

Mapleton School District #32
School Board Meeting
May 15, 2024

5:00 p.m. Mapleton High School and on YouTube: <https://youtube.com/live/nuMIkWJE-yo>

Our mission is to provide a supportive and safe learning environment where all students are encouraged and empowered to reach their educational and personal potential.

1. Opening Ceremony
2. Review of the Agenda
3. Public Comment on Agenda Items– Submit form [BDDH-AR](#) from Board Policy for prior approval
4. Budget Committee Meeting
 - 4.1. Elect Budget Committee Chair
 - 4.2. Presentation of the Budget
 - 4.3. Budget Discussion
 - 4.4. Public Comment
 - 4.5. Budget Action
 - 4.6. Plan for May 22, 2024 Budget Meeting if Necessary
5. Wilson Architecture- TAP update
6. District Reports
 - 6.1. MS/HS Report
 - 6.2. Elementary Report
7. Finance/Tech/Maintenance Report/Documentation
8. Consent Agenda
 - 8.1. Payroll Check Register
 - 8.2. Accounts Payable Check Register
 - 8.3. Prior Month's Minutes
9. Discussion Items
 - 9.1. OSBA Training
 - 9.2. Listening Session Follow-up
10. Action Items
 - 10.1. Listening Session Follow-up
 - 10.2. 1st Read of Policies:
 - 10.2.1. AC – Nondiscrimination, Required
 - 10.2.2. CBG – Evaluation of the Superintendent, Required
 - 10.2.3. CCG – Evaluation of Administrators, Required
 - 10.2.4. DJC - Bidding Requirements (Versions 1 & 2), Delete
 - 10.2.5. DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Delete
 - 10.2.6. DJCA – Personal Service Contracts, Delete
 - 10.2.7. DJCA-AR – Personal Service Contracts, Delete
 - 10.2.8. EBBA – First Aid**, Delete
 - 10.2.9. EBBA-AR – First Aid - Infection Control, Delete
 - 10.2.10. EBBB – Injury or Illness Reports, Required
 - 10.2.11. EBC/EBCA – Emergency Procedures and Disaster Plans, Delete
 - 10.2.12. EBCA – Safety Threats**, Required, New
 - 10.2.13. GBEB – Staff – HIV, AIDS, and HBV, Delete
 - 10.2.14. GBN/JBA – Sexual Harassment, Required
 - 10.2.15. GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements**, Required
 - 10.2.16. GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required

- 10.2.17. GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises,
- 10.2.18. GCDA/GDDA – Criminal Records Checks and Fingerprinting *, Delete
- 10.2.19. GCDA/GDDA – Criminal Records Checks and Fingerprinting *, Required, New
- 10.2.20. GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Delete
- 10.2.21. IGBAF – Special Education – Individualized Education Program (IEP)** , Required
- 10.2.22. IGBAF-AR – Special Education: Individualized Education Program (IEP)**/* , Required
- 10.2.23. IGBAG – Special Education – Procedural Safeguards** , Required
- 10.2.24. JGAB – Use of Restraint or Seclusion** , Required
- 10.2.25. JGAB-AR – Use of Restraint or Seclusion** , Required
- 10.2.26. JHC – Student Health Services and Requirements** , Delete (in lieu of new EBBA)
- 10.2.27. JHCC – Communicable Diseases - Students, Delete
- 10.2.28. JHCC-AR – Communicable Diseases - Students, Delete
- 10.2.29. JHCCA – Students - HIV, HBV and AIDS** , Delete
- 10.2.30. JHCCF – Pediculosis (Head Lice), Delete
- 10.2.31. JHCCF – Pediculosis (Head Lice), was Version 3, now stand-alone, Optional
- 10.2.32. JHCCF-AR – Pediculosis (Head Lice), Delete

11. Public Comment on Items not on the agenda- Submit form [BDDH-AR](#) from Board Policy for prior approval

11.1. The School Board is interested in hearing from the public and will do so at this time on the agenda. The Board requests that patrons limit their comments to five minutes. Please state your name and physical address for the record. If a response to your concern requires action of the School Board or a gathering of information, it may be placed on a future agenda. Personnel matters may not be discussed in public at a Board meeting. Patrons who have personnel concerns should share them directly with the Superintendent.

12. Comments from the Board

13. Adjournment

Mapleton School Board Vision

- We strive to base all of our decisions on what is best for all students.
- We believe that all students can learn and must strive to attain high academic achievement and personal growth.
- We believe we must develop and nurture intellectual curiosity and a desire for discovery and achievement.
- We believe our curriculum must challenge, prepare and inspire all students to be successful at the next level of their lives; to work and live as contributing members in a diverse society.
- We believe that strong partnerships with parents and the broader community are essential to achieving the goals of education. As such, we exercise open and transparent district communication and provide opportunities for participation, dialogue and understanding.
- We believe it is essential to attract and retain the best staff members to serve the needs of our school community.
- We believe in supporting and empowering staff to continually improve instruction and student success in all modes of learning.
- We believe that adequate financial resources are essential for excellent outcomes.
- We believe in supporting and empowering our school community by treating everyone with dignity and respect.

Mapleton School District Monthly Enrollment

Enrollment	September	October	November	December	January	February	March	April	May	June
PK	8	11	11	11	11	11	12	12	13	
K	5	5	5	5	5	5	5	4	5	
1	9	10	10	9	7	7	6	6	6	
2	9	9	9	9	9	10	10	9	8	
3	13	13	13	13	13	13	13	12	12	
4	13	12	12	13	13	13	12	12	12	
5	14	14	14	14	14	14	14	14	14	
6	14	14	14	14	14	14	14	14	14	
7	9	10	10	12	11	12	12	13	13	
8	20	19	19	18	18	19	19	20	19	
9	11	11	12	13	12	12	10	10	10	
10	10	10	10	10	10	10	11	11	10	
11	9	9	9	9	9	9	10	10	10	
12	9	7	7	7	7	7	7	7	7	

Totals	September	October	November	December	January	February	March	April	May	June
2023-2024	153	154	155	157	153	156	155	154	153	
2022-2023	161	154	158	158	157	158	161	163	158	157
2021-2022	140	135	134	133	133	135	132	128	130	129
2020-2021	146	145	137	137	138	138	129	126	127	127
2019-2020	157	154	153	154	149	147	146	146	146	146
2018-2019	158	156	157	151	149	148	149	149	149	145
2017-2018	142	141	136	135	138	142	143	144	145	145
2016-2017	152	154	148	146	140	138	134	138	139	140

Previous years did not include preschool count.

