



ESTABLISHED 1834

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

School Board Meeting Packet

Thursday, November 16, 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.



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REGULAR SESSION

The Gervais School District #1 School Board, Gervais, Oregon, will convene in a Regular Session at the District Office Conference Room and via ZOOM on **Thursday, November 16, 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:

- **Policies Second Reading**
EFA: Local Wellness
GCBDA/GDBDA: Family Medical Leave
GCBDF/GDBDF: Paid Family Medical Leave Insurance
LBE: Public Charter Schools
LBEA: Resident Student Denial for Virtual Public Charter School Attendance
- **Policies for Deletion**
EFA-AR: Local Wellness Program
IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement
- **Approve Growth Goals as Presented at Last Board Meeting**
- **Facility Improvement Measure**
- **Approve Letter to Business Partners & Farmers**
- **ELD K-5 Curriculum Postponement**
- **Letter for Seismic Grant**

Discussion Items:

- **Policies First Reading**
BD/BDA: Board Meetings
- **School Board & Superintendent Agree on Evaluation Process**
- **Update on Equity Goal Number Two Presented by Dusty Price & Andrew Aman**
- **Bond Update**
- **2023 Data Update**
- **Sick Leave Bank Policy Update**

The Zoom Link is found on the next page.

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Please click the link below to join the webinar:

<https://us02web.zoom.us/j/85737218478?pwd=UEw3Z1VUcTEwQXFENjhWaXVjWnptZz09>

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GERVAIS SCHOOL DISTRICT

Agenda of November 16, 2023, School Board Meeting

District Office Conference & via ZOOM

<https://us02web.zoom.us/j/85737218478?pwd=UEw3ZlVUcTEwQXFENjhWaXVjWnptZz09>

290 First Street

Gervais, Oregon 97026

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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	
▪ ODE Presentation		
3.0 APPROVAL OF MINUTES (pages 5-14)	Chairperson	6:30 p.m.
3.1 Regular Session October 19, 2023		
4.0 PUBLIC FORUM	Chairperson	6:35 p.m.
4.1 Public Participation in Board Meetings (Gervais School District Policy BDDH-AR) <i>Statements by members of the public should be brief and concise. The chairperson may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic. Speakers may offer objective criticism of school operations and programs, but the Board will not hear complaints concerning individual school personnel. The Chairperson will direct complaints to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals. At this time, members of the public are invited to present concerns to the Board.</i>		
5.0 REPORTS (pages 16-39)		
5.1 Student Council Report	Prairie Ifft	
5.2 Administrators Report	Administrators	6:45 p.m.
5.3 Financial Report	C. Davis	
5.4 Superintendent Report	D. Stevens	
6.0 BOARD FOCUS/MEMBER TOPICS	Chairperson	7:25 p.m.
▪ Letter Requesting Support from Representative Cramer		
▪ Voter Registration Drive		
7.0 CONSENT ITEMS (page 40)	Chairperson	7:35 p.m.
7.1 New Hire/Temporary/Extra Duty		
7.2 Contract Change/Recall/Renewal		
7.3 Reduction in Force/Resignation/Termination		
7.4 Out-of-State Travel		

	RESPONSIBILITY	ITEM TIME
8.0	ACTION ITEMS (pages 41-81)	7:40 p.m.
	Chairperson 8.1 Policies Second Reading	
	EFA: Local Wellness	
	GCBDA/GDBDA: Family Medical Leave	
	GCBDF/GDBDF: Paid Family Medical Leave Insurance	
	LBE: Public Charter Schools	
	LBEA: Resident Student Denial for Virtual Public Charter School Attendance	
	8.2 Policies for Deletion	
	EFA-AR: Local Wellness Program	
	IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement	
	8.3 Approve Growth Goals as Presented at Last Board Meeting	
	8.4 Facility Improvement Measure	
	8.5 Approve Letter to Business Partners & Farmers	
	8.6 ELD K-5 Curriculum Postponement	
	8.7 Letter for Seismic Grant	
9.0	DISCUSSION ITEMS (pages 82-85)	8:00 p.m.
	D. Stevens	
	9.1 Policies First Reading	
	BD/BDA: Board Meetings	
	9.2 School Board & Superintendent Agree on Evaluation Process	
	9.3 Update on Equity Goal Number Two Presented by Dusty Price & Andrew Aman	
	9.4 Bond Update	
	9.5 2023 Data Update	
	9.6 Sick Leave Bank Policy Update	
11.0	ADJOURN	8:30 p.m.
	Chairperson	

**Gervais School District #1
School Board Regular Session Meeting Minutes
Thursday, October 19, 2023**

REGULAR SESSION

Director Bustamante called the School Board of Gervais School District #1, Marion County, into a Regular Session on Thursday, October 19, 2023, at 6:00 p.m. Board members present included: Henry Bustamante, Ana Contreras, Jenny Jones, and Angie Toran. Others present included Dandy Stevens and Sandra Segura. (Director Maria Contreras was absent)

Visitor Guest Book:

1.0 CALL TO ORDER

1.1 Pledge of Allegiance

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

2.0 INTRODUCTIONS & ANNOUNCEMENTS

2.1 Public Forum Sign-Up:

Ms. Stevens said the district is not accepting 4th, 5th, and 12th-grade transfers from other districts. The classes are at total capacity. She stated that student counts will be revisited monthly to determine whether the district can accept transfers again. She wants to leave space for families moving into Gervais with children in those grades. Another reason is that the 4th and 5th-grade classrooms are blended to prevent having too many students, which makes it challenging for students to learn.

Ms. Stevens informed the board that the district is applying for a seismic grant, including the high school roof project. An architect is working on the design. She said the grant allows sponsor letters from different stakeholders to advocate for the district. She indicated that she would get one from Representative Cramer, the French Prairie Progress team, and would like to have one from the school board to submit with the grant application.

Public Forum Sign-Up included:

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

3.0 APPROVAL OF MINUTES

Director Bustamante asked the board members if they had any corrections to the board minutes from the September 21, 2023 regular session.

There was a minor correction noted.

Motion:

There was a motion made by Director A. Contreras and seconded by Director Jones that the Gervais School District Board of Directors approve the minutes from the Regular Session on September 21, 2023. The motion passed 4-0. (Director Maria Contreras was absent)

4.0 PUBLIC FORUM:

Director Bustamante reminded the public of the guidelines to follow when speaking in a public forum. If anyone was joining via ZOOM and would like to talk, raise their hand electronically in the app.

REPORTS

Student Council:

Prairie Ifft (Senior Vice-President) Gloria Valdovinos (Senior Treasure) presented the following for student council activities.

- Football & Soccer are doing well and made it to the playoffs. Volleyball season is over soon, and the last game is on Tuesday for the season. Girls' soccer is having another game, and depending on how they do, will determine whether they are moving to the next game or not.
- FFA will hold a pumpkin patch next Thursday with elementary students on the 26th of October.

- Homecoming was a success. The students enjoyed the music that was played by the DJ and were able to make a profit of \$1000. The theme “Vegas” was well taken with lots of student participation.
- The leadership students attended a leadership conference at Chemeketa Community College. The presenters were good and provided a lot of good ideas from other leadership students who have worked for them. The Gervais leadership will be trying out those ideas.
- The Student Council will take a field trip to the Oregon Student Council Conference at Seaside.
- Leadership is planning a basketball game, staff versus students. If anyone would like to sign up, they may do so now.

Administrators Report:

Ms. Stevens said the only one presenting tonight was Dr. Helms, with a few highlights. Ms. Stevens asked him to proceed with his presentation.

Dr. Helms presented the following.

- **Special Education Program:** Stacey Helm is a new addition to the special education department, and her presence with the students has been very positive. Dr. Helms said that Ms. Helm is an incredible educator who makes students feel included. She makes her space very inclusive and equitable for all students to feel part of. Dr. Helms said that he feels confident that the district is meeting all requirements that were asked with the passing of SB819 related to abbreviated school day program placement for students with disabilities. All were parent-initiated. The district has done all the required parent meetings. The district complies with SB819, considering that it has created a lot of anxiety for many districts.
- **OASIS Update:** The district has four students who attend OASIS with higher cognizant needs than those in the FLC room. A van goes to the students’ homes and takes them to the OASIS facility. A monthly check-in is done every month to ask how things are going for the student and if it continues to be a good fit.
- **State Inservice Day:** Our staff did professional development on State Inservice Day. According to responses from teachers surveyed to provide feedback, it was well received. The professional development was presented by Raul Gomez and Elizabeth Obendorf on ELD. A survey was done, and 90% said the professional development was moderate or highly informative. Professional development on social-emotional was also offered at Inservice Day. Ms. Aman and Dr. Helms did a lesson on SEL and a staff survey; 80% percent said it was informative and would love to hear more.
- **Early Learning:** Teachers do not just focus on academics in preschool. They also work on making kids feel safe and excited to be in school. A video was presented showing preschoolers dancing as they started their day.
- **Health:** The district has four nurses at our disposal. The nurses help with all types of student screening.

A video was presented to the group that included 4th and 5th-grade ELs speaking in complete sentences (district strategy), after only two lessons. The video of the students is proof of the powerful impact instruction has on students. One of the students in the video started in the district in the FLC room, which attests to the power of inclusion.

Ms. Stevens added that adding a TOSA has helped tremendously as well to be able to do this work.

There was a brief discussion that a rider is not required when students are transported to OASIS.

Dr. Helms said that \$1500 was raised, and the district will have a winter celebration. A meeting will take place next week to start planning the event.

On behalf of all the administrators in the district, Dr. Helms recognized Ms. Stevens for her leadership, hard work, and continuous efforts to bring the best resources possible for our students, staff, and community. Dr. Helms read quotes from other administrators praising Ms. Steven's leadership.

Business Manager Report:

Ms. Davis reported the following in addition to her written report.

- Ending fund balance is about \$2M. That is \$100K above than anticipated. Having that cushion of that extra money will help a lot.
- Working on projections for 2023-2024. The projections of the ending fund balance are \$600K or \$700K, which is at its lowest. The district is now seeing the impact of bargaining.
- ADM (student enrollment) is up, which is good because it was not included in the projections. It has already been submitted to the state that the district had increased student enrollment. The district only noted an increase of twenty-three students. Frontier Charter Academy (FCA's) enrollment was up as well and ended up adjusting.
- Referenced the cap on excise tax. Shared a historical view to see the impact the new housing development had for 2021-22 & 2022-23 on the excise tax account (balances were shared for each year since 2013-2014 school year up to now). That is most likely a trend that will not be seen because no new housing development is

planned anytime soon. Rates were increased this year for an excise tax, which will also help to bring more money into this account. The balance is \$428K on the excise tax account.

Superintendents Report:

Ms. Stevens said there are two items she will discuss further in the agenda during discussion items. One is about sick leave bank, and the other is a contract from Assist Education to work with Kyle Lier. Ms. Stevens said that in addition to those two items, she would like to discuss that she and Dr. Helms have been watching elementary and middle school student behaviors, and they are seeing that some kids are dysregulated and continue to escalate. The district will be starting a new program to help those students. The program will have a teacher and one or two instructional assistants to assist those students in learning how to regulate those behaviors. Those behaviors need to be regulated because they disrupt student learning.

There was a brief discussion on how these behaviors disrupt other students in the same classroom because when behaviors escalate, other students are removed from the classroom and put into the hallway. It was also discussed that these behaviors are also happening in other districts. The group continued discussing details on how behaviors will be able to be controlled with that number of staff and with communication with parents to address these types of behaviors.

6.0 BOARD FOCUS/MEMBER TOPICS:

7.0 CONSENT ITEMS:

7.1 Approve

New Hire / Temporary/Rehire:

Douglas Loiler, Temporary Assistant Principal/6-12th Athletics Director

Extra Duty:

April Joy-Koer, GHS After School Teacher

Elizabeth Obendorf, GHS Testing Coordinator

Ector Quintanilla, GHS Assistant Football Coach

Rudy Silva, Middle School Soccer Coach

Marisol Valle, GHS After School Instructional Assistant

7.2 Approve

Contract Change / Renewal:

Brenda Cruz Figueroa, Preschool Worker

Jessica Cruz Cruz, Welcome Center Secretary

Elizabeth Obendorf, GHS Testing Coordinator

Adelita Ruiz, Intermural Girls Coach Basketball

Recall:

7.3 Approve

Resignation/Retirements/Termination/Non-Renewal:

Decline:

Reduction in Force:

Other:

Transfers:

7.4 Approve

Out State Travel

Gervais District#1 Board of Directors approves travel for Tracy Lewis to the NCCE Conference on February 14-16 in Seattle, WA.

7.5 Approve

2023-2024 Increase of Adult Meal Cost

Gervais School District #1 Board of Directors approves increasing the adult meals cost for breakfast from \$2.75 to \$3.10 for the 2023-2024 school year as shown on the agenda item 10-23-7.5.

Discussion:

Ms. Stevens said that Doug Loiler, the new Assistant High School Principal/6-12 Athletics Director, is listed for approval in the revised consent items. He will be starting on November 1st in his new role. Mr. Loiler has several years of athletic director experience and administration experience.

Motion:

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

8.0 ACTION ITEMS

8.1 Division 22 Standards for K-12 Education with OAR's

Discussion:

Ms. Stevens said all districts must complete the Division 22 Standards report and present it to the public every year by November 1st. The district received recognition for how well this report was done last year. Once it is presented to the public, it must be uploaded to the Oregon Department of Education (ODE). Ms. Stevens said that all administrators and other managers in other departments are responsible for reviewing portions of the standards to ensure that the district complies or is not in compliance. If the district does not comply with a particular standard, a proposed corrective action plan must be written to indicate how that will be corrected. This report provides an opportunity for the district to reflect on how things could be done better to provide a quality education for our students. Ms. Stevens said that she has found from completing this report that if you are transparent & honest with your responses, they offer solutions or recognize additional support. Last year, the essential skills graduation requirements were waived for students graduating in the 2022-23 & 2023-2024 school years (initially paused because of COVID) & the reporting requirement for PE minutes was suspended. Still, we would have to report the coming year for this year. Rules that were new for reporting for 2022-23 school year agreements entered into with voluntary organizations such as OSAA (interscholastic activities). Those organizations have to implement policies prohibiting discrimination, harassment, etc., and what is new is the operational plans for the 2022-23 school year. The district is required to submit to the state what our COVID protocols were. Ms. Stevens reminded the group that the year before, the district was out of compliance with the TAG program, but now the district is in good shape. Dr. Atwood has done a great job getting this work done. Now, the district has a process to identify TAG students, and is posted on the district's website. The district had intensive conferencing with parents and students to complete the TAG process.

