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

## School Board Meeting Packet

**January 16, 2025**

**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 via ZOOM on **Thursday, January 16, 2025, at 6:00 p.m.** The agenda for the Regular Session meeting includes, but is not limited to, the following business:

### Reports:

### Action Items:

- **Policies Second Reading**  
BBBB: Injury or Illness Reports  
CGBDA/GDBDA: Family and Medical Leave  
GCBDC/GDBDC: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave  
GCBDD/GDBDD: Sick Time  
GBN/JBA: Sexual Harassment  
IIA: Instructional Materials  
IKF: Graduation Requirements  
IKFB: Graduation Exercises  
JBA/GBN: Sexual Harassment  
JFE: Pregnant and/or Parenting Students
- Superintendent's Evaluation Public Statement

### Discussion Items:

- **Policies First Reading**  
IKJ: Artificial Intelligence  
JHCD: Medications
- **Bond Project Update**
- **2025-2026 School Calendar**

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/87101552812?pwd=NiQBpBh3ap5wvAiLkeoTu4gOadRAJ4.1>

Passcode:108625

Phone one-tap:

+13462487799,,87101552812#,,,,\*108625# US (Houston) +16694449171,,87101552812#,,,,\*108625# US

Join via audio:

+1 346 248 7799 US (Houston) +1 669 444 9171 US +1 669 900 6833 US (San Jose)

+1 719 359 4580 US +1 253 205 0468 US +1 253 215 8782 US (Tacoma) +1 305 224 1968 US

+1 309 205 3325 US +1 312 626 6799 US (Chicago) +1 360 209 5623 US +1 386 347 5053 US +1 507 473 4847 US +1

564 217 2000 US +1 646 931 3860 US +1 689 278 1000 US +1 929 205 6099 US (New York) +1 301 715 8592 US

(Washington DC)

Webinar ID: 871 0155 2812 Passcode: 108625 International numbers available:

<https://us02web.zoom.us/j/keABm1NqsE>

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# GERVAIS SCHOOL DISTRICT

Agenda of January 16, 2025, School Board Meeting

<https://us02web.zoom.us/j/87101552812?pwd=NiQBpBh3ap5wvAiLkeoTu4gOadRAJ4.1>

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	
▪ School Board Recognition		
▪ Budget Committee Vacancies		
▪ Board Elections Filing Timeline		
<b>3.0 APPROVAL OF MINUTES (4-8)</b>	Chairperson	6:05 p.m.
3.1 Regular Session December 19, 2024		
<b>4.0 PUBLIC FORUM</b>	Chairperson	6:10 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 10-30)</b>		
5.1 Student Council Report	Gabby Luna & Lucero Morales	6:15 p.m.
5.2 Principals Report	All Administrators	
5.3 Business Report	C. Davis	
5.4 Superintendent Report	D. Stevens	
<b>6.0 BOARD FOCUS/MEMBER TOPICS</b>	Chairperson	7:00 p.m.
<b>7.0 CONSENT ITEMS (page 31)</b>	Chairperson	7:05 p.m.
7.1 New Hire/Temporary/Extra Duty		
7.2 Contract Change/Recall/Renewal		
7.3 Reduction in Force/Resignation/Termination		
7.4 Transfer from the Charter School Fund		

<b>8.0</b>	<b>ACTION ITEMS (pages 32-70)</b>	Chairperson	7:10 p.m.
8.1	Policies Second Reading EBBB: Injury or Illness Reports GBN/JBA: Sexual Harassment GCBDA/GDBDA: Family and Medical Leave GCBDC/GDBDC: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave GCBDD/GDBDD: Sick Time IIA: Instructional Materials IKF: Graduation Requirements IKFB: Graduation Exercises JBA/GBN: Sexual Harassment JFE: Pregnant and/or Parenting Students		
8.2	Superintendent's Evaluation Public Statement		
<b>9.0</b>	<b>DISCUSSION ITEMS (pages 71-74)</b>	D. Stevens	7:15 p.m.
9.1	Policies First Reading IKJ: Artificial Intelligence JHCD: Medications		
9.2	Bond Project Update		
9.3	2025-2026 School Calendar		
<b>10.0</b>	<b>ADJOURN</b>	Chairperson	7:45 p.m.

**Gervais School District #1  
School Board Regular Session  
Meeting Minutes  
December 19, 2024**

**REGULAR SESSION**

Director Bustamante called the School Board of Gervais School District #1, Marion County, into a Regular Session on Thursday, December 19, 2024, at 6:00 p.m. Board members present included Henry Bustamante, Ana Contreras, Maria Contreras, and Jenny Jones (Director Toran absent). Others present included Dandy Stevens and Sandra Segura.

**Visitor Guest Book:**

Caryn Davis, Melinda Fitz-Henry, Tracy Lewis, Gustavo Muñoz, Julie Powers, Jose Santos, Todd Schweitzer, and Boston Waite.

**Online Guests:**

Beau Neal, Katie Schweitzer, Melissa Wolfer

**1.0 CALL TO ORDER**

**1.1 Pledge of Allegiance**

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

Director Bustamante reminded the public to sign up on the signup sheet if they wish to speak during a public forum.

Ms. Stevens said the bond advisory committee meeting will be on January 8<sup>th</sup> at 6:30 p.m., when everyone will be back from winter break. She asked Director Bustamante and Director M. Contreras to let her know who would attend this meeting. She also reminded the board that there would be a Work Session on January 9<sup>th</sup> to cover an update on strategic goals and go into an executive session to discuss the superintendent's evaluation.

**Frontier Charter Academy Presentation**

Presenters: Beau Neal, Katie Schweitzer, Todd Schweitzer, and Melissa Wolfer

The following was presented by the individuals regarding Frontier Charter Academy's annual report for 2023-2024.

- The individuals introduced themselves and shared their roles at Frontier Charter Academy.
- Shared mission. Expanded that the mission statement is used to evaluate the programs/curriculum used for students. An example of how the Social Studies (Humanities) curriculum connects to the mission statement was provided.
- Shared student membership by ethnicity. The students come from different locations in Oregon, and the highest ethnicity population attending is white.
- Shared data on staff positions (administrators, classified, and licensed) by school year from 2017-2018 to 2023-2024.
- Shared data on student members as of June & average daily membership from 2017-2018 to 2023-2024.
- A statement of activities was shared, and some reserves have been used to put funds into the classrooms if possible.
- Revenues and expenditures from 2018-2019 to 2023-2024 were shared, including ending fund balances carried year to year.
- Frontier Charter Academy has the highest percentage of regular attendees compared to other online schools. This is attributed to an engaging curriculum.
- Provided percentages on 4-year grads rate, 5-year completers rate, on track to graduate, and attendance.
- Data on enrollment and percentages of IEPs, ELLs, and 504s were provided for the current school year (2024-2025). The slide also included the number of staff members, and the different technologies/platforms used at Frontier Charter. When offering different technologies, Frontier Charter ensures that they will not be a barrier for parents or students.
- They shared that the school offers field trips that include parents and siblings. The field trips always have an educational focus and are well attended. These field trips are a good way to meet their classmates and teachers face-to-face.
- Different clubs are offered: an art club, the National Juniors Honor Society (middle school), the National Honor Society (high school), a PE club, an inkling club, and a crochet club. Some of the clubs started at the request of students.

**2.0 INTRODUCTIONS & ANNOUNCEMENTS**

### 3.0 APPROVAL OF MINUTES

#### Motion:

There was a motion made by Director A. Contreras and seconded by Director Jones that the Gervais School District Board of Directors approve the minutes from the Regular Session on November 21, 2024. Motion passed 4-0. (Director Toran was absent)

### 5.0 PUBLIC FORUM: 5.0 REPORTS

#### Student Council:

Boston Waite and Jose Santos reported the following for student activities.

##### Sports Update

- Basketball: The boys' team has a new coach and is learning new things. There was not much interest in the girls for basketball but are working on it.
- Wrestling: They have a new coach and have partnered with St. Paul. The number of students going for wrestling has increased this year. The girls who are doing wrestling have been working hard and have succeeded at tournaments. Ksenia Zepeda (senior) won the Girl's Outstanding Wrestler award.

##### Clubs

- Yearbook: the club has started capturing moments for the yearbook.
- FFA: students will have the opportunity to compete in public speaking contests and have the chance to run for district office (next step from their chapter office).
- NHS: had a winter celebration with a white elephant gift exchange.
- Aguilas de Oro: performing at the community winter celebration.
- Journalism: the club is finishing up the upcoming newspaper.
- Drama: a new club that will be starting soon.
- College & Career: helping seniors with scholarship applications and arranging field trips to colleges/universities. After winter break, the students will collaborate with Oregon State with the Juntos program to introduce the juniors to college.
- After-School Tutoring & Homework Help: This continues to happen on Tuesdays and Thursdays after school to help students with their homework. Transportation is available for students if needed.

#### Managers Reports:

##### Food Services

Ms. Fitz-Henry reported the following.

- She shared details on what is offered to students beyond the menu. She expanded that the salad bar includes options of fruit and vegetables grown in the USA and sometimes locally. K-1 Students' plates are pre-plated, but they do have a second choice of vegetables if they choose from the salad bar. Juice is available during the week of Lent. Since the Russian community is not able to have dairy products, it's easier to have juice available for all kids instead of singling out that group of kids.

There was a brief discussion about food regulations and how they impact food taste and cause waste because kids do not want to eat it.

##### Custodial/Maintenance

Ms. Powers and Mr. Muñoz presented the following.

- Announced names of new staff to the department since the last presentation.
- Provided an update on the new boiler and water softener installed at the elementary school. The new boiler is more energy efficient than the prior boiler system that went out the day after the bond passed.
- The department has been going around the district and cleaning storage spaces.
- Constructed a new storage space for the preschool program.
- Transformed the Samuel Brown building into a transition living space. This was transformed to help students learn new life skills, such as doing laundry.
- Worked on the walking path using wellness grant money. Now, the trail is a full mile. The trail has several spots with benches around if you need to rest, and garbage cans are available. The community and track cross-county team

- have used the trail. The district hosted a tri-river state event, which also used the walking path.
- Staff rooms in all buildings were updated to make them a more relaxing space for staff. All this was possible through a grant, and staff appreciated seeing the updates when they returned from the summer break.

## Technology

Ms. Lewis presented the following.

- Mass communication suite Apptegy
  - Can mass communicate via the app, website, social media, voice and text, control identities, and streamline communication.
  - Uniform communication tool.
  - Mass communication can be sent from a computer or a phone.
  - The tool allows you to select the recipients to whom you send messages.
  - Messages go immediately to all platforms. This is very useful for emergency type of situations or school delays.
  - With this communication tool, the district would get a mobile app.
  - The communication can be filtered to send by school.
  - When a push/communication is sent, the app does not have to be open; you can still receive notifications.
  - Language translation is embedded in the app.
  - Included with this package is also a new website.
  - The package will include personalized communication among teachers/parents/students with easy navigation tools. It also integrates well with Google Classroom. This feature could also be set up for other groups, such as athletic teams and clubs.
  - All communications will be archived and are safe for parents and teachers to communicate.
  - Shared cost details, selection process, and implementation timeline.
  - There will also be savings on phone expenses by selecting Apptegy.