MAPLETON SCHOOL DISTRICT 32
Revenue Expenditure Comparison
2023-2024 School Year

	July	August	September	October	November	December	January	February	March	April	May	June	End of Year	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
REVENUES														
100- TAXES	-	1,639	1,156	1,051	507,732	237,530	7,278	3,380	16,093	3,110	-	-	-	778,970
100- INTEREST	11,142	12,142	11,155	12,091	11,534	14,568	14,603	14,124	14,056	12,892	-	-	-	128,306
100- SSF	376,311	187,977	188,043	187,977	187,911	187,977	188,066	188,000	188,066	223,110	-	-	-	2,103,438
100- COUNTY TIMBER	607	-	-	-	-	-	-	-	-	-	-	-	-	607
Other Fund 100	437	8,911	437	437	8,361	12,235	502	13,510	703	2,006	-	-	-	47,539
Fund 200	-	35,023	-	15,882	50	144,739	33,070	1,210	7,435	115,680	-	-	-	353,089
Fund 300	-	426	300	269	138,360	64,728	1,956	912	4,382	832	-	-	-	212,164
Fund 400	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	388,497	246,118	201,091	217,708	853,947	661,776	245,474	221,137	230,735	357,630	-	-	-	3,624,114

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
EXPENDITURES														
SALARIES	48,671	71,845	97,203	107,170	118,868	111,494	104,097	115,018	113,461	427,561	-	-	-	1,315,388
FRINGE	24,041	31,568	43,862	45,129	51,307	49,676	49,053	52,643	52,385	251,647	-	-	-	651,311
SERVICES	7,296	9,332	23,776	13,406	42,796	36,636	17,940	15,663	21,628	19,872	-	-	-	208,345
SUPPLIES	3,279	9,945	15,477	3,405	15,820	5,644	(1,930)	70,324	(46,484)	3,645	-	-	-	79,126
CAPITAL OUTLAY	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FEES/DUES	778	128,553	10,011	5,506	1,600	1,925	205	195	381	1,012	-	-	-	150,165
TRANSFERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RESERVE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fund 200	11,311	259,343	187,747	206,843	151,015	151,912	141,566	192,160	160,551	(323,218)	-	-	-	1,139,230
Fund 300	-	-	-	-	49,084	-	-	-	-	-	-	-	-	49,084
Fund 400	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	95,375	510,587	378,076	381,458	430,491	357,288	310,930	446,003	301,921	380,519	-	-	-	3,592,649

MAPLETON SCHOOL DISTRICT 32
GENERAL LEDGER April, 2024

Fund Title	Fund No.	A100 Student Body	A101 Checking	LGIP	Fund Totals
General	100		\$705,752.23	\$2,261,819.93	\$2,967,572.16
SRSA	204		-\$14,505.78	\$0.00	-\$14,505.78
REAP	205		-\$19,899.19	\$0.00	-\$19,899.19
IDEA	206		-\$55,164.35	\$0.00	-\$55,164.35
Title I	210		-\$83,559.06	\$0.00	-\$83,559.06
ESSER	214		\$344.37	\$0.00	\$344.37
SIA	251		-\$77,714.34	\$0.00	-\$77,714.34
M98 Perkins	252		-\$51,471.74	\$0.00	-\$51,471.74
Gear-Up	255		-\$13,797.80	\$0.00	-\$13,797.80
Misc State	259		-\$46,873.89	\$0.00	-\$46,873.89
Preschool	260		-\$95,526.15	\$0.00	-\$95,526.15
Transportation	261		-\$196,058.84	\$184,566.00	-\$11,492.84
Textbook	262		-\$8,429.74	\$0.00	-\$8,429.74
PERS-Retire	263		\$193,114.89	\$0.00	\$193,114.89
Capital Improvements	264		\$328,057.25	\$0.00	\$328,057.25
Misc/Donations-Grants	265		\$34,383.02	\$0.00	\$34,383.02
YTP	271		-\$2,662.20	\$0.00	-\$2,662.20
LESD-Perkins	272		-\$2,800.00	\$0.00	-\$2,800.00
Student Body	280	\$95,695.97	\$0.00	\$0.00	\$95,695.97
Food Service	299		-\$14,129.48	\$0.00	-\$14,129.48
Debt Service	300		-\$49,084.42	\$245,778.17	\$196,693.75
Erate	215		\$0.00		\$0.00
					\$0.00

General Ledger Balance \$95,695.97 \$529,974.78 \$0.00 \$2,692,164.10 \$0.00 \$0.00 \$0.00 \$3,317,834.85

Bank Account Balance \$95,695.97 \$529,974.78 \$0.00 \$2,692,164.10 \$0.00 \$0.00 \$0.00 \$3,317,834.85

Reconciled by:  5/6/24

Reviewed by: _____

Reconciliation for April 30, 2024

>1 Month Outstanding Checks

18841	\$	315.00
18889	\$	540.00
13485	\$	368.07
18914	\$	215.00

Beg. Balance

\$ 45,436.84

Deposits	\$	1,679.24
Rent	\$	437.09
CC Rebate		
LGIP Transfers	\$	750,000.00
Grant Payment	\$	115,680.07
Misc (Surplus Sales)	\$	1,568.78
Interest	\$	4.16
Total Revenues/Credits	\$	869,369.34

Accounts Payable Total	\$	235,588.22
Payroll	\$	150,622.72
Misc (voids)	\$	(1,379.54)
Total Expenses/Debit	\$	384,831.40
Total Calculated	\$	529,974.78

<1 Month Outstanding Checks

18946		113.30
18956		300.00
18958	\$	200.00
18961		2,400.00
18963		1,757.00
18964		200.00
18965	\$	100.00
18966	\$	1,748.54
	\$	-

Bank Statement Balance	\$	538,231.69
OS Checks	\$	8,256.91
Adj. Bank Bal.	\$	529,974.78

Adj. Bank Balance	\$	529,974.78
LGIP General	\$	2,692,164.10
Student Body	\$	95,695.97

Total Balance	\$	3,317,834.85
General Ledger Balance	\$	3,317,834.85


5/16/24

 Reconciled By Date

Total Outstanding \$ 8,256.91

 Reviewed By Date

SUNGARD
 DATE: 05/01/2024
 TIME: 14:10:45

MAPLETON SCHOOL DISTRICT #32
 OUTSTANDING CHECKS

PAGE NUMBER: 1
 ACCTPAZ1
 ACCOUNTING PERIOD: 10/24

SELECTION CRITERIA: transact.yr='24' and transact.period='10'

