	\$3,600.00
44419	03/16/2022	1098	Human Capital Enterprises	March 1, 2022	100.2310.0310.995.000.000.00	Professional Services	\$6,750.00
Check Total:							\$10,350.00
44420	03/16/2022	1098	Iron Triangle LLC	18987	100.1131.0410.608.560.000.00	Supplies - Vo/Ag	\$1,035.00
Check Total:							\$1,035.00
44462	03/31/2022	1103	Janicek, Jill	3/28/2022	100.2320.0340.995.000.000.00	Travel	\$202.16
Check Total:							\$202.16
44421	03/16/2022	1098	John Day Auto Parts	112767	100.2550.0413.995.000.000.00	Vehicle Parts	\$34.99
44421	03/16/2022	1098	John Day Auto Parts	113985	100.2550.0413.995.000.000.00	Vehicle Parts	\$47.97
44421	03/16/2022	1098	John Day Auto Parts	114008	100.2550.0413.995.000.000.00	Vehicle Parts	\$62.22
44421	03/16/2022	1098	John Day Auto Parts	114008	100.2550.0413.995.000.000.00	Vehicle Parts	\$1.98

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44421	03/16/2022	1098	John Day Auto Parts	114008	100.2550.0413.995.000.000.00	Vehicle Parts	\$0.18
44421	03/16/2022	1098	John Day Auto Parts	114392	100.2550.0410.995.000.000.00	Supplies	\$15.98
44421	03/16/2022	1098	John Day Auto Parts	115452	100.2550.0413.995.000.000.00	Vehicle Parts	\$6.75
44421	03/16/2022	1098	John Day Auto Parts	115452	100.2550.0413.995.000.000.00	Vehicle Parts	\$3.03
Check Total:							\$173.10
44422	03/16/2022	1098	John Day True Value	575893	100.2540.0410.608.000.000.00	Supplies - GUHS	\$6.99
44422	03/16/2022	1098	John Day True Value	575927	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$13.98
44422	03/16/2022	1098	John Day True Value	575927	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$7.99
44422	03/16/2022	1098	John Day True Value	575957	100.2540.0460.110.000.000.00	Nonconsumable-Humbolt	\$44.99
44422	03/16/2022	1098	John Day True Value	575970	100.2540.0329.608.000.000.00	Locks & Keys - GUHS	\$4.50
44422	03/16/2022	1098	John Day True Value	576172	100.2540.0410.131.000.000.00	Supplies - Seneca	\$7.98
44422	03/16/2022	1098	John Day True Value	576172	100.2540.0410.131.000.000.00	Supplies - Seneca	\$2.99
44422	03/16/2022	1098	John Day True Value	576172	100.2540.0410.131.000.000.00	Supplies - Seneca	\$9.99
44422	03/16/2022	1098	John Day True Value	576235	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$1.99
44422	03/16/2022	1098	John Day True Value	576235	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$1.99
44422	03/16/2022	1098	John Day True Value	576239	100.2540.0410.608.000.000.00	Supplies - GUHS	\$7.99
44422	03/16/2022	1098	John Day True Value	576239	100.2540.0410.608.000.000.00	Supplies - GUHS	\$42.99
44422	03/16/2022	1098	John Day True Value	576239	100.2540.0410.608.000.000.00	Supplies - GUHS	\$17.99
44422	03/16/2022	1098	John Day True Value	576390	100.2540.0410.608.000.000.00	Supplies - GUHS	\$5.98
44422	03/16/2022	1098	John Day True Value	576645	100.2540.0460.110.000.000.00	Nonconsumable-Humbolt	\$19.99
44422	03/16/2022	1098	John Day True Value	576787	100.2540.0460.110.000.000.00	Nonconsumable-Humbolt	\$99.99
44422	03/16/2022	1098	John Day True Value	576788	100.2540.0410.608.000.000.00	Supplies - GUHS	\$1.99
44422	03/16/2022	1098	John Day True Value	576788	100.2540.0410.608.000.000.00	Supplies - GUHS	\$41.99
Check Total:							\$342.30
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$720.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$162.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$572.25
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$531.00

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$2,398.53
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.131.000.000.00	Supplies - Seneca	\$125.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.131.000.000.00	Supplies - Seneca	\$262.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.131.000.000.00	Supplies - Seneca	\$180.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.131.000.000.00	Supplies - Seneca	\$113.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$135.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$230.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$226.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$258.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$309.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$155.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$150.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$166.00
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2540.0410.608.000.000.00	Supplies - GUHS	\$695.03
44463	03/31/2022	1103	Mid American Research Chemical Corp.	0755685-IN	100.2550.0410.995.000.000.00	Supplies	\$360.00
Check Total:							\$7,747.81
44423	03/16/2022	1098	Monument School District #8	4/14/2022	100.2310.0410.995.000.000.00	Supplies	\$30.00
44423	03/16/2022	1098	Monument School District #8	4/14/2022	100.2320.0410.995.000.000.00	Supplies	\$15.00
Check Total:							\$45.00
44424	03/16/2022	1098	Moore, Isaac	December 2021	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$164.64

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

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Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44424	03/16/2022	1098	Moore, Isaac	February 2022	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$263.42
44424	03/16/2022	1098	Moore, Isaac	January 2022	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$263.42
44424	03/16/2022	1098	Moore, Isaac	November 2021	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$246.96
Check Total:							\$938.44
44425	03/16/2022	1098	Moore, Lucas	February 2022	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$215.04
Check Total:							\$215.04
44426	03/16/2022	1098	N.E. Oregon Umpires Associaton	03/16/2022	100.1132.0640.608.000.000.00	Undesignated	\$2,047.25
44426	03/16/2022	1098	N.E. Oregon Umpires Associaton	03/16/2022	100.1132.0640.608.000.000.00	Undesignated	\$1,690.00
Check Total:							\$3,737.25
44427	03/16/2022	1098	Nickolisen, Erika	February 2022	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$58.80
Check Total:							\$58.80
44428	03/16/2022	1098	Nydams Ace Hardware	1451501	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$12.99
44428	03/16/2022	1098	Nydams Ace Hardware	1451501	100.2540.0410.110.000.000.00	Supplies - Humbolt	\$2.19
Check Total:							\$15.18
44429	03/16/2022	1098	Office Depot	227959374001	100.1131.0410.608.110.000.00	Supplies - Social Studies	\$225.48
Check Total:							\$225.48
44430	03/16/2022	1098	OMEA District 6	001088876 - 2/28/22	100.1121.0640.608.131.000.00	Dues & Fees - Music	\$200.00
Check Total:							\$200.00
44431	03/16/2022	1098	OR Dept of Education	03032022	100.2520.0243.995.000.000.00	Fingerprinting Fees	\$5.00
Check Total:							\$5.00
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.003.000.000.00	Electricity - DO	\$124.58
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.110.000.000.00	Electricity - Humbolt	\$49.35
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.110.000.000.00	Electricity - Humbolt	\$2,359.73
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.131.000.000.00	Electricity - Seneca	\$281.90
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.131.000.000.00	Electricity - Seneca	\$64.89
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.608.000.000.00	Electricity - GUHS	\$161.58

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

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Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names
 Exclude Voided Checks
 Exclude Manual Checks
 Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.608.000.000.00	Electricity - GUHS	\$204.75	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.608.000.000.00	Electricity - GUHS	\$59.27	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.608.000.000.00	Electricity - GUHS	\$460.01	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.608.000.000.00	Electricity - GUHS	\$47.07	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.608.000.000.00	Electricity - GUHS	\$49.35	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.608.000.000.00	Electricity - GUHS	\$2,071.39	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.701.000.000.00	Electricity - 7th Street	\$56.86	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.701.000.000.00	Electricity - 7th Street	\$53.48	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.701.000.000.00	Electricity - 7th Street	\$138.37	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2540.0325.701.000.000.00	Electricity - 7th Street	\$11.93	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2550.0325.002.000.000.00	Electricity - Bus Shop	\$55.24	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2550.0325.002.000.000.00	Electricity - Bus Shop	\$705.94	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	100.2550.0325.002.000.000.00	Electricity - Bus Shop	\$315.58	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	253.3100.0322.110.000.000.00	Repair & Maint - Humbolt	\$150.62	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	253.3100.0322.131.000.000.00	Repair & Maintenance -Seneca	\$21.22	
44432	03/16/2022	1098	OR Trail Electric	01/15/22 - 02/25/202	253.3100.0322.608.000.000.00	Repair & Maint - GUHS	\$86.31	
							Check Total:	\$7,529.42
44433	03/16/2022	1098	Oregon FBLA	1545	216.1131.0640.608.000.000.00	Dues & Fees	\$1,885.00	
							Check Total:	\$1,885.00
44434	03/16/2022	1098	Patriot Plumbing And Gear	23535	100.2540.0322.131.000.000.00	Repair & Maint - Seneca	\$661.88	
44434	03/16/2022	1098	Patriot Plumbing And Gear	23554	100.2540.0322.608.000.000.00	Repair & Maint - GUHS	\$90.00	
							Check Total:	\$751.88
44464	03/31/2022	1103	PBIS Apps	INV00061710	100.1111.0470.110.050.000.00	Computer Software	\$350.00	
							Check Total:	\$350.00
44435	03/16/2022	1098	Pendleton Bottling	4499005510	100.2320.0410.995.000.000.00	Supplies	\$48.00	
							Check Total:	\$48.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00	
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00	
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00	
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1121.0460.608.131.000.00	No consumables - Music	\$28.99	

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

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Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1121.0460.608.131.000.00	No consumables - Music	\$5.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364103677	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1121.0460.608.131.000.00	No consumables - Music	\$49.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1121.0460.608.131.000.00	No consumables - Music	\$8.95
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1131.0460.608.131.000.00	Non consumables -Music	\$6.15
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1131.0460.608.131.000.00	Non consumables -Music	\$70.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1131.0460.608.131.000.00	Non consumables -Music	\$32.25
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364104386	100.1131.0460.608.131.000.00	Non consumables -Music	\$7.05
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1121.0460.608.131.000.00	No consumables - Music	\$10.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364123232	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1121.0460.608.131.000.00	No consumables - Music	\$45.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1121.0460.608.131.000.00	No consumables - Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
44465	03/31/2022	1103	Pepper (J.W.) & Son, Inc.	364142792	100.1131.0460.608.131.000.00	Non consumables -Music	\$0.00
Check Total:							\$262.39
44436	03/16/2022	1098	Perto Card	CL48847	100.2550.0411.995.000.000.00	Gas & Fuel	\$2,800.48
44436	03/16/2022	1098	Perto Card	CL48847	100.2555.0340.608.000.000.00	Travel - GUHS	\$1,326.57
44436	03/16/2022	1098	Perto Card	CL48847	100.2558.0411.995.320.000.00	Gas & Fuel	\$179.46
44436	03/16/2022	1098	Perto Card	CL51416	100.2550.0411.995.000.000.00	Gas & Fuel	\$1,871.53
44436	03/16/2022	1098	Perto Card	CL51416	100.2555.0411.608.000.000.00	Gas & Fuel - GUHS	\$897.88
44436	03/16/2022	1098	Perto Card	CL51416	100.2558.0411.995.320.000.00	Gas & Fuel	\$187.81
Check Total:							\$7,263.73
44437	03/16/2022	1098	Pitney Bowes	1019953792	100.2520.0353.995.000.000.00	Postage	\$113.04
Check Total:							\$113.04
44438	03/16/2022	1098	Reflective Image Manufacturing Corp.	22120	100.2550.0413.995.000.000.00	Vehicle Parts	\$166.06
Check Total:							\$166.06
44466	03/31/2022	1103	Restoration Fuels, LLC	GHS-210327	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$4,070.00
44466	03/31/2022	1103	Restoration Fuels, LLC	GHS-210327	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	(\$814.00)
44466	03/31/2022	1103	Restoration Fuels, LLC	GHS-210329	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	\$11,980.60
44466	03/31/2022	1103	Restoration Fuels, LLC	GHS-210329	100.2540.0326.608.000.000.00	Heating Fuel - GUHS	(\$2,396.12)
Check Total:							\$12,840.48
44439	03/16/2022	1098	S & C Electric	8146	100.2540.0322.608.000.000.00	Repair & Maint - GUHS	\$750.00
44439	03/16/2022	1098	S & C Electric	8146	100.2540.0322.608.000.000.00	Repair & Maint - GUHS	\$160.00
Check Total:							\$910.00
44467	03/31/2022	1103	S & C Electric	8116	100.2540.0322.003.000.000.00	Repair & Maint - DO	\$80.00
44467	03/31/2022	1103	S & C Electric	8116	100.2540.0322.110.000.000.00	Repair & Maint - Humbolt	\$80.00
44467	03/31/2022	1103	S & C Electric	8116	100.2540.0322.608.000.000.00	Repair & Maint - GUHS	\$200.00
Check Total:							\$360.00
44440	03/16/2022	1098	Shamrock Foods	24656700	253.3100.0410.110.000.000.00	Supplies - Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24656700	253.3100.0450.110.000.000.00	Purchased Food - Humbolt	\$49.48
44440	03/16/2022	1098	Shamrock Foods	24656700	253.3100.0450.110.000.000.00	Purchased Food - Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24656700	253.3100.0450.110.000.000.00	Purchased Food - Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24656701	253.3100.0410.110.000.000.00	Supplies - Humbolt	\$23.03

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44440	03/16/2022	1098	Shamrock Foods	24656701	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24656701	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24656701	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$24.74
44440	03/16/2022	1098	Shamrock Foods	24656702	253.3100.0410.110.000.000.00	Supplies – Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24656702	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24656702	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24656702	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$136.31
44440	03/16/2022	1098	Shamrock Foods	24665687	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$178.64
44440	03/16/2022	1098	Shamrock Foods	24665688	253.3100.0410.608.000.000.00	Supplies – GUHS	\$30.82
44440	03/16/2022	1098	Shamrock Foods	24665688	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$1,569.71
44440	03/16/2022	1098	Shamrock Foods	24665690	253.3100.0410.110.000.000.00	Supplies – Humbolt	\$132.14
44440	03/16/2022	1098	Shamrock Foods	24665690	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$1,666.02
44440	03/16/2022	1098	Shamrock Foods	24665690	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	(\$40.52)
44440	03/16/2022	1098	Shamrock Foods	24674786	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$103.14
44440	03/16/2022	1098	Shamrock Foods	24674786	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24674787	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$584.93
44440	03/16/2022	1098	Shamrock Foods	24674787	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$0.00
44440	03/16/2022	1098	Shamrock Foods	24684435	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$71.86
44440	03/16/2022	1098	Shamrock Foods	24684436	253.3100.0410.608.000.000.00	Supplies – GUHS	\$21.98
44440	03/16/2022	1098	Shamrock Foods	24684436	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$1,369.66
44440	03/16/2022	1098	Shamrock Foods	24684437	253.3100.0410.608.000.000.00	Supplies – GUHS	\$66.19
44440	03/16/2022	1098	Shamrock Foods	24684437	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$867.49
44440	03/16/2022	1098	Shamrock Foods	24684438	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$51.36
44440	03/16/2022	1098	Shamrock Foods	24684439	253.3100.0410.110.000.000.00	Supplies – Humbolt	\$169.89
44440	03/16/2022	1098	Shamrock Foods	24684439	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$935.61
44440	03/16/2022	1098	Shamrock Foods	24693419	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$108.47
44440	03/16/2022	1098	Shamrock Foods	24693420	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$186.46
44440	03/16/2022	1098	Shamrock Foods	24702882	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$126.67
44440	03/16/2022	1098	Shamrock Foods	24702883	253.3100.0410.608.000.000.00	Supplies – GUHS	\$224.63
44440	03/16/2022	1098	Shamrock Foods	24702883	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$1,006.95

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names
 Exclude Voided Checks
 Exclude Manual Checks
 Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44440	03/16/2022	1098	Shamrock Foods	24702884	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$689.09
44440	03/16/2022	1098	Shamrock Foods	24702885	253.3100.0410.110.000.000.00	Supplies – Humbolt	\$139.72
44440	03/16/2022	1098	Shamrock Foods	24702885	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$1,633.38
44440	03/16/2022	1098	Shamrock Foods	24722034	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$50.93
44440	03/16/2022	1098	Shamrock Foods	24722035	253.3100.0410.608.000.000.00	Supplies – GUHS	\$62.02
44440	03/16/2022	1098	Shamrock Foods	24722035	253.3100.0450.608.000.000.00	Purchased Food – GUHS	\$1,625.78
44440	03/16/2022	1098	Shamrock Foods	24722036	253.3100.0410.110.000.000.00	Supplies – Humbolt	\$55.60
44440	03/16/2022	1098	Shamrock Foods	24722037	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$96.06
44440	03/16/2022	1098	Shamrock Foods	24722038	253.3100.0410.110.000.000.00	Supplies – Humbolt	\$283.76
44440	03/16/2022	1098	Shamrock Foods	24722038	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	\$1,234.16
44440	03/16/2022	1098	Shamrock Foods	8223704	253.3100.0450.110.000.000.00	Purchased Food – Humbolt	(\$269.95)
Check Total:							\$15,266.21
44441	03/16/2022	1098	Smucker Quality Homes, Inc.	294	216.4155.0322.608.552.000.00	CTE –Automotive Shop	\$9,100.00
Check Total:							\$9,100.00
44442	03/16/2022	1098	Spencer, Karen	February 2022	100.2550.0331.995.000.000.00	Reimbursable Student Transport	\$829.92
Check Total:							\$829.92
44443	03/16/2022	1098	TEC Copier Systems LLC	212671	100.2190.0324.995.320.000.00	Copy Machine Lease	\$0.00
44443	03/16/2022	1098	TEC Copier Systems LLC	212671	100.2320.0324.995.000.000.00	Copy Machine Lease	\$0.00
44443	03/16/2022	1098	TEC Copier Systems LLC	212671	100.2410.0324.110.000.000.00	Copy Machine Lease – Humbolt	\$0.00
44443	03/16/2022	1098	TEC Copier Systems LLC	212671	100.2410.0324.131.000.000.00	Copy Machine Lease – Seneca	\$0.00
44443	03/16/2022	1098	TEC Copier Systems LLC	212671	100.2410.0324.608.000.000.00	Copy Machine Lease – GUHS	\$177.53
44443	03/16/2022	1098	TEC Copier Systems LLC	212671	100.2550.0323.995.000.000.00	Copy Machine	\$0.00
Check Total:							\$177.53
44444	03/16/2022	1098	Town of Canyon City	1/27/2022 - 2/25/202	100.2540.0327.003.000.000.00	Water & Sewer – DO	\$90.00
44444	03/16/2022	1098	Town of Canyon City	1/27/2022 - 2/25/202	100.2540.0327.003.000.000.00	Water & Sewer – DO	\$0.00
44444	03/16/2022	1098	Town of Canyon City	1/27/2022 - 2/25/202	100.2540.0327.110.000.000.00	Water & Sewer – Humbolt	\$505.63
44444	03/16/2022	1098	Town of Canyon City	1/27/2022 - 2/25/202	100.2550.0327.002.000.000.00	Water & Sewer – Bus Shop	\$90.00
44444	03/16/2022	1098	Town of Canyon City	1/27/2022 - 2/25/202	253.3100.0322.110.000.000.00	Repair & Maint – Humbolt	\$32.27