The group briefly discussed how it's great to have one tool for all communication accessible in several ways. The group also mentioned that it's important that parents who are challenged by technology have access to training to navigate the platform and the other tools that come with the package.

## Business Manage Report:

Ms. Davis reported the following.

- Multiple things impacted the negative balance, and adjustments had to be made after sitting down with Frontline and ODE.
  1. The first adjustment: The cause of the negative balance. Ms. Davis said that she was unsure if the tax delay was due to bond. The November 2023, the district had collected \$2.654M. In November 2024, only \$1.310M was collected. This amount does not include the bond because it is in a different location. In December 2023, the district collected \$580K. Now, sitting in the account in December 2024 is \$2M. She said that in the end of the month report total for December, more taxes were collected, \$74K more in taxes compared to the prior year. It was expected because tax rates are continuously increasing. The expectation was placed in November, and Ms. Stevens knew those funds were coming in December.
  2. The next adjustment had to do with the state school fund. There is a new tool that is an assumption assist tool. Data gathered from ODE is placed under the 2023-2024 reconciliation; there is always a reconciliation for the prior year that does not happen until May. When figures were plugged in, they showed a negative adjustment of about \$300K. A deeper dive was done to determine the cause. The district had fewer ELD students than projected (primarily students testing out of the ELD program or students who chose not to go into the program). The district loses the extra weight (extra funding). Another thing that impacts the final calculation is the charter school. For example, if they are growing and the district is declining enrollment, that impacts the calculations. The district will meet with Frontier Charter to discuss the unique situation, so it creates a less negative impact on the budget.
  3. The third adjustment was the contingency amount projected as being spent. It shows that you have a certain amount in contingency funds, and it is projected that all will be spent. That makes it look like we are going into the negative, which is not necessarily true. With all the adjustments, it went from a negative \$1.471M to a positive \$1,177,508. The ending fund balance was \$1.33M, not including the Frontier Charter. The amount is almost where the district anticipated to be.

Ms. Stevens added that looking at all the budget components is always crucial. That is why other districts get in trouble if they do not look at their budget closely. She indicated that she talked to Dr. Helms about reaching out to the state to see if there will be a benefit to testing ELD students later in the year so that if they exit the program, it will be less impactful on the budget and give more time to plan out the cuts to the budget for the following year.

### **Superintendent's Report:**

Ms. Stevens said her report will be done during the discussion about the bond update and her evaluation. She informed the board that she has secured a keynote speaker for the staff district-wide in-service for the coming year. Mr. Aman received a grant and will use part of the funds to pay for the speaker. The speaker will also do a presentation for the community, included in the same fee charged. She said that once a contract is signed, she will inform the board of the speaker's name.

## **6.0 BOARD FOCUS/MEMBER TOPICS:**

### **7.0 CONSENT ITEMS:**

#### **7.1 Approve**

##### **New Hire / Temporary/Rehire:**

Petra Wright, GES Functional Learning Center IA

##### **Extra Duty:**

#### **7.2 Approve**

##### **Contract Change / Renewal:**

##### **Recall:**

#### **7.3 Approve**

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

##### **Decline:**

##### **Reduction in Force:**

##### **Other:**

##### **Transfers:**

#### **7.4 Approve**

##### **Oregon Well-Being Sustainability Grant**

Gervais School District#1 Board of Directors approves applying for Oregon Well-being Sustainability grant for \$5,000.

#### **7.5 Approve**

##### **Out-of-State Travel**

Gervais District#1 Board of Directors approves Principal Toni Williams-Johnson's plan to take students who passed all classes for the school year 2024-2025 on a field trip to Urban Air Adventure Park in Vancouver, Washington.

#### **7.6 Approve**

##### **Out-of-State Travel**

Gervais District#1 Board of Directors approves high school principal Andrew Aman's attendance at the "Learning & the Brain" Conference in San Francisco, California, from February 20th to February 22nd.

#### **7.7 Approve**

##### **Out-of-State Travel**

Gervais District#1 Board of Directors approves high school counselor Andrea Oropeza to attend PowerSchool University on March 16-20, 2025, Anaheim, California.

### **Motion:**

There was a motion made by Director A. Contreras and seconded by Director M. Contreras that the Gervais School District #1 approve the revised consent Items listed en masse. The motion passed 4-0. (Director Toran was absent)

## **8.0 ACTION ITEMS**

### **8.1 Policies Second Reading**

AC: Nondiscrimination and Civil Rights

JECA: Admission of Resident Students

### **Motion:**

There was a motion made by Director A. Contreras and seconded by Director M. Contreras that the Gervais School



District #1 Board of Directors approve revisions to policies AC and JECA. The motion passed 4-0. (Director Toran was absent)

## **9.0 DISCUSSION ITEMS**

### **9.1 Policies First Reading**

BBBB: Injury or Illness Reports  
CGBDA/GDBDA: Family and Medical Leave  
GCBDC/GDBDC: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave  
GCBDD/GDBDD: Sick Time  
GBN/JBA: Sexual Harassment  
IIA: Instructional Materials  
IKF: Graduation Requirements  
IKFB: Graduation Exercises  
JBA/GBN: Sexual Harassment  
JFE: Pregnant and/or Parenting Students

Ms. Stevens said that these policies have been reviewed by the different departments that have knowledge of that area, such as the business office, which has reviewed the protective leave policies. Ms. Stevens asked the board to send any questions her way. Otherwise, those policies will go for a second reading next month.

### **9.2 Bond Project Update**

Ms. Stevens said that seventeen different construction companies attended the building walkthroughs a week ago. She indicated that about ten proposals will be submitted. After the proposals are submitted for review, the hope is to have a recommendation for the January board meeting. The architects have made the final pre-bid proposal, and the next step will be to submit it to their cost analysis team. The analyses should be reviewed during the winter break to determine if the district can move forward or if things need to be cut down to lower costs.

Ms. Stevens informed the board that a newsletter with a bond update had been mailed to all registered voters.

### **9.3 Superintendent Evaluation**

Ms. Stevens said Kristen Miles (OSBA representative) will be here on January 9th during the working session to help facilitate the evaluation process. She shared details about the evaluation process and gave her self-evaluation for the board's review to prepare for the Working & Executive session.

## **10.0 FUTURE AGENDA ITEMS**

## **11.0 ADJOURN**

### **11.1 Adjourn the Regular Session**

Director Bustamante adjourned the Regular Session at 7:14 p.m.

**APPROVED**

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Board Chairperson

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Board Secretary

# 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 High School Board Report

**GHS**

**January 2025**

### Enrollment

9 <sup>th</sup> = 64 (-2) (as of 1/6/2025)	10 <sup>th</sup> = 93 (+1)	11 <sup>th</sup> = 86	12 <sup>th</sup> = 75 (+1)	TOTAL = 318
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### 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>
4	0	1	1	0					

### Attendance

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>
94%	89%	88%	88%	N/A

### Actions / Planning

-The month of December flew by. Doug and Andrew treated staff and students with festive holiday drinks and snacks.



- GHS is in the process of purchasing a new Food Trailer – Maddysen van Dewalker is helping with this work.
- GHS is working to secure a partnership for the Student Success Agency – this is a program that will be paid by the GearUp grant in which ALL GHS students will be partnered with an “agent” to supply on-demand tutoring and College and Career plans.
- Andrew, Poff, Andrea and Doug continue to meet with students who are in danger of not passing classes for Semester 1, along with all Seniors who are not on track to graduate.
- We have had 3 or 4 teachers apply for the Mini-Grant from GearUp for classroom improvement needs.
- Andrea will be sending out Graduation Success Plans for all Seniors as we do every year.
- Teachers are continuing PLC work to look at academics, credits, and attendance regularly every 4 weeks.
- There may be plans in the works to revamp the Cell Phone Policy at GHS – requiring students to put their Cell Phones in the Cell Phone lockers instead of giving them autonomy to put them in the backpacks or pockets.
- Amber Enfield and Tim Bowman are working to create the new courses for Financial Literacy and Career Path Skills per ODE’s new requirements.
- Through January we will host a 9<sup>th</sup> Grade on Track Training with teachers, along with an Oregon Statewide Assessment Training.

- Engagement is the primary FOCUS for this school year. Doug and Andrew have been visiting classrooms regularly.
- Hiring: GHS is still in the search for a new Secretary to help in the front office.
- Math and English teachers are working on incorporating Interim SBAC assessments to prepare for the state assessment.
- GHS is continuing with their Detention/Tardy policy we established last school year. It has been a success!
- We will be spending more time this year planning for the NEW CONSTRUCTION of room 7 to turn it into a Culinary Arts Lab!
- GHS has started many more Attendance incentives – from raffles to donuts to family events! We are doing everything we can to get students into the building regularly.
- GHS now has “vape sensors” that alert office staff and administration when a student is “vaping” in the restrooms.
- GHS has communicated with all families that we will begin using “vaping wands” as a practice to also help stop the negative effects of vaping at GHS.
- Student Support Team will continue to meet to support students regularly.
- The Student Success Plans are being reviewed with students monthly.

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

- Finals are approaching at the end of the month – Andrew and Doug are reviewing all Finals being given,
- We are meeting with students who are failing classes on a regular basis to promote academic achievement.
- Our new vending machine Ribbon Cutting was a BLAST! We did a raffle to give 10 lucky students free drinks from the new machines for working hard in class and showing good behavior.



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

- As we roll into January and approach the end of the Semester it is the time to begin having Seniors apply for scholarships and prepare for their next step!
- Mr. McCargar’s Woods class is still working hard on their project we reported on in the last Board Report.
- Metzger’s class is gearing up for Spring FFA events.
- There may be plans in the works to build a new FFA storage facility near the Ag Barn – more to come on that!
- Orschel’s art class continues to put out amazing work! She has been partnering with Jim Rogers from Brooks Powerland to create new designs for the museum.
- The culinary program has been running smoothly. Maddy has been visiting regional food trucks and culinary programs to gain insight.
- The GHS Food Truck planning is going smoothly – more to come!

### **Counseling News**

- Fenya has been meeting with numerous students as a replacement for Laura Zurita.
- Courtney Utter is back to support students' health needs!

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

- Sophie Ferreira is always working hard to partner with community organizations for volunteer opportunities.
- Brooks Powerland has a number of events we will host in the spring and summer.
- The Brooks EMT program is going wonderfully.
- If you know of any volunteer opportunities, please let us know.

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

- The 9GOT Team will attend another training at WESD in early February.
- Some of our new teachers are involved in a mentorship program.
- Pre-ACT Data Review will occur in early February
- Andrew is attending a Conference in San Francisco in February

### **Senior News**

- Andrea will be sending out Graduation Success Plans for all Seniors as we do every year.
- The Chemeketa Brooks program for our 8 Seniors attending is going well.
- Round #2 of meetings with Seniors who are not on track to graduate are happening this month before the end of the Semester.

