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Within our growing, diverse community, we sow the seeds of opportunities to raise prepared, resilient students

## **School Board Meeting Packet**

**Tuesday, April 16, 2024**

### **Regular Session**

The Gervais School District #1 Board of Directors will convene in a Regular Session at 6:00 p.m. in the District Office Conference Room & via ZOOM.

Persons having questions about, or requests for special needs and accommodations, should contact the Director of Special Services at the Gervais School District Office. Contact should be made at least 48 hours in advance of the event.

Individuals needing accommodations regarding translation should contact the Director of Federal Programs at the Welcome Center Office x4010. Contact should be made at least 48 hours advance of the event.

*Gervais School District is an equal opportunity educator and employer. El Distrito Escolar de Gervais es una empresa educadora de oportunidad igual.*



ESTABLISHED 1834

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### REGULAR SESSION

The Gervais School District #1 School Board, Gervais, Oregon, will convene in a Regular Session at the District Office Conference Room and via ZOOM on **Tuesday, April 16, 2024, at 6:00 p.m.** The agenda for the Regular Session meeting includes, but is not limited to, the following business:

#### Reports:

#### Action Items:

#### Discussion Items:

- Bond Update
- Policy Update

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/82492232389?pwd=MzFTa1N3OTF6MG9JcjFHMGMMyOHRZUT09>

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# GERVAIS SCHOOL DISTRICT

Agenda of April 16, 2024, School Board Meeting

District Office Conference & via ZOOM

<https://us02web.zoom.us/j/82492232389?pwd=MzFTa1N3OTF6MG9JcjFHMGMMyOHRZUT09>

290 First Street

Gervais, Oregon 97026

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ITEM	RESPONSIBILITY	TIME
<b>1.0 CALL TO ORDER</b>	Chairperson	6:00 p.m.
1.1 Pledge of Allegiance		
<b>2.0 INTRODUCTIONS &amp; ANNOUNCEMENTS</b>		
2.1 Public Forum Sign-Up	Chairperson	
2.2 Visitor Guest Book	Chairperson	
2.3 Announcements	D. Stevens	
▪ Licensed Employee Appreciation Week Resolution May 6-10		
<b>3.0 APPROVAL OF MINUTES (pages 6-17)</b>	Chairperson	6:30 p.m.
3.1 Regular & Executive Session March 21, 2024		
<b>4.0 PUBLIC FORUM</b>	Chairperson	6:35 p.m.
4.1 Public Participation in Board Meetings (Gervais School District Policy BDDH-AR) <i>Statements by members of the public should be brief and concise. The chairperson may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic. Speakers may offer objective criticism of school operations and programs, but the Board will not hear complaints concerning individual school personnel. The Chairperson will direct complaints to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals. At this time, members of the public are invited to present concerns to the Board.</i>		
<b>5.0 REPORTS (pages 18-39)</b>		
5.1 Student Council Report	Prairie Ifft	
5.2 Administrators Report		6:45 p.m.
▪ Federal Programs Report	C. Helms	
5.3 Financial Report	C. Davis	
5.4 Superintendent Report	D. Stevens	
<b>6.0 BOARD FOCUS/MEMBER TOPICS</b>	Chairperson	7:25 p.m.
<b>7.0 CONSENT ITEMS (page 40)</b>	Chairperson	7:35 p.m.
7.1 New Hire/Temporary/Extra Duty		
7.2 Contract Change/Recall/Renewal		
7.3 Reduction in Force/Resignation/Termination		
7.4 Out-of-State Travel		
7.5 Out-of-State Travel		

<b>8.0</b>	<b>ACTION ITEMS (none)</b>	Chairperson	7:40 p.m.
<b>9.0</b>	<b>DISCUSSION ITEMS (pages 41-53)</b>	D. Stevens	8:00 p.m.
	<b>9.1 Bond Update</b>		
	<b>9.2 Policy Update</b>		
<b>11.0</b>	<b>ADJOURN</b>	Chairperson	8:30 p.m.

**RESOLUTION  
ACKNOWLEDGING MAY 6-10, 2024  
TEACHER APPRECIATION WEEK  
IN THE GERVAIS SCHOOL DISTRICT#1**

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**WHEREAS**, teachers make public schools great; and

**WHEREAS**, teachers work to open students' minds to ideas, knowledge and dreams;  
and

**WHEREAS**, teachers keep American democracy alive by laying the foundation for good  
citizenship; and

**WHEREAS**, teachers fill many roles, as listeners, explorers, role models, motivators and  
mentors; and

**WHEREAS**, teachers continue to influence us long after our school days are only  
memories;

**NOW, THEREFORE**, we, the members of the Board of Directors for the Gervais School  
District#1, hereby declare our appreciation to our teaching staff and acknowledge May  
6-10, 2024 to be:

**Teacher Appreciation Week**

**BE IT FURTHER RESOLVED** that we urge administrators, teachers, parents, students,  
and others from our community to join us in recognizing the dedication and hard work  
of these individuals.

**By resolution of the Board of Directors this 16th day of April 2024:**

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Henry Bustamante, Chair  
Gervais School District#1  
Board of Directors

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Dandy Stevens, Superintendent  
Gervais School District#1

# Gervais School District 1

Code: BDDH-AR  
Revised/Reviewed: 10/17/19; 7/16/20  
Orig. Code(s): BDDH-AR

## Public Comment at Board Meetings

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

To make a comment or present a topic during public comment, if the opportunity is available on the Board agenda, please sign the public signup sheet upon arrival to the meeting. An individual that has signed up and has been invited to speak by the Board chair and will be allowed three minutes.

Any person, who is invited by the Board chair to speak to the Board during a meeting, should state their name and address and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose and will be allowed five minutes.

Please keep in mind that reference to a specific employee or group of employees, is prohibited as follows: Board policy BDDH - Public Comment at Board Meetings:

### “Comments Regarding Staff Members -

Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a legitimate complaints-involving-a staff member. The association contract governing the employee’s rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board.”

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure. A hearing conducted before the Board regarding personnel shall take place in an executive session.

**The Board requests that a topic or comment is limited to three minutes or less. A spokesperson is limited to five minutes or less.**

**Gervais School District #1  
School Board Regular & Executive Session  
Meeting Minutes Thursday, March 21, 2024**

**REGULAR SESSION**

Director Bustamante called the School Board of Gervais School District #1, Marion County, into a Regular Session on Thursday, March 21, 2024, at 6:00 p.m. Board members present included: Henry Bustamante, Ana Contreras, and Angie Toran. Others present included Dandy Stevens and Sandra Segura.

**Visitor Guest Book:**

Andrew Aman, Catherine Alexander, Bonny Atwood, Diana Bartch, Caryn Davis, Kalynn Dees, Dora Guerrero, Phillip Joy-Koer, Krysteena Leimbach, Doug Loiler, Lisa Miller, Todd Schweitzer, Toni Williams-Johnson and Melissa Wolfer.

**1.0 CALL TO ORDER**

**1.1 Pledge of Allegiance**

Director Bustamante called the Regular Session to order at 6:00 p.m.

**2.0 INTRODUCTIONS & ANNOUNCEMENTS**

**2.1 Public Forum Sign-Up:**

Krysteena Leimbach

Ms. Stevens proposed adjusting the order of the agenda because Director Toran needs to leave early. She proposed the following order.

Announcements  
Introductions/Presentations  
Frontier Charter Academy Budget  
Approval of Minutes  
Board Focus  
Consent Items  
Action Items  
Administrators Reports

Ms. Stevens announced that the board has a proclamation to recognize an athlete (the student was not present yet). The golden prom will be free of charge on April 6, 2024, but you can donate. An invitation was sent in the mail. Dessert and refreshments will be served. She also announced that the Regular Session for April will be changed from April 18 to April 16. A working session is scheduled for April 9.

Ms. Davis said a Budget 101 meeting, which will be in person with the virtual option, is scheduled for April 4, 2024, at 6:00 p.m.

Ms. Williams-Johnson introduced Catherine Alexander, Executive Director of STRAUB outdoor school.

Ms. Catherine Alexander shared the following about STRAUB outdoor school.

- Shared the different campsites that STRAUB partners with including a campsite at the coast.
- STRAUB offers language support for those who speak a language other than English.
- Transparent with parents about where kids are going.
- Outdoor school activities are educationally based, with staff having teaching degrees.
- A lot of the activities center around science.
- Offer nutritional meals for the kids, but ask parents to pack a meal for the first day.
- The student ratio is 1:7 or sometimes lower.
- Offers nature hikes.
- Can handle first aid incidents when they happen. Parents are always notified if something happens to their child.
- Parents may contact their child anytime.
- Parents are made aware of what clothing the kids will need to bring with them.

Ms. Alexander asked if there were any further questions.

Ms. Williams-Johnson said that the organization is very responsive. If anyone has a question, they call and get a response

right away. There are plans for high school students to be counselors. The organization offers training for student counselors. The hope is that it will alleviate some worry from the parents if they know that the older siblings are participating, too. She said they hope to start outdoor school as soon as testing is done in May.

Director Toran asked if the organization offers dietary accommodations.

Ms. Alexander said that they do.

Ms. Stevens said that as they move on in the process, Ms. Williams-Johnson and the staff are being very proactive and providing education to parents with plenty of time for questions. She asked if the board had further questions to go please email her.

#### **Frontier Charter Budget for 2024-2025**

Mr. Schweitzer stated that it's been an eight-year partnership with the district, which has worked great. He added that the leadership team is great to work with. He shared that this is the annual budget they typically report on, and there are no significant changes to staffing or programs. The budget is running like it was last year. Know that the budget will be 2% more than last year's. Now we have further recovered from COVID, they expect to see growth in the coming years. Staff will receive a 2% COLA w/normal step increase for the coming year, which is a very modest one. Things are very similar, and Frontier Charter is financially stable. Mr. Schweitzer asked if there were any further questions.

Ms. Stevens noted that the approval of the budget is an action item.

### **3.0 APPROVAL OF MINUTES**

Director Contreras asked if anyone saw anything in the minutes that needed to be revised.

No revisions were made.

#### **Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District Board of Directors approve the minutes from the Working & Executive Session on February 8, 2024, and the Regular & Executive Session on February 15, 2024. The motion passed 3-0. (Director M. Contreras and Director Jones were absent)

### **4.0 CONSENT ITEMS:**

#### **4.1 Approve**

**New Hire / Temporary/Rehire:**

**Extra Duty:**

**Approve**

**Contract Change / Renewal:**

**Recall:**

#### **7.0 Approve**

**Resignation/Retirements/Termination/Non-Renewal:**

Jennifer Rodriguez, GMS Assistant Track Coach

**Decline:**

**Reduction in Force:**

**Other:**

**Transfers:**



**Approve  
Out State Travel**

Gervais District#1 Board of Directors approves Andrea Oropeza and Sophia Ferreira's travel to Grand Canyon University in Phoenix, Arizona, April 24-25, 2024, for the Discover GCU program.

**Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 approve the Consent Items listed en masse. The motion passed 3-0. (Director M. Contreras and Director Jones were absent.)

**8.0 ACTION ITEMS**

**8.1 School Calendar 2024-2025**

**Comments:**

Ms. Stevens said that the early release days on not scheduled in this calendar but will work on creating those two separately.

**Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approve the school calendar for 2024-2025 as shown on the agenda. The motion passed 3-0. (Director M. Contreras and Director Jones were absent)

**8.2 OSBA Legislative Policy Committee Position 12**

**Comment:**

Ms. Stevens informed the board members that there is an opening to be part of the OSBA Legislative Policy Committee if any board members wish to apply.

There was no interest from any of the board members.

**8.3 Superintendent Contract**

**Comments:**

**Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approve the superintendent contract for a three-year term to begin in the 2024-2025 school year. The motion passed 3- 0. (Director M. Contreras & Director Jones were absent)

**8.4 Superintendent Evaluation Public Statement**

**Comments:**

Director Bustamante read the public statement for the superintendent evaluation for the 2023-2024 school year.

**Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approve the Superintendent Evaluation statement as read by Director Bustamante. The motion passed 3- 0. (Director M. Contreras and Director Jones were absent.)

**8.5 Science Textbook Adoption (presented by Dr. B. Atwood)**

**Comments:**

Dr. Atwood presented the following:

- Shared that the same adoption process was used as before.

1. Establish committee
  2. Develop adoption criteria
  3. Watch video presentations and select 3-4 programs to review
  4. Review print and digital curricula and pilot lessons
  5. Attend in-person/webinar presentation
  6. Select a curriculum
  7. Invite public viewing and comments
- Participants in this process included the GES Science TOSA and one teacher representative from each grade level. For GMS/GHS, all science teachers participated in the process. There were three textbook committees formed for this adoption, one for each school. The committee developed lists of what they wished the material included and watched the videos from the State of Oregon of approved materials for science. The elementary reviewed all eight curriculum options approved by the state. The middle school reviewed all fifteen approved programs at that level. The high school teachers looked at video presentations for programs approved for science. After narrowing the options teachers reviewed and piloted the classroom materials.
  - Invited publishers to make several presentations to the textbook committees.
  - Next the committee decided on what to proceed with and had those textbooks available for viewing.
  - GES selected Twig Science Oregon, which meets the Oregon standards. They chose this one because it has many strong elements/resources for teachers and students. The curriculum also integrates with Wonders, the reading program that the elementary school is currently using.
  - GMS selected Twig Science Oregon. The teachers liked the same things that the elementary teachers liked. Middle school was looking for a program that had high student engagement. Resources available create a high level of accountability for middle school students and teachers were excited about the program and its delivery.
  - GHS selected McGraw Hill Inspire Science, which is a newer version of the curriculum currently being used. There is excitement for all the additions that come with this adoption. For high school students, the digital component is very important. The material in this textbook is offered offline (a more portable program), contains engaging videos, offers interactive reading, and includes a STEM project. It has course offerings that students can take beyond the three years that are required to prepare students for the future that will earn college credit and be tied to Willamette Promise.