FUND - 100 - GENERAL FUND		CASH ACCT		CHECK NUMBER	DATE ISSUED	DATE CLEARED	VENDOR	CLEARED	OUTSTANDING
A101		18944	04/08/2024	2727			CARRIE DEAN		99.75
A101		18945	04/08/2024	2996			COURTNEY STONE		93.80
A101		18946	04/08/2024	2740			LOUIS C BURRUSS		113.30
A101		18947	04/08/2024	1145			MAPLETON WATER DISTRICT		1,114.95
A101		18948	04/08/2024	1236			OREGON SCHOOL ACTIVITIES		95.00
A101		18949	04/08/2024	2909			NATALIE M ROSS		185.42
A101		18950	04/08/2024	2727			CARRIE DEAN		400.00
A101		18951	04/08/2024	1956			FIDELITY INVESTMENTS		540.00
A101		18952	04/08/2024	2922			JANET JACKSON		157.22
A101		18953	04/08/2024	1060			OREGON EDUCATION ASSOCIAT		1,326.05
A101		18954	04/18/2024	2921			JOSHUA REID		109.21
A101		18955	04/24/2024	2727			CARRIE DEAN		304.72
A101		18956	04/24/2024	2891			CHEMAMA INDIAN SCHOOL		300.00
A101		18957	04/24/2024	2787			DAYNA SILVANI		5.99
A101		18958	04/24/2024	2947			ELMIRA HIGH SCHOOL		200.00
A101		18959	04/24/2024	1976			EQUIPMENT MOBILE SERVICE		1,753.51
A101		18960	04/24/2024	2908			STEPHANIE R GRIJALVA		54.15
A101		18961	04/24/2024	2831			INDEPENDENT ACTUARIES, IN		2,400.00
A101		18962	04/24/2024	2921			JOSHUA REID		143.38
A101		18963	04/24/2024	2988			KAY GRAHAM		1,757.00
A101		18964	04/24/2024	2736			MOUNTAIN VALLEY LEAGUE		200.00
A101		18965	04/24/2024	2505			NORTHWEST REGIONAL ESD		100.00
A101		18966	04/24/2024	1702			WILLAMETTE ESD		1,748.54
A101		18967	04/24/2024	2975			WILSON ARCHITECTURE		21,149.37
A101		90002304	04/29/2024	1431			ALSCO		378.90
A101		90002305	04/29/2024	1762			AMAZON.COM		2,087.23
A101		90002306	04/29/2024	1017			BI-MART CORPORATION		43.97
A101		90002307	04/29/2024	2608			BOYS & GIRLS CLUBS OF WES		359.50
A101		90002308	04/29/2024	2677			BUCKS SANITARY SERVICE IN		291.80
A101		90002309	04/29/2024	2221			CASCADE ATHLETIC		301.75
A101		90002310	04/29/2024	2397			CASCADE RAPTOR CENTER		245.00
A101		90002311	04/29/2024	1030			CENTRAL COAST DISPOSAL IN		1,047.23
A101		90002312	04/29/2024	1031			CENTRAL LINCOLN PUD		7,601.26
A101		90002313	04/29/2024	3007			CENTRAL OR COMMUNITY COLL		1,590.00
A101		90002314	04/29/2024	1033			CHEVRON		40.00
A101		90002315	04/29/2024	2479			DICK'S SPORTING GOODS		49.98
A101		90002316	04/29/2024	2876			DOMINOS		59.33
A101		90002317	04/29/2024	2803			FIELDPRINT		25.00
A101		90002318	04/29/2024	1745			HARBOR FREIGHT		54.96
A101		90002319	04/29/2024	2784			HOTELS.COM		1,465.85
A101		90002320	04/29/2024	1102			JERRY'S HOME IMPROVEMENT		118.49
A101		90002321	04/29/2024	2777			MISC FOOD VENDOR FOR TRAV		336.23
A101		90002322	04/29/2024	2815			MISC ONLINE VENDOR		1,700.45
A101		90002323	04/29/2024	2993			OCCUPATIONAL SAFETY ONLIN		25.00
A101		90002324	04/29/2024	1242			PACIFIC OFFICE AUTOMATION		11.96
A101		90002325	04/29/2024	3006			PELICAN WIRELESS		105.99
A101		90002326	04/29/2024	2879			PITNEY BOWES ONLINE		142.73
A101		90002327	04/29/2024	1179			QUILL CORPORATION		15.56
A101		90002328	04/29/2024	1686			RANDY'S RIVERVIEW MARKET		53.43
A101		90002329	04/29/2024	1276			SAFEMAY INC-PORTLAND DIV		146.29
A101		90002330	04/29/2024	2852			SANGOMA		442.76
A101		90002331	04/29/2024	1282			SILKE COMMUNICATIONS INC		1,379.54
A101		90002332	04/29/2024	2554			VALLEY ATHLETICS		44.40
A101		90002333	04/29/2024	2666			VEND WEST SERVICES, INC.		

SUNGARD
 DATE: 05/01/2024
 TIME: 14:10:45

MAPLETON SCHOOL DISTRICT #32
 OUTSTANDING CHECKS

PAGE NUMBER: 2
 ACCTPAZ1
 ACCOUNTING PERIOD: 10/24

SELECTION CRITERIA: transact.yr='24' and transact.period='10'

FUND - 100 - GENERAL FUND

CASH ACCT	CHECK NUMBER	DATE ISSUED	DATE CLEARED	VENDOR	CLEARED	OUTSTANDING
A101	90002334	04/29/2024		1150 VERIZON WIRELESS BELLEVUE		91.74
A101	90002335	04/29/2024		2820 VIKING PLUMBING		18,108.00
A101	90002336	04/29/2024		1695 VYANET		826.17
A101	90002337	04/29/2024		1988 WALMART		73.30
A101	90002338	05/01/2024		2684 AMERICAN FIDELITY		1,800.00
A101	90002339	05/01/2024		2199 AMERICAN FIDELITY ASSURAN		1,580.00
A101	90002340	05/01/2024		2200 AMERICAN FIDELITY ASSURAN		593.10
A101	90002341	05/01/2024		1733 CIT TECHNOLOGY FIN SERV.		295.50
A101	90002342	05/01/2024		1057 HORACE MANN LIFE INNS CO		1,262.71
A101	90002343	05/01/2024		1194 INTERNAL REVENUE SERVICE		47,492.32
A101	90002344	05/01/2024		2439 OEBB		23,915.86
A101	90002345	05/01/2024		1193 OREGON DEPARTMENT OF REVE		15,939.63
A101	90002346	05/01/2024		1070 PERS		62,194.74
A101	90002347	05/01/2024		1225 SYSCO FOOD SERVICES		5,919.62
A101	90002348	05/01/2024		1150 VERIZON WIRELESS BELLEVUE		62.52
TOTAL	CASH ACCOUNT					235,188.22
TOTAL	FUND					235,188.22
TOTAL	REPORT					235,188.22

SUNGARD
 DATE: 04/08/2024
 TIME: 13:02:43

MAPLETON SCHOOL DISTRICT NO. 32
 CHECK REGISTER
 PAY RUN 24J APR 2024

PAGE NUMBER: 1
 MODULE NUM: PAYCHK33
 PAY PERIOD END 03/31/2024
 CHECK DATE 04/15/2024

CHECK NO	EMPLOYEE NUMBER	EMPLOYEE	DEPOSIT AMOUNT	CHECK AMOUNT
V80001620	1240	BARROWS, CASSANDRA	.00	2,055.12
V80001621	1328	STRENKE, HALEY	.00	2,039.71
V80001622	1221	VERMILYEA, KATHY	.00	185.20
V80001623	1297	ROSS, NATALIE M	.00	2,612.20
V80001624	1309	FORD, TUCKER	.00	3,603.10
V80001625	1282	ALLEN, KELSIE L	1,995.40	.00
V80001626	1338	BLANCHARD, GARRETT	4,385.10	.00
V80001627	1336	BLOOD, KAYLEY	1,027.56	.00
V80001628	1339	BURTT, ZACHARY	1,848.30	.00
V80001629	1315	CLEMONS, VANESSA	3,249.32	.00
V80001630	1345	DREILING, RICHARD	351.96	.00
V80001631	1319	GALBREATH FORD, KALEA	2,225.69	.00
V80001632	1337	GRAHAM, KAY	3,407.05	.00
V80001633	1325	GRIJALVA, STEPHANIE R	4,573.14	.00
V80001634	1323	HENRY, CHRISTINE	4,553.93	.00
V80001635	1320	JACKSON, JANET	2,361.83	.00
V80001636	1334	KELLEY, KIRSTEN	1,177.28	.00
V80001637	1335	KRULL, JESSICA	1,221.74	.00
V80001638	1331	LONG, JEANNETTE	3,301.34	.00
V80001639	1252	MASSIE, CRYSTAL	1,814.48	.00
V80001640	1340	MOORE, JOSEPH MILES	5,025.40	.00
V80001641	1326	O'RENICK, TAMARA JOY	3,297.61	.00
V80001642	1306	ROBY, JAMIE	2,932.04	.00
V80001643	1347	STONE, COURTNEY	2,761.29	.00
V80001644	1318	STROM, DAVID	286.51	.00
V80001645	1311	SUNDSTROM, HEIDI	2,136.06	.00
V80001646	1230	WALKER, SHAWN	1,874.88	.00
V80001647	1288	WHEELER, NOVALEIGH L	2,117.90	.00
V80001648	1324	WILSON, SUSAN	7,688.60	.00
V80001649	1182	BROWN, WINDY	4,445.85	.00
V80001650	1090	MOORE, MASHHELL L	1,581.87	.00
V80001651	1234	SNYDER, KENT	1,492.79	.00
V80001652	1041	DUVAL, RANDY	4,395.29	.00
V80001653	1263	TENNISON, JOYCE R	3,213.37	.00
V80001654	1097	CAIN, JOCELYN L	2,693.40	.00
V80001655	1266	DEAN, CARRIE	4,013.85	.00
V80001656	1120	DUVAL, CARLY A	3,175.00	.00
V80001657	1307	HILL-RIGGS, KRISTINA	1,898.67	.00
V80001658	1308	JOHNSON, TINA	212.71	.00
V80001659	1278	RICKS, JERON M	8,729.40	.00
V80001660	1293	SILVANI, DAYNA E	3,836.03	.00
V80001661	1065	STIMINGTON, YVETTE	1,978.90	.00
V80001662	1249	SMITH, CLARA M	3,976.85	.00
V80001663	1091	TIMPE, SARAH F	4,976.61	.00
V80001664	1295	TUCKER, AMBER C	848.84	.00
V80001665	1258	BURRUSS, LOUIS C	4,424.29	.00
V80001666	1279	CHAMBERS, DAWN M	3,186.43	.00
V80001667	1264	DOOLEY, MOLLY K	3,887.54	.00
V80001668	1310	FENTON, SUSAN	298.37	.00
V80001669	1145	FOSTER, JAMIE	3,597.99	.00
V80001670	1148	JENKINS, TAMARA	2,721.09	.00
V80001671	1141	JOHNSTON, TERRI	2,120.73	.00
V80001672	1049	LOGAN, DANITA G	272.24	.00
V80001673	1055	MOYER, BRENDA L	1,996.37	.00
V80001674	1036	ROSSI, KELLY L	538.50	.00