### **Willamette Career Academy**

- It is going well – as always.

### **Leadership News**

- December Spirit Week went great!



### **AVID News**

- AVID will only have 2 courses this next year (9/10 and 11/12)
- Amber Enfield is working to create the new courses for Financial Literacy and Career Path Skills per ODE's new requirements.

### **Athletics**

- Basketball and Wrestling season are going great. Please come out and cheer on our student athletes.

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

- Madi Kramer is on Maternity Leave soon and we will have Noel Vasquez helping out in her place.
- Poff worked hard over the break checking student progress – 24 classes were completed!



# **Monthly Administrator Report to Board**

Gervais Middle School

January 2025

Toni Johnson, Principal

## **I. Enrollment:**

- 6th Grade 71 Students
- 7th Grade 75 Students
- 8th Grade 57 Students
- Total 203 Students

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

- Student of the Month - We did not do this for last month. We will have both Student of the Month and Academic Ace for January. - awarded at the beginning of February.

## **III. Attendance:**

- Monday's Attendance Winners - Students who have been at school full time for the previous week and no tardies have a chance to win a \$5.00 gift card to McDonalds, Taco Bell, Jamba Juice, or Dutch Bros. These are the winners for December -
  - 6th Grade: Yaritza Lopez
  - 7th Grade: Ramiro Banuelos
  - 8th Grade: Alex Bazan

\* The other two December winners were listed on last month's school board report.

## **IV. Major Referrals for December:**

- Total Referrals = 3
- State Reportable = 2

## **V. Middle School Activities:**



### **GMS Canned Food Drive - Dec. 9 through Dec. 13**

Middle school leadership held a canned food drive. There was a competition between the classrooms for the most cans brought in. The winner was Mr. Fenner's 8th grade

homeroom, second place was Mrs. Smith's 6th grade, and third place was Mr. Hill's 6th grade homeroom. The total collected was 1,082 cans of food. WOW! The 7 families in our community who get the food will be stocked up for a while. So great! Nice job everyone and thanks to all students who brought food in.



**Middle School Band - Performed at Winter Fest 2024!**



**Middle School Wrestling Team -**

Here is how we finished at our district tournament

### **3rd place**

Brian Vera 132

Noah Saalfeld 140 (Sacred Heart student)

Rilack Gage 175

### **2nd place**

Jesus Martinez 175

Savva Martushev 220+

### **1st place**

Ivan Perez 175

Julian Guzman 220+

## **VI. Academic Highlights and Actions Supporting School**

### **Improvement & Student Learning:**

- Students were reminded that they have less than 17 days left of 1st semester. They need to have passing grades in ALL classes and pass 10



math and 10 LA iReady lessons, if they want to attend the Urban Air Adventure Park in June.

- Each Tuesday and Thursday after school from 3:10-4:00, middle school students can get help with their homework from a teacher. They can study for tests, get one-on-one help, or just have a quiet place to do their homework.

**VII. Counseling Info.**

- Started planning the GMS Career Day which is scheduled for Wednesday, February 26th.
- Started planning for informational talks with the middle school students about substance use and prevention.

# Monthly Administrator Report for GSD School Board

**Date:** January 2025

**School:** Gervais Elementary School

**Administrator:** Dusty Price

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

School	Beginning-of-Year 2024-2025	Current 2024-2025
Total	385	386

Grades	Beginning-of-Year	Current	Grades	Beginning-of-Year	Current
Kindergarten	65	66	3 <sup>rd</sup> Grade	57	62
1 <sup>st</sup> Grade	61	58	4 <sup>th</sup> Grade	59	58
2 <sup>nd</sup> Grade	72	74	5 <sup>th</sup> Grade	71	68

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

- The GES Leadership committee has been working on the school continuous improvement plan. We used the template from ODE and have centered the plan on the goals from the GSD Strategic Plan. It includes long-term goals and metrics for the school evidence-based strategies, measures and actions to meet these school goals. Though it can be a very laborious and tedious process, the leadership team had some very rich conversations about supporting student academic achievement and social-emotional wellbeing. This leadership team includes a classroom teacher from each grade level, counselor, SPED and FLC IAs, and is facilitated by the principal and math specialist.
- Each GES staff is assigned a committee that meets every 6 weeks during our early-release Wednesday PD. The Framework committee is developing and implementing the ELA Framework that helps with both vertical alignment (K-5) and horizontal alignment (across grade level teams). This leadership team includes a classroom teacher from each grade level, ELD teacher, reading and math IAs, and is facilitated by the assistant principal and reading specialist. This is ongoing work that the reading team has been leading for several years now, but these dedicated committee meetings ensure that there is consistent and regular follow-up. The Framework committee meets the week before GES PLC meetings and this helps drive a school-wide vision for grade level collaboration and helps us pull in the same direction.
- GES grade level teams continue to meet in PLC (professional learning community) data teams every 6 weeks during our early-release Wednesday PD. We worked with consultants from the WESD and adapted a reproducible data protocol from Solution Tree to create a simple meeting agenda that would help guide this work. This agenda includes the following:
  - Question #1 (Clarify standards and targets of focus) Big Picture: What do we want all students to know or be able to do? Action Steps: State standards, Non-negotiables in Wonders curriculum, and Most important components of lesson
  - Question #2 (Determine proficiency indicators) Big Picture: How will we know if students have mastered the standards of focus? Action Steps: Common assessments (Wonders), Evidence of progress towards proficiency, and Anticipated outcomes
  - Question #3 (Discuss interventions) Big Picture: How will we respond to students who have not yet learned? Action Steps: Reteaching, Interventions, and CARE Team
  - Question #4 (Discuss extension and enrichment) Big Picture: How will we respond to students who have already demonstrated mastery or ready to do more? Action Steps: Differentiated instruction, Extended learning, Enrichment activities, and TAG Plans

These PLC meetings have allowed grade level teams with the help of our reading, math, and learning specialists to collaborate more in instruction, assessments, and interventions. The focus has been entirely on ELA this year, but we are building capacity to add an additional focus on math next year.

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

- We had a big book give-away on Thursday and Friday before Winter Break with students taking home 3-5 books each. There were thousands of books to choose from with an amazing selection of titles. Many of these books were donations from community members and some were books taken out of circulation from the library. We want to foster a love for reading and help our students want to continue reading over winter break. It is so important for kids to read everyday for at least 20 minutes.
- During the “Teacher Choice” early-release Wednesday PD before Winter Break, the GES Staff Hospitality used a district wellness grant from food services to host a seasonal lunch and white elephant gift exchange. The meal was catered with tamales, beans, rice, with chips and salsa. There was a cookie competition and a fun gift exchange. It was a great chance to come together as a staff and to build a sense of community.
- GES assistant principal Sarah Bradley organized a fun glow-in-the-dark dance party in December during PE specials for students with 90%+ attendance. It was a great chance for being silly with our students and celebrating them being here everyday to learn. It is so important for students to show up every day at school and we are working hard to partner with families to support them getting their kids to school. We really love our students and want them here so we can best serve them. Special thanks to PE teacher MaKesha Bizon for helping with the fun dance party.

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

- We had a wonderful GES Winter Music Performance on Wednesday, December 12 in the evening with students singing a variety of winter favorites...and new songs too. They were absolutely adorable! It was fun seeing students dressed up and excited for the performance and the gym was packed with families. What an awesome amount of support. Big thanks to GES music teacher Aaron Bettencourt for all his energy and effort to make the evening a success. We also thank all the teachers who came to support our students.
- Thanks to a partnership with our SMART Readers, kinder students are able to take home new books every month. Students are so excited to be able to pick out their very own book that they get to keep. What an awesome way to develop a love for reading at a young age.
- Thank you to generous donations by members of the Creekside Bible Church in Brooks for donating food boxes and grocery gift cards for 19 GES families. What an amazing gift for these families in our community. We appreciate this community partner and their generosity in providing for our families in so many ways throughout the year. GES staff adopted these same families to purchase and wrap Christmas gifts for them. There was a tremendous amount of giving as staff were quick to give so generously to these families. It is evidence of how much our staff care about our students and families, and that care extends far beyond the classroom.

# Monthly Administrator Report For Gervais School District Board

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**Date:** January 2025

**Department of Student Services and Federal Programs**

**Administrator:** Dr. Helms

**1. Special Education:** Our joint-district Gervais SD/North Marion SD Adult Transition Program (ATP) will soon be offering “Legos and Lattes,” an on-demand coffee and espresso-based service for the Gervais High School Staff. Soon, staff will be able to order coffee, lattes, espressos, and other hot and hold drinks, and with assistance, Transition Program participants will make and deliver drinks directly to their classrooms or office spaces. ATP Participants will not only learn barista-like skills but also skills in handling money, providing change, and improving interpersonal and social skills. We’re excited to kick off this service soon!



**2. ELD:** ELD teachers are preparing for the upcoming ELPA testing season, which will begin in early February. Each building will have different testing strategies to meet the needs of those students, but a very intentional effort is being applied to create testing environments that optimize student performance. For example, at the middle and high schools, students tend to perform poorly on the ‘speaking’ domain of the exam not because they are unable to perform well but because they may be too shy or self-conscious to speak loudly and proudly into the microphone where other peers can hear them. This year, we are exploring the idea of allowing middle and high school English Language Learners to complete the ‘speaking’ domain by themselves in a small room, supervised in a 1:1 scenario. The goal of this idea would be for students to feel confident in speaking loudly and articulately because we’re removed the fear that others are listening to them. Other strategies will be employed in other buildings, again all with the goal of giving students the very best opportunity to demonstrate the growth they’ve experienced in their language acquisition journey.

**3. Early Learning:** Over Winter Break, Preschool Room #3 received new flooring and Room #2 had installed a student-sized bathroom (previously, students had to walk into Room #1 to use the restroom). Funding for both projects was through our Preschool Promise grant, and both had an immediate, positive impact for staff and students. We continue to be the largest single-site Preschool Promise location (based on slots) in Marion and Polk County, and we currently are maintaining a waitlist. Requests have been made to ODE’s Department of Early Learning and Care to increase our slot cost so we can serve all eligible learners that want to attend our program.

**4. Student Support Team:** Counselors in all three buildings will soon be reviewing results from the YouthTruth survey and working with building administrators to address issues, specifically areas related to student “belongingness” (the way in which students measure how they feel accepted as a member of their school community). Grant funds will be made available to support initiatives intended to increase student belongingness in each building.

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



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

Over the break we worked hard on finishing the new office within the business office. Moved a wall, put in a new window and will be moving personal back in soon.

At the preschool we put new flooring in room #3, added a bathroom with two toilets and a sink. Moving furniture in and out for construction took a lot of time to be ready for the first day back. We also had new electrical added to the welcome center.

With the weather turning so cold our focus will be safety on sidewalks and entries into the buildings, along with weatherizing all aspects of the buildings to ensure no frozen pipes, drains, or roof leaks. We have been watching the weather and inspecting spaces in the mornings before staff arrive.

Trouble shooting some of our heating units to keep the classrooms at a comfortable temperature for staff and students has taken a little bit of time as well. JCI visited about issues at the high school and elementary software that controls our systems over the break

Custodians worked on cleaning and organizing spaces while staff and students were gone. At GES and preschool we cleaned carpets that were in need.

In the hallways and classrooms at the middle school we worked on touch up painting, and in the K2 building the break room was repainted.

- Projects:
- 
- Touch up paint
  - PBS Asbestos testing
  - Working with bond contractors for testing of soil
  - Ongoing clean up and maintenance of the buildings
-

## **Technology Board Report – January 2025**

### E-Rate

We have begun the annual filing process for 90% funding of our phone service costs, Internet Connection, and Pioneer Connection. The filing will be complete in March.

### AI Cadre

The team attended the third monthly meeting of the WESD AI Cadre on December 17. We will meet again on January 21<sup>st</sup>.

### Mass Communication

As presented at the December board meeting, we have purchased Apptegy ThrillShare as our new district mass communication tool. Following a 10-week implementation, the solution will allow us to communicate easily and over multiple platforms (email, web post, text, voice call, social media, etc.).

### Reunification

The district Reunification Committee is still working on developing site maps (at our district campuses and at Bauman's) and establishing our flow stations, roles, procedures, materials, etc. to effectively reunify students with their parents/guardians following a major incident.



### First Three Month Revenue

During September through November the food service department has received the following revenue.

National School Lunch Program (NSLP) \$239,728  
Child and Adult Care Food Program (CACFP) \$13,083

NSLP revenue is from student breakfast and lunch reimbursements and CACFP is from After School meals.

### Equipment Repair

During the winter break we replaced one of the condensers and evaporators for the Gervais Elementary Walk-In which had become unreliable in the preceding month.

We also need to replace the hood vents at the elementary school, this is limiting prepping some lunch items.

### Food Service Director upcoming activities

January 13<sup>th</sup>: meet Cascade School District Food Service Director regarding scratch cooking ideas and equipment needed.  
January 16<sup>th</sup>: ODE non congregated summer meal panel part 1  
February 6<sup>th</sup>: Ode non congregate summer meal panel part 2  
February 13: Oregon Child Nutrition Coalition (OCNC) Commodity and New Products Show. Clackamas  
March 14 & 15: Oregon State Nutrition Association (OSNA) State conference.

## Business Manager Report

### School Board Meeting – 01/16/24

#### 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 YTD Revenue Overview
- General Fund YTD Expense Overview
- General Fund (without Charter) Financial Projection by Object
- YTD Expenses by Object – General Fund
- Charter School Financial Summary by Object

## 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 bulk of our tax payments have been collected. Our *General Fund (without Charter) Financial Projection by Object* report shows the ending fund balance projection at around \$1.11 million. Based on the ending balance projections versus actuals of prior fiscal years, I expect this to increase slightly before the fiscal period ends. Going into the 2024-25 fiscal year, we knew that our carryover funds would need to be used to balance the budget, which this lower ending fund balance projection is reflecting.

### Transfer from the Charter School Fund:

- Our budget for 2024-25 includes a transfer from the Charter School portion of the General Fund into the main General Fund. As discussed at prior board meetings, we are using this pocket of funds to cover some of the non-grant costs associated with the turf field projects (football and softball fields). Currently, as shown in the *Charter School Financial Summary by Object*, we currently have \$1,670,423 in the Charter School Fund. The following list shows the charges associated with the requested transfer. We are asking for your approval for this Consent Agenda item.

▪ Turf Field Project (turf purchase being stored at offsite turf facility)	\$309,100
▪ Fence around softball field	9,650
▪ Fence around football field	34,524
	<hr/>

**Total Transfer: \$353,274**

### Audit Update:

- Our auditors are not able to be present at January's meeting, due to other commitments. They will be joining us at our regular February 20<sup>th</sup> meeting to review the audit for the 2023-24 fiscal year.

## Consent/Action Items:

**Transfer of \$353,274 from the Charter School Fund 101, into the General Fund 100**



# Gervais School District #1

## Budget Summary - All Funds For the Period 12/01/2024 through 12/31/2024

Fiscal Year: 2024-2025

☐ 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 (+)	\$7,471,606.00	\$3,112,274.28	\$5,960,760.54	\$1,510,845.46	\$0.00	\$1,510,845.46	20.2%
State Sources (+)	\$26,684,110.00	\$1,462,256.66	\$8,812,773.77	\$17,871,336.23	\$0.00	\$17,871,336.23	67.0%
Federal Sources (+)	\$2,380,680.00	\$149,225.26	\$714,373.89	\$1,666,306.11	\$0.00	\$1,666,306.11	70.0%
Transfers (+)	\$1,593,000.00	\$0.00	\$352,500.00	\$1,240,500.00	\$0.00	\$1,240,500.00	77.9%
Other (+)	\$35,336,656.65	\$0.00	\$37,175,102.39	(\$1,838,445.74)	\$0.00	(\$1,838,445.74)	-5.2%
Sub-total : -	\$73,466,052.65	\$4,723,756.20	\$53,015,510.59	\$20,450,542.06	\$0.00	\$20,450,542.06	27.8%
Total : INCOME	\$73,466,052.65	\$4,723,756.20	\$53,015,510.59	\$20,450,542.06	\$0.00	\$20,450,542.06	27.8%
EXPENSES							
-							
Instruction (-)	\$16,237,387.84	\$1,098,334.90	\$6,501,965.98	\$9,735,421.86	\$8,692,291.40	\$1,043,130.46	6.4%
Support Services (-)	\$8,834,095.94	\$672,574.72	\$3,523,861.25	\$5,310,234.69	\$3,483,273.06	\$1,826,961.63	20.7%
Enterprise & Community (-)	\$1,405,082.25	\$79,550.72	\$523,803.09	\$881,279.16	\$598,199.94	\$283,079.22	20.1%
Facilities Acquisition (-)	\$39,888,000.00	\$9,286.77	\$807,897.55	\$39,080,102.45	\$1,200,967.32	\$37,879,135.13	95.0%
Transfers (-)	\$1,593,000.00	\$0.00	\$352,500.00	\$1,240,500.00	\$0.00	\$1,240,500.00	77.9%
Debt Service (-)	\$3,302,695.00	\$543,102.88	\$648,802.94	\$2,653,892.06	(\$148,610.69)	\$2,802,502.75	84.9%
Contingency (-)	\$2,201,517.00	\$0.00	\$0.00	\$2,201,517.00	\$0.00	\$2,201,517.00	100.0%
Ending Fund Balance (-)	\$4,274.62	\$0.00	\$0.00	\$4,274.62	\$0.00	\$4,274.62	100.0%
Sub-total : -	(\$73,466,052.65)	(\$2,402,849.99)	(\$12,358,830.81)	(\$61,107,221.84)	(\$13,826,121.03)	(\$47,281,100.81)	64.4%
Total : EXPENSES	(\$73,466,052.65)	(\$2,402,849.99)	(\$12,358,830.81)	(\$61,107,221.84)	(\$13,826,121.03)	(\$47,281,100.81)	64.4%
NET ADDITION/(DEFICIT)	\$0.00	\$2,320,906.21	\$40,656,679.78	(\$40,656,679.78)	(\$13,826,121.03)	(\$26,830,558.75)	0.0%

End of Report

Operating Statement with Encumbrance

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1

2024-2025 Gervais SD 1  
General Fund  
YTD Overview - Revenue December 2024

## YTD Local Sources

**\$3,521,940**

88.18% of Budget

## YTD State Sources

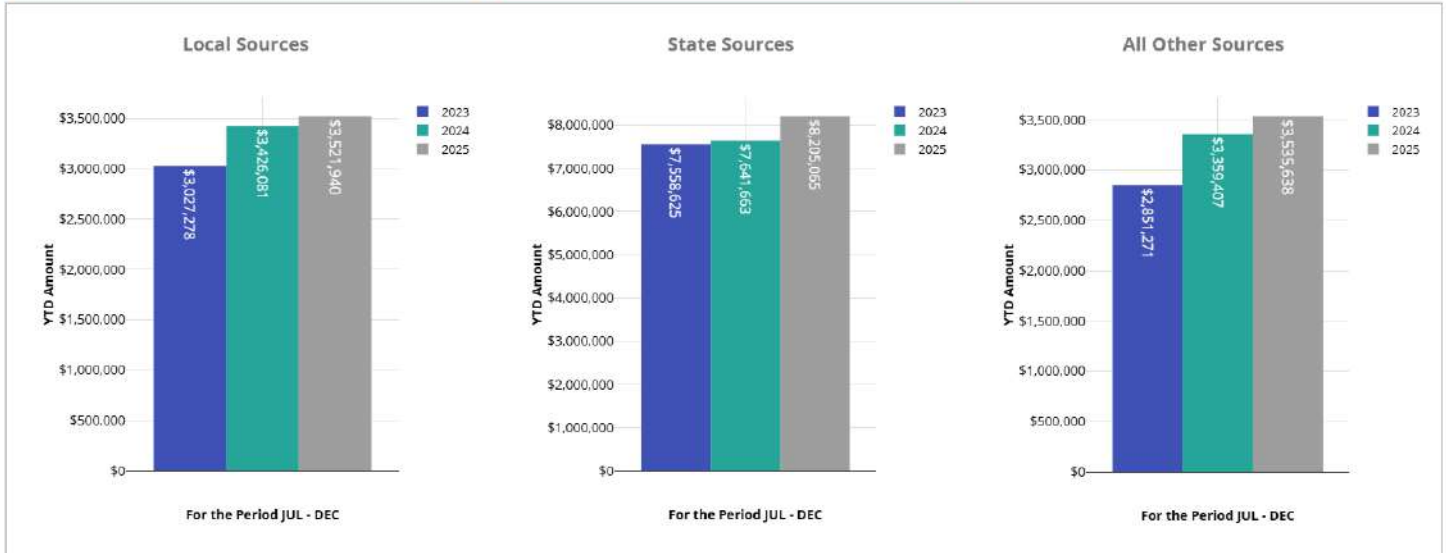
**\$8,205,065**

54.04% of Budget

## YTD All Other Sources

**\$3,535,638**

86.13% 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	\$3,250,248	\$3,360,880	\$3,645,103	92.20%
Intermediate Revenue	\$0	\$0	\$40,000	0.00%
State Revenue	\$7,641,663	\$8,199,610	\$14,983,078	54.73%
<b>Total State School Fund Formula</b>	<b>\$10,891,911</b>	<b>\$11,560,490</b>	<b>\$18,668,181</b>	<b>61.93%</b>
Local Revenue	\$175,833	\$161,060	\$349,000	46.15%
Intermediate Revenue	\$1,630	\$2,109	\$3,500	60.25%
State Revenue	\$0	\$5,455	\$200,000	2.73%
Federal Revenue	\$0	\$11,240	\$0	0.00%
Other Revenue	\$0	\$0	\$700,000	0.00%
<b>Total Operating Revenues</b>	<b>\$11,069,374</b>	<b>\$11,740,354</b>	<b>\$19,920,681</b>	<b>58.94%</b>
Beginning Fund Balance	\$3,357,778	\$3,522,289	\$3,361,697	104.78%
<b>TOTAL RESOURCES</b>	<b>\$14,427,151</b>	<b>\$15,262,643</b>	<b>\$23,282,378</b>	<b>65.55%</b>

**Revenue Insight:**

General Fund (Source 54XX Removed) YTD revenues totaled \$11,740,354 through December 2024, which is \$670,980 or 5.7% more than the amount received last year for this period. The YTD difference is driven by an increase in 3000-3999 State Sources of \$563,402, an increase in 1000-1999 Local Sources of \$95,858, and an increase in 4000-4999 Federal Sources of \$11,240.