Director A. Contreras said that she was glad to see offerings that are tied to Willamette Promise.

**Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approve the science textbook adoption as presented by Dr. Bonny Atwood. The motion passed 3- 0 (Director M. Contreras and Director Jones were absent).

## 8.6 2024-2025 Frontier Charter Budget

**Comments:**

**Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approve the 2024-2025 Frontier Charter Budget as shown on the agenda. The motion passed 3- 0 (Director M. Contreras and Director Jones were absent).

**Public Forum Sign-Up included:**

Director Bustamante reminded the public that if they signed up to speak, they should make sure that comments are kept brief and concise and within the time limit of three minutes.

Ms. Leimbach “Bond Lady” said that canvassing is already happening. Three groups are doing that and have hit 80 homes. She said they have made phone calls and dialed 250 numbers, and the feedback has been positive for the most part. There are still some naysayers. Currently, there is a Spanish-speaking group that is doing training on canvassing at the elementary. The input that she has gathered from those not in support of the bond is because they are not up to speed on the status of the building. Ms. Leimbach asked for ideas to help inform these individuals. She added that she said that she has her canvassing sign-up list for anyone present who wishes to sign up tonight. She has 35-40 people signed up at this point for door-knocking this Saturday. She hopes they can reach about 40 houses in two and a half hours.

Director Toran asked when phone calls are being made, if the individual does not answer, do they follow up with a text

message?

Ms. Leimbach said that they are looking into that because they are finding that people who are not answering are the younger generation, who are more used to communicating by texting. We are not leaving voice mails at all because ballots are not out yet, and we are currently doing just the preliminary and making great progress.

Director A. Contreras asked what the groups are handing out when they do the door knocking.

Ms. Leimbach said that they were handing out small cards that would fit into a wallet with English on one side and Spanish on the other. Include the link to the website for further information. Everything was on hold for ordering marketing items until we had a ballot measure number, but now that we do, they will order door hangers, yard signs, and two extra-large signs to go on properties that are close to high-traffic areas. Signs will be distributed in April.

## **REPORTS**

### **Student Council Report**

Gloria Valdovinos and Patricia Mendoza (Student Council) reported the following.

- Track and field have had two meets with several personal records. Today's track meet is at McMinnville.
- Softball won its first game against Western Christian. It now has another game with Colton, the sixth game this season.
- Baseball: Gervais and North Marion have a co-op agreement. The team is having a good season so far.
- FFA is on its way to the State Conference in Redmond.
- The College and Career Center has been actively giving scholarship information to seniors. Prioritizing trips to several universities/colleges in the last two weeks that students have shown interest in but have not had the opportunity to go to the campuses.
- Berenice Santos will be presented with the Presidential OSU Scholarship, which makes it special by inviting families and friends to be present when the award is given to the recipient.
- Students showed up with their parents for conferences and were updated about their grades and behaviors.
- Doernbecher raised \$6K on Saturday. Joshua Cruz and Prairie Ifft were selected Mr. and Ms. Gervais this year for the pageant.
- Leadership is currently working on prom and is contacting businesses for sponsorship.
- There is a signup list for students who wish to help with door-knocking for the bond.
- Working on Golden Prom. Students will serve as chaperones.

### **Administrators Reports**

Ms. Stevens announced that the ELD presentation will be postponed until the April 8<sup>th</sup> working session.

### **Gervais Elementary School**

Ms. Stevens introduced Kalynn Dees (GES TOSA), who will be presenting tonight because Mr. Price could not be present today.

Ms. Dees presented the following data from the YouthTruth Survey and added that she would be presenting the data by category. She said parents' quotes were included after each category in the presentation.

- **Summary**
  - The data indicated a slight improvement in all themes and a notable improvement in emotional and mental health.
  - Statistical significance. There was an increase in questions asked about "relationships."
  - Girls are consistently rated higher than boys. The notable differences were in "engagement" and "relationships."
- **Engagement**

Ms. Dees said that for all the lowest ratings, there is an action plan to improve the status for the future.

  - Compared to other participating elementary schools, the highest-rated question for GES was, "I feel informed about important decisions regarding my school." And the lowest rated was "I feel represented by parent/family groups at my school."

Ms. Dees said they have attempted to reach different parent groups, but there is low interest. It is hard to get parents to volunteer.

➤ **Relationships**

- Highest rated question was, "I feel comfortable approaching the administration about my concerns."
- Lowest rated question was, "I feel comfortable approaching teachers about my child's progress."

Ms. Dees said something that they did differently at the elementary school, after receiving this input, was scheduling all parents to attend parent-teacher conferences. The attendance was high.

➤ **Culture**

- Highest rated question was "My school creates a friendly environment."
- Lowest rated question was "My school runs smoothly."

Ms. Dees said that she does not understand why her school is low on "My school runs smoothly." She feels that it runs smoothly for the most part.

The group discussed that other factors might impact that type of answer, such as home life or the individual who filled out the survey.

There was a brief discussion about whether it was good that a letter was mailed home to parents about holding students accountable and that we expect a lot more from our students. It's great that the district started the TAG program again after COVID-19.

Ms. Dees said she is transparent with parents and would like to invite them to see the curriculum rigor. We have adopted a K-12 curriculum that is advancing our students. The elementary school has amazing intervention programs that should help with this, in addition to the things that are going on with ELD and Science.

➤ **Communication/Feedback**

- Highest was "Teachers clearly communicate expectations for my child's progress."
- Lowest was "I receive regular feedback about my child's progress."

Ms. Dees said that next year, at the open house, the school will ensure that parents are connected to PowerSchool to see their children's progress. This will help parents see updates on a regular basis on their child's progress.

➤ **Resources**

- Highest is "My school sets high expectations for students."
- Lowest "My school has the resources necessary to achieve learning goals."

Ms. Dees said that the input received is all connected to the aging facilities.

➤ **School Safety**

- Highest is "My child is safe from bullying during school."
- Lowest is "My child's learning environment is safe."

Ms. Dees said that, for the most part, it all comes down to the facilities.

Director Toran left the meeting at 7:05 p.m.

➤ **Interventions Plan**

Ms. Dees said Ms. Stevens came to them and said we could not continue having kids not reading at grade level. The district approved adding two new intervention teachers to work very closely with 3rd and 5th-grade students.

Grade 3 will receive 30 additional minutes of reading intervention and 45 minutes of math intervention.  
Grade 5 will receive 45 additional minutes of reading intervention and 90 minutes of math intervention.

Ms. Dees shared a schedule showing that 3<sup>rd</sup> and 5th-grade students will still get regular Math and Reading time and intervention time but will receive a double dose of Math and Reading. The elementary chose the i-Ready program to track student growth because it gives an individual pathway. I-Ready will show the teacher the lesson the student needs to follow and have that student continue working while the teacher helps other students.

Ms. Dees said elementary school has seen significant growth with our students participating in systematic reading, ELD,

and math interventions. The school is working with families to support student learning and growth in the home by limiting screen time, reading every day, and having an appropriate bedtime.

Ms. Dees also shared that when elementary teachers meet with the parents to discuss their child's growth, they point out that although they are showing growth, their child is still behind and needs to be reading at grade level.

Ms. Stevens said this also means their child would have to attend summer school.

Director A. Contreras said that she feels a lot of time is spent on parenting students and is glad that the focus moving forward will be on getting students to read and write at grade level.

Ms. Dees said they will also offer math and reading interventions for kindergarten and first grade. Ms. Smith and Ms. So worked hard to add this to the schedule.

### **Gervais Middle School**

Ms. Williams-Johnson said that they did something similar to elementary school at the middle school: If the student was failing or 1-2 grades behind, they were scheduled for parent-teacher conferences. These conferences were well attended. The parents were very supportive when the letter was shared about having students read and write at grade level and asking what they could do to help. The teachers had available to the parents a document with ideas on helping their students with reading and multiplication flash cards that they could take home to practice. The teachers also shared that their below grade-level students would likely have to attend summer school. The goal is to prepare students before they start high school and so they are not behind in reading and math. Some students asked to retake the i-Ready test because they were told this data would be shared with their parents. Suddenly, i-Ready matters to them, and students take it more seriously. Some of the students who retook the assessment showed growth.

Ms. Williams-Johnson said that parents are more responsive to surveys at the elementary level. Middle school did not have as many responses. Most of the responses to the i-Ready survey were from students and staff.

The GMS YouthTruSt survey data was compared to other middle schools nationwide that take the same survey around November of each year. Student surveys were divided into five categories: Engagement, Academic Challenge, Culture, Belonging and Peer Collaboration, and Relationships. A team of middle school staff members presented the data to the staff.

- The highest rated themes were Engagement and Academic Challenge.
- The lowest rated themes were Relationships and Culture.
- Highest rated question was "I enjoy school most of the time" (Engagement theme)
- Lowest rated was "How many of your teachers try to understand what your life is like outside of school?" (Relationship theme)

#### ➤ **Engagement**

- Indicates summary measures describing how students perceive themselves as engaged in school and education.

#### **Comments:**

Ms. Williams said that, for the most part, students are happy and feel engaged while at school compared to other schools nationwide. Eighth graders' ratings were lower than those of the other grade levels.

- I'm getting a high-quality education at this school.

#### **Comments:**

The number increased from last year. Eighth graders rated lower.

#### ➤ **Academic Challenge**

- This describes the degree to which students feel challenged by their coursework and teachers.

#### **Comments:**

There was a big jump compared to last year. Compared to 6th graders nationwide. Our 6<sup>th</sup> graders rated very high. The explanation could be that 5<sup>th</sup> graders are used to being with one teacher at elementary school and then they go to middle school and have several teachers with different expectations.

- I feel like I will be ready for high school classes when I finish middle school.

**Comments:**

The numbers are way above national averages. There is also a slight increase in the percentages. Students feel like they are being prepared for high school.

➤ **Culture**

- Adults from my school treat students with respect.

**Comments:**

The rating is very high, which is good to see. It's a big jump from last year's ratings. All grade levels were high.

- I feel safe during school.

**Comments:**

The other questions that have been asked are not as high, but it's still higher than the rating nationwide. It saw an increase from last year.

➤ **Belonging and Peer Collaboration**

- Students feel welcome at school and have collaborative relationships with classmates.

**Comments:**

It shows that kids have good relationships with their peers. The numbers have increased from last year. This survey was taken in November. That is why you see the 6th graders rating lower than the other grades: they are still building relationships.

- I really feel like a part of my school's community.

**Comments:**

It was interesting to see that "other race" was low. The middle school will dive deeper into this because this is our Russian group.

➤ **Relationships**

- Students feel they receive support and personal attention from their teachers.

**Comments:**

The numbers are higher compared to last year. The 7<sup>th</sup> graders were rated higher than the other grades.

- How many of your teachers try to understand what your life is like outside of school.

**Comments:**

Ratings are low for sixth grade, but you have to remember that they have only been in school for two months. 7<sup>th</sup> and 8<sup>th</sup> graders are higher but have a ways to go in this area.

- When I'm feeling upset, stressed, or having problems. There is an adult in school who I can talk to about it.

**Comments:**

We had a good rating for this question. We know that after COVID, the social and emotional piece is not good for many people. If kids do not have someone to talk to, it is not good. I am glad to see that students in the middle school have an adult to go to if they are feeling upset or stressed.

Where to go from here with this data?

- Ms. Aman and Ms. Yoshinaga will visit the classrooms after spring break during homeroom to talk to the students about the survey and ask how they feel about things now.
- A focus group will start, with parent permission, to meet with students of Russian descent to discuss what the school can do to make them feel more welcome and part of the community, as well as what the school can do to improve the relationship between staff and students.

- Staff experience positive relationships in their school based on respect, care, and approachability.

**Comments:**

It was a good jump in a positive way compared to last year.

- My school puts practices in place that include staff from diverse backgrounds in decision-making processes.

**Comments:**

You have to keep in mind that the school is small, and it's challenging to get diverse people into leadership positions. The middle school tries very hard to have diverse representation on committees.

The group briefly discussed how the students continue to do well without using cell phones during the school day and that it would be good to have that rule at the high school as well.

**Gervais High School**

Mr. Aman and Mr. Loiler presented the following.

Next year, the high will have several new student opportunities.

- EMT program
- WCA Dental Program
- CTE Program-Business/Hospitality/Culinary
- Seal of Biliteracy
- Math Pathways
- GED program
- Robust summer program
- Shared all the different colleges/universities that students have visited, and an update of the scholarships submitted by seniors.
- Shared a list of this year's challenges and successes for high school.
  - Accreditation has been a huge task, but a great team is working on this.
  - In search of a CTE teacher for hospitality/business/culinary arts.
  - Student behavior has risen for some reason.
  - Have brought in motivational speakers for student assemblies.
  - Will start a culture club focusing on gardening and a video game club.
  - Have graduated two students.
  - The PAWS program has frontloaded a list of struggling students they are recommending to summer school.
  - The number of failing grades is lower than last year for the first semester.
  - State testing is going on and were, working with students to take the tests seriously. This year, a new approach is being tested. Science testing is being taken in the science classroom and math in the math classroom. Student teachers will be the proctors of these tests to make students feel more comfortable.
  - Sports have had incredible success. It is great to see athletes set goals and achieve them. It's the culture that they build across all sports.

Mr. Aman and Mr. Loiler shared the following on YouthTruth data.

➤ **Family Data**

- Participation was low.
- Comments were generally in support of the district.
- Parents indicated facilities needed to be upgraded.
- Parents feel engaged in community events.
- Responses for the survey have declined after COVID.

➤ **Staff Data**

- Overall data from staff is that they feel comfortable approaching and providing honest opinions to administrators and feel valued/supported.
- Administrators treat staff with respect.

**Comment:**

Rating declined after COVID.