There was a brief discussion regarding the number of TAG students identified for the district. The information on the number of TAG students was not available, but Ms. Stevens said that she would research it and provide that information later.

Ms. Stevens said that dyslexia requirements were unclear, and the district had reported it out of compliance, but ODE told us that the district complies with what was reported to them. There are four individuals who are trained in this area. The district was under the impression that more were needed according to the rules, but the district fulfills the requirement.

There was a brief discussion by the group that there are many kids that suffer from dyslexia, and it is sad to see that there are not enough resources available to them to help them out. It was also discussed that the state does not have a code to identify students for dyslexia now. If a student is diagnosed with dyslexia by their provider, there is no code. Even if there is a diagnosis by a provider, if there is no code to identify it with, it does not mean that the student is qualified for academic eligibility support.

Ms. Stevens said that this year's elementary will most likely be short on PE minutes (elementary is short 35 minutes per week). Recess does not count towards PE. The problem is that there needs to be more hours to fill in everything. Ms. Stevens provided a list of activities that elementary can be a part of after school that have a physical component but cannot count on PE minutes. Talking to other superintendents about being short on PE minutes due to not having

enough time during the day is also a concern to them. The middle and high schools are fine in compliance with PE requirements.

Talented and Gifted Corrective Action Implemented

Last year, the district worked on a corrective action implementation plan. Dr. Atwood worked closely with the district's ODE contract to ensure our TAG plan was aligned with state expectations and that it was posted online. The district implemented processes to begin forming a TAG committee, TAG identification, personal education forms including options to serve TAG students, and ongoing professional development opportunities for staff.

Corrective Action for K-5 PE Minutes

- The corrective action implementation plan for K-5 PE minutes is likely that the district will be out of compliance to meet requirements next year, too. The elementary has tried using a recess system called "Play Works" but it doesn't meet the instructional mandates. The after-school offering has an activity component, but it must count towards something other than the PE standards required for a teacher to teach.

Looking Ahead for Physical Education Requirements

- The district has been fine with PE minutes for middle school even without adding the half-time PE teacher.
- The district added another PE teacher to the elementary paid out of grant money.

Health Services (new/revised rules & requirements)

- Health services continue to be updated. The district is complying with menstrual dignity for students by providing instruction regarding health issues at every grade level. Parents can opt out of this.
- The district has a full-time nurse, which makes us comply with this requirement. In addition to the full-time nurse, the district has a partnership with OHSU student nurses who serve as a resource for the district as well.

Potential Rules Changes

Assessment of Essential Skill-Graduation Requirement

- There is a proposed extension of the suspension of this requirement through the 2027-28 school year.

Menstrual Dignity for Students

- There is a potential adjustment to this requirement so the district will not have to have supplies available to a kindergarten bathroom.

Ms. Stevens said that overall, the only issue would be not meeting with elementary PE minutes. Ms. Steven asked the school board if they had any further questions regarding this report.

Director A. Contreras asked regarding the policy of reporting child abuse if the district has some software program that students can use to communicate with coaches about this.

Ms. Stevens said that she is investigating this because she does not have the answer.

Motion:

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approve Division 22 Standards for K-12 Education with OAR's as presented by Ms. Stevens. The motion passed 4- 0. (Director Maria Contreras was absent)

8.2 Permission for Salem-Keizer Public Schools for Operation Center in Gervais School District

Ms. Stevens said that the Salem-Keizer public schools would be opening a center within the district boundaries (property that St. John Bosco purchased from the district) to provide mental health services for children and, at the same time, receive their education while they receive these services. Because the center will be within the district boundaries, the school board must act on it and provide permission to the Salem-Keizer school district. The center plans to start with a soft start in April or May of 2024 and an opening in the fall of 2024. It will serve elementary-age students who have mental health needs, and at the same time, the students will receive their education.

There was a brief discussion that these services would be open to all districts, not just Salem-Keizer public schools. Students attending will be placed by team recommendation. Districts would have to purchase slots if students are recommended for that program. The services would be temporary until the student is ready to return to the regular school setting. Because the center is within the district boundaries, the district would be responsible for ensuring that student's IEP requirements are followed. Ms. Stevens said that the Salem-Kiezer district has a solid special education

program, which should not be a concern for the district.

Motion:

There was a motion made by Director A. Contreras and seconded by Director Jones that the Gervais School District #1 Board of Directors approve permission for Salem-Keizer public schools for an operation center in Gervais School District as presented by Ms. Stevens. The motion passed 4- 0. (Director Maria Contreras was absent)

8.3 Approve Contract with Kyle Laier from Assist Education

Ms. Stevens invited Kyle Laier to share the type of services that the organization will provide.

Mr. Laier shared his background/experience in education and bonds.

Mr. Laier shared the following things:

- Communication is a huge piece when going for a bond.
- A tab has been created on the website that builds upon it to inform the community of every progress made.
- The website lists several questions and answers related to the bond. There is a way to add a question if the question has not been asked.
- It's important to share facts so if the district decides to go for another bond, those stories live in this community.
- An individual with over thirty years of experience from the WESD is assisting with public relations. This individual has taken pictures of all the buildings to share later with the community.

There was further discussion by the group about posing questions about why local contractors cannot fix needs around the buildings and having something about the process required by the state to repair public school buildings. It was also discussed that it's important to find a way to connect with community members who do not have students in the schools. Creating a URL link to connect with individuals to share on social media was suggested as another way to communicate with the community.

Motion:

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approves the contract with Kyle Laier from Assist Education as shown on the agenda. The motion passed 4- 0. (Director Maria Contreras was absent)

9.0 DISCUSSION ITEMS

9.1 Bond Update and Next Steps

Ms. Stevens informed the group that she had a virtual listening session last night and followed the same format as the in-person listening sessions. The next activity schedule is building walk-throughs. All board members are welcome to attend but cannot discuss topics as a group when doing the building tours. Ms. Stevens shared further logistics about the building tours. Ms. Stevens said she wanted to share a question asked at the virtual listening session. The question was, "How do we know that you're not just bluffing" and using this as an excuse to threaten the community." Ms. Stevens said it is not in her best interest to lie to the community. That would mean she would be putting her professional reputation, the board's reputation, people's jobs, and students' education at risk. She said she has already started conversations with neighbor superintendents because she wants to be proactive if the district consolidates with other districts. She said that the only community she does not have is the Russian community. She indicated that she is working on that.

The group suggested contacting private schools to communicate about the possible consolidation with neighboring districts because that would also impact them. The group briefly discussed a plan to register voters who still need to register.

Ms. Stevens said that the district is going for a seismic and CTE grant. She said the goal is to redo room seven to start a culinary and arts strand. The goal would be that students learn the skills to run a restaurant and teach students the business side while obtaining college credit. Grant money would be used to remodel room seven. The estimated remodel cost when embedded in the bond was 2M, but Rebecca from IBI Group is working on a reduction option. The idea is to show voters that the district is trying to create ways to bring more student opportunities.

Ms. Stevens said she has communicated with an attorney to discuss legal steps for consolidation. The steps will be crafted in general terms, so people understand the legal process. The attorney would walk the district through the steps that must be followed. She indicated that she had already initiated conversations with the surrounding superintendents. If the bond fails, the district will move to the next steps. She said she has already communicated with staff in all the buildings to make them aware. She is slated to meet with the custodians and cooks. She wanted to inform staff about this, so they are informed. This topic will be revisited as things progress.

9.2 Sick Leave Bank Committee

Ms. Stevens said the district has formed a committee to start working on a sick leave bank process. The committee is reviewing various other district's processes/policies from other districts to guide them through this work. With Oregon Paid Leave, there is less of a need, but it could be used if you apply for Oregon Paid Leave and it does not cover the employee's full salary; the employee can use some of their sick days, or there could be some circumstances that the employee would not qualify for Oregon Paid Leave then the employee could apply to use the sick leave bank. Everyone would have to donate to it to access it. There will be rules on what you can use it for and how many days you can get approved. If days/hours get diminished, it would have to re-supply. The goal is to have something proposed in December.

Director A. Contreras said that she thought Oregon Paid Leave was helpful for employees. The sick leave bank would mean that an employee would have to contribute some of their sick leave to the sick leave bank and would be able to use it if needed. She wondered if this has been discussed with the employees to get their thoughts.

Ms. Stevens said that last spring, when the district was bargaining with the classified staff, they put in the contract that they would want it in place by December. She stated that if there is a need for an employee who is exhausted on their leave, they request a form from the district office asking for donations, and the employees can donate leave to the employee. She thought that creating a sick leave bank would be good to have as a source for employees. Ms. Stevens indicated that many districts have sick leave banks, so Gervais would not be one of its kind. It would be a choice for employees to participate in.

9.3 Policies First Reading

EFA: Local Wellness

GCBDA/GDBDA: Family Medical Leave

GCBDF/GDBDF: Paid Family Medical Leave Insurance

LBE: Public Charter Schools

LBEA: Resident Student Denial for Virtual Public Charter School Attendance

Ms. Stevens said that these policies are going for first reading to give enough time to review and ask any question if there is any.

Director. A. Contreras said that she did have a couple of questions.

9.4 Student Achievement Data Presentation

Ms. Stevens said that the district is required by ODE to present its growth target to the board and community

for the integrated guidance for SIA where a lot of grant funding comes in for the district to pay for things like a school nurse. Ms. Stevens stated that she will share the targets the district is aiming for. This was created with the help of ODE and WESD. She indicated that the purpose of this presentation is for the following points, and some of the information she will be presenting tonight has been presented before.

1. Share back information about Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs) and measure progress related to the Integrated Plan for six ODE programs.
2. Additional context on Longitudinal Performance Growth Targets.
3. Seek board approval for the SIA Grant Agreement with embedded LPGTs and LOMs.

Ms. Stevens said that the six program areas that she will focus on tonight are as follows:

- **High School Success**
- **Student Investment Account**
- **Continuous Improvement Planning**-Strategic Plan and Goals Set
- **Career and Technical Education**-Partnership with Willamette Career Academy and programs offered in the building.
- **Everyday Matters**-Attendance component
- **Early Indicator and Intervention Systems**-Early childhood education

Ms. Stevens continued the presentation with the four outcomes that the district is focusing on that are part of the Integrated Plan.

Outcome A: Maintain the graduation rate across all demographics groups in the 4-year cohort (96%) and increase the completion rate to %100 for 5-year cohort students.

- Teams monitored data on student achievement regularly to determine if interventions were needed.
- Several CTE opportunities are available for students to choose from, depending on their interests.
- Support programs are in place for those students who need additional assistance.
- Expose students to opportunities to help develop a vision of what to do after high school.
- Create opportunities for students to transition from elementary to middle school. Such as “move up” day for 5th graders to transition to 6th grade.

Outcome B: Improve regular attendance rates to pre-pandemic levels for all cohorts and perform above the state average.

- Unifying attendance practices in terms of phone calls and when letters need to be sent home to parents.
- A dashboard was created to help monitor daily attendance.
- Created incentive programs to celebrate good or improve attendance.
- Learn how to code "religious holidays" differently so they can be marked as present but not here. If the student engages during that day with a teacher, it can be counted as present.

Outcome C: Improve academic achievement to pre-pandemic levels and close gaps for subgroups and in-state comparisons.

- The district uses SBAC, I-Ready, and ALEKS assessments to gather/exam student data. The assessment used at the high school is working well, and Math scores indicate students are performing above state average. More in-depth data will be presented at the next meeting.
- The district has a great curriculum and professional development.
- The district continuously exams data to determine areas for intervention, remediation, and extension.

Outcome D: Promote social and emotional growth, support, and mental well-being of all and create an educational environment of empathy and respect.

- The district ensures that various supports regarding social and emotional growth are available for students. Students are taught how to access that support.
- Teach students how to be self-aware if things go spiral to be able to check themselves.

Context for LPGTs

- Statutorily required under the Student Investment Account.
- It is embedded in the grant agreement.
- It needs to be reported annually.
- A performance review is required every four years.

Approach to Shared Responsibility

- It's a shared responsibility of the district and ODE.
- The district is responsible for presenting performance reviews back to the community and boards to determine whether our investments are reaching the outcomes we were aiming for. That is a reason why data is reported regularly to the board.

ODE's Values

- Indicating what ODE values. (see presentation slides)
- Ms. Stevens said that she appreciates that ODE recognizes that progress is not linear, and all measures of progress are not created equal. Some year learners will do well, and some years not so well.

Performance Measures

- High school success eligibility requirements.
- State CTE Perkins performance targets.
- Progress markers- Every quarter, a report must be done on how SIA funds were spent.
- Local optional metrics- examples of those metrics are I-Ready, ALEKS, or any of the base data.
- Auditing and financial reporting

Co-Development

- The district works with the WESD to work on targets. It's quite a lot of data that must be covered. WESD data team help to obtain that.

5-year Targets

- Baseline-minimum level of realistic growth
- Stretch-more ambitious but still realistic
- Gap Closing-reduction of academic disparities for focal student groups.
- Goals must be realistic and attainable.

Ms. Stevens presented historical data for the following areas:

- Four years of graduation data was impacted by eliminating Samuel Brown Academy and embedding those students into the high school.
- Fifth-year completion data indicates that we are above 88% percent reflective of Samuel Brown students.
- Regular attenders-the district is at 57.8%, and we anticipate this number will be much better and get close to the state average.
- 3rd Grade ELA-The data is not excellent, but it's improving. The data began to show the difference with the new curriculum that has been implemented. The district should be able to meet the gap by implementing the new ELD curriculum. Also learned that higher goals cannot be implemented because the district needs to meet the goal. The district will get called on and monitored.

Local optional metrics

- The district uses I-Ready and ALEKS for frequent data points and adjustments. Flashlight 360 data is used to monitor students to see how they are doing to prepare students for the ELPA test.
- Russian holiday absences will be pulled from the data to see what that would look like.
- Giving more professional development for teachers to review data and make instructional adjustments has helped a lot. Seeing professional development done by teacher colleagues is more effective than having an administrator do it.

- Rigor and expectation. The students might still need to get it done, but the expectation is that the district is not lowering the bar but working on changing mindsets with all.

10.0 FUTURE AGENDA ITEMS

Director Bustamante adjourned the Regular Session at 8:15 p.m.

11.0 ADJOURN

11.1 Adjourn Regular Session

Director Bustamante adjourned the Regular Session at 8:15 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

November 2023

Enrollment

9 th = 84	10 th = 83	11 th = 69 (+1)	12 th = 87	TOTAL = 323 (as of 11/5)
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Discipline (# of Student Behavioral Referrals)

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

Attendance (as of 11/5)

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
91.2%	87%								

Actions / Planning

- Welcome Douglas Loiler – our new VP/AD at GHS
- Welcome Becky Hilton – our new half-time secretary/IA at GHS
- We are in the process of hiring an ELD Teacher.
- We had an all school assembly with a war veteran to recognize Veteran’s day on 11/7.
- We had an all school assembly with a motivational speaker recognizing the struggles of migrant students on 11/14.
- We had a Staff Bowling event at Woodburn Lanes on 11/9 to build rapport among staff.
- Teachers are beginning to work in Advisory level teams to define interventions for struggling students using data from Oregon Data Suite.
- We hosted our first Student of the Month assembly – handing out certificates and gift cards – each teacher chooses a worthy student for this award each month.
- After school enrollment in Homework Club and PAWS 8th period is improving – we are inviting more and more students and they are coming!
- Students and teachers have started using Find your Grind – our new Career Inventory program
- Students and teachers have started using Character Strong – our new school culture tool
- Conferences went well – we did not have as much attendance as we were hoping.
- State-Wide Inservice went well. The staff that stayed in district had sessions on Clever, Trauma-Informed practices and ELD. The response was extremely positive.
- The first round of IReady/ALEKS is finished – staff have already reviewed data from these assessments.
- We have started working with WCA to troubleshoot some issues students are having in regards to attendance and academic performance – these meetings will happen monthly.
- GHS has applied for a CTE Revitalization Grant – fingers crossed we receive it to begin a new Business/Culinary Arts program at GHS.
- Dandy and Andrew are still working on the new EMT program at Brooks Chemeketa.
- All TalentEd goal meetings are completed for the beginning of the year.
- We have given our 2nd Danielson Framework training to teachers – focusing on “student engagement” and what this looks like in the classroom.
- We are revamping our tardy/detention process with the help of Becky Hilton.
- Our Student Support Team is running smoothly – meeting weekly.
- GHS Leadership Team had their 2nd meeting – we are hoping to narrow down a specific school improvement plan by Winter Break.

-Community Service Hour requirements are back for students – we are always looking for more opportunities for students to volunteer to obtain hours – some students have already been working hard to obtain their CS hours.

Academic Highlights and Actions Supporting School Improvement & Student Learning:

- A brand new School Improvement Plan for GHS is being developed by GHS Leadership Team
- Our Travel Club is working on fundraising to take a trip to Spain!
- We hosted our first Student of the Month assembly – handing out certificates and gift cards – each teacher chooses a worthy student for this award each month.
- Aguilas de Oro gave a WONDERFUL performance at an assembly to showcase their skills.
- Oregon Connections Academy will be visiting to give a presentation on this program, which we started last school year.
- Teachers will take part in a Reveal Math training for their new curriculum.
- We are asking all staff to review necessary 504 plans for all students.
- All Office Staff and IAs were trained on necessary medical procedures for students.
- All Staff and Students will be taking the YouthTruth Survey throughout November – this data is later used to inform best practices at GHS.
- Teachers will be reviewing Oregon Data Suite – which contains attendance, behavior, credits, grades, and formative assessment data for all students.
- Teachers are beginning to work in Advisory level teams to define interventions for struggling students using data from Oregon Data Suite.
- Embedded Honors – we will continue this. Teachers will have time to plan, adapt, etc. at the beginning of the year.

College and Career/CTE News

- We continue to use the GEAR UP Grant to improve our space for students and to make it most accessible for Industry and College visits. Our next big update is we got three new fancy computers! Where students are already applying to colleges and finishing their common application, helping them finish their Essays!
- We've been attending weekly zoom meetings with GEAR UP and keeping up with Grant expectations.
- We are working with Chemeketa and scheduled a Field trip for seniors to take a tour, calling it "taking care of business" where students can use the new student resource building and use that time to apply for Chemeketa applications, Oregon promise, and start their FSA ID.
- FAFSA is changing this year and will not open until sometime in December. We will be holding a Finding Funds night in both English and Spanish in November then will have a FAFSA Workshop day/night in January.
- This month we started both new Advisory curriculums purchased by GEAR UP – Find Your Grind (college/career) and Character Strong (SEL).
- Once all GEAR UP supplies for students are delivered, we will host GEAR UP Week and each student will receive a backpack, supplies, t-shirt and staff will receive t-shirts. We will have different activities each day in Advisory to promote what GEAR UP can do to help students.
- We have been working with students on their common application and applications to colleges.
- We continue to have Industry Tuesdays and this month we will have,
- PNW Doulas- Oregon restaurant and Logging-OHSU student nurses that work in our district will host a workshop.
- Field trips have been set to -PSU bridges, Chemeketa, and working on a logger's site to see a previous industry that invited us to go see a work site in late November, U of O, western, OSU and more to come!
- Colleges continue to reach out to come to speak to our students.
- Visits coming up:
 - 11/7 PNW DOULAS
 - 11/9 Mt. Hood Community College
 - 11/14 Oregon Restaurant and Lodging Association

Counseling News

- Laura has 34 GHS student's weekly 1:1/ck-ins the highest it's ever been in the past two years, 1 ck-in is from GMS
- Laura started Intuned group: meets weekly where students develop social skills, build community, and work on emotional skills, 10 members are signed up
- Weekly drop ins from students occur in both offices
- 18- 504's were reviewed and paperwork is being finalized in November, new requests for eligibility continue
- Andrea has 9 1:1 students who check in regularly
- Andrea went to Senior Government classes in October to present all necessary information for the year.
- A digital format with a QR code was created to request to speak with a counselor

Community Relations/Partnerships/Volunteer News

- We continue to improve and add to our social media – GHS, FFA and College and Career sites have had numerous posts.
- Our Woods students created signs for a local Christmas Tree Farm – we will have students volunteer there for community service hours. 40% of the proceeds will be given to GHS.
- Bauman Farms volunteering went well.
- We have numerous other volunteer opportunities we are advertising to students.
- Community Service hours requirements are back – we will be working with many local organizations to provide opportunities for students – if you know of any please let Andrew or Ken know.

Trainings/Workshops/Conferences

- LA teachers received a training on IReady to review their preliminary data.
- Oregon Connections Academy will be visiting to give a presentation on this program, which we started last school year.
- Elizabeth Obendorf and Katelyn Metzger have been a part of a mentoring program with Willamette Education Service District.
- Teachers will take part in a Reveal Math training for their new curriculum.
- We are asking all staff to review necessary 504 plans for all students.
- All Office Staff and IAs were trained on necessary medical procedures for students.
- All Staff and Students will be taking the YouthTruth Survey throughout November – this data is later used to inform best practices at GHS.
- Teachers will be reviewing Oregon Data Suite – which contains attendance, behavior, credits, grades, and formative assessment data for all students.
- Teachers are beginning to work in Advisory level teams to define interventions for struggling students using data from Oregon Data Suite.
- Embedded Honors – we will continue this. Teachers will have time to plan, adapt,-Andrew is encouraging staff to sign up for all PD opportunities through WESD.
- Andrew continues to attend the Willamette School Improvement meetings monthly.
- Some new teachers will be attending an EnVoy training this coming year.

Senior News

- Our Class of 2024 has been AMAZING!

Willamette Career Academy

- We have started working with WCA to troubleshoot some issues students are having in regards to attendance and academic performance – these meetings will happen monthly.
- Becki Lader and Andrew attended the first WCA Sub-Committee meeting.

Leadership News

- Leadership students attended the OASC conference in Seaside! A great opportunity to partner with other schools in Oregon to improve leadership skills.
- Leadership helped plan a Fall Athletic Recognition ceremony.
- Leadership has helped with many items to support the success of the Football Team.
- We are looking to bring a Talent Show to GHS late Winter or early spring.
- N. Marion vs Gervais Staff Basketball game is being planned!
- Currently we are discussing all the homecoming events and timelines to improve it for next year.

AVID News

- Students have started finishing tutorials
- Career projects are starting up – researching 30 different career pathways
- 3 AVID Seniors have completed applications for at least one college so far.
- 19 AVID Juniors/Seniors visited WOU

Athletics

- Fall athletics are complete aside from Football
- The Football Team made the playoffs – at the date this was written they will be heading to the 2nd round of playoffs.
- Basketball is starting up!
- Wrestling is starting up!
- Boys' Basketball open gyms have started and possibly practice too.
- At the time this was written we are still working to hire a Girls' Basketball Coach.
- Open Mat for wrestling has started.

Wellness

- We have close to half of GSD staff doing the New Zealand Fall Walker Tracker Challenge with our current top three walkers being Luz Flores, GES, Norma Guzman, GHS, and Kristen Wells, GES.
- The Wellness Team will be handing out pies to staff as a part of the Fall Wellness Celebration this month.
- Information from our yearly survey (with half of the GSD staff participating) showed the following –
- Are you aware we have a Wellness Program – 93.5% said YES
- Given where we are today, what are your most pressing health and well-being needs? Please select your top 3 well-being priorities.
 - Physical Activity – 76.6%
 - Emotional Well-Being and Mental Health – 75.3%
 - Nutrition – 50.6%
- Top three Wellness Activities staff have participated in are - accessing the new walking trail, 59.2%, access to Relaxation Rooms, 49.3%, and Walker Tracker Challenges, 36.6%. As a result of the well-being program, do you feel better prepared to manage work-related stress and/or have you felt an increased sense of connection or belonging with your colleagues in the last 12 months? – 60% said YES

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

- The PAWS room got a redesign, with some new cozy furniture and the students love it.
- We are now serving over sixty students through PAWS and credit recovery!
- Some students are able to complete classes quickly by relying on previously gained knowledge while others work at a slower pace as they encounter new challenges.

Monthly Administrator Report to Board

Gervais Middle School

November 2023

Toni Johnson, Principal

I. Enrollment:

- As of Monday, Nov. 6, 2023
 - 6th Grade - 66 Students
 - 7th Grade - 53 Students
 - 8th Grade - 64 Students
 - Total = 183 Students

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

- **October Student of the Month for Compassion -**
 - Jaslyn Gaona, Zosima Reutov, Dayana Gudino, Alison Garcia, Daria Kulik, James Hastings, Taj Moly, Rilack Gage, Callista Smith, Ramiro Banuelos, and Johanna Perez
- **Academic Ace for 1st Quarter -**
 - Zack Wells, Briza Gatica, Lauren Perry, Liliana Gomez, Silas Gruetzman, Moises Salazar, Alison Garcia, Leslie Bazan, Rori Shirley, Aracely Sanchez, Ali Wright, Rilack Gage, Nico Gomez, Liliana Gomez, and Colton Truby.
- **“Donut Be Absent” -**
 - Trying to reinforce the importance of being in school.
 - We gave out 76 donuts on the last day of October to students who had one excused absence and 2 or less tardies for the month.

III. Major Referrals for October:

- Total Referrals = 23
- State Reportable = 0

IV. Middle School Activities:

- Conferences were Oct. 11-12. We had 150 out of 184 students with their parent/guardians show. 82% came to conferences.
- Oct. 19 - No One Eats Alone Celebration. This is a national organization to help students with social isolation leading to bullying and depression. Our leadership class organized and ran this special lunch.
- Oct. 25-27 - 6th grade Outdoor School. 62 out of 66 students participated. This is 94% of the 6th grade class.

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

- Find Your Grind - This is a new career/interest computer program used by all 6-12 students. Students started using this program this month. First impressions are positive.

VI. Counseling Info.

- Ms. Aloha has been adding her Counselor's message at the bottom of my weekly newsletter. She have written about the benefit of after school clubs and sports, your child's educational future, and Ms. Fenya wrote about social media.

VII. Miscellaneous

- We are focusing on attendance and tardies.

Monthly Administrator Report for GSD School Board

Date: November 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	376

Grades	Beginning-of-Year	Current	Grades	Beginning-of-Year	Current
Kindergarten	67	68	3 rd Grade	54	55
1 st Grade	75	73	4 th Grade	66	63
2 nd Grade	59	55	5 th Grade	61	62

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

- **Reading Intervention:** "The HIVE welcomed three new instructional assistants this school year, and they have done an excellent job of learning the Really Great Reading curriculum and delivering it to the students in their small groups. Fourteen first grade students receive 10-15 minutes of 1:1 reading tutoring, in addition to receiving the regular 30-minute small group reading intervention. We recently completed our regular progress monitoring assessments and recognized seven students for their outstanding growth in reading with a Star Reader Award. GES has several new students that have enrolled in our school and most of them are emerging readers. This poses a challenge for us. Unfortunately, we had to move some students out of HIVE in order to serve students with the greatest academic needs." -Cindy Smith
- **Math/Science Intervention:** "In math intervention this past month, 30 third grade students received multiplication fluency intervention; 12 second grade students received addition and subtraction fluency intervention; 12 first grade students received counting and cardinality intervention; and 13 kindergarten students received counting and cardinality intervention. In science this coming month, fourth and fifth grade students will be finishing their Life Science unit. Since the start of the year, fourth grade students have been building their knowledge about the internal & external structures of living organisms and how these structures help survival & information processing. Fifth grade students have been learning about how matter and energy move through food webs, ecosystems, and the greater biosphere." -Stephanie So (STEAM specialist)
- **ELD Intervention:** "In October the ELD team made sure that all the newcomers had been screened. We have 9 newcomers this year ranging from grades K-5. We also have been moving forward with our ELD Science curriculum. We have been collaborating with Ms. So, the STEAM Coordinator who has been developing a science curriculum with the ELD team. This has provided exciting opportunities for students to make discoveries and use their language skills, especially through inquiry-based lessons. Mr. Gomez and Ms. Obendorf conducted a training session for the Gervais School District for the state-wide professional development on October 13th. The topic was on how to get ELL students engaged in learning at the middle and high school level." -Mercedes Cruz
- **Learning Intervention:** "This week, the Learning Resource Center teacher and Instructional Assistants are actively supporting 27 students for reading, writing, math, oral expression, listening comprehension, and social-emotional/behavioral goals, for a total of over 80 hours of

intervention support services each week! Our intervention curricula (UFLI foundations, Bridges Intervention, Zones of Development, SuperFlex, and more) are all being put to great use this year as we help these students reach their goals and learn essential foundational skills. Stacey Helm, the new Learning Specialist has expressed deep gratitude to the Gervais "village" that has helped support her and her team as they hit the ground sprinting this fall! Kristen, Jill, Jeanne, Sue, Creighton, Dusty, Kalynn, office staff, all of the GES teachers and IAs - Literally everyone has been helpful, patient, and kind as Stacey navigates the new world of special education, which just confirms once again how special it is to work in Gervais!" -Stacey Helm

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

- We are so excited for our students to have the opportunity to access after school clubs...70% of GES students are participating in clubs. Thanks to the ODE Latinx Student Success Grant and the amazing staff serving as club advisors. The after school clubs this session include art, board game, leadership, Legos, Minecraft science, photography, sewing, soccer, and violins. These are amazing experiences our students get. So proud of our Gervais schools!

3. Community Relations/Partnerships/Volunteers

- Thanks to our local Kiwanis Club in Woodburn who generously donated new books for every GES 1st grader. On October 17, a group of Kiwanians came with a great selection of books and set up a display in the lower gym. Every student was able to pick out a brand new chapter book and picture book. They were so excited when they heard they could keep them...forever! Reading is awesome. Thanks Kiwanians for supporting our kids.
- On October 24 and 25, the Gervais School district hosted a series of building tours in each of our schools to inform the community about the current condition of our facilities and the desperate need for repairs and renovations. We had GES students help with this tour and they did a wonderful job. The tours helped participants learn more about the proposed bond projects in our building and really emphasized that our students deserve this important investment. We highlighted the incredible academic interventions and extracurricular activities that are happening, but also the many issues with building security, outdated technology, water leaks and inconsistent heating through the building. The students helped deliver the message...GES is an amazing school, but our building stinks!
- Big thanks to the OHSU nursing program for helping with our all school health screenings on October 26 and 27. They had a variety of stations with engaging lessons about student health and wellness. Our students were so excited for these nursing students to come, and learned so much from them. So grateful for this partnership that GES has with OHSU.
- On October 31 we had a great time at the GHS FFA pumpkin patch. GES students walked over to the FFA barn where they had some fun activities, including coloring pages, corn hole toss, and a chance to pet bunnies and feed the goats. Students could then pick any pumpkin they wanted...as long as they could carry it back. It was fun watching them struggle to carry these big pumpkins back, but they were so proud. Thanks to Ms. Metzger and her FFA students for making this opportunity.
- On November 1 the GHS Aguilas de Oro came for some GES school assemblies today to celebrate Dia de los Muertos. This traditional Mexican holiday honors our ancestors in a beautiful celebration of family. Big thanks to Adelita Ruiz and her baile folklorico group who were absolutely amazing. What an impressive group of GHS students who performed!
- GES 5th grade teachers (Broadhurst and Poissant) took their students on a field trip on November 2 to Oregon Gardens in Silverton. They participated in some great hands-on learning activities about ecosystems and plant and animal adaptation. These were extension lessons to

what they have been learning in the classroom during science. We had a great turnout of parent volunteers for this first field trip and we are excited for this high level of family engagement.

Monthly Administrator Report For Gervais School District Board

Date: Nov 2023

Department of Student Services and Federal Programs

Administrator: Dr. Helms

1. Special Education/Section 504

- SB819 Abbreviated School Day. The law requires that no later than 90 days after an abbreviated school day has begun, the Superintendent completes a review of the conditions of the individual plan. The review concludes with either an agreement that the plan meets the bill mandates, or it does not; if the former is determined, the plan continues as it exists, but if the latter is determined, the district has five school days to return the student to a bell-to-bell equivalent schedule. On November 10th, the Gervais School District Superintendent completed her review of all current SB819 plans and determined that all were following the bill mandates.
- The December Special Education Child Find Count (SECC) 23-24 is due just before Winter Break. This is an important submission because it communicates to ODE that we are meeting all Child Find mandates, specifically that we have completed all evaluations or re-evaluations to determine special education eligibility within the 60 school-day window mandated by IDEA. Kristin Camat, Special Education case manager for Gervais Middle School, completes this submission every year for the district and does an exceptional job in doing so. Her work is recognized and appreciated!

2. Early Learning

- Over the last month, our PreK teachers have had an extensive amount of professional development, which includes topics around free choice play, trauma-informed teaching, and conscious discipline. Beth Flores, our PreK program coordinator, has been working exceptionally hard to move our program towards earning its first SPARK Notebook Star (the statewide rating system for high-quality early learning centers).
- Our PreK staff recently met with the “Ready for Kindergarten” coordinator for the Marion & Polk Early Learning Hub. Our district was awarded a “Kindergarten Partnership & Innovation” grant, which we will use to help better prepare our students for the transition to kindergarten next year. The grant emphasizes professional development, partnering with Kindergarten teachers, and classes for parents of young learners.
- Our PreK students had a great time during the Halloween season, from learning about why leaves change colors to visiting the GHS pumpkin patch. Pictures on the second page show some PreK students painting their small pumpkins!

3. Federal Programs

- Title III Desktop Audit (submitted and under review)
 - As shared in my previous board report, GSD was part of the Fall '23 cohort of a Title III program “desktop audit.” This report was due in mid-November and in total was over 200 pages of artifacts and evidence that demonstrate our district’s compliance regarding Title III mandates. Our report was submitted on time and in full and we expect zero findings of non-compliance.
- Consolidated Spending, Title I-A, and Title III Reports (submitted and approved)
- ESEA Title III: English Learner (Fall) 23-24 due 12/01
- Dec Special Education Child Find Count (SECC) 23-24 due 12/15

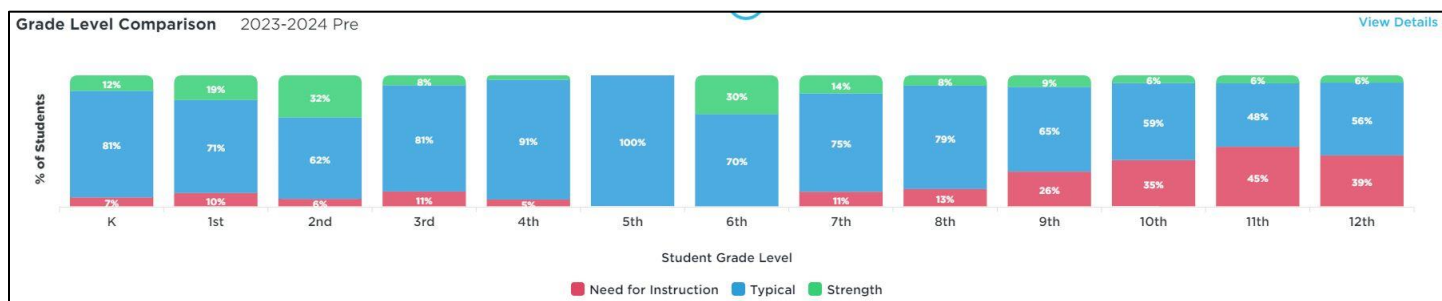
4. Student Health Department

- As we begin to enter cold and flu season, our school offices are working with Courtney Utter (RN) to ensure they are well-stocked with supplies, and they understand the protocols if a student presents with contagious symptoms. Our goal remains that as feasible as possible, all students are at school every day, on time, unless that are truly too ill to attend or are contagious to others.
- The current Marion County community risk level for COVID-19 transmission is low. The current guidance regarding COVID-19 from the ODE and OHA for school districts is as follows: A five-day period of isolation for those infected with COVID-19 is no longer recommended for the general population, including people in K-12

education settings. The recommendation is to stay home until fever free for 24 hours and symptoms are improving; to avoid contact with individuals at increased risk for severe disease, including older adults and those with underlying medical conditions; and to consider masking for 10 days.

5. S.T.A.R. Team

- Below is a chart of DESSA scores, separated by grade and by students rated for in different categories. DESSA is the Social-Emotional screening tool we use to help collect data three times per year on the students and their areas of both SEL strength and concern. Of note, K-8 data is rated by teachers, whereas 9-12 data is self-rated by the students themselves. Our S.T.A.R. team members (specifically our counselors) are able to drill down into specific elements of concern and then address them either individually, in small groups, or with whole-class lessons. Our building counselors have also shared this data with their administrators and other applicable staff members within each respective building.
 - SEL Competencies that DESSA rates: self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision-making, and optimistic thinking.



**There is nothing applicable to report from the following departments: English Language Development (ELD), District Improvement Services, Summer School, Houselessness/Foster Care, or Welcome Center/Registration. However, I stand ready to answer any questions you may have about them.*





Food Service Administrative Review

An Administrative Review was conducted for the National School Lunch Program (NSLP) and School Breakfast Program (SBP) in September and October of 2023. This also included a review of the Fresh Fruit and Vegetable Program.

Gervais Elementary was the review sight.

The Oregon Department of Education (ODE) sponsor was very complimentary on our program. She was on site on October 4th and 5th to observe breakfast and lunch services and one class as they offered the fresh Fruit and Vegetable Program.

There were several small findings, with most being corrected while she was onsite. The rest were sent in after the in-person portion of the review. There were no findings that required fiscal action.

The review was completed on November 3rd 2023.

Milk Supply Issues

Across several states there are milk supply issues because of packaging shortages.

In October we were delivered skim milk because there were no cartons to put 1% milk in. We refused most of the skim milk, except at the high school and were able to pick up additional milk a few days later at Spring Valley Dairy in Salem. We were never without white milk for our schools. The shortage is now affecting chocolate milk cartons also.

The United States Department of Agriculture (USA) has sent a memo allowing us to not serve milk if it is unavailable, but we still need to follow meal pattern guidelines for school nutrition programs we utilize.

Procurement Review

Gervais Food Service Department has been selected for a Procurement Review based on the 2022-2023 school year. They look at our district policies and compliance regarding procurement.

The USDA has added yearly procurement training as a professional standard for Food Service Directors starting the 2023-24 school year.

Technology Board Report – November 2023

Pikmykid

The implementation of Pikmykid is going very well and is ahead of schedule. Staff began using the system last week and parents are being requested to install the app to streamline student dismissals. Our training on the emergency tools (to replace CrisisGo) will start later this month as well.

Environmental Sensors

Thirteen Halo environmental health and safety sensors are being purchased to monitor Carbon Dioxide (CO₂), particulate concentrations, humidity, Volatile Organic Compounds (VOC), and Nitrogen Dioxide (NO₂) in the air. The multi-sensors will also provide vape detection, smoke detection, THC detection, and detect sound abnormalities like breaking glass and shouting in areas where a camera cannot be placed. Placement will be in student bathrooms and locker rooms at GMS and GHS. In coordination with the sensors, eleven AI-powered cameras will be placed outside the bathrooms and locker rooms and will be paired with the sensors to automatically email video of persons entering and leaving the area when certain detections occur.

Wireless Bridge

The wireless bridge that provides network connectivity to the crow's nest at the football field failed. We sent one side of the bridge in for factory repair and got it back, but then the other side appears to have failed as well. Another attempt to bring the second unit back online is being made today (in hopes of being able to livestream the football playoff game), but it will likely need to be sent for repair as well. Unfortunately, the repair location is in Israel, which slowed the process on the first repair and could slow the second repair even more.

TRANSPORTATION REPORT – NOV 2023

With the start of Afterschool Clubs at all three schools, we are running 3 after-school buses on Tuesdays and Thursdays.

During October's no school days, we conducted a First Aid class and a CORE class for our new drivers. We also had a class on Evacuations and Post-Accident Procedures that was required for all drivers. This was paired with a pizza lunch for the drivers to celebrate being accident free.

In November, we will have a meeting to go over inclement weather procedures & workplace safety.

Current Route Status

ROUTES FILLED	12 AM/PM – 1 PM Only – 1 Mid-Day – 1 Latchkey (3 ASP on Tue/Thur)
OPEN ROUTES	0
# OF SUB/TRIP DRIVERS	1

October Average Ridership

	TO SCHOOL	TO HOME
GES	134	136
GMS	60	59
GHS	67	44
WCA	3 (AM Session)	2 (PM Session)
PRESCHOOL	13	12
OUTSIDE DISTRICT	5	5

October Field Trips

Sports – High School: 14
Sports – Middle School: 4

Field Trips – High School: 1
Field Trips – Middle School: ODS – 2 bus x 3 days
Field Trips – Elementary School: 0

Staffing

Our routes continue to be fully staffed. We now have one sub driver and have two more drivers in behind-the-wheel training. One is scheduled to test Nov 9th and the other one should be licensed by the end of November. This staffing level allows us to cover all sports & field trips as well as have our driver trainer and training assistant to focus on getting new hires trained and perform driving evaluations. Every driver is evaluated twice a year – once in the fall and once in the spring.

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



Our Student Services building received a new roof this month. We chose a metal roof because it is a lifetime roof, and a 5-year labor warranty.

New drainage was installed on the walking path to make it useful year-round for staff and the community. The rain was helpful in identifying problem areas. We are going to be laying ground fabric for new chips to continue the path, Wellness grant will be paying for an additional 100 yards to the path.

The maintenance department is working on the shop to continue our clean-up of the district.

The tent at GES has been sold and removed as of this weekend. The smaller tent is still listed and we are hoping to have that sold soon.

All classrooms in the district have new flags hung in compliance with ORS 339.875.

Our crow's nest and block house have new lighting to illuminate the space between the MS gym and the blockhouse.

Both HS and ES received new refrigerators for their staff rooms due to need and we continue to work on our work orders that come in daily. The month of October we received 121 workorders and were able to complete 80 of them.

Upcoming projects:

Looking for another date for a garage sale.

Continual cleaning and maintenance of our buildings.

Continual upkeep on the walking path

Parking lot drainage and paving of DO lot.

Continual work on room #16.

Emergency exit alarms for side doors at GES and GHS.

Business Manager Report

School Board Meeting – Nov. 16, 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
- Projected Ending Fund Balance

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:

- 22-23 Ending Fund Balances have been rolled into 23-24 shown as the Beginning Fund Balance, on the *General Fund (without Charter) Financial Projection by Object* report. The one exception is the Debt Service Funds, fund 300, which has not been rolled in. I need to work with the auditors on an entry for our 2021 PERS Pension Bond, for 22-23, before I will roll that fund in. I will give you a recap of all ending balances from 22-23 at the board meeting.
- In general, the spending and revenue are where we would anticipate, for this point in time. Most reports are looking very similar to the prior year's data.
- The *Projected Ending Fund Balance* graph shows a significant drop, in comparison with the ending fund balance from 22-23. These projections are still based on the unadjusted State School Fund payments. When that is adjusted, and we know what our new State School Fund payments will be, we will adjust the anticipated revenues and this graph should look a little better.

Consent/Action Items:

None

Gervais School District #1

Budget Summary - All Funds For the Period 10/01/2023 through 10/31/2023

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	\$244,271.09	\$531,486.32	\$4,916,142.64	\$0.00	\$4,916,142.64	90.2%
State Sources (+)	\$16,324,045.46	\$1,118,416.85	\$5,474,197.99	\$10,849,847.47	\$0.00	\$10,849,847.47	66.5%
Federal Sources (+)	\$2,550,877.95	\$87,946.35	\$228,234.98	\$2,322,642.97	\$0.00	\$2,322,642.97	91.1%
Transfers (+)	\$634,720.00	\$559,720.00	\$559,720.00	\$75,000.00	\$0.00	\$75,000.00	11.8%
Other (+)	\$4,589,013.29	\$0.00	\$5,198,975.49	(\$609,962.20)	\$0.00	(\$609,962.20)	-13.3%
Sub-total : -	\$29,546,285.66	\$2,010,354.29	\$11,992,614.78	\$17,553,670.88	\$0.00	\$17,553,670.88	59.4%
Total : INCOME	\$29,546,285.66	\$2,010,354.29	\$11,992,614.78	\$17,553,670.88	\$0.00	\$17,553,670.88	59.4%
EXPENSES							
-							
Instruction (-)	\$14,742,385.66	\$1,069,985.75	\$3,438,365.09	\$11,304,020.57	\$9,362,122.78	\$1,941,897.79	13.2%
Support Services (-)	\$7,689,949.58	\$454,411.43	\$1,994,192.74	\$5,695,756.84	\$3,733,446.52	\$1,962,310.32	25.5%
Enterprise & Community (-)	\$1,078,236.78	\$92,820.23	\$230,640.40	\$847,596.38	\$741,504.85	\$106,091.53	9.8%
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	\$559,720.00	\$559,720.00	\$75,000.00	\$0.00	\$75,000.00	11.8%
Debt Service (-)	\$1,750,785.21	\$0.05	\$67,500.20	\$1,683,285.01	\$0.00	\$1,683,285.01	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)	(\$2,176,937.46)	(\$6,290,418.43)	(\$23,255,867.23)	(\$13,837,074.15)	(\$9,418,793.08)	31.9%
Total : EXPENSES	(\$29,546,285.66)	(\$2,176,937.46)	(\$6,290,418.43)	(\$23,255,867.23)	(\$13,837,074.15)	(\$9,418,793.08)	31.9%
NET ADDITION/(DEFICIT)	\$0.00	(\$166,583.17)	\$5,702,196.35	(\$5,702,196.35)	(\$13,837,074.15)	\$8,134,877.80	0.0%

End of Report

Operating Statement with Encumbrance

2023-2024 Gervais SD 1 | All Funds Financial Overview

YTD Overview - Revenue October 2023



General Fund(s)

YTD Local Sources

2.80% of Budget

Prior Year YTD: 2.57% of Actuals

YTD State Sources

39.51% of Budget

Prior Year YTD: 41.33% of Actuals

YTD All Sources (except 5400s)

31.92% of Budget

Prior Year YTD: 33.19% of Actuals

Special Revenue Funds

YTD Local Sources

25.19% of Budget

Prior Year YTD: 25.85% of Actual

YTD State and Federal Sources

4.85% of Budget

Prior Year YTD: 6.04% of Actuals

YTD All Sources (except 5400s)

11.28% of Budget

Prior Year YTD: 13.51% of Actuals

Debt Service Funds

YTD Local Sources

21.73% of Budget

Prior Year YTD: 21.48% of Actuals

YTD All Sources (except 5400s)

35.54% of Budget

Prior Year YTD: 34.23% of Actuals

All Funds

YTD Local Sources

9.76% of Budget

Prior Year YTD: 9.30% of Actuals

YTD State & Federal Sources

30.28% of Budget

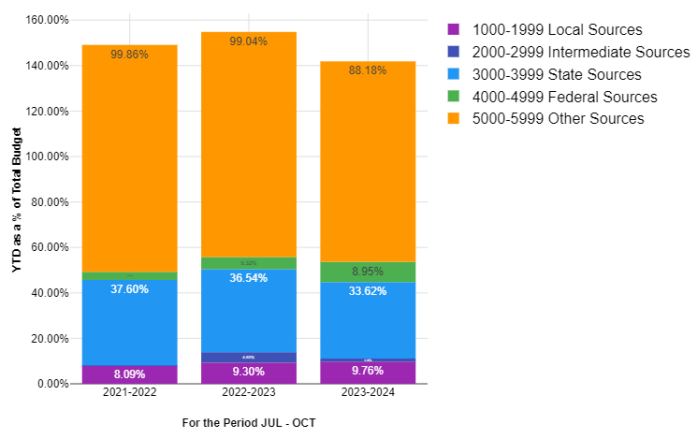
Prior Year YTD: 33.66% of Actuals

YTD All Sources (except 5400s)

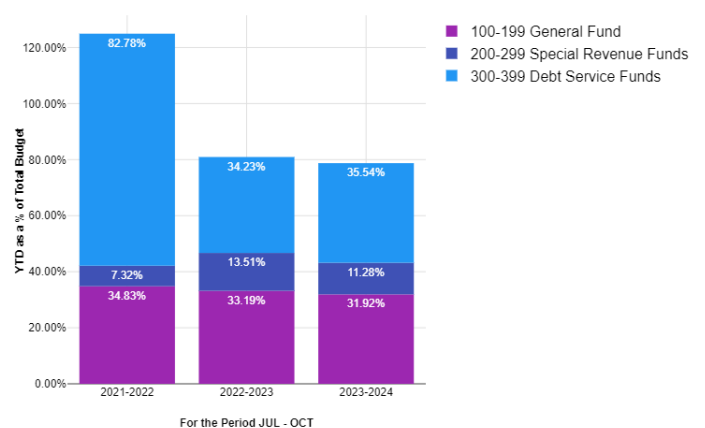
27.22% of Budget

Prior Year YTD: 29.44% 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 October 2023



General Fund(s)

YTD Salary and Benefits

22.02% of Budget

Prior Year YTD: 20.79% of Actuals

YTD Purchased Services

26.48% of Budget

Prior Year YTD: 39.55% of Actuals

YTD Other Expenses

24.85% of Budget

Prior Year YTD: 71.44% of Actuals

Special Revenue Funds

YTD Salary and Benefits

17.06% of Budget

Prior Year YTD: 24.21% of Actuals

YTD Purchased Services

19.45% of Budget

Prior Year YTD: 10.58% of Actuals

YTD Other Expenses

18.65% of Budget

Prior Year YTD: 29.45% 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

20.68% of Budget

Prior Year YTD: 21.68% of Actuals

YTD Purchased Services

25.73% of Budget

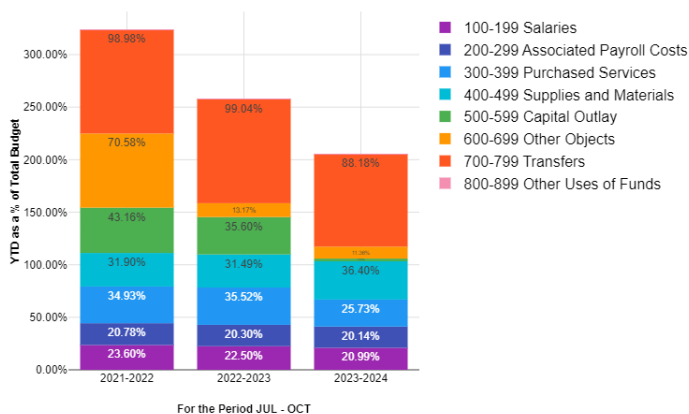
Prior Year YTD: 35.52% of Actuals

YTD Other Expenses

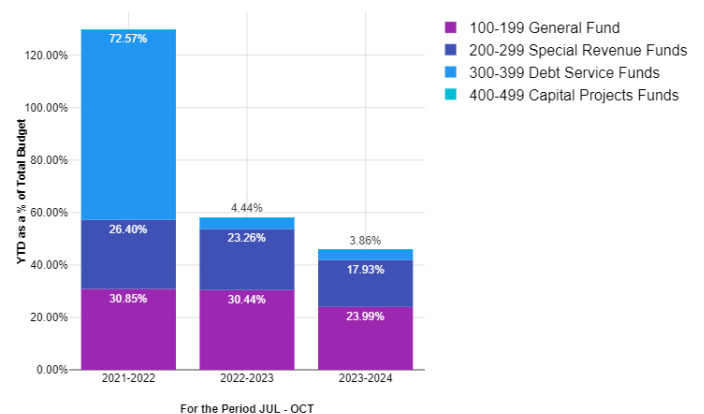
18.22% of Budget

Prior Year YTD: 32.01% of Actuals

All Funds YTD Expense as Percent of Budget by Objects



All Funds YTD Expense as Percent of Budget by Major Fund

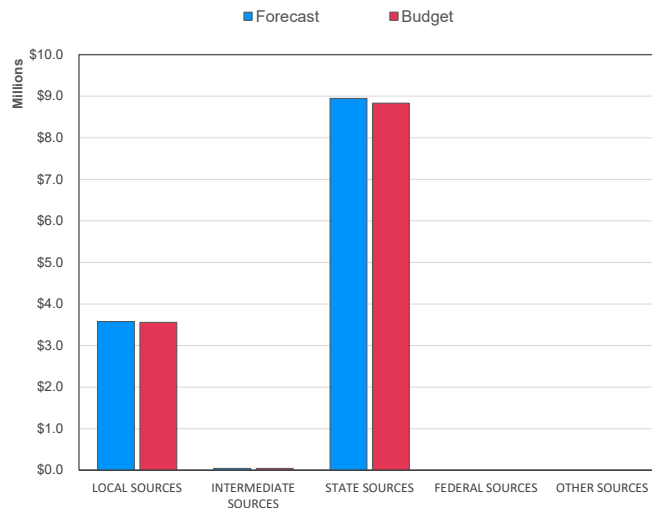


Aggregate | Financial Projection by Object

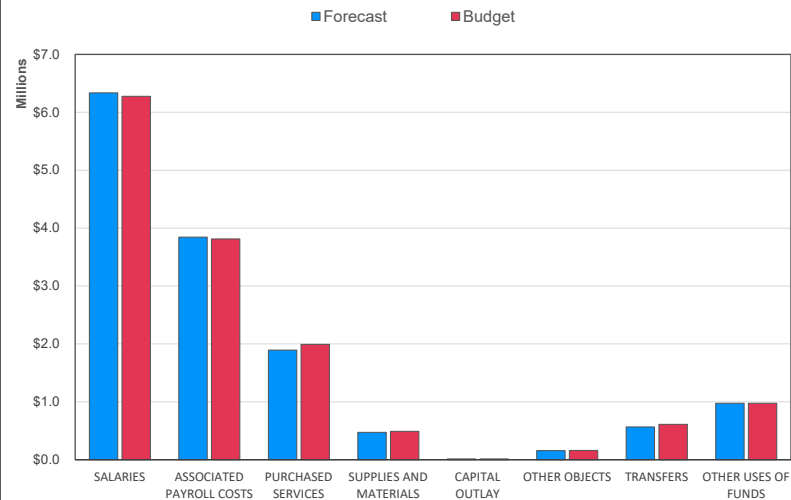
For the Period Ending October 31, 2023

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 2,010,673	\$ 2,187,145	\$ -	\$ 2,187,145	\$ 1,891,409	\$ 295,736
REVENUES						
Local Sources	88,796	99,772	3,479,529	3,579,301	3,558,443	20,857
Intermediate Sources	734	587	43,115	43,702	43,500	202
State Sources	3,384,835	3,741,535	5,205,751	8,947,286	8,831,344	115,942
Federal Sources	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-
TOTAL REVENUE	\$ 3,474,365	\$ 3,841,893	\$ 8,728,395	\$ 12,570,288	\$ 12,433,287	\$ 137,001
EXPENDITURES						
Salaries	\$ 1,267,179	\$ 1,401,022	\$ 4,933,982	\$ 6,335,003	\$ 6,275,862	\$ (59,142)
Associated Payroll Costs	743,144	820,356	3,024,462	3,844,817	3,812,767	(32,051)
Purchased Services	208,644	184,300	1,708,568	1,892,868	1,991,211	98,343
Supplies and Materials	152,927	193,681	279,973	473,654	489,200	15,546
Capital Outlay	21,317	4,680	7,339	12,019	14,000	1,981
Other Objects	128,268	139,551	18,066	157,616	158,537	921
Transfers	492,500	559,720	6,070	565,790	609,720	43,930
Other Uses of Funds	-	-	973,400	973,400	973,400	-
Other Expenses	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ 3,013,979	\$ 3,303,308	\$ 10,951,860	\$ 14,255,168	\$ 14,324,697	\$ 69,528
SURPLUS / (DEFICIT)	\$ 460,385	\$ 538,585	\$ (2,223,465)	\$ (1,684,880)	\$ (1,891,409)	
ENDING FUND BALANCE				\$ 502,265		

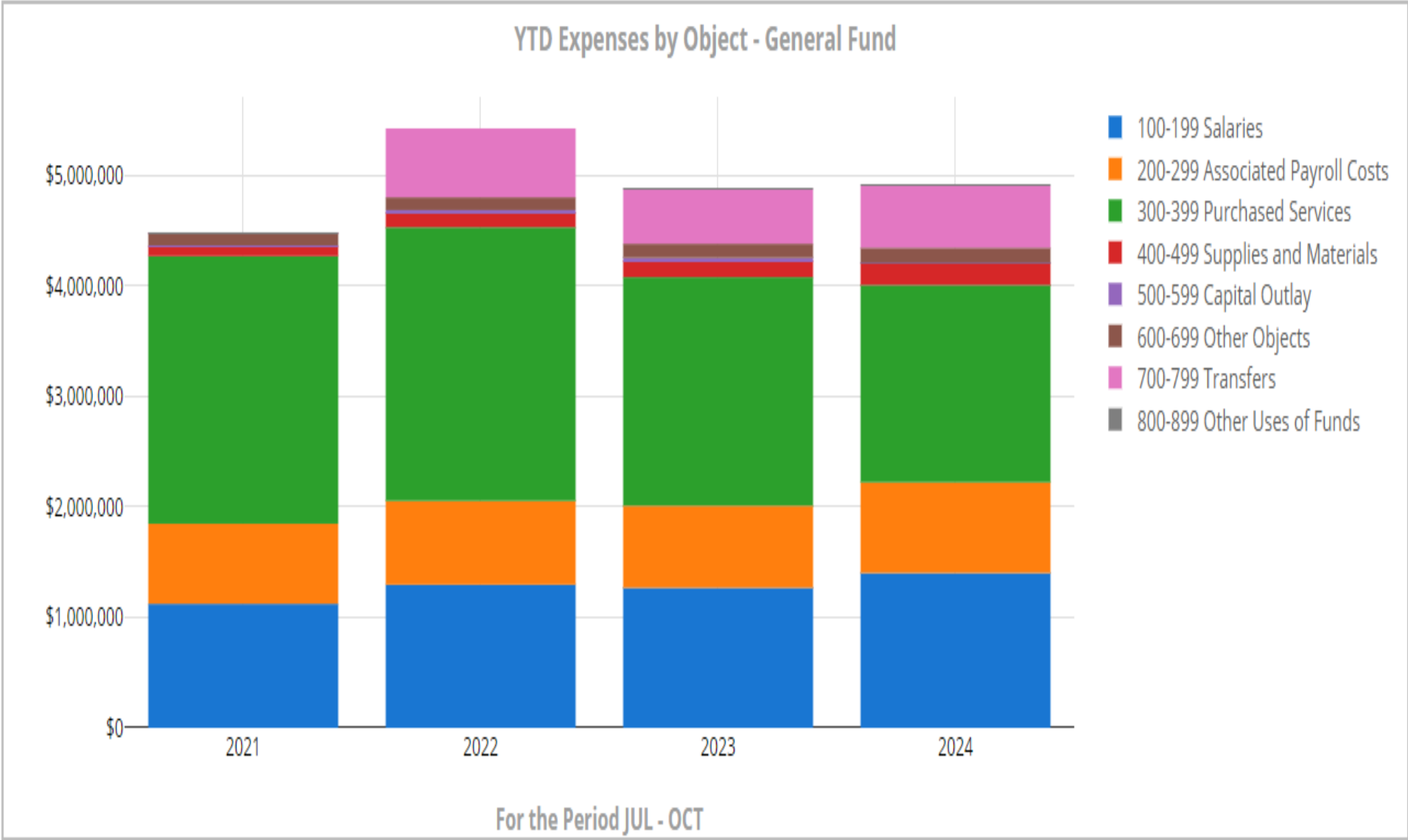
Revenues by Source | Forecast vs. Budget



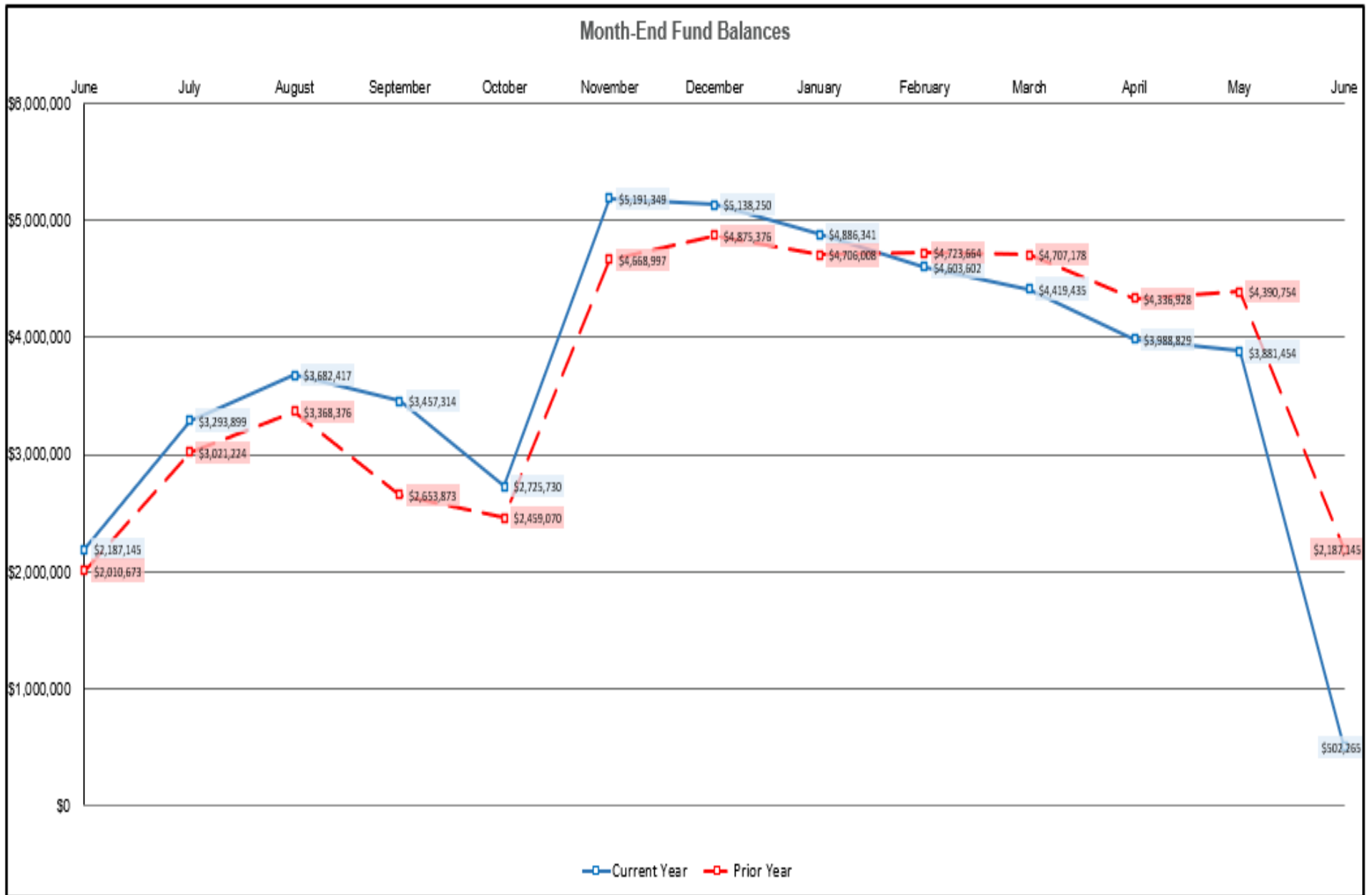
Expenditures by Object | Forecast vs. Budget



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



Projected Ending Fund Balance for 23-24 (General Fund without Charter)





Sick Leave Bank Committee

I will have a draft document for your review at the board meeting. By the time you review the document the committee will have met three times. We gathered information and examples from neighboring districts including Woodburn, Silver Falls, Canby and Molalla. The idea behind the sick leave bank is that all employee groups will be able to contribute to the bank as well as draw from it if they meet the criteria listed in the process. This employee benefit is especially valuable to our younger employees as they have less sick leave accrued and with our workforce getting younger this is becoming a real need. This new pool of leave will also be used in conjuncture with other leaves including Paid Leave Oregon.

HVAC Proposal

I have included the information from McKinstry, the HVAC contractor, in your packet. This is the quote to add air conditioning to the high school gym and improvements in the shop HVAC system. We currently have about \$500,000 left from ESSER III monies that must be spent by September 30, 2024. In looking at the quotes (which is consortium pricing) you can see that the minimum will be a total of \$711,800 to \$870,100 meaning the district would need to be prepared to come up with anywhere from \$211,800 to \$370,100 to complete the project.

I have asked McKinstry to relook at the numbers to see how much it would cost to create a system in the gym that cooled for more like a 400 person occupancy since that can happen during graduation and promotion ceremonies and anytime we have large gatherings with either the community or sporting events.

I have also asked them to price out and research the possibility of being able to “return” equipment, restocking fees, etc. should the bond not pass and the board decides to forego any projects should the district then look to close and consolidate.

They should have these questions answered by the board meeting.

This is slated as an action item so if you have questions prior to the meeting that may need to be researched, please let me know right away.

Updates

The district received the PE grant again for the next two years. This grant helps fund the additional teacher that is split between the elementary and middle schools. The amount is just under \$55,000 per year.

I attended another workshop to learn about the Early Literacy Grant and have completed most of the template. I am asking for assistance from Dusty, Kalynn, Cindy, Bonny, Caryn, and Creighton in finalizing some of the narratives and spending priorities. This amount is about \$70,000 a year for two years and we anticipate that the amount will increase during the next biennium. The district will use the funds to help pay for the reading TOSA position.

We have submitted the CTE revitalization grant. The amount is \$250,000 and we should know by December 6th if we received it.

I am working with ZCS Engineering and Architecture based in Oregon City on our seismic grant application. We intend to submit the application prior to winter break, and we should find out in April if we receive it. This is a \$2.5 million grant. As an action item, I have asked the board to write a letter of support for our application. Jorie Ellis, a consultant from the Danielson Group, will be back in the district on November 14th as day two of training for our administrators. Because we have implemented a new teacher evaluation system, it is important to train the administrators in how to use the tool. We have been providing smaller seminars for teachers this fall and the plan will be to have a larger institute next August during in-service.

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:
 Becky Hilton, High School Part-Time Secretary

 Extra Duty:
 Sarah Orschel, GHS Yearbook Advisor
 Noel Vasquez, Middle School Boys & Girls Basketball Coach
- 7.2

Approve
 Contract Change / Renewal:

 Recall:
- 7.3

Approve
 Resignation /Retire/ Termination/Non-Renewal:

 Decline:

 Reduction in Force:

 Other:
 Transfers:
- 7.4

Approve
 Out State Travel
 Gervais District#1 Board of Directors approves travel for Laura Zurita to travel to an International Latinos Social Worker Conference on February 22-24 in Oaxaca, Oaxaca, MX.

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.

POLICIES SECOND READING

Proposed Resolution:

- EFA: Local Wellness
- GCBDA/GDBDA: Family Medical Leave
- GCBDF/GDBDF: Paid Family Medical Leave Insurance
- LBE: Public Charter Schools
- LBEA: Resident Student Denial for Virtual Public Charter School Attendance

Move that the Gervais School District #1 Board of Directors approve the changes to policies EFA, GCBDA/GDBDA, GCBDF/GDBDF, LBE, and LBEA as shown in action item 11-23-8.1.

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	_____	_____	_____

Gervais School District 1

Code: EFA
Adopted: 6/15/17
Revised/Readopted: 9/17/20; 11/01/22
Orig. Code(s): EFA

Local Wellness

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and
5. Establishing specific goals for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

The Board designates the principal(s) to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

1. The written local wellness policy;
2. Documentation to demonstrate the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. Documentation of the district's most recent assessment on the implementation of the local wellness policy;
6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities in community news, on the district's website, on school websites, and/or in district or school communications. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

Wellness Advisory Committee

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee in community news, in communications to parents, and/or on websites operated by the district to communicate to parents, students and the community at large to explain the committee's purpose, process and an invitation to volunteer.

1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
 - a. Parents, caregivers and students;
 - b. Representatives of the school nutrition program (e.g., school nutrition director);
 - c. Physical education and/or health education teachers;
 - d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
 - e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
 - f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);
 - g. Board members;
 - h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
 - i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and
 - j. Members of the general public.
2. The wellness advisory committee will meet four times per year to review of the local wellness policy.
3. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school's compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and

eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;
6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Physical activity is a planned part of all school-community events.

School Meals

Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE) which may include the NSLP, and the SBP, Fresh Fruit & Vegetable Program (FFVP), After School Snack Program (ASSP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. Food will not be used as a reward or incentive. This information will be conveyed to staff and parents.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting. Fundraising involving non-prepackaged food must be approved by Food Services Manager.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades [pre-]K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;

¹ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

2. Staff encourages and provides support for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. Every public school student in pre-kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least an average of 150 minutes during each school week, as calculated over the duration of a school year;
6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. Physical activity is a planned part of all school-community events;
10. Materials promoting physical activity are sent home with students and published on the district website.

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;

5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and

workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. “Employees” are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing²” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”³ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

² This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

³ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Legal Reference(s):

[ORS 327](#).531

[ORS 327](#).537

[ORS 329](#).496

[ORS 332](#).107

[ORS 336](#).423

[OAR 581](#)-051-0100

[OAR 581](#)-051-0305

[OAR 581](#)-051-0306

[OAR 581](#)-051-0310

[OAR 581](#)-051-0400

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).

National School Lunch Program, 7 C.F.R. Part 210 (2022).

School Breakfast Program, 7 C.F.R. Part 220 (2022).

[House Bill 3199](#) (2023).

Gervais School District 1

Code: GCBDA/GDBDA
Adopted: 7/27/17
Revised/Readopted: 6/17/20
Orig. Code: GCBDA/GDBDA

Family Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA){¹}, the Oregon Family Leave Act (OFLA){²}, the Oregon Military Family Leave Act (OMFLA), Paid Family Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

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

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins: there is no minimum average number of hours worked per week. Special requirements apply during public health emergencies.

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

PMFLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years³, contributed to the PMFLI fund in the alternate or base years and are otherwise eligible.⁴

Federal and state leave entitlements generally run concurrently.

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

END OF POLICY

{¹ Generally, FMLA applies only to entities with 50 or more employees, however, FMLA applies to all public elementary and secondary educational institutions. See 29 CFR 825.600(b). The rule regarding individual employee eligibility does apply: an employee is only eligible if the employee "is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite." See 29 CFR 825.110(a)(3). Consequently, FMLA applies to districts with fewer than 50 employees, but individual employees will not be eligible to receive benefits. }

{² OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition) }

³ The wages are not required to have been earned for work in the district.

⁴ See OAR 471-070-1010 for additional information.

Legal Reference(s):

[ORS 332.507](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150 - 659A.186](#)

[ORS 659B.010](#)

[OAR 839-009-0200 - 0320](#)

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).

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

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

Senate Bill 999 (2023).

Gervais School District 1

Code: GCBDF/GDBDF
Adopted:

Paid Family Medical Leave Insurance * (Version 2)

{ Optional policy. This version is designed for districts providing an equivalent plan instead of using Paid Leave Oregon. }

The district provides an equivalent plan for paid family and medical leave and does not participate in Paid Leave Oregon. This plan has been approved by the Employment Department.^{¹} The district will file the Oregon Quarterly Tax Report as required.

The district will make available a notice poster that outlines the requirements and procedures for the equivalent plan.² This poster will be displayed in each of the district's buildings or worksites in an area that is accessible to and regularly frequented by employees. This poster will be provided³ to remote employees upon hire or assignment to remote work.

END OF POLICY

Legal Reference(s):

[ORS 657B.210 – 657B.260](#)

[OAR 471-070-2200 - 2460](#)

^{¹} Deadlines for the district to file an exemption application can be found on OAR 471-070-2205. Application requirements can be found in OAR 471-070-2210. }

² For poster requirements, see OAR 471-070-2330.

³ By hand delivery, regular mail, or through an electronic delivery method.

Gervais School District 1

Code: LBE
Adopted: 8/15/19
Revised/Readopted: 12/17/20; 3/18/21
Orig. Code: LBE

Public Charter Schools**

Public charter schools may be established as a new public school or a virtual public school, from one or more existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process. The public charter school will be located and operated within the sponsoring district except where authorized by law.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will determine if it has any vacant or unused buildings and make a list of such buildings; buildings may be made available for public charter school use, subject to Board approval and Board policy.

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available.¹ Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review, and appeal procedures, and program evaluation, renewal, and termination.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)

[ORS 338](#)
[ORS 339.141](#)
[ORS 339.147](#)

[ORS 339.450](#)
[ORS 339.460](#)
[OAR 581-026-0005 - 0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
[Senate Bill 767](#) (2023).

¹ This does not apply to the Oregon law related to OSAA-sanctioned activity participation.

Gervais School District 1

Code: LBEA
Adopted: 3/18/21
Orig. Code: LBEA

Resident Student Denial for Virtual Public Charter School Attendance**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. The district will also review transfer percentages on a monthly basis to ensure transfers remain at no more than 3%. When the established percentage is more than three percent, the district will not approve additional students enrollment to such a virtual public charter school.

A parent must give notice to the district of intent to enroll their student in a virtual public charter school not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.

If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;
2. The right to appeal the decision to the State Board of Education;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

[House Bill 3024](#) (2023).

POLICIES FOR DELETION

Proposed Resolution:

EFA-AR: Local Wellness Program

IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement

Move that the Gervais School District #1 Board of Directors approve policies EFA-AR and IGBBA-AR for deletion.

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	_____	_____	_____

Gervais School District 1

Code: EFA-AR
Revised/Reviewed: 6/15/17; 9/17/20
Orig. Code(s): EFA-AR

Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Entree item" means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or
 - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. "Oregon Smart Snacks Standards"¹ means the minimum nutrition standards for competitive foods and beverages.
 - a. Food items, including accompaniment foods, must:
 - (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or

¹Oregon Department of Education, *Oregon Smart Snacks Standards*

- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:
 - (a) Calories:
 - (i) Snacks contain no more than:
 - 1) 150 calories as packaged or served for elementary level;
 - 2) 180 calories as packaged or served for middle school level; and
 - 3) 200 calories as packaged or served for high school level.
 - (ii) Entrees contain no more than 350 calories as packaged or served.
 - (b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.

 Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.
 - (c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.

 Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
 - (d) Transfat: contains 0 grams of trans fat per item as packaged or served.
 - (e) Sugar must be no more than 35 percent by weight.
 - (i) Exempt from the sugar standard are:
 - 1) Dried whole fruits or vegetables;
 - 2) Dried whole fruit or vegetable pieces;
 - 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
 - 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).
 - (f) Sodium:
 - (i) Snacks contain no more than 200 mg sodium per item as packaged or served.
 - (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
 - (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
 - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
 - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.
- (i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs:

are exempt from the nutrient standards for:

- (i) Calories;
- (ii) Total fat;
- (iii) Saturated fat;
- (iv) Transfat;
- (v) Sodium; and
- (vi) Sugar.

b. Beverages must be:

(1) For elementary level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
- (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(2) For middle school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;

- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
 - (g) Caffeine free, except for naturally occurring trace amounts.
- (3) For high school level students:
- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
 - (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
 - (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
 - (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
 - (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.
- c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.
9. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
10. “School campus” means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district's curriculum shall include the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including; but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);
5. Daily recess period(s) will be provided that will not be used as a punishment or a reward.

Nutrition Guidelines and Food Services Operation

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP and SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals in accordance with the National School Lunch Act;
4. The school's NSLP and SBP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;

8. Modified meals are prepared for students with special dietary needs:
 - a. The district will provide substitute foods to students with a disability² that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.
 - b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair; and
 - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

Other Foods Offered or Sold

Foods and beverages sold in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

²To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Other Activities that Promote Student Wellness

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Intramural sports.

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior;; food safety;; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including, but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;

3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education.

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students, and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education; and
8. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

Gervais School District 1

Code: IGBBA-AR
Revised/Reviewed: 10/20/16; 12/01/20
Orig. Code: IGBBA-AR

Appeal Procedure for Talented and Gifted Student Identification and Placement **

(Use this or KL?)

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG Facilitator to request reconsideration.
2. The TAG Facilitator will confer or meet with the parent and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the program supervisor within five work days of the conference identified above.
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher.
3. The program supervisor, TAG Facilitator and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by the TAG Facilitator within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board through Board policy KL – Public procedures found in IGBBC AR— Complaints Regarding the Talented and may begin at Step 3 Gifted Program.
6. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 - 581-002-0023. The district shall provide a copy of the OARs appropriate OAR upon request.

APPROVE GROWTH GOALS
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors approve the growth goals as presented by Ms. Stevens at the Regular Session on October 19, 2023.

MOTION BY: _____SECONDED BY: _____

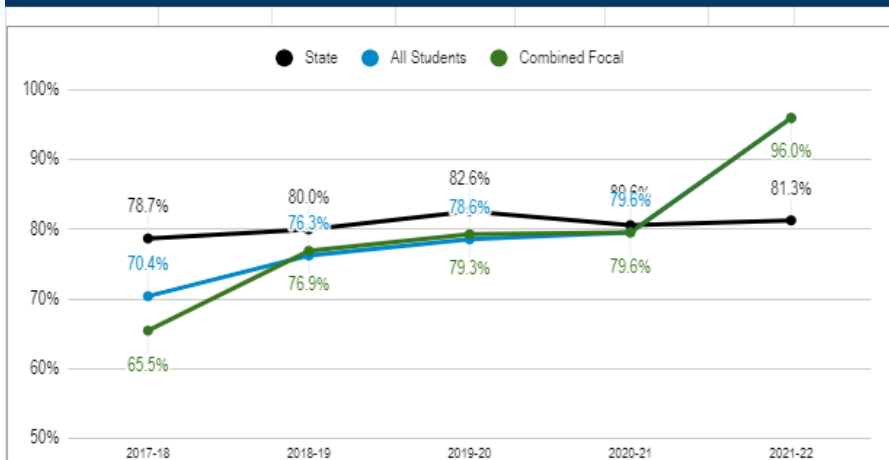
DISCUSSION: _____

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

CoDeveloped Targets

Four Year Graduation

4 Year Graduation



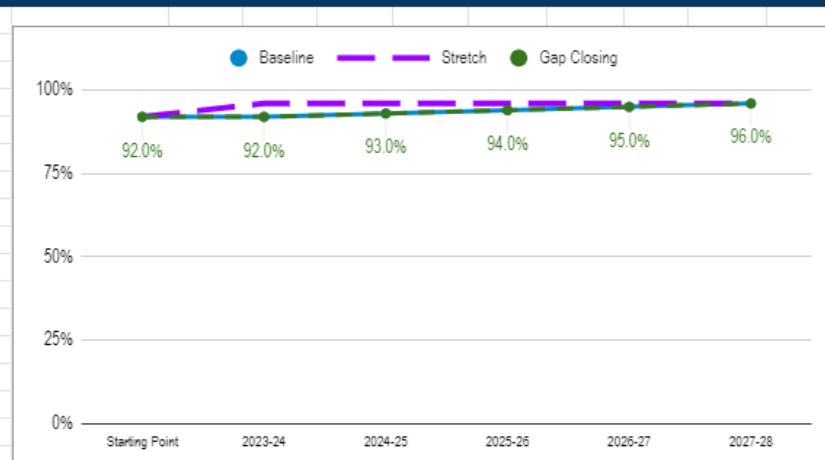
Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State			78.7%	80.0%	82.6%	80.6%	81.3%
All Students			70.4%	76.3%	78.6%	79.6%	96.0%
Combined Focal			65.5%	76.9%	79.3%	79.6%	96.0%

Longitudinal Performance Growth Targets Rationale

Using 2021-22 actual graduation rate. Previous data included online charter school.

*Though Gervais School District always strives for 100% graduation rate, ODE does not allow a target above 96% on Graduation rates for anonymity reasons.



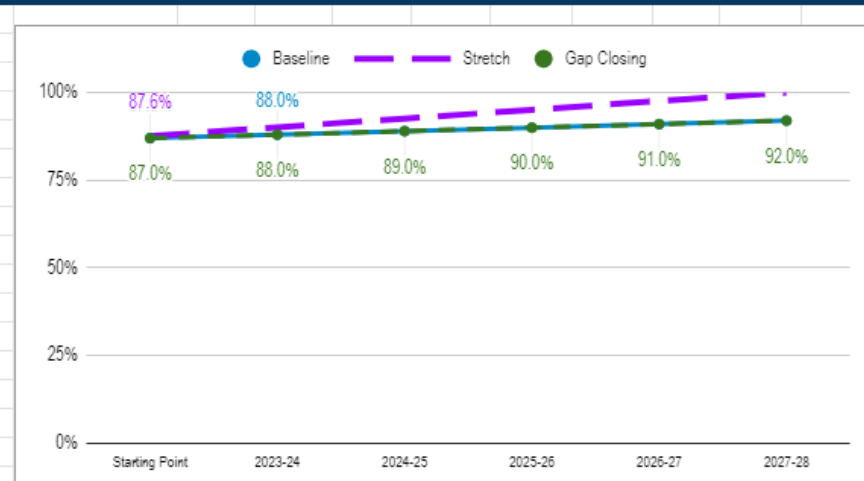
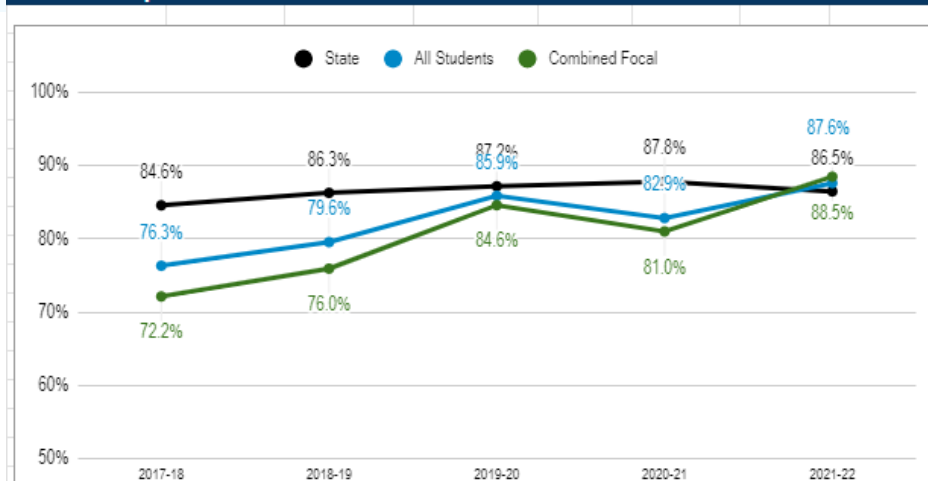
IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		0.0%	1.0%	1.0%	1.0%	1.0%		
Baseline	92.0%	92.0%	93.0%	94.0%	95.0%	96.0%	4.0%	3.4%
Stretch Gain		4.0%	0.0%	0.0%	0.0%	0.0%		
Stretch	92.0%	96.0%	96.0%	96.0%	96.0%	96.0%	4.0%	
Gap Gain		0.0%	1.0%	1.0%	1.0%	1.0%		
Gap Closing	92.0%	92.0%	93.0%	94.0%	95.0%	96.0%	4.0%	

CoDeveloped Targets

Fifth Year Completion

5 Year Completion



Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State			84.6%	86.3%	87.2%	87.8%	86.5%
All Students			76.3%	79.6%	85.9%	82.9%	87.6%
Combined Focal			72.2%	76.0%	84.6%	81.0%	88.5%

IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		1.0%	1.0%	1.0%	1.0%	1.0%	5.0%	2.4%
Baseline	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%		
Stretch Gain		2.5%	2.5%	2.5%	2.5%	2.4%	12.4%	
Stretch	87.6%	90.1%	92.6%	95.1%	97.6%	100.0%		
Gap Gain		1.0%	1.0%	1.0%	1.0%	1.0%		
Gap Closing	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%	5.0%	

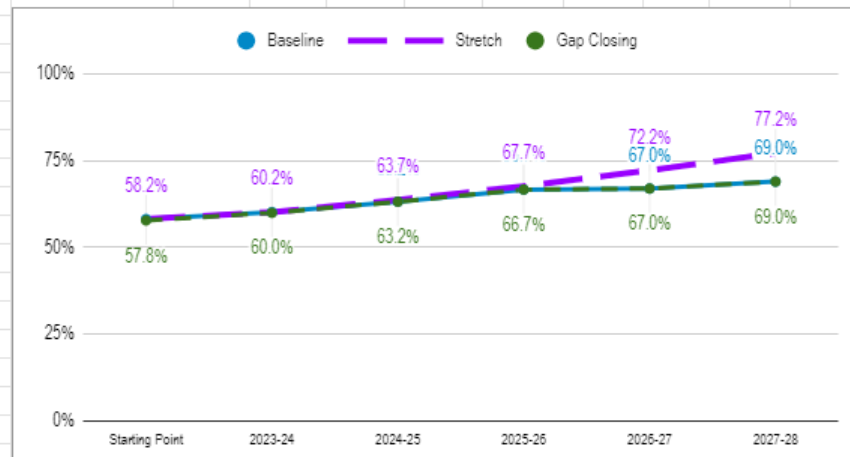
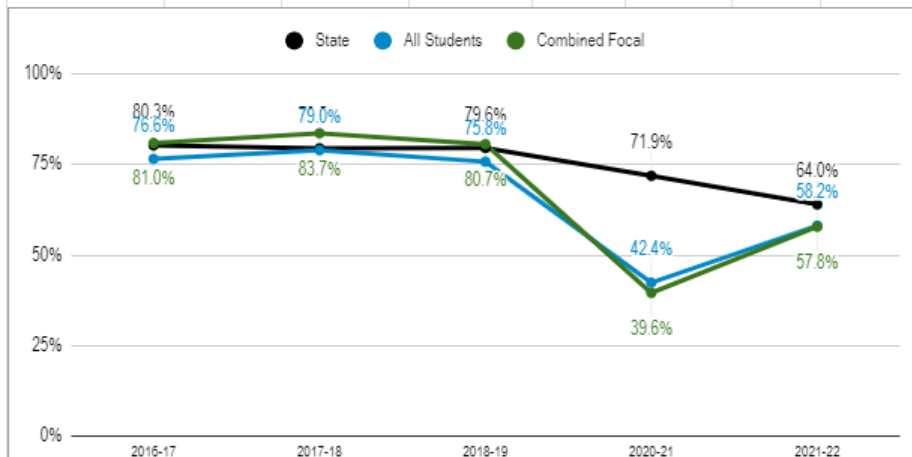
Longitudinal Performance Growth Targets Rationale

Using 2021-22 actual as a starting point. Gap closing intentionally mirrors baseline.

CoDeveloped Targets

Regular Attenders

Regular Attenders



Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State		80.3%	79.5%	79.6%		71.9%	64.0%
All Students		76.6%	79.0%	75.8%		42.4%	58.2%
Combined Focal		81.0%	83.7%	80.7%		39.6%	57.8%

IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		2.0%	3.0%	3.5%	0.003	2.0%		
Baseline	58.2%	60.2%	63.2%	66.7%	67.0%	69.0%	10.8%	-1.1%
Stretch Gain		2.0%	3.5%	4.0%	4.5%	5.0%		
Stretch	58.2%	60.2%	63.7%	67.7%	72.2%	77.2%	19.0%	
Gap Gain		2.2%	3.2%	3.5%	0.003	2.0%		
Gap Closing	57.8%	60.0%	63.2%	66.7%	67.0%	69.0%	11.2%	

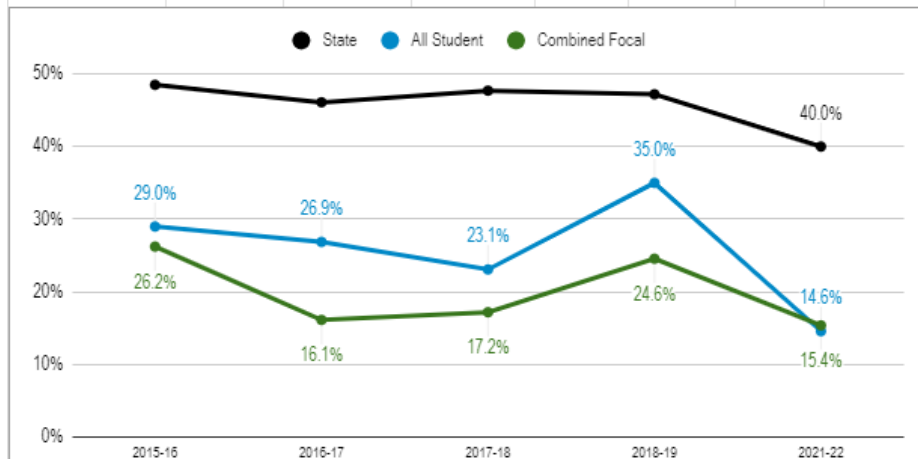
Longitudinal Performance Growth Targets Rationale

Using 2021-22 actual as a starting point.

CoDeveloped Targets

3rd Grade ELA

3rd Grade ELA

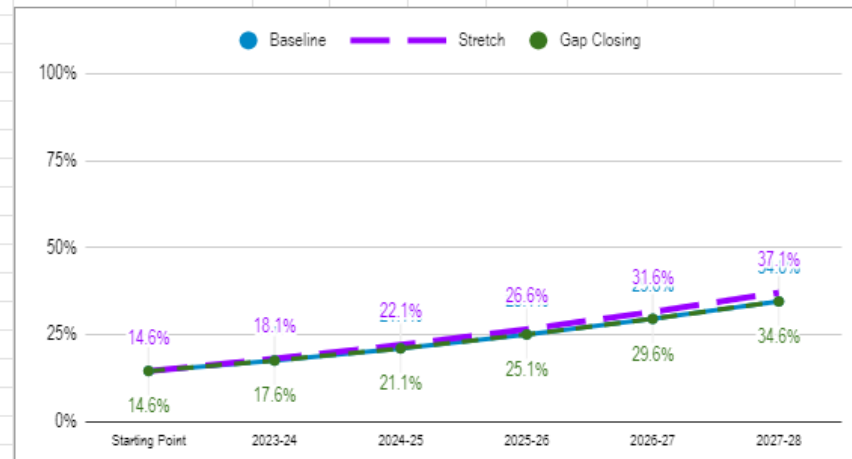


Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State	48.5%	46.1%	47.7%	47.2%			40.0%
All Student	29.0%	26.9%	23.1%	35.0%			14.6%
Combined Focal	26.2%	16.1%	17.2%	24.6%			15.4%

Longitudinal Performance Growth Targets Rationale (Districts will need to provide a rationale for their targets.)

Using anticipated 2022-23 data as a starting point. Intentional alignment of baseline and gap closing.



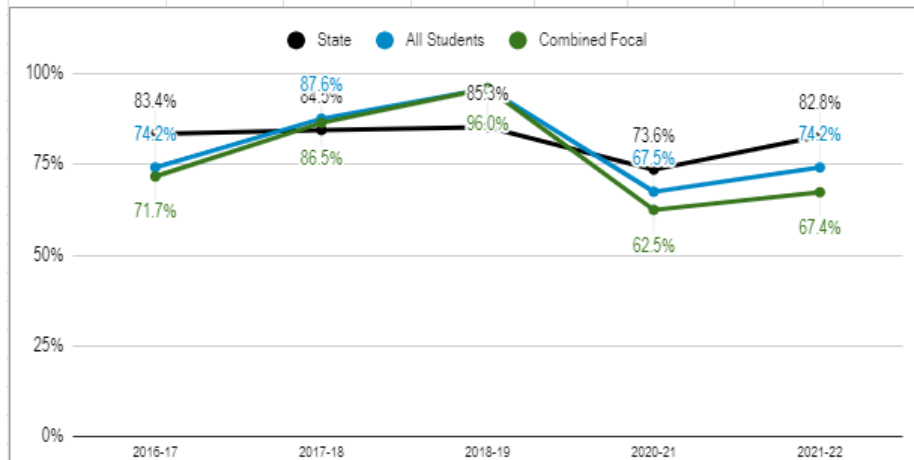
IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		3.0%	3.5%	4.0%	4.5%	5.0%		
Baseline	14.6%	17.6%	21.1%	25.1%	29.6%	34.6%	20.0%	1.3%
Stretch Gain		3.5%	4.0%	4.5%	5.0%	5.5%		
Stretch	14.6%	18.1%	22.1%	26.6%	31.6%	37.1%	22.5%	
Gap Gain		3.0%	3.5%	4.0%	4.5%	5.0%		
Gap Closing	14.6%	17.6%	21.1%	25.1%	29.6%	34.6%	20.0%	

CoDeveloped Targets

9th On Track

9th Grade On Track

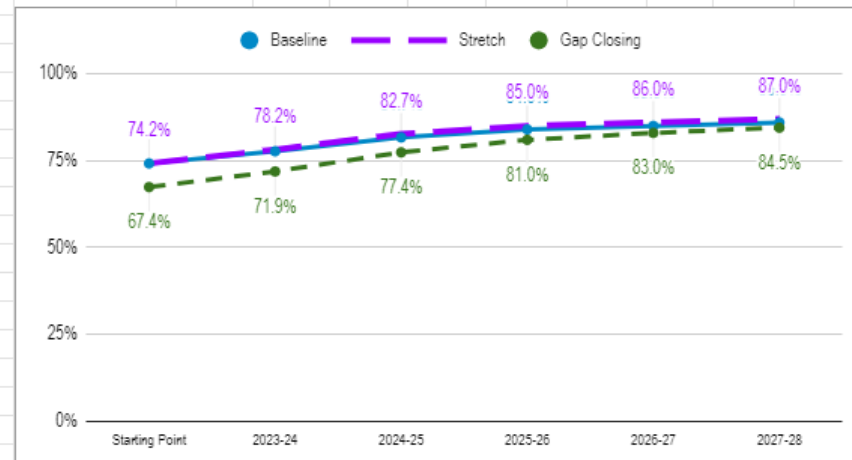


Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State		83.4%	84.5%	85.3%		73.6%	82.8%
All Students		74.2%	87.6%	96.0%		67.5%	74.2%
Combined Focal		71.7%	86.5%	96.0%		62.5%	67.4%

Longitudinal Performance Growth Targets Rationale

Using 2021-22 actual as a starting point.



IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		3.5%	4.0%	2.3%	1.0%	1.0%		
Baseline	74.2%	77.7%	81.7%	84.0%	85.0%	86.0%	11.8%	3.2%
Stretch Gain		4.0%	4.5%	2.3%	1.0%	1.0%		
Stretch	74.2%	78.2%	82.7%	85.0%	86.0%	87.0%	12.8%	
Gap Gain		4.5%	5.5%	3.6%	2.0%	1.5%		
Gap Closing	67.4%	71.9%	77.4%	81.0%	83.0%	84.5%	17.1%	

FACILITY IMPROVEMENT MEASURE
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors approves the facility improvement measure as shown on agenda item 11-23-8.4.1.

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	_____	_____	_____



Facility Improvement Measure (FIM) Summary - Rough Order of Mag

Project

Scenario

Date

Gervais SD - Phase 1

ROM High School

October 26, 2023

FIM Name	FIM Description	Facility	Budget *		Annual Utility Savings	
			Min	Max	Min	Max
03.00-GHS Gym A/C Addition	This measure includes adding a split system air conditioning coil to each existing air handling unit with a remote condenser installed on the roof. The total price includes all three units receiving new cooling systems. For budgeting purposes it was assumed that each unit would receive a 10 ton cooling coil, capable of providing cooling for about 225 people total. During design there will be opportunities to improve cost effectiveness if we know how many air handling units will receive cooling. The total price includes structural supports for the new roof units and electrical circuits. Fabric ducting for all units is included as an option. The overall pricing includes design, management, general conditions, contingency, and mark ups. This does not include improvements to the existing air handling units and heating systems. It assumes the existing fan motors can handle the extra static pressure and the main electrical panel has the capacity for the added electrical load.	Gervais High School	\$632,000	\$772,500	\$0	\$0
03.01-GHS Shop HVAC Ducting	This measure includes installing a new exhaust fan and ductwork for the welding hoods in the High School Shop. The existing hood will remain and the new ductwork connected to each opening and then connected to a new exhaust main ductwork. Estimated exhaust fan requirement of 1000 cfm. The overall pricing includes design, management, general conditions, contingency, and mark ups.	Gervais High School	\$79,800	\$97,600	\$0	\$0
			\$711,800	\$870,100	\$0	\$0

Savings expected to include elevated baseline since we are adding equipment. Equipment will be high efficiency, but savings are not expected to be high, but rather focused on Indoor air quality.

* Budget Includes: Design, Commissioning, Contractor Fees, Management, Supervision, GCs, and Construction Costs
** For non recurring operational savings, the values are averaged over the 30 year length of this analysis.
*** Incentives are contingent on final approval and are not guaranteed. Funds are shown for reference only.

APPROVE LETTER TO BUSINESS PARTNERS AND FARMERS
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors approves the letter to business partners and farmers as shown on agenda item 11-23-8.5.1.

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	_____	_____	_____

Dear (Name of Patron)

I hope this message reaches you and your family in good health and spirits. I am writing to extend an invitation for an important gathering on Monday, December 11, 2023, at [insert location] starting at [insert time]. This meeting aims to provide you with a crucial update regarding the Gervais School District's potential bond measure and its potential impact on property owners.

At this juncture, we stand at a crossroads in addressing our pressing facility needs. In both 2022 and this past May, the district presented a bond initiative to the community, seeking to tackle some of the challenges we face. These efforts were part of a long-standing series of attempts, spanning back to 1997. Eight times since then, we have approached you and fellow community members for support, and on each occasion, regrettably, the community has voted against it. Our last successful bond, passed in 1990 for \$1.3 million, facilitated the construction of the elementary school cafeteria and gym. While we've made use of property sales revenue for necessