

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

REGULAR SESSION

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

Visitor Guest Book:

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

1.0 CALL TO ORDER

1.1 Pledge of Allegiance

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

2.0 INTRODUCTIONS & ANNOUNCEMENTS

2.1 Public Forum Sign-Up:

Krysteena Leimbach

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

Announcements

Introductions/Presentations

Frontier Charter Academy Budget

Approval of Minutes

Board Focus

Consent Items

Action Items

Administrators Reports

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

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

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

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

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

Ms. Alexander asked if there were any further questions.

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

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

Director Toran asked if the organization offers dietary accommodations.

Ms. Alexander said that they do.

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

Frontier Charter Budget for 2024-2025

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

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

3.0 APPROVAL OF MINUTES

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

No revisions were made.

Motion:

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

4.0 CONSENT ITEMS:

4.1 Approve

New Hire / Temporary/Rehire:

Extra Duty:

Approve

Contract Change / Renewal:

Recall:

7.0 Approve

Resignation/Retirements/Termination/Non-Renewal:

Jennifer Rodriguez, GMS Assistant Track Coach

Decline:

Reduction in Force:

Other:

Transfers:

Approve**Out State Travel**

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

Motion:

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

8.0 ACTION ITEMS**8.1 School Calendar 2024-2025****Comments:**

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

Motion:

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

8.2 OSBA Legislative Policy Committee Position 12**Comment:**

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

There was no interest from any of the board members.

8.3 Superintendent Contract**Comments:****Motion:**

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

8.4 Superintendent Evaluation Public Statement**Comments:**

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

Motion:

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

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

Dr. Atwood presented the following:

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

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

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

Motion:

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

8.6 2024-2025 Frontier Charter Budget

Comments:

Motion:

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

Public Forum Sign-Up included:

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

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

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

message?

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

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

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

REPORTS

Student Council Report

Gloria Valdovinos and ^{Cassie} Patricia Mendoza (Student Council) reported the following.

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

Administrators Reports

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

Gervais Elementary School

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

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

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

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

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

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

➤ **Relationships**

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

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

➤ **Culture**

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

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

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

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

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

➤ **Communication/Feedback**

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

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

➤ **Resources**

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

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

➤ **School Safety**

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

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

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

➤ **Interventions Plan**

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

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

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

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

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

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

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

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

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

Gervais Middle School

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

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

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

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

➤ Engagement

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

Comments:

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

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

Comments:

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

➤ Academic Challenge

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

Comments:

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

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

Comments:

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

➤ **Culture**

- Adults from my school treat students with respect.

Comments:

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

- I feel safe during school.

Comments:

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

➤ **Belonging and Peer Collaboration**

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

Comments:

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

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

Comments:

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

➤ **Relationships**

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

Comments:

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

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

Comments:

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

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

Comments:

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

Where to go from here with this data?

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

Staff YouthTruth data is focused on Engagement, Relationships, Culture, Professional Development and Support, School Safety, and diversity, Equity, and Inclusion.

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

Comments:

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

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

Comments:

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

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

Gervais High School

Mr. Aman and Mr. Loiler presented the following.

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

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

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

➤ **Family Data**

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

➤ **Staff Data**

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

Comment:

Rating declined after COVID.

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

Comment:

Rating declined.

➤ **Staff areas for growth**

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

➤ **Student Data**

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

➤ **Students Areas for growth**

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

➤ **Students' areas to watch**

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

➤ **What is next.**

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

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

➤ **Staff data what is next.**

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

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

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

- **Support staff were less likely to report that the school is effectively managed or runs smoothly/don't feel safe at work.**

➤ **Student data what is next**

- One category that dropped significantly was "I try to do my best in school"
 - Will brainstorm ideas on this topic. It's an ongoing challenge.
- Setting high expectations for students
 - Possible professional development around "high order thinking" in the classroom and other professional development to promote academic challenge.

➤ **Continue to improve college and career readiness opportunities for students.**

- College and career center
- College and career staff
- Working with 8th graders

Financial Report

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

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

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

Director Bustamante asked what all is under Benefits.

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

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

Superintendent Report

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

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

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

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

9.0 DISCUSSION ITEMS

9.1 Bond Update

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

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

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

10.0 FUTURE AGENDA ITEMS

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

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

11.0 ADJOURN

11.1 Adjourn the Executive Session

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

APPROVED



Board Chairperson



Board Secretary