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount	
							Check Total:	\$717.90
44445	03/16/2022	1098	Triangle Oil	152 - 02/28/2022	100.2540.0326.110.000.000.00	Heating Fuel - Humbolt	\$1,266.29	
44445	03/16/2022	1098	Triangle Oil	152 - 02/28/2022	100.2540.0326.131.000.000.00	Heating Fuel - Seneca	\$2,268.54	
							Check Total:	\$3,534.83
44468	03/31/2022	1103	Umpqua Bank	1743 - 3/10/2022	100.2310.0410.995.000.000.00	Supplies	\$66.75	
44468	03/31/2022	1103	Umpqua Bank	1743 - A - 3/10/2022	100.2310.0410.995.000.000.00	Supplies	\$5.90	
44468	03/31/2022	1103	Umpqua Bank	1743 - A - 3/10/2022	100.2550.0410.995.000.000.00	Supplies	\$5.90	
44468	03/31/2022	1103	Umpqua Bank	1743 - B - 3/10/2022	100.2320.0410.995.000.000.00	Supplies	\$54.00	
44468	03/31/2022	1103	Umpqua Bank	1743 - C - 3/10/2022	241.1111.0410.110.291.000.00	Supplies -Humbolt	\$109.64	
44468	03/31/2022	1103	Umpqua Bank	1743 - C - 3/10/2022	241.1111.0410.131.291.000.00	Supplies -Seneca	\$28.04	
44468	03/31/2022	1103	Umpqua Bank	1743 - C - 3/10/2022	241.1131.0410.608.291.000.00	Supplies -GU	\$117.29	
44468	03/31/2022	1103	Umpqua Bank	4691 - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$11.45	
44468	03/31/2022	1103	Umpqua Bank	4691 - A - 03/10/202	100.2555.0340.608.000.000.00	Travel - GUHS	\$13.98	
44468	03/31/2022	1103	Umpqua Bank	4691 - B- 03/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$165.40	
44468	03/31/2022	1103	Umpqua Bank	4691 - C - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$165.40	
44468	03/31/2022	1103	Umpqua Bank	4691 - D - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$22.98	
44468	03/31/2022	1103	Umpqua Bank	4691 - D - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$11.45	
44468	03/31/2022	1103	Umpqua Bank	4691 - D - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$7.30	
44468	03/31/2022	1103	Umpqua Bank	4691 - D - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$9.25	
44468	03/31/2022	1103	Umpqua Bank	4691 - E - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$15.05	
44468	03/31/2022	1103	Umpqua Bank	4691 - F - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$17.00	
44468	03/31/2022	1103	Umpqua Bank	4691 - G - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$12.98	
44468	03/31/2022	1103	Umpqua Bank	4691 - H - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$5.35	
44468	03/31/2022	1103	Umpqua Bank	4691 - H - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$9.12	
44468	03/31/2022	1103	Umpqua Bank	4691 - H - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$20.02	
44468	03/31/2022	1103	Umpqua Bank	4691 - H - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$3.18	
44468	03/31/2022	1103	Umpqua Bank	4691 - I - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$148.63	
44468	03/31/2022	1103	Umpqua Bank	4691 - J - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$8.78	
44468	03/31/2022	1103	Umpqua Bank	4691 - J - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$11.68	
44468	03/31/2022	1103	Umpqua Bank	4691 - K - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$10.39	
44468	03/31/2022	1103	Umpqua Bank	4691 - L - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$15.89	

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44468	03/31/2022	1103	Umpqua Bank	4691 - L - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$14.27
44468	03/31/2022	1103	Umpqua Bank	4691 - L - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$22.25
44468	03/31/2022	1103	Umpqua Bank	4691 - L - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$9.60
44468	03/31/2022	1103	Umpqua Bank	4691 - M - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$133.75
44468	03/31/2022	1103	Umpqua Bank	6025 - 3/10/2022	100.2550.0413.995.000.000.00	Vehicle Parts	\$340.81
44468	03/31/2022	1103	Umpqua Bank	6025 - 3/10/2022	100.2550.0413.995.000.000.00	Vehicle Parts	\$484.13
44468	03/31/2022	1103	Umpqua Bank	6025 - A - 3/10/2022	100.2550.0310.995.000.000.00	Professional & Technical	\$70.00
44468	03/31/2022	1103	Umpqua Bank	6025 - B - 3/10/2022	100.2550.0310.995.000.000.00	Professional & Technical	\$308.81
44468	03/31/2022	1103	Umpqua Bank	6025 - C - 3/10/2022	100.2550.0410.995.000.000.00	Supplies	\$310.16
44468	03/31/2022	1103	Umpqua Bank	6025 - D - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$7.98
44468	03/31/2022	1103	Umpqua Bank	6025 - E - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$5.25
44468	03/31/2022	1103	Umpqua Bank	6025 - F - 3/10/2022	100.2555.0340.608.000.000.00	Travel - GUHS	\$12.40
44468	03/31/2022	1103	Umpqua Bank	6253 - 3/10/2022	100.1122.0340.608.000.000.00	Travel - GU Jr High	\$133.75
44468	03/31/2022	1103	Umpqua Bank	6253 - A - 3/10/2022	100.2410.0410.608.000.000.00	Supplies - GUHS	\$150.00
44468	03/31/2022	1103	Umpqua Bank	6253 - B - 3/10/2022	100.1250.0340.995.320.000.00	Travel - District	\$199.00
44468	03/31/2022	1103	Umpqua Bank	6448 - F - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$179.51
44468	03/31/2022	1103	Umpqua Bank	6448 - G - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$39.80
44468	03/31/2022	1103	Umpqua Bank	6884 - 3/10/2022	100.1250.0460.110.320.000.00	Nonconsumable - Humbolt	\$97.06
44468	03/31/2022	1103	Umpqua Bank	6884 - 3/10/2022	100.1250.0460.110.320.000.00	Nonconsumable - Humbolt	\$97.07
44468	03/31/2022	1103	Umpqua Bank	6884 - 3/10/2022	100.1250.0460.608.320.000.00	Nonconsumable - GUHS	\$97.07
44468	03/31/2022	1103	Umpqua Bank	6884 - A - 3/10/2022	222.1111.0410.110.050.000.00	Supplies - Humbolt	\$24.30
44468	03/31/2022	1103	Umpqua Bank	6884 - B - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$244.58
44468	03/31/2022	1103	Umpqua Bank	6884 - B - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	(\$50.07)
44468	03/31/2022	1103	Umpqua Bank	6884 - C - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$201.20
44468	03/31/2022	1103	Umpqua Bank	6884 - D - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$7.99
44468	03/31/2022	1103	Umpqua Bank	6884 - D - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$10.98
44468	03/31/2022	1103	Umpqua Bank	6884 - D - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$4.49
44468	03/31/2022	1103	Umpqua Bank	6884 - D - 3/10/2022	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$0.10
44468	03/31/2022	1103	Umpqua Bank	6884 - E - 40.49	100.1250.0460.110.320.000.00	Nonconsumable - Humbolt	\$40.49
44468	03/31/2022	1103	Umpqua Bank	9282 - 3/10/2022	100.1132.0340.608.000.000.00	Travel	(\$165.40)

Grant School District #3

Disbursement Detail Listing

Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
44468	03/31/2022	1103	Umpqua Bank	9282 - A - 3/10/2022	100.1132.0340.608.000.000.00	Travel	\$496.20
44468	03/31/2022	1103	Umpqua Bank	9282 - B - 3/10/2022	100.1132.0340.608.000.000.00	Travel	\$2.50
44468	03/31/2022	1103	Umpqua Bank	9282 - C - 3/10/2022	100.1132.0340.608.000.000.00	Travel	\$1,187.37
44468	03/31/2022	1103	Umpqua Bank	9282 - D - 3/10/2022	100.1132.0340.608.000.000.00	Travel	\$2,141.21
44468	03/31/2022	1103	Umpqua Bank	9282 - E - 3/10/2022	100.1121.0640.608.131.000.00	Dues & Fees - Music	\$105.00
Check Total:							\$8,036.41
44446	03/16/2022	1098	Uptmor, Bret	February 2022	100.2320.0351.995.000.000.00	Telephone	\$120.45
Check Total:							\$120.45
44469	03/31/2022	1103	Verizon Wireless	9901470124	241.1111.0470.110.291.000.00	Computer Software -Humbolt	\$491.17
44469	03/31/2022	1103	Verizon Wireless	9901470124	241.1131.0470.608.291.000.00	Computer Software -GU	\$314.03
Check Total:							\$805.20
44447	03/16/2022	1098	Waste-Pro Accu-Shred	3901043	100.2410.0410.110.000.000.00	Supplies - Humbolt	\$50.00
44447	03/16/2022	1098	Waste-Pro Accu-Shred	3901046	100.2410.0410.608.000.000.00	Supplies - GUHS	\$50.00
Check Total:							\$100.00
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2190.0324.995.320.000.00	Copy Machine Lease	\$54.31
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2320.0324.995.000.000.00	Copy Machine Lease	\$54.31
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2410.0324.110.000.000.00	Copy Machine Lease - Humbolt	\$213.53
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2410.0324.110.000.000.00	Copy Machine Lease - Humbolt	\$111.73
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2410.0324.131.000.000.00	Copy Machine Lease - Seneca	\$124.87
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2410.0324.608.000.000.00	Copy Machine Lease - GUHS	\$202.56
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2410.0324.608.000.000.00	Copy Machine Lease - GUHS	\$124.87
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2410.0324.608.000.000.00	Copy Machine Lease - GUHS	\$113.18
44448	03/16/2022	1098	Wells Fargo Financial Leasing	5019223189	100.2550.0323.995.000.000.00	Copy Machine	\$98.50
Check Total:							\$1,097.86
Bank Total:							\$158,439.77

Grant School District #3

Disbursement Detail Listing
Bank Name: CHECKING ACCOUNT

Date Range: 03/01/2022 - 03/31/2022

Sort By: Vendor

Fiscal Year: 2021-2022

Voucher Range: -

Dollar Limit: \$0.00

 Print Employee Vendor Names
 Exclude Voided Checks
 Exclude Manual Checks
 Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
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<u>Fund</u>	<u>Amount</u>
100	\$110,440.00
216	\$12,457.00
222	\$119.60
241	\$17,328.82
253	\$17,975.77
400	\$118.58
Fund Totals:	\$158,439.77

End of Report

Disbursements Grand Total:	\$158,439.77
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TO: SUPERINTENDENT BRET UPTMOR & THE BOARD OF DIRECTORS
FROM: RYAN GERRY-PRINCIPAL, GRANT UNION JR/SR HIGH SCHOOL
REGARDING: BOARD REPORT APRIL 20, 2022

2.21

Student Achievement

1. Our FBLA students recently attended the state conference in Portland on April 7th-9th and had success across the board. Overall, Grant Union had seven students finish in the Top 5 for the state of Oregon with an additional three students that finished in the Top 10. This is a significant improvement from the last time Grant Union attended the state conference in 2019. Mrs. Durych is working hard to build this program back up after the last couple years that were hindered due to COVID.
2. We will be rescheduling Sophomore Interviews that were originally scheduled for April 20th to a date TBD in May. Our goal is to incorporate Work Source Oregon into this process and allow them to present to students on improving the interview process and refining resumes.
3. SBAC testing has started at Grant Union for our students in 7th, 8th, and 11th grades. We will be incorporating our 10th grade students into SBAC testing only in Science as they are allowed to bank their scores toward their junior year. Mrs. McCumber has done an outstanding job orchestrating the required staff training and scheduling related to SBAC.
4. Looking ahead, we will be conducting Senior Project Presentation the week of May 9th-12th. The Senior Project is a component of the Career Relation Learning Standards which is a component of graduation. Senior students have been working steadily through the school year on the different components of the project that are built into the Economics/Senior Project class that is offered to all seniors at Grant Union. Ms. Dougharity-Spencer continues to lead this class and the senior project component and has done a fabulous job.

Communicating with Stakeholders

5. End of the school year is always a busy time of the year with the numerous events we have going on. As a school we are making extra effort to ensure weekly communication and current post on social media are occurring so that our families stay updated.
6. Parent/Teacher conference were held on April 7th & 8th. Attendance was below average. Looking towards next year I would recommend that the district look at potentially changing the format to increase opportunity for parents to participate. This potentially could include having Grant Union in all day conferences scheduling during the designated Teacher/Parent days on the school calendar.

Safe and Secure Schools

7. We will be conducting our 4th quarter building safety meeting on April 21st. As part of this meeting, we will be incorporating the information gathered from our custodian walkthroughs conducted at GU with the plan to address building needs moving into next year.



April 2022 Board Report for Humbolt Elementary School

Current Enrollment: 248

Board Priorities

- **Student Achievement**
 - SBAC testing window opened on April 11th for students in grades 3-6.
 - The After School program began April 12th for grades 3-6.
 - Kindergarten, first, and second grade teachers provided information to families of low performing students and conducted family surveys in accordance with Oregon's Dyslexia Law.

- **Communicating with Stakeholders**
 - Newsletters continue to go out to all staff weekly and to families monthly.
 - The Humbolt Happenings and other school events are uploaded to our website and social media pages.
 - Third quarter report cards went home on April 6th.
 - Parent/Teacher Conferences took place on April 7th-8th.
 - The Title IA teacher presented information to families of students who are receiving Title IA services during Parent/Teacher conference week. He is gathering survey data to obtain feedback from families.
 - Our staff and student council are working together to enhance communication with families—especially our new families.

- **Budget**
 - Priority items from 2021-2022 have been or are in the process of being purchased.
 - We are finalizing priority budget items for the 2022-2023 school year.

- **Safe and Secure Schools**
 - Our April fire drill took place on April 6th.
 - Character trait of the month for April is Perseverance. We are incorporating this into our morning announcements and daily routines.
 - We have repurposed our Computer Lab into a Refocus Room for students.
 - Our April Staff Training will be on creating a Trauma Informed Resilient School.
 - We revised our student medication forms and tightened up procedures to ensure safe and accurate medication administration for students.
 - We purchase a standing desk for each classroom to offer differentiated seating options for students.

Upcoming Events

4/15: Staff Training Day: Trauma Informed Resilient Schools

4/22 & 4/29: Response to Intervention Meetings

5/2-5/5: Teacher Appreciation Week
5/6: Staff Training Day
5/9-5/12: Book Fair
5/23-5/26: 6th Grade Outdoor School

TO: SUPERINTENDENT BRET UPTMOR & THE BOARD OF DIRECTORS
FROM: RYAN GERRY-ATHLETIC DIRECTOR, GRANT UNION JR/SR HIGH SCHOOL
REGARDING: BOARD REPORT APRIL 22, 2022

22.3

Own the Pick



Student/Athlete Achievement

1. GU Softball team is currently sitting in first place in league and ranked #1 for 2A softball on OSAA website. Baseball team has started strong and currently sitting at 7-4 and 4th place in league with only one league loss.
2. Track team has had some early season success in the track meets they have attended. An especially strong finish at the Sisters (4A) meet where the boys team finished 2nd overall and then in our Small Schools Track Meet held on April 5th where both girls and boys teams finished 1st overall.
3. Golf team has played through some challenging courses and weather to start the season with individuals showing steady progression. GU Golf will be hosting its only home event on April 15th.

Budget

4. Out of the priority budget for 2021-22 we have designated funds of \$15,000 for a new scoreboard at the baseball field. In working with Coach Huerta, we have identified the score board to purchase. As part of the installation of the score we would like to incorporate specific messaging that would honor and recognize previous coach, Art Thunell, and all that he has done for the program and the 7th Street Complex. The scoreboard design is attached to this report for review and will need board consent to include messaging at the bottom of the scoreboard.
5. I have continued the process of working with Levi Voigt of Strux Engineering LLC regarding the Softball Clubhouse/Press Box. I have included the cost analysis associated with the structural engineering services for this project and the Board's consideration of approval.

MODEL - 3358

20 ft

4 ft
3 ft

Home of The

PROSPECTORS

AT BAT

42

BALL STRIKE OUT

3

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2

H/E

133

8 ft

Varsity

1 2 3 4 5 6 7 8 9

TOTAL

GUEST

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1

0

0

0

1

HOME

0

0

4

0

1

5

IN HONOR OF

ART THUNELL

SPONSOR AREA

29.5" X 20'



Fee Proposal

Prepared for: Ryan Gerry
Principal
Grant Union High School
911 South Canyon Blvd.
John Day, OR 97845

Project Name: Grant Union Softball Press Box

Prepare By: Levi Voigt
STRUX Engineering LLC

Dear Mr. Gerry,

STRUX Engineering LLC would like to provide structural engineering services for the project listed.

As part of this work, we will provide structural engineering design and specifications for this project that meet the 2018 International Building Code and all local building code provisions.

Deliverables include:

- **Structural Engineering** for all required engineered elements for the Softball Press box as agreed upon in preliminary drawings.
- **Stamped Engineering Calculations** that reflect the engineered drawings.
- **Structural Detailing** required to complete the structural plan set.
- **Specifications and Bid Documents** for the project
- **Engineering Project Management** through the completion of the construction of the project.

Fee Proposal:

Design and Construction Phase	
I. Structural Design of the Press Box	\$3,000.00 (Fixed)
II. Specifications and Bid Document Preparation	\$3,500.00 (Fixed)
Total:	\$6,500.00 (Fixed)
III. Engineering Project Management	\$110.00 (Hourly)

Scope of Work:

Scope of work consists of the structural design and drawings for the two-story softball press box as shown in preliminary drawings. Elements of the building outside of this description will not be provided in the structural drawings unless specifically requested and agreed upon in a separate proposal by the client.



Deliverables do not include the services outside the normal scope of a structural engineering consultant such as:

- Geotechnical Investigations
- Utility locates
- Design of temporary shoring or bracing during construction
- Design of electrical
- Material testing
- Flood-proofing

Terms:

Scheduling of the project will not take place until receiving signed authorization to proceed.

Payment is requested within 30 days of providing completed design drawings and calculations. Changes required by building officials during the permit application will not incur additional fees.

Insurance:

STRUX Engineering LLC is insured for \$1.0M per occurrence and \$1.0M in the aggregate against any losses arising from errors and omissions. Details of our insurance coverage can be provided if required.

Limitation of Liability:

Grant Union High School expressly agrees that principals of STRUX Engineering LLC shall have no personal liability to **Grant Union High School** in respect to a claim, whether in contract, tort, and/or any other cause of action in law. Accordingly, **Grant Union High School** expressly agrees that it will bring no proceedings and take no action in court of law against any of the principals of STRUX Engineering LLC in their personal capacity.

In providing services under this agreement, STRUX Engineering LLC will endeavor to perform in a manner consistent with that degree of care and skill ordinarily exercised by members of the same profession practicing under similar circumstances. Upon notice to STRUX Engineering LLC, and by mutual agreement between the parties, STRUX Engineering LLC, without additional compensation, will correct those services not meeting such a standard.

STRUX Engineering LLC will not be liable for any damages arising as a result of un-foreseen conditions which are revealed once construction of the project commences. Such conditions could include but are not limited too unsuitable soils, buried structures, soil contamination, high water table, or any other site conditions which may lead to additional construction or re-design costs.

We look forward to being of service to you on this project. Please call should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan P. [unclear]".



Levi Voigt, P.E.
STRUX Engineering LLC



Authorization to Proceed:

Authorization to Proceed Accepted this day of _____ By

Signature _____

Printed Name _____

To: Grant District 3 Board of Directors and Superintendent Bret Uptmor
From: Dana McLean
Re: Seneca School Board Report for April 20, 2022

Student Achievement

- ▶ Meet or exceed state academic standards and develop strategies to meet graduation requirements for all students while supporting individual talents.
 - We have utilized Friday Academy for supporting students who need additional instruction or have missed days and need to make up work.
 - Eli Hutchison, Danner Moore and Emily Ford were Students of the Month for March. They won a personal pizza from Outpost.

Communicating with Stakeholders

- ▶ Engage the community in more robust forms of communication inclusive of website enhancements, social media platforms and district and school-based communications focused on transparency and relationship building.
 - We have been using our school Facebook page to communicate with parents and families about school events and reminders. We also employ notes in take home folders, our school website, and KJDY to keep stakeholders informed.
 - Conferences were a success! We talked to every family.
 - We went to Silvies Valley Ranch to tour the goat barn. The kids had a blast and learned a lot. Thank you, Silivies!