	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
<b>General Fund Revenues</b>	\$14,427,151	\$15,262,643	\$23,282,378	65.55%
<b>General Fund Expenses</b>	\$7,691,526	\$8,325,628	\$23,282,378	35.76%
<b>General Fund Balance</b>	<b>\$6,735,625</b>	<b>\$6,937,015</b>	<b>\$0</b>	

**2024-2025 Gervais SD 1  
General Fund  
YTD Overview - Expense December 2024**

**YTD Salaries and Benefits****\$4,247,039**

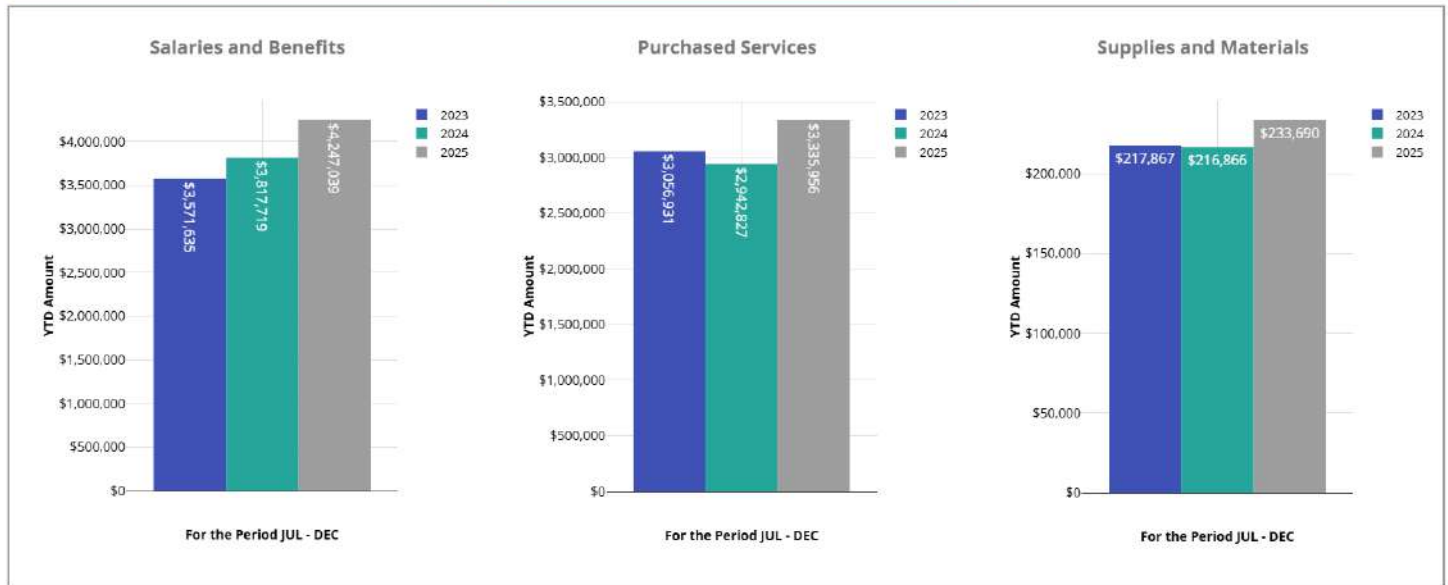
37.03% of Budget

**YTD Purchased Services****\$3,335,956**

45.87% of Budget

**YTD Supplies & Materials****\$233,690**

42.02% of Budget



REQUIREMENTS	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
<b>Salaries</b>				
Regular Salaries	\$2,308,073	\$2,543,728	\$6,793,033	37.45%
All Other Salaries	\$82,390	\$99,742	\$469,800	21.23%
<b>Total Salaries</b>	<b>\$2,390,463</b>	<b>\$2,643,470</b>	<b>\$7,262,833</b>	<b>36.40%</b>
<b>Benefits</b>				
Retirement	\$496,122	\$576,013	\$1,481,682	38.88%
Employee Insurance	\$710,684	\$783,690	\$2,123,390	36.91%
All Other Benefits	\$220,449	\$243,866	\$601,603	40.54%
<b>Total Benefits</b>	<b>\$1,427,255</b>	<b>\$1,603,569</b>	<b>\$4,206,675</b>	<b>38.12%</b>
<b>Other Expenditures</b>				
Purchased Services	\$2,942,827	\$3,335,956	\$7,272,495	45.87%
Supplies and Materials	\$216,866	\$233,690	\$556,080	42.02%
Capital Outlay	\$0	\$0	\$18,000	0.00%
Other Objects	\$154,394	\$156,443	\$186,778	83.76%
Transfers	\$559,720	\$352,500	\$1,578,000	22.34%
<b>Total Operating Expenditures</b>	<b>\$7,691,526</b>	<b>\$8,325,628</b>	<b>\$21,080,861</b>	<b>39.49%</b>
Contingencies	\$0	\$0	\$2,201,517	0.00%
Unappropriated Ending Fund Balance	\$0	\$0	\$0	0.00%
<b>TOTAL REQUIREMENTS</b>	<b>\$7,691,526</b>	<b>\$8,325,628</b>	<b>\$23,282,378</b>	<b>35.76%</b>

**Expense Insights:**

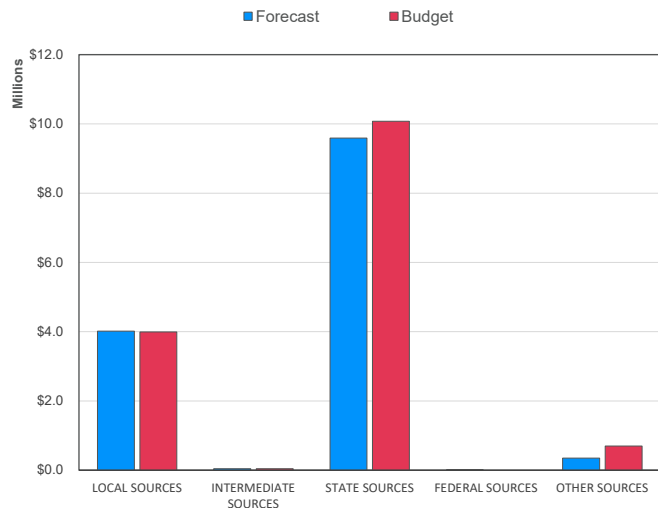
General Fund YTD expenses totaled \$8,325,628 through December 2024, which is \$634,102 or 7.6% more than the amount spent last year for this period. The YTD difference is driven by an increase in 300-399 Purchased Services of \$393,129, an increase in 100-199 Salaries of \$253,007, and a decrease in 700-799 Transfers of -\$207,220.

## Aggregate | Financial Projection by Object

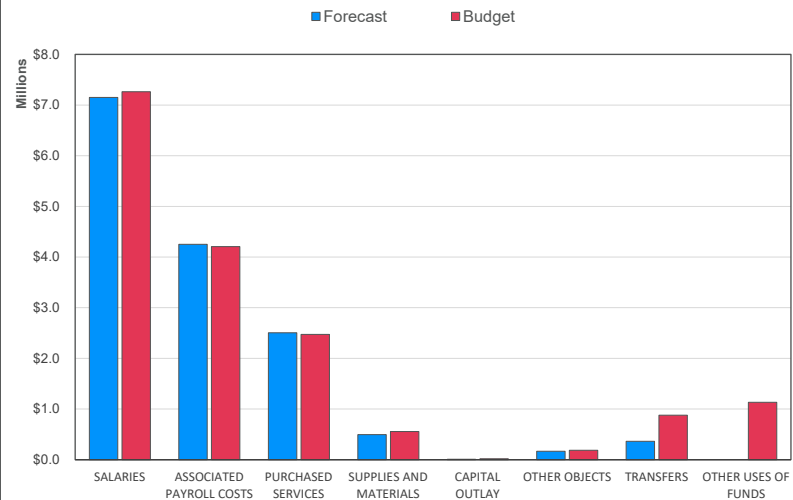
For the Period Ending December 31, 2024

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 2,190,446	\$ 2,042,143	\$ -	\$ 2,042,143	\$ 1,900,000	\$ 142,143
<b>REVENUES</b>						
Local Sources	3,426,081	3,521,940	494,378	4,016,317	3,994,103	22,214
Intermediate Sources	1,630	2,109	42,397	44,506	43,500	1,006
State Sources	5,237,790	5,388,545	4,200,782	9,589,327	10,076,678	(487,351)
Federal Sources	-	11,240	-	11,240	-	11,240
Other Sources	-	-	350,000	350,000	700,000	(350,000)
<b>TOTAL REVENUE</b>	<b>\$ 8,665,501</b>	<b>\$ 8,923,834</b>	<b>\$ 5,087,557</b>	<b>\$ 14,011,391</b>	<b>\$ 14,814,281</b>	<b>\$ (802,890)</b>
<b>EXPENDITURES</b>						
Salaries	\$ 2,390,463	\$ 2,643,470	\$ 4,508,157	\$ 7,151,627	\$ 7,262,833	\$ 111,206
Associated Payroll Costs	1,427,255	1,603,569	2,649,216	4,252,786	4,206,675	(46,111)
Purchased Services	701,442	709,714	1,795,662	2,505,376	2,472,495	(32,881)
Supplies and Materials	216,866	233,690	261,136	494,826	556,080	61,255
Capital Outlay	-	-	9,515	9,515	18,000	8,485
Other Objects	154,394	156,443	10,884	167,327	186,778	19,451
Transfers	559,720	352,500	8,936	361,436	878,000	516,564
Other Uses of Funds	-	-	-	-	1,133,420	1,133,420
Other Expenses	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 5,450,141</b>	<b>\$ 5,699,386</b>	<b>\$ 9,243,507</b>	<b>\$ 14,942,893</b>	<b>\$ 16,714,281</b>	<b>\$ 1,771,388</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ 3,215,360</b>	<b>\$ 3,224,448</b>	<b>\$ (4,155,950)</b>	<b>\$ (931,502)</b>	<b>\$ (1,900,000)</b>	
<b>ENDING FUND BALANCE</b>				<b>\$ 1,110,641</b>		