- I feel empowered to play a meaningful role in decision-making at my school.

**Comment:**

Rating declined.

➤ **Staff areas for growth**

- Data was provided on whether teachers considered leaving next year, felt their work was valued, and whether their professional development opportunities provided content area support.
- Not have high expectations for students.
- Inadequate resources.
- Staff feel less safe than in previous years.
- Specific to support staff
  - Feel that students do not treat staff with respect. 11% strongly disagree, 22% disagree, and 33% neither agree nor disagree.
  - Feeling unsafe at work. 22% agree, 22% feel neutrally.

➤ **Student Data**

- Students report that they enjoy school most of the time.
- Students report that they must work hard in class.
- In the four years this assessment has been given, students have reported that teachers do not give up on them.
- Students reported feeling like part of the school community.
- In student comments, many students reported feeling safe, welcomed, and helped by their teachers.
- Students also commented repeatedly about teachers doing their best with limited resources.

➤ **Students Areas for growth**

- A category that dropped significantly was "I try to do my best in school."
  - Seniors reported trying the least and freshmen trying the most.
  - Females were identified as trying significantly more than male students.
- Feeling safe in school
  - Students who opted to self-describe their gender were less likely to report "feeling safe at school."
  - 50% of the students selected "I agree" to a statement about school safety; students who self-described their gender had a greater portion strongly disagreeing (17%) than either of the binary genders.

➤ **Students' areas to watch**

- Most of my teachers want me to explain my answers "why I think what I think."
  - Improving slowly. This year's professional development will help shift this.
- College readiness results are mixed.
  - Percentiles increased from previous years, but 44% were neutral, and 12% disagreed or strongly disagreed.
  - Comments repeatedly praised the college/career visits and the AVID program.
- My school has helped me develop the skills and knowledge I need for college-level classes.
  - There was an increase in the ratings.

➤ **What is next.**

- **Increase opportunities for families to take the survey.**
  - More emails
  - Social media posts
  - Front office reminders
  - Conferences

Mr. Aman said that he feels that it was not pushed hard enough.

➤ **Staff data what is next.**

- **24% of the teachers reported they were considering leaving next year.**
  - Already checked, and they are not leaving.



- **Whether PD provides content-area support**
  - Will be strategic about PD offerings for teachers.
  - Have more options for classified professional development (PD)
- **Staff do not feel we are setting high expectations for students.**
- **Staff do not feel we have the resources to do our jobs well.**
  - Will ensure staff access supplies from the office if needed.

Ms. Stevens said that staff can ask for those special requests at the district level.

- **Support staff were less likely to report that the school is effectively managed or runs smoothly/don't feel safe at work.**
- **Student data what is next**
- One category that dropped significantly was "I try to do my best in school"
    - Will brainstorm ideas on this topic. It's an ongoing challenge.
  - Setting high expectations for students
    - Possible professional development around "high order thinking" in the classroom and other professional development to promote academic challenge.
- **Continue to improve college and career readiness opportunities for students.**
- College and career center
  - College and career staff
  - Working with 8<sup>th</sup> graders

## Financial Report

Ms. Davis said she included a new report and reviewed the following.

- **General Fund Revenue Overview**
  - The amounts include Frontier Charter.
  - The report includes data on local sources (money mainly collected from taxes). YTD state sources (mainly state funding), and YTD all other sources (mainly the beginning fund balance). \$2.1M is the beginning fund balance.
  - The graphs show a comparison of three years.
- **General Fund Expense Overview**
  - Report includes salaries and benefits
  - Year-to-date purchase services (\$2.9M of that is Frontier Charter).
  - Transportation
  - Year-to-date supplies expenses
  - Transfers (transfer from the general fund to athletes, consolidation loan, energy project)
  - Contingencies (will always see zero unless you spend from the contingency amount)

Both reports included a breakdown with more details on the different resources the district receives funding from and how funds are spent (salaries, benefits, etc.). It also provides an expense insight summary. This report was AI generated.

Director Bustamante asked what all is under Benefits.

Ms. Davis said retirement, insurance, unemployment, social security, and paid leave in Oregon.

Ms. Davis reminded the board members to file their surveys, and if they need assistance, she has already completed it herself. Everyone should have gotten an email from the Oregon Ethics Commission regarding this survey.

## Superintendent Report

Ms. Stevens said the district received the Technical Assistance Program (TAP) grant. That is up to \$25K to continue the seismic assessment work. Submitted the seismic for the high school cafeteria area that cost us \$9K and now the district can reimburse itself for this fee. Additional grant money will be left for additional work that needs to be done at the elementary school. If the bond passes, we will put in a seismic grant for the high school gym, which is \$3.5M. The next round would be the elementary section. The idea is that if the bond passes the district is getting remodeling done and getting seismic grants.

The district received funding for a full summer school program, including migrant funds. Gervais is 1 of 30 districts that receive funding. This funding is based on a State 100151; the district already has a program/foundation, which is why

Gervais was selected. The state is interested in those districts that already have a foundation. Gervais partners with Western Oregon and they send us individuals in the education programs to work in summer school. Oregon State University would like to participate in our summer program, too. Summer school this year will be an extension of the intervention already starting at the elementary and middle schools. Summer school will go from after the 4<sup>th</sup> of July through mid-August with the opportunity to job share because there will be three different sessions. There is also money to implement a better Bridge 9 program compared to other years, as well as a kindergarten startup. Ms. Stevens said with all these programs in place, she feels that there will be a significant gain for the students.

Ms. Stevens said that she had a tour at Willamette Career Academy that was by invitation only, and it was good to show community members how the district leverages its funds to have robust programs for our students. What we are currently offering to our students is a life-changer. It's important to recognize how important it is to do the work we currently do with students to get to that level. The importance of having Science labs, a current curriculum, and a variety of electives.

## **9.0 DISCUSSION ITEMS**

### **9.1 Bond Update**

Ms. Stevens said that we are two months from the elections. She recommends the district start working on a strategy if the bond does not pass, and the district needs to have a plan in place to prevent a massive number of resignations because the district would have another year to continue operating. We need to discuss significant retention bonuses for staff in case the district closes. She recommends using Frontier Charter money because other funds are harder to spend on things like that. She would like to add this discussion item to the working session scheduled for April 9, 2024. She said that she would like to share with staff that a plan is in place before summer break. The business manager will work on different scenarios on how that would look for finances. After spring break, communication about the bond will continue via email and text campaigns for anyone listed in PowerSchool. The text message will be designed to be forwarded to anyone else. This will go multiple times. The Statesman Journal will also be doing an article on the bond after going for a facilities tour next week. Multiple articles are also going into the Woodburn Independent written by Lindsay Keefer. Ms. Steven said that she got good insights from the pastor in her last meeting at the LifeSpring church, although no community members attended the meeting.

Ms. Stevens asked the board for permission to engage with legal counsel to receive advice on getting a breakdown of excise tax. The district did receive a check but did not receive any accounting details with it, and based on the exchange of conversations she has had, she is not sure that it's the right amount. She is not sure whether they are under or overpaid the amount. She said that she had asked several times about getting details about it and had not received anything. The second portion is about the resource officer. The district had an agreement to pay the majority of the officer's salary so that the officer is present at the district during the day and at school events in the evening, but it has not happened despite a conversation that already took place. She has attempted several methods to remedy the situation but has not had any success, which is why she would like to seek legal advice.

The board members were fine with having the superintendent seek legal advice.

## **10.0 FUTURE AGENDA ITEMS**

Director Bustamante adjourned the Regular Session at 8:21 p.m.

Director Bustamante called an Executive Session under "ORS 192.660 (2) (d) "Labor Negotiator Consultation".

### **11.0 ADJOURN**

#### **11.1 Adjourn the Executive Session**

Director Bustamante adjourned the Executive Session at 8:39 p.m.

**APPROVED**

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Board Chairperson

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Board Secretary

# Monthly Administrator Report for GSD School Board

**Date:** April 2024

**School:** Gervais Elementary School

**Administrator:** Dusty Price

**Student Enrollment Numbers** (at the time that this report was submitted):

School	Beginning-of-Year 2023-2024	Current 2023-2024
Total	382	370

Grades	Beginning-of-Year	Current	Grades	Beginning-of-Year	Current
Kindergarten	67	63	3 <sup>rd</sup> Grade	54	53
1 <sup>st</sup> Grade	75	75	4 <sup>th</sup> Grade	66	66
2 <sup>nd</sup> Grade	59	53	5 <sup>th</sup> Grade	61	60

## 1. Academic Highlights, Data and Actions Supporting School Improvement & Student Learning:

- “Attendance is improving. This year our regular attending student rate is 71.97% that is an improvement from 61.8%. That means we have 10% more students attending school regularly. Our average number of students who are in the building daily is 92.1% which is an increase from 89.69%. We gave out 6 attendance prizes on Friday, April 5th to students whose attendance has been below 80%, but they attended school every day for the week following spring break.” - Kalynn Dees (GES assistant principal)
- “Reading HIVE continues to support K-4 literacy development through targeted small group instruction serving over 100 students. Since the beginning of the year, our first grade cohort has made tremendous growth in decoding skills! The percentages of at or above readers versus emerging readers has completely reversed. At the beginning of the year, only 32% of our first graders were at or above grade level while 62% were in the lowest emerging readers category. After our most recent progress monitoring, 62% of our first graders are now at or above grade level with only 32% at the emerging readers level. With the hiring of our two additional 3rd and 5th grade intervention teachers, our original intervention team has been able to finally include much needed math intervention for K-2 students. Our new Math HIVE model allows all kindergarten students to receive targeted math support with no more than a 1:6 teacher to student ratio. First and second grade classrooms receive two additional adults providing push-in support that allows classroom teachers to work with our most emergent math learners.” -Cindy Smith (GES reading specialist) and Stephanie So (GES STEAM specialist)
- “The ELD team has completed testing 100% of our 165 English language learners. We are expecting to have most of our ELPA scores in by May 7th. We continue to explore different ways that will encourage students to produce academic language. We have started piloting Vista's Connect K-2, a state-approved ELD curriculum in addition to using their curriculum for newcomers.” -Raul Gomez and Mercedes Cruz (GES ELD specialists)
- “We continue to support students and are excited to see them growing as the year progresses - We had 5-6 students meet their typical growth goals for reading on iReady at the halfway point of the year and several were heading toward meeting their stretch goals! This is especially exciting to see for our students who are often several years below grade level. Other than that, we are happy to say that we are all still here and even mostly smiling... It has been an incredibly busy year with many new students qualifying for special education services and a Learning Specialist learning the ropes, but even with those extra challenges/opportunities, we've

continued to meet student needs, monitor progress, and not get totally buried by paperwork!" - Stacey Helm (GES learning specialist)

- "The FLC team has learned much in how to provide more structure in our classroom thanks to consultant Dan Sheppard. After applying key skills and recommendations, the students have become more regulated and attentive to following routine and adult directions. This enabled the class to attend a field trip to OMSI before Spring Break which was a great experience and successful trip." -Susan Smith (GES FLC teacher)
- "The Student Success Center has been awesome and having the opportunity to connect with students on a more personal level has been a real blessing and a highlight within itself. One highlight that comes to mind is getting to see immediate improvement and growth. I had a kindergartner doing SEL with me and another student and we were working on learning breathing strategies to help us calm down. Immediately after the lesson, we had some play time and this kindergartner got really frustrated but instead of shutting down like he used to he stopped, took 3 deep breaths, and then was able to instantly rejoin the play and have fun with his friend. Getting to work with students one on one or in small groups and develop such close relationships that I can really tailor lessons to them and quickly understand where they need help and where they excel has been amazing and I'm looking forward to seeing even more growth throughout the rest of the year." -Trevor Nielsen (GES behavior specialist)

## **2. Activity Highlights, Staff and Student Recognition, Honors and Upcoming Events:**

- On March 15 we had an exciting GES STEAM Fair this week with students and families participating in a variety of STEAM activities. There was coding, robotics, snap circuit, claymation stop-motion video, tallest tower, strongest bridge, boat construction, and paper airplane design. It was so much fun seeing our young engineers solving these STEAM challenges. We are so grateful to our amazing GES staff for their help and for the South Metro STEM Partnership for sponsoring the activity. The following Monday, we drew the names of 30 students for the GES STEAM Fair prizes and it was fun to see their excitement to come pick something. We had science and engineering activity kits. Great opportunity for more hands-on learning at home. We are grateful to the South Metro STEAM Partnership for making this possible.
- We had a great Scholastic Book Fair during the same week as our GES STEAM Fair and parent-teacher conferences. It was fun seeing the students' excitement as they came home with new books. We have been trying to promote reading in and out of school. It is so important for students to read for 20 minutes at home everyday. This is the single most important thing families can do to improve student success at school...read at home. Thanks Kimberly Gieselman for making the book fair possible.
- On March 22 the kindergarten and FLC classrooms had a scientific day at OMSI for their field trip. It was fun watching students explore and problem solve throughout the day. We had an impressive turnout of parent chaperones and have tried to allow as many approved volunteers as possible to participate. We want to encourage family participation in field trips as we work towards more family engagement in student learning too in and out of the classroom. Students had an absolutely wonderful time at OMSI. We are grateful for the teachers and countless family volunteers who helped make that possible.
- What started as an isolated student restorative justice project on April 3, quickly turned into a big gardening party April 3-5. We had a blast working together in the garden during recess as we weeded and planted flowers and various other evergreen plants in the raised garden bed outside the 5th grade building. So many kids were excited to come help. They especially loved

finding potatoes, worms, and frogs. So glad we could work outside together making our school beautiful. Thanks to all the students who helped.