Safe and Secure Schools

- ▶ Provide a welcoming culture where students are safe and cared for while maintaining the rigor expected of our students.
 - We are continuing to do "Seneca Bucks". Students get placed in a drawing at the end of the week for an ice cream bar or candy when they do something kind at school.
 - We are continuing COVID safety protocols and doing the daily cleaning that is needed to be done.

Thank you all for coming and thanks to all of the parents for providing delicious food!

- Important Dates:
 - May 12th-Spring Concert
 - May 23rd -26th- Outdoor School
 - June 2nd- Last Day Awards/BBQ

225



**Grant School District #3
April 2022 Board Report**

To: Mr. Bret Uptmor and Grant School District #3 Board of Directors
From: Rhonda McCumber, Director of Special Education, Diagnostician, District Test Coordinator, TAG Coordinator

Student Achievement: Meet or exceed state academic standards and develop strategies to meet graduation requirements for all students while supporting individual talents.

- State assessments in English Language Arts began on Monday, April 11, for grades 3-8 and 11. Overall, it has gone very smoothly. Teachers have done a good job getting their students prepared to take these tests. The schedule is as follows for Humbolt and Grant Union:
 - ELA (grades 3-8 and 11): April 11- April 21
 - Math (grades 3-8 and 11): April 25- May 5
 - Science (grades 5, 8, 11): May 9-May 12
- Estimated testing times are as follows, based on 80% of students finishing within these timelines:
 - ELA: 3:45 to 4:00 hours
 - Math: 2:30 hours
 - Science: 1:40 hours
- Extra time was allotted in the schedule to allow for practice testing and possible technology difficulties. Any students who have not finished by May 12 will have further opportunities to test, with myself or other district staff covering those test sessions. The district test window will remain open until the end of school.
- Extended assessments will be done in late April and early May, with individual administration to our students with the most significant cognitive challenges.

Communicating with Stakeholders: Communicate using a variety of means and media to keep the Board and community informed.

- Special education staff recently concluded third quarter progress reports. This is a large undertaking, and involves a written report for each IEP goal for each student.
- Special education staff also recently participated in parent/teacher conferences. Some conferences were held collaboratively with general education teachers,

while others were private special education conferences. Depending on need and family preference.

Budget: Provide a budgetary financial plan that supports a positive learning environment, encourages academic and technological excellence and maintains or improves district facilities.

- The Greenhouse at GU is up and running, and we have plans to open in May to sell the plants that the kids have been growing. Board members are encouraged to visit and see what the kids have been up to.
- The School Store makeover is complete, and we would love to have board members come to see how different it looks. The space is being utilized by many students, disabled and otherwise, and seems to be a comfortable space for students who sometimes struggle with social settings.

Safe and Secure Schools: Provide a welcoming culture where students are safe and cared for while maintaining the rigor expected of our students.

- Board priorities were recently turned in to Bret for next year, to include a change in special education programming at Humbolt. This change would include a new behavior classroom, in addition to our existing Learning Center and Resource Room. In adding this program, the team would need at least one more certified and two more classified employees. Below is the breakdown/justification for each room:
 - *Resource Room:* This is where small group instruction in reading, writing, and math occurs. This room serves many students at once, with up to five groups and up to five students per group. One certified special education teacher and 5 classified employees will be required to adequately cover this room.
 - *Learning Center:* This is where our most significantly impacted students receive their individualized instruction. This room would serve a handful of students all day, and some for short periods. One certified staff and 2 classified staff would be required to adequately cover this.
 - *Behavior Classroom:* This room would be specifically for students who exhibit difficult/violent behaviors. A calming space, and highly trained staff would oversee this room. One certified staff and two classified staff would be necessary to adequately cover this room.
 - **Note:** Incidence of intense behavior in our students has increased dramatically in the past year. At present, behavior students are brought into the Learning Center, where they are disruptive and dangerous at times. This interrupts the education of our most impacted students, and puts students in danger.



Grant Union Junior/Senior High School
April 11, 2022

To: Superintendent Bret Uptmor and the Board of Directors
From: Karen Shelton, Assistant Principal

Student Achievement:

- You Science Aptitude-8th and 10th grade students have wrapped up their aptitude assessments and students are discussing their results with staff and peers.
- Intervention Curriculum Team-Our team is still reviewing curriculum for intervention. We have made a lot of progress and are currently reviewing a pilot module. We will have a decision made by the end of the month.
- English Curriculum Adoption-The English teachers and I are reviewing curriculum as it comes in and we should have a decision made by the end of the month. Curriculum is slow getting to us from vendors, hence the delay.
- Go Guardian-The teacher management software has been loaded onto all student Chromebooks. Teachers are in the process of familiarizing themselves with the features of the software and we plan to have a training session this month.
- AVID professional development-We have formed our Avid core team. The core team had their first training session this month. We even got our first homework assignment and another training session at the end of the month. This core team will meet again in May for a third training session before the Avid Summer Institute.
- April 26: Junior SAT Testing Day

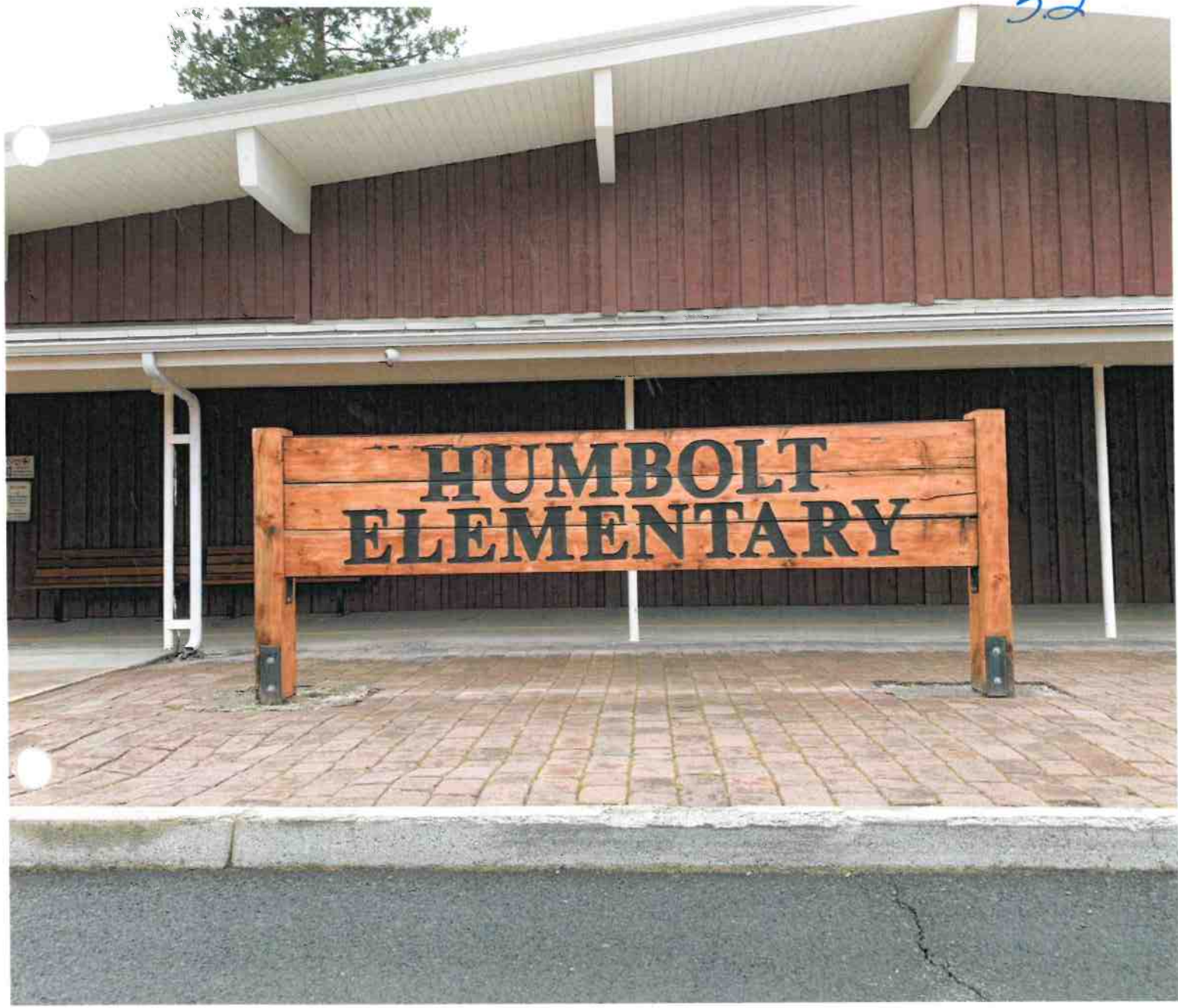
Communicating with Stakeholders:

We had parent-teacher conferences, and any parents who were not present had Quarter 3 report cards mailed home. We continue to send home the monthly flyers and lunch menus. Our use of social media has been utilized as well. I am looking into a communication template program that transfers out onto multiple platforms for next year.

Safe and Secure Schools:

We continue to work on developing a strong bullying/harassment plan at GU. I worked with Mrs. Gerry's health classes to review and evaluate our bullying plan. I received a lot of great student feedback and plan to work with the staff on revising this plan based on student feedback.

32



GRANT SCHOOL DISTRICT #3

Response to:
Request for Proposals for Engineering Services for
Humbolt Seismic Rehabilitation Part II

*9:35 AM
RCS*



March 25, 2022

ZCS ENGINEERING ARCHITECTURE

March 25, 2022

Grant School District #3
Attention: Bret Uptmor
401 N. Canyon City Blvd.
Canyon City, OR 97820

Request for Proposals for:
Engineering Services for
Humbolt Seismic Rehabilitation Part II

Dear Mr. Uptmor & Members of the Selection Committee,

ZCS Engineering & Architecture appreciates the opportunity to present the following proposal for the Phase II of the Humbolt Elementary Seismic Rehabilitation. We believe our history working with Grant School District #3 and extensive list of seismic retrofit and rehabilitation projects throughout eastern Oregon and across the state, has given us the unique experience necessary to deliver this project and exceed the District's time, budget, communication, and objective expectations.

We previously completed Phase I for Humbolt Elementary Seismic Rehabilitation, and the seismic rehabilitation evaluation we prepared for Grant School District has already exposed us to the seismic challenges associated with this particular project. ZCS has already inspected the building and developed a conceptual seismic mitigation program. Should ZCS be selected to assist the District on this project, we are prepared to continue the work we have already started.

We understand the importance of school buildings to our communities. They not only house our educators and students for irreplaceable instructional time but also serve the community through hosting children's sports leagues, opening their doors for community events, and serving as hubs for our neighborhoods and outlying communities. It is for these reasons that ZCS is passionate about helping schools throughout Oregon increase their seismic resiliency. Coupled with our project familiarity and technical qualifications to deliver this project is the pride we take in the design work we have performed for you within the District. We feel fortunate to be a part of the revitalization that is happening on your campus and are invested in the projects that better this community.

Please feel free to contact us if you have any questions or would like any additional information. Again, we appreciate your consideration and the opportunity to work for you and the District.

Sincerely,



Zach Stokes, PE
Principal, Vice President, COO

ZCS Engineering & Architecture
524 Main Street Suite 2
Oregon City, OR 97045

(T) 503.659.2205
(F) 503.659.2433
zachs@zcsea.com

www.zcsea.com

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FIRM EXPERIENCE

Describe your firm's recent (past ten years) experience designing renovations of education facilities, working within a campus, and implanting the campus's design criteria. Use specific examples. Include information about the size, construction type, building uses, construction budget, construction delivery method, and project timeline/completion date.



WHO WE ARE

We want to be known as a firm that takes pride in our work and how it impacts our cities. A firm that our communities can rely on for consistent service and dedication. -Russ Carter, President Emeritus

ZCS Engineering and Architecture is a collaborative design firm comprised of engineers and architects working collectively across disciplines and office locations that can efficiently service the entire state. From concept through project completion, we will draw upon our diverse experience and background to resolve challenging design and construction issues in a timely and cost-effective manner.

We are proud that much of our work is in designing, planning, and building our local communities and have built long standing relationships with our school districts, higher education institutions, local government, hospitals and healthcare facilities, the building community, and local residents. We believe our relationship with our clients has been the foundation of our success.

While we specialize in the seismic retrofit of schools, we work on projects across all sectors of the building design industry. We strive to expose all our staff to different types of construction for different types of user groups. This helps us to create well rounded engineers and architects that are up to speed with current construction techniques but also have specialized knowledge of what it takes to rehabilitate an existing structure. To our clients this means that we are nimble and resourceful. When partnering with ZCS our clients get a team that has seen a lot over the years and can pull from experiences on different project types to ensure that we provide the best consultation possible.

HISTORY

ZCS Engineering & Architecture, formerly Zbinden Engineering, was founded in Klamath Falls in 1978 by Richard Zbinden. As a professor of engineering at Oregon Institute of Technology (OIT),

Dick offered professional engineering experience with local clients to promising OIT students, one of which was Russ Carter. With help from Sy Allen, Zach Stokes, and Matt Smith (all OIT graduates) the business has expanded to include offices in Grants Pass, Medford, and Oregon City. In 2016 we launched our growing architectural group to better serve our existing clientele.

PHILOSOPHY

Although the company has grown considerably over the years, the leadership team still values its deep roots and tradition of focusing effort on the next generation of architects and engineers. We believe in helping students. From assisting high schoolers with senior projects, offering job shadow opportunities, sponsoring local engineering clubs and competitions, and hiring interns, we believe in supporting programs that provide education in the STEM fields and beyond. We feel that the best consultants are those that are exposed to real world problems while receiving their classical education. In alignment with our history, we are happy to say that over one third of our current engineering and architecture staff interned with ZCS. This results in a team that is eager to perpetuate the investment in the next generation and is truly invested in improving the industry.

We understand the affect learning environments can have on the future of our students. Many of us had mentors, educators, and classes that made an impact and guided us to pursue careers in engineering and architecture at an early age. Our goal today is to ensure the buildings in which these connections take place are safe, usable, and inspirational for all students for years to come.



EDUCATIONAL FACILITY EXPERIENCE

ZCS has been exposed to many educational facilities over the past ten years and throughout the 40 years of company history, either assisting school districts with minor classroom improvements, re-roofing entire facilities or designing large-scale additions and complete school replacements. We have completed these projects as either the prime consultant or as part of a larger design team in the role of structural and civil engineer. ZCS has now been involved in over \$300 million of new educational facilities and facility renovation projects, many of which included major seismic rehabilitation components. These projects have been completed for 56 K-12 school districts and four higher education facilities in the state.

We understand there are many design and construction considerations specific to working within a school campus and implementing the design criteria. While grant funds do have spending limitations, there are ways to maximize these dollars to bring the most benefit to the District and the students, faculty, and staff utilizing the buildings. ZCS designers are able to simultaneously focus on the most efficient & effective seismic retrofit designs and maintain the overall project budget, schedule, & scope, while also integrating the designs with the existing campus architecture and identify how to get the most out of the seismic retrofit designs. To accommodate school district projects, the construction period is fast-tracked to be completed during the weeks students are off campus for summer break. Over the course of 125+ SRGP construction projects we have completed, ZCS engineers have learned valuable lessons and techniques to efficiently seismically rehabilitate schools within a short 10-week construction season. We have developed a collaborative approach with general contractors developing new solutions that are cost effective and efficient to construct. This allows us to complete the required work in the short window of time.

ZCS has completed various projects of similar type and size as the Humbolt Elementary Phase II Seismic Rehabilitation project. Please find specific project examples on pages 7 - 9.

"Our district finds the firm to be responsible, responsive, and cooperative in their design work, efficient and cost-effective in their construction management program with their ability to meet the highest standards."

— Superintendent, Humboldt Elementary School District



Pictured Right: Nestucca k-8 Addition w/ DLR Group



MONUMENT ELEMENTARY SCHOOL & GYM SEISMIC RETROFIT

After helping the District obtain a \$2,454,215 grant ZCS was retained to design the seismic rehabilitation of Monument Elementary School & Gym.

The single-story school building (built in 1959) consisted of conventional wood framed walls and roof framing with concrete foundations and slab on grade floor. The building contained large window openings along the longitudinal perimeter walls of the classrooms that reduced the available shear wall lengths. The goal was to design an adequate lateral force resisting system to support the structure while minimizing the reduction of natural light entering the classrooms. We worked with the CM/GC to design new window layouts that provided enough shear wall lengths needed to meet the seismic requirements and allowed us to install new energy efficient windows while necessitating new wall finishes and fresh paint inside and out.

The Gymnasium is a single-story standalone structure (built in 1948 and reconstructed in 1957), consisted of concrete perimeter shear walls with wood framed upper gable end walls and roof framing with concrete foundations and slab on grade floor. The building's north and south perimeter concrete walls lacked top of wall lateral supports mid-height where the walls transitioned from concrete to wood framing creating a support hinge. Having limited grant funds, we were challenged to design retrofit solutions that were aesthetically pleasing and would not adversely impact the functionality of the building space. During design we relied on our in-house architectural team and the CM/GC to develop creative solutions. We utilized the new low roof framing of the locker room building to support the north gymnasium concrete wall. The design of a new moment frame canopy supported the south gymnasium concrete wall and allowed the addition of new covered entry areas to the front and rear of the building while preserving the existing interior spaces and finishes of the gymnasium.

CLIENT
Monument School District

LOCATION
Monument, OR

FUNCTION
K-12 Educational Facility

CONSTRUCTION COST
\$2,019,864

SIZE
16,600SF

COMPLETION DATE
January 2022

DELIVERY METHOD
CM/GC

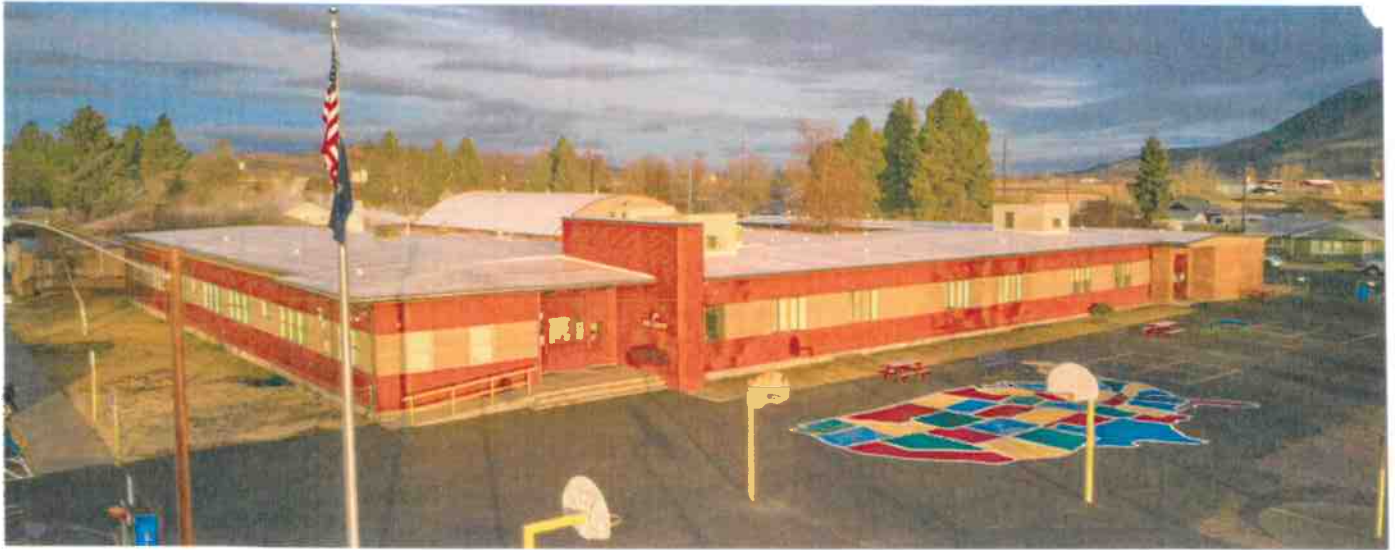
ON TIME / ON BUDGET
No / Yes

Explanation: Roofing material availability caused delays in the original project schedule. However, we were able to complete the project within the grant timeline.