8/10/24

SUNGARD
DATE: 04/08/2024
TIME: 13:02:43

MAPLETON SCHOOL DISTRICT NO. 32
CHECK REGISTER
PAY RUN 24J APR 2024

PAGE NUMBER: 2
MODULE NUM: PAYCHK33
PAY PERIOD END 03/31/2024
CHECK DATE 04/15/2024

CHECK NO	EMPLOYEE NUMBER	DEPOSIT AMOUNT	CHECK AMOUNT
TOTAL	55 CHECKS ISSUED	140,127.39	10,495.33

Mapleton School District #32
School Board Meeting Minutes
April 17, 2024

6:00 p.m. Mapleton High School and on YouTube: https://youtube.com/live/bCfD_oepYJ8

Our mission is to provide a supportive and safe learning environment where all students are encouraged and empowered to reach their educational and personal potential.

1. Opening Ceremony- Mizu, Maree, Andrea in attendance
2. Review of the Agenda
3. Public Comment on Agenda Items– Submit form [BDDH-AR](#) from Board Policy for prior approval
4. Wilson Architecture- TAP update- Curt Wilson presented
5. District Reports- Sue Wilson presented
 - 5.1. MS/HS Report
 - 5.2. Elementary Report
6. Finance/Tech/Maintenance Report/Documentation- Jeron Ricks presented
7. Consent Agenda – Motion to approve by Maree, second by Mizu- unanimous approval
 - 7.1. Payroll Check Register
 - 7.2. Accounts Payable Check Register
 - 7.3. Prior Month's Minutes
8. Action Items
 - 8.1. Personnel: Resignation: Windy Brown, Terri Johnston; Hiring: Brenda Dutra, Bus Driver- Elizabeth Hudgins, Early Literacy Instructional Coach – motion to approve by Mizu, second by Maree- unanimous approval
 - 8.2. 24-25 School Calendar- Motion to approve by Maree, second by Mizu, unanimous approval
9. Discussion Items
 - 9.1. Budget Committee: Tim- Yes, Kathy- Yes, Sharon- Not available, Will- Yes, Miranda
 - 9.2. OSBA Training
 - 9.3. Inclusivity – Listening Sessions April 24 10am and 6pm
10. Public Comment on Items not on the agenda- Submit form [BDDH-AR](#) from Board Policy for prior approval
 - 10.1. The School Board is interested in hearing from the public and will do so at this time on the agenda. The Board requests that patrons limit their comments to five minutes. Please state your name and physical address for the record. If a response to your concern requires action of the School Board or a gathering of information, it may be placed on a future agenda. Personnel matters may not be discussed in public at a Board meeting. Patrons who have personnel concerns should share them directly with the Superintendent.
11. Comments from the Board
12. Adjournment

Mapleton School Board Vision

- We strive to base all of our decisions on what is best for all students.
- We believe that all students can learn and must strive to attain high academic achievement and personal growth.
- We believe we must develop and nurture intellectual curiosity and a desire for discovery and achievement.
- We believe our curriculum must challenge, prepare and inspire all students to be successful at the next level of their lives; to work and live as contributing members in a diverse society.

- We believe that strong partnerships with parents and the broader community are essential to achieving the goals of education. As such, we exercise open and transparent district communication and provide opportunities for participation, dialogue and understanding.
- We believe it is essential to attract and retain the best staff members to serve the needs of our school community.
- We believe in supporting and empowering staff to continually improve instruction and student success in all modes of learning.
- We believe that adequate financial resources are essential for excellent outcomes.
- We believe in supporting and empowering our school community by treating everyone with dignity and respect.

04/23/2024

To our Mapleton School Board and whomever else it may concern;

My name is Jesse Pattison, my wife Elaine Pattison; we wanted to speak with you today concerning the inclusion language and related issues which you and much of our Community are wrestling with. We are celebrating our 43rd marriage anniversary currently, and are out of the area. I do regret that we are not able to be with you in person today.

As Christians, we are given a target of speaking the Truth, in Love. As easy as this may sound, it can be quite a challenge when issues have a lot of emotions and consequences around them. We would like to begin by thanking you for making this opportunity for other thoughts to be shared and examined. Our hope is that we can all grow in our understandings of Truth; which we believe is virtually never limited to one position, or person, or group.

So as not to take more time than necessary, we will dispense with many of the surrounding and building up to issues which often get discussed in opening remarks concerning these topics:

We believe that a boy can never become a girl; it is biologically, emotionally, experientially, genetically, and mentally impossible for a boy who grew up to some age as a boy to become a girl. This, of course, applies to a girl becoming a boy as well. What then is a boy, or girl, who believes "they has been given" the wrong body? Well, a child who has undergone surgery and or hormonal "therapy" treatment is just that. A boy who is altered, perhaps mutilated, is still a boy, only an altered boy. A boy who has undergone surgery has been referred for many generations as a eunuch.

We believe this is obvious; yet it becomes confusing by the amount of emotion, co-dependence, and desire to accommodate hurting children. If I own a Chevrolet, can I turn it into a Porsche or Rolls-Royce? I can replace the outer configurations, including the fenders and windshield, repaint it, and it will resemble a Rolls from a distance, to an untrained eye. Yet, of course it can never become a Royles, unless the entire vehicle is transformed, every single piece. Yet vehicles are childs play, compared to the amazing "vehicles" that we call our bodies. We are male, or female, through and through, right down to our DNA makeup.