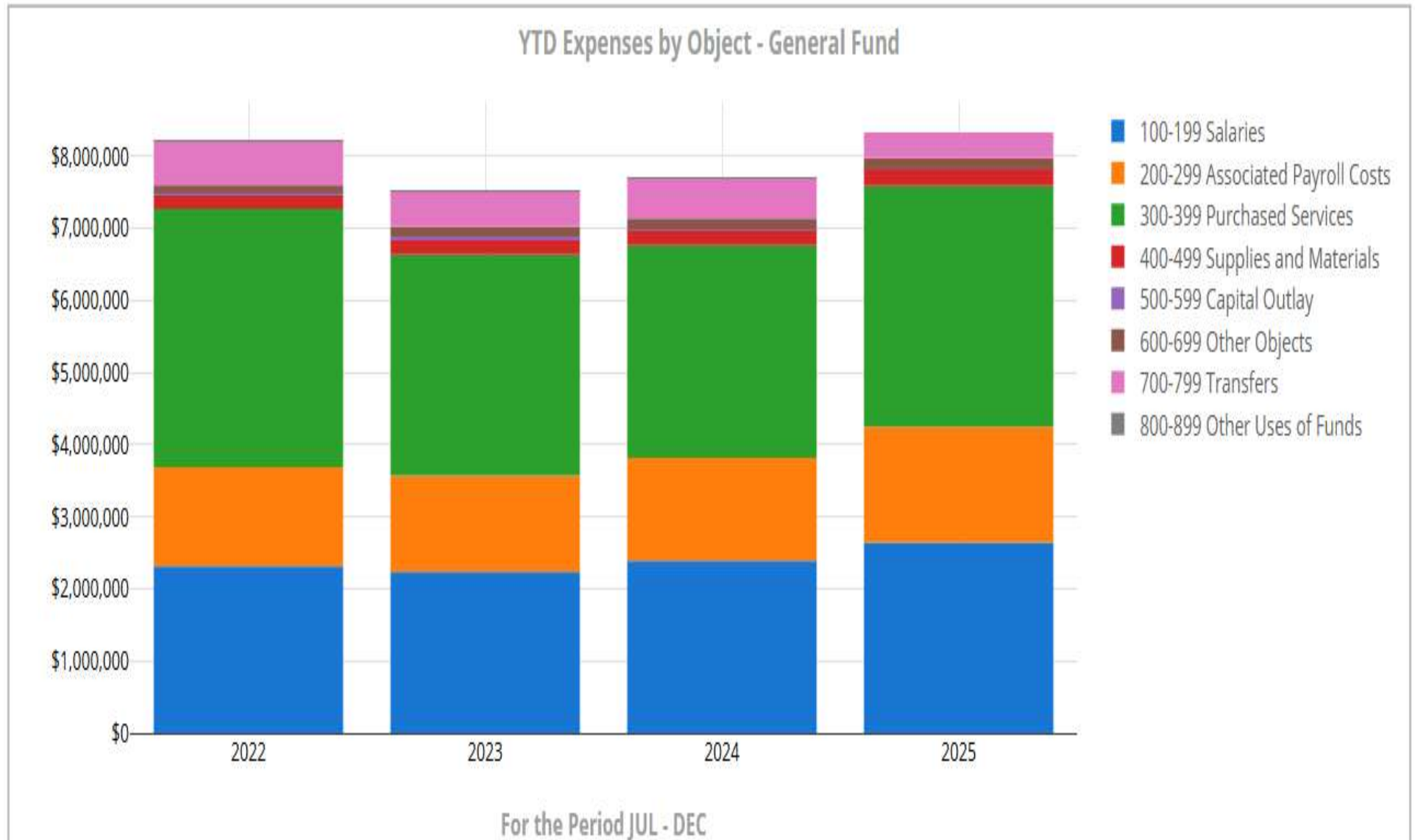
**Revenues by Source | Forecast vs. Budget**



**Expenditures by Object | Forecast vs. Budget**



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

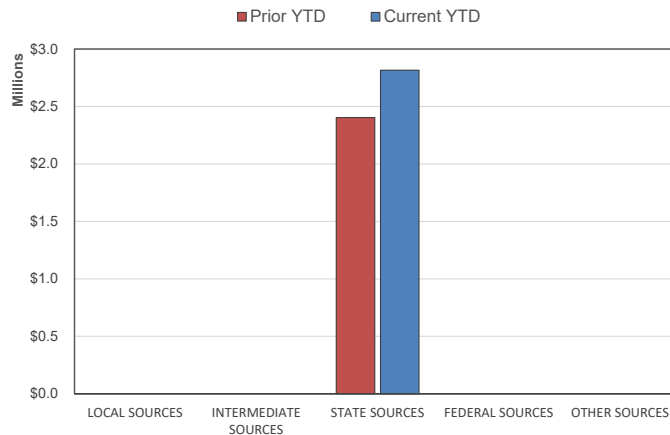


# 101 Gen Fund Charter School | Financial Summary by Object

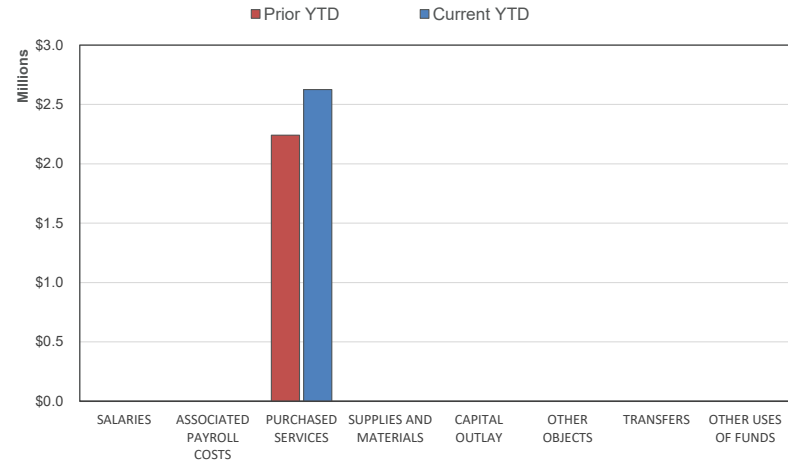
For the Period Ending December 31, 2024

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
<b>Beginning Fund Balance</b>	\$ 1,167,332	\$ 1,167,332		\$ 1,480,146	\$ 1,461,697	
<b>REVENUES</b>						
Local Sources	-	-		-	-	
Intermediate Sources	-	-		-	-	
State Sources	2,403,873	4,584,295	52.44%	2,816,520	5,106,400	55.16%
Federal Sources	-	-		-	-	
Other Sources	-	-		-	-	
<b>TOTAL REVENUE</b>	<b>\$ 2,403,873</b>	<b>\$ 4,584,295</b>	<b>52.44%</b>	<b>\$ 2,816,520</b>	<b>\$ 5,106,400</b>	<b>55.16%</b>
<b>EXPENDITURES</b>						
Salaries	\$ -	\$ -		\$ -	\$ -	
Associated Payroll Costs	-	-		-	-	
Purchased Services	2,241,385	4,271,481	52.47%	2,626,242	4,800,000	54.71%
Supplies and Materials	-	-		-	-	
Capital Outlay	-	-		-	-	
Other Objects	-	-		-	-	
Transfers	-	-		-	700,000	0.00%
Other Uses of Funds	-	-		-	1,068,097	0.00%
Other Expenses	-	-		-	-	
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,241,385</b>	<b>\$ 4,271,481</b>	<b>52.47%</b>	<b>\$ 2,626,242</b>	<b>\$ 6,568,097</b>	<b>39.98%</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ 162,488</b>	<b>\$ 312,814</b>		<b>\$ 190,278</b>	<b>\$ (1,461,697)</b>	
<b>ENDING FUND BALANCE</b>	<b>\$ 1,329,820</b>	<b>\$ 1,480,146</b>		<b>\$ 1,670,423</b>	<b>\$ -</b>	

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD





### Bond Update

The district received six bid proposals from general contractors. We will be scoring each proposal and giving the feedback to R and C by 1/14. Once all proposals have been scored, we will then determine whom to interview and those interviews are scheduled for Wednesday, January 22<sup>nd</sup>. We hope to make the selection that day and give our recommendation to the board at your February meeting.

### Other

**Communications**—The December Newsletter was mailed out the week of December 16<sup>th</sup>. I hope you have all received it. We will be getting hard copies from Clackamas ESD to have available as well. For the month of January, we will have three separate one/two-page mailers and then our next newsletter will be in February. Our communications person is also working with me to finalize the new brochure for the Bond Tax Assistant Grant and the application. The goal is to have those two documents completed by the end of the month and then mail those out in early March. I will have a draft for you to review at the February meeting. I will also have our attorneys review the application prior to this meeting to make any necessary revisions.

**Videos**—We had the video shoot on Dec. 11<sup>th</sup>. The videographer spent four hours on site interviewing parents, staff and students. Our communications person has viewed the video segments and is working with the production company on the new video.

**Conferences**—I will be presenting at two sessions at the upcoming Winter Conference in Salem. On Feb. 11th the session is “Small Districts Bid Bonds!” and on Feb. 12<sup>th</sup> Kristen Miles from OSBA asked me to co-present on Superintendent Evaluations.



It's been a short work month since our last meeting so other than putting out the normal, every day issues, it has been fairly quiet.

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:

7.2 Approve  
 Contract Change / Renewal:

Extra Duty:

Recall:

7.3 Approve  
 Resignation /Retire/ Termination/Non-Renewal:  
 Mayra Vasquez, GES Instructional Assistant

Decline:  
 Reduction in Force:  
 Other:  
 Transfers:

Approve

7.4 Approve  
 Transfer from the Charter School Fund

The Gervais School District#1 Board of Directors approves the transfer from the Charter School Fund, as shown below.

Turf Field Project (turf purchase being stored at offsite turf facility)	\$309,100
Fence around softball field	\$9,650
Fence around football field	\$34,524
Total Transfer:	\$353,274

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

Board Members can request to have any consent item removed and made into an action item or tabled until a future meeting.



**POLICY SECOND READING**

**Proposed Resolution:**

- EBBB: Injury or Illness Reports
- GBN/JBA: Sexual Harassment
- GCBDA/GDBDA: Family and Medical Leave
- GCBDC/GDBDC: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave
- GCBDD/GDBDD: Sick Time
- IIA: Instructional Materials
- IKF: Graduation Requirements
- IKFB: Graduation Exercises
- JBA/GBN: Sexual Harassment
- JFE: Pregnant and/or Parenting Students

Move that the Gervais School District #1 Board of Directors adopt and/or approve changes to policies EBBB, GBN/JBA, GCBDA/GDBDA, GCBDC/GDBDC, GCBDD/GDBDD, IIA, IKF, IKFB, IKFB, JBA/GBN, and JFE as shown in action item 01-25-8.1.