ZCS RESPONSIBILITIES
Zach Stokes, Shaun Wilson, Matthew Crawford

OWNER CONTACT
Laura Thomas- Superintendent/Principal, 541-934-2646





MERRILL ELEMENTARY SCHOOL SEISMIC RETROFIT

After helping the District secure a Seismic Rehabilitation Grant for Merrill Elementary School, ZCS was contracted to design their seismic retrofit. Seismic upgrades included new exterior wall sheathing and installation of new interior shear walls to reduce diaphragm spans. The south wall, originally built with expansive glass block above exterior windows, was demolished and reframed. The necessary improvements allowed for new finishes giving the building an exterior face-lift in conjunction with the retrofit.

At the original entrance of the building was a large architectural feature composed of heavy brick, posing a dangerous falling hazard for anyone entering and exiting the building. Our engineers and architects worked together to remove the feature and replace it with a similar wood structure, keeping the feel of the original entrance intact while making it safe during a seismic event.

CLIENT
Klamath County School District

LOCATION
Merrill, OR

FUNCTION
K-12 Educational Facility

CONSTRUCTION COST
\$1.5M

SIZE
20,500 SF

COMPLETION DATE
2019

DELIVERY METHOD
CM/GC

ON TIME / ON BUDGET
Yes / Yes

ZCS RESPONSIBILITIES
Matt Smith, Engineer of Record & Project Principal

OWNER CONTACT
Dennis Zullo, Maintenance Supervisor / Project Manager,
541-591-4976





PRAIRIE CITY HIGH SCHOOL GYM SEISMIC RETROFIT

ZCS helped Prairie City School District obtain a \$2,496,990 grant to seismically rehabilitate their High School Gymnasium and Cafeteria Building through the State of Oregon Seismic Rehabilitation Grant Program . The Gymnasium and Cafeteria building was built in 1979 as a standalone structure to the Prairie City High School. Given the age of the building and the construction techniques utilized the building did not meet newer seismic requirements for a building of similar size and construction.

CB Const, Inc. was brought on as the CM/GC early in the design process, providing key input on the originally planned structure steel solution to retrofit the existing CMU walls. CB Const, Inc. was also instrumental in determining the existing gymnasium had a layer of plywood on the roof framing through their destructive investigation efforts.

Our initial design intent at the High School gym was to support CMU for seismic forces using structural steel columns and spandrels. This solution worked but was obtrusive inside the gym at the column locations and was expensive. During design we worked with CB Const, Inc. to develop an alternate solution using Fiber Reinforced Polymers (FRP) on the inside and outside of the building in lieu of the structural steel. This is a surface treatment that strengthens concrete and necessitates new architectural finishes where applied. This allowed us to lower costs while also necessitating a fresh coat of paint on the inside and outside of the building paid for by the grant.

CLIENT
Prairie City School District

LOCATION
Prairie City, OR

FUNCTION
K-12 Educational Facility

CONSTRUCTION COST
\$2M

SIZE
24,900 SF

COMPLETION DATE
2021

DELIVERY METHOD
CM/GC

ON TIME / ON BUDGET
Yes / Yes

ZCS RESPONSIBILITIES
Matt Smith

OWNER CONTACT
Casey Hallgarth, Superintendent, 541-820-3314



PROJECT APPROACH

Our approach to your project began in 2016 after ZCS was selected to perform a seismic evaluations for Humbolt elementary and Grant Union High School. We visited your facilities and got to know them through detailed facility tours. After completing the seismic evaluation, we identified both facilities as competitive candidates for the Seismic Rehabilitation Program and assisted the district with the generation of what ultimately became two successful grant applications. We seismically rehabilitated Phase I of both buildings in 2018 and 2019, respectively, and were selected again to evaluate your facilities through the Technical Assistance Program Grants. We submitted a grant application for Humbolt Elementary Phase II and the grant was awarded during the 2021 funding round to finish the seismic rehabilitation of the building.

As with all our projects, we visited the school, investigated existing conditions, and learned as much as possible about your facility. After our reconnaissance we set out to develop a preliminary design concept for seismic retrofit of the structure. In the SRGP world, safe often means a lot of things. When we say safe, we mean it is a system we are confident standing behind as engineers committed to stewardship over the public's safety. We do not take this commitment lightly. We also mean that the project can be built. At application time we cannot vet all systems and have to be confident that the selected system can physically be installed. Safe also means that we are confident, based on over 140 successful projects, that the scope of work can be completed for the grant amount. We work primarily in rural school districts with no access to additional funding if projects go over budget. We want project costs that we can stand behind if a project is funded.

ADJUSTING DESIGN SOLUTIONS

The solutions during the application phase are developed quickly, vetted during multiple internal reviews, and obtain buy-off from all our senior engineering staff. Unfortunately, these solutions are not always glamorous or elegant, but they work. They are safe.

Moving forward into the design phase of our project we take a step back. The safe solutions presented in our applications are not always the right fit for the building or the community.

Example:

In La Grande we prepared an application prior to the passage of a bond showing removal of windows in exterior walls to install new shear walls. We knew this solution was safe but, by the time the project was funded, the windows had just been replaced with bond money and could not be removed. We went back to the drawing board and developed a solution including structural steel braced frames on the outside of the building that retained all the new windows. Similarly, with this project, we will take a step back, investigate other options, evaluate solutions that may have different pros and cons, and ensure that as we move out of preliminary design the structural solution prescription fits the District's needs, is reliable, and can be built on budget.

Adjusting design solutions necessitates intimate understanding of the bones of the building through destructive investigation while also spending time with District representatives to understand how the building is used, what areas can be impacted through the retrofit, and what is most important to the District in the finished product. Early and aggressive destructive investigation is key to minimizing surprises during construction. The only way to truly know what is inside a wall or hidden by a roof is to open it up and see what is inside.

The information is invaluable and can be utilized to properly detail the retrofit and develop the best solutions. In this case it will be critically important for us to understand reinforcing the brick walls. The existing brick walls are shown in the asbuilt drawings as not having enough reinforcement in them. During future destructive explorations it may be determined the walls are adequately reinforced. This may allow some additional roofing replacement.

During the design process we'll check in with the District regularly to report on progress and review the design approach to ensure that our planning aligns with the District's needs. In addition to working through the design we'll help the District navigate the required reporting to the state like preparing and submitting quarterly reports and any consultant and contractor procurement that is necessary to execute the design.

OVERCOMING BUDGET CONSTRAINTS

Projects with limited budgets all present unique challenges. Many of these challenges tend to surface toward the end of design and are related to budgetary constraints. We endeavor to avoid as many challenges as possible through proper investigations, planning, District involvement, and early involvement with the contractor during the CM/GC process. Despite these efforts, sometimes challenges surface. All too often in new construction, when faced with budget shortfalls, consultants look to scope reductions to reduce project costs. In the case of an SRGP-funded seismic retrofit we have a specific scope of work that must be performed; cutting scope entirely is not an option. As a design team we are required to perform true value engineering and find new approaches to the same problems that reduce overall project costs.

When the team moves the project into construction, you'll have a set of plans that you understand and that meet the grant requirement to ensure the building meets the "Immediate Occupancy" requirement, as outlined in ASCE 41-17. You'll also have a team member in ZCS that will understand your needs and the project specifics intimately. Your project will be staffed to ensure we are prepared to respond to your needs and the contractor's needs timely to keep the project on track. We anticipate regularly scheduled monthly meetings during design and on-site, weekly meetings during construction to review progress, work through challenges, and check in with the rest of the project team. Beyond the regularly scheduled meetings

we respond as needed to keep the project moving in the right direction. During the development of a solution to a tough challenge you'll find us on site looking at the problem with the contractor to find the best solution whether it overlaps with our weekly meeting or not.

CM/GC

As noted above, one approach to these projects and recommendation to the District includes the use of the Construction Manager/General Contractor (CM/GC) procurement methodology. This approach offers multiple benefits. First, this process enlists the contractor during the design phase to assist with scheduling and cost estimation services along with a constructibility review. These steps are critical to eliminating surprises further down the line. After the project is cost estimated at the completion of each phase the contractor can also assist with value engineering to ensure the project comes in on budget. We have found the CM/GC process has achieved some of the best results in controlling costs while providing a quality product.

Example:

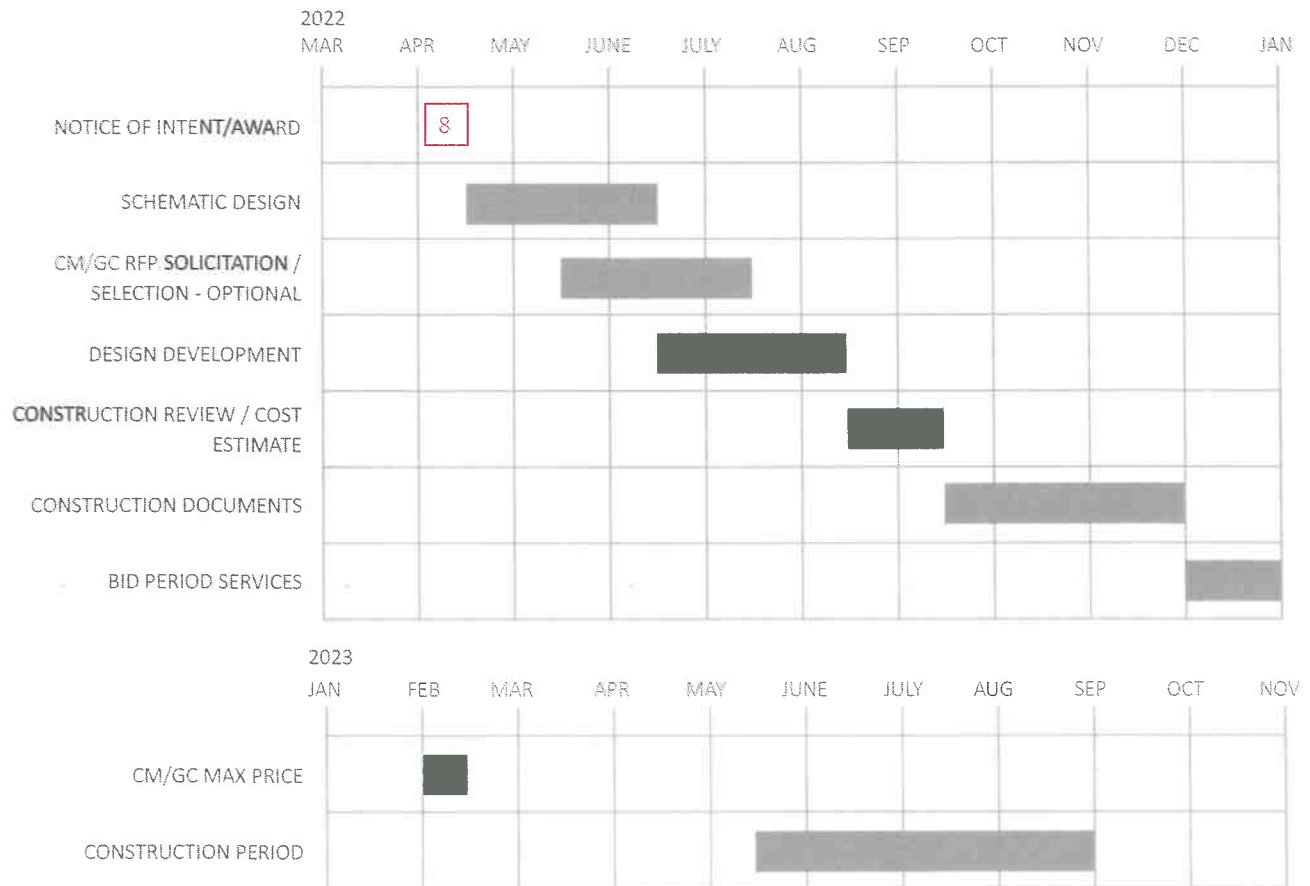
At Nestucca High School we worked with the contractor during design on the constructibility of some ground strengthening techniques for an under-supported existing retaining wall. We were able to find the right solution for the project by working with the contractor and their subcontractor to determine what equipment could fit in the basement to accomplish the work.



Nestucca High School Gym/Cafeteria seismic retrofit during construction, 2020

PROJECT SCHEDULE

ZCS recognizes the District's wish to complete project construction by August 2023. We have prepared a tentative project schedule below to have the Humboldt Elementary Part II Seismic Rehabilitation completed within that time-frame.



SEISMIC RETROFIT

STEP 1 Visit building to look at all accessible areas and verify existing construction.

We'll compare the information we gather to original construction documents and dig into the existing construction, even sometimes with localized demolition, to make sure we understand all the building components. This starts us down the road toward a retrofit with the right information.

STEP 4 Design the individual strengthening components so the building can be safe during a seismic event.

The design will fix deficiencies like inadequate connections (out-of-plane, in-plane, and diaphragm to top of wall) and inadequate in-plane shear capacity at existing walls and diaphragms. We use tried and true technologies to develop the most cost and schedule efficient solutions while also taking time to work with the District on impacts to the appearance of the building and how the strengthening can work with the facility needs.

STEP 7 Administer the construction of the project and make sure that the improvements are being performed in accordance with the permitted plans.

Despite the heavy investigation early in the projects unforeseen conditions undoubtedly surface and we're on site regularly to work through problems side by side with the contractor. We like getting our hands dirty and solving problems.

STEP 2 Perform detailed evaluation to confirm deficiencies identified in study; advance to a "Tier 2" level to ensure we are utilizing existing building components.

We use the latest guide in seismic evaluation and retrofit to run the building through its paces. The ASCE 41-17 "Seismic Evaluation and Retrofit of Existing Buildings" will be the tool we use to evaluate the building and design the retrofit.

STEP 5 Develop construction documents and work with the CM/GC to cost estimate project.

One benefit of having a CM/GC is utilizing them to get realistic cost estimates and constructibility feedback during the progression of the design documents. We like to see cost estimates and constructibility feedback from the CM/GC at the 100% design development and 50% construction document levels to ensure the project is on track with respect to the stated budget.

STEP 8 Close out the project with the State!

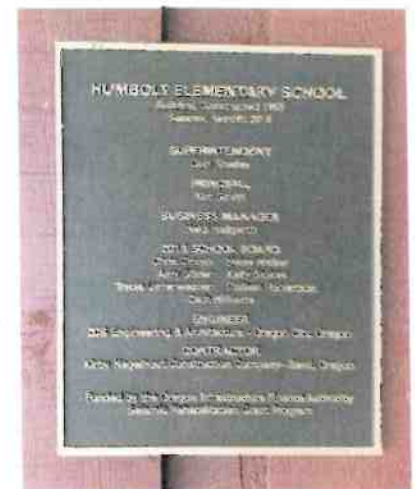
While the documentation requirements of this grant are not particularly arduous, we are there to help the District gather and submit the necessary documentation to close out the project and receive the last reimbursement.

STEP 3 Help District find a contractor.

We recommend the use of the CM/GC procurement process to ensure the District, the design team, and the contractor are working together throughout the process to deliver the best possible project. Hiring a contractor using CM/GC is an alternative contracting method and needs to be approved by the District's Contract Review Board. We'll help you through the process and find the right contractor for your job.

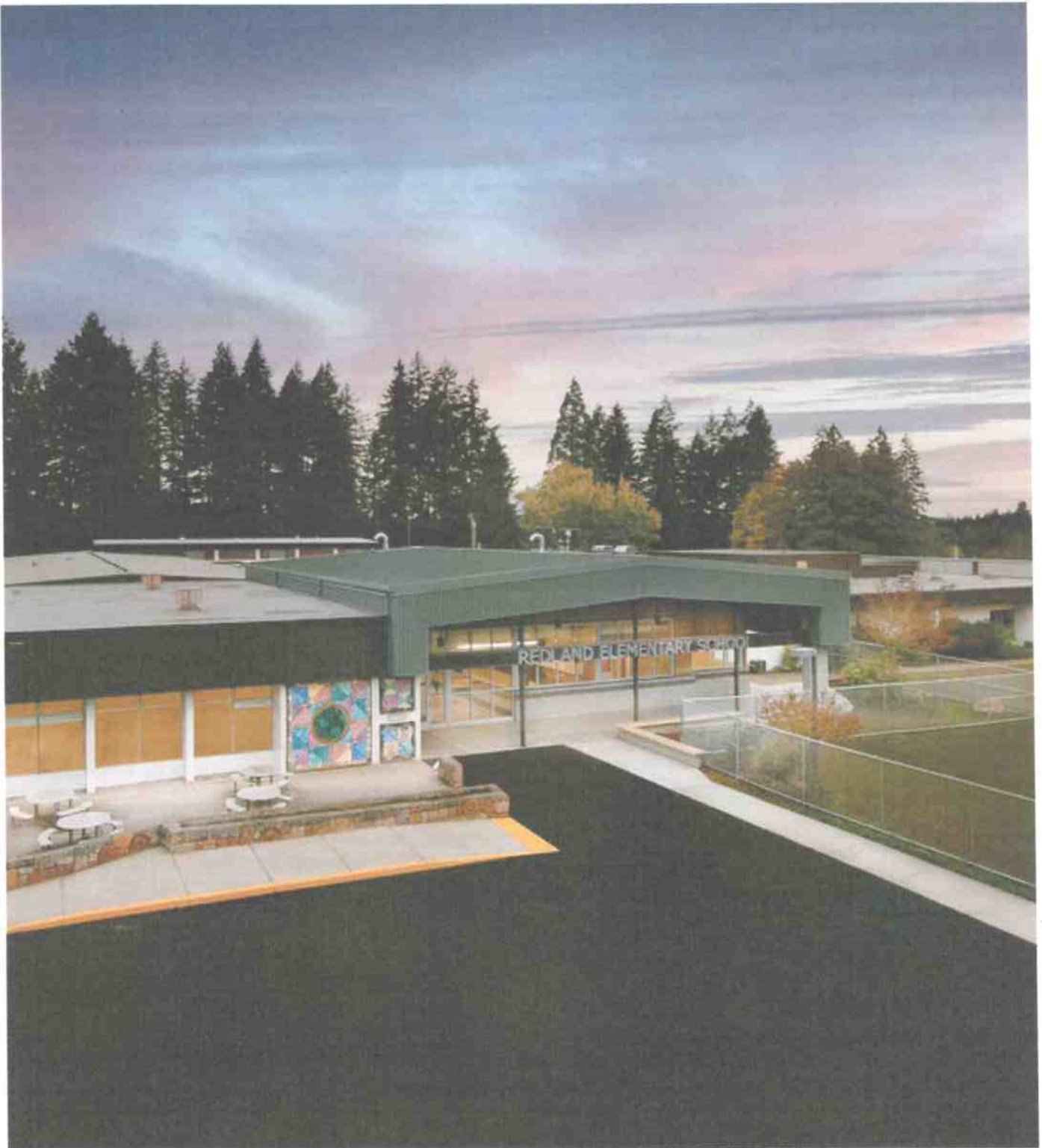
STEP 6 Finalize construction documents, obtain a permit through the City, and work with the CM/GC to secure a Guaranteed Maximum Price for the District.

This sets the project budget and helps control project costs throughout construction. A project contingency is developed and included in the Guaranteed Maximum Price development.