So, to ask other children, or adults, to call a boy a girl, or a girl a boy, or a child a they, etc, is asking or demanding persons to lie. Requiring a person to bear false witness in the name of inclusion or unity is counterproductive to correct education mandates and is morally repugnant. Supporting children in the truth is paramount to good instruction and education. Supporting and affirming lies in a child is paramount to child abuse, and is antithetical to correct training of a child. Do not require persons to bear false witness; calling green really yellow, calling cold actually hot, or a boy a girl, or an it, or.....

The fingers of these false beliefs regarding a persons feelings being the actual measure of truth has many disturbing tentacles. For example, allowing a boy to enter a girls bathroom or gym/shower area because of how they feel, or how they say they feel, about themselves, is broken leadership, leading toward perversion. We will not go into the very disturbing tentacle of boys competing against girls.

Thank you again for giving us and others the opportunity to share our thoughts and concerns.

Jesse & Elaine Pattison
pattison@peak.org

Jesse Pattison
Elaine Pattison

Listening Sessions Public Input Form

Your responses will be shared with the board, superintendent, and entered into public record (as are verbal comments). Thank you for your time and thoughtful communication.

Opener:

1. Please share your connection to Mapleton School District (MSD) and students:

Parent of Mapleton student,
Long term Siuslaw region resident.

The next two items are your questions. The school district will try to answer all questions in an additional FAQ response. On the district's FAQ response, similar questions may be combined in order to not be repetitive and to be respectful of everyone's time.

2. Let us know your questions about the topic of Gender Inclusive Language:

If we are not in compliance with the
sexual health education ~~how~~ have we
been doing to make sure what
the gender inclusion.

3. What questions do you have about what the school superintendent, school board, state, and federal government can actually decide?

Name(s): _____

The next three items are an opportunity for you to tell the board and superintendent about your perspective on the issue of Gender Inclusive Language:

4. What are your concerns around the topic of Gender Inclusive Language?

We need to continue the education of our community.

5. What are your hopes around the topic of Gender Inclusive Language?

That all students are safe and accepted

6. What do you want to share with the Mapleton School District Board of Directors?

Please continue the hard work

Now let's look ahead, the last several months with this topic have been contentious within the community, this is your opportunity to share how we might help each other move along:

7. How do you think the community can move forward together?

Education & continue this,

Name(s): Jen Ledbetter

Listening Sessions Public Input Form

Your responses will be shared with the board, superintendent, and entered into public record (as are verbal comments). Thank you for your time and thoughtful communication.

Opener:

1. Please share your connection to Mapleton School District (MSD) and students:

The next two items are your questions. The school district will try to answer all questions in an additional FAQ response. On the district's FAQ response, similar questions may be combined in order to not be repetitive and to be respectful of everyone's time.

2. Let us know your questions about the topic of Gender Inclusive Language:

3. What questions do you have about what the school superintendent, school board, state, and federal government can actually decide?

Name(s): _____

4/24/24

Listening Sessions Public Input Form

Your responses will be shared with the board, superintendent, and entered into public record (as are verbal comments). Thank you for your time and thoughtful communication.

Opener:

1. Please share your connection to Mapleton School District (MSD) and students:
Resident, Taxpayer, Former director of LEAF @ MSD 4-11
leader, retired teacher of 30 yrs, continue tutoring,
member of Siuslaw Watershed Council

The next two items are your questions. The school district will try to answer all questions in an additional FAQ response. On the district's FAQ response, similar questions may be combined in order to not be repetitive and to be respectful of everyone's time.

2. Let us know your questions about the topic of Gender Inclusive Language:

Gender Inclusive Language is so important for the individuals who do not want to be identified as something other than they identify with.

It is HARD to discuss (my hands are shaky)
I do not know at what age a child in a school setting needs to be asked "what gender do you identify with?"

3. What questions do you have about what the school superintendent, school board, state, and federal government can actually decide?

None.

Am happy to be a part of the process

Please do attempt community education along these lines, esp. that gender ~~is~~ identification is not a physical-only identification.

Name(s): _____

Lauren Hesse

The next three items are an opportunity for you to tell the board and superintendent about your perspective on the issue of Gender Inclusive Language:

4. What are your concerns around the topic of Gender Inclusive Language?

I hope this ~~is~~ topic doesn't divide the community beyond our already-divided (politics, environment, etc) factors.

This is not about Christianity.

5. What are your hopes around the topic of Gender Inclusive Language?

That there is no forced "vote"... let's come to consensus (esp?)

6. What do you want to share with the Mapleton School District Board of Directors?

Thank you for including community input.

Keep including the community.

How can more mechanisms of communication be used? (I am not a FB user & wouldn't have known about the meeting except for a neighbor's sharing.)

Now let's look ahead, the last several months with this topic have been contentious within the community, this is your opportunity to share how we might help each other move along:

7. How do you think the community can move forward together?

① Educate: How do gender, gender identity, sexual identification, etc get blurred, how are they defined?

② Help teachers to know protocol so parents don't freak out

③ Continue to include students' & teachers' input.

Name(s): _____

Lawrence Hesse

(sorry this is so messy)

include a medical expert & a therapeutic expert if necessary

We "identify" as parents, grandparents, and concerned members of the Mapleton School District community wishing to challenge the promotion of normalization of gender inclusivity to the primary and elementary students.

We attended the board meeting in February that grappled with the inclusivity policy being implemented, especially in the primary and elementary school years and its result was quite disparaging to many in attendance. Our concern is one of bona fide love for children and protection of their educational environment. We along with others who attended this meeting are totally distressed with the current strategy to introduce young children to this potentially calamitous ideation.

We observed a courageous young board member in opposition to this policy endure this circus and remain strong all the while wringing her hands with a knot in her throat and it was heartbreaking. She was ignored and not heard. We are just appalled. A long-time veteran school board member informed her that she too had been outvoted in the past and that younger member would have to accept and deal with the board. We do not believe it was very empathetic or kind. No, she does not have to support this agenda, it is still a free country.

It was also stated that the board was there for the students and parents are a secondary consideration-well yes to a point. This raises a concern of parental exclusion promoted and endorsed by government and school districts alike. School officials can refuse to share this information with parents regarding their child's gender confusion and it is kept undisclosed to them. The school will lie to their parents. Parental involvement is undervalued. Isn't it a team effort? Parents consider their children's welfare of critical importance. They insist that the environment they are sending their child into is not promoting objectionable materials and ideation. Their kids are young, innocent, impressionable, and trust their teachers. What a gigantic hotbed for this societal deviation. The intimation that gender is fluid and is not absolute is a lie. Male and female, determined at birth-it has been that way since creation. The bible addresses this quite beautifully:

Genesis 1:27 So God created man in his own image, in the image of God he created him; male and female he created them. Also in Psalm 139 13-14: For you created my inmost being; you knit me together in my mother's womb. 14 I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

Requiring children to use gender preferred pronouns is a violation of their first amendment rights-it is against their freedom of speech. Americans are not required to alter their vocabulary to appease a small yet loud minority. The desire to normalize that which is not normal caves to progressive pressure and can confuse and harm children's god given perception of self. It is a progressive attempt to weaken our society. And it begins with little ones and manipulative indoctrination.

Bullying has never been tolerated. There are policys already in place that sufficiently address this issue of inclusivity for all populations. Also, no human being should be treated like they are unworthy of being seen or heard.

A teacher in a physical education group setting of 3rd graders saying that if you “identify” as a boy use this form and identify as girls use the different form is careless. It is suggestive of entrapment. It is opening pandora’s box unnecessarily. Young children are not even aware of this ideation until it has been suggested. Let them grow and become critical thinkers.