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

DISCUSSION: \_\_\_\_\_

\_\_\_\_\_

<b><u>Board Member:</u></b>	<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstain:</u></b>
Bustamante	_____	_____	_____
A. Contreras	_____	_____	_____
M. Contreras	_____	_____	_____
Jones	_____	_____	_____
Toran	_____	_____	_____

# Gervais School District#1

Code: EBBB  
Adopted: 01/16/25

## Injury or Illness Reports

{This policy was originally released with the April 2024 Policy Update. Following that release, OSBA determined that a correction was necessary. This correction was made in May 2024 and this policy was re-released. This version includes the correction. Required policy. ORS 339.309 requires a district school board establish policy for reporting incidents, e.g., injury. }

All injuries or illnesses<sup>1</sup>, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. Staff members will report self-administered first-aid<sup>2</sup> treatment to an immediate supervisor. All accidents involving employees, students, visiting public or district property will be reported immediately to a supervisor.

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

In the event of a work-related<sup>3</sup> illness or injury to an employee resulting in in-patient hospitalization, loss of an eye, amputation or avulsion<sup>4</sup>, the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA) within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes<sup>5</sup> shall be reported<sup>6</sup> to OSHA within eight hours.

**ALL** injuries or illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public and accidents involving district property, employees, students or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The district safety officer will maintain records on injuries, illnesses, and accidents involving district property, employees, students or visiting public. These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries, illnesses and

<sup>1</sup> The Oregon Occupational Safety and Health Division provides: "Injury or illness" means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

<sup>2</sup> For employees, "first aid" means any one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters, or similar injuries that do not ordinarily require medical care. Such one-time treatment and subsequent observation is considered first aid even though it is provided by a physician or registered professional personnel. (OAR 437-001-0015(34))

<sup>3</sup> An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting injury or illness. (OAR 437-001-0700(6))

<sup>4</sup> Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

<sup>5</sup> "Catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

<sup>6</sup> Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

accidents occurring in the district, and monthly and annual analyses of accident data. Such reports will be submitted to the superintendent.

END OF POLICY

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**Legal Reference(s):**

[ORS 339](#).309

[OAR 437](#)-001-0015

[OAR 437](#)-001-0700

[OAR 437](#)-001-0704

[OAR 437](#)-001-0760

[OAR 437](#)-002-0360

[OAR 437](#)-002-0377

[OAR 581](#)-022-2225

# Gervais School District 1

Code: GBN/JBA  
Adopted: 6/17/20  
Revised/Readopted: 3/18/21, 1/16/25

## Sexual Harassment

<sup>1</sup>The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.<sup>2</sup>

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

## Oregon Definition

<sup>1</sup> Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.

<sup>2</sup> Other complaint policies and administrative regulations that may apply include, but are not limited to: AC – Nondiscrimination and Civil Rights; ACB – Every Student Belongs; GBEA – Workplace Harassment, GBNA – Hazing, Harassment, Intimidation, Menacing, or Cyberbullying – Staff; GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements; GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements; and JFCF – [Hazing,] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence - Students.

Sexual harassment of students, staff members or third parties<sup>3</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student's educational activity or program;
  - b. Interferes with a school or district staff member's ability to perform their job; or
  - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without consent<sup>4</sup>.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

## **Oregon Procedures**

Reports and complaints of sexual harassment should be made to the following individual(s):

Dandy Stevens, Superintendent at 503-792-3803 or [dandy\\_stevens@gervais.k12.or.us](mailto:dandy_stevens@gervais.k12.or.us)

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to make a report should use the above contact information. The person[s] designated will coordinate the report with the procedures in administrative regulation AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. This person is also designated as the Title IX Coordinator.

## **Response**

Any staff member who becomes aware of behavior that may violate this policy shall report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

<sup>3</sup> "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

<sup>4</sup> "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor, or school nurse, who will promptly notify the appropriate district official.

### **Investigation**

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment and prevent reoccurrence:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

### **No Retaliation**

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

### **Notice**

When a person<sup>5</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

<sup>5</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

The written notification must include<sup>6</sup>:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

### **Oregon Department of Education (ODE) Support**

<sup>6</sup> Remember confidentiality laws when providing any information.



The ODE will provide technical assistance and training upon request.

## Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

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## Legal Reference(s):

[ORS 243.706](#)

[ORS 332.107](#)

[ORS 342.700](#)

[ORS 342.704](#)

[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)

[ORS 659.850](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

# Gervais School District 1

Code: GCBDA/GDBDA  
Adopted: 7/27/17  
Revised/Readopted: 6/17/20; 11/20/23; 1/6/25  
Orig. Code: GCBDA/GDBDA

## Family and Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA), the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. Special requirements apply during public health emergencies.

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

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years<sup>1</sup>, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.<sup>2</sup> PFMLI can be taken for family leave, medical leave or safe leave.<sup>3</sup>

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

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### Legal Reference(s):

[ORS 332.507](#)  
[ORS 657B.010](#)  
[ORS 657B.025](#)

[ORS 659A.090](#)  
[ORS 659A.093](#)  
[ORS 659A.096](#)

[ORS 659A.099](#)  
[ORS 659A.150 - 659A.186](#)  
[OAR 839-009-0210 - 0460](#)

<sup>1</sup> The wages are not required to have been earned for work in the district.

<sup>2</sup> See OAR 471-070-1010 for additional information.

<sup>3</sup> Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. {See SB 1515 (2024) Sections 4, 13, 21 and 25.}

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).  
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).  
*Escriba v. Foster Poultry Farms, Inc.* 743 F.3d 1236 (9<sup>th</sup> Cir. 2014).  
Senate Bill 1515 (2024).

# Gervais School District 1

Code: GCBDC/GDBDC  
Adopted: 4/18/19  
Revised/Readopted: 6/17/20, 1/16/25  
Orig. Code: GCBDC/GDBDC

## **Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave) \***

When applicable, the district will comply with the provisions of protected leave identified in ORS 659A.272 to address domestic violence, harassment, sexual assault, bias, or stalking.

The district (covered employer<sup>1</sup>) shall allow an eligible employee<sup>2</sup> to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent; or
5. To relocate<sup>3</sup> or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave if the eligible employee's leave creates an undue hardship on the district.

The district shall not deny leave to an eligible employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion, compensation or

<sup>1</sup> "Covered employer" means an employer who employs six or more individuals in the State of Oregon for each working day during each of 20 or more calendar workweeks in the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking, or in the year immediately preceding the year in which an eligible employee takes leave to address domestic violence, harassment, sexual assault, bias or stalking.

<sup>2</sup> "Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

<sup>3</sup> "Relocate" is described in OAR 839-009-0345 (5).

other terms, conditions or privileges of employment because the employee makes inquiries about, applies for, or takes such leave.

The eligible employee shall give the district reasonable advanced notice of the employee's intention to take leave unless giving advance notice is not feasible.

The district may require the eligible employee to provide certification that:

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The eligible employee shall provide a certification within a reasonable time after receiving the district's request for the certification.

Sufficient certification to support a request for such leave includes:

1. A copy of a report from law enforcement indicating the eligible employee or the employee's minor child or dependent was a victim of domestic violence, harassment, sexual assault, bias, or stalking;
2. A copy of a protective order or other evidence from a court, administrative agency or attorney that the eligible employee appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking; or
3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or victim services provider that the eligible employee or the employee's minor child or dependent was undergoing treatment or counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, bias, or stalking.

All records and information kept by the district regarding the employee's leave under ORS 659A.270 - 659A.285, including the fact the employee has requested or obtained such leave, are confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

The employee may use any accrued paid leave, including sick leave, vacation leave or any other paid leave offered by the district. The district may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies, any applicable collective bargaining agreement or other agreement.

## **Definitions**

1. "Protective order" means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.
2. "Victim of bias" means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.

3. “Victim of domestic violence” means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
7. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.355\(38\)](#)

[ORS 659A.270 - 659A.290](#)

[OAR 839-009-0325 - 0365](#)

# Gervais School District 1

Code: GCBDD/GDBDD  
Adopted: 8/19/16  
Revised/Readopted: 6/17/20; 1/16/25  
Orig. Code: GCBDD/GDBDD

## Sick Time

“Employee” means an individual who renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district and are eligible to use sick time beginning on the 91st calendar day of employment with the district and may use sick time as it is accrued.

The district employs 10 or more employees and therefore shall allow an eligible employee to access up to 40 hours of paid sick time per year. For all substitutes and temporary classified staff paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works. For full-time, non-represented staff, full-time licensed and classified staff, full-time, temporary licensed staff and coaches, paid sick time of 40 hours shall be front-loaded to these employees at the beginning of each fiscal year.

The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to accruing no more than 80 hours of sick time and using no more than 40 hours of sick time in a fiscal year.

Sick time shall be taken in hourly increments except licensed substitutes shall take time in a minimum of 4-hour increments and may be used for the employee’s or a family member’s<sup>1</sup> mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with qualifying Family Medical Leave (FMLA), Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave (OFLA). Sick time may also be used in the event of a public health emergency or for leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272. When sick time is used to care for, or to deal with the death of, an individual related by blood or affinity whose close association with the district employee is the equivalent of a family relationship, the district requires an attestation form signed and submitted by the employee.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right, after an employee uses sick time for more than five consecutive scheduled workdays, to require verification or certification in accordance with law of the need for the sick time,

<sup>1</sup> “Family member” is defined in OAR 839-007-0000.

including a medical verification or certification<sup>2</sup> paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI or OFLA leave, sick time leave and qualifying FMLA, PFMLI or OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, sick time leave and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district requires an employee to provide advance notice of the intention to use sick time {<sup>3</sup>} 10 days prior to when the requested sick time is to begin or as soon as otherwise practicable. When an employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, inservice training, mandatory meetings). The district may discipline an employee if the employee fails to make a reasonable effort to schedule leave in a manner that does not unduly disrupt the operations of the district.

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district at least 12 hours in advance, or when circumstances prevent the employee from providing notice as required, as soon as practicable.

The district may discipline an employee for violating workplace policies and procedures if the employee fails to provide notice as required.

The district shall establish a standard process to track the eligibility for sick time of a substitute.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.507](#)  
[ORS 342.545](#)

[ORS 342.610](#)  
[ORS 653.601 - 653.661](#)

[ORS 659A.150 - 659A.186](#)  
[OAR 839-007-0020 - 0065](#)

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

<sup>2</sup> In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias, or stalking, which necessitates the use of sick time.

<sup>3</sup> {ORS 653.621(3): "...not to exceed 10 days"}



# Gervais School District 1

Code: IIA  
Adopted: 1/16/25

## **Instructional Materials\*\*** (Version 2)

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and school and classroom library materials, and that those materials should be inclusive of populations represented in a global society. The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.

A material involved with a reconsideration will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, school library materials, and classroom library materials.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

### **Definitions**

“Core instructional material,”<sup>1</sup> sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“School library materials” means materials which are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by

<sup>1</sup> This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

“Classroom library materials” means materials which are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

### **Core Instructional Materials**

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, students, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed [on a seven-year cycle], and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks by the Board and any committee shall be done in a manner in accordance with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR (2) & IIA-AR (3) -Challenge of instructional materials and challenge request of instructional materials.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6) – Independent Adoption of Instructional Materials)

### **Supplemental Instructional Materials**

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience. All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(2) & IIA-AR(3) – Challenge of instructional material.