SUB-CONSULTANTS & KEY PERSONNEL

Identify the sub-consultants and the key personnel of the sub-consultants that you propose to use on this project. Describe their recent (past ten years) experience, and their specific role in designing similar facilities. Identify your firm's role in each of these projects (if applicable). Include information about the size, construction type, building uses, construction budget, and project timeline/completion date.



PROJECT TEAM

ZCS Engineering & Architecture has four local office locations in Oregon that allow us to efficiently serve our clients. The Humbolt Elementary Phase II Seismic Rehabilitation project would be delivered by our Oregon City staff with assistance from key personnel from our other branch offices, as needed. Our size allows us to shift workloads amongst offices so that the staff members assigned to these projects are available once they begin. You can be assured we always have the proper staff in place to complete your project milestones on time.

ZCS has designed and helped districts throughout the state implement over 140 seismic rehabilitation projects using project team structures of many different configurations. Sometimes this may include outside architectural partners, mechanical, electrical, and plumbing engineers, or even acoustical engineers and envelope specialists. In most circumstances we have found that delivering seismic retrofit projects with a small and specialized team results in a better process and finished product than larger teams consisting of non-specialty consultants. The ZCS staff included in this project are all specialists in seismic retrofits. They understand not just the requirements for the structural plans but also have experience developing architectural and demolition sheets that capture the scope of work. We find that having a single responsible party on the production side results in better coordination throughout the drawing package development. As items surface where we need specific assistance from specialists we have those resources to pull from. We have in-house architectural staff and industry partners in MEP and acoustics. The Project Manager and Structural Designer work to identify specialty areas as the work progresses and then call on specialty sub-consultants as needed to deliver the best project.

SUB-CONSULTANT PROCUREMENT

Typically, on a project of this magnitude, particularly a seismic retrofit of an essential facility, there are additional consultants outside of our in-house consultants that are necessary to develop a comprehensive set of construction documents. This set of consultants investigate items that exist in the building's current state and require physically testing to inform the design rather than generating the design. Consultants that may need to be procured consist of geotechnical engineers, hazardous materials inspectors and materials testers. These consultants are typically procured directly by the owner and the owners project manager as they relate to actual construction-type activities on the building being investigated. In this case, we are available to help the District hire these consultants if needed. The team roster has been engineered for success.

Our internal structure is as follows:

Project Principal The buck stops with the Project Principal. We set up our projects with multiple levels of responsibility but the Project Principal is responsible for ensuring that the project is a success for the District and for ZCS. This is accomplished by facilitating the necessary internal and external resources needed

for the team to successfully perform the work, regularly tracking the project internally, efficiently communicating with the District team and attending major deliverable milestone meetings. The Project Principal is always available if our client has a concern and is charged with ensuring our client relationships are stronger at project completion than at the start.

Project Manager The ZCS Project Manager (PM) assigned to this project is in charge of schedules, budgets, resources and deliverables; monitors the team to make sure goals and objectives are being met; maintains a comprehensive knowledge of the project without neglecting granular details while tracking project health, managing risk, and resolving issues as they arise; and maintains project quality expectations.

Engineer of Record On our SRGP projects we assign a technical specialist, the engineer of record (EOR), to ensure that the technical components of the work meet the project performance expectations. We deliver projects that protect the public's welfare. We assign an Engineer of Record on our projects that is committed to ensuring our designs are correct and the scope of work is achieved. The EOR is responsible for reviewing and stamping the drawings, reports, and documents for the project and will provide the certification letter at the completion of the project stating that the project meets the State's requirements.

Structural Designer The Structural Designer (Designer) will participate in project development throughout the design process and perform structural calculations and prepare calculation packages for jurisdictional approval. The Designer coordinates with our in-house architectural staff and reports to the EOR and PM.

Architectural Designer While the structural team focuses on the most efficient and effective seismic retrofit designs, our architectural designer focuses on taking advantage of the structural work to improve the usability, durability, and/or appearance of the space being affected. They are an invaluable part of the team and take our seismic retrofits from good and safe to truly wonderful. They help identify how to get the most out of the seismic retrofit designs and maximize the grant funds giving the District the most impactful project possible.

GRANT SCHOOL DISTRICT

ZCS ENGINEERING & ARCHITECTURE

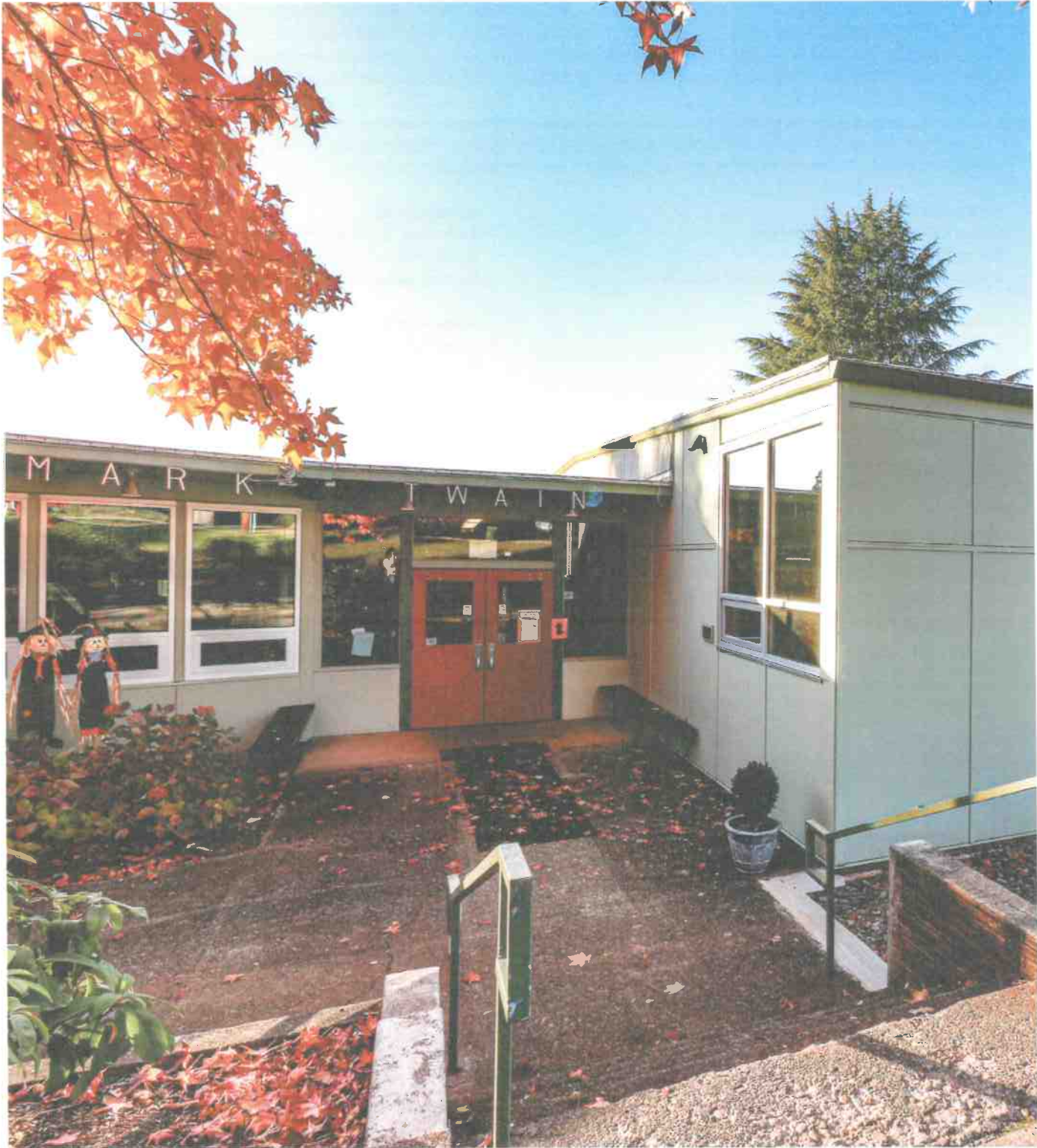
Zach Stokes, PE - Principal-In-Charge
Shaun Wilson, PE - Project Manager/Structural Designer

Jessica Fleming
Architectural Designer

Matthew R. Smith, PE/SE
Engineer of Record

RECORD OF PERFORMANCE

Past record of performance on contracts with governmental agencies and private owners with respect to such factors as cost control, quality of work, ability to meet schedules, and contract administration. Three (3) references must be provided, preferably for projects of similar type and size.



RECORD OF PERFORMANCE

ZCS has worked with many governmental and government run agencies over the years including several county and city agencies throughout the state, the Department of Defense, the Oregon Department of Transportation, the US Forest Service, the Bureau of Reclamation, school districts and higher education organizations. We understand and respect the importance learning and adhering to the established processes on which these agencies run. We understand how important budgets, schedules and quality assurance can be when public funds are involved. It is not uncommon to be held to non-negotiable budgets and schedules on public projects resulting from predetermined budget allocation and the facility needs of the public. Furthermore, we know how important it is to maintain a high level of diligence in regards to agreement administration so that a comprehensive and well organized project record exists at completion.

The references provided are for school districts where ZCS acted as the prime consultant for the seismic rehabilitation on one or more projects of similar size to the Humbolt Elementary Part II Seismic Rehabilitation Project.

Reference #1

Casey Hallgarth, Superintendent
Silver Falls School District
hallgarthc@grantesd.k12.or.us | 541-820-3334

Reference #3

Kara Flath, Chief Financial Officer
North Wasco County School District
flathk@nwasco.k12.or.us | 541-506-3424

Reference #2

Steve Staniak, Superintendent
Pilot Rock School District
steve.staniak@pilotrocksd.org | 541-443-8291

Reference #4

Misty Wharton, Superintendent
Nestucca Valley School District
MistyW@nestucca.k12.or.us | 503-392-9061

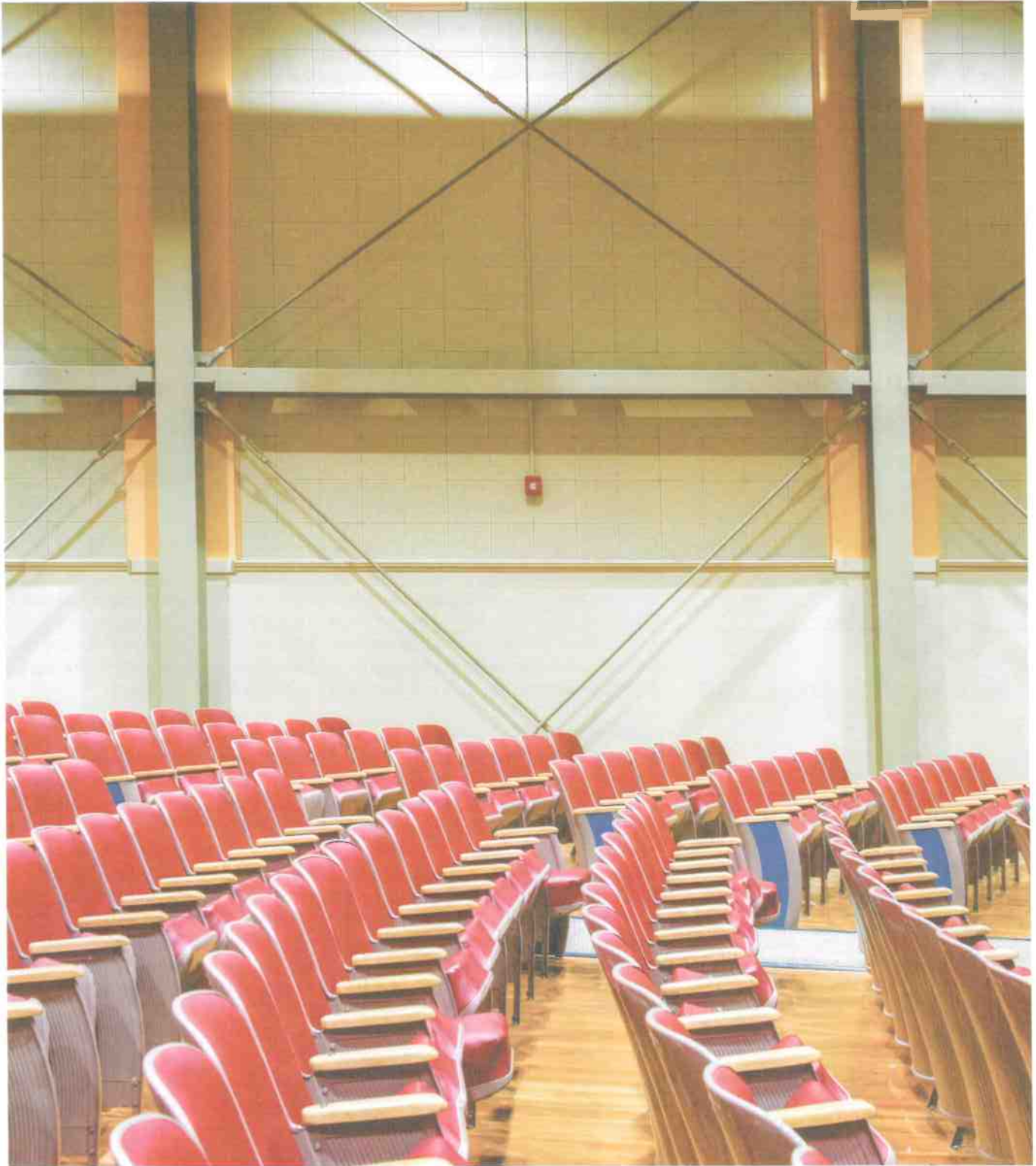
SELECT RECENT PERFORMANCE ON SRGP PROJECTS

Project Name/Location	Building Function	Completion Date	Sq. Ft.	Delivery	Budget	Within Budget	Within Schedule
Clarke's ES Seismic Retrofit, Molalla River School District, Molino, OR	K-12 Ed. Facility	2020	11,300	CM/GC	\$2.1M	Yes	Yes
Greenwood Elementary School Seismic Retrofit, La Grande School District, La Grande, OR	K-12 Ed. Facility	2019	34,900	CM/GC	\$3M	Yes	Yes
Silverton Middle School Gym Seismic Retrofit, Silver Falls School District, Silverton, OR	K-12 Ed. Facility	2019	21,000	CM/GC	\$1.5M	Yes	Yes
Hoover ES Seismic Retrofit, Medford School District, Medford, OR	K-12 Ed. Facility	2019	52,000	CM/GC	\$1.7M	Yes	Yes
Herley MS Seismic Retrofit, Klamath County School District, Klamath Falls, OR	K-12 Ed. Facility	2019	50,500	CM/GC	\$1.5M	Yes	Yes
Hucrest ES Seismic Retrofit, Roseburg Public Schools, Roseburg, OR	K-12 Ed. Facility	2019	40,000	CM/GC	\$1.5M	Yes	Yes
Merrill ES Seismic Retrofit, Klamath County School District, Merrill, OR	K-12 Ed. Facility	2019	10,500	CM/GC	\$1.5M	Yes	Yes



SEISMIC REHABILITATION EXPERIENCE

Past performance on projects funded by the Seismic Rehabilitation Program.



SRGP EXPERIENCE

13 Years
SRGP Experience

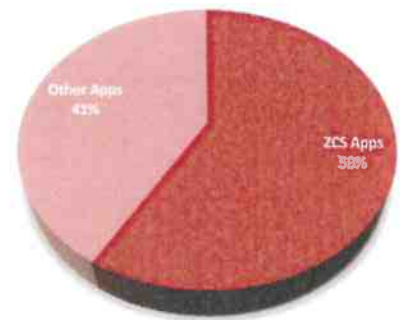
ZCS has a long history working with school and safety districts throughout the state on seismic rehabilitation grant applications or grant-funded projects through the State of Oregon Seismic Rehabilitation Grant Program (SRGP). We are intimately familiar with the region's seismic rehabilitation methodologies, along with items such as general contractor and subcontractor availability. This knowledge will aid in delivering your project in the most effective manner possible. Over the last year, ZCS has completed designs on 20 SRGP-funded projects across the state.

140+ 
SRGP Projects
Completed for

HISTORY

Our involvement with the State of Oregon Seismic Grant Program started in 2009 when the program first began. During the first funding round we successfully completed three projects and have now been the responsible design professional for over 140 SRGP projects in the last ten years. In addition to our successful record of construction projects, ZCS has helped 66 school districts and 21 emergency service districts obtain grants for a total of \$306 million. This represents 59% of the total \$522 million of awarded funds through the Seismic Rehabilitation Grant Program.

FUNDS SECURED BY ZCS SRGP APPLICATIONS 2009 - 2021



65+ 
School Districts and

DESIGN TECHNIQUES

The experience ZCS has in performing seismic assessments and completing seismic rehabilitation projects has exposed our team to many different structures and the historic local construction techniques that will need to be accounted for throughout the design process. Our design of numerous seismic rehabilitations throughout the state has kept us up to date with the most current technologies utilized in these projects.

20+ 
Emergency Service
Districts

ADMINISTRATIVE

ZCS is well versed in working with the Grant program and has extensive experience with the requirements, paperwork, and reporting involved. ZCS has built strong working relationships with the SRGP administrative staff and coordinates with them closely to navigate project specific situations that can arise.

By acting as the District's project manager we help hire additional consultants as necessary, perform the heavy lifting for the procurement of the contractor, administer the quarterly reporting required for the grant, and work as a liaison between all of the different entities. We recognize that the District's primary job is protecting the public's welfare and capital projects add work to already full plates. Our approach and team structure are geared towards keeping the additional workload on your staff as a result of the project as light as possible.



ZCS has over 40 years of seismically rehabilitating buildings in Oregon.

We were among the first firms to participate in designing retrofits through the Seismic Rehabilitation Grant Program (SRGP) in 2009 and have now completed over 140 projects through the program.

Above

Seismic rehabilitation projects completed over the past 11 years either through the SRG Program or projects with major seismic rehabilitation components associated with them.

Below

A complete list of facilities ZCS has completed seismic rehabilitations for in the past 11 years.