Another issue addressed is the threat of government defunding. Has there actually been a defunding on record? We must commend the previous Mapleton administration for holding back the floodgates regarding enforcement of this policy-they neither endorsed nor condemned yet remained funded. It can be accomplished-you refuse to listen as your agenda is taking priority over logical and sound reasoning. It will never become a normal exposure for young children.

Oregon rates 46th out of 50 states for school quality! The rise of homeschooling is the result of parental refusal of their child's exposure to the gender/woke narrative coupled with the low success rate of Oregon schools in general. All homeschooled children are required to be tested and scores indicate most are thriving and testing above average in many cases. This narrative is taking up too much valuable brain real estate and energy. Get back to basics..please for sanity's sake.

1. Why was it necessary to include gender identity in a 3rd grade group setting such as that of the physical education form issue that was brought up?
2. How is the staff going to police this pronoun and gender policy?
3. Is there an opt out provision that will allow all students to retain their own objectivity regarding the subject matter?
4. What are the ramifications for students' respectful refusal to acknowledge this type of pronoun?
5. Will they be punished if they address a fellow student with proper pronouns?
6. As they mature into teens how are cisgendered students' rights being considered in dressing rooms, showers, and restrooms?
7. Do you feel that young women rights in sports have been eliminated as this issue has desecrated the whole purpose of the Title 9 act to give them opportunity to excel?
8. What literature content is being planned and is already available to students of all ages regarding gender and sexuality?
9. With the new mental health and medical addition planned, is the medication kiosk to include hormone medication to implement the transition of teens without parental knowledge?
10. Have you ever heard of the atrocities of John Money? Look Him up! He is nuts!

John and Karen Walker, April 24, 2024

Listening Sessions Public Input Form

Your responses will be shared with the board, superintendent, and entered into public record (as are verbal comments). Thank you for your time and thoughtful communication.

Opener:

1. Please share your connection to Mapleton School District (MSD) and students:

Sophomore at MHS.

The next two items are your questions. The school district will try to answer all questions in an additional FAQ response. On the district's FAQ response, similar questions may be combined in order to not be repetitive and to be respectful of everyone's time.

2. Let us know your questions about the topic of Gender Inclusive Language:

Other than going to make other
than pronouns, what
does "Gender inclusive Language
consist of?"

3. What questions do you have about what the school superintendent, school board, state, and federal government can actually decide?

How will you be inclusive
of the Christian and non-Christian
students who are not comfortable
with this type of language?

Name(s): _____

ty for you to tell the board and superintendent about your perspective on the issue of Gender Inclusive Language:

4. What are your concerns around the topic of Gender Inclusive Language?

I am worried that my little cousins in the elementary school will be exposed to this criteria that has nothing to do with what they're learning at their age and is quite honestly confusing.

5. What are your hopes around the topic of Gender Inclusive Language?

We can find a way to come together and discuss not only how we feel and what we believe but, how we can move forward.

6. What do you want to share with the Mapleton School District Board of Directors?

All that I have to share is written in my letter, that ~~is~~ will be credited to Sue.

Now let's look ahead, the last several months with this topic have been contentious within the community, this is your opportunity to share how we might help each other move along:

7. How do you think the community can move forward together?

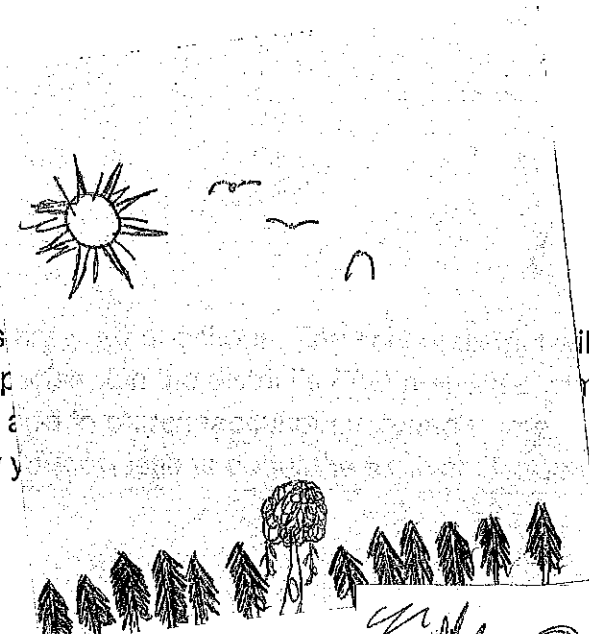
Name(s): _____

Listening Sessions Public Input Form

Your responses will be shared with the board, superintendent, and entered into public record (as are verbal comments). Thank you for your time and thoughtful communication.

Opener:

1. Please share your connection to Mapleton School District (MSD) and students:



The next two items are additional FAQ responses to not be repetitive and 2. Let us know y

will try to answer all questions in an similar questions may be combined in order

Inclusive Language:

3. What questions do you have about what federal government can actually decide?

in the
Pronouns are more than just she/he/hot and a "gay" thing

rd, state, and

Name(s): _____

Listening Sessions Public Input Form

Your responses will be shared with the board, superintendent, and entered into public record (as are verbal comments). Thank you for your time and thoughtful communication.

Opener:

1. Please share your connection to Mapleton School District (MSD) and students:

Friend of families in MSD.

The next two items are your questions. The school district will try to answer all questions in an additional FAQ response. On the district's FAQ response, similar questions may be combined in order to not be repetitive and to be respectful of everyone's time.

2. Let us know your questions about the topic of Gender Inclusive Language:

"The Hillary Cass review of gender identity services for children and young people." might serve as a great resource for moving forward in applying this conversation to our young people.

3. What questions do you have about what the school superintendent, school board, state, and federal government can actually decide?

Name(s): Tim Walls

The next three items are an opportunity for you to tell the board and superintendent about your perspective on the issue of Gender Inclusive Language:

4. What are your concerns around the topic of Gender Inclusive Language?

language creates culture, and we're still learning the full scope of adapting gender inclusive language. Is there a more effective way to meet the needs of gender fluid students without this cultural shift?

5. What are your hopes around the topic of Gender Inclusive Language?

For clarity, I would hope for traditional English language to be maintained. The more simple we can make this issue the better.

6. What do you want to share with the Mapleton School District Board of Directors?

Thank you for your care in handling this issue and others like them.

Now let's look ahead, the last several months with this topic have been contentious within the community, this is your opportunity to share how we might help each other move along:

7. How do you think the community can move forward together?

I'm not sure. Generally, I think it would be helpful for MSD to make its decision independent of state requirements; in order to establish policy reflected in the community.

Name(s): Tim Walls

Mapleton School District (MSD)
 Listening Sessions on Gender Inclusivity

Verbal Public Comment Sign-up

10am or 6pm, Wednesday, April 24, 2024

Depending on the number of people wishing to speak, there may be a 2-5 minute time limit set.

Name	Contact Information (optional) and City of Residence	Connection to Mapleton School District
✓8 Larry Scoville	11635 1st mapleton	
✓9 Diana Scoville	"	Graduate
✓10 Rick Barrows		
✓11 TIM WALLS	FLORENCE, OR	
✓12 Josh Reid	SwissHome O	Graduate and
✓13 Charles / Cliff	SwissHome	RESIDENT Son goes to Elementary
✓14 Lauren Hester	Ma	"
15 Clifford Moore		graduate
16 Jennifer Ledbetter		has a student

Mapleton School District (MSD)
 Listening Sessions on Gender Inclusivity

Verbal Public Comment Sign-up

10am or 6pm, Wednesday, April 24, 2024

Depending on the number of people wishing to speak, there may be a 2-5 minute time limit set.

