



ESTABLISHED 1834

290 First Street
PO Box 100
Gervais, Oregon 97026-0100
Phone: 503.792.3803
FAX: 503.792.3809
www.gervais.k12.or.us

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

School Board Meeting Packet

Thursday, September 21, 2023

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

290 First Street
P.O. Box 100
Gervais, Oregon 97026-0100
Phone: (503) 792-3801
FAX: (503) 792-3809
www.gervais.k12.or.us

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

REGULAR SESSION

The Gervais School District #1 School Board, Gervais, Oregon, will convene in a Regular Session at the District Office Conference Room and via ZOOM on **Thursday, September 21, 2023, at 6:00 p.m.** The agenda for the Regular Session meeting includes, but is not limited to, the following business:

Reports:

Action Items:

- School Board & Superintendent Goals
- OSBA Board of Director Positions Nominations
- OSBA Legislative Policy Committee (LPC)

Discussion Items:

- Presentation by Ben Patinkin
- Bond Update
- Update on Ask City Council on Street Improvement
- HB 2753 Stipends for Board Members

Please click the link below to join the webinar: <https://us02web.zoom.us/j/84568706137>

Or One tap mobile : +17193594580,,84568706137# US +12532050468,,84568706137# US

Or Telephone: Dial(for higher quality, dial a number based on your current location):

+1 719 359 4580 US +1 253 205 0468 US +1 253 215 8782 US (Tacoma) +1 346 248 7799 US (Houston)

+1 669 444 9171 US+1 669 900 6833 US (San Jose)+1 646 931 3860 US+1 689 278 1000 US+1 929 205 6099 US

(New York)+1 301 715 8592 US (Washington DC)+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

Webinar ID: 845 6870 6137

International numbers available: <https://us02web.zoom.us/j/84568706137>

GERVAIS SCHOOL DISTRICT

Agenda of September 21, 2023, School Board Meeting
District Office Conference & via ZOOM
290 First Street
<https://us02web.zoom.us/j/84568706137>
Gervais, Oregon 97026

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

ITEM	RESPONSIBILITY	TIME
1.0 CALL TO ORDER	Chairperson	6:00 p.m.
1.1 Pledge of Allegiance		
2.0 INTRODUCTIONS & ANNOUNCEMENTS		
2.1 Public Forum Sign-Up	Chairperson	
2.2 Visitor Guest Book	Chairperson	
2.3 Announcements	D. Stevens	
• 2023 OSBA Annual Convention Nov 9-11		
3.0 APPROVAL OF MINUTES (pages 5-14)	Chairperson	6:15 p.m.
3.1 Regular & Executive Session August 17, 2023		
3.2 Working Session August 29, 2023		
4.0 PUBLIC FORUM	Chairperson	6:25 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>		
5.0 REPORTS (pages 16-37)		
5.1 Student Council Report	Student	
5.2 Administrators Report	Administrators	6:35 p.m.
5.3 Financial Report	C. Davis	
5.4 Superintendent Report	D. Stevens	
6.0 BOARD FOCUS/MEMBER TOPICS	Chairperson	6:45 p.m.
6.1 New Proposed Health Standards		
7.0 CONSENT ITEMS (pages 78-80)	Chairperson	6:50 p.m.
7.1 New Hire/Temporary/Extra Duty		
7.2 Contract Change/Recall/Renewal		
7.3 Reduction in Force/Resignation/Termination		
7.4 Graduation Date for 2024		
7.5 Co-Op with Kennedy Girls Soccer		
7.6 Authorize Superintendent to Resolve Lawsuit with Altria Group Inc.		

	RESPONSIBILITY	ITEM TIME
8.0	ACTION ITEMS (pages 81-86)	Chairperson
	8.1 School Board & Superintendent Goals	7:00 p.m.
	8.2 OSBA Board of Director Positions Nominations	
	8.3 OSBA Legislative Policy Committee (LPC)	
9.0	DISCUSSION ITEMS (pages 87-90)	D. Stevens
	9.1 Presentation by Ben Patinkin	7:15 p.m.
	9.2 Bond Update	
	9.3 Update on Ask City Council on Street Improvement	
	9.4 HB 2753 Stipends for Board Members	
10.0	FUTURE AGENDA ITEMS	
11.0	ADJOURN	Chairperson
		7:30 p.m.

**Gervais School District #1
School Board Regular & Executive Session
Meeting Minutes Thursday, August 17, 2023**

REGULAR SESSION

Director Bustamante called the School Board of Gervais School District #1, Marion County, into a Regular Session on Thursday, July 20, 2023, at 6:00 p.m. Board members present included: Henry Bustamante, Maria Contreras, Jenny Jones, and Angie Toran. Others present included Dandy Stevens and Sandra Segura. (Director A. Contreras was absent)

Visitor Guest Book:

Lenthal Kaup and Cassie Ross.

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

Swearing of Board Member (policy BBBB)

Director Bustamante swore in Jenny Jones as a board member for the Gervais School District board of directors.

All Staff In-Service August 30, 2023

Ms. Stevens announced that the district will have its District-Wide In-Service on August 30, 2023, with a well-known guest speaker, and lunch will be provided. She extended the invitation to the board members if they wanted to join.

She also reminded the board members about the following:

- The Open House for all schools is August 31, 2023.
- The district garage sale date changed due to the high temperatures.
- Mandatory annual training is ready for you to start doing them.

2.1 Public Forum Sign-Up:

Lenthal Kaup.

Public Forum Sign-Up included:

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

3.0 APPROVAL OF MINUTES

Director Bustamante asked the board members if they had any corrections to the board minutes from the Regular & Executive Session on July 20, 2023.

No corrections.

Motion:

There was a motion made by Director M. Contreras and seconded by Director Toran that the Gervais School District Board of Directors approve the minutes from the Regular & Executive Session on August 17, 2023. The motion passed 4-0. (Director A. Contreras was absent)

4.0 PUBLIC FORUM:

Director Bustamante reminded the public of the guidelines that need to be followed when speaking during public forum.

Mr. Kaup said he continues to be concerned about things that must be fixed in the school buildings. One is the sewer for the dressing rooms at the high school, not having proper roof draining, and the heating system in the south wing of the high school. He said that he would like a professional to look at those problems to get them taken care of.

REPORTS

Student Council:

No student was present to report.

Administrators Report:

Ms. Stevens reported that tonight she will have the principals give reports for each of their buildings. She asked Mr. Price to proceed with his report.

Gervais Elementary School

Mr. Price reported the following for elementary school.

- Migrant summer school went well, enriched with language lessons.
- Have a Jumpstart week scheduled to help orient kids and get to know where kids are academically to test them.
- There are several hires for the elementary school, approximately about 22 new hires. Half of the elementary teachers will be new and have several new instructional assistants.
- A current teacher will play the role of TOSA and serve, to assist the principal in different duties. Another TOSA will be focused on student's behaviors. The goal will be to get to know each of the students attending the elementary.
- Added two new classrooms, a TOSA position for Math and Science work.
- The Latinx grant and other grants, such as the STEAM grant, will help support the afterschool offerings for students in choir, violin club, coding, robotics, and gardening to provide equity for our community. This is all funded through the Latinx grant.

Gervais Middle School

Ms. Williams-Johnson reported the following for the middle school.

- Shared new hires for the middle school: history teacher, science teacher, and office secretary.
- Due to the endorsements of the new teachers, students will be able to receive a full year of science and history.
- The Science and Math will be moved to the same wing of the building to make collaborating more accessible, as will Language Arts and History (moving to the west wing).
- The middle school schedule will match the high school schedule. Classes for middle schoolers will be 56 minutes long. The advisory will be changed to homeroom, and the students will have the same advisory homeroom teacher for all three years to start building good connections with kids and parents (the class is 35 minutes long-4th period class). The homeroom will be 35 minutes long.
- Most Wednesdays will be early release. 8:00 a.m. to 1:00 p.m. Will have two PLC's to collaborate and will also have grade-level groups.
- For the first time, the middle school has planned a "Moving Up" activity for incoming 6th grade with fun activities to get to know the teachers and learn where their lockers will be and several other activities. Students will be getting swag.
- The middle school will start a student buddy program in September or October for new incoming students, so they do not feel as intimidated walking into a new school. The student buddy will take the new student around to meet people around the school.
- The middle school will implement a new rule of no cell phones during the day. The goal will be for kids to learn to talk to each other. Data indicates that excessive cell phone use causes more negatives than positives.

There was a brief discussion by the group on the process & consequences that will be used for non-cell phone use during the day for middle schoolers. Parents will be informed that if there's an emergency during the school day, they may contact the school office.

Gervais High School

Mr. Aman & Mr. Wilson-Gabor reported the following things for the high school.

- Shared that 59 students were working towards recovering credits through summer school credit recovery. The staff will continue to work with these students through August to complete as many credits as possible by August 31st. Mr. Wilson-Gabor (Vice-Principal) has taken over this task. Odysseyware is the software that is used for students who are working towards recovering credits.
- All hiring for the high school is done. New hires were Ben Poff (Alternative Education Teacher), Katelyn Metzger (Agriculture Teacher), Justin Wilson-Gabor (Vice Principal/GMS & High School Athletic Director), Elizabeth Obendorf (moved from the elementary to ELD Teacher), Madeline Crabtree (moved from the elementary Instructional Assistant to the high school Instructional Assistant), and Becki Lader will be taking on Student Council.
- Mr. Wilson-Gabor is working on a new framework for the leadership group, and Becki Lader will be the new liaison for the student council. The new framework of expectation will include a new student constitution, a student of the month celebration each month, encouraging more student activities, and learning new skills to be more involved throughout the school process.
- Sophia Ferreira is the GEAR Up Coordinator and will oversee college and career opportunities for students. Ms.

Oropeza (counselor) and Mr. Wilson-Gabor will provide support. This position was made possible through a seven-year grant that the district received. The focus of this position will be to ensure that seniors have a plan in place in the springtime for after graduation, field trips to colleges and universities, and organizing visitors to come into the school.

- The new focus for advisory groups will implement a new program, "Character Strong." This program will encourage and support peer-to-peer and staff-to-student relationships and team building.
- Will have a new career inventory called "Find Your Grid." It's a grid based on your hobbies, and careers connected to your interests.
- Will start a GHS Leadership Team (new Site Council) comprised of teachers, parents, IA's, counselors, and administrators. This team will guide all decisions. The hope is that this work guides the strategic plan goals.
- Community hours are back, and different hours are required for each grade level. The high school staff will do its best to find local agencies for students to participate in.
- Embedded honors last year, and it will continue this year. The requirement to be an honor student is to have 26 credits total (1 extra credit in Science and Math, 3.6 GPA, and 10 credits in Honors Classes)
- Door knocking has been happening, and swag has been handed over to students to excite them about returning to school. Students are excited and smiling.

Financial Report

Ms. Davis reported the following things for financial reporting.

- Budget is where it was expected to be. There was a double payment to Charter Frontier School.
- The ending fund balance for 2022-23 will be presented at the September board meeting pending audit, but as far as the reports go, it's aligned and consistent with what was expected.
- The summer program was much smaller this summer, reflected in the reports compared to last year.
- A proposed resolution is included under the Action Items for approval that proposes to raise excise tax because rates have not been revised since 2021. The change will be a \$1.56 allowable limit. A brief explanation was given of how excise tax came into effect by the research done with the county. There are a few more districts that do offer the option of a tax exception. These funds will be used to build a primary fund for building repair needs.

There was a brief discussion by the group about what it means to file an exception and how much the district could have collected from all the filed exceptions.

Superintendent Report

Ms. Stevens said that she would do her report during the discussion items.

6.0 BOARD FOCUS/MEMBER TOPICS:

7.0 CONSENT ITEMS:

7.1 Approve New Hire / Temporary/Rehire:

Brenda Ballinger, GES Teacher
Rachel Bottomley, Temporary Kindergarten Jumpstart IA
Sasha Chesnokov, GMS Part-Time Secretary
Cindy Everts, Temporary Kindergarten Jumpstart IA
Sofia Guzman, Temporary Kindergarten Jumpstart Program Secretary
Diana Kennedy, Temporary Kindergarten Jumpstart IA
Benjamin Poff, GHS Alternative Teacher
Elizabeth Smith, GMS Teacher
Sarah Steele, Temporary Kindergarten Jumpstart IA

Extra Duty:

Carlos Camacho, GHS Boys Head Soccer Coach
Lucas Hill, GMS Yearbook Advisor
Becki Lader, GHS Freshman Advisor
Sarah Orschel, GHS Sophomore Class Advisor
Andrea Oropeza, GHS Senior Class Advisor

7.2 Approve Contract Change / Renewal:

Madeline Crabtree, from GES Instructional Assistant to GHS Instructional Assistant

Recall:
Cindy Everts, Preschool Worker

7.3 Approve
Resignation/Retirements/Termination/Non-Renewal:

Madeline Crabtree, GES Instructional Assistant
Elizabeth Obendorf, GES Instructional Assistant
Yolanda Pico, Preschool Worker

Decline:

Reduction in Force:

Other:

Transfers:

7.4 Approve
2023-2024 Substitute Teacher Pay Rate

Gervais School District #1 Board of Directors approves the substitute pay rates as shown below.

Substitute Teacher	10	Substitute Teacher	\$ 250.00	\$ 125.00	
Substitute Teacher	11	Substitute Teacher LT 11+ Consecutive Days	\$ 275.00	\$ 138.00	
Substitute Teacher	12	Summer School Substitute Teacher			\$ 35.00
Substitute Teacher	13	Substitute Teacher Extra Duty Hourly			\$ 35.00
Substitute Paraprofessional	20	Instructional Aide			\$ 15.83
Substitute Paraprofessional	21	Instructional Aide (Functional Learning Center)			\$ 17.68
Substitute Paraprofessional	22	Substitute IA - Summer			\$ 18.00
Library Assistant	1380OLD	Substitute Library Assistant			\$ 16.55
Secretary	30	Standard			\$ 16.15
Custodial	40	Custodian			\$ 17.01
Maintenance	80	Substitute Maintenance			\$ 20.59
Food Service	70	Cook			\$ 15.14
Preschool Worker		Preschool			\$ 15.30
Interpreter	5180	Standard			\$ 25.00

7.5 Approve
2023-2024 Food Products and Non-Food Products Requirements Award

Gervais School District #1 Board of Directors approves awarding the 2023-2024 Food Products and Non-Food Supplies Requirements RFP to Sysco Portland as per agenda item 08-23-7.5.

There was a brief discussion by the group concerning the pay for license substitutes.

Motion:

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

8.0 ACTION ITEMS

Ms. Stevens said that Ms. Davis explained this earlier in the agenda.

8.1 Updated Construction Excise Limits

Motion:

There was a motion made by Director M. Contreras and seconded by Director Jones that the Gervais School District #1 Board of Directors approve the updated construction excise limits as shown on the agenda. The motion passed 4-0. (A. Contreras was absent)

9.0 DISCUSSION ITEMS

9.1 Working Session-Tuesday, August 29, 2023

▪ Superintendent & Board Goals

Ms. Stevens explained that part of the working session would be to work on the board self-evaluation with Kristen Miles from OSBA and, based on that data, work on drafting board and superintendent goals for this year. She recommended that they ask again to apply for the PSP scholarship. She said that it was good for the board to be able to focus on learning more about ELD student growth. She wants to discuss this further once the data is presented at the working session. iReady Math and Reading data will be presented by multiple staff members at the working session.

9.2 New Strategic Plan

Ms. Stevens expressed that the district is keeping the same goals and focusing on progress. Different reports will be given at the working session from all curriculum areas. The district is making steady progress. The strategic goals will not change. The only thing that will change will be the indicators.

9.3 Bond

Ms. Stevens reported that the district is collecting a lot of data, and a more formal presentation will be presented at the September board meeting by the polling company the district hired, and there will be an opportunity to ask questions. She also informed the school board that she met with McKinstry Engineers, who helped the district apply for the Renew America grant (the handout was available on the sign-in table). These are good pieces to have available as the board makes project decisions. Since we have been talking about lack of funding. The district does have some ESSER funds that would need to be spent by September 2024. Ms. Stevens shared that several things need to be addressed with the buildings, and she wanted to share those things tonight so that thought is put on the different options to determine the best direction to move forward.

Ms. Stevens shared the following options/projects:

GES HVAC Upgrades (cost \$3.1M)

Project#1 Modernize System (cost \$231K to \$282K)

- Modernize the steam system, but it would still have the same burning hazards concerns. No air conditioning.

Project#2 Unit Ventilator Upgrade (Cost \$1M to \$1.2M)

- Unit ventilator upgrade. This will replace all the ventilators and replace the electrical panel. This was done to the high school with a loan that was taken out. The high school has HVAC systems in all the classrooms except for the halls, school office, gym, and cafeteria, meaning there are no heating or cooling problems for the high school.
- This update could be done at the elementary school but would only take care of the heating needs, air flow and not the air conditioning.
- \$2.5M to \$3M could have something like the system the high school has and would have the cooling and heating system.
- Air Conditioning for the gym and Agricultural shop at the high school (cos-working on pricing)

- An option could be to take out a loan to get these projects done. If you do take a loan for, say \$3M dollars the district would have to make annual payments of \$381K for 10-year loan and the district does not have the funds to make these payments.
- Have been in touch with Piper and Sandler, the district's finance people, to run some scenarios for the bond.
- The actual budget is being analyzed by a third party since some constituents are saying that district funds are not being used appropriately.
- Rebecca Stucker from IBI proposed meeting dates. Would like to start bringing community members who are against the bond to tour the building to see the needs and to ask them what they would vote on to pass. The main concern is that the buildings are worn out. The district is doing its best to repair things, but the bottom line is that the buildings are just worn out.
- More information will be provided at the next board meeting for the board to decide how to move forward.

More research will be done on this topic to report back in September or October.

There was a brief discussion on whether some of the projects could be done in phases instead of doing them all at once.

10.0 FUTURE AGENDA ITEMS

Director Bustamante called an Executive Session at 7:15 p.m. under ORS 192.660 (2) (h) "Legal Counsel."

Director Bustamante adjourned the Executive Session at 7:33 p.m. and reconvened the Regular Session.

11.0 ADJOURN

11.1 Adjourn Regular Session

Director Bustamante adjourned the Regular Session at 7:33 p.m.

APPROVED

Board Chairperson

Board Secretary

**Gervais School District #1
School Board Working Session Meeting Minutes
Tuesday, August 29, 2023**

WORKING SESSION

Director A. Contreras called the School Board of Gervais School District #1, Marion County, into a Working Session on Tuesday, April 4, 2023, at 6:00 p.m. Board members present included: Henry Bustamante, Maria Caballero, Ana Contreras, Maria Contreras, and Angie Toran. Others present included Dandy Stevens, Sandra Segura, and Kristen Miles (OSBA Representative).

Visitor Guest Book:

1.0 CALL TO ORDER

1.1 Pledge of Allegiance

Director A. Contreras called the School Board Meeting to order at 6:00 p.m.

2.0 INTRODUCTIONS & ANNOUNCEMENTS

Ms. Stevens asked to move Ms. Kristen Miles (OSBA Representative) on the agenda to the present now.

Ms. Miles (OSBA Representative) reviewed each of the standards of the board self-evaluation and compared the data to last year's board self-evaluation. Ms. Miles stated that, overall, this evaluation is very good because the board put thought into the responses, and it reflected how well the superintendent and board work together to align resources for student achievement. Growth by the school board compared to last year was noticeable.

The group discussed strengths and areas of development/improvement.

The group shared the following things about the self-evaluation:

- The most significant strength was in Standard Eleven. The board knows its role and the superintendent's role. The standard is grounded on the impact on student outcomes.
- Standard eight shows a strength as well. It indicates that the board invests in professional development and recognizes the value of it.
- Specific strengths that were noticeable were that the board and the superintendent respect each other. There is no personal gain in decisions made and the board uses diligence for better student outcomes.
- Areas of improvement were in standard 10. It indicated that there is continuous work on how to solve problems differently. Learn ways to reach the community to get them more involved to continue to build. Find ways to establish external partnerships. Learn what the board's role is in partnering with the community.
- Other areas of development were in budgeting. Adopting a budget that aligns with sources to meet strategic goals.
- Standards 7,8, 9 were highly aligned. The question was how the board uses data moving forward since this is a new practice for the board to analyze.
- In Standards 2 & 10, those were areas of strength. The board had some developing questions. The theme was aligning data to funding—a theme to discuss and consider for the future.

There was a brief discussion among the group that it's good to see growth compared to last year. It was mentioned that the board was relatively young and had many things to learn, but has now it has gotten the rhythm of things to make better decisions.

Ms. Miles made the following recommendation to the board based on the self-evaluation data. She recommends that the board sets one or two goals specific to the evaluation data. It's essential to do that for the board's development.

The group discussed that it's essential to address how to improve the community engagement piece to get people to help. Ms. Miles stated that when it comes to setting goals, it's essential that the board sets goals that are relevant to the board's role. One example could be setting a goal to increase volunteerism.

The group had a brief discussion about how the district could be more welcoming and find innovative ways to communicate, such as the idea of putting a reader board on 99 to announce events/activities.

Ms. Miles said that other ways that the school board could get involved are showing up at school assemblies and doing listening sessions relevant to the board or being part of celebrations.

Other ideas that the groups mentioned were making connections with the city council and community progress team to see if

there is such a thing as a master calendar to know what is happening in the community.

Director Jones said that she feels that the superintendent and the team have done an excellent job at communicating but that we are dealing with a community unwilling to receive the information.

Ms. Stevens said that she would start drafting the goals if the board is okay with that and share a draft at the next meeting.

3.0 APPROVAL OF MINUTES

None.

4.0 PUBLIC FORUM:

None.

5.0 REPORTS

Student Data Presentation

Gervais High School

Mr. Aman presented the following things.

- The high school is putting a new tardy policy in place. Tardies have become a big issue at the high school.
- The school is bringing back the DONUT be late to school incentive.
- The goal is to build a culture with high expectations.
- Will be meeting individually with students with poor attendance.
- I-Ready data in Math and Reading shows that the highest needs are in Math. The high school will use a better assessment for Math called ALEKS, which gives students more accountability for testing.
- Currently reviewing student credits that are short on credits. The advisory teachers will help to work in groups for those students who lack credits. Mr. Poff will be working on building a program that is more rigorous for students who need to recover credits.

Ms. Stevens said that later in the year, more data will be presented related to this information.

Gervais Middle School

Ms. Williams-Johnson presented the following things.

- i-Ready is a test that students take three times a year.
- Elementary is now using i-Ready as well, which should help to analyze data as students move up to middle school.
- Math has become a struggle for middle schoolers.
- Need to find ways to help push students to improve on these assessments. The data does not look good.

Ms. Stevens said that scores are low statewide. It's not an excuse, but it would be interesting to see what the reports look like for next year. She said that she believes there is a path forward.

Gervais Elementary School

Ms. Stevens stated that Ms. Smith was moved into a Reading intervention TOSA and Ms. So, into a Math intervention TOSA seems that it will make a difference in student learning.

Ms. Smith, Ms. So, Dr. Helms presented the following data on reading and math interventions.

- Last year, the district purchased supplemental reading materials to help student growth.
- A Reading intervention TOSA was created, which also helped greatly.
- Regular meetings are held with PLC groups.
- Synchronized lessons were offered during summer school through online tutoring. Two dozen students attended these sessions.
- Phonics is the most challenging piece to show growth.
- Goal is 80%
- three domains are looked at.
- Two different student examples were shared to show how having resources available to students is a game changer in students' education.
- of improvements with students having the right resources available to them.
- It's crucial that students read at grade level within the first two grades in elementary.

ELD

Mr. Gomez and Dr. Helms presented the following information about ELD.

- The objective is always to have growth with ELD students.
- Tested 166 students and had only 15 students pass all areas. That is only 9% of the elementary. That average is compared to state averages.
- Percentages were shared on data of students that dropped or increased on the different categories that they get tested on.
- It takes about 5.3 years for a student to be able to exit out of ELD. After reviewing the data, a new rigorous goal will be set to pass students in 4.2 years. A good percentage of students passed a few areas of the test, and it's realistic to say that they will pass the other two areas with a strategic focus on those students.
- Changes took place due to the ELD program not having a curriculum focus. That was put into practice last year. Everything now is intentional. Those students know that all teachers are teaching language now.
- If you look at Speaking and Writing data, you will be able to see that work is being done intentionally to improve student growth.
- ELD students have now dedicated time to practicing Speaking and Reading during their ELD class.
- Will be looking at 34 students closely who are one step away from passing. Those students are most likely to pass. Those students have been identified and will work hard towards passing.
- The district is on the right track, and It's all about giving students a voice. If students pass ELD, it will impact reading and other subject areas.

District Curriculum

Ms. Atwood shared the following things addressing academic data.

- Shared historical data. Solid assessment mechanics were not in place before moving from one grade level to another.
- Now changes have been made under Ms. Stevens' leadership.
- A new curriculum has been adopted that is aligned with state standards district wide.
- Using solid assessments to better approach academic achievement. The high school was not using any assessment before and now are using i-Ready and ALEKS. Both assessments are standards based.
- A factor that hinders data is that the state allows parents to opt out students out of state testing that prevents them from having the whole picture with SBAC testing.
- Other components that have helped the systems are adding a GES Reading TOSA that meets on regular basis with PLC groups to work on data and best practices. Having everyone responsible really helps students' growth.
- Have professional development offered in connection to student's growth.

Ms. Stevens said that as we progress in the fall things will not look pretty. She said that there is long term re precautions on the adoption of curriculum that clearly impacts kids learning and will not be a conversation that will have in the next years. She stated that there is urgency regarding this. Accountability is a mindset changer to growth in student achievement. Having a systemic process really makes a difference.

6.0 BOARD FOCUS/MEMBER TOPICS:

None.

7.0 CONSENT ITEMS:

None.

8.0 ACTION ITEMS

None.

9.0 DISCUSSION ITEMS

9.1 Board Self-Evaluation by Kristen Miles OSBA

Agenda item was moved to be discussed earlier on the agenda.

9.2 Discussion of 2022-23 Board & Superintendent Goals and Possible Goals for 2023-24

Ms. Stevens said that she would draft some board goals connected to the bond and share them at the next regular session.

10.0 FUTURE AGENDA ITEMS

11.0 ADJOURN

11.1 Adjourn Working Session

Director A. Contreras adjourned the Working Session at 8:03 p.m.

APPROVED

Board Chairperson

Board Secretary

DRAFT

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

September 2023

Enrollment

9th = 86 (+8) 10th = 85 (+5) 11th = 68 (+2) 12th = 87 (+1)

TOTAL = 326 (as of 9/10)

Discipline (# of Student Behavioral Referrals)

September October November December January February March April May June

Attendance (as of 9/10)

September October November December January February March April May June

Actions / Planning

- Freshmen Orientation went very well!
- The first week of school went very well...we are off and running.
- All classes were made final as of August 31 – students are starting off FRESH!
- We already had a Field Trip! Sarah Orschel took students to the Portland Art Museum the 2nd day of school.
- Staff will have PD on Character Strong, ELD practices, 321 Insight, Trauma Informed practices, and Find your Grind this month – A LOT of learning going on.
- All students should have reviewed and signed off on their Student Code of Conduct and Handbook.
- Our Advisory classes are being FILLED with lessons from Oregon GearUp, Character Strong, BASE, and Find your Grind.
- Our New Bell Schedule has been nice to have...things have been running smoothly.
- Justin has been cracking down on tardies – teachers are shutting doors when the bell rings, and students are receiving a tardy slip at the office. It seems to be working so far.
- Our Student Support Team will have their first meeting soon.
- Our new GHS Leadership Team will be meeting this month – we will work to devise a new School Improvement Plan for GHS.
- Community Service Hour requirements are back for students – we are always looking for more opportunities for students to volunteer to obtain hours.
- We are having our Clubs Assembly to begin planning After School Clubs and opportunities for students.
- Oktoberfest is this month! We anticipate it will go well with the entire district chipping in to help.

Academic Highlights and Actions Supporting School Improvement & Student Learning:

- We are hosting Monthly Assemblies to highlight “Students of the Month.”
- After August 31 all previous courses will be considered final.
- Our Advisory classes are being FILLED with lessons from Oregon GearUp, Character Strong, BASE, and Find your Grind.
- Embedded Honors – we will continue this. Teachers will have time to plan, adapt, etc. at the beginning of the year.
- Teachers will be in PLCs this year reviewing student data regularly to apply interventions and supports for struggling students.
- iReady is starting soon.

- ALEKS assessment have already been given.
- Bonny will continue to guide all Curriculum work for the district.
- Creighton will continue working on SPED and ELD improvements.

College and Career/CTE News

- Our NEW and IMPROVED College and Career Center is up and running – come check it out!
- WCA is up and running.
- We will continue to try to implement an EMT program through Chemeketa Brooks.

Counseling News

- We will continue SST – Student Support Team
- Andrea and Laura will continue to work together to support students SEL needs – primarily Laura
- BASE curriculum will continue to be implemented in Advisory classes – lessons have been prioritized based on SEL data from 21-22 school year.
- Character Strong curriculum will help build positive students’ relationships in Advisory classes.
- Andrea will continue United Way Good 360 warehouse to bring free items to the building for students and staff.

Community Relations/Partnerships/Volunteer News

- Justin and Andrew met with Brian Bauman...we will begin working with them again this year!
- We will be partnering with a local Christmas tree farm this year to provide opportunities for fundraising.
- Community Service hours requirements are back – we will be working with many local organizations to provide opportunities for students – if you know of any please let Andrew or Justin know.

Trainings/Workshops/Conferences

- All GHS Staff are getting trained on 321 Insight, Character Strong, Find your Grind, Trauma Informed Practices, ELD practices this month...WOW!
- Andrew is encouraging staff to sign up for all PD opportunities through WESD.
- The Admin Team continue to meet regularly to plan out the year and get to know each other.
- District-Wide Inservice was amazing – a GREAT Keynote speaker came out to discuss the importance of “connectiveness.”
- GSD hosted a training on Gang Activity.
- Justin plans to be a part of the COSA Vice Principal cohort.
- Some new teachers will be attending an EnVoy training this coming year.

Senior News

- Senior Sunrise was a hit! Thanks to Andrea Oropeza for hosting this event!

Leadership News

- Class Officers have been chosen for the upcoming school year – Becki Lader and Justin Gabor will oversee Leadership this year.
- Leadership students will be taking on many new responsibilities this year.

AVID News

- Amber is busy organizing all things AVID – we will only have 3 sections of AVID this coming year, combining some grades.

Athletics

- Justin has been working hard to get his feet wet with athletics...things have been well.
- Fall sports are in full effect...come on out and cheer on our student athletes!
- All schedules can be found on OSAA, or you can also reach out to Justin Gabor or Julie Powers.

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

- Lots of changes.
- All new courses.
- New Teacher
- New Instructional Assistant
- New classroom
- New expectations

Monthly Administrator Report to Board

Gervais Middle School

September 2023

Toni Johnson, Principal

I. Enrollment:

- As of Monday, September 11, 2023
 - 6th Grade - 68 Students
 - 7th Grade - 59 Students
 - 8th Grade - 66 Students
 - Total = 193 Students

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

- New Hire: Sasha Chesnokov - Half time office secretary
- New Hire: Beth Smith - 6th/7th Grade Science Teacher

III. Major Referrals for August:

- Total Referrals = 0
- State Reportable = 0

IV. Middle School Activities:

- Room 6 has been painted and is now the middle school Staff Room. It looks great - Thank You Julie and Crew! It's great to have a place to relax, eat lunch and have staff meetings.



- Front inside entrance was painted a welcoming green color. I have also added a 6 foot Welcome sign on the wall written in multiple languages.



- Movin' Up - 6th grade Welcome to Middle School Day was on Thursday, August 24 from 10:00 - 2:00 pm. We had 40 students show up. It was fun and a great way to introduce them to the middle school.
- Open House was Thursday, August 31 / 5:30-8:00 pm. We had a pretty good showing. More 6th graders than 8th graders 😊. Students received their schedules and lockers, then got to meet their teachers.

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

- Teachers are setting up their Google Classrooms, Class DoJo, and in-person classes. It is a busy time to get everything up and running.

VI. Counseling Info.

- Aloha and Fenya are back again this year. Fenya has been extra busy working on student schedules. It's always a challenge to get everyone placed in the right spots. Thank You Fenya - You do an amazing job!

VII. Miscellaneous

- "GMS PROUD!" - Check out the fence by the sidewalk. Maria, Sasha, and I put in a green and white sign with a large paw print.



Monthly Administrator Report for GSD School Board

Date: September 2023 **School:** Gervais Elementary School

Administrator: Dusty Price

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

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

Grades	Beginning-of-Year	Current	Grades	Beginning-of-Year	Current
Kindergarten	67	67	3 rd Grade	54	54
1 st Grade	75	75	4 th Grade	66	66
2 nd Grade	59	59	5 th Grade	61	61

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

- We were excited to welcome students back to school last week for the first 3 days of school. There has been a lot of movement in classroom rosters with a lot of students being added or dropped these first few days. But the office staff has been incredibly responsive and our classroom teachers incredibly flexible as we have continued to add more students to their rosters. The staff has been warm and welcoming and students are genuinely excited to be back in school.
- Cindy Smith is our reading specialist and has 4 instructional assistants (IAs) assigned to the reading intervention classroom. During this HIVE Time, students will receive very targeted reading intervention from the Really Great Reading curriculum. During these first weeks of school, classroom teachers are having their students complete the iReady diagnostic to identify their reading level while Cindy Smith and her team are administering additional screening to help inform the most intentional grouping of students. Raul Gomez and Mercedes Cruz are ELD specialists and the assigned IA are similarly administering an ELPA screener to know how to group our English learners (ELs) into proficiency levels for targeted English language development (ELD) interventions. Stacey Helm is our learning specialist (SPED) and has been reviewing individual education (IEP) and 504 plans and scheduling beginning of the year parent meetings to know how to best serve the students on her caseload. She has 2 IAs that will be providing 1:1 or small group instruction. These reading, ELD, and SPED interventions will all begin on Monday, September 18. These interventions help provide the targeted academic support for each student to be successful.
- The entire GES K-5 staff will receive Mandt training during an early-release professional development session on Wednesday, September 13. "The Mandt System, is a behavioral crisis interaction training, giving teachers tools to manage themselves and helps them teach others to manage their own behavior, recognizing the early warning signs of potentially violent behavior and intervene proactively through de-escalation techniques and positive behavior supports." This universal training for our staff will help empower both classroom teachers, specialists, instructional assistants, and office staff to be able to de-escalate dysregulated students using common strategies and approaches. This universal training for GES staff will not include any physical restraints and the expectation is that only approved and fully-trained staff will be used to work with students that have become violent or are running away from staff. The universal

de-escalation approaches used by the entire staff will help prevent most of these extreme behaviors from happening.

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

- We had an Open House on Thursday, August 31 before school started for students and their families to meet their teachers, see their classroom, and drop off any supplies. We had a great turnout with approximately 85% turnout. It was a great chance to connect with families and to share the district student handbook and encourage families to submit volunteer forms. There were a number of students that arrived that had not been enrolled or rostered yet, but we quickly assigned them to classrooms and walked them down to meet their teachers. Several of these new students are newcomers and they and their families do not speak English. But having several bilingual staff is super helpful to communicate with these families and help them feel welcome and a sense of belonging in our school.
- We will be having our first School Spirit Day this Friday, September 15. Grade level teams will all be wearing the same color (FLC/K=red, 1=blue, 2=green, 3=yellow, 4=orange, 5=black). We will also have a school assembly that morning with grade level games to help us celebrate the beginning of school and review some expectations at school. To keep the size of the assembly manageable and students sitting in the bleachers, and not the gym floor, we divided the school assembly into an FLC/K-2 assembly at 8:15 AM and 3-5 at 9:15 AM. These assemblies are a great chance to build school spirit and a sense of family in our school.

3. Community Relations/Partnerships/Volunteers

- We are continuing our partnerships with the Oregon Department of Education and the South Metro STEM Partnership that have provided some massive grants for our GES students to access programs, activities, and events that we would otherwise not be able to offer. The Jump Start Kinder grant allowed us to provide a 2-week summer kinder program that was a huge success in helping incoming kinder students develop relationships and learn school schedules and classroom routines. The South Metro STEM Partnership grant will support Stephanie So in her new role as STEAM TOSA as she supports students primarily in science, technology, and math. The Latinx Student Success Grant will also help us provide a series of high-interest after school clubs throughout the year. Last year we offered 22 different after school clubs with 70% of students participating in each of the 4 sessions. We will make some adjustments to the clubs to better align with classroom learning, so that they will become enrichment and extension activities to classroom learning when possible.

Monthly Administrator Report For Gervais School District Board

Date: Sep 2023

Department of Student Services and Federal Programs

Administrator: Dr. Helms

1. Special Education/Section 504

- This month, staff district-wide will be provided training on both SB819 (Abbreviated Day) as well as SB756, which as part of the 2023 Legislative Session, requires school district employees assigned to work with students with specialized needs to have three things: (1) access to specified records related to students, and to (2) be consulted when education plan for student is reviewed or revised and to (3) be provided with adequate training.
- The district is currently anticipating around 6-7 on SB819 Abbreviated Day status. All students on an abbreviated day are because the parent has requested it (not because the district initiated the process). SB819 mandated consent meetings have begun, and we do not anticipate any complications in meeting all mandates.
- Case managers at all levels have established their SDI schedules and they, along with their paraprofessional designees, are serving students per their IEP plans. They are also completing move-in meetings for students new to us on IEPs this year, along with addressing all other IDEA compliance requirements to start the year.

2. English Language Development (+ Migrant/Newcomers)

- Based on home language surveys completed during registration, all applicable students (mostly primary grade students) who were flagged to complete the initial ELPA21 exam have begun or completed that exam process. 95%+ of all students who take the ELPA21 do not pass (even those who have been monolingual English-only their entire lives), so these students will begin their designated ELD support classes this month. The October '23 board report should contain the total number of ELLs we have in the district this year.

3. Early Learning

- Our Preschool was recently awarded an additional five PreSchool Promise (PSP) slots, bringing our total to 47 (as a point-of-comparison, at the end of the 21/22 school year, we had 22 slots). Increasing our PSP slots allows us to further support low-income members of our community who have preschool-aged children but otherwise would likely not be able to afford private pay preschool programs (the regional average is nearly \$850/month). We are now one of the largest PSP sites in the entire Mid-Willamette Valley.
- Our Preschool teaching staff are: Sylvia Barocio, Rocio Chavez, Brenda Cruz, Cindy Everts, Ana Juarez, Diana Kennedy, Tatiana Kryukova, Ruby Valle, and Alyssa Ventura. I share their names and applaud them because their work is as challenging as it is rewarding, and no less important than any other position in the district. Yet, it can be easy to think of Gervais as a K-12 system. These nine staff members do a terrific job helping raise our youngest of learners from a truly 'Whole Child' perspective, and to that end, I say: Bravo!

4. Federal Programs

- There are several Federal Program reports that are due in September and October. As is our goal, the district will always meet all required deadlines for federal program reports. Of note:
 - ESEA CDPR Title IA: Students and Programs for 22/23 (due 9/22)
 - ESEA Title III: Recent Arrivers for 23/24 (due 10/27)

5. Student Health Department

- The district welcomes Ms. Courtney Utter, RN, to our team. Courtney joins us as our new full-time district nurse. Courtney is a Silverton High graduate and is joining us following employment in School Good Samaritan Regional Medical Center (Corvallis). She is passionate about Whole Child and community-based health care.
- This Fall, the district will again be hosting multiple clinical placements for OHSU Nursing Candidate Students for their practicum placement requirement. This is a partnership that has been ongoing for many years to-date and the Gervais SD remains one of the preferred student-placement locations for the program in the region.

6. S.T.A.R. Team

- In early September, staff district-wide were provided access to [321Insight.com](https://321insight.com). Depending on their position in the district, staff were assigned short professional development videos assigned from either the “ParaSharp” series or the “Trauma Informed” series. All staff should find access to some of the “Trauma Informed” series videos, such as Building Resiliency, Regulation Strategies, and the Crisis Cycle. Selected staff will find assignments from the “ParaSharp” series, which includes videos titled Picking Your Battles, Prompting and Confronting, Dealing with Outbursts, and more. Access to 321Insight is through a grant from the wESD, and is provided for three reasons:
 1. District Goal 1: The district will promote social and emotional growth, support the mental well-being of all, and create an environment of empathy and respect. Performance Indicator 1B: Develop a professional development suite including mandatory and elective training for all staff with a focus on trauma-informed best practices for the 2023-2024 school year.
 2. The aforementioned SB756, which among other mandates requires staff to be provided with adequate training when working with students with special needs.*
 3. At the end of the 22/23 SY, feedback from staff district-wide was a request for more professional development regarding Trauma-Informed Practices, understanding Adverse Childhood Experiences, and how to take that knowledge and use it, practically and tangibly, at work (in the classroom, at recess, etc.).

**321Insight is not the only training being provided to satisfy this element of SB756. Applicable staff are being provided MANDT training this year, building S.T.A.R. Team members have been assigned their own PD on helping staff create Trauma-Informed Classrooms so they can then help coach teachers (and others) through difficult circumstances, and more.*

**Gervais School Board Meeting
September 2023
Maintenance/Custodial Report**

Contact Information: Email – gustavo_munoz@gervais.k12.or.us

Great start of the new school year. We are so happy to have staff and students back in the building. We have had a very busy start to the new year.



We continue to work on room #16. Shred day was at the end of August, and we were able to sort through a lot of old documents and cut back on our storage.

At the beginning of September, we met with the city to partner with funding for the new parking lot.

Our garage sale was successful, and we were able to get our surplus in the hands of community members who will use it.

The new Social Services building has a new awing, and the roof is scheduled for the first part of October. There are new floors, a fresh coat of paint, and desks in all the offices ready to be used by our staff.

There has been improvement made to our septic at the HS/MS. A new man hole and cover to make location easier.

The block house has a new water heater and is set up with the new concessions stand ready for Friday Night Lights.

GMS is all set with a new staff room to welcome their teachers in.

A new side gate entrance is scheduled to start the week of September 11th with a scan card for teacher entry.

Our summer months, along with regular cleaning, saw 189 work orders and since the teachers have been back, we have been working on the new 125.

Upcoming projects:

New roof on Social Service Building

New signs at DO, MS, and SS buildings

Continual upkeep on the walking path

Parking lot drainage and paving of DO lot

New side entry gate at GES

Continual work on room #16

Emergency exit alarms for side doors at GES and GHS

Technology Board Report – September 2023

Online Forms

We required staff to use the new Maintenance/Custodial/Technology Support Request Form in Operoo for all their start-of-year requests and it has worked very well as an introduction to the new district forms system. To date, we have seen and responded to 185 submissions. I will be continuing the conversion of existing forms and the addition of new forms to Operoo in the coming weeks. The process of creating new forms has been slow because of the collaboration needed to get the forms right and the busy workload of the stakeholders at this time of year.

Start of School

It has been a typically busy start to the school year. Having removed all teacher desktops over the summer, staff are still adjusting to the new laptop equipment setup on their desks. Teachers now have laptop docking stations with two attached monitors, their document cameras and their projectors attached. Many have reported that they are enjoying the second monitor, the increased speed of the new computers, and the portability to take the laptops home and to meetings.

We have also transitioned to full classroom sets of Chromebooks in all classrooms at GES, GMS, and GHS. To accommodate that change, we ordered and installed additional wall-mounted racks which provide space-saving storage (over Chromebook carts) and reliable charging.

Gervais School Board Meeting
September 2023
Food Service Report

Contact Information:
melinda_fitz-henry@gervais.k12.or.us
503-792-3803 ext. 5050



Summer 2023

Summer Grab & Go was very successful. We served 7-day meal packs, which included 7 days of breakfast and 7 days of lunch.

2,371 children received a total of 33,194 meals this summer through grab & go.

Several in our community expressed appreciation for Gervais School District helping to feed their children this summer.

The food service department also served the summer meals for the Gervais High School Credit Recovery, The Migrant Summer School, and Kindergarten Jumpstart a total of 2,926 meals.

Administrative Review

The Oregon Department of Education (ODE) Child Nutrition will be conducting an Administrative Review of the Food Service Department.

Gervais Elementary will be the review site.

Most of the review will be offsite, with an onsite visit on October 4th and 5th.

Food Service Training and Events

October 13th, 2023: Oregon School Nutrition Association Industry Seminar and Food Show.

Camp Withycombe, Happy Valley

Food Service Activities

The food service department has been working the last couple of years to expand the use of our Oregon grown or processed items under the Farm to School grant.

In the 2022-23 school year we received fall strawberries from Aichele Farms from Stanfield Oregon in October and the first week of November. We are hoping to receive more in the next couple of weeks.

For the month of September, we will be receiving Oregon grown grapes from Iverson Family Farms in Woodburn, Oregon. We plan to use the Diamond Muscat and Jupiter grapes in both our Fresh Fruit & Vegetable Program and on our salad bars.

TRANSPORTATION REPORT – SEPT 2023

The first week of school was a success! We only had one route that had some surprises and struggled to get to school on time in the morning. We have made changes to the route and it should not have any problems moving forward.

We'd like to offer our thanks for including the drivers in the district in-service. At both the GES in-service and the district wide in-service, the drivers were made to feel like they are part of the team. They left inspired and ready to serve our students.

We have implemented a new status check process that will allow us to better track whether buses are on time in the morning. Our goal is to start sharing data from this in the coming months.

To accommodate for the earlier MS/HS release times, we have added two buses to the elementary routes in the afternoon.

Current Route Status

ROUTES FILLED	12 AM/PM – 1 PM Only – 1 Mid-Day – 1 Latchkey
OPEN ROUTES	0
# OF SUB/TRIP DRIVERS	0

Staffing

We are happy to report that all routes are currently filled. Our goal is to have two or three sub / trip drivers.

We still have one driver on medical leave. The others have been cleared to return.

We have three new hires that are currently studying to get their Commercial Learner's Permits. We hope to have one of them starting Behind-the-Wheel training by Sept 15.

Business Manager Report

School Board Meeting – Sept. 21, 2023

Contact Information:

Caryn Davis

Email: caryn_davis@gervais.k12.or.us

Phone - 503.792.3803 ext. 5020



Reports/Document Included:

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

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:

- With two months completed in the 23-24 fiscal year, finances are looking right about where they should be. When reviewing the *Revenue – YTD All Funds*, revenues look very typical in comparison with this time, last year.
- Looking at the *YTD Expenses by Object – General Fund*, purchased services are running lower than the previous year:
 - When we started the 22-23 fiscal year, Frontier Charter had anticipated a higher student count, and the State School Fund payments to them represented their estimates, not their actuals. This year, their numbers have been increasing, and they are now expecting to have more students than they estimated. Regardless, we begin the 23-24 fiscal year by paying them based on their estimates, not actuals. About halfway through the year we will make an adjustment to their payments, based on their actuals.
- The *Charter School Beginning Balances* chart shows how our Charter School Account has grown, over the years. We have only added to this account, there have been no expenditures except for the State School Fund payments to Frontier Charter. But with the demands of our failing buildings, there may be a need to ask the board for approval to use this source of funds in the coming year. At the start of the 2023-24 fiscal year we had a \$1,167,332 balance. We have added to this amount by \$69,653 since the fiscal year began, bringing this fund up to \$1,236,985, as of the end of August.
- Next month: In the next couple weeks, we will be finalizing the balances in the 2022-23 fiscal year and report to you on the ending balances for each fund with carryover at the October board meeting.

Consent/Action Items:

None

Gervais School District #1

Budget Summary - All Funds For the Period 08/01/2023 through 08/31/2023

Fiscal Year: 2023-2024

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
-							
Local Sources (+)	\$5,447,628.96	\$74,386.86	\$114,939.44	\$5,332,689.52	\$0.00	\$5,332,689.52	97.9%
State Sources (+)	\$16,324,045.46	\$1,091,479.00	\$3,275,747.00	\$13,048,298.46	\$0.00	\$13,048,298.46	79.9%
Federal Sources (+)	\$2,550,877.95	\$68,181.08	\$68,181.08	\$2,482,696.87	\$0.00	\$2,482,696.87	97.3%
Transfers (+)	\$634,720.00	\$0.00	\$0.00	\$634,720.00	\$0.00	\$634,720.00	100.0%
Other (+)	\$4,589,013.29	\$0.00	\$0.00	\$4,589,013.29	\$0.00	\$4,589,013.29	100.0%
Sub-total : -	\$29,546,285.66	\$1,234,046.94	\$3,458,867.52	\$26,087,418.14	\$0.00	\$26,087,418.14	88.3%
Total : INCOME	\$29,546,285.66	\$1,234,046.94	\$3,458,867.52	\$26,087,418.14	\$0.00	\$26,087,418.14	88.3%
EXPENSES							
-							
Instruction (-)	\$14,742,385.66	\$439,460.85	\$1,089,087.79	\$13,653,297.87	\$10,329,272.70	\$3,324,025.17	22.5%
Support Services (-)	\$7,689,949.58	\$492,854.72	\$923,941.11	\$6,766,008.47	\$4,129,781.53	\$2,636,226.94	34.3%
Enterprise & Community (-)	\$1,078,236.78	\$25,333.56	\$64,536.91	\$1,013,699.87	\$955,697.91	\$58,001.96	5.4%
Facilities Acquisition (-)	\$1,309,458.43	\$0.00	\$0.00	\$1,309,458.43	\$0.00	\$1,309,458.43	100.0%
Transfers (-)	\$634,720.00	\$0.00	\$0.00	\$634,720.00	\$0.00	\$634,720.00	100.0%
Debt Service (-)	\$1,750,785.21	\$0.05	\$67,500.10	\$1,683,285.11	\$0.00	\$1,683,285.11	96.1%
Contingency (-)	\$2,340,750.00	\$0.00	\$0.00	\$2,340,750.00	\$0.00	\$2,340,750.00	100.0%
Sub-total : -	(\$29,546,285.66)	(\$957,649.18)	(\$2,145,065.91)	(\$27,401,219.75)	(\$15,414,752.14)	(\$11,986,467.61)	40.6%
Total : EXPENSES	(\$29,546,285.66)	(\$957,649.18)	(\$2,145,065.91)	(\$27,401,219.75)	(\$15,414,752.14)	(\$11,986,467.61)	40.6%
NET ADDITION/(DEFICIT)	\$0.00	\$276,397.76	\$1,313,801.61	(\$1,313,801.61)	(\$15,414,752.14)	\$14,100,950.53	0.0%

End of Report

Operating Statement with Encumbrance

Printed: 09/11/2023 5:48:27 PM

Report: rptGLOperatingStatementwithEnc

2022.3.21

Page:

1

2023-2024 Gervais SD 1 | All Funds Financial Overview

YTD Overview - Revenue August 2023



General Fund(s)

YTD Local Sources

1.07% of Budget

Prior Year YTD: 0.48% of Actuals

YTD State Sources

23.71% of Budget

Prior Year YTD: 24.80% of Actuals

YTD All Sources (except 5400s)

19.02% of Budget

Prior Year YTD: 19.69% of Actuals

Special Revenue Funds

YTD Local Sources

1.98% of Budget

Prior Year YTD: 1.44% of Actual

YTD State and Federal Sources

1.36% of Budget

Prior Year YTD: 3.11% of Actuals

YTD All Sources (except 5400s)

1.35% of Budget

Prior Year YTD: 2.75% of Actuals

Debt Service Funds

YTD Local Sources

5.08% of Budget

Prior Year YTD: 5.76% of Actuals

YTD All Sources (except 5400s)

4.10% of Budget

Prior Year YTD: 4.83% of Actuals

All Funds

YTD Local Sources

2.11% of Budget

Prior Year YTD: 1.86% of Actuals

YTD State & Federal Sources

17.76% of Budget

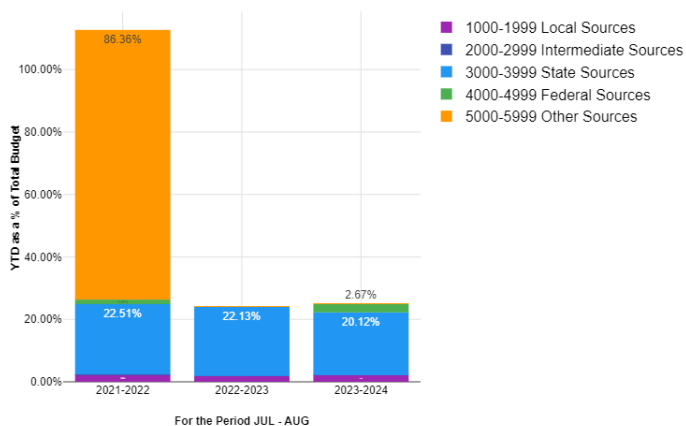
Prior Year YTD: 20.09% of Actuals

YTD All Sources (except 5400s)

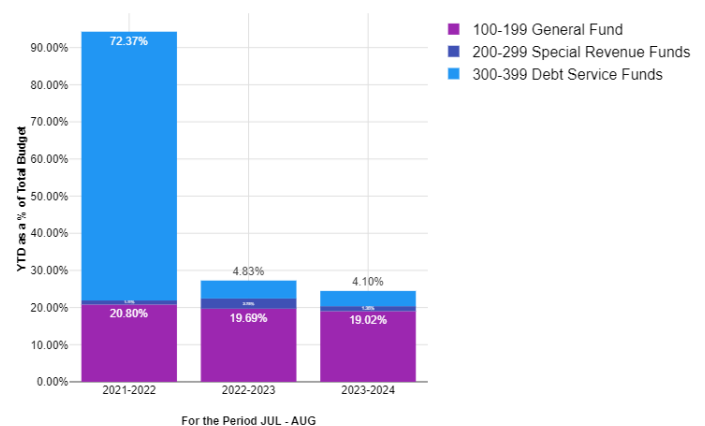
13.86% of Budget

Prior Year YTD: 15.40% of Actuals

All Funds YTD as Percent of Budget by Revenue Sources except 5400s



All Funds YTD as Percent of Budget by Major Fund except 5400s



2023-2024 Gervais SD 1 | All Funds Financial Overview

YTD Overview - Expense August 2023



General Fund(s)

YTD Salary and Benefits

4.71% of Budget

Prior Year YTD: 4.30% of Actuals

YTD Purchased Services

15.39% of Budget

Prior Year YTD: 22.85% of Actuals

YTD Other Expenses

6.23% of Budget

Prior Year YTD: 16.55% of Actuals

Special Revenue Funds

YTD Salary and Benefits

3.83% of Budget

Prior Year YTD: 9.49% of Actuals

YTD Purchased Services

7.62% of Budget

Prior Year YTD: 3.52% of Actuals

YTD Other Expenses

4.80% of Budget

Prior Year YTD: 7.49% of Actuals

Debt Service Funds

YTD Other Services

3.86% of Budget

Prior Year YTD: 4.44% of Actuals

YTD All Other Expenses

\$0 of Budget

Prior Year YTD: 0.00% of Actuals

All Funds

YTD Salary and Benefits

4.48% of Budget

Prior Year YTD: 5.64% of Actuals

YTD Purchased Services

14.55% of Budget

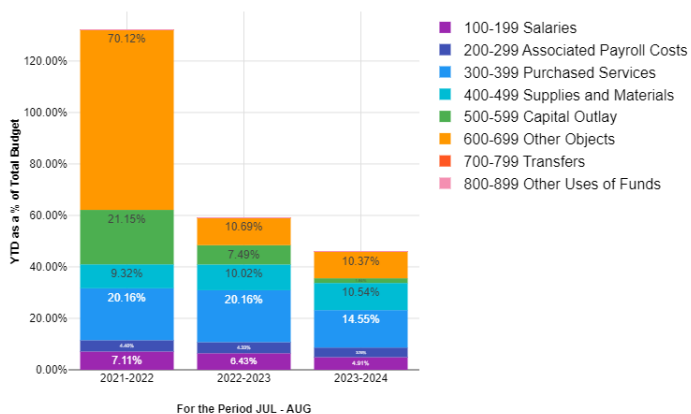
Prior Year YTD: 20.16% of Actuals

YTD Other Expenses

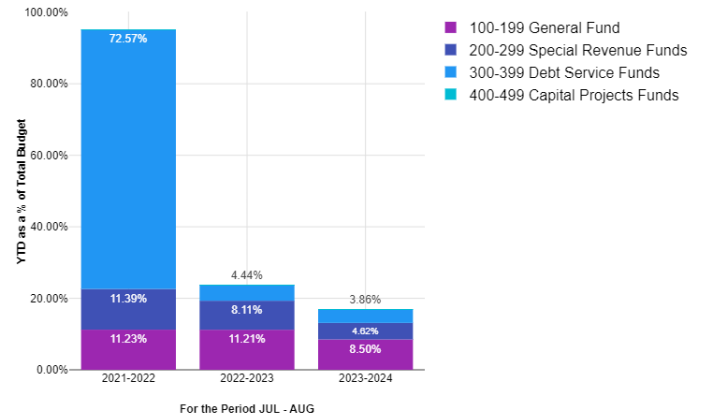
5.23% of Budget

Prior Year YTD: 8.95% of Actuals

All Funds YTD Expense as Percent of Budget by Objects



All Funds YTD Expense as Percent of Budget by Major Fund

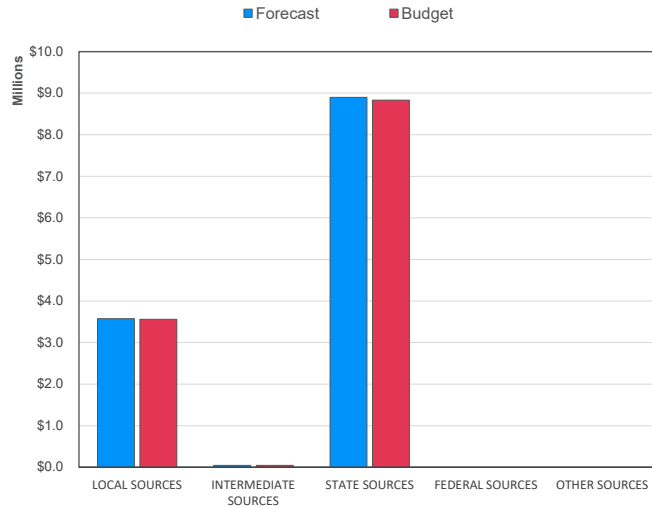


Aggregate | Financial Projection by Object

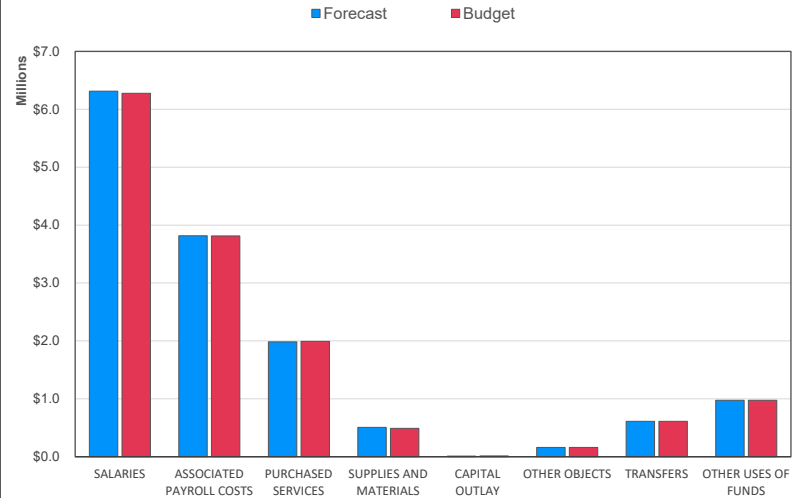
For the Period Ending August 31, 2023

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 2,010,673	\$ -	\$ -	\$ -	\$ 1,891,409	\$ (1,891,409)
REVENUES						
Local Sources	16,698	37,926	3,536,337	3,574,263	3,558,443	15,820
Intermediate Sources	-	-	43,500	43,500	43,500	-
State Sources	2,031,419	2,245,280	6,653,958	8,899,238	8,831,344	67,894
Federal Sources	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-
TOTAL REVENUE	\$ 2,048,117	\$ 2,283,206	\$ 10,233,795	\$ 12,517,001	\$ 12,433,287	\$ 83,714
EXPENDITURES						
Salaries	\$ 270,449	\$ 319,182	\$ 5,993,524	\$ 6,312,706	\$ 6,275,862	\$ (36,845)
Associated Payroll Costs	145,086	156,449	3,659,804	3,816,253	3,812,767	(3,486)
Purchased Services	78,752	76,475	1,908,130	1,984,605	1,991,211	6,606
Supplies and Materials	60,767	91,550	415,588	507,138	489,200	(17,938)
Capital Outlay	7,256	-	10,000	10,000	14,000	4,000
Other Objects	116,116	133,578	26,741	160,319	158,537	(1,782)
Transfers	-	-	609,720	609,720	609,720	-
Other Uses of Funds	-	-	973,400	973,400	973,400	-
Other Expenses	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ 678,426	\$ 777,235	\$ 13,596,907	\$ 14,374,142	\$ 14,324,697	\$ (49,445)
SURPLUS / (DEFICIT)	\$ 1,369,691	\$ 1,505,972	\$ (3,363,112)	\$ (1,857,141)	\$ (1,891,409)	
ENDING FUND BALANCE				\$ (1,857,141)		

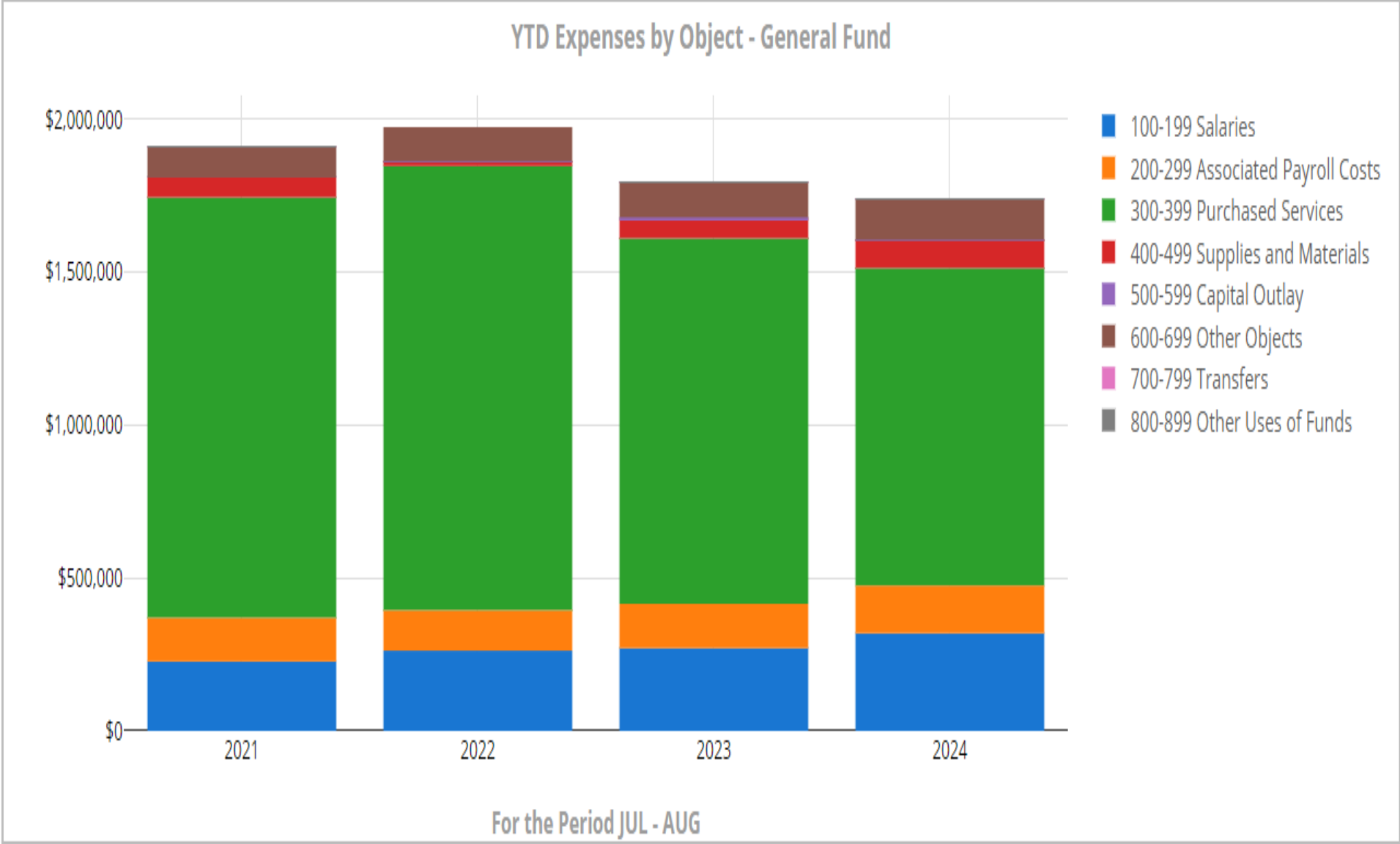
Revenues by Source | Forecast vs. Budget



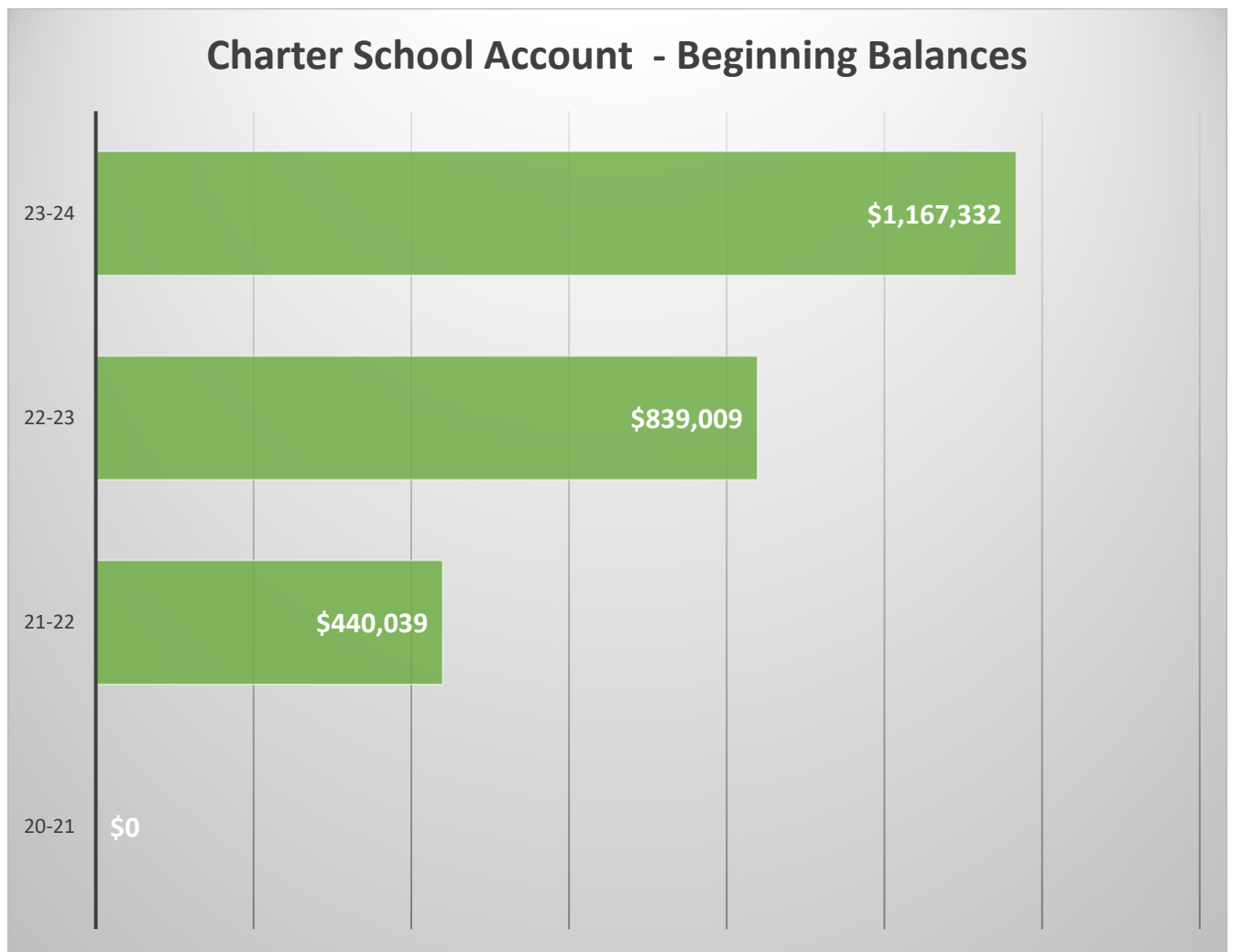
Expenditures by Object | Forecast vs. Budget



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



The following chart shows the beginning balances for the Charter School Fund for the past 4 years:





New Day Treatment Program

As previously mentioned to the board the Salem/Keizer School District (SKSD) and a private investor have formed a partnership to purchase the Saint John Bosco School located at 10327 River Road and their intent is to open a day treatment facility for students. Because this facility is located within the Gervais School District boundaries, the district needed to give SKSD permission to move forward with this project which we have done. I have included the summary provided to the SKSD Board of Directors at their September meeting. Gervais School District will work closely with SKSD once the facility is open to ensure all ODE compliance measures are fulfilled. We are very excited about this program and are looking forward to also being able to provide this educational option to some of our students who may benefit from an opportunity such as this.

The plan is for them to begin the remodeling process right away with a projected opening date of March 2024.

This project requires no funding from the Gervais School District.

Information provided by SKSD leadership to their school board:

Background/Discussion

Marion County has significant gaps in behavioral and mental health services for children and adolescents. Our region does not have any psychiatric day treatment/partial hospitalization programs, psychiatric residential treatment facilities or psychiatric hospitals, despite having higher levels of behavioral health needs than other urban areas in Oregon. The acute behavioral health concerns in Salem-Keizer Public Schools mirror trends throughout the state and across the nation.

This project represents a public private partnership with MWIC-Epping, LLC and Salem-Keizer Public Schools. MWIC Epping, LLC is comprised of Tokarski Family, LLC and the Larry & Jeannette Epping Family foundation. This new partnership is being formed to address the critical gap in behavioral and mental health services in Salem-Keizer and our region.

MWIC Epping, LLC are generously investing \$2,500,000 for the purchase and renovation of a 13,000 square foot school building located at 10327 River Rd NE, Salem, OR 97303 to become known as the Children's Day Educational Center providing both educational and day treatment services to students in attendance.

Program Model:

Salem-Keizer Public Schools will contract with Trillium Family Services, Inc. to operate a psychiatric day treatment program serving students between the ages of 5 – 17 years old. Eligibility for students in the Salem-Keizer and surrounding region is determined by Trillium based on medical necessity and will attend 5-7 hours a day. Trillium will fund the program services through billing of public and private insurance. Trillium's trained staff will provide individual and family therapy, skills training, and will remain with them during classroom learning time. While receiving services in a therapeutic milieu, students will also receive educational services by Salem-Keizer licensed and classified staff, funded by a Long-Term Care and Treatment grant through the Oregon Department of Education.

Memorandum of Understanding (MOU):

The proposed MOU is between Salem-Keizer Public Schools and MWIC-Epping, LLC to support the operation of the Children's Day Educational Center. Once approved, Salem-Keizer Public Schools will enter into a 5-year lease agreement with MWIC-Epping, LLC to operate the Children's Day Educational Center while contracting with Trillium Family Services, Inc to provide the treatment services.

Overall provisions of the MOU:

1. The purpose is for SKPS to provide mental health and behavioral support to students through a day treatment program operated by Trillium Family Services, Inc.
2. Duration of MOU is five years.
3. MWIC-Epping, LLC to pay up to \$2.5 million for the purchase and renovation of property located at 10327 River Road NE, Salem, OR 97303.
4. Liquidated damages of 50% if SKPS does not operate a treatment program within the first three years.
5. Acknowledgement of a Contaminated Media Management Plan (CMMP)
6. Provision for a lease agreement with MWIC-Epping, LLC for SKPS to lease the facility. At the end of five years, SKPS has the option to purchase the property or extend the lease if both parties agree.

Roof Update

During previous board meetings we shared plans for repairing and restoring the high school gym roof. As we began the process, we had an additional sample of the roof taken to gauge the "wetness" of the roof. We had a third party come in and take two samples. One from a portion of the roof we know is wet and needs to be dried and one from an area identified as being dry. Unfortunately, the area of "wet" roof is more than 50% and the company does not believe that any amount of effort will be able to dry out this material so it can be restored. This means we are back to square one on the roof. We are going out to bid (again) to see if we can get consortium pricing on replacement on this portion of the roof. If we had proceeded with this attempt, previous experiences for other agencies have been that they spend months attempting to dry out the area to only have it disintegrate or not dry enough and then they replace the roof anyway after spending all that money trying to dry it out. I can give you more of an update at the board meeting. This is very disappointing news.

Beginning of the School Year—funds and staffing

As of the writing of this report, the district has 896 students enrolled. Those numbers will continue to fluctuate until the end of next week. As a reminder, we based our budget on 853 students, so we are on target fiscally. However, we are still down from the 960 students we had the week before the pandemic shutdown. It is important for us to be mindful during this year about any cost-saving measures we can take that sets us up for next year and doesn't impact current services. With that in mind, at the elementary school, we adjusted the hours of some instructional assistants by $\frac{3}{4}$ of an hour. Those employees had their hours reduced from 7.5 to 6.75 hours per day. There will be opportunities for those employees to pick up extra hours by supervising students during the afterschool program. This adjustment saves the district about \$30,000 this year.

2023 Oregon Health Education Standards

ODE is requesting community participation by completing the 2023 Health Education Standards survey. All responses are anonymous and subject to public record. The survey window is from Wednesday, August 9 - September 1, 2023. There are many controversial areas to the proposed standards and this is your chance to weigh in on how you feel. The standards address many areas from wellness & health, safety & first aid, substance use and abuse, and food, nutrition & exercise.

However, [the standards](#) have some controversial sections as well. They include: Healthy Relationships and Violence Prevention (HRVP), Growth and Development (GD), and Sexual and Reproductive Health (SRH). I highly encourage each of you to review the entire standard and provide feedback to ODE by the **Sept. 1, 11:59 PM deadline**.

Use this link to submit comment:

<https://app.smartsheet.com/b/form/dafd1b7bfeb44ca5b6a11abb741ae170>

Here is a summary of the most alarming pieces of the proposed standards:

Kindergarten (5-6 years old)

K.HRVP.3 Recognize that there are many ways to express gender

K.GD.1 List medically accurate names for body parts, including the genitals.

First Grade (6-7 year olds)

1.HRVP.4 Analyze the differences and similarities in how people with different gender identities are expected to act.

1.HRVP.5 Discuss how communicating about consent is important in all types of relationships

1.GD.2 Identify medically accurate names for sexual and reproductive anatomy.

1.GD.3 Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy.

Second Grade (7-8 year olds)

2.HRVP.3 Identify how people may be treated unfairly and unequally because of their gender.

Third Grade (8-9 year olds)

3.HRVP.1 TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

3.GD.2 Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.

3.GD.5 Give at least two examples of ways to include and affirm different kinds of families.

3.SRH.2 Recognize that there are people in families with different sexual and romantic orientations and identities.

Fourth Grade (9-10 year olds)

4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries.

4.SRH.1 Recognize that people can show love and care for other people in different ways, including consensual kissing, hugging, and touching.

Fifth Grade (10-11 year olds)

5.HRVP.4 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.

5.GD.5 Identify the differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth.

5.GD.7 Describe how genetics can affect personal, family, and community health.

5.SRH.1 Discuss different personal, familial, and cultural values about physical, sexual, and emotional intimacy..

Sixth Grade (11-12 year olds)

6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.

6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual.

6.GD.7 Recognize that there are many kinds of family configurations and discuss ways in which families can change.

6.SRH.3 Identify factors that are important in deciding whether and when to engage in sexual behaviors.

6.SRH.5 Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.

6.SRH.7 Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.

6.SRH.10 Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.

6.SRH.11 Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.

Seventh Grade (12-13 year olds)

7.HRVP.4 Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.

7.HRVP.10 Identify state and federal laws on sexual consent and mandatory reporting.

7.GD.4 Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.

7.SRH.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality.

7.SRH.9 Identify medically accurate sources of information about comprehensive sexual and reproductive health.

7.SRH.10 Examine how discrimination and racism negatively impact sexual and reproductive health.

Eight Grade (13-14 year olds)

8.HRVP.2 Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.

8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.

8.GD.3 Identify the rights of students and the responsibilities of schools under Oregon' Menstrual Dignity Act.

8.GD.4 Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression

8.GD.6 Describe what can connect a family and discuss different ways to define family.

8.SRH.1 Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.

8.SRH.9 Identify comprehensive sexual and reproductive health services offered in school or in the local community.

8.SRH.10 Discuss the various state and federal laws related to minors' access to sexual and reproductive healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.

8.SRH.11 Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.

High School (14-18 year olds)

HS.HRVP.3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.

HS.GD.5 Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.

HS.SRH.10 Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS.

HS.SRH.15 Define reproductive justice and explain its history and how it relates to sexual health and health equity.

HS.SRH.16 Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.

References - Oregon law and administrative rule around some of these sections and questions as to why the standards are changing:

Human Sexuality Education Courses - ([ORS 336.455](#)) (1) Each school district shall provide age-appropriate human sexuality education courses in all public elementary and secondary schools as an integral part of the health education curriculum.

Human Sexuality Education - This is the Oregon Rule that weaves together all of the above laws within the core content area Health Education and the required “comprehensive plan of instruction”. Each district must have a plan that outlines how all of the above laws are met each year. The law also clearly names the cornerstone approaches of sexuality education being: LGBTQ2SIA+ inclusive, culturally responsive, age-appropriate, and not fear- or shame-based. ([OAR 581-22-2050](#))



K-12 Health Education Draft Standards

August 8, 2023

Table of Contents:

I. Introduction.....	3
II. Oregon Health Education Grade Level Standards.....	5
Kindergarten.....	5
First Grade.....	7
Second Grade.....	9
Third Grade.....	11
Fourth Grade.....	13
Fifth Grade.....	15
Sixth Grade.....	18
Seventh Grade.....	22
Eighth Grade.....	25
High School.....	29
Appendix A. Content Topics and Subtopics.....	34
Appendix B. Alignment with Oregon Statute, Administrative Rules, and National Education Standards.....	36

I. Introduction

Alignment with National Education Standards

Oregon Standards reflect the National Health Education Standards and the National Sexuality Education Standards that focus on knowledge and skill development for health literacy. The Oregon Standards has specific grade level requirements that outline what students should know and be able to do by the end of specified grades and serve as a valuable tool for schools in selecting, designing, or revising curriculum and instruction. Skills 2-8 focus on the practices necessary for students to maintain and promote individual, family, and community health. Knowledge and skills are interwoven in each topic area throughout K-12.

Knowledge & Skills

Based on the National Standards for Health Education

Knowledge 1: Students comprehend functional health knowledge to enhance health.

Skill 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

Skill 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

Skill 4: Students demonstrate effective interpersonal communication skills to enhance health.

Skill 5: Students demonstrate effective decision-making skills to enhance health.

Skill 6: Students demonstrate effective goal-setting skills to enhance health.

Skill 7: Students demonstrate observable health and safety practices.

Skill 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

Structure and Organization

Oregon's Health Education Standards are organized into topic areas that allow for students to gain knowledge and skills in core health topics, aligning with [Oregon Statutes and Administrative Rules](#), [CDC Health Education priorities](#), and informed by the [Oregon's Student Health Survey](#). Topic areas provide for groupings that can serve districts and educators to develop units of learning experiences. These topics are subdivided into subtopics that are vertically aligned throughout the K-12 grade level standards to ensure a progression of learning that prepares students for a lifetime of well-being and informed decision-making. For a complete list of subtopics, please see [Appendix A](#).

Topic Areas

1. Wellness and Health Promotion
2. Safety and First Aid
3. Substance Use, Misuse, and Abuse
4. Food, Nutrition, and Physical Activity
5. Social, Emotional, and Mental Health
6. Healthy Relationships and Violence/Abuse Prevention
7. Growth and Development
8. Sexual and Reproductive Health

Integrated Transformative Social Emotional Learning (TSEL) Standards

The Health Education Standards were developed with [Oregon's Transformational Social Emotional Learning \(TSEL\) Standards](#) in mind. These two sets of Standards create a comprehensive educational framework that provides schools with a cohesive roadmap to nurture students' holistic development, equipping them with essential life skills in and beyond the classroom. At each grade level, TSEL Practices are mapped to connect TSEL standards with health topics. Each TSEL Practice is labeled in this document, and has its own [corresponding growth indicators](#) that provide guidance on what learning opportunities can look like in practice.

II. Oregon Health Education Grade Level Standards

Kindergarten

Grade Level Skill Focus	Choose at least one of the following:
	→ Students demonstrate effective interpersonal communication skills to enhance health. <i>(Skill 4)</i>
	→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i>
	→ Students demonstrate observable health and safety practices. <i>(Skill 7)</i>

Wellness and Health Promotion (WHP)

- K.WHP.1** Define what a value is and name values that different people and families care about.
- K.WHP.2** Identify illnesses that are easily transmitted and illnesses that are not.
- K.WHP.3** Understand steps to protect eyes, teeth, skin, and ears.
- K.WHP.4** Identify three wellness practices that help one feel good and have energy.
- K.WHP.5** Identify different types of healthcare workers who help people feel better.
- K.WHP.6** Describe how family and friends influence health practices and behaviors.
- K.WHP.7** Understand the importance of access to clean air, clean water, food, and shelter.

Safety and First Aid (SFA)

- K.SFA.1** Identify how to stay safe and prevent injury when riding in a vehicle, crossing streets, riding a bicycle, in the water, and playing.
- K.SFA.2** Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.
- K.SFA.3** Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.
- K.SFA.4** Explain safety rules for home, school, and the community, including firearm safety rules.
- K.SFA.5** Identify when it is ok to share and not ok to share personal information, such as individual names, parent's or caregiver's names, phone numbers, and addresses.

Substance Use, Misuse, and Abuse (SUB)

- K.SUB.1** Discuss how medicines are used correctly.
- K.SUB.2** Understand that some medicines and substances can be poisonous.
- K.SUB.3** Identify family and school rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

- K.FNP.1** Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn.
- K.FNP.2** Understand the importance of eating a variety of foods and trying new foods and activities.
- K.FNP.3** Describe the benefits of drinking water, especially when physically active.
- K.FNP.4** Analyze how people eat and prepare foods differently based on culture, personal preference, and availability.

- K.FNP.5** Identify food practices that make mealtimes enjoyable.
- K.FNP.6** Understand that not all people can eat all kinds of food.

Social, Emotional, and Mental Health (SEM)

- K.SEM.1** *TSEL Practice 4B* Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.
- K.SEM.1** Identify how mental health is a part of overall health and well-being.
- K.SEM.2** Identify a trusted parent, caregiver, or adult to talk with about feelings.
- K.SEM.3** Identify ways to appreciate and take care of body and mind.

Healthy Relationships and Violence Prevention (HRVP)

- K.HRVP.1** Define what a relationship is and identify different kinds of relationships.
- K.HRVP.2** Understand that all people have the right to feel safe and free from violence.
- K.HRVP.3** Recognize that there are many ways to express gender.
- K.HRVP.4** Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.
- K.HRVP.5** Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.
- K.HRVP.6** Describe the characteristics of a trusted adult.
- K.HRVP.7** Identify that bullying and teasing are harmful.
- K.HRVP.8** Understand that it is never okay to touch someone in a nonconsensual way.
- K.HRVP.9** Identify that abuse is never a child's fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

- K.GD.1** List medically accurate names for body parts, including the genitals.
- K.GD.2** Identify ways in which human bodies are the same and different from each other, and how bodies change over time.
- K.GD.4** Discuss different types of family configurations and why all families deserve respect.

First Grade

Grade Level Skill Focus	<p>Choose at least one of the following:</p> <ul style="list-style-type: none"> → Students demonstrate effective interpersonal communication skills to enhance health. <i>(Skill 4)</i> → Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i> → Students demonstrate observable health and safety practices. <i>(Skill 7)</i>
--------------------------------	---

Wellness and Health Promotion (WHP)

- 1.WHP.1** Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.
- 1.WHP.2** Explain what people can do to reduce and treat illness.
- 1.WHP.3** Describe at least three things to do to maintain good health, including brushing teeth daily.
- 1.WHP.4** Identify where to locate trusted adults who can help with health related questions.
- 1.WHP.5** Recognize how friends and media influence personal health behaviors, both positively and negatively.
- 1.WHP.6** Define environment and environmental health.

Safety and First Aid (SFA)

- 1.SFA.1** Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing.
- 1.SFA.2** List the steps to identify and respond to emergency situations.
- 1.SFA.3** Identify safety hazards, including those related to fire, water, and dangerous objects.
- 1.SFA.4** Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.

Substance Use, Misuse, and Abuse (SUB)

- 1.SUB.1** Identify trusted adults who can answer questions about medicines and household products.

Food, Nutrition, and Physical Activity (FNP)

- 1.FNP.1** Identify the five food groups and what a balanced meal could look like.
- 1.FNP.2** Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop.
- 1.FNP.3** Discuss how food advertisements, social media, and commercials influence our food and beverage decisions.
- 1.FNP.4** Identify feelings of thirst and hunger as signals for needing to drink water and eat food.
- 1.FNP.5** Describe how to keep food safe from harmful germs.

Social, Emotional, and Mental Health (SEM)

- 1.SEM.1** *TSEL Practice 1A* Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).

- 1.SEM.2** *TSEL Practice 1B* Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.
- 1.SEM.3** Identify basic brain regions and their functions.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 1.HRVP.1** *TSEL Practice 4A* Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.
- 1.HRVP.2** Demonstrate healthy ways for friends to express feelings, both physically and verbally.
- 1.HRVP.3** Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from violence.
- 1.HRVP.4** Analyze the differences and similarities in how people with different gender identities are expected to act.
- 1.HRVP.5** Discuss how communicating about consent is important in all types of relationships.
- 1.HRVP.6** Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.
- 1.HRVP.7** Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.

Growth and Development (GD)

- 1.GD.1** Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.
- 1.GD.2** Identify medically accurate names for sexual and reproductive anatomy.
- 1.GD.3** Recognize that menstrual pads and tampons are products that some people, including older students, need to keep their bodies healthy.
- 1.GD.4** Discuss that there are many ways that people can feel love and attraction.

Second Grade

Grade Level Skill Focus	Choose at least one of the following: <ul style="list-style-type: none">→ Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. (Skill 2)→ Students demonstrate observable health and safety practices. (Skill 7)
--------------------------------	---

Wellness and Health Promotion (WHP)

- 2.WHP.1** Discuss how many of our personal values come from families, communities, and culture.
- 2.WHP.2** Identify practices that reduce illness.
- 2.WHP.3** Describe ways to protect vision, hearing, and teeth.
- 2.WHP.4** Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.
- 2.WHP.5** Locate a trusted adult in the school building to help access valid and reliable health information and services.
- 2.WHP.6** Describe ways in which schools and neighborhoods influence health behaviors.

Safety and First Aid (SFA)

- 2.SFA.1** Demonstrate the importance of wearing helmets, pads, mouth guards, personal flotation devices, and other safety equipment during athletic and outdoor activities.
- 2.SFA.2** List examples of dangerous behaviors that might lead to injuries.
- 2.SFA.3** Identify trusted adults that help keep people safe at home, at school, and in the community.
- 2.SFA.4** Identify why it is important that people of all abilities can safely access school and other buildings.
- 2.SFA.5** Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.
- 2.SFA.6** Explain why it is important to ask a trusted adult before using online devices.

Substance Use, Misuse, and Abuse (SUB)

- 2.SUB.1** Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.
- 2.SUB.2** Describe how tobacco and secondhand smoke harms the body.
- 2.SUB.3** Describe safety rules for over-the-counter and prescription drug use.
- 2.SUB.4** List steps to take when offered substances.
- 2.SUB.5** List family, cultural, and school values and rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

- 2.FNP.1** Identify a variety of places and sources that food can come from and how it gets to people.
- 2.FNP.2** Identify the five major food groups and give an example of foods in each group.
- 2.FNP.3** Describe the importance of eating a variety of fruits and vegetables and identify foods

- that provide the nutrients required to help the body grow, learn, and develop.
- 2.FNP.4** Develop a plan and set a goal to keep hydrated and limit sugary beverages.
 - 2.FNP.5** Explain how physical activity and eating patterns can affect a person's health.
 - 2.FNP.6** Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live.
 - 2.FNP.7** Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products.
 - 2.FNP.8** Identify how people have different levels of access to foods.

Social, Emotional, and Mental Health (SEM)

- 2.SEM.1** *TSEL Practice 1B* Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.
- 2.SEM.2** *TSEL Practice 1C* Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.
- 2.SEM.3** Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 2.HRVP.1** *TSEL Practice 4C* Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.
- 2.HRVP.2** Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.
- 2.HRVP.3** Identify how people may be treated unfairly and unequally because of their gender.
- 2.HRVP.4** Define bodily autonomy, personal boundaries, and consent.
- 2.HRVP.5** Recognize that friends, family, teachers, and community members can help each other.
- 2.HRVP.6** Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.
- 2.HRVP.7** Identify different forms of violence and abuse, including physical, verbal, verbal, and emotional.
- 2.HRVP.8** Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

- 2.HRVP.1** Recognize that humans grow and mature at different ages and in different ways.
- 2.HRVP.2** Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.

Third Grade

Grade Level Skill Focus	Choose at least one of the following: → Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i> → Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i> → Students demonstrate observable health and safety practices. <i>(Skill 7)</i>
--------------------------------	--

Wellness and Health Promotion (WHP)

- 3.WHP.1** Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).
- 3.WHP.2** Describe the basic function of the immune system.
- 3.WHP.3** Explain the benefits of personal health care practices.
- 3.WHP.4** Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.
- 3.WHP.5** Discuss reasons to go to a healthcare provider for physical and mental health concerns.
- 3.WHP.6** Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.
- 3.WHP.7** Recognize the connection between environmental health, including climate change, and personal health.

Safety and First Aid (SFA)

- 3.SFA.1** Identify how concussions can be prevented, recognized, and treated.
- 3.SFA.2** Practice how to assess and choose safe options when experiencing unsafe situations.
- 3.SFA.3** Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.
- 3.SFA.4** Describe how to identify and respond to emergency situations.
- 3.SFA.5** Describe safety procedures for responding to natural disasters.

Substance Use, Misuse, and Abuse (SUB)

- 3.SUB.1** Identify that substances are chemicals that can change how the mind and body function and can cause addiction.
- 3.SUB.2** Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.
- 3.SUB.3** Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.
- 3.SUB.4** Describe how and where to access help from trusted adults if substances are being misused or abused.

Food, Nutrition, and Physical Activity (FNP)

- 3.FNP.1** Identify methods for reducing food waste.
- 3.FNP.2** Explain how to create a balanced daily food plan for individual needs and health considerations.
- 3.FNP.3** Understand the basic function of the cardiovascular system.
- 3.FNP.4** Describe a decision making process about what foods and beverages to consume and ways to be physically active.

- 3.FNP.5** Describe foods using the senses.
- 3.FNP.6** Explain what food-borne illnesses are and how to prevent them.

Social, Emotional, and Mental Health (SEM)

- 3.SEM.1** *TSEL Practice 1B* Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.
- 3.SEM.2** *TSEL Practices 2B* Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.
- 3.SEM.3** Identify the impacts of stress on mental health.
- 3.SEM.4** Recognize how emotions can impact eating patterns and that people can get help if necessary.
- 3.SEM.5** Explain the importance of talking with trusted adults about feelings.
- 3.SEM.6** Identify personal or community activities that are meaningful or enjoyable.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 3.HRVP.1** *TSEL Practice 3B* Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
- 3.HRVP.2** Describe characteristics of a healthy and safe relationship.
- 3.HRVP.3** Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.
- 3.HRVP.4** Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.
- 3.HRVP.5** Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.

Growth and Development (GD)

- 3.GD.1** Discuss attributes and characteristics that make every person unique and valued.
- 3.GD.2** Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.
- 3.GD.3** Recognize that puberty is a period of physical, emotional, and social changes that is a part of human development.
- 3.GD.4** Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.
- 3.GD.5** Give at least two examples of ways to include and affirm different kinds of families.

Sexual and Reproductive Health (SRH)

- 3.SRH.1** Explain that it is natural for people to enjoy consensual affection and physical closeness throughout their lives, while some people might not.
- 3.SRH.2** Recognize that there are people in families with different sexual and romantic orientations and identities.

Fourth Grade

Grade Level Skill Focus	Choose at least one of the following: <ul style="list-style-type: none">→ Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. <i>(Skill 2)</i>→ Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i>→ Students demonstrate observable health and safety practices. <i>(Skill 7)</i>
--------------------------------	---

Wellness and Health Promotion (WHP)

- 4.WHP.1** Identify individual, cultural, and family values that affect one's health.
- 4.WHP.2** Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed.
- 4.WHP.3** Understand why sleep is necessary for the brain and body and describe how sleep works.
- 4.WHP.4** Compare and contrast the validity of health and wellness information from a variety of media, products, and services.
- 4.WHP.5** Define social pressures and peer influences and identify how they can impact behavior.

Safety and First Aid (SFA)

- 4.SFA.1** Identify the steps of what to do if firearms are seen or found.
- 4.SFA.2** Identify strategies for staying safe online.

Substance Use, Misuse, and Abuse (SUB)

- 4.SUB.1** Discuss how alcohol, marijuana/cannabis, tobacco, and other substances that can be addictive and cause harm to the body.
- 4.SUB.2** Identify the basic function of body organs and systems and how different substances can affect them.
- 4.SUB.3** Discuss the impact of alcohol, marijuana/cannabis, tobacco, and other substances on reaching goals.
- 4.SUB.4** Demonstrate how to read medicine labels and prescription instructions.
- 4.SUB.5** Identify procedural steps in decision making around substance use.
- 4.SUB.6** Demonstrate communication skills for asserting boundaries around substance use.
- 4.SUB.7** Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing.

Food, Nutrition, and Physical Activity (FNP)

- 4.FNP.1** Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes.
- 4.FNP.2** Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.
- 4.FNP.3** Identify foods and beverages with high sugar content and the negative effects of too much added sugar.
- 4.FNP.4** Describe the relationship between physical activity and the need for food and hydration.
- 4.FNP.5** Describe differences in food customs, traditions, and preparations.
- 4.FNP.6** Identify internal and external influences that affect food choices and physical activities.
- 4.FNP.7** Describe the basic functions of the digestive system.
- 4.FNP.8** Explain why some people eat or avoid certain foods, including allergies, other medical

- conditions, religious beliefs, and culture.
- 4.FNP.9** Discuss factors that affect the availability of food, including socioeconomic status and location.

Social, Emotional, and Mental Health (SEM)

- 4.SEM.1** *TSEL Practice 5C* Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.
- 4.SEM.2** Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 4.HRVP.1** *TSEL Practice 4D* Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.
- 4.HRVP.2** Describe a variety of healthy ways to show and express liking or loving someone.
- 4.HRVP.3** Discuss how power and inequality influence different types of relationships and boundaries.
- 4.HRVP.4** Demonstrate ways to treat people of all genders, gender expressions, and gender identities with dignity and respect.
- 4.HRVP.5** Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.
- 4.HRVP.6** Discuss communication skills to build healthy relationships and manage conflict.
- 4.HRVP.7** Identify situations when someone is being abused or harassed and identify people or resources to get help from.
- 4.HRVP.8** Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.
- 4.HRVP.9** Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.

Growth and Development (GD)

- 4.GD.1** Discuss physical, emotional, neurological, and social changes associated with puberty.
- 4.GD.2** Identify body care practices related to puberty, including using menstrual products.
- 4.GD.3** Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.

Sexual and Reproductive Health (SRH)

- 4.SRH.1** Recognize that people can show love and care for other people in different ways, including consensual kissing, hugging, and touching.

Fifth Grade

Grade Level Skill Focus	Choose at least one of the following: → Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. (Skill 2) → Students demonstrate effective decision-making skills to enhance health. (Skill 5) → Students demonstrate observable health and safety practices. (Skill 7)
--------------------------------	--

Wellness and Health Promotion (WHP)

- 5.WHP.1** Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.
- 5.WHP.2** Explain how vaccines work to prevent an illness and reduce severe symptoms.
- 5.WHP.3** Describe benefits of practicing health promoting behaviors.
- 5.WHP.4** Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.
- 5.WHP.5** Practice how to talk to a healthcare provider about health concerns, including dental pain.
- 5.WHP.6** Evaluate health messages depicted in the media, including in social media and in advertisements.
- 5.WHP.7** Discuss how the location and environment of where people live can affect their health.

Safety and First Aid (SFA)

- 5.SFA.1** Compare and contrast safe and unsafe situations and events.
- 5.SFA.2** Discuss reasons why people take risks that may lead to injuries, including dental injury and concussions, and identify steps to avoid injuries.
- 5.SFA.3** Demonstrate first aid skills and skills for a range of common minor emergencies.
- 5.SFA.4** Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.
- 5.SFA.5** Explain the importance of being inclusive and making accessible accommodations for people with disabilities.
- 5.SFA.6** Discuss steps to take to prepare for natural disasters.
- 5.SFA.7** Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.

Substance Use, Misuse, and Abuse (SUB)

- 5.SUB.1** Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.
- 5.SUB.2** Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.
- 5.SUB.3** Describe the appropriate use for over-the-counter and prescription medicines.
- 5.SUB.4** Describe how substance use, misuse, and abuse affects peoples' abilities to reach personal goals.
- 5.SUB.5** Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use.
- 5.SUB.6** Demonstrate how to use decision making steps around substance use.
- 5.SUB.7** Demonstrate refusal skills to avoid or reduce health risks around substance use.
- 5.SUB.8** Identify trusted adults to talk to about substance use, misuse, and abuse.

- 5.SUB.9** Identify school policies, local, state, and federal laws related to substance use.

Food, Nutrition, and Physical Activity (FNP)

- 5.FNP.1** Discuss the impact of food production and food waste on the environment.
5.FNP.2 Demonstrate how to read food labels to determine nutrient, sugar, and sodium content.
5.FNP.3 Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.
5.FNP.4 Compare and contrast the nutrition content of different beverages for hydration.
5.FNP.5 Identify the basic functions of the skeletal and muscular systems.
5.FNP.6 Identify how different factors impact decision-making around food, beverages, and physical activity.
5.FNP.7 Illustrate and describe the pathway of food during the process of digestion.
5.FNP.8 Demonstrate how to prepare a nutritious snack or meal using sanitary food preparation and storage practices.

Social, Emotional, and Mental Health (SEM)

- 5.SEM.1** *TSEL Practice 5B* Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.
5.SEM.2 Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.
5.SEM.3 Identify the benefits of talking to trusted adults about feelings and thoughts.
5.SEM.4 Identify potential impacts of social media on mental health and body image.
5.SEM.5 Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.
5.SEM.6 Analyze the impact of identity-based bullying and violence on mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 5.HRVP.1** *TSEL Practice 3C* Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.
5.HRVP.2 Describe how friendship and love can be expressed differently as children become adolescents.
5.HRVP.3 Identify characteristics of safe and equitable relationships.
5.HRVP.4 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.
5.HRVP.5 Explain the relationship between consent, personal boundaries, and bodily autonomy.
5.HRVP.6 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.
5.HRVP.7 Define sexual harassment, trafficking, and domestic violence.
5.HRVP.8 Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

- 5.GD.1** Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.
5.GD.2 Examine the physical, social, and emotional changes during puberty and adolescence.

- 5.GD.3** Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.
- 5.GD.4** Describe the menstrual cycle and how menstrual products are used.
- 5.GD.5** Identify the differences and similarities between gender identity, gender expression, gender roles, and sex assigned at birth.
- 5.GD.6** Identify trusted adults one could talk to about sexual orientation questions.
- 5.GD.7** Describe how genetics can affect personal, family, and community health.

Sexual and Reproductive Health (SRH)

- 5.SRH.1** Discuss different personal, familial, and cultural values about physical, sexual, and emotional intimacy.
- 5.SRH.2** Identify the range of ways pregnancy can occur, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.
- 5.SRH.3** Describe ways to prevent sexually transmitted infections (STIs), including abstinence and the human papillomavirus (HPV) vaccine.

Sixth Grade

Grade Level Skill Focus	Choose at least one of the following: → Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i> → Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. <i>(Skill 3)</i> → Students demonstrate observable health and safety practices. <i>(Skill 7)</i>
--------------------------------	--

Wellness and Health Promotion (WHP)

- 6.WHP.1** Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental).
- 6.WHP.2** Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma.
- 6.WHP.3** Demonstrate appropriate habits to protect vision, hearing, skin, and teeth.
- 6.WHP.4** Distinguish between habits that enhance or hinder personal health.
- 6.WHP.5** Interpret numerical and graphical information to make an informed health decision..
- 6.WHP.6** Demonstrate how to access valid and reliable health information online for building health habits.
- 6.WHP.7** Define different forms of discrimination and understand how it influences the health of communities.
- 6.WHP.8** Identify actions that can help to create a healthier environment for individuals and communities.

Safety and First Aid (SFA)

- 6.SFA.1** Identify unsafe situations at home, at school, and in communities that can lead to injury.
- 6.SFA.2** Explain first aid and response procedures to treat injuries and other emergencies.
- 6.SFA.3** Understand firearm safety principles for individuals, families, and communities.
- 6.SFA.4** Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others.

Substance Use, Misuse, and Abuse (SUB)

- 6.SUB.1** Explain differences between use, misuse, and abuse of substances.
- 6.SUB.2** Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis.
- 6.SUB.3** Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances.
- 6.SUB.4** Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals.
- 6.SUB.5** Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.
- 6.SUB.6** Analyze the influence of family, school, peers, culture, media, social media, social media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, marijuana/cannabis, tobacco, and other drugs.
- 6.SUB.7** Describe personal decision-making strategies around substance use.
- 6.SUB.8** Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations.
- 6.SUB.9** Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use.

- 6.SUB.10** Locate and summarize Oregon laws on alcohol, marijuana/cannabis, tobacco, and other substances.

Food, Nutrition, and Physical Activity (FNP)

- 6.FNP.1** Compare and contrast foods grown and produced in the United States and other countries.
- 6.FNP.2** Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.
- 6.FNP.3** Analyze how internal and external influences can affect decisions about eating and physical activity.
- 6.FNP.4** Identify the six categories of nutrients and explain why each of them are important to the body.
- 6.FNP.5** Discuss the physical and mental impacts of missing, skipping meals, or ‘fad’ dieting.
- 6.FNP.6** Identify intuitive eating practices that can increase a person's healthy relationship with food, and lower the risk for restrictive, excessive and compulsive food intake.
- 6.FNP.7** Analyze benefits of regular physical activity to promote health.
- 6.FNP.8** Describe safe food handling to prevent illness.

Social, Emotional, and Mental Health (SEM)

- 6.SEM.1** *TSEL Practice 1B* Understand the stress response system ([regulation](#) and [dysregulation](#)) and what environments and experiences activate those responses.
- 6.SEM.2** Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.
- 6.SEM.3** Describe how sharing information about self and others online can impact social, emotional, and mental health.
- 6.SEM.4** Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress.
- 6.SEM.5** Locate and summarize laws and policies to protect student mental health, including excused absences.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 6.HVRP.1** *TSEL Practice 3B* Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
- 6.HVRP.2** Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.
- 6.HVRP.3** Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.
- 6.HVRP.4** Describe personal feelings when boundaries, consent, and privacy needs are not respected.
- 6.HVRP.5** Practice communication skills to build healthy relationships and manage conflict.
- 6.HVRP.6** Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking.
- 6.HVRP.7** Demonstrate strategies to use technology and social media safely, legally, and respectfully.
- 6.HVRP.8** Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.

- 6.HVRP.** Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.

Growth and Development (GD)

- 6.GD.1** Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.
- 6.GD.2** Identify the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies.
- 6.GD.3** Explain common human sexual development and the role of hormones, including in romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset.
- 6.GD.4** Explain how menstruation is a part of life and begins during puberty and that pads, tampons, and other products are important for body care.
- 6.GD.5** Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.
- 6.GD.6** Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, and pansexual.
- 6.GD.7** Recognize that there are many kinds of family configurations and discuss ways in which families can change.

Sexual and Reproductive Health (SRH)

- 6.SRH.1** Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.
- 6.SRH.2** Define vaginal, oral, and anal sex.
- 6.SRH.3** Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 6.SRH.4** Identify the functions of the ovulation cycle, sperm development, and pregnancy.
- 6.SRH.5** Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.
- 6.SRH.6** Identify the stages of pregnancy.
- 6.SRH.7** Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.
- 6.SRH.8** Identify the transmission and prevention of various sexually transmitted infections (STIs) and HIV/AIDS, including abstinence, barrier methods, and the human papillomavirus (HPV) vaccine.
- 6.SRH.9** Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.
- 6.SRH.10** Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.
- 6.SRH.11** Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.

Seventh Grade

Grade Level Skill Focus	Choose at least one of the following: → Students demonstrate effective decision-making skills to enhance health. <i>(Skill 5)</i> → Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. <i>(Skill 3)</i> → Students demonstrate observable health and safety practices. <i>(Skill 7)</i>
--------------------------------	--

Wellness and Health Promotion (WHP)

- 7.WHP.1** Describe how personal values, self-esteem, and identity affect personal health.
- 7.WHP.2** Analyze how personal practices and behaviors reduce or prevent disease, including health screenings.
- 7.WHP.3** Describe the connections between oral health and overall health.
- 7.WHP.4** Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health.
- 7.WHP.5** Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.
- 7.WHP.6** Analyze the influence of family, school, peers, culture, technology, media, social media, personal values, and perceived norms on the dimensions of health.
- 8.WHP.7** Evaluate how social determinants of health influence health outcomes.

Safety and First Aid (SFA)

- 7.SFA.1** Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities.
- 7.SFA.2** Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk.
- 7.SFA.3** Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED).
- 7.SFA.4** Demonstrate how to ask for help to promote personal safety and injury prevention for self and others.
- 7.SFA.5** Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important.
- 7.SFA.6** Describe basic fire safety and wildfire prevention steps.
- 7.SFA.7** Describe strategies for using social media safely, legally, and respectfully.

Substance Use, Misuse, and Abuse (SUB)

- 7.SUB.1** Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society.
- 7.SUB.2** Analyze the effects of substance use, misuse, and abuse on communities and society.
- 7.SUB.3** Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco and other drugs.
- 7.SUB.4** Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse.
- 7.SUB.5** Describe the social and economic consequences of substance use, misuse, abuse on self, families, and communities.
- 7.SUB.6** Examine risk and protective factors to prevent use, misuse, and abuse of substances, and list alternatives to using.
- 7.SUB.7** Analyze how personal and family beliefs can affect decisions about substance use.
- 7.SUB.8** Demonstrate how to ask a trusted adult for help accessing resources for self and

- 7.SUB.9 others regarding situations related to the use of alcohol, tobacco, and other drugs. Describe situations that require professional substance abuse treatment services and locate valid information and community resources.

Food, Nutrition, and Physical Activity (FNP)

- 7.FNP.1 Discuss how food waste and the environment are interconnected.
- 7.FNP.2 Analyze ways that media influence our decisions around food and physical activity.
- 7.FNP.3 Compare and contrast the nutrient density between ultra-processed, minimally processed, or non processed foods and snacks.
- 7.FNP.4 Compare and contrast the differences in community or geographic access to nutrient dense foods.
- 7.FNP.5 Identify the oral health benefits of hydrating with non-sugar sweetened beverages.
- 7.FNP.6 Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity.
- 7.FNP.7 Identify how personal food and beverage choices, including eating times, affects health and well being.
- 7.FNP.8 Describe personal hunger and fullness cues.
- 7.FNP.9 Describe common food allergies and how to manage them.

Social, Emotional, and Mental Health (SEM)

- 7.SEM.1 **TSEL Practice 1D** Analyze personal and social intersectional identities and [positionality](#), and how they relate to one's interests, purpose, and sense of belonging.
- 7.SEM.2 **TSEL Practices 2B** Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.
- 7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, traumatic stress, self-harm, suicide, or restrictive, excessive, and compulsive food intake.
- 7.SEM.4 Describe how mental health professionals and other trusted adults can help prevent, treat, and heal from mental health challenges, including suicidal thoughts, and restrictive, excessive, and compulsive food intake.
- 7.SEM.5 Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict.
- 7.SEM.6 Identify how connecting with the community, and personal and cultural identity development contribute to mental health.
- 7.SEM.7 Discuss resiliency and the strategies that individuals and communities use to promote health, overcome health and mental health challenges, address barriers to health, and promote health equity and justice.
- 7.SEM.8 Identify laws related to student mental health days and age of consent to mental health services.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 7.HRVP.1 **TSEL Practice 3A** Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.
- 7.HRVP.2 Discuss the right of all people to decide if, when and, with whom to be in a relationship.
- 7.HRVP.3 Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.
- 7.HRVP.4 Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.
- 7.HRVP.5 Explain the impact that media, including social media, sexually explicit media and

- sexting, can have on one's body image and self-esteem.
- 7.HRVP.6** Develop a decision making model to determine if and how to intervene and support a person who is being harassed, bullied, or coerced, including assessing when and how and how it is safe to do so.
- 7.HRVP.7** Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.
- 7.HRVP.8** Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.
- 7.HRVP.9** Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.
- 7.HRVP.10** Identify state and federal laws on sexual consent and mandatory reporting.

Growth and Development (GD)

- 7.GD.1** Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.
- 7.GD.2** Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.
- 7.GD.3** Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, for example, different shapes of vulvas; circumcised and uncircumcised penises; and intersex conditions.
- 7.GD.4** Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.

Sexual and Reproductive Health (SRH)

- 7.SRH.1** Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality
- 7.SRH.2** Identify safer sex strategies for vaginal, oral, and anal sex.
- 7.SRH.3** Apply a decision-making model to choices about engaging in sexual behaviors.
- 7.SRH.4** Describe a range of ways a viable pregnancy can occur.
- 7.SRH.5** Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.
- 7.SRH.6** Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 7.SRH.7** Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.
- 7.SRH.8** Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.
- 7.SRH.9** Identify medically accurate sources of information about comprehensive sexual and reproductive health.
- 7.SRH.10** Examine how discrimination and racism negatively impact sexual and reproductive health.

Eighth Grade

Grade Level Skill Focus	→ Students demonstrate effective decision-making skills to enhance health. (Skill 5) → Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3) → Students demonstrate observable health and safety practices. (Skill 7)
--------------------------------	---

Wellness and Health Promotion (WHP)

- 8.WHP.1** Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental).
- 8.WHP.2** Compare and contrast how communicable and noncommunicable diseases are treated and managed.
- 8.WHP.3** Explain why it is important to protect vision, hearing, skin, and teeth.
- 8.WHP.4** Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.
- 8.WHP.5** Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services.
- 8.WHP.6** Analyze the validity of health information in print and online using established criteria.
- 8.WHP.7** Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior.
- 8.WHP.8** Examine the relationship between environmental conditions, including air and water quality and climate change, on personal and community health outcomes.

Safety and First Aid (SFA)

- 8.SFA.1** Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.
- 8.SFA.2** Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.
- 8.SFA.3** Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.
- 8.SFA.4** Work cooperatively to create projects that advocate for practices that promote safe and accessible communities.
- 8.SFA.5** Describe the school and community safety and disaster protocols for a natural disaster or threat of violence.

Substance Use, Misuse, and Abuse (SUB)

- 8.SUB.1** Identify risk and protective factors related to substance use, misuse, and abuse.
- 8.SUB.2** Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function.
- 8.SUB.3** Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.
- 8.SUB.4** Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.
- 8.SUB.5** Evaluate the influence of family, school, peers, culture, media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.
- 8.SUB.6** Discuss decisions around substance use and the benefits of being substance-free.
- 8.SUB.7** Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or

- other drug use, especially in peer-pressure situations.
- 8.SUB.8** Describe where to find reliable information and services regarding substance use, misuse, and abuse.
- 8.SUB.9** Examine the history and impact of drug laws and prosecution on communities.

Food, Nutrition, and Physical Activity (FNP)

- 8.FNP.1** Explain how food is transported from farm to table, focusing on maintaining quality and safety.
- 8.FNP.2** Discuss ways that the foods and beverages that people consume have a profound impact on their health.
- 8.FNP.3** Assess personal eating and physical activity behaviors.
- 8.FNP.4** Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.
- 8.FNP.5** Analyze the impacts of media, social media, and marketing on food habits.
- 8.FNP.6** Describe the personal feelings associated with engaging in physical activity, eating nutritious food, and staying hydrated and identify strategies to take care of one's body.
- 8.FNP.7** Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.

Social, Emotional, and Mental Health (SEM)

- 8.SEM.1** ***TSEL Practice 1D*** Analyze personal and social intersectional identities and [positionality](#), and how they relate to one's interests, purpose, and sense of belonging.
- 8.SEM.2** ***TSEL Practice 5C*** Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.
- 8.SEM.3** Develop an action plan to respond to stress, anxiety, depression, self-harming behaviors, traumatic stress, self-harm, restrictive, excessive, and compulsive eating food intake, substance use and abuse or suicidal thoughts.
- 8.SEM.4** Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress including self-harm, restrictive, excessive, and compulsive eating habits, substance use and abuse, and suicidal ideation.
- 8.SEM.5** Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community.
- 8.SEM.6** Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice.
- 8.SEM.7** Discuss how state and federal laws and policies can influence access to mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- 8.HRVP.1** ***TSEL Practice 2D*** Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.
- 8.HRVP.2** Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.
- 8.HRVP.3** Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.
- 8.HRVP.4** Demonstrate verbal and nonverbal communication skills that express personal boundaries and consent and how to show respect for the boundaries of others.
- 8.HRVP.5** Demonstrate strategies a student might use to end an unhealthy relationship,

- including involving a trusted adult who can help.
- 8.HRVP.6** Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.
 - 8.HRVP.7** Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.
 - 8.HRVP.8** Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.
 - 8.HRVP.9** Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.
 - 8.HRVP.10** Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.
 - 8.HRVP.11** Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.

Growth and Development (GD)

- 8.GD.1** Reflect on external influences that may affect personal body image and how others are perceived.
- 8.GD.2** Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.
- 8.GD.3** Identify the rights of students and the responsibilities of schools under Oregon's Menstrual Dignity Act.
- 8.GD.4** Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
- 8.GD.5** Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and sexual identity.
- 8.GD.6** Describe what can connect a family and discuss different ways to define family.

Sexual and Reproductive Health (SRH)

- 8.SRH.1** Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.
- 8.SRH.2** Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.
- 8.SRH.3** Practice using a decision-making model in response to various sexual health scenarios.
- 8.SRH.4** List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.
- 8.SRH.5** Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.
- 8.SRH.6** List methods of contraception that are available without a prescription in Oregon and where these can be accessed.
- 8.SRH.7** Define prenatal care and identify medically accurate sources of information about prenatal care.
- 8.SRH.8** Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines, Pre-Exposure Prophylaxis and (PrEP) Post-Exposure Prophylaxis (PEP), and barrier methods.
- 8.SRH.9** Identify comprehensive sexual and reproductive health services offered in school or

in the local community.

- 8.SRH.10** Discuss the various state and federal laws related to minors' access to sexual and reproductive healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.
- 8.SRH.11** Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.

High School

Grade Level Skill Focus	→ Students demonstrate effective goal-setting skills to enhance health. (Skill 6) → Students advocate for behaviors that support personal, family, peer, school, and community health. (Skill 8) → Students demonstrate observable health and safety practices. (Skill 7)
--------------------------------	--

Wellness and Health Promotion (WHP)

- HS.WHP.1** Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic well-being.
- HS.WHP.2** Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.
- HS.WHP.3** Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations.
- HS.WHP.4** Identify individual practices that protect vision, hearing, skin, and teeth.
- HS.WHP.5** Identify at least two strategies to promote health and wellness for individuals, families, and communities.
- HS.WHP.6** Identify and discuss the life-saving benefits of organ and tissue donation, and analyze how personal, familial, media, and cultural factors influence decisions about donation.
- HS.WHP.7** Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school.
- HS.WHP.8** Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- HS.WHP.9** Analyze how the history of health and social policy impacts individual and community health status.
- HS.WHP.10** Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health.
- HS.WHP.11** Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.

Safety and First Aid (SFA)

- HS.SFA.1** Analyze current data on unintentional injury among adolescents.
- HS.SFA.2** Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.
- HS.SFA.3** Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.
- HS.SFA.4** Access a variety of resources in the home, school, and community that prevent injury.
- HS.SFA.5** Examine accessibility laws and practices for people with disabilities and identify why they are important.
- HS.SFA.6** Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.
- HS.SFA.7** Evaluate strategies for using social media safely, legally, and respectfully.

Substance Use, Misuse, and Abuse (SUB)

- HS.SUB.1** Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action.
- HS.SUB.2** Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.
- HS.SUB.3** Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.
- HS.SUB.4** Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.
- HS.SUB.5** Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.
- HS.SUB.6** Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.
- HS.SUB.7** Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.
- HS.SUB.8** Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.
- HS.SUB.9** Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.
- HS.SUB.10** Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.
- HS.SUB.11** Describe how to access support services needed for substance misuse and abuse, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.
- HS.SUB.12** Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and abuse prevention.
- HS.SUB.13** Analyze the influence of public health and government laws and policies, as well as media and marketing, on alcohol, marijuana/cannabis, tobacco, and other drugs, past and present.

Food, Nutrition, and Physical Activity (FNP)

- HS.FNP.1** Analyze the political, economic, social, and environmental factors that influence our current food system.
- HS.FNP.2** Plan or prepare a balanced meal with nutrient-rich basic ingredients.
- HS.FNP.3** Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.
- HS.FNP.4** Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.
- HS.FNP.5** Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.
- HS.FNP.6** Describe how to make nutritious food and beverage choices at home, school, and when dining out.
- HS.FNP.7** Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.
- HS.FNP.8** Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.
- HS.FNP.9** Describe the requirements necessary for obtaining a food-handlers card.
- HS.FNP.10** Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.

Social, Emotional, and Mental Health (SEM)

- HS.SEM.1** *TSEL Practices 2C* Plan, evaluate, and achieve personal and collective goals and aspirations.
- HS.SEM.2** *TSEL Practice 5A* Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.
- HS.SEM.3** Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.
- HS.SEM.4** Identify activities that promote social, emotional, and mental health.
- HS.SEM.5** Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.
- HS.SEM.6** Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, and other unsafe behaviors.
- HS.SEM.7** Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.
- HS.SEM.8** Advocate for safer school communities to prevent bullying and violence and improve mental health.
- HS.SEM.9** Analyze laws related to minors accessing mental health care.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

- HS.HRVP.1** *TSEL Practices 2A* Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.
- HS.HRVP.2** Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.
- HS.HRVP.3** Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.
- HS.HRVP.4** Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.
- HS.HRVP.5** Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.
- HS.HRVP.6** Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.
- HS.HRVP.7** Demonstrate ways to support a fellow student who is being sexually harassed or abused, or is perpetuating unhealthy or coercive behaviors.
- HS.HRVP.8** Explain the impact media, including sexually explicit media, social media, and AI can have on one's perceptions of, and expectations for, a healthy relationship.
- HS.HRVP.9** Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.
- HS.HRVP.10** Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.
- HS.HRVP.11** Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.
- HS.HRVP.12** Explain trafficking, including tactics people use to traffic and exploit youth.
- HS.HRVP.13** Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.

Growth and Development (GD)

- HS.GD.1** Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.
- HS.GD.2** Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies for example, different shapes of vulvas; circumcised and uncircumcised penises; and intersex conditions.
- HS.GD.3** Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.
- HS.GD.4** Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty.
- HS.GD.5** Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.
- HS.GD.6** Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.
- HS.GD.7** Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.

Sexual and Reproductive Health (SRH)

- HS.SRH.1** Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin such conversations.
- HS.SRH.2** Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.
- HS.SRH.3** Describe how to make a decision about sexual behaviors, including virtual and in-person, that takes into consideration personal values, health, and safety.
- HS.SRH.4** Summarize fertilization, fetal development, and childbirth.
- HS.SRH.5** Discuss skills important in being an effective parent.
- HS.SRH.6** Identify individual, familial, cultural, and systemic influences on condom and contraceptive use.
- HS.SRH.7** Compare and contrast methods to prevent unintended pregnancy, considering effectiveness and personal impact on health.
- HS.SRH.8** Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.
- HS.SRH.9** Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.
- HS.SRH.10** Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS.
- HS.SRH.11** Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.
- HS.SRH.12** Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.
- HS.SRH.13** Describe body literacy skills to notice changes, pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.
- HS.SRH.14** Analyze public health and government policies on sexual and reproductive health practices.
- HS.SRH.15** Define reproductive justice and explain its history and how it relates to sexual health and health equity.

- HS.SRH.16** Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.
- HS.SRH.17** Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.

Appendix A. Content Topics and Subtopics

Wellness and Health Promotion (WHP) outlines the fundamental knowledge and skills students need to understand what social, familial and community factors influence the dimensions of health; how to prevent and protect against communicable and non-communicable diseases; analyze issues related to health equity and environmental health; and understand how to use health information and healthcare resources.

- Dimensions of health (physical, social, emotional, mental and environmental)
- Values
- Communicable and non-communicable disease prevention
- Protecting vision, hearing, and teeth
- Health practices and choices
- Health literacy
- Analyzing influences
- Health equity
- Environment and health

Safety and First Aid (SFA) outlines the knowledge and skills students need to feel more prepared and confident to prevent, identify, and address safety and emergency situations at home, at school, and in the community, including medical emergencies, firearm hazards, natural disasters, and digital safety.

- Unintentional injuries
- Identifying and reporting and reporting unsafe situations
- First aid and emergencies
- Identifying helpers
- Accessibility and safety
- Natural disasters and emergency situations
- Digital and online safety
- Firearm safety

Substance Use, Misuse, and Abuse (SUB) outlines the knowledge and skills students need to make decisions when faced with the pressures of using, misusing and abusing alcohol, tobacco, marijuana, and other substances, including over-the-counter and prescription drugs; analyze media messages and other influences; how to cope in stressful situations; how to set goals; and how to access community resources for assistance and to prevent and respond to overdose emergencies.

- Use, misuse, and abuse
- Short and long-term effects of substance use
- Tobacco, marijuana, alcohol, and other drugs
- Over the counter and prescription drugs
- Impact on self, communities, and other health outcomes
- Influences, social pressure, and coping skills
- Decision making around substance use
- Communication skills around substance use
- Getting help and accessing resources
- Laws and policies related to substance use

Food, Nutrition, and Physical Activity outlines the knowledge and skills students need to understand where food comes from, what foods have high nutrient content, and how culture plays an important role in nutrition and food experiences; develop decision-making skills around food and physical activity; decipher media messages around food; and analyze issues related to food insecurity and food policies.

- Food systems
- Nutrients
- Variety of foods and eating patterns
- Importance of hydration and moderation of sugary beverages
- Positive effects of healthy eating and physical activity
- Decision making around food and physical activity
- Culture and food
- Impact of media and family
- Sensory and social experience of eating
- Food safety
- Food insecurity and food policies

Social, Emotional, and Mental Health outlines the knowledge and skills students need to understand and express feelings, thoughts, and emotions; build healthy relationships with self and others; practice healthy decision-making skills; and support kindness, care, connection, equity, diversity, and inclusion. These align with [ODE's Integrated Model of Mental Health](#) and ODE's Integrated Model of Mental Health and [Oregon's Transformative Social and Emotional Learning \(TSEL\) Standards](#).

- Empathy and respect
- Feelings, emotions, and moods
- Mental health challenges (stress, anxiety, depression, social isolation, and eating disorders)
- Talking to trusted adults, accessing care and information
- Online safety
- Strategies for mind and body awareness
- Positive identity development
- Social justice and mental health
- Laws related to accessing mental health services

Healthy Relationships and Violence/Abuse Prevention outlines the knowledge and skills students need to; develop skills to build agency and self-awareness of personal boundaries and bodily autonomy; analyze influences in media and technology; identify characteristics of healthy and affirming interpersonal relationships; communicate about harm to trusted adults; understand the root causes of violence; collaborate with the larger community to provide safety, trust, respect, sharing of power, and identity-specific supports; and create affirming environments where students, families, and school staff can thrive. These align with Oregon's TSEL Standards.

- Expressing emotion and affection in relationships
- Violence prevention and equitable relationships
- Gender and relationships
- Personal boundaries, bodily autonomy, and consent
- Communication skills and conflict management
- Trusted adults and supportive community
- Media, cyberbullying, and relationships

- Bullying, harassment, and intimidation
- Violence and abuse
- Responding to violence and abuse
- Trafficking prevention
- Laws related to consent and access to services

Growth and Development outlines the knowledge and skills students need to understand the changes that people can experience during puberty and adolescence that impact physical, social, intellectual, and emotional development; understand that sexuality is a normal and positive aspect of development; identify medically accurate, inclusive reproductive anatomy; and support students in developing positive identities and self-esteem across the lifespan.

- Physical differences and respect
- Sexual and reproductive anatomy
- Puberty and changes
- Menstruation and self-care
- Gender roles, identity, and expression
- Sexual orientation
- Families

Sexual and Reproductive Health outlines the knowledge and skills students need to take care of their bodies and make informed decisions about their health, safety, relationships, and future. This includes shame-free instruction on communicable diseases, including STIs and HIV/AIDS, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; decision-making around sexual behavior, pregnancy, and parenting; and the personal, relational, cultural, and historical factors that influence sexuality, sexual and reproductive health, and access to healthcare.

- Influences on sexuality
- Intimacy and sex
- Decision making around sexual behavior
- Reproduction
- Pregnancy and pregnancy options
- Contraception
- STI prevention
- Trusted adults, information, and services
- Rights and access to sexual and reproductive healthcare
- Reproductive justice

Appendix B. Alignment with Oregon Statute and Administrative Rules and National Education Standards

District Curriculum

Requires health education as a content area that must be taught as part of K-12 instructional program.
(OAR 581-022-2030)

Standard Education for Oregon Students

Common Knowledge and Skills. The Common Knowledge and Skills consists of facts, concepts, principles, rules, procedures and methods of inquiry associated with the following subject matter areas that include health education. (OAR 581-021-0200)

Diploma Requirements

Requires 1 credit of health education for graduation. (OAR 581-022-2000)

Oral Health Education

School districts must provide age-appropriate instruction in oral health. The standards shall prescribe the grades in which instruction in oral health is provided to students. (ORS 336.473)

Organ and Tissue Donation

In grades 9 - 12 districts must provide instruction on organ and tissue donation and education. (ORS 336.474)

Prevention Education in Drugs and Alcohol

Instruction in the effects of tobacco, alcohol, and drugs, as an integral part of the district's K–12 comprehensive health education program. In addition, at least annually, all high school students, grades 9–12 shall receive age-appropriate instruction about drug and alcohol prevention. (OAR 581-022-2045)

CPR and AED Instruction

As an integral part of the health education curriculum or the physical education curriculum for students in grades 7 through 12, each school district must provide instruction in CPR, AED and must include hands-on practicing of CPR. (ORS 336.472)

Human Sexuality Education Courses

The first comprehensive sexuality education law that requires instruction in elementary and secondary. It specifies that sexuality education must be taught annually 6 - 8 and twice 9 -12. (ORS 336.455)

Healthy Teens Relationships Act

This law requires that instruction on healthy relationships, friendships, and dating be provided to students annually in 7th - 12th grade. (ORS 339.366)

Child Sexual Abuse Prevention "Erin's Law"

This law requires that child abuse prevention education be provided in four sessions per year in Kindergarten through 12th grade. This also includes teacher training and school policy. (ORS 369.059)

Menstrual Dignity Act

This law requires that sexuality education include information on menstrual health. The education must be gender inclusive, accessible, and positive and not shame-based. HB 3294 (2021).

Human Sexuality Education

This is the Oregon Rule that weaves together all of the above laws within the core content area Health Education and the required “comprehensive plan of instruction”. Each district must have a plan that outlines how all of the above laws are met each year. The law also clearly names the cornerstone

approaches of sexuality education being: LGBTQ2SIA+ inclusive, culturally responsive, age-appropriate, and not fear- or shame-based. The rule also names content requirements, such as STI prevention, child abuse prevention, and consent education. (OAR 581-22-2050)

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:

Kaw-Lija Elizondo, FLC Instructional Assistant
Annalee Martinez, Instructional Assistant
Melissa Nastasiuk, Instructional Assistant
Francisca Ramirez, FLC Instructional Assistant
Kayla Winter, Instructional Assistant

Extra Duty:

Ricardo Ferreira, GMS Football Coach
Alex King, Boys Basketball Coach
Eric Stedman Falls, Middle School Soccer Coach

7.2 Approve

Contract Change / Renewal:

Noradeli Soto from Cook to FLC Instructional Assistant

Recall:

7.3 Approve

Resignation /Retire/ Termination/Non-Renewal:

Hailey Warren, FLC Instructional Assistant
Justin Wison Gabor, Assistant Principal & 9-12 Athletic Director

Decline:

Reduction in Force:

Other:

Transfers:

7.4 Approve

Graduation Date for 2024

Gervais School District#1 Board of Directors approves the Graduation Date for the 2023-2024 school year as Saturday, June 8, 2024, at 11:00 a.m.

7.5 Approve

Co-Op with Kennedy

Gervais School District #1 Board of Directors approves Co-Op with Kennedy.

7.6 Approve

Authorize Superintendent to Resolve Lawsuit with Altria Group Inc.

Gervais School District #1 Board of Directors approves the superintendent to resolve a lawsuit with Altria Group Inc.

7.7 Approve

2023-2024 Increase of Adult Meal Cost

Gervais School District #1 Board of Directors approves increasing the adult meals cost to \$4.72 for the 2023-2024 school year as shown on the agenda item 09-23-7.5.

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.

Consent Agenda

Action:

Authorize superintendent to resolve lawsuit with Altria Group Inc.

Background:

In the Fall 2023, the district filed a lawsuit against manufacturers and purveyors of vaping products, including JUUL Labs Inc, affiliates of JUUL Labs Inc, Altira Group Inc. and affiliates of Altria Group, Inc. The district settled its claims with JUUL and affiliates earlier this year, while the lawsuit against Altria Group and affiliates remained pending.

The Superintendent is pleased to announce that Altria Group Inc. and affiliates have reached settlements covering thousands of cases, including the claims brought by the district.

The proposed settlement agreement with Altria Group Inc. is expected to provide funding for the district to use in connection with the district's anti-vaping education, cessation, and enforcement programs, with payment of the district's allocation to be made by June 2024. In exchange, the district will release its claims against Altria Group, Inc. and other Altria-related released parties as specified in the agreement. Approval of this settlement will end the district's vaping litigation in its entirety.

The district's opportunity to participate in this settlement will expire in late November. Thus, if the board requires additional information, an executive session will be scheduled with legal counsel promptly.

Superintendent Recommendation:

The superintendent recommends that the board authorize the superintendent to resolve the district's lawsuit with Altria Group Inc and affiliated released parties. The form of the agreement shall be approved by district legal counsel.

Gervais School District
Board Memo

Date: September 18, 2023
To: All Board Members
From: Food Service Department
Subject: Increase of Adult Meal Cost

The United States Department of Agriculture (USDA) Food and Nutrition Standards (FNS) have increased the adult lunch meal price to \$4.72 for the 2023-2024 school year.

Gervais School District has not raised their adult meal prices since the 2020-2021 school year.

I recommend the Gervais School Board approve the increase to the adult meal price to comply with the USDA requirements to \$4.75 to be effective October 1, 2023.

Thank You

Melinda Fitz-Herny
Food Service Director

SUPERINTENDENT & BOARD GOALS
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors adopts the Superintendent & Board Goals as shown on shown agenda item 09-23.8.1

MOTION BY: _____SECONDED BY: _____

DISCUSSION: _____

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

Standards board identified as focus for the coming year during work with K. Miles from OSBA during last work session:

Standard 2 *Community Engagement*

The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

Standard 10 *Innovation and Creativity*

The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

Draft Goals for GSD Board—2023-24

Goal 1: The board will focus on actions and services which increase opportunities for community engagement and communications between the school board and residents of the Gervais School District community.

Strategies:

1. The board will work with a consultant and the Willamette ESD to identify and select options for additional communication to residents. The board will assess the effectiveness of each option implemented and adjust as necessary.
2. The board will identify and participate in opportunities for community engagement that provides platforms for board members to discuss issues facing the district and receive feedback which will be brought back to the board and shared during the “Board Focus” segment of regular school board meetings.

The district is in year 3 of the strategic plan which has included the same four goals with performance indicators and measures changing each year to reflect “next steps” necessary to work towards achievement of the goals. The school board has used the strategic plan to guide its work during the last three years.

Goal 2: The board will use the four goals found in the strategic plan to center all policy decisions and budgeting priorities for the purpose of supporting the accomplishment of these goals.

Strategies:

1. The board will receive at least quarterly updates on each goal and have the opportunity to provide feedback to staff on the progress and additional actions they would like to see taken in working toward the accomplishment of the goals.
2. The board will have dedicated time every month, either during a work session or regular board meeting, to view student achievement data and receive input from staff regarding successes and challenges.

DRAFT

Superintendent Goals for 2023-24 School Year

1. Facilitate implementation of all goals of the GSD Strategic Plan and support persons responsible for monitoring the plan and reporting to board on progress toward meeting each goal.
 - a. Prioritize focus on improvement of student achievement in the areas of reading and math.
2. The superintendent will support the development of a strong administrative leadership team who are focused on supporting their building workforce to be well equipped to provide a rigorous educational experience for all students.
3. Facilitate the school board's progress toward meeting their 2023-24 adopted goals.

DRAFT

OSBA BOARD NOMINATIONS
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors nominates_____for the OSBA Board of Directors position.

MOTION BY: _____SECONDED BY: _____

DISCUSSION: _____

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

OSBA LPC POSITION
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors nominates _____ for OSBA LPC Committee position

MOTION BY: _____SECONDED BY: _____

DISCUSSION: _____

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

Board Member Stipend Frequently Asked Questions

What does the change in statute allow districts to do?

Previously, ORS 332.018 prohibited board members from receiving any compensation from the district. During the 2023 Legislative session, House Bill 2753 was passed. This law removes the prohibition on compensation and allows school district boards to provide each “voting member of the board with a stipend in an amount determined by the board, not to exceed \$500 per month.”

What is the procedure for a board to take up this topic? If the board wants to authorize a stipend for members, what would be a sample motion?

The statute does not specify a required procedure, but the board would need to vote to approve the stipend. The following process could be used:

1. Board amends, deletes or suspends policy BHD to allow for board member compensation;
2. Board ensures that the budget includes adequate funds;
3. Board approves resolution establishing the amount of the stipend;
4. District business office follows existing procedures to make payments to participating board members.

OSBA will be releasing an update to sample board policy BHD in August 2023. OSBA also has a sample resolution that the board can use.

If the board authorizes stipends, can a member choose not to take the funds? How do we handle that?

HB 2753 specifically requires the board to “allow individual directors¹ to choose to not receive the stipend.” Board members should be made aware of the procedure to decline any stipend. Unused funds remain in the budget unless reallocated.

Aren't board members not supposed to materially benefit from their position? What are the ethical implications of authorizing stipends?

Yes, ORS 244.040 prohibits board members from using their official position to receive a financial benefit. However, board members are allowed to receive official compensation and HB 2753 classifies the stipend as “part of the director’s official compensation package.” Reimbursements are also considered to be part of the official compensation package under ORS 244.040(2)(c).

Do stipends violate the non-employment requirement of board service? If not, how does that work?

ORS 332.016(1) provides:

“A person who is an employee of a school district may not serve as a member of the district school board for the district by which the employee is employed.”

HB 2753 does not change this and specifically states “a director who receives a stipend is not considered an employee of the school district.”

¹ HB 2753 uses the term “director” in place of board member.



If a board member accepts a stipend, can the district place any specific expectations on that member with regard to their board service?

While it may depend on the expectations, likely not. HB 2753 states:

“A district school board may choose to provide *each director who is a voting member of the board* with a stipend...” (Emphasis added).

If the board implements stipends, then later decides they are not working out, how does the board remove the payment of stipends?

This depends on the method of approval used. If the board uses an annual resolution to approve the stipends but wants to discontinue at the end of a budget year, it could simply not approve the resolution for the following year. If the board adopts a policy stating that stipends will be paid every month, the board would need to amend the policy.

The board can also use the annual budgeting process to determine how funds will be used. Failure to allocate funds for stipends would halt those payments. In this case, the board should ensure that policy and resolution language match the budget.

Is there a sample OSBA policy on stipends? Is it required?

OSBA sample policy BHD includes language regarding compensation (previously a prohibition on compensation). An update will be included in the August 2023 Policy Update. It is not a required policy as nothing in the stipend law requires a board to have a policy. However, the policy can help organize the board to ensure that the proper process has been followed.

Does the board have to vote on it?

Yes, the board is the decision maker regarding stipends and all board decisions require a vote in a public meeting.

Is it taxable income?

Yes. Consult with your district’s business professionals for more information.

How much can the stipend be?

Initially, the stipend is capped at \$500 per month. This amount will be revised based on changes in the Consumer Price Index. The first adjustment to the amount can occur after July 1, 2024.

Can I still be reimbursed for board expenses?

If the board allows a stipend, the board can still allow for reimbursement of actual and necessary expenses (reimbursement in addition to the stipend). If the board does not allow a stipend, the board must allow reimbursement for actual and necessary expenses. Boards can continue to require approval and documentation for reimbursements.

Should the board discuss with administration before enacting?

Yes, it can be very beneficial to discuss the budget and any accounting procedures before approving stipends.

Where does this money come from?

No additional funds are being provided for these stipends. Funds will have to come out of the existing budget.

Does the board need to adopt any budget adjustments?

The funds for the stipends need to be included in the district's budget. Each year when the board is going through the budgeting process, it should ensure that sufficient funds are allocated to cover the stipends. For the 2023-24 school year, adjustments may need to be made to the current budget. The board must follow legal requirements for amending the budget.

Will the public know which board members receive the stipend?

While individual board members are not required to make a public statement about whether they will accept the stipend, this information would be considered a public record and would be available upon request.

What about ESD, community college and charter school board members?

HB 2753 is codified in ORS 332 and only applies to school district boards. ESD board members (ORS 334.100(3)) and community college board members (ORS 341.283(6)) are still prohibited from receiving any compensation.

What if the board only wants to do a stipend for childcare? Can we do that? If so, how?

Providing a stipend for a single purpose sounds more like a reimbursement than a stipend. If the board approves a stipend, it should be provided to "each director who is a voting member of the board" unless that board member indicates that they do not want to receive the stipend. If the board wants to limit what payment can be used for, reimbursement may be a better option.

When is this effective?

HB 2753 included an emergency clause and became effective July 18, 2023. Subject to proper budget allocations, the board could authorize board members to receive payment for the stipend starting in July (back payments for July 2023 are allowable).

Does this mean board members can be paid for coaching and other positions?

No. ORS 332.016 still prohibits board members from being employees, consequently, board members cannot be paid for other positions. The difference between a coaching stipend and the board member stipend is that HB 2753 specifies that receipt of the board member stipend does not make the board member an employee.

Can we make this effective at some time in the future?

Yes, the board could decide to hold off on implementation of the stipends until next year, after the next election or another time in the future. OSBA recommends that the stipend be available for all board members at the same time.

This document was created by the Oregon School Boards Association as a resource for member school boards and their members. It is not intended as legal advice. If you have legal questions, please contact your legal counsel.



OSBA Sample Resolution for Board Stipend Approval

[] School District Board of Education

Resolution No. 2023-

WHEREAS, board members provide many hours of valuable service to the district;

WHEREAS, the Oregon Legislature authorized payments of stipends to be paid to voting board members by passing HB 2753 (2023), amending ORS 332.018;

WHEREAS, individual board members may opt out of receiving the stipend by notifying the business office in writing;

WHEREAS, the district's adopted budget includes funds to cover the cost of the stipend;

[WHEREAS, board members will still be eligible for reimbursement of actual and necessary expenses incurred or paid by the board member in the performance of the duties of the board member in accordance with district policies;] *{If stipends are being provided, the district can, but is not required to provide reimbursement for actual and necessary expenses. If choosing to provide reimbursement in addition to the stipend, include this bracketed language. If the district does not provide a stipend, the district is required to reimburse for actual and necessary expenses. See ORS 332.018(3)(b)(B) as amended by HB 2753.}*

AND WHEREAS, board members do not become employees of the district by acceptance of the stipend;

BE IT THEREFORE RESOLVED that the [] School District Board authorizes a monthly stipend be paid to all board members in the amount of [\$500¹] for the fiscal year 2023-24.

ADOPTED by the [] School District Board, [] County, Oregon, at the regular meeting thereof, held this [1st] day of [August, 2023].

ATTEST: Board of Directors:

(Signatures of all board members follow)

Notes (to be removed prior to approval)

- *Coordinate with board policy BHD - Board Member Compensation and Expense Reimbursement. An update to BHD will be released in the August 2023 update. It is an optional policy;*
- *OSBA recommends the board to adopt this resolution annually after the budget has been adopted and the maximum amount has been adjusted (after July 1).*

¹ The maximum amount per month is \$500 for the fiscal year 2023-24. Beginning July 1, 2024, this amount may be adjusted in accordance with the Consumer Price Index for All Urban Consumers, West Region (All Items), as published by the Bureau of Labor Statistics of the United States Department of Labor.