2009 - 2020 Seismic Rehabilitation Project List

SRGP PROJECTS	Garibaldi Fire Station	Authority	Nestucca Valley HS Gym & Cafeteria	Riddle HS*	Turner ES
Allen Dale ES	Garibaldi Grade School	Jacksonville Fire Station*	Newport Fire Station	Riley Creek ES	UCC Whipple Fine Arts Building*
Applegate School	Gaston ES	Jefferson ES	Newport HS Gym	Riverside ES	Victor Point School
Ashland High Humanities Bldg*	Gaston Fire Station 11*	Jefferson MS Gym	North Marion HS Gym	Robert Frost ES	Walker ES*
Baker HS Gym	Gold Beach HS Phase I	John C. Fremont MS Gym*	North Marion MS Gym	Rogue River ES	Wallowa HS Gym*
Bandon High Classroom Building	Gold Beach HS Phase II	Kalmiopsis ES	North MS*	Rogue River West ES	Whitworth ES
Bandon HS Gym	Grant HS Gym*	Klamath County Fire Station 1	North Powder Gym	Roseburg Fire Station #2	Whitworth ES Gym
Brooklyn Primary School	Green ES School	Klamath County Fire Station 6	Oakridge High Gym & Auditorium*	Roseburg Fire Station #3	Yamhill Fire Station
Butte Creek ES	Greenwood ES	Klamath Union High Gym	Ocean Crest ES	Roseburg HS Gym	Yoncalla ES
Butte Falls Fire Station	Halsey-Shedd Fire Station 51*	Klamath Union HS Arts Wing	Oklea MS	Ruch ES	Yoncalla HS
Butte Falls ES*	Hanby Middle Bldg. A*	LaCreole MS Gym*	Pacific HS	Sabin North Campus	Yoncalla HS Gym
Butte Falls HS	Harbor Lights MS	La Grande HS Gym	Paisley ES	Sam Case ES	
Camas Valley Classrooms	Harrisburg HS Gym	Lakeview HS	Peterson ES	Sams Valley ES Gym	NON-SRGP SEISMIC PROJECTS
Central Medford High Gym*	Harrisburg MS*	Lane Fire Authority Crow Station	Pilot Rock High Gym*	Santiam HS Gym	Alder Creek MS
Chiloquin Fire Station #1*	Hawthorne ES	Langlois Fire Station	Pine Eagle ES	Scio HS Gym	Ashland SD, Ashland HS Gym
Cloverdale ES School	Henley MS	Liberty ES Gym	Prairie City Gym & Cafeteria*	Scio Middle Gym*	Ashland SD, Bellview ES
Coos Bay City Hall	Henley MS Cafeteria	Linn Benton CC IA & WH Building	Prospect Charter School Gym	Scotts Mills ES Gym	Klamath Falls Police Station
Coquille EOC/Dispatch Bldg.	Henley HS Gym	Mark Twain ES	Reedsport Comm. Charter Gym #1	Sheridan Fire District	Klamath City Schools, KUHS
Crater HS Gym*	Highland ES (Grants Pass)	Melrose ES	Reedsport Comm. Charter Gym #2	Silverton MS Gym	Academic Bldg
Cresiane ES*	Highland ES (Reedsport)	Merrill ES	Reynolds MS Classrooms	South MS	Mt. Angel SD/FK HS Gym
Daily MS	Hillcrest Public Safety Bldg.	Mills ES	Reynolds MS Gym	St. Paul ES	Southern Oregon University, Churchill
Driftwood ES	Holley ES	Monroe Grade School	Richardson ES	St. Paul HS Gym	GAPS, Memorial MS Gyms
Eagle Point HS Classrooms*	Hoover ES School	Monroe ES & Gym*	Riddie ES Part 1	Sunnyside ES	GAPS, Calapooia MS Gyms
East ES Gym	Howard ES School	Nehalem ES	Riddie ES Part 2	Sweet Home HS Auditorium	GAPS, NAMS Gym/Cafeteria
Foster ES	Hucrest ES	Nehalem ES Gym	Riddie ES Part 3	Taft ES Gym	GAPS, WAHS Gym*
Fremont ES	Humbolt ES School	Nestucca Valley ES		The Dalles HS Gym*	
Fullerton ES	Imbler HS			Tillamook High Gym	
	Jackson County Airport			Toledo High Gym	
				Triangle Lake Charter School	

* in Design/Construction

PROJECT LOCATION

Availability to and familiarity with the area in which the Project is located, including knowledge of design and construction techniques unique to the area.

LOCAL PARTICIPATION

Proposer's plan to maximize and document local participation, including whether your firm has a physical office location in Oregon City School District.



PROJECT LOCATION

Our eastern Oregon relationships are important to us and we will always do our best to maintain them regardless of distance. We are not bothered by the necessary travel but rather enjoy seeing parts of Oregon we don't see on a day-to-day basis. Eastern Oregon is a beautiful part of the state that is rugged, has a vast history, and is remote. Because of its isolation from the population centers in the western valleys, the building stock in northeast Oregon is unique when compared to the rest of the state. Through performing seismic retrofits at schools in your district, La Grande, Pine Eagle, North Powder, Pilot Rock, Imbler, and Prairie City and evaluating additional facilities in Monument, Wallowa, and Ontario, we have a thorough understanding of many buildings that are important to eastern Oregon communities. In large part, these structures are brick, concrete or block buildings with timber roof systems consisting of heavy timber trusses or glue laminated beams. Additionally, many of these buildings are older, on average, than their western valley counterparts. They were built solidly with available materials during periods of high prosperity and maintained rather than replaced as populations fluctuated with local industries. In our design we endeavor to find solutions that respect this history by using durable and local materials.

In eastern Oregon we see hot summers and cold, windy winters along with significant high desert temperature fluctuations. When this is not understood during the detailing phase of a project it affects how the exterior envelope of a building performs. The result can be a finished project that is less durable than intended because considerations like material expansion and contraction and freeze/thaw cycles are not accounted for. With our corporate headquarters in Klamath Falls we understand the correct approach to designing with respect to harsh environments.

Additionally, the remoteness of eastern Oregon can create challenges with respect to securing specialty contractors that have specialized skilled labor. We find that it is important to work early with our contractors to ensure that all of the labor and materials specified for construction can be sourced. By working on this during the design phase we help ensure that there are not any schedule surprises during construction. We understand, and appreciate, that it is highly important to find local skilled labor to support the local community also. Keeping money local is a key facet of a successful project in our rural communities where significant construction projects are not as commonplace.

LOCAL PARTICIPATION

We are committed to including the local community in the construction process. It is our opinion that the grant dollars awarded to Grant School District should remain as close to your community as possible in order to have the largest impact. Should we be selected for this project we will encourage the use of local products, services, and materials.

CM/GC & LOCAL CONTRACTOR

One approach to these projects includes the use of the Construction Manager/General Contractor (CM/GC) procurement methodology. Our typical CM/GC procurement paperwork includes scoring criteria to ensure that the selected firm reaches out to local contractors. This methodology allows you to place importance on the contractor's ability to enlist local subcontractors encouraging their participation.

Often times during the design process, additional information is needed that is not available based on field observations and record drawings. If this circumstance arises, our approach would be to solicit the assistance of a local contractor to perform any necessary minor demolition and repair needed during the design phase.

COMMUNITY INVOLVEMENT

ZCS is committed to involving the Canyon City and John Day communities in a way that fits your District's needs and wishes. While we are limited in the amount of community input needed for a seismic retrofit, we understand that this project is exciting for the community and the District can use the Humbolt Elementary Part II retrofit project to help bring awareness to school facility upgrades.

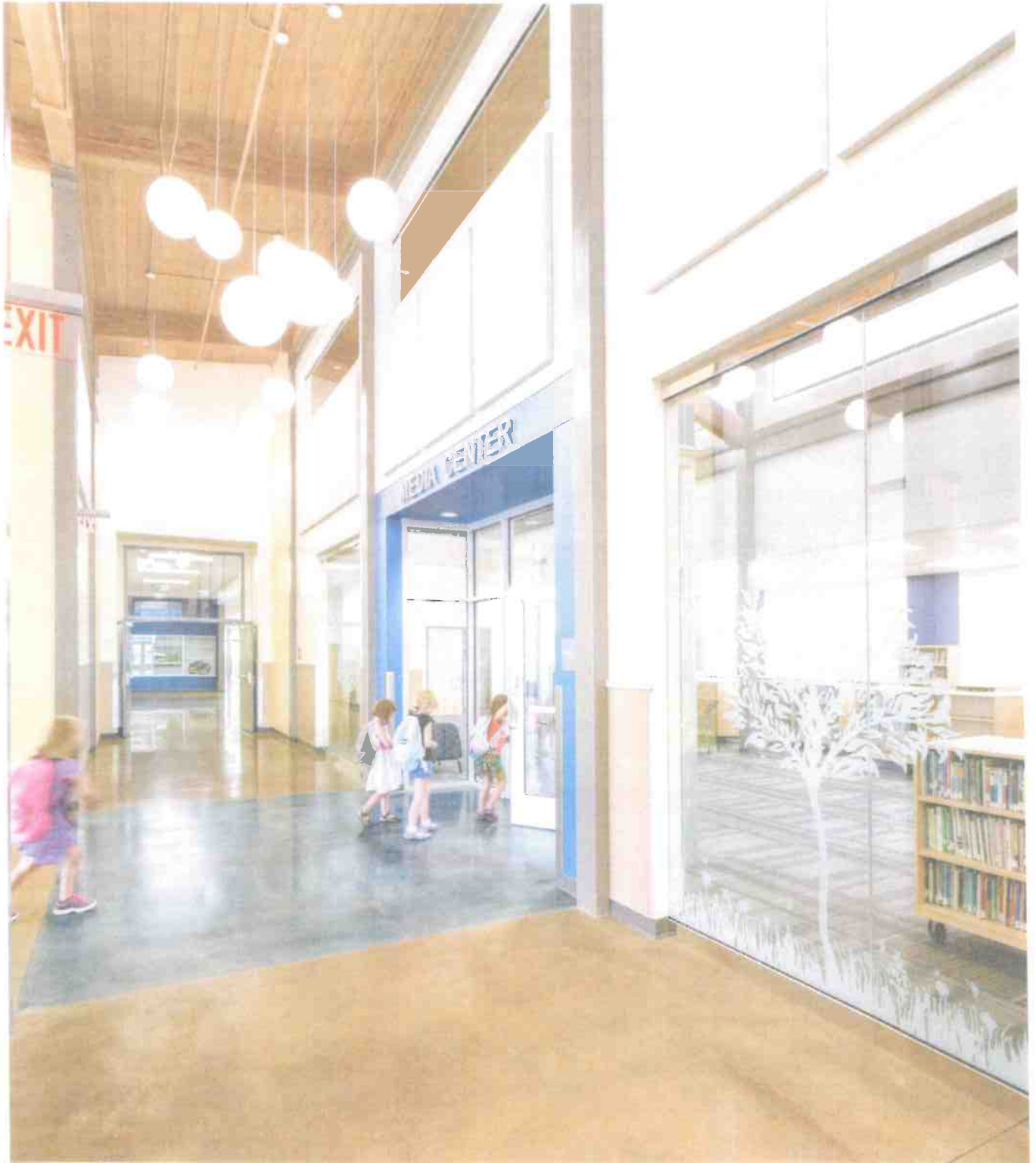
Some ways that we have accomplished this, and are available to the District are:

- Attendance of regular board meetings
- Project update presentations
- Regular Social Media Updates
- Seeking initial input from building users outside of District Staff
- Project presentation for CTE / STEM classes



COST MANAGEMENT

Proposed cost management techniques to be employed.



COST MANAGEMENT

- ✓ COLLABORATION
- ✓ CLEAR COMMUNICATION
- ✓ INNOVATIVE THINKING
- ✓ CURRENT TECHNOLOGY
- ✓ QUALITY CONTROL CHECKLISTS
- ✓ PEER REVIEW

Each project is unique, and ZCS has developed the necessary skills to remedy unforeseen challenges. With our extensive experience, we've been able to meet each situation head-on, delivering solutions that have resulted in our previous SRGP construction projects meeting budget and scope expectations. We understand the necessity to maximize every dollar invested by the District and provided by the Seismic Rehabilitation Grant Program.

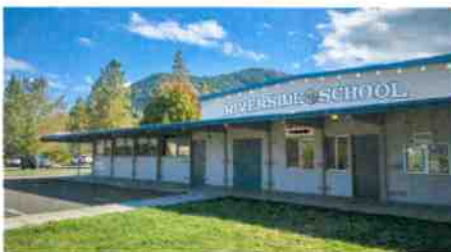
Example:

In Prairie City where our initial design intent at the High School gym was to support concrete walls for out-of-plane forces using structural steel columns and spandrels. This solution worked but was obtrusive inside the gym at the column locations and was expensive. During design we worked with the CM/GC to develop an alternate solution using FRP on the inside and outside of the building in lieu of the structural steel. This is a surface treatment that strengthens concrete and necessitates new architectural finishes where applied. This allowed us to lower costs while also necessitating a fresh coat of paint on the inside and outside of the building paid for by the grant.

Our approach and philosophy are geared towards supplying our clients with completed, successful projects. We view successful projects as projects that we are proud of, that the client is happy with, that are completed on time, and are on budget. For this reason, our team maintains a firm grip and understanding on the project's scope of work, making sure that it's within the budget set forth in the grant application while maintaining a quality that meets our clients expectations. When a project's budget or schedule is compromised, we work hard to make sure all aspects of the client's expectations are realized. Maintaining the project budget can be difficult at times; however, ZCS has carefully designed our team's structure to ensure clear areas of responsibility and open lines of communication for all those involved in the project. We have detailed internal quality assurance and control processes in place to ensure the accuracy of our projects. ZCS has developed quality control checklists used at every phase of the project to be sure all aspects of the design are included and coordinated with sub-consultants. Our team understands that even a single mistake can mean countless hours lost for the Owner and the contractor as well as unexpected cost impacts during construction.

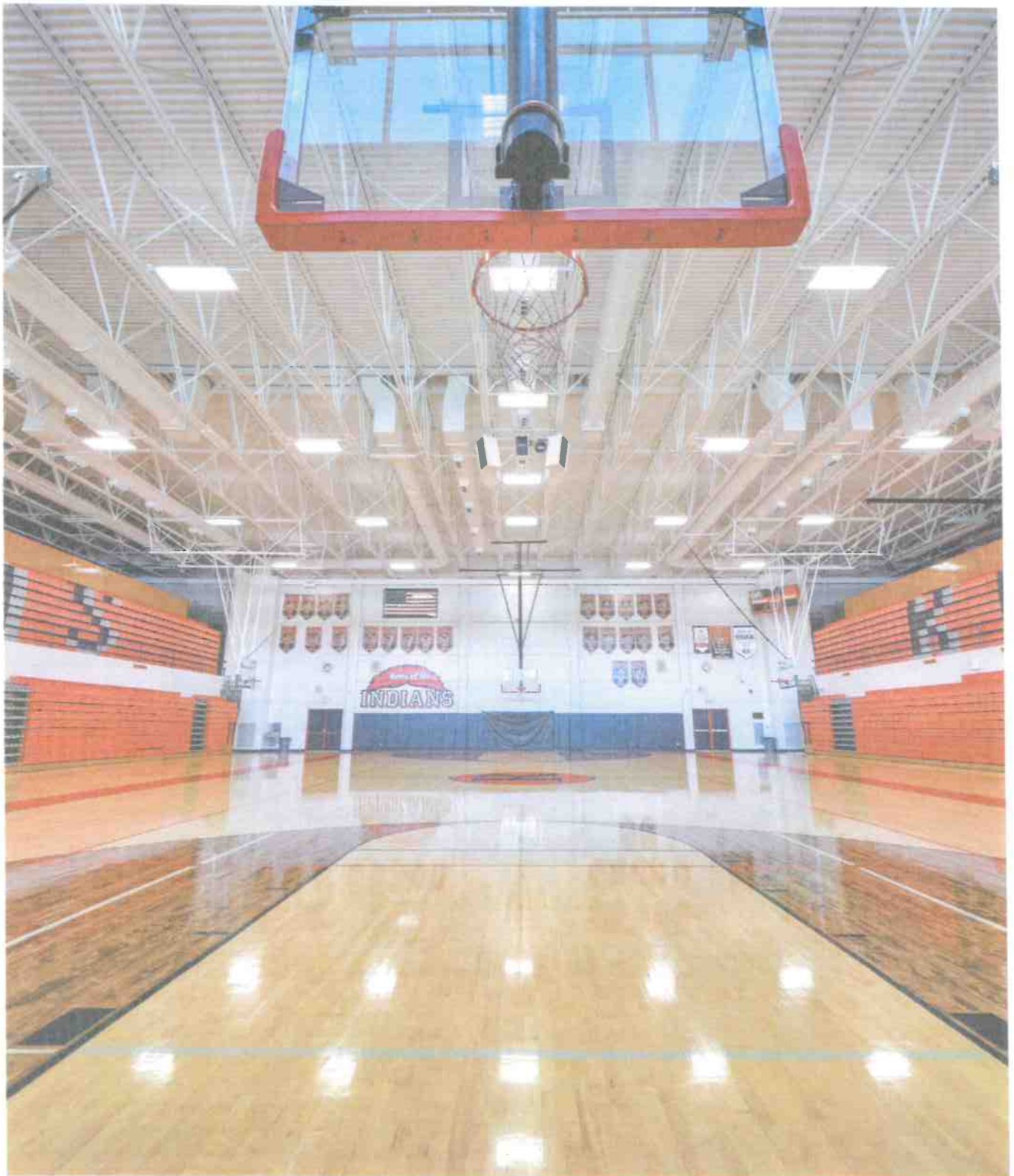
We previously mentioned the use of 3D cameras early in the design phase. Implementing this as part of our process helps to relieve the need to travel as frequently during the design phase, ultimately minimizing travel costs and allowing more valuable time to be spent in the studio.

ZCS has a policy in place to assign a peer review engineer, not associated with the project, to provide a thorough review with fresh eyes. By including staff engineers and principal engineers from our team in the checklist/review process, we ensure that the final design is accurate and understandable for contractors in the field. We know that even the best designs can fail to be implemented if the plans are not understood during the construction process. Although no finished design product is perfect, this process eliminates fundamental errors and lends to the refinement of the design solutions so that if errors are discovered late in the design process or during the construction phase, they are manageable and of little impact to budget and schedule. We also place a great deal of emphasis on constructibility in our designs, knowing that a design can only be successful if it can be executed efficiently in the field. This methodology proves particularly helpful during grant funded seismic retrofits. Grant funds are limited and a misstep during the planning phase can affect the ability of a project to be completed in its entirety.



Riverside ES Seismic Retrofit, 2018







ZACHARY STOKES, PE - PRINCIPAL, VP, COO

After interning at ZCS for two years, Zach graduated from Oregon Institute of Technology with a Bachelor of Science in Civil Engineering in 2008 and was hired on full-time. Showing strong skills as a project manager and communicator early in his career Zach became the branch manager of the Oregon City office in 2012. Since that time the office and clientele in the northern portion of the state have grown immensely and continues to expand. ZCS prioritizes relationships with its staff and clients and Zach believes that is key to being a good consultant. Now a principal at ZCS, Zach works on both individual projects and client & corporate development. Zach enjoys working on educational projects and is eager to be a part of continuing ZCS's advancement.

PROJECT PRINCIPAL

Registered Civil Engineer;
Oregon 81129

EDUCATION

BS Civil Engineering
Oregon Institute of Technology

TENURE

15 Years

COMMUNITY INVOLVEMENT

Downtown Oregon City Association: Board
President

RELEVANT EXPERIENCE

Grant School District
Humbolt Elementary School Phase I Seismic Retrofit
Grant Union High School Phase I Seismic Retrofit

Nestucca Valley School District
Nestucca Valley K-8 Addition
Nestucca High School Seismic Retrofit
Nestucca High School CTE Building

North Clackamas School District
Sunnyside Elementary Addition/Renovation and Seismic Retrofit

Tillamook School District Bond Work & Seismic Retrofits
Cafeteria addition at South Prairie
Liberty Elementary Gym Seismic Retrofit

Lincoln County School District
Newport High School Gymnasium Seismic Retrofits
Toledo High School Gymnasium Seismic Retrofits
Sam Case Elementary Seismic Retrofits

Mt. Angel School District
John F. Kennedy High School Commons Addition

Wallowa School District
Technical Assistance Program (TAP) Seismic Assessment
High School Gym Seismic Retrofit

Klamath Falls City Schools
Conger Elementary Cafeteria Addition
Roosevelt Elementary School Gym & Classroom Reconfiguration
Klamath Union High School Addition
Baker School District
Baker High School Gymnasium Seismic Retrofit
Brooklyn Primary School Seismic Retrofit

Greenwood Elementary Seismic Retrofit
La Grande High School Gymnasium Seismic Retrofit
Pine Eagle School District
Halfway Elementary School Seismic Retrofit



SHAUN WILSON, PE

Shaun obtained his Bachelors of Science in Civil Engineering from Portland State University in 2015 with a focus on Structural Engineering. While at ZCS, he has gained experience in seismic rehabilitation engineering and engineering for new construction projects.