### **School Library Materials**

All school library materials will be selected by a librarian using established selection criteria. Such materials will contain suitable readability levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(2) & IIA-AR(3) - Reconsideration of School or Classroom Library Materials.

## Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(2) & IIA-AR (3) - Reconsideration of School or Classroom Library Materials.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)  
[ORS 332.107](#)  
[ORS 336.035](#)  
[ORS 336.082](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)

[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)  
[ORS 659.850](#)  
  
[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

# Gervais School District 1

Code: IKF  
Adopted: 8/15/19  
Revised/Readopted: 12/01/20; 12/16/21; 12/15/22, 1/16/25  
Orig. Code: IKF

## Graduation Requirements\*\*

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
7. <sup>3</sup>Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

<sup>1</sup> "Foster child" is defined in ORS 30.297.

<sup>2</sup> {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

<sup>4</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

## Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of {<sup>5</sup>}24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>6</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics<sup>7</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and <sup>8</sup>financial literacy);
5. <sup>9</sup>One-half credit of higher education and career path skills;
6. <sup>10</sup>One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages<sup>11</sup> (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined above, a student must:

<sup>5</sup> { If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list. }

<sup>6</sup> "Language arts" includes reading, writing and other communications in any language, including English.

<sup>7</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>8</sup> This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>9</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>10</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>11</sup> "World languages" includes sign language, heritage languages and languages other than a student's primary language.

1. <sup>12</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)): and
4. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. <sup>13</sup>One-half credit in personal financial education;
6. <sup>14</sup>One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and

<sup>12</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

<sup>13</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>14</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. <sup>15</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

<sup>15</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **{<sup>16</sup>}Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

### **Essential Skills Appeal**

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and

<sup>16</sup> {OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year. Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote. }



- g. One credit in the arts or a world language; and
2. Have a documented history of:
    - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
    - b. A medical condition that creates a barrier to achievement; or
    - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Certificate of Attendance**

A {<sup>17</sup>} certificate of attendance<sup>18</sup> will be awarded to students who:

1. Have maintained regular full-time attendance<sup>19</sup> for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history<sup>20</sup>.

<sup>17</sup> {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education's [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#). }

<sup>18</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

<sup>19</sup> {There is no established definition of "regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided. }

"Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.

"Regular full-time attendance" means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

<sup>20</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

For students with a documented history<sup>21</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Other District Responsibilities**

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the documented history .

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to

<sup>21</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form<sup>22</sup> and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

<sup>22</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

# Gervais School District 1

Code: IKFB  
Adopted: 4/19/18  
Revised/Readopted: 12/01/20; 3/18/21; 1/16/25  
Orig. Code: IKFB

## Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or a certificate of attendance from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date adopted by the Board.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing<sup>1</sup> who have successfully completed the requirements for a high school diploma, or qualify to receive or receive a modified diploma, an extended diploma or a certificate of attendance, including students participating in a district-sponsored alternative education program and students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear <sup>2</sup>“Native American items of cultural significance” {<sup>3</sup>} or other items of cultural significance<sup>4</sup>.

<sup>1</sup>A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

<sup>2</sup> “Native American items of cultural significance” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

<sup>3</sup> {ORS 332.112 requires that districts allow students to wear “Native American items of cultural significance” to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.}

<sup>4</sup> The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

## END OF POLICY

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### Legal Reference(s):

[ORS 329.451](#)  
[ORS 332.107](#)  
[ORS 332.112](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[ORS 659.850](#)  
[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)  
[OAR 581-021-0060](#)  
[OAR 581-022-2000](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

# Gervais School District 1

Code: JBA/GBN  
Adopted: 12/17/20  
Revised/Readopted: 3/18/21, 1/16/25  
Orig. Code(s): JBA/GBN

## Sexual Harassment

<sup>1</sup>The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.<sup>2</sup>

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

<sup>1</sup>Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.

<sup>2</sup> Other complaint policies and administrative regulations that may apply include, but are not limited to: AC – Nondiscrimination and Civil Rights; ACB – Every Student Belongs; GBEA – Workplace Harassment, GBNA – Hazing, Harassment, Intimidation, Menacing, or Cyberbullying – Staff; GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements; GBNA/JHFE – Suspected Abuse of a Child Reporting Requirements; and JFCF – [Hazing.] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence - Students.

## **Oregon Definition**

Sexual harassment of students, staff members or third parties<sup>3</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student's educational activity or program;
  - b. Interferes with a school or district staff member's ability to perform their job; or
  - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without consent<sup>4</sup>.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

## **Oregon Procedures**

Reports and complaints of sexual harassment should be made to the following individual(s):

Dandy Stevens, Superintendent at 503-792-3803 or [dandy\\_stevens@gervais.k12.or.us](mailto:dandy_stevens@gervais.k12.or.us)

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to make a report should use the above contact information. The person[s] designated will coordinate the report with the procedures in administrative regulation AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. This person is also designated as the Title IX Coordinator.

## **Response**

Any staff member who becomes aware of behavior that may violate this policy shall report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

<sup>3</sup> "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

<sup>4</sup> "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.



1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

### **Investigation**

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment and prevent reoccurrence:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

### **No Retaliation**

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

### **Notice**

When a person<sup>5</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

<sup>5</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

The written notification must include<sup>6</sup>:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

### **Oregon Department of Education (ODE) Support**

<sup>6</sup> Remember confidentiality laws when providing any information.

The ODE will provide technical assistance and training upon request.

## **Publication**

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

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## **Legal Reference(s):**

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)

[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)

[ORS 659A.030](#)  
  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

# Gervais School District 1

Code: JFE  
Adopted: 10/17/02  
Revised/Readopted: 12/17/20, 1/16/25  
Orig. Code: JFE

## **Pregnant and/or Parenting Students**

The district shall not discriminate in its education program or activity against any student based on their current, potential, or past pregnancy, parenting, or related conditions. No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood. A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities. The district shall ensure that pregnant and/or parenting students receive special services as necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law. The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community.
2. Facilitate the provision of such services, including counseling, life skills and parenting education, childcare, transportation, career development and health and nutrition services to pregnant and/or parenting students.
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services.
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students.
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

When a district employee is notified of a student's pregnancy or related condition by the student or a person who has a legal right to act on behalf of the student, the employee will provide notice to that person. The notice will include:

1. The Title IX Coordinator's contact information;
2. That the Title IX Coordinator can coordinate specific actions to prevent discrimination and ensure the student's equal access to the district's education program or activity;
3. The district's responsibilities under Title IX; and
4. The district's notice of nondiscrimination.

The student will be allowed access to a lactation space<sup>1</sup> [described in Board policy GBDA – Expression of Milk or Breastfeeding.

The superintendent or designee will develop guidelines<sup>{2}</sup> necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.640](#)  
[ORS 339.010](#)

[ORS 339.030](#)  
[OAR 581-021-0046](#)

[OAR 581-023-0100\(3\)](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

<sup>1</sup> A lactation space must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed. (34 CFR 106.40(b)(3)(v))

<sup>2</sup> {Guidelines are required according to ORS 336.640 but does not rise to the level of an administrative regulation. A sample form is available to support developing a student's required individual written plan (OAR 581-023-0100(3)).}

**SUPERINTENDENT EVALUATION PUBLIC STATEMENT**  
**Proposed Resolution:**

Move that the Gervais School District #1 Board of Directors approves the superintendent evaluation public statement as presented by Board Chair Henry Bustamante.

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

DISCUSSION: \_\_\_\_\_

\_\_\_\_\_

<b><u>Board Member:</u></b>	<b><u>For:</u></b>	<b><u>Against:</u></b>	<b><u>Abstain:</u></b>
Bustamante	_____	_____	_____
A. Contreras	_____	_____	_____
M. Contreras	_____	_____	_____
Jones	_____	_____	_____
Toran	_____	_____	_____

# Gervais School District 1

Code: IKJ

Adopted:

## Artificial Intelligence

{The purpose of this policy is to facilitate actions regarding artificial intelligence. Many OSBA members have developed statements, policies, or positions, or have responsible use agreement language that includes related content; this policy is not intended to replace that language.}

The Board believes that artificial intelligence (including generative artificial intelligence) is a useful tool. The Board also recognizes that generative artificial intelligence involves risk, including input and output bias, inaccuracies, and hallucinations. As such, it is critical that staff and student use is conducted responsibly.

### Independent Student Use

Specific rules for the independent use of generative artificial intelligence for assigned student work may be developed by the teacher and communicated to students. Teachers should consider the following in establishing these rules:

1. Accessibility of programs and technology for all students outside of school;<sup>1</sup>
2. Student awareness of bias and inaccuracies and student ability to responsibly address those concerns; and
3. The teacher's ability to detect usage accurately and consistently.

Failure to follow these rules may result in incomplete credit or disciplinary action.

### Student Use as Part of Class

Teachers may use generative artificial intelligence as part of instruction to further course objectives. Only applications approved by the district's [IT Department] will be allowed to be used as part of the class. All Terms of Use will be followed, along with any additional rules established by the [IT Department] or the teacher. Students are not allowed to share logins or passwords.

[Prior to allowing students to use generative artificial intelligence as part of a class the teacher will provide notice to parents with an explanation of its use.] [The [district] [school] will provide notice to parents regarding student use of generative artificial intelligence as part of classes.]

### Staff Use

District staff are authorized to use generative artificial intelligence to perform various work functions. Staff are responsible for ensuring their use complies with all laws, including, but not limited to copyright and privacy laws.

<sup>1</sup> For example, do all students have access to computers and internet away from school; does the age of the students affect their ability to access generative artificial intelligence?



## **Staff Professional Development**

The district will seek out professional development opportunities for staff to learn how to use generative artificial intelligence for various work functions.

## **FERPA and Confidentiality**

All laws regarding student records, confidentiality, privacy, and student internet use will be followed at all times. District staff are prohibited from sharing personally identifiable information (PII)<sup>2</sup> with any generative artificial intelligence application.

## **Violations**

Students and staff in violation of policy or related rules may be subject to discipline and may be referred to law enforcement.

END OF POLICY

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### **Legal Reference(s):**

[ORS 332.107](#)

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133.

Children's Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.

Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501–6505

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

Protection of Pupil Rights, 20 U.S.C. § 1232h.

<sup>2</sup> See Board policy JOB – Personally Identifiable Information for additional information.

# Gervais School District 1

Code: JHCD  
Adopted:  
Orig. Code(s): JHCD/JHCDA

## **Medications\*\*/\***

(Version 2)

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

[<sup>1</sup>] A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parents or guardian.]

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

## END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)

[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 - 0035](#)

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0000 - 0030](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 1552 (2024).

<sup>1</sup> {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}