Name	Contact Information (optional) and City of Residence	Connection to Mapleton School District
✓3 John Walker	Mapleton OR	taxpayer Grandparent
✓4 Karen Walker	mapleton OR	taxpayer Grandparent
✓5 Bryan Moore	Mapleton Ore	taxpayer Grandparent
2 Lou Burruss		

Mapleton School District (MSD)
 Listening Sessions on Gender Inclusivity
 Verbal Public Comment Sign-up

10am or 6pm, Wednesday, April 24, 2024

Depending on the number of people wishing to speak, there may be a 2-5 minute time limit set.

Name	Contact Information (optional) and City of Residence	Connection to Mapleton School District
✓ Lucie Burruss		Student
✓ CANDY Clifton	Swissvale	Resident
✓ Karki Burruss		Resident & Grandparent

Listening Session Input - submitted prior to April 24th sessions:

As a mother of 6, ages ranging from 9yrs old to 27yrs, 3 of which attended Mapleton schools & 3 to Siuslaw, I have a pretty diverse perspective. When I first started seeing the social media posts about our students being taught inappropriate subject matter, with sexuality and gender discussions being forced on our children, of course, I was upset. First I went to my kids. I asked them what was being taught & what these things mean to them. My nine year old 4th grader was able to explain to me that being inclusive means that there are going to be people who are different and that he and his friends at school are going to do their best to be kind and that it is ok if they are different. He said how some kids don't have the same support at home so he just wants to be a good friend. When I asked him about how some kids identify differently, he said yeah, that's a thing & we don't judge. Further into our conversation I realized that in 4th grade, NONE of the things I read in the social media post were actually being taught and I now had a kid with a bunch of questions. With the help of his older sibling, we were able to answer many of his questions to define some of the things he was asking. I then was able to ask my 8th grader about what they are learning regarding inclusivity, gender, sexuality etc. They said surprisingly little is actually taught. We looked over some old vocabulary that was discussed as a minor part of a class. To me, it was all age appropriate and definitely relevant to the world our kids are growing up in. I can appreciate that the middle school students are given the dictionary/textbook definitions of these concepts so they aren't clueless and made to make their own assumptions from what they see on social media. Honestly, I'm grateful that the school is teaching the kids to be kind and accepting of each other. It is hard enough just growing up in today's world. I appreciate that the school is making sure all kids are supported regardless of their differences. Any time I have been concerned with content or curriculum here at the Mapleton school district, the teachers and staff (along with my kids) have always been willing to share the information so I can be aware of what is being taught. Any time I have questions regarding ANYTHING that is going on at school, I ask my kids or their friends. I generally get more information than want, but I also get to hear their perspectives and that is most important in my opinion. I encourage everyone to take what is said on social media with a grain of salt. Have real conversations with our students and the school when we have questions regarding curriculum. They have always been transparent when I ask direct questions about what my children are being taught. I appreciate the school board for having these sessions to let us voice our concerns.

Mariah Morgan

[1 response](#)

As an ally, I can say that gender affirmation is the simplest thing you can provide a transgender person. Acknowledging a preferred name or gender causes no harm to you but could mean the world to that other person. As a cisgender female, I cannot say what life is like for a trans person but I will tell you from my sister's perspective what it would have meant for her to have gone to school in an environment of inclusion and acceptance. Growing up, she constantly heard what it was to be a man and if you didn't fit into that stereotype, then something was wrong with you. This led to a deep hatred for herself for feeling different than what she was always told she needed to be. Had environments like school and the community been accepting of people who fit outside the box, her struggles with low self-esteem and depression wouldn't have been as extreme. Knowing other people like her existed and that something wasn't wrong with her would have helped her to understand herself better. Having to hide who you really are doesn't allow for you to form authentic relationships with other people. Kids needs a safe space in which they can feel free to be themselves and if they aren't getting that at home and can't have it at school, then where is that supposed to happen? I am unbelievably proud of my sister. Even though I am the older sister, I look up to her for being true to herself in spite of the fact that there are people in this world that hate her simply for existing. We speak up for all trans people but today, we are standing together for one kid. That one kid who doesn't feel comfortable in their own skin. That one kid who feels ashamed to be who they are. That one kid who hears the hatred spew from their parents lips. To that kid, we see you and you are enough.

Crystal Massie

[1 response](#)

Gender identity is a deeply personal and complex issue. As a grandparent and a member of this community, I am here today with a plea for empathy, understanding, and action. Our children are not statistics; they are vibrant, sensitive souls who deserve our unwavering support in navigating the complexities of their identities. When we deny our children the simple dignity of affirming their gender identities, we send a message that they are not worthy of love and acceptance. The consequences of non-support for children exploring their gender identities can be devastating. Study after study has shown the alarming rates of depression, anxiety, and suicide among transgender, non-binary and gay youth who face rejection, discrimination, and lack of acceptance. According to the Trevor Project, nearly half of transgender and non-binary youth have seriously considered suicide, and one in four have attempted it. (www.thetrevorproject.org/survey-2022/.) These are not just numbers. They are our grandchildren, our children, our siblings, our friends. Mapleton is know for its small classes and compassion for students. By allowing children to use their chosen name and

pronouns, Mapleton will continue its inclusive and affirming environment. This simple act of respect can have a profound impact, reducing the risk of bullying, harassment, and social isolation that many gender diverse students face. This also has positive impacts on the broader school community. In fostering a culture of acceptance and inclusion, schools can help reduce stigma and promote understanding among all students, staff and families. This, in turn, can lead to a more cohesive and supportive school environment where everyone feels safe and respected.

Kaki & Billy Burruss

[1 response](#)

Dear Mapleton School District Board of Directors,

As a teacher deeply committed to creating an inclusive and safe learning environment for all students, I am writing to express my strong support for efforts and initiatives that promote gender diversity and inclusion in our schools. It is so critical that we create a safe and welcoming space for all students, regardless of their gender identity. By embracing and fostering a culture of acceptance, we not only comply with legal and ethical standards but also we ensure that every student has the opportunity to thrive academically, socially, and emotionally. I believe that education plays a crucial role in challenging stereotypes, promoting understanding, and empowering individuals to embrace their most authentic selves. As teachers, we have a responsibility to advocate for policies and practices that affirm the identities of our students and protect them from discrimination, harassment, and bullying. I urge our community to continue to prioritize the implementation of inclusive policies and support services that address the unique needs of our students. This includes providing training for staff and community members and promoting kindness, awareness and acceptance. I hope to send a powerful message of acceptance and support to all Mapleton students. Together, we can build a community where every student feels valued, respected, and empowered to succeed.

With gratitude,
Stephanie Grijalva
National Board Certified
Art Educator
Mapleton Parent

[1 response](#)

Since sports seems to be the biggest issue that most people have with transgender and non-binary students participating in sports. I think this can easily be addressed by using height and weight to

determine competition leagues rather than gender leagues. I feel that young people are not entirely certain of who they are. We should be open to their gender fluidity and also understand this may be a phase or a life long decision. Either way providing unbiased support to all people is a core value to the United States. We all have the right to life, liberty, and the pursuit of happiness. No one knows what is best for them better than themselves. Someone's gender identity does not effect other people's learning experiences unless they choose to focus on it. If people are bothered by other people's choices, they may want to focus on their self and how to improve their learning and experience rather than focusing on other people's identities.

Sophia Gable

[1 response](#)

I have been a resident of the Mapleton district for 49 years, all four of my children attended Mapleton schools and I am a strong supporter of gender inclusivity in our public schools. Our schools should provide the education, respect and support needed to ensure equal treatment and safety for all gender identities. Modern scientific studies have shown that gender identity is not just simple matter of male and female but a complicated mix of factors unique to each individual's makeup. If we are going to live in a truly free society we must respect and embrace our diversity and work together to create a place of loving understanding. The strident voices of a vocal minority should not be allowed to drown out those who want to create a safe and welcoming environment for everyone. Thank you, Bill Cirino

[1 response](#)

Both of our children went to school in Mapleton, K-12. In that era there was great diversity. We managed this by trying to treat everyone with tolerance and respect. Was it always easy? Certainly not. But the rewards were great. To this day it has provided us with the opportunity to relate to the general community as good neighbors. Now, our grandchildren are in Mapleton. They are the living legacy of tolerance and respect in the community. I trust this legacy will continue into the next generation and all of our children will have the opportunities they deserve.

Jan Kinney

[1 response](#)

I wish to hear what gender inclusivity is about and be able to have my questions answered by the Board and the superintendent.

Sandra Clifton

[1 response](#)

I wonder if the recent Cass Report out of England would help the district navigate this issue

Tim Walls

Listening Session Feedback submitted through email:

While I understand that the school is trying to be inclusive, this absolutely dose not belong in elementary school. This should be something parents share with there kids in there home. Absolutely no room for it in elementary school let them be kids for Pete's sake. They have to grow up soon enough, without putting this kind of confusing things in there precious brains.

Thank you Craig Putnam!

J. Miles Moore

Connection to school: School Psychologist, SPED case manager

My input is long-winded, but here it is:

We have all looked up at the stars at night and marveled. There are uncountable billions of them out there. Scientists estimate there are approximately 200 sextillion stars, a number so large that it's completely meaningless to our human minds. These are just flaming balls of gas, more alike than different and yet there are seven types in the classification system of stars used by astronomers. And even those seven discrete classifications are somewhat artificial and arbitrarily chosen divides. Meaning that two stars with the same classification are going to still be different. Perhaps their chemical composition varies slightly, or size, or heat output, etc. The seven types are something humans made up to fit them into categories we could refer to in order to better understand and analyze. It's a useful habit we humans have, but sometimes it misfires.

The rainbow - we are taught in elementary school - is divided into seven discrete colors: red, orange, yellow, green, blue, indigo, violet. But this is also an artificial divide. Anyone who has ever used a computer program to paint or draw knows that there are millions of different colors possible. Even Crayola puts out a box of markers with 100 different shades and tints of those seven colors. So why are we taught only seven colors?

If you go into a store that sells make-up and look at how many base tones are available, the number is huge. There's one that matches my skin tone, one that matches yours, and one for every shade in between and darker and lighter than either of us. There are dozens of different human skin tones. Human variation is massive. So why is it just white, black, and brown? Do those categories serve us in better understanding? I think quite the opposite. Those artificial divides have led to atrocities and oppression all over the world for thousands of years.

We vary by skin tone, shoe size, height, weight, hair color, blood type, dietary allergies, medical needs, psychological make-ups, cultural upbringings, and on and on and on. The permutations are uncountable. No two people are exactly the same in 8 billion.

So why - given all this variation among the universe and even within people - are we so certain that there's only two human genders? There aren't even two biological sexes if we want to be exact about it. We used to use the word hermaphrodite to describe people born with some combination of male and female anatomy. Today we call them intersex. It's true that they number less than 2% of the population, but they show the lie of our categorical system of gender. You can maybe put 98% of human into one of two biological buckets, but not all of them. Just like stars and colors and make-up, there are many variations of hormone balances and anatomical configurations that show us our categorical systems don't really hold much water. They are merely shorthands for simplicity in understanding. But when has simplifying when it comes to people ever led us to greater understanding of each other? We are complicated creatures. We have all known women and men who present as very different than what is typical for the two accepted genders, and yet we insist that everyone must fit into one bucket or the other. But why is that?

I should disclose that I am a straight, white, CIS male. I was raised in a world where "trans" was not even a word in common usage. Binary was a term reserved for science and technology classes. Over the last 20 years of my life I have come to learn quite a lot about trans and non-binary people and like many of us who live in the 66% in the middle of the human curve, I struggled to understand it at first. When these ideas were new to me I felt some resistance within me. Why does this person need me to call them "they/them?" I would ask myself. They are visibly one gender or the other. Why do they need to be so different? These questions are

normal when the concepts are new. I recognize that it's an interrogation of change and I can accept that it is reasonable and useful to do so whenever our fellow humans want to shake things up and rock the boat. I get it.

But the key word I found myself coming back to in those questions is "need." The people that are asking for this change need it. I don't understand the need and I may never understand it, but there are many people with many kinds of needs that I can't really understand. I don't have to. I may have been raised in a time when these ideas were not common, but I was raised by parents who believed in showing respect and love to my fellow humans. And certain humans among us have different needs. Some of us want to be identified in a certain way to feel respect and love. I don't have to understand that to know that they will feel unloved and disrespected if I refuse to observe their need. And that was enough for me to end my interrogation of these new ideas.

And I have heard the argument that these are just kids and they're experimenting and are just as likely to change their mind in a few years and revert back to their CIS gender. Sure. That's definitely possible. I have actually met a few students in my career that did exactly that. And I have known many people in their 30s and 40s that identify themselves as "they/them" and have every plan to stay there for life. Either way, is it any less valid because it was temporary? Did you yourselves never experiment with your own identity as a teen? I myself went through an experimental phase as a teenager. I wore long wallet chains and smoked cigarettes and did things that got me in trouble with the law. I spent time in the principal's office constantly at school and my previous straight A grades dropped into C and B range. Luckily, I turned it back around and cleaned up my act. But I would argue that my own experiments were the more potentially harmful ones. I could have ruined my failed out of school, been arrested, or worse. Where is the harm in a child saying "hey I don't think I actually feel like I'm a boy or a girl." Who does that harm? If it is indeed an experiment, the child will likely feel a great deal of embarrassment when they reverse course. They will need our support then too. Instead of pointing to them as a reason to disrespect and invalidate the others that stay the course, and thus making both groups feel worse, we should remind ourselves of our own experiments and let them shrug it off and move on. You had to find yourself. Can we let them find what they find in their own time?

When considering any act of support for the community (and by community in this case, I am referring to the species, not just local) I really think we have a responsibility to weigh cost and benefit. What does it cost you to allow these differences? And again, I've heard the arguments. Bathroom and locker room usage and participation in sports raise questions. These are

complicated questions, that will require ironing out. There is conversation to be had. But these things can't be held up as major costs to invalidate the entire enterprise and say flatly "no." There is nuance and growth to be found in those discussions.

It costs me nothing to open my mind to a wider spectrum of people. It costs me nothing to accept that perhaps there are more than two kinds of person. And I did say cost/benefit analysis. What do we benefit by taking this seriously? Studies would suggest we would see lower suicide rates. We are likely to find happier people who feel respect from their community. If we teach the binary kids to show respect and empathy, they will be kinder and gentler people over all. People who feel respected and valued lead to more well-adjusted, productive citizens who will take better care of each other. I would like very much to see all these things for all the people around me. Don't you want that too?