**PROJECT MANAGER &
STRUCTURAL DESIGNER**

Registered Civil Engineer:
Oregon 90108

EDUCATION

BS Civil Engineering
Portland State University

TENURE

6 Years

RELEVANT EXPERIENCE

Grant School District
Humbolt Elementary School Phase I Seismic Retrofit
Grant Union High School Phase I Seismic Retrofit

Reynolds School District
Reynolds Middle School Gymnasium Seismic Retrofit
Reynolds Middle School Classrooms Seismic Retrofit

Pine Eagle School District
Pine Eagle Elementary School Seismic Retrofit
Brookings-Harbor School District
Kalmiopsis Elementary School Seismic Retrofit

St Paul School District
St. Paul Elementary School Seismic Retrofit
St. Paul High School Gymnasium Seismic Retrofit

Dallas School District
Whitworth Elementary School Gymnasium Seismic Retrofit

Neah-Kah-Nie School District
Garibaldi Elementary School Seismic Retrofit

Oakridge School District
Oakridge Elementary School Bond Work- Facility Improvements

North Clackamas School District
Sabin-Shellenberg Professional Technical Center (North Campus) Seismic Retrofit

Prairie City School District
Prairie City School Gym & Cafeteria Seismic Retrofit

Blachly School District
Triangle Lake Charter School Seismic Retrofit Phase 2



MATTHEW SMITH, PE/SE - PRINCIPAL

Matt graduated from Oregon Institute of Technology with a Bachelor of Science in Civil Engineering in 2002. Matt joined the ZCS Engineering & Architecture team in early 2003 where he displayed an aptitude for structural engineering and designing low to mid-rise structures. Matt showed strong leadership skills in training new staff members and ultimately became the Director of Structural Engineering where he oversees the development of the structural engineering group and product quality.

In 2009, Matt helped ZCS obtain three seismic grants to rehabilitate an elementary school, a police station, and a fire station. Since then, Matt has helped expand ZCS's involvement to become a leader in the Seismic Rehabilitation Grant Program with over 100 projects seismically rehabilitated to date. Now a Principal at ZCS, Matt continues to help with staff development and quality assurance while managing and expanding the structural group.

ENGINEER OF RECORD

Registered Structural Engineer:
California 68824
Oregon 70888
Washington 58083

EDUCATION

BS Civil Engineering
Oregon Institute of Technology

TENURE

18 Years

PROFESSIONAL AFFILIATIONS

American Society of Civil Engineers

RELEVANT EXPERIENCE

Grant School District
Humbolt Elementary School Phase I Seismic Retrofit
Grant Union High School Phase I Seismic Retrofit

Gaston School District
Gaston Elementary K-12 Building
Gaston Elementary Seismic Retrofit

North Clackamas School District
Sunnyside Elementary Addition/Renovation and Seismic Retrofit
Alder Creek Middle School Addition/Renovation and Seismic Retrofit
Alder Creek Middle School Stadium Rehabilitation

Tillamook School District
Liberty Elementary Gym Seismic Retrofit

Lincoln County School District
Newport High School Gymnasium Seismic Retrofit
Toledo High School Gymnasium Seismic Retrofit
Sam Case Elementary Seismic Retrofit

Klamath Falls City Schools
Klamath Union High School Bond and Seismic Retrofit

Klamath County School District
Peterson Elementary Seismic Retrofit
Henley Middle School Seismic Retrofit

Molalla River School District
Clarkes Elementary Seismic Retrofit

Greater Albany School District
South Albany High School Additions
West Albany High School Old Gym Seismic Retrofit

Pilot Rock School District
Pilot Rock High School Seismic Retrofit



JESSICA FLEMING

Jessica came to ZCS in 2016 with experience in structural design and drafting. Her interests led her to pursue an Associate of Arts at Mt Hood Community College and enroll in architectural courses at the local university. Her combined talent, experience and education helped shift her role at ZCS to include architectural design. Jessica's versatile background allows her to work with both our structural and architectural teams to assist in the design and development of plans for a wide range of projects including seismic retrofits and renovations of existing buildings, interior remodels, and new construction for educational, public safety, and commercial projects.

ARCHITECTURAL DESIGNER

EDUCATION

Mt. Hood Community College
Associates of Arts

Rogue Community College
Construction Certificate

TENURE

6 Years

EXPERIENCE

15 Years

RELEVANT EXPERIENCE

Riddle School District
Riddle High School Seismic Retrofit

Scio School District
Scio High School Seismic Retrofit
Scio Middle School Seismic Retrofit
Scio High School & Middle School Privacy for All Restroom Renovation

Lincoln County School District
Oceanlake Elementary Seismic Retrofit

Grants Pass School District
Grants Pass High School Daycare Facility

Three Rivers School District
Hidden Valley Daycare Facility

Roseburg School District
Green Elementary SRG Application
Hucrest Elementary SRG Application

Monument School District
Monument Elementary SRGP Application & Seismic Retrofit

Oregon City School District
Bond Improvements Projects for Candy Lane Elementary, Jennings Lodge Elementary, Alliance Charter Academy, Hoicomb Elementary, Gaffney Lane Elementary, Redland Elementary, Oregon City High School

Grants Pass Fire & Rescue
Hillcrest Fire Station Interior Remodel

Sky Lakes Medical Center
Medical Office Building, Klamath Falls, OR



GRANTS PASS
541.479.3865

KLAMATH FALLS
541.884.7421

MEDFORD
541.500.8588

OREGON CITY
503.659.2205

Grant School District 3

Code: GBA-AR
Revised/Reviewed: 1/18/17

Veterans' Preference

Oregon's Veterans' Preference Law requires the district to grant a preference to qualified and eligible veterans and disabled veterans at each stage in the hiring and promotion process. To be **qualified** for veterans' preference, a veteran or disabled veteran must meet the minimum and any other special qualifications required for the position sought. To be **eligible** for veterans' preference¹ a veteran or disabled veteran must provide certification they are a veteran or disabled veteran as defined by Oregon law².

The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The district is obligated to interview all minimally qualified veterans or disabled veterans and to hire or promote a qualified or eligible veteran or disabled veteran if ~~he or she~~ **the individual** is equal to or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position.³ The district shall provide the reasons for not selecting the candidate when requested.

Recruitment Procedures

All job postings or announcements will include a concise list of minimum and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide veterans and disabled veterans with preference as required by law and the job posting will require applicants to provide certification⁴ of eligibility for preference, in addition to other requested materials.

Selection Procedures⁵

¹ See Oregon Revised Statute (ORS) 408.235.

² See Oregon Revised Statute (ORS) 408.225 and OAR 839-006-0440 for definitions of veteran and disabled veteran.

³ Oregon Revised Statute (ORS) 408.230(5)

⁴ See Verification of Veteran's Preference (OAR 839-006-0465). An **veteran applicant claiming veteran's or disabled veteran's preference** will submit: ~~(a)~~ a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215); ~~or (b)~~ **proof of receiving a nonservice connected pension from the U.S. Department of Veterans Affairs** or a certification that the veteran is **expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification**. A disabled veteran ~~will~~ **may** also submit a copy of their letter from the U.S. Department of Veterans Affairs ~~verifying disabled veteran status~~, unless the information is included in the DD Form 214/215 or a certification that the veteran is **expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification**.

⁵ ~~OSBA recommends use of a scored system~~. If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans and disabled veterans and the district will need to be able to demonstrate the method used for providing special consideration. ORS 408.230(2)(c).

- Step 1: Before the review of any applications the ~~human resource director~~ **Administration** will establish an evaluation scoring guide based on the minimum and any special qualifications listed in the job posting.
- Step 2: The ~~human resource director~~ **Administration** will review the application materials using the ~~above~~ evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the ~~human resource director~~ **Administration** shall evaluate whether the skill experience obtained in the military are transferable to the posted position. ~~In this step the district does not apply a veterans' preference.~~ Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.
- Step 3: Based on Step 2, the ~~human resource director~~ **Administration** determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.
- Step 4: Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.
- Step 5: Following completion of the interviews, the ~~human resource director~~ **Administration** shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. Veterans' preference ~~points must shall~~ be applied by adding 5 **percentage** points to an eligible veteran and 10 **percentage** points to an eligible disabled veteran.⁶
- Step 6: The ~~human resource director~~ **Administration** makes the offer to the applicant with the highest final score. The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The district is obligated to hire or promote a qualified or eligible veteran or disabled veteran if they are equal or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.

Filing a Complaint

A veteran or disabled veteran is encouraged to contact the ~~human resource office~~ **Administration** if they have any concerns or questions concerning the application of or the process used for veterans' preference.

A veteran or disabled veteran claiming to be aggrieved by a violation of Board policy GBA - Equal Employment Opportunity or this administrative regulation, may file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries (BOLI) in accordance with Oregon Revised Statute (ORS) 659A.820.

⁶ The points are based on a 100 point scoring matrix. If a 100 point scoring matrix is not used, the district must use a multiplier equivalent to 5 percent for a veteran and 10 percent for a disabled veteran, or the equivalent.

Grant School District 3

Code: GBL

Adopted: 2/08/06

Revised/Readopted: 3/14/12; 8/19/20

Orig. Code: GBL

Personnel Records *

An official personnel file will be established for each person employed by the district. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing procedures regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees'¹ personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee may arrange with the [personnel district] office to inspect the contents of their personnel file on any day the [personnel district] office is open for business;
2. Others designated by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;
3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff designated by the superintendent;
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. [Employees of the personnel office];
8. Attorneys for the district or the district's designated representative on matters of district business;

¹ Includes former employees.

9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to ~~Oregon Revised Statute (ORS)~~ 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

The superintendent may permit persons other than those specified above to use and to inspect personnel records when, in their opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case, the appropriateness and extent of such access.

Release of personnel records to parties other than those listed above, will be in line with the district's public records procedures, Board policy KBA - Public Records. The district will attempt to notify the employee of the request and that the district believes it is legally required to disclose certain records.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)
[ORS 339.370](#) – 339.374
[ORS 339.378](#)
[ORS 339.388](#)

[ORS 342.143](#)
[ORS 342.850](#)
[ORS 652.750](#)
[ORS Chapter 659](#)

[ORS Chapter 659A](#)
[OAR 581-022-2405](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Grant School District 3 Proposed

Code: GBLA
Adopted: 8/19/20
Orig. Code: GBLA

Disclosure of Information

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading;
 - c. Rendered with malicious purpose; or
 - d. Violated civil right of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
4. No later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant shall disclose the information requested.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)
[ORS 339.370 - 339.374](#)

[ORS 339.378](#)
[ORS 339.388](#)

[ORS Chapter 659](#)
[ORS Chapter 659A](#)

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

Grant School District 3

Code: GCBDA/GDBDA-AR(1)
Revised/Reviewed: 9/15/10; 3/14/12; 1/22/14;
1/20/16; 8/16/17; 2/17/21

Federal Family and Medical Leave/State Family Medical Leave *

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

Employee Eligibility

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee of a covered employer is eligible to take leave for purposes of OFLA during a period of time covered by a public health emergency except:

¹ The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

1. An employee who worked for the covered employer for fewer than 30 days immediately before the date on which the family leave would commence; or
2. An employee who worked for the covered employer for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of a covered employer is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the covered employer, irrespective of any reason:
 - a. Is eligible to take leave OFLA at the time the employee separates; and
 - b. Is reemployed by the covered employer within 180 days of separation from employment; or
2. Is eligible to take OFLA leave:
 - a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
 - b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for a covered employer prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the employer within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave² (separate from eligible leave as a result of a child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered service member/veteran with a serious injury or illness;
4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);

² Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

- b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Sick Child Leave: leave for non-serious health conditions of the employee’s child. For OFLA, sick child leave includes absence to care for an employee’s child whose school or child care provider has been closed³ in conjunction with a statewide public health emergency declared by a public health official.⁴
 4. Bereavement Leave: leave related to the death of a covered family member.⁵
 5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
 6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:
 - a. For the purposes of FMLA, “family member” means:
 - (1) Spouse⁶;
 - (2) Parent;
 - (3) Child; or
 - (4) Persons who are “in loco parentis”.

³ “Closure” for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child’s school or child care provider. OAR 839-009-0210(4).

⁴ The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable; and
3. A statement from the employee that no other family member of the child is willing and able to care for the child. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

⁵ Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

⁶ “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

- b. For the purposes of OFLA, “family member” means:
- (1) Spouse;
 - (2) Registered, same-gender domestic partner;
 - (3) Parent;
 - (4) Parent-in-law;
 - (5) Parent of employee’s registered, same-gender domestic partner;
 - (6) Child;
 - (7) Child of employee’s registered, same-gender domestic partner;
 - (8) Grandchild;
 - (9) Grandparent; or
 - (10) Persons who are “in loco parentis”.

2. Child:

- a. For the purposes of FMLA, “child” means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing “in loco parentis”, who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, “child” means the employee’s son or daughter on covered active duty regardless of that child’s age.
- c. For the purposes of OFLA, “child” means a biological, adopted, foster child or stepchild of the employee, the child of the employee’s same-gender domestic partner, or a child with whom the employee is or was in a relationship of “in loco parentis”.
- d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

- a. For the purposes of FMLA, “in loco parentis” means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
- b. For the purposes of OFLA, “in loco parentis” means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, “next of kin” means the nearest blood relative other than the servicemember’s spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- b. Brothers or sisters;
- c. Grandparents;

- d. Aunts and uncles; and
- e. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, “covered veteran” means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided they were:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

7. Public health emergency:

For OFLA a public health emergency means;

- a. A public health emergency declared under ORS 433.441.
- b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee’s leave period, the district will use ~~the calendar year~~ ~~any fixed 12-month “leave year”~~ the 12-month period measured forward from the date the employee’s leave begins ~~a “rolling” 12-month period measured backward from the date the employee uses any family and medical leave~~. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district’s designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district’s designated leave period⁷. Spouses who work for the district may be limited to a

⁷ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district’s leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent

combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the district's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period. However, ~~a woman~~ **an eligible employee** is entitled to an additional, full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave ~~she~~ **the employee** has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.⁸ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.⁹

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁰. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹¹. If an employee takes

FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

⁸ Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

⁹ Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

¹⁰ For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹¹ For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

For the purposes of FMLA, "instructional school employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides who do not have as their principal job actual teaching or instructing, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition or because of the employee's own serious medical condition, the district may require the eligible school employee to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:
 - (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee would return to work during the three-week period before the end of the term.
 - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee's return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
 - (1) The leave will last more than two weeks; and
 - (2) The employee would return to work during the two-week period before the end of the school year.
- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a

servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, ^{12} ~~[an employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period.]~~ [the district requires the eligible employee to use any available accrued sick leave, vacation or personal leave days (or other available paid time established by Board policy(ies) and/or collective bargaining agreement) in the order specified by the district and before taking FMLA and/or OFLA leave without pay during the leave period.] ~~[the district requires the eligible employee to use any available accrued paid leave, including personal and sick leave or available accrued vacation leave before taking FMLA and/or OFLA leave without pay during the leave period. The employee may select the order in which the available paid leave is used.]~~

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

¹² ~~{The district must choose one of the following from the three available bracketed options to complete this paragraph, and delete the other two.}~~

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other employer's policy provide otherwise.¹³ The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the

¹³ See also ORS 342.934(4)(d) in reduction force situations.

eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

Medical Certification

The district ~~may~~ ~~shall~~ require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave, other than to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final.

Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Second and Third Opinions

1. For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.
2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications conflict, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the ~~[superintendent]~~ ~~[personnel director]~~ **district office.**

Record Keeping/Posted Notice

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The district will post notice of FMLA¹⁴ and OFLA¹⁵ leave requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

¹⁴ Poster available at <https://www.dol.gov/agencies/whd/fmla/posters>.

¹⁵ Poster available at <https://www.oregon.gov/boli/employers/pages/required-worksite-postings.aspx>.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before they are eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA’s eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness*.

*The FMLA definition of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a

chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility. Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 100 (29 U.S.C. § 2610) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division

Grant School District 3

Code: IGBAF-AR
Revised/Reviewed: 2/13/08; 4/11/12; 3/16/16
Orig. Code(s): IGBAF-AR

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.

- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the

district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.

- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
 - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
 - (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes ~~his or her~~ **their** learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; **and**
 - (5) **If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and**
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (i) Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student’s IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student’s skills or behavior, but not to teach new skills or behaviors.
- e. The district’s criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. “Regression” means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. “Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student’s IEP. These services and/or devices may be part of the student’s special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a free appropriate public education to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or

- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Grant School District 3

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1/17/18; 10/17/18
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Special Education - Procedural Safeguards**

1. Procedural Safeguards

- a. The district provides procedural safeguards to:
 - (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
 - (2) Surrogate parents; and
 - (3) Students who have reached the age of 18, the age of majority or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).
- b. The district gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):
 - (1) At least once a year;
 - (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
 - (3) When the parent (or adult student) requests a copy; and
 - (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is emancipated.
- c. The *Procedural Safeguards Notice* is:
 - (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
 - (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in ~~his/her~~ **their** native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the district has met these requirements.

2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by ODE.

3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.

- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
 - (1) Is not an employee of the district or ODE;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;

- (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of FAPE to the student.
- g. A parent may give written consent for a surrogate to be appointed.
- (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:
- (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.
5. Transfer of Rights at Age of Majority
- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).

- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
- g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the district;
 - (2) An explanation of why the district proposed or refused to take the action;
 - (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - (7) A description of other factors that are relevant to the agency's proposal or refusal.

c. The prior written notice is:

- (1) Written in language understandable to the general public; and
- (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
- (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child's eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

9. Consent – Re-evaluation

- a. The district obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:

¹ "Consent" means that the parent or adult student: a) has been fully informed, in his/her/their native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her/their consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

- (1) The district does not need written consent for a re-evaluation if the parent does not respond after reasonable efforts to obtain informed consent. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the re-evaluation, the district may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the district:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - (4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or re-evaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress;
 or

- (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
 - c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free appropriate public education.

12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
 - (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to provide an explanation. The district may not:
 - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.

- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent’s right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.

- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - (1) The district will not include an attorney unless the parent brings an attorney.
 - (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.

- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The district reimburses ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA - Discipline of Students with Disabilities.

Grant School District 3

Code: IGBB
Adopted: 1/21/98
Readopted: 4/11/12
Orig. Code(s): IGBB

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

~~[The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.]~~

END OF POLICY

Legal Reference(s):

[ORS 343.391-343.401](#)

[ORS 343.407-343.413](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

[SB 486\(2021\)](#)

3.4

John Day Education Association

305 South Humbolt St
Canyon City, OR 97820
dougharityc@grantessd.org

14th April 2022

Dear Mr. Uptmor, Grant School District 3 Board,

If you are worried about teacher retention, remember, if you want to keep the best teachers, treat them like they are the best. Few teachers leave an environment where they feel valued, supported, appreciated, and treated as professionals. Many of our staff do not feel valued, supported, appreciated, or that we are treated as professionals. The fact that so many teachers are leaving or talking about leaving is not a sign of a healthy school environment. We have a lot of work to do still.

As I have said before the \$100 Covid stipend that teachers have been receiving is a nice thought however after taxes it ends up being around \$40. We the John Day Education Association believe that the board and superintendent demonstrated an understanding of the financial situation in the country and the role that compensation plays in recruiting quality employees when the board renegotiated the classified contract. It is with this knowledge that the John Day Education Association would like to request to reopen salary-only negotiations. Thank you so much for your time and effort regarding this letter and I hope that we can meet soon to negotiate an agreement.

Sincerely,



Cindy Dougharity-Spencer

John Day Education Association President



4.1

GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

BOARD MEETING

WEDNESDAY, March 16 2022 • 7:00 P.M.
DISTRICT OFFICE

MINUTES

1.0 PRELIMINARY BUSINESS

- 1.1 Call to order
- 1.2 Pledge of allegiance

Pursuant to notification of Grant School District 3 board of directors and news release to The Blue Mountain Eagle, KJDY and posted on the district web site. Haley Walker called the school board meeting to order at 7:00 p.m. Other board members in attendance were Chris Labhart, Aaron Lieuallen, Kelly Stokes, Alicia Griffin, Dr. Colleen Robertson. Jake Taylor was absent. Superintendent Bret Uptmor and Business Manager Heidi Hallgarth were also present.

1.3 Agenda Review

- 3.4 Approve 2023 – 2024 School Calendar
- 4.7 Accept Letter of Resignation from GU Jr. High Track Coach – Shanna Wright
- 4.8 Approve Hire of GU Assistant Softball Coach – Brandon Culley
- 5.4 Approve 2022-2023 School Calendar

1.4 Public Forum

No public comment.

2.0 REPORTS

2.1 Superintendent's Report

Uptmor asked the board if anyone was interested in being part of the community engagement process that is required for the Continuous Improvement Process (CIP). This process is a requirement by the State for the new "Aligning for Student Success" initiative they are undertaking. This new process will integrate the guidance for six ODE initiatives into one process. Griffin, Walker and Lieuallen said they would be interested in participating.

Uptmor told the board that RFPs for the engineering services for the seismic grant on Humbolt were due on March 25th. Uptmor asked if any of the board members were interested in reviewing the RFPs and selecting the engineering firm. Walker and Stokes volunteered to be on the team.

Lieuallen asked if there was an explanation on why the district had lost 4 more students in February. Uptmor told Lieuallen that he didn't have the answer right now but to get back to him at a later date one on one. Shelton told Lieuallen that Grant Union had a family of 4 move to Baker so that could be why.

BOARD OF DIRECTORS:

Chairman Haley Walker • Alicia Griffin • Chris Labhart • Aaron Lieuallen • Dr. Colleen Robertson • Kelly Stokes • Jake Taylor

2.2 Administrator Reports

2.2.01 Grant Union Junior/Senior High School Principal, Ryan Gerry, told the board that GU was going to start the CNA partnership with Blue Mountain Hospital on May 8th with the community and then will continue it in the fall with classes being offered to students. Gerry told the board that there are several positions open at both GU and Humbolt so the leadership team is looking into attending more job fairs. Walker asked how the EOU job fair went. Uptmor said that it went pretty well. Uptmor explained that the districts set up a booth and invite people to interview with them. Uptmor said that they interviewed 2 people for vacant elementary positions. Uptmor told the board that they had offered positions to both of the interviewees but one declined and they have not heard from the other one yet.

2.2.02 Humbolt Elementary Principal, Janine Attlesperger, stated that her report was as written. Labhart asked Attlesperger how her students felt about the lock down drills. Attlesperger said that as long as we give them a heads up they do okay with it.

2.2.03 GU Athletic Director, Ryan Gerry, told the board that baseball and softball had tournaments next week. Lieuallen asked where the district was at in regards to the softball crow's nest. Gerry said that he had reached out to Levi Voigt to start getting pricing. The board expressed how they would like to see this project completed.

2.2.04 Seneca Head Teacher, Dana McLean, stated that her report was as written.

2.2.05 District SPED Director/Diagnostician/DTC/ Tag Coordinator, Rhonda McCumber, told the board that the behavioral safety assessment team went to Burns on Monday for a crisis response training. McCumber said that this training will cover the behavioral safety assessment so she was only going to form one team. Lieuallen told McCumber that the store looks awesome. Walker commended McCumber on the communication efforts of the SPED staff.

2.2.06 Assistant Principal, Karen Shelton, told the board that the college visits were going well and that they had added a couple more. Shelton said that the Youth Science aptitude assessments had been completed and that they had quite a few students interested in the assessment so it had been a lot of fun. Shelton told the board that GU was going to be a part of the Go Guardian and AVID pilot programs. Robertson asked how AVID will carry forward after the summer conference. Shelton said that more than likely AVID will roll out school wide. Lieuallen said he talked to Dollar General and they told him that they have a give back program that centers around reading and literacy. Griffin told Shelton that Painted sky was looking for students to work for them this summer. Walker said that she was still looking for a summer intern at the airport. Dougharity-Spencer invited the board to come in and talk to her senior economics class about summer employment. Lieuallen suggested to Dougharity-Spencer that OR Rain come do a presentation to the students on entrepreneurship.

2.2.07 Engagement Specialist, RC Huerta, told the board that he had talked to Lieuallen about possibly getting some promotional videos about John Day and putting them up on the websites. Labhart said that he would like to work with Huerta on this. Walker told Huerta that the websites are looking good but she had a request. Walker said that there were lots of pictures of buildings but not students so would like to see more students on the websites. Huerta told Walker that he had some on the students in action page but agreed that he needed to get more student pictures on the website. Huerta said that he also needed to check into getting permission to put the students on the website before he did that.

3.0 NEW BUSINESS

3.1 First Reading of Policies: The board went over the policies one by one.

IL – Assessment Program

No questions.

JB – Equal Educational Opportunity

No questions.

JECB – Admission of Nonresident Students

No questions.

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JFC – Student Conduct (Version 1)

No questions.

JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating, Violence, Domestic Violence – Student

Lieuallen asked if the notification process was what was added to this policy. Uptmor told him that it was, due to a new law or rule. Lieuallen asked if there was a training that the administrators took on how to make these notifications. Lieuallen asked if reading the policy was sufficient training. Griffin said that there are probably mandatory reporting guidelines. Shelton said that they go to workshops at COSA conferences and take the Safe Schools' trainings. Uptmor said that the severity of the complaint determines how we approach the situation. Uptmor said that some things have procedures in place and some require lawyers or phone a friend. Labhart asked if he was reading #1 on page 4 correctly. Uptmor told him that he was. Walker said that 1, 2 and 3 all have to be marked in order for 1 to be in effect.

JHFE/GBNAB-AR (1) – Reporting of Suspected Abuse of a Child

No questions.

JHFE/GBNAB-AR (2) – Abuse of a Child Investigations Conducted on District Premises

No Questions

JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements

No questions

Labhart asked if the district can take the cell phone if we suspect something. Uptmor said that we can take the cell phone but we can't look at it.

3.2 Approve SRO Intergovernmental Agreement with the County

Uptmor explained the process that he went through with the sheriff's department to get this agreement in place. Uptmor said that this agreement will cover all schools not just GU and would be for a full-time resource officer. McKinley told the board that this was close to his heart because he was the 2nd SRO that GU had. McKinley said that the resource officer is there to be a resource to the staff, to help with education by teaching classes and to be a mentor to the students. Labhart said that he would like to see the district allow the officer to respond to emergencies if there is one in the county. Uptmor said that that was his expectation as well as he expects other officers to respond to the schools if there is an emergency at one of them. Robertson said that she didn't see that the agreement included Humbolt and Seneca and was for a full-time officer. Robertson asked if that could be spelled out in the agreement. Walker said that she would like to have the district's attorney review the agreement and then revisit it in the future. Lieuallen told McKinley that he liked the idea of education. Lieuallen asked if there was some sort of payback from the county if the officer was not available full-time at the schools. McKinley said that this was a pretty generic agreement and that he was pretty open to any suggestions that the district may have.

Board consensus was to have further discussion on this but was pretty excited about getting the agreement in place. Uptmor said that he will come up with some language and send this to our attorney for review. Uptmor told the board that he will send the updates and changes to them once he gets them.

3.3 Hire New Superintendent

Walker announced to the audience that the board had selected Louis Dix to be the new superintendent for the district. Dix was online and spoke to the audience about himself and his excitement about coming to and starting the job.

Walker thanked the stakeholders, community members, staff, Natalie for the food, Hallgarth for her extra time and Uptmor for his extra time during the superintendent search. Stokes thanked Walker for all of time that she put into this process.

BOARD OF DIRECTORS:

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Walker thanked the 3 people that worked on Dix's contract with her.

Lieuallen asked if the board was going to have a press release. Walker said that she would talk to COSA after the meeting to get that done.

Stokes moved to hire Louis Dix as the new superintendent for Grant School District 3. Lieuallen seconded. Motion passed with 7 for; 0 opposed.

3.4 Approve 2023 – 2024 School Calendar

Uptmor explained the calendar to the board. Walker asked if any teachers were involved. Dougharity-Spencer and McCumber told the board that there was a calendar committee that helped with this and gave input on the calendar.

Griffin moved to approve the 2023-2024 school calendar. Robertson seconded. Motion passed with 7 for; 0 opposed.

Labhart asked if both unions looked at the proposed calendar. Uptmor told him that they had.

4.0 CONSENT AGENDA

- 4.1 February 16 Board Meeting
- 4.2 Approve GU Assistant Softball Coach – Levi Watterson
- 4.3 Accept Letter of Resignation from GU English Teacher – Jessica Manitsas
- 4.4 Accept Letter of Resignation from GU Principal – Ryan Gerry
- 4.5 Approve GU Head Baseball Coach – RC Huerta
- 4.6 Second Reading of Policies:
 - IGBHA – Alternative Education Programs
 - IGBHA-AR (1) – Evaluation of Alternative Education Programs
 - IGBI – Bilingual Education
 - IGDJ – Interscholastic Activities
 - IIA – Instructional Resources/Instructional Materials
 - IJ – School Counseling Program
- 4.7 Accept Letter of Resignation from GU Jr. High Track Coach – Shanna Wright
- 4.8 Approve Hire of GU Assistant Softball Coach – Brandon Culley

Robertson moved to approve the consent agenda as presented. Lieuallen seconded. The motion passed with 7 for; 0 opposed.

Lieuallen asked about the TBD under the salary on item 4.2. Hallgarth told Lieuallen that there was a salary split for the softball coaches. Hallgarth explained to the board how the salary split work.

5.0 OLD BUSINESS

5.1 Long Range Facility Plan

Uptmor told the board that he was waiting on the legislation and the approval of the \$2,250,000. Uptmor said that he had contacted ZCS and they are working on the roof at GU to see how they can best help us get the project completed. Uptmor told the board that they needed to hire a professional to do this work and not add this to the Superintendent's workload. The board agreed.

5.2 Security Camera System

Uptmor said that Seneca's cameras were going to be installed Wednesday and Thursday of next week with the rest of the schools' installations happening this summer.

Walker again asked the board to start thinking about people interested in being on the budget committee. Uptmor asked if they wanted to form a committee to interview the applicants or if they just want to see the applications and make the decision. Walker said that if the district receives more than 3 applications they may need to form a subcommittee to review the applications at that time. Huerta said that he will try to advertise more.

5.4 Approve 2022 – 2023 School Calendar

Uptmor explained the changes to the 2022 – 2023 school calendar.

Labhart moved to approve the 2022-2023 School Calendar with revisions presented to the board tonight. Griffin seconded it. The motion passed with 7 for; 0 approved.

Lieuallen said that we need to make sure that the new calendar is advertised and put on the new website. Lieuallen told Huerta that if he was going to talk about it on Coffee Time he needed to also tell the community that there was a lot of input from the staff in the decision to change it.

6.0 FUTURE AGENDA AND CALENDAR ITEMS

- April 6.....Work Session –Time: TBD
- April 20.....Board Meeting (Seneca)
- May 4.....Budget Meeting
- May 18.....Board/(Optional) Budget Meeting
- June 1.....Budget Hearing/Board Meeting
- June 2.....Last Day of School
- June 3.....Teacher In-service

Uptmor reminded the board that the April meeting is in Seneca this year and he will be taking a mini bus up there.

7.0 GOOD OF THE ORDER

Griffin expressed her gratitude for all of the time and effort that went into hiring Dix. Stokes agreed.

Labhart told the audience how awesome it was to work with COSA throughout the hiring process.

Labhart asked if there was Narcan in the buildings. Gerry said that they had it at GU. Labhart asked if the staff was trained on how to use it. Gerry said “We have it at GU”. Attlesperger said that they did not have it at Humbolt but GU was only two minutes away.

Robertson told Gerry that she felt a profound loss for losing Him. Robertson gave Gerry a heartfelt thanks.

Lieuallen asked if there was a plan for Dix with Uptmor. Uptmor told Lieuallen that since November he has been putting items into a folder that he thinks would be beneficial for Dix. Uptmor said that he would meet with Dix for a few days to bring him up to speed on the district and all of the grants. Lieuallen asked Dix if he would have time to visit with Uptmor. Dix said that he’s hoping he can get some time at the end of May to meet with Uptmor.

Walker told the board that COSA reached out to her about getting Dix on the right track for our district. Walker said that under COSA’s mentor program she hoped they could get Dix set up with them for weekly, bi-weekly check ins.

Lieuallen said that with all of the grants the district has received he felt it would be a good idea to have a conversation around the grants and see what the district can do as far as grant administration. Lieuallen said that he didn’t think it was a good idea to bombard Dix when he comes on board. Dix told the board to just let him know what they need him to do and he will do it. Labhart told Dix that the City of John Day was going to hold an open house next month at the fairgrounds and that it may be a good idea for Dix to be there to meet and greet people.

Dougharity-Spencer invited the board to come visit the schools.

BOARD OF DIRECTORS:

Lieuallen acknowledged the email from Stacy Durych that the board received and said he was excited to have discussions around it.

8.0 ADJOURN

Walker adjourned the meeting at 8:37 pm.

Haley Walker
Chairman's Signature

April 20, 2022

Bret Uptmor
Clerk's Signature

April 20, 2022

BOARD OF DIRECTORS:

Chairman Haley Walker ▪ Alicia Griffin ▪ Chris Labhart ▪ Aaron Lieuallen ▪ Dr. Colleen Robertson ▪ Kelly Stokes ▪ Jake Taylor



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

WORK SESSION WEDNESDAY, April 6, 2022 • 7:00 P.M. DISTRICT OFFICE

MINUTES

1.0 PRELIMINARY BUSINESS

- 1.1 Call to order
- 1.2 Pledge of allegiance

Pursuant to notification of Grant School District 3 board of directors and news release to The Blue Mountain Eagle, KJDY and posted on the district web site. Haley Walker (via Zoom), called the work session to order at 7:06 p.m. Other board members in attendance were Chris Labhart, Aaron Lieuallen, Colleen Robertson, Kelly Stokes, Jake Taylor (via Zoom) and Alicia Griffin. Superintendent Bret Uptmor and Business Manager Heidi Hallgarth were also present.

2.0 REVIEW DISTRICT STRATEGIC PLAN

Vincent Adams with OSBA had Uptmor go over the draft of the 2022-27 Strategic plan.

The board discussed what stood out in the strategic plan and gave their thoughts on the plan.

What was effective in document:

The board discussed what was effective in the strategic plan and gave their thoughts on the plan.

What needs improvement:

The board discussed what needed improvement in the strategic plan and gave their thoughts on the plan.

Other feedback:

The board discussed other items they would like to see included in the strategic plan.

A copy of the PowerPoint presentation with the boards' input is on file at the district office.

3.0 ORIENT TO BOARD SELF ASSESSMENT

Adams went over the board self-assessment/evaluation process. The board decided to do the whole board self-assessment along with the individual board member survey.

4.0 ADJOURN

Walker adjourned the meeting at 9:02 pm

Haley Walker
Chairman's Signature
April 20, 2022

Bret Uptmor
Clerk's Signature
April 20, 2022

4.2



GRANT SCHOOL DISTRICT #3

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PERSONNEL SELECTION FORM

APPLICANT SELECTED: AJ McQuown

POSITION: Assistant Baseball Coach

*FIRST DAY OF WORK: 3/16/22 WORK HOURS PER DAY: NA

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: Played High School 4 year starter, coached 1 year HS, Coached little league

EDUCATION: High School Diploma-Stanfield HS

NAMES OF REFERENCES CHECKED: Lori Payne, Brittany Sienia

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: YES NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Ryan Gerry RC Huerta

Karen Shelton

NAMES OF ALL PERSONS INTERVIEWED:

AJ McQuown

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Jordan Ackerman

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: 2/14/22 DATE APPLICATIONS CLOSED: 3/16/22

CLASSIFICATION (select one): CLASSIFIED LICENSED ADMINISTRATOR
 CONFIDENTIAL COACH EXTRA DUTY

LANE: B STEP/YEARS: 0 SALARY: \$3,690 (select one) Hourly
 Annually Season

Contract issued

RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: 3/16/2022

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

[Signature]
SIGNATURE OF SUPERVISOR

3/16/2022
DATE FORM COMPLETED

[Signature]
SIGNATURE OF SUPERINTENDENT

3/17/2022
DATE

4.3

April 5, 2022

Grant Union Jr/Sr High School
911 S. Canyon Blvd.
John Day, OR 97845

Dear Mr. Uptmor and Mr. Gerry,

Please accept this letter as formal notice of my resignation as English and Leadership teacher at Grant Union Jr/Sr High, effective at the end of the school year. My husband was hired for a new job with a new duty station, so we will be moving to Arizona in June.

Thank you for the opportunity to be a part of Grant Union. It has been a privilege to work with the staff and students over the last three years. I have had many valuable and formative experiences during my employment here and am truly saddened to go. This community is extremely special, and we have loved living here. I will always be proud to have been a Prospector.

Please let me know if I can be of any assistance with transitioning a new hire into this position.

All the best,

Allison Behrens

4.5

Ryan Gerry

4/8/2022

Principal,

Grant Union Junior/Senior HS

Mr. Gerry,

This letter is to inform you that I am resigning my position as math teacher effective the end of the 2021/22 school year.

Sincerely,

Richard Callahan 4/8/2022
Richard Callahan



Bret Uptmor
Superintendent

4.6



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

April 14, 2022

Bret Uptmor, Superintendent
Grant School District #3

Dear Bret,

This letter is to notify you of my intent to retire from my positions as Transportation Manager and Special Education Secretary effective 7/1/2022.

I want to thank the District's Administration and the Board for the opportunities I've had to develop professionally and personally during my 21+ years of employment with the District. Over the years I have been blessed to work with some really wonderful people. I am honored to have been part of a team that facilitates educational and life experiences for the children of our community. I am also honored to have been part of a team that has provided hundreds of thousands of safe miles of transportation for our children, to and from school, sporting events and educational field trips. What more could one ask for than to have a job that gives you the opportunity to make a difference in a child's life? I have been truly blessed.

Starting a new phase of my life is exciting. I'm looking forward to the chance to travel, spend time with family, and have new adventures. and I will also remain forever grateful for my years spent working for Grant School District #3.

Sincerely,

A handwritten signature in cursive script that reads "Cyndi Nelson".

Cyndi Nelson
Transportation Manager
Special Education Secretary

BOARD OF DIRECTORS:

Chairman Haley Walker ■ Chris Labhart ■ Aaron Lieuallen ■ Dr. Colleen Robertson ■ Kelly Stokes ■ Jake Taylor

April-14-2022

Dear Grant School District,

Please accept this letter as formal notification that I am resigning from my position as First Grade Teacher at Humbolt Elementary at the end of the year. Thank you so much for the opportunity to teach this year and for the last 13 years of Special Ed work in this district. I've greatly enjoyed and appreciated all the children and coworkers that I've learned from and had the wonderful opportunity to work with. I will take some amazing memories with me.

I'll do what is needed to wrap up my responsibilities at the end of the year. Please let me know if there's anything else I can do to help during this transition. I hope the district can come together and work smoothly in the years to come.

Sincerely,



Kelley McDaniel



Grant Union Jr/Sr High School

911 S. Canyon Blvd • John Day, Oregon 97845 • 541-575-1799 Fax 541-575-2754

April 20, 2022

Dear Mr. Uptmor,

It is with mixed emotions I write this letter to inform you and the school board members that I will not return to the district for the 2022-2023 school year. While I am excited about the future possibilities my career path holds, my time here in this district has been enriching and enjoyable.

I feel fortunate to have worked with amazing educators and supportive administrators over the past 18 years. My time in the classroom with students and interactions with families and the community have provided me with many memorable moments. Thank you to the district for prioritizing physical education as an important part of students' educational experience at all grade levels.

Sincerely,

Samantha Gerry

Samantha Gerry