### **3. Community Relations/Partnerships/Volunteers"**

- We made a change to our spring parent teacher conference schedule to be able to meet with every students' family. We scheduled these conferences for 20 minutes to discuss attendance data and iReady reading and math data. We were showing families how much their students have grown, but also where they were at with regards to grade level achievement. We shared a handout for families to discuss a variety of simple tips and strategies that they could support student academic achievement at home. Overall, these conferences went very well and we had the highest turnout for spring conferences ever. It is great to build stronger school-family partnerships.
- We have been working to message more encouragement and support to families. Here is the message we shared before Spring Break: "Just a reminder that next week is Spring Break and there will be no school March 25-29. We hope this is a chance for families to have some extra time together and for kids to be kids...playing outside, being with friends, doing fun activities or visiting new places...not just spending more time on a screen. Here is a "Family Tips at Home" that we shared with GES families during parent-teacher conferences. It is so important that we limit screen time to 1-2 hours a day and encourage 1 hour of physical activity instead. We also need to read with our kids for at least 20 minutes each night, have in-depth conversations with them, and get them to bed at an appropriate time for them to get 10-12 hours of sleep every night (e.g. 8:00 PM-7:00 AM). These simple tips will help our children grow healthy and strong and be academically ready for school. School success always begins and ends in the home. Families are a child's most important teachers."
- On April 4 we were blessed today to celebrate the 6th birthday of Victoria Lopez with her family coming to share a tender moment with our kinder students. They shared sweet memories...and funny ones too...about their daughter. It was great for our kinder students to share what they loved most about Victoria too. The Lopez family had brought a birthday gift for all 60 of our kinder students and we then went outside and enjoyed pink cupcakes together and an afternoon recess. It was a beautiful display of humanity and kindness by the Lopez family. They have been through so much heartbreak, and yet they were still so generous and attentive to the students in Victoria's class. We love and admire the Lopez family. That afternoon we shared the following message with our entire school:

"Good afternoon Gervais Elementary. We ask that you pause what you are doing while we share a brief announcement that is both serious and important. "Each life is sacred and precious. Each of our lives have purpose and meaning. Each of you are incredibly important to us, and we love you more than you can possibly imagine. We love you for who you are. You are bright and beautiful, creative and kind. You are loved and appreciated...by each of us at Gervais Elementary.

"As many of you know, Victoria Lopez was a kindergartner in Ms. Vaughn's class. She always came with a beautiful smile and she had a real joy for life. But Victoria had leukemia, which is a cancer or disease that attacked her body. It made her very sick and she went through many, many treatments. Sadly, after a long battle with cancer, Victoria passed away a few months ago on January 18. Today is her birthday, her 6th birthday, and so we choose to remember her and to cherish the sweet memories we have. Many of us are wearing pink today in her memory, because pink was Victoria's favorite color.

“We hope you have a wonderful day and that you feel loved. You are so special to us and we are so blessed to spend our days together at Gervais Elementary. Thank you.”

# **Monthly Administrator Report to Board**

Gervais Middle School

April 2024

Toni Johnson, Principal

## **I. Enrollment:**

- As of Monday, April 8, 2024
  - 6th Grade - 67 Students
  - 7th Grade - 56 Students
  - 8th Grade - 59 Students
  - Total = 182 Students

## **II. Staff and Student Recognition, Honors and Upcoming Events:**

- March: Student of the Month - Initiative: Congratulations to Liz Gillette, Alex Albizo, Juan Cortes, Eli Sandoval, Sakae Sagrero, Zosima Reutov, Suesana Efimff, Hailey Morales, Ismael Puentes, Brian Luna, Rudy Pablo, and Daniel Mendoza.



March Academic Ace Students

- March: Academic Ace - Congratulations to Boston Waite, Blanca Jimenez, and Miguel Mejia for Science, Zosima Reutov, Briza Gatica and Silas Gruetzman for History, Estefany Rosas and Ernie Alvarez for ELD, Aimee Chavez, Luz Ramirez and Lexi Duenas for Language Arts, Alexander Uribe for PE/Health, and Rose Anfilofieff, Bryan Vera, and Eli Sandoval for math.



- Attendance Award for the month of March - 90% or better attendance. Congratulations to 8th grader, Leslie Bazan. Her family won a "Family Night Out". All expenses paid night out to Bullwinkle's Family Fun Center. What a fun night for the whole family!

### III. Major Referrals for March:

- Total Referrals = 10
- State Reportable = 6

### IV. Middle School Activities:



- OBOB Competition - Saturday March 2nd - Congratulations to Zack Wells and Boston Waite for making it to the semi-finals.
- Woodburn Bookmobile was here on March 19th for students to return and check out books

### V. Academic Highlights and Actions Supporting School Improvement & Student Learning:

- 12:00 - 8:00 Middle School Conferences - March 15th.



- 71% of the scheduled conferences came to the appointment
- Talked about failing grades and below grade level
- Handed out 42 packs of multiplication flash cards

## VI. Counseling Info.



- Ms. Aloha took students to the Molalla Aquatic Center on March 13th. Students had to have passing grades and good attendance to go.



## Gervais High School Board Report

**GHS**

**April 2024**

### Enrollment

9<sup>th</sup> = 86 (+1)      10<sup>th</sup> = 80 (+1)      11<sup>th</sup> = 70 (+1)      12<sup>th</sup> = 80 (+1)      TOTAL = 316 (as of 4/8)

### Discipline (# of Student Behavioral Referrals)

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
5	0	0	1	1	0	3	1		

### Attendance (as of 3/4/24)

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
91%	87%	88%	85%	86%	88%	88%			

### Actions / Planning

- Golden Prom was a success!
- GHS is starting a Culture Club – Sofia Garcia is heading this work.
- The 9GOT Team has been working extra hard to establish PLC formats. We had a training together as a team at WESD this month!
- Our Student Showcase is happening on April 11!
- Attendance Court happened on April 11<sup>th</sup> – our first of the year to get students to school and improve their attendance.
- We have been meeting with multiple Seniors recently with the PAWS program to ensure adequate progress for Seniors!
- Seniors in danger of graduating are being asked to visit the office daily.
- We hosted an 8<sup>th</sup> Grade Parent Night on April 2<sup>nd</sup> to speak with incoming Freshmen.
- We are in the process of organizing Summer School – June and July with a Bridge 9 again in August!
- Planning for Prom is in the works and finalized – PROM is April 20<sup>th</sup>!
- Forecasting for next year is currently happening!
- We will begin work on the Master Schedule soon!
- The Seal of Biliteracy Program is nearly fully established – still working on this and meeting regularly.
- EMT Brooks Program is established! We are currently recruiting students to join! We are advertising more to current Juniors.
- Andrew and Becki Lader are interviewing students for WCA and finalizing qualifying students to join next school year.
- The College and Career Center is back in the Library!
- Andrew and Doug are working to establish plans/blueprints for “when” the Bond passes.
- We have been combining AVID and Danielson training strategies.
- Our new Math Pathways for GHS is finalized and ready to be included in the Master Schedule.
- GHS will be offering 2 extra Science Courses next year.
- GHS has received the CTE Revitalization Grant – we are in the process of hiring a NEW CTE Teacher to plan for this new program.
- Teachers are still reviewing student data regularly.
- Our new Golden Ticket reward system is running smoothly – students receive tickets for doing “positive” things at GHS and receive awards through a raffle on Fridays.
- We continue to host monthly Student of the Month assemblies.
- Senior Graduation Progress letters have been sent!

- The new programs in our Advisory classes seem to be going well – it is our hope these programs continue.
- Our GED Program is up and running!
- Our Student Support Team is running smoothly – meeting weekly.
- Community Service Hour requirements are back for students – we are always looking for more opportunities for students to volunteer to obtain hours – some students have already been working hard to obtain their CS hours.

### **Academic Highlights and Actions Supporting School Improvement & Student Learning:**

- The OSSB (Oregon State Seal of Biliteracy) is begin established for GHS! A great opportunity to recognize our student's culture and heritage and reward them with school credit and special recognition, which will actually help them later on in life.
- Financial Algebra students have been learning about compound interest, APR, auto loans, and mortgage loans. They think every high school student should have a chance to take a Financial Algebra class to help them after high school.
- Seniors in danger of graduating are being asked to visit the office daily.-We are beginning to plan for Summer School 2024.
- All struggling Seniors have had parent meetings to get them going.
- Students are working hard on projects for the Student Showcase in April – Andrew will be sent on the roof of GHS to drop eggs. This event is April 11.
- We have had numerous college visits and field trips recently.
- Seniors are applying for scholarships! Specifically, the Ford Scholarship is in the works.
- Regular data review is being completed by teachers to address issues with students in Advisory classes.
- A brand new School Improvement Plan for GHS is being developed by GHS Leadership Team
- Students of the Month assemblies continue

### **College and Career/CTE News**

All information regarding College and Career can be found on the College and Career website. We encourage you to check it out!

### **Counseling News**

- Mrs. Zurita has been meeting with students regularly – her case load tends to increase during the spring months.
- Behavior Support Team meets weekly to support students.
- Laura continues to work on her “intuned” groups to bring students together for emotional support/regulation.

### **Community Relations/Partnerships/Volunteer News**

- Golden Prom was awesome – thanks to Becki Lader for organizing this wonderful event!
  - Jim Rogers – liaison for Brooks Historical Society and Powerland Museum has been a tremendous help with volunteer opportunities!
- We continue to improve and add to our social media – GHS, FFA and College and Career sites have had numerous posts – Andrew has taken over social media posting for GHS.
- Community Service hours requirements are back – we will be working with many local organizations to provide opportunities for students – if you know of any please let Andrew or Ken know.
  - We are ALWAYS looking for more community service opportunities for our student body.

### **Trainings/Workshops/Conferences**

- 9<sup>th</sup> Grade on Track Committee had a training on April 4<sup>th</sup> at WESD.
- Doug attends regular AD regional meetings.
- Andrew will be attending the State “Small School Conference” in Mt. Hood.
- The ACTE Conference is coming up! Lindsay McCargar plans to attend.

- Sofia Garcia is a part of a mentoring program through WESD.
- Andrew is encouraging staff to sign up for all PD opportunities through WESD.
- Andrew continues to attend the Willamette School Improvement meetings monthly.
- Some new teachers will be attending an EnVoy training this coming year.

### **Senior News**

- Seniors have been applying for many scholarships.
- Senior Grad Plans have been sent.
- Seniors in danger of graduating have been asked to visit the office every day to “sign in”

### **Willamette Career Academy**

- WCA interviews for next year’s cohorts are happening this month!
- WCA will have a brand new Dental program next year.

### **Leadership News**

- Prom is planned and ready to go for April 20
- Leadership students have been hosting events at lunch – tug of war, arm wrestling, Bingo, etc.
- Leadership students helped serve dessert at the 8<sup>th</sup> Grade Parent Night

### **AVID News**

- All AVID students are either applying for scholarships or learning about how to apply for scholarships in the future.
- Amber gave a presentation about AVID at the 8<sup>th</sup> grade parent night.
- 8<sup>th</sup> grade students interested in AVID are currently filling out applications.

### **Athletics**

- Spring Sports are up and running!

### **Wellness**

- Tami Pizer continues to promote all things Wellness!

### **Alt Ed (P.A.W.S.)**

- Poff and Andrew have met with all Seniors in danger of graduating.
- Poff has plans for all students in place to earn necessary credits.
- Poff has been working hard to plan Summer School!

# Monthly Administrator Report For Gervais School District Board

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Date: Apr 2024

Department of Student Services and Federal Programs

Administrator: Dr. Helms

## **1. Special Education/Section 504**

- The Gervais School District is currently working with the North Marion School District regarding the opening of a jointly operated Transition Program site. A transition program is for eligible students who are entitled to special education services until the end of the year during which they turn 21 years of age and are designed to help the student move from school to employment, further education, adult services, independent living, or other types of community participation. These activities must be based on the student's strengths, preferences, and interests. Transition services typically include community experiences, employment, vocational evaluation, job training, instruction in daily living skills, and post-school adult living objectives. Tentatively, the goal is to use the Sam Brown modular building as the site with an opening of September 2024. Approximately 10 students may be enrolled in this program at a time.

## **2. English Language Development**

- ELPA testing is complete and by all measures, it was a great success. Both ELD teachers and students finished the exam process. We will receive scores in batches between mid-April and early-June, and I am very optimistic that we will continue to see positive outcomes in raw score growth, students passing specific domains, and students existing ELD status altogether.
- This Spring, the ELD department is working finishing up both the 2023/2024 Title III Desktop Audit and the Fall EL Critical Validation. These two processes ensure that we are operating our department in full compliance of federal and state mandates regarding Title III funding and that our EL students are coded correctly in our SIS, respectively. The latter is important because EL students have a higher-than-average rate of transferring in and out of different districts during their K-12 experience, so ODE must be able to consistently track them and their ELD status (active, monitoring, exited) from year-to-year.

## **3. Nursing/Student Health:**

- Two OHSU Student Nurses began their practicum placement with us this month. They are working closely with Courtney Utter, our district nurse, and will help support student health needs in all three buildings this Spring.
- Our 2024 Mental Health Fair will be held on Thursday, May 9<sup>th</sup> from 5:30pm-7:30pm at Gervais High School. Like the health fairs last school year, we expect to host nearly two dozen vendors, provide dinner to the community, and have fun and exciting games and events. Look for more information soon!

## **4. Early Learning:**

- Our Preschool classes are working hard to finish the year strong, particularly those who are promoting to Kindergarten next school year. They continue to take field trips to the elementary school, meet with teachers, see classrooms and playgrounds, etc.
- Preschool classes will be taking a field trip to the Kaizer Rapids Park next month.

## **5. Summer School**

- We are excited to plan a comprehensive, academic intervention-based program this year. All three buildings will have programs this summer, and students will be learning from late June through mid-August. Our initial aim is to serve over 50% of elementary and middle school students and high school students who benefit from summertime credit recovery options. More details coming soon!

*\*There is nothing applicable to report from the following departments: S.T.A.R. Team, Federal Programs, District Improvement Services, Houselessness/Foster Care, or Welcome Center/Registration. However, I stand ready to answer any questions you may have about them.*

## Technology Board Report – April 2024

### Pikmykid

Staff are set to use the Pikmykid emergency alert system for the April building fire drills. The drills will identify any issues with the system and training needs. We will continue to use it for drills and train more fully on the system in the fall while developing our reunification plans and updating our printed emergency guides.

### MFA

We will be implementing multi-factor authentication in the coming months for added network security and to comply with insurance requirements. MFA must be implemented for the following to maintain our PACE insurance coverage:

1. VPN, VDI and RDP (Virtual Private Network, Virtual Desktop Infrastructure and Remote Desktop Protocol), where applicable
2. Cloud-based business application suites such as Microsoft Office 365, Google G-Suite, and Email (if separate from Office 365 and G-Suite)
3. Privileged User Accounts for the following applications:
  - a. Student Information System
  - b. Payroll/HR applications
  - c. Accounting or Financial applications
  - d. Any other system that offers MFA

### E-Rate

All E-Rate applications for funding have been filed for Internet Access, Pioneer Connectivity, and replacing the fiber that connects our schools.



### Oregon State Nutrition Association (OSNA) State Conferen

The OSNA state conference was held in Salem on March 15<sup>th</sup> and 16<sup>th</sup>.

The Food Service Director and four food service staff attended.

Three staff took the 7-hour ServSafe class and exam.

ServSafe is an advanced food safety certification that is valid for 5 years. It replaces the food handler's 3 year card for those who take and pass the ServSafe exam.

The Food Service Director attended required annual training with Oregon Department of Education (ODE) specialists.

- Child and Adult Care Food Program (CACFP): Annual Training
- CACFP: Financial Management Training
- Federal Procurement: This is now a required annual training.
- Summer Food Service Program (SFSP): Annual training

All staff attended the opening session, the team-building session and the food and equipment show.

### CACFP Financial Management Changes

The USDA has made a change to the financial management of the CACFP expenditures.

Beginning October 1, 2024 expenditures for the CACFP program must be separated from all other expenditures.

Documents of cost allocations must be provided yearly to ODE.

#### Cost Allocations:

- Labor
- Food Costs
- Non-Food Supply Costs
- Utility Costs

ODE conducted listening sessions at the OSNA State Conference with food service directors. While we gave several suggestions, we strongly recommended that school business managers should be included in the decision process.

ODE has until August to present their procedures to the USDA for approval.



**Gervais School Board Meeting**  
**April 2024**  
**Maintenance/Custodial Report**



**Contact Information: Email – [gustavo\\_munoz@gervais.k12.or.us](mailto:gustavo_munoz@gervais.k12.or.us)**

The maintenance/custodial department took advantage of staff and students absences during spring break and deep cleaned each area. We were able to scrub floors, wash windows, dust, and clean spaces that we don't normally have time to concentrate on.

The library space at the HS was finished up right before the break, and also room #1 at GES from the storm damage that was cause during the storm damage. We were able to wax floors and move the counseling department back into their spaces and clear the space in room #1 for use.

**Projects:**

- Room #1 GES new vanity
- Drainage issue at GES room #1 solved with new vent pipe.
- GHS library waxed and moved back into place.
- New furniture set up for GHS library space.
- Washer/Dryer installed in Welcome center.
- New fridge installed in welcome center.

**Upcoming projects:**

Ongoing cleaning and upkeep of buildings.  
Continual upkeep on the walking path adding new chips.  
Parking lot drainage and paving of DO lot.  
Continual work on room #16.  
Emergency exit alarms for side doors at GHS.  
Curtin in lower gym to divide space, being installed.  
Begin work on old SBA building for transition program.  
Minor fixes to Pioneer building.



## Business Manager Report

### School Board Meeting – April 18, 2023

#### Contact Information:

Caryn Davis

Email: caryn\_davis@gervais.k12.or.us

Phone - 503.792.3803 ext. 5020



#### Reports/Document Included:

- Budget Summary – All Funds
- General Fund Revenue Overview
- YTD General Fund Expense Overview
- General Fund (without Charter) Financial Projection by Object
- YTD Expenses by Object – General Fund
- Charter School Fund Revenues

#### Report Comments:

All Funds reports include: 100-General Fund, 200-Special Revenue Fund, and 300-Debt Service Fund.

All General Fund reports include funds 100, 101 (Frontier Charter Fund) and 105 (Grant Indirect Fund), unless noted otherwise.

#### Key Financial Comments:

##### Financial Reports:

- The *General Fund Revenue Overview* reflects that we are at 103% for local revenue sources, this will continue to grow as the year concludes. As discussed in prior meetings, this additional revenue only serves to offset the Total Formula Revenue calculation from the state. In addition, state sources have increased, as our student count is slightly higher than estimated and Frontier Charter's is higher than the prior year and higher than the estimate.
- *YTD General Fund Expense Overview* shows a 9.1% increase in expenditures, compared to the prior year, in March. This increase is primarily driven by an increase in salaries. But also, the purchased services have increased. The purchased services include transportation, which at this point last year, we had only included the billing through December. The current year reflects transportation expenses through February 2024.
- I have included a report for the *Charter School Fund Revenues*, showing what the district has received from this partnership through March 2024. Our current balance in the Charter School Fund is \$1,401,697.

#### Budget:

- The Budget 101 meeting was held on April 4<sup>th</sup>. Four of our budget committee members attended, including all three new members. We reviewed the budget process and the priorities for next year's budget, which included learning recovery, English language development, fiscally responsible staffing, building the contingency, and enrollment concerns.

#### Consent/Action Items:

None

# Gervais School District #1

## Budget Summary - All Funds For the Period 03/01/2024 through 03/31/2024

Fiscal Year: 2023-2024

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
-							
Local Sources (+)	\$5,447,628.96	\$367,783.58	\$5,011,534.10	\$436,094.86	\$0.00	\$436,094.86	8.0%
State Sources (+)	\$16,324,045.46	\$1,126,318.73	\$11,927,329.36	\$4,396,716.10	\$0.00	\$4,396,716.10	26.9%
Federal Sources (+)	\$2,550,877.95	\$262,105.43	\$871,811.15	\$1,679,066.80	\$0.00	\$1,679,066.80	65.8%
Transfers (+)	\$634,720.00	\$0.00	\$559,720.00	\$75,000.00	\$0.00	\$75,000.00	11.8%
Other (+)	\$4,589,013.29	\$0.00	\$5,392,884.09	(\$803,870.80)	\$0.00	(\$803,870.80)	-17.5%
Sub-total : -	\$29,546,285.66	\$1,756,207.74	\$23,763,278.70	\$5,783,006.96	\$0.00	\$5,783,006.96	19.6%
Total : INCOME	\$29,546,285.66	\$1,756,207.74	\$23,763,278.70	\$5,783,006.96	\$0.00	\$5,783,006.96	19.6%
EXPENSES							
-							
Instruction (-)	\$14,742,385.66	\$1,083,301.52	\$8,966,425.59	\$5,775,960.07	\$4,250,270.75	\$1,525,689.32	10.3%
Support Services (-)	\$7,689,949.58	\$484,208.90	\$5,102,980.54	\$2,586,969.04	\$1,697,351.96	\$889,617.08	11.6%
Enterprise & Community (-)	\$1,078,236.78	\$102,097.57	\$668,975.16	\$409,261.62	\$389,122.64	\$20,138.98	1.9%
Facilities Acquisition (-)	\$1,309,458.43	\$0.00	\$0.00	\$1,309,458.43	\$0.00	\$1,309,458.43	100.0%
Transfers (-)	\$634,720.00	\$0.00	\$559,720.00	\$75,000.00	\$0.00	\$75,000.00	11.8%
Debt Service (-)	\$1,750,785.21	\$0.05	\$250,818.08	\$1,499,967.13	\$204,800.17	\$1,295,166.96	74.0%
Contingency (-)	\$2,340,750.00	\$0.00	\$0.00	\$2,340,750.00	\$0.00	\$2,340,750.00	100.0%
Sub-total : -	(\$29,546,285.66)	(\$1,669,608.04)	(\$15,548,919.37)	(\$13,997,366.29)	(\$6,541,545.52)	(\$7,455,820.77)	25.2%
Total : EXPENSES	(\$29,546,285.66)	(\$1,669,608.04)	(\$15,548,919.37)	(\$13,997,366.29)	(\$6,541,545.52)	(\$7,455,820.77)	25.2%
NET ADDITION/(DEFICIT)	\$0.00	\$86,599.70	\$8,214,359.33	(\$8,214,359.33)	(\$6,541,545.52)	(\$1,672,813.81)	0.0%

End of Report

Operating Statement with Encumbrance

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Report: rptGLOperatingStatementwithEnc

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1

# Gervais SD 1

## General Fund Revenue Overview

### March 2024

## YTD Local Sources

**\$3,670,896**

103.16% of Budget

## YTD State Sources

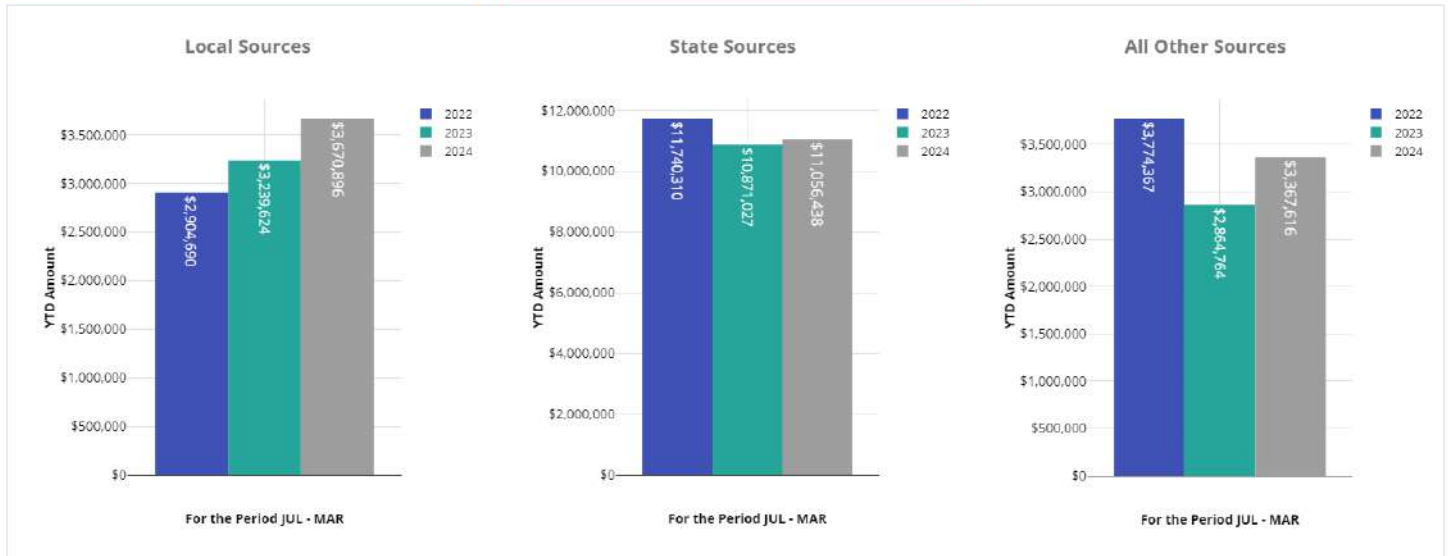
**\$11,056,438**

80.02% of Budget

## YTD All Other Sources

**\$3,367,616**

109.79% of Budget



RESOURCES	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
<b>Operating Revenues</b>				
<b>State School Fund Formula</b>				
Local Revenue	\$3,088,528	\$3,405,374	\$3,331,214	102.23%
Intermediate Revenue	\$12,376	\$7,010	\$40,000	17.53%
State Revenue	\$10,871,027	\$11,056,438	\$13,611,298	81.23%
<b>Total State School Fund Formula</b>	<b>\$13,971,931</b>	<b>\$14,468,822</b>	<b>\$16,982,512</b>	<b>85.20%</b>
Local Revenue	\$151,096	\$265,522	\$227,229	116.85%
Intermediate Revenue	\$2,708	\$2,828	\$3,500	80.81%
State Revenue	\$0	\$0	\$205,046	0.00%
Federal Revenue	\$0	\$0	\$0	0.00%
Other Revenue	\$0	\$0	\$0	0.00%
<b>Total Operating Revenues</b>	<b>\$14,125,734</b>	<b>\$14,737,172</b>	<b>\$17,418,287</b>	<b>84.61%</b>
Beginning Fund Balance	\$2,849,681	\$3,357,778	\$3,023,759	111.05%
<b>TOTAL RESOURCES</b>	<b>\$16,975,416</b>	<b>\$18,094,950</b>	<b>\$20,442,047</b>	<b>88.52%</b>

**Revenue Insight:**

General Fund (Source 54XX Removed) YTD revenues totaled \$14,737,172 through March 2024, which is \$611,438 or 4.1% more than the amount received last year for this period. The YTD difference is driven by an increase in 1000-1999 Local Sources of \$431,272, an increase in 3000-3999 State Sources of \$185,410, and a decrease in 2000-2999 Intermediate Sources of -\$5,245.

	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
<b>General Fund Revenues</b>	\$16,975,416	\$18,094,950	\$20,442,047	88.52%
<b>General Fund Expenses</b>	\$11,145,252	\$12,257,421	\$20,442,047	59.96%
<b>General Fund Balance</b>	<b>\$5,830,164</b>	<b>\$4,717,995</b>	<b>\$0</b>	

## Gervais SD 1

### YTD General Fund Expense Overview

#### March 2024

#### YTD Salaries and Benefits

**\$6,493,512**

64.36% of Budget

#### YTD Purchased Services

**\$4,690,292**

69.58% of Budget

#### YTD Supplies & Materials

**\$345,558**

70.64% of Budget



REQUIREMENTS	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
<b>Salaries</b>				
Regular Salaries	\$3,515,894	\$3,906,345	\$6,091,616	64.13%
All Other Salaries	\$200,856	\$144,686	\$184,245	78.53%
<b>Total Salaries</b>	<b>\$3,716,750</b>	<b>\$4,051,030</b>	<b>\$6,275,862</b>	<b>64.55%</b>
<b>Benefits</b>				
Retirement	\$825,297	\$850,932	\$1,360,104	62.56%
Employee Insurance	\$1,102,600	\$1,220,348	\$1,911,132	63.85%
All Other Benefits	\$323,457	\$371,202	\$541,531	68.55%
<b>Total Benefits</b>	<b>\$2,251,354</b>	<b>\$2,442,481</b>	<b>\$3,812,767</b>	<b>64.06%</b>
<b>Other Expenditures</b>				
Purchased Services	\$4,208,969	\$4,690,292	\$6,741,211	69.58%
Supplies and Materials	\$284,219	\$345,558	\$489,200	70.64%
Capital Outlay	\$54,256	\$13,530	\$14,000	96.64%
Other Objects	\$137,204	\$154,809	\$158,537	97.65%
Transfers	\$492,500	\$559,720	\$609,720	91.80%
<b>Total Operating Expenditures</b>	<b>\$11,145,252</b>	<b>\$12,257,421</b>	<b>\$18,101,297</b>	<b>67.72%</b>
Contingencies	\$0	\$0	\$2,340,750	0.00%
Unappropriated Ending Fund Balance	\$0	\$0	\$0	0.00%
<b>TOTAL REQUIREMENTS</b>	<b>\$11,145,252</b>	<b>\$12,257,421</b>	<b>\$20,442,047</b>	<b>59.96%</b>

#### Expense Insights:

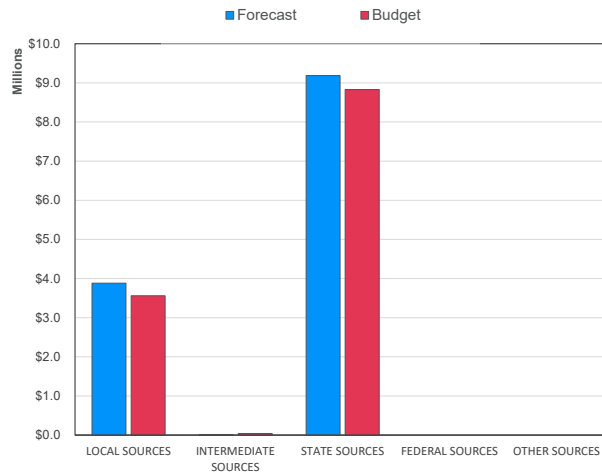
General Fund YTD expenses totaled \$12,257,421 through March 2024, which is \$1,112,169 or 9.1% more than the amount spent last year for this period. The YTD difference is driven by an increase in 300-399 Purchased Services of \$481,323, an increase in 100-199 Salaries of \$334,281, and an increase in 200-299 Associated Payroll Costs of \$191,127.

## Aggregate | Financial Projection by Object

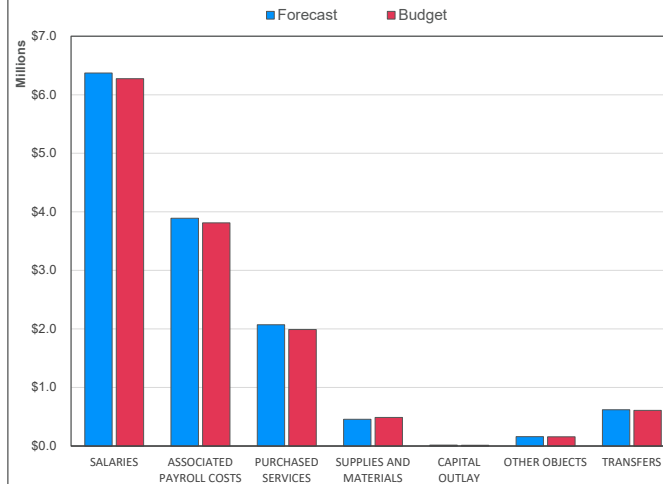
For the Period Ending March 31, 2024

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Annual Forecast	Variance Fav / (Unfav)
<b>RESOURCES</b>						
Operating Revenues						
Local Sources	\$ 3,239,624	\$ 3,558,443	\$ 3,670,896	103.16%	\$ 3,880,885	\$ 322,442
Intermediate Sources	15,083	43,500	9,838	22.62%	10,592	(32,908)
State Sources	7,328,460	8,831,344	7,589,191	85.93%	9,188,606	357,262
Federal Sources	-	-	-	0.00%	-	-
Other Sources	-	-	-	0.00%	-	-
<b>Total Operating Revenues</b>	<b>\$ 10,583,167</b>	<b>\$ 12,433,287</b>	<b>\$ 11,269,925</b>	<b>90.64%</b>	<b>\$ 13,080,083</b>	<b>\$ 646,795</b>
Beginning Fund Balance	2,010,673	1,891,409	2,190,446	115.81%	2,322,418	431,009
<b>TOTAL RESOURCES</b>	<b>\$ 12,593,840</b>	<b>\$ 14,324,697</b>	<b>\$ 13,460,371</b>	<b>93.97%</b>	<b>\$ 15,402,500</b>	<b>\$ 1,077,804</b>
<b>REQUIREMENTS</b>						
Operating Expenditures						
Salaries	\$ 3,716,750	\$ 6,275,862	\$ 4,051,030	64.55%	\$ 6,371,390	\$ (95,528)
Associated Payroll Costs	2,251,354	3,812,767	2,442,481	64.06%	3,889,590	\$ (76,824)
Purchased Services	932,987	1,991,211	1,257,410	63.15%	2,070,921	\$ (79,710)
Supplies and Materials	284,219	489,200	345,558	70.64%	456,961	\$ 32,239
Capital Outlay	54,256	14,000	13,530	96.64%	16,054	\$ (2,054)
Other Objects	137,204	158,537	154,809	97.65%	160,970	\$ (2,433)
Transfers	492,500	609,720	559,720	91.80%	620,692	\$ (10,972)
<b>Total Operating Expenditures</b>	<b>\$ 7,869,270</b>	<b>\$ 13,351,297</b>	<b>\$ 8,824,539</b>	<b>66.09%</b>	<b>\$ 13,586,578</b>	<b>\$ (235,282)</b>
Contingencies	-	973,400	-	0.00%	-	973,400
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 7,869,270</b>	<b>\$ 14,324,697</b>	<b>\$ 8,824,539</b>	<b>61.60%</b>	<b>\$ 13,586,578</b>	<b>\$ 738,118</b>
Ending Fund Balance					\$ 1,815,922	
<b>OPERATING SURPLUS / (DEFICIT)</b>	<b>\$ 2,713,898</b>	<b>\$ (918,009)</b>	<b>\$ 2,445,386</b>		<b>\$ (506,496)</b>	<b>\$ 882,077</b>
(Operating Revenue less Operating Expenses)						

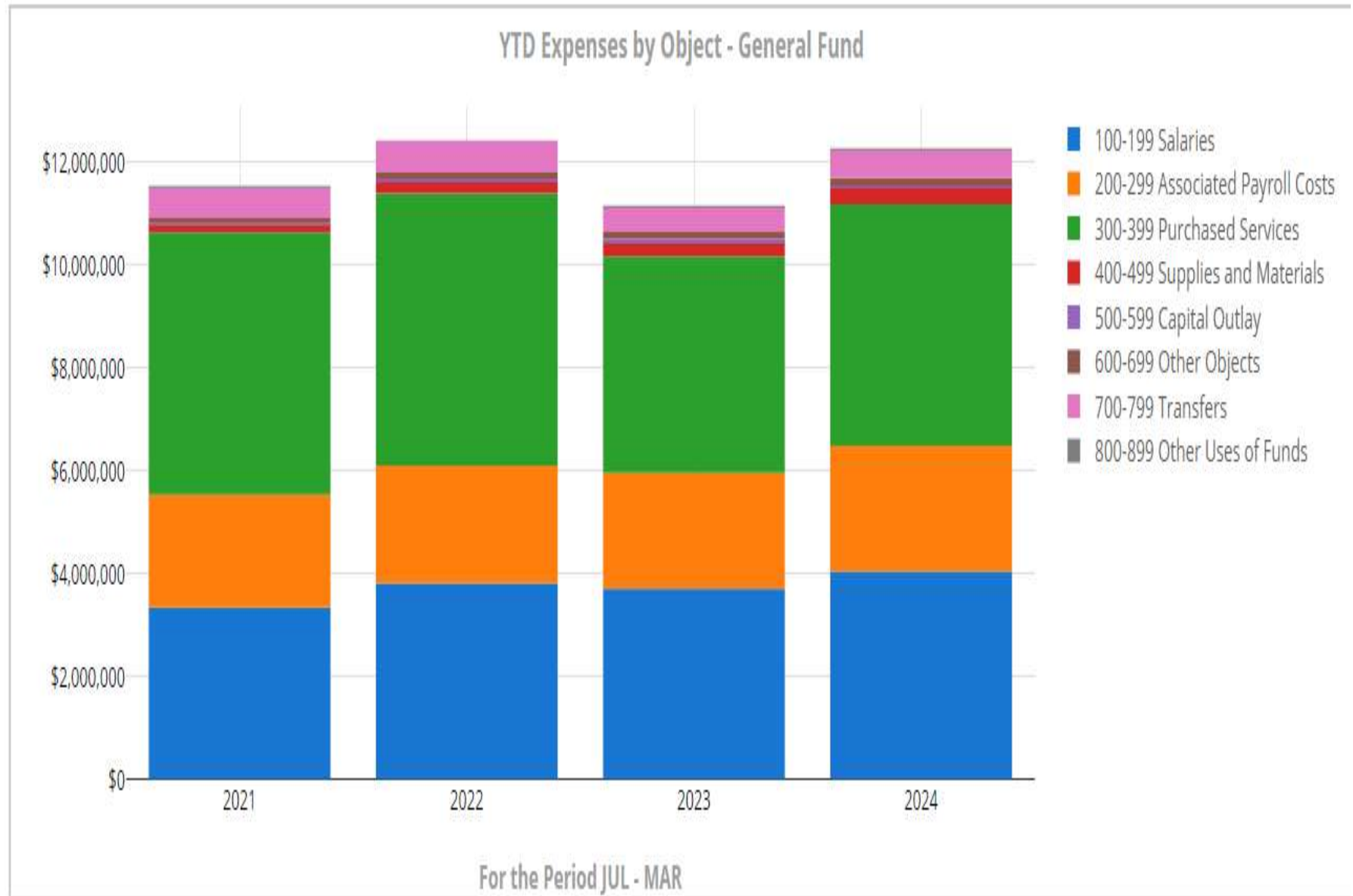
Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



March, for the past 3 years, in comparison with March of the current year, showing where each of the General Fund major object expenditure categories were at for this specific point in time:



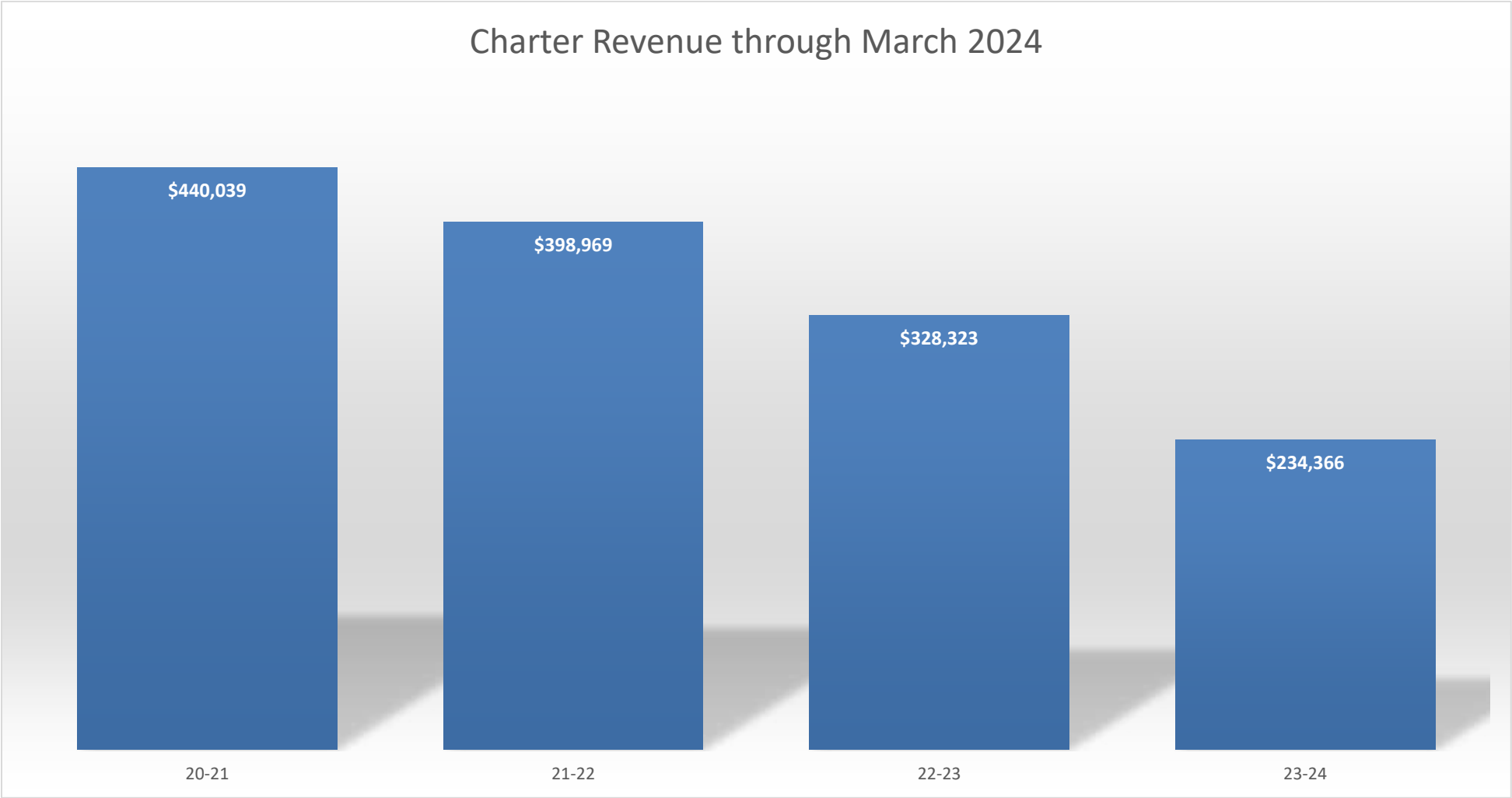
# CHARTER SCHOOL FUND

This graph shows the revenues received from the State School Fund, on behalf of the charter school.

This represents the percentage that has stayed with the district.

We keep 7.5% of the generated revenues for the first count of FCA’s ADMw,  
the second weight does not generate revenue for the district.

This fund’s balance is currently at **\$1,401,697.**







## Updates

This is a very busy month with several tasks converging at once. Besides working on the 2024-25 budget and continued bargaining with licensed staff, the time associated with bond activities is significant. As I shared at our last meeting, we have had several media interviews for TV, newspaper and radio. For the most part, all of the stories have been accurate which is very helpful and the timing couldn't be better.

Next week on Monday I will be hosting a video shoot from 9 a.m. to 3 p.m. for the clip that will be on the Marion County website featuring Gervais and the school district as a great place to move to in order to small-town education but within commuting distance to larger metropolitan areas. This came about because Marion County suggested Gervais be featured on their website. There is a charge for this but I'm using community engagement money from the SIA account.

I am also working on the social media lawsuit records. We have a major deadline to meet for the attorneys and so I have enlisted the help of several administrators to gather documents and create the narratives that describe the effects social media usage has on our students including their mental health and behavior.

Some talk is occurring about having a "post-Bond" gathering the day after the election—Wednesday, May 22<sup>nd</sup>. It will hopefully be celebratory and well as a "thank you"/recognition for all the people that helped with the effort. I will keep you posted on this.

Finally, I wanted to provide you with an update regarding some issues with the city. First, the Student Success Officer has not been in our buildings per the agreement. He is supposed to be there 7:30 to 3:30 every day. This has not happened since October. They are also supposed to provide educational opportunities which either have not happened or been delayed. I have reached out to the city manager several times to attempt to meet and resolve this situation. I don't believe it's appropriate for the district to be paying the full amount when the officer is not only not in the buildings but off site at court or taking care of community business. I received a fax from the city's attorney today informing me that the full amount is owed. I sent an email stating my disappointment that despite several requests to meet in person to share the specifics of my concerns, the city has engaged their attorney. I offered to meet again otherwise I will turn this over to our attorney as well. The second issue is in relation to the excise tax and accounting of the collections. I have asked multiple times for some kind of invoicing or records of how the tax was assessed and when the amounts were collected. I submitted the request again via email yesterday and Roger responded that I needed to fill out the official form. I'm asking for Q3 2023 and Q4 2023 permits, fees assessed and when they were collected so that Caryn and I can determine if the amount collected is accurate. Additionally, I asked for an update on when we might expect Q1 2024 payments which Roger did not respond to.



PROPOSED MOTION: Move that the Gervais District #1 Board of Directors approve the consent items as listed en masse:

MOTION BY: \_\_\_\_\_SECONDED BY: \_\_\_\_\_

- 7.1
 

Approve
 

New Hire / Temporary/Re-Hire:
 

Doug Loiler, GHS Vice Principal/Athletic Director
 Tara MCafferty, Temporary Math and Reading Intervention Teacher
 Celia Marquez, Student Accounting & Software Coordinator
 Kristina Underwood, Temporary Math and Reading Intervention Teacher

Extra Duty:
 

Jeshua Zabala, Middle School Track Coach

 7.2
 

Approve
 

Contract Change / Renewal:
 

Recall:

 7.3
 

Approve
 

Resignation /Retire/ Termination/Non-Renewal:
 

Yairzhinio Benitez Garcia, Custodian II
 Alexander King, GHS Head Boys Basketball Coach
 Mitchell Kruse, GHS Assistant Track Coach
 Scott James, Maintenance Worker
 Celia Marquez, Student Accounting & Software Coordinator
 Francisco Mendez, Custodian II
 Elizabeth Obendorf, GHS Teacher

Decline:
 

Reduction in Force:

Other:
 

Transfers:

 7.4
 

Approve
 

Out-of-State Travel
 

The Gervais District#1 Board of Directors approves Andrea Oropeza and Sophia Ferreira's travel to the National ASCA Conference in Kansas City, MO, from July 12 to 16.

 7.5
 

Approve
 

Out-of-State Travel
 

Gervais District#1 Board of Directors approves Andrea Oropeza and Sophia Ferreira's travel to Grand Canyon University in Phoenix, Arizona, April 24-26, 2024, for the Discover GCU program.

Board Members:	For:	Against:	Abstain:
Bustamante	_____	_____	_____
A. Contreras	_____	_____	_____
M. Contreras	_____	_____	_____
Jones	_____	_____	_____
Toran	_____	_____	_____



Watch for information  
coming soon for a  
***Policy Update***  
**webinar.**

## Summer Board Conference

August 9–11, 2024  
Salem, OR

## Annual Convention

Nov. 7-9, 2024  
Portland, OR

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AC – Nondiscrimination, Required  
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CBC – Superintendent’s Contract, Optional  
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EBC/EBCA – Emergency Procedures and Disaster Plans, Delete  
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GBEB – Communicable Diseases in Schools, Highly Recommended  
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GBN/JBA – Sexual Harassment, Required  
GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements\*\*, Required  
GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required  
GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises, Highly Recommended, (no updates)  
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This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district’s legal counsel.

IGBAG – Special Education – Procedural Safeguards\*\*, Required  
 JBA/GBN – Sexual Harassment, Required  
 JBAA – Section 504 – Students\*\*, *Version 1 and 2*, Highly Recommended  
 JBAA-AR – Section 504 – Students\*\*/, Highly Recommended  
 JEA – Compulsory Attendance\*\*, Highly Recommended  
 JEA-AR – Compulsory Attendance Notices[ and Citations]\*\*, Highly Recommended  
 JGA – Corporal Punishment\*\*, Optional  
 JGAB – Use of Restraint or Seclusion\*\*, Required  
 JGAB-AR – Use of Restraint or Seclusion\*\*, Required  
 JH – Student Welfare\*\*, Optional  
 JHC – Student Health Services and Requirements\*\*, Delete (in lieu of new EBBA)  
 JHCA/JHCB – Immunization and School Sports Participation\*\*, Highly Recommended  
 JHCC – Communicable Diseases - Students, Delete  
 JHCC-AR – Communicable Diseases - Students, Delete  
 JHCCA – Students - HIV, HBV and AIDS\*\*, Delete  
 JHCCF – Pediculosis (Head Lice), *Version 1*, Delete  
 JHCCF – Pediculosis (Head Lice), *Version 2*, Delete  
 JHCCF – Pediculosis (Head Lice), was *Version 3*, now stand-alone, Optional  
 JHCCF-AR – Pediculosis (Head Lice), *Version 1*, Delete  
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 JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements\*\*, Required  
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 JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises,  
 Highly Recommended, (no updates)  
 KBA-AR – Public Records Request, Highly Recommended

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## **CIVIL RIGHTS COORDINATOR**

### **Summary**

[House Bill 2281](#) (2023), effective January 1, 2024, requires a district school board to designate one or more civil rights coordinators for the district. According to HB 2281, the civil rights coordinator may be an employee of the district or the district may contract with an ESD for the services of a civil rights coordinator.

HB 2281, Section 1 (see page 2 of the bill specifically) outlines the minimum responsibilities of a civil rights coordinator. Of note is the requirement to comply with rules adopted by the State Board of Education so OSBA is watching for news about these rules. Additionally, the bill includes use of the term “discrimination” which is defined further by ORS 659.850 and is used in the new bill. The bill further outlines a requirement for the Department of Education to make training available annually for these coordinators.

Finally, ORS 659.855, which allows the Superintendent of Public Instruction to sanction a public elementary or secondary school program if found in noncompliance with ORS 659.850 and 659.852, has been updated to include noncompliance with ORS 332.505(2) – Civil Rights Coordinator.

The bill can be read in its entirety with the link provided above.

There is no current requirement for language to be added to board policy or administrative regulation. The district may choose to add the proposed language to policy AC – Nondiscrimination. Oregon Administrative Rules from the Oregon State Board of Education are anticipated later this year, which will likely prompt another update to policy.

The district should consider posting notice of the designated civil rights coordinator and contact information together with the notice of nondiscrimination (and other notices) on the district's website.

**Collective Bargaining Impact**

None

**Local District Responsibility**

Review the recommendations for policy changes and present them to the board for adoption.

**Policy(ies) and AR(s) Impacted by these Revisions**

AC – Nondiscrimination, Required

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**STUDENT REPRESENTATIVE(S) ON THE BOARD**

**Summary**

The practice of installing student representative(s) on local school boards has increased, and therefore a desire for more policy and administrative regulation options has been voiced. OSBA policy services staff present the model policy and administrative regulation published herein as options for establishing a student representative on a local school board. Oregon does not mandate a student representative, it is up to local decision makers.

**Collective Bargaining Impact**

None

**Local District Responsibility**

Review the proposed policy and/or administrative regulation to determine whether it is appropriate for the board. The policy requires adoption by the board to enact and the administrative regulation may be submitted to the board for their review. A policy and administrative regulation is recommended, although not required.

**Policy(ies) and ARs Impacted by these Revisions**

BCBA – Student Representative(s) on the Board, Optional  
BCBA-AR – Student Representative(s) on the Board, Optional, *New*

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**SUPERINTENDENT'S CONTRACT**

**Summary**

With the passage of [Senate Bill 283](#) (2023), the law was revised regarding superintendent contracts to remove mention of laws relevant to education service district boards added by Senate Bill 1521 in 2022 to ORS 332.505.

**Collective Bargaining Impact**

None

**Local District Responsibility**

Update policies with the recommended revisions if they are present in the board's policy manual and submit to the board for readoption.

### **Policy(ies) and ARs Impacted by these Revisions**

CB – Superintendent, Highly Recommended  
CBC – Superintendent’s Contract, Optional

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### **EVALUATION OF THE SUPERINTENDENT AND ADMINISTRATOR(S)**

#### **Summary**

There are not significant changes to policy on evaluation of the superintendent and administrators. However, it has been included in this update as a reminder to the board to review policy on evaluation of the superintendent to ensure current practice and contract language align, and for the superintendent to review administrator contract language with the same lens. If needed, revise policy language if different terms now apply.

#### **Collective Bargaining Impact**

None

#### **Local District Responsibility**

If the board has adopted a version of required policy CBG – Evaluation of the Superintendent or CCG – Evaluation of Administrators (as listed herein), take time to review the superintendent and administrator contracts to ensure there is not conflicting language adopted in board policy regarding the regularity of an evaluation. Revise board policy as needed and readopt.

### **Policy(ies) and ARs Impacted by these Revisions**

CBG – Evaluation of the Superintendent, Required  
CCG – Evaluation of Administrators, Required

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### **PROCUREMENTS**

#### **Summary**

OSBA recommends deleting the current versions of DJC – Bidding Requirements, DJC-AR – Exemptions from Competitive Bidding and Special Procurements, DJCA – Personal Service Contracts and DJCA-AR – Personal Service Contracts, and replacing them with the new proposed versions of DJC and DJC-AR. The proposed DJC outlines the procurement requirements for Small Procurement, Intermediate Procurement, Regular Procurement, Emergency Procurement, Sole-Source Procurement and Personal Services Contracts.

Additionally, the proposed policy DJC – Bidding Requirements, reflects the new amounts for the procurement levels passed in House Bill 1047 (2023) and went into effect January 1, 2024. The policy also defines “public improvements” for purposes of the procurement levels, defines “community benefit contract” and the “Construction Manager/General Contractor procurement.”

The proposed administrative regulation, DJC-AR – Exemptions from Competitive Bidding and Special Procurements, has been updated and continues to provide guidance for procurements which are exempt from competitive bidding or are special procurements.

#### **Collective Bargaining Impact**

None

### **Local District Responsibility**

Revise and readopt highly recommended policy DJC – Bidding Requirements and consider whether to also add optional DJC-AR – Exemptions from Competitive Bidding and Special Procurements.

### **Policy(ies) and ARs Impacted by these Revisions**

DJC – Bidding Requirements (*Versions 1 & 2*), Delete

DJC – Bidding Requirements, Highly recommended, *New*

DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Delete

DJC-AR – Exemptions from Competitive Bidding and Special Procurements, Optional, *New*

DJCA – Personal Service Contracts, Delete

DJCA-AR – Personal Service Contracts, Delete

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## **HEALTH SERVICES**

### **Summary**

The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-022-2220 on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)). The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision and dental screenings.

As a result of these changes there is a list of policies and administrative regulations (AR’s), included herein, which have been revised. Recommendations may include to delete or rescind policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

The entire rule can be accessed here: [OAR 581-022-2220](#). Reach out to the Oregon Department of Education with additional questions regarding plan requirements and/or implementation.

ODE [resources](#) and [School Health Services](#) include tools to support some requirements.

### **Collective Bargaining Impact**

Review any terms and conditions of an applicable agreement.

### **Local District Responsibility**

Review the recommendations regarding board policy changes and make decisions regarding same. Any policy revisions or recommendation to rescind a policy should be submitted to the board for action. An AR may be submitted to the board for review for either removing or keeping and revising as recommended.

## **Policy(ies) and ARs Impacted by these Revisions**

EBBA – First Aid\*\*, Delete

EBBA – Student Health Services\*\*, Highly Recommended, *New*

EBBA-AR – First Aid - Infection Control, Delete

EBBAA – Infection Control and Bloodborne Pathogens, Optional

EBBB – Injury or Illness Reports, Required

GBEB – Communicable Diseases in Schools, Highly Recommended

GBEB-AR – Communicable Diseases in Schools, Highly Recommended

GBEBA – Staff – HIV, AIDS, and HBV, Delete

JH – Student Welfare\*\*, Optional

JHC – Student Health Services and Requirements\*\*, Delete (in lieu of new EBBA)

JHCA/JHCB – Immunization and School Sports Participation\*\*, Highly Recommended

JHCC – Communicable Diseases - Students, Delete

JHCC-AR – Communicable Diseases - Students, Delete

JHCCA – Students - HIV, HBV and AIDS\*\*, Delete

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## **EMERGENCY PROCEDURES, FIRST AID and SAFETY THREATS**

### **Summary**

[House Bill 3584](#) was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians and employees within 24 hours of a safety threat action that was not a drill. The bill states the communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.” (HB 3584, Section 1., (3)(b)) More detail can be found by reading the entire bill.

This update includes a revision of other policies identified herein, resulting from recommendations on reorganization and may include recoding and/or reassigning content to a different policy or policy section.

### **Collective Bargaining Impact**

None

### **District Responsibility**

Review the recommendations regarding board policy changes and make decisions regarding new and updated policy. Any policy revisions, additions or recommendation to rescind a policy should be submitted to the board for action.

## **Policy(ies) and ARs Impacted by these Revisions**

EBC/EBCA – Emergency Procedures and Disaster Plans, Delete

EBC – Emergency Plan and First Aid\*\*, Highly Recommended, *New*

EBCA – Safety Threats\*\*, Required, *New*

EBCB – Emergency Procedure Drills and Instruction, Highly Recommended

## **SEXUAL HARASSMENT DEFINITION**

### **Summary**

House Bill 2280 (2023 Legislature) modified the definition of sexual harassment affecting schools and has since been followed up with new rule revisions. The revised definition changes the meaning of assault within the sexual harassment context and adds a section describing the meaning of “without consent,” which is also a new definition added to the law. When considering these recommended revisions, please review the designated names and positions listed for receiving such reports and amend as needed.

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

Review recommended changes and board-adopt revisions to required policy GBN/JBA (JBA/GBN) – Sexual Harassment, in the board’s policy manual.

### **Policy(ies) and ARs Impacted by these Revisions**

GBN/JBA – Sexual Harassment, Required

JBA/GBN – Sexual Harassment, Required

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## **REPORTING CHILD ABUSE**

### **Summary**

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

The form found in **GBNAB/JHFE-AR(2) (JHFE/GBNAB-AR(2))** – Abuse of a Child Investigations Conducted on District Premises, is included for convenience and reference; **no updates were made.**

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

The district should recommend board adoption of revised policy and reissue an updated administrative regulation to the board for review.



## **Policy(ies) and ARs Impacted by these Revisions**

BBF – Board Member Standards of Conduct (*Version 1 or 2*), Highly Recommended  
BBFC – Reporting of Suspected Abuse of a Child, Optional  
GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements\*\*, Required  
GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required  
GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises, Highly Recommended, (no updates)  
JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements\*\*, Required  
JHFE/GBNAB-AR(1) – Reporting of Suspected Abuse of a Child, Required  
JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises, Highly Recommended, (no updates)

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## **FINGERPRINTING**

### **Summary**

Newly revised rules regarding fingerprint collection offer the addition of a statewide vendor identified by DAS as an authorized fingerprint collector and removed the option for volunteers to appeal to ODE on a fitness determination issued by ODE. The other resulting changes come from a decision to have a stand-alone board policy.

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

Review the recommended changes and issue them to the board for readoption. To clean up duplicate language, a new version of model policy GCDA/GDDA – Criminal Records Checks and Fingerprinting \* has been developed and eliminates the need for an administrative regulation. Consider a complete delete/rescind of the old policy version and adopt the revised version to implement new policy language for GCDA/GDDA, before adopting, refer to the board's existing version for direction on choosing brackets in the new version; make changes to reflect current practices as needed.

## **Policy(ies) and ARs Impacted by these Revisions**

GCDA/GDDA – Criminal Records Checks and Fingerprinting \*, Delete  
GCDA/GDDA – Criminal Records Checks and Fingerprinting \*, Required, *New*  
GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Delete

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## **SPECIAL EDUCATION and ABBREVIATED SCHOOL DAY**

### **Summary**

Board policy IGBAG – Special Education – Procedural Safeguards\*\* and administrative regulations IGBAF-AR – Special Education – Individualized Education Program (IEP)\*\*/\* and JBAA-AR – Section 504 – Students\*\*/\* are being updated.

Changes in IGBAF-AR – Special Education: Individualized Education Program (IEP)\*\*/\* and JBAA-AR – Section 504 – Students\*\*/\* are due to the passage of Senate Bill 756 (2023) which requires district employees who are assigned to work with students who are on an IEP or 504 Plan, be invited to attend the student's IEP meeting or 504 Plan meeting. The section

of the administrative regulation (AR) “Individualized COVID-19 Recovery Services” is deleted since the provision has sunset (see OAR 581-015-2229). IGBAF-AR is also updated to include information regarding abbreviated school days.

Changes in Board policy IGBAG are due to the passage of SB 758 (2023) to add language to the Independent Educational Evaluations section stating parents are entitled to examine their student’s record pertaining to identification, evaluation and educational placement, and the provisions of a free appropriate public education (FAPE) and setting a 10 business day timeline.

The legal references to IGBAF – Special Education – Individualized Education Program (IEP\*\*) and JBAA – Section 504 – Students\*\* (version 1 and 2) are updated to add references to the new laws.

### **Collective Bargaining Impact**

Consider impact of requirement that certain staff be allowed to attend IEP and 504 meetings and be compensated for attendance.

### **District Responsibility**

Revise and readopt required Board policy IGBAG – Special Education – Procedural Safeguards\*\*; revise required administrative regulations IGBAF-AR – Special Education – Individualized Education Program (IEP)\*\*/\* and JBAA-AR – Section 504 – Students\*\*/\* if present in the board’s policy manual. Also, update the legal references to IGBAF – Special Education – Individualized Education Program (IEP)\*\* and JBAA – Section 504 – Students\*\* as noted in the documents attached.

### **Policy(ies) and ARs Impacted by these Revisions**

IGBAF – Special Education – Individualized Education Program (IEP)\*\*, Required  
IGBAF-AR – Special Education: Individualized Education Program (IEP)\*\*/\*, Required  
IGBAG – Special Education – Procedural Safeguards\*\*, Required  
JBAA – Section 504 – Students\*\*, *Version 1 and 2*, Highly Recommended  
JBAA-AR – Section 504 – Students\*\*/\*, Highly Recommended

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## **COMPULSORY ATTENDANCE AND HOMESCHOOL REQUIREMENTS**

### **Summary**

School districts are still required to monitor for nonenrollment and irregular attendance issues and to send related notices in accordance with ORS 339.080, however, as the Oregon Department of Education has recently noticed, citations for compulsory attendance are no longer issued.

However, after collaboration with their ESD about which entity will be responsible for tracking whether any students who are homeschooled have registered with the ESD or are complying with ORS 339.035, a district may choose to issue a citation. After discussion with the ESD, if the district will be responsible for tracking such students, the district may choose to add bracketed language in JEA-AR – Compulsory Attendance Notices[ and Citations]\*\*, regarding their actions concerning citations related to violation of homeschool statute (ORS 339.035) for registration and testing. A school district or ESD superintendent may issue a citation for violations of ORS 339.035. Before doing so, there must be specific notice given, as provided by law, and proposed model language is included in JEA-AR.

Additionally, a violation of compulsory attendance law is no longer a Class C violation, however violation of ORS 163.577 (1)(c) (failing to supervise a child) is still a Class A violation.

The model policy and administrative regulation have been revised and updated to reflect changes.

ODE staff anticipates some upcoming changes to the Uniform Citation Form and will communicate as soon as it is available.

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

If the district has highly recommended policy JEA – Compulsory Attendance\*\*, review and adopt revised and updated language resulting from changes to rules, and suggested revisions to highly recommended JEA-AR – Compulsory Attendance Notices[ and Citations]\*\* may be made and issued to the board for review.

### **Policy(ies) and ARs Impacted by these Revisions**

JEA – Compulsory Attendance\*\*, Highly Recommended

JEA-AR – Compulsory Attendance Notices[ and Citations]\*\*, Highly Recommended

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## **RESTRAINT OR SECLUSION RECORD AND CORPORAL PUNISHMENT**

### **Summary**

The procedures for responding to an incident of restraint or seclusion are found in ORS 339.294 and were amended by [Senate Bill 1024](#) (2023; see Section 3 which begins on page 5 of the SB). These amended procedures are represented in the recommended changes to model administrative regulation, JGAB-AR – Use of Restraint or Seclusion\*\* and policy JGAB – Use of Restraint or Seclusion\*\*. There are several changes to highlight of which two are: 1) addition of immediate notice to the parent or guardian of any existing record, including audio or video, of the incident (which will be preserved in the original format without alternation), and 2) such record shall be reviewed at the debriefing meeting, to which parents shall be invited.

Additional information regarding the preservation and disclosure of such records, which have record retention and disclosure implications, are outlined in the new [SB](#), subsection 9 and 10.

The changes are a result of the adopted language from the bill and related, revised OARs recently adopted by the State Board.

A change to ORS 161.205 on issues of corporal punishment was put into effect by Senate Bill 577; also effective now.

### **Collective Bargaining Impact**

None

## Local District Responsibility

The district's responsibility is to update the current board policies and administrative regulation (AR) and comply with the new procedural requirements related to incidents of use of restraint or seclusion. The revised AR should be implemented and submitted to the board for review; recommended policy revisions should be submitted to the board for review and readoption.

### Policy(ies) and ARs Impacted by these Revisions

JGA – Corporal Punishment\*\*, Optional

JGAB – Use of Restraint or Seclusion\*\*, Required

JGAB-AR – Use of Restraint or Seclusion\*\*, Required

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## HEAD LICE (PEDICULOSIS)

### Summary

Guidance on exclusion of students found with head lice has changed in recent years. There is now a consensus from other agencies, i.e., National Association of School Nurses<sup>i</sup>, Center for Disease Control and Prevention<sup>ii</sup>, Oregon School Nurses Association, which recommends against excluding students with head lice or nits from the classroom. Additionally, a rule, originally found in an Oregon Health Authority rule (OAR 333-019-0010), which allowed schools to create exclusionary practices for head lice, has since been repealed. Refer to [Communicable Disease Guidance for Schools](#) published by Oregon Health Authority and Oregon Department of Education for instructions on management.

As a result, OSBA is removing versions 1 and 2 of its model policy JHCCF – Pediculosis (Head Lice) and administrative regulations, leaving only what was a third version of the policy JHCCF – Pediculosis (Head Lice), which keeps a student in the classroom. See the *Communicable Disease Guidance for Schools* for more information.

<sup>i</sup> NASN – [Head Lice Management in Schools](#)

<sup>ii</sup> CDC – [Head Lice Information for Schools](#)

### Collective Bargaining Impact

None

## Local District Responsibility

Review the district's policy regarding management of head lice, if applicable, and update or rescind.

### Policy(ies) and ARs Impacted by these Revisions

JHCCF – Pediculosis (Head Lice), *Version 1*, Delete

JHCCF-AR – Pediculosis (Head Lice), *Version 1*, Delete

JHCCF – Pediculosis (Head Lice), *Version 2*, Delete

JHCCF-AR – Pediculosis (Head Lice), *Version 2*, Delete

JHCCF – Pediculosis (Head Lice), was *Version 3*, now stand-alone, Optional

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## PUBLIC RECORDS

### Summary

The purpose of this summary is to make schools aware of some minor changes to the definition of public records under ORS 192.005, which describes any information generated by the school in course of business “necessary to satisfy the legal, administrative, fiscal, **tribal cultural** or historical policies, requirements or needs of the state agency or political subdivision.” (ORS 192.005 (5) as amended by House Bill 2112 (2023)) Other changes made in ORS 192, specifically 192.050 include updating terminology to how terms are used in today’s public operations, e.g., analog or digital audio and video tape technology changing to ***audio or video technology*** or ***audio recording and video recording***. Additionally, in ORS 192.060, any records made under ORS 192.040 and 192.050 “shall be properly indexed and **filed so as to facilitate access and retrieval.**” (ORS 192.060 as amended by House Bill 2112 (2023)) There are no policy changes resulting from this bill.

However, there are some other implications on appropriate administrative regulation (AR) language which are discussed herein under ‘district’ below.

### Collective Bargaining Impact

None

### Local District Responsibility

Review the district’s written procedures related to submitting public records requests. If there are separate written procedures made available which name the person or persons, and their address(es), for submitting public records requests, no modifications may be necessary. If the school operates under KBA-AR – Public Records Request, and if the AR does not name the person or persons to which a public records request should be submitted, make the addition using recommended bracketed language included herein and issue a revised AR for implementation and submit to the board for review.

### Policy(ies) and ARs Impacted by these Revisions

KBA-AR – Public Records Request, Highly Recommended

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## ABOUT *POLICY UPDATE*

*Policy Update* is a subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district’s policy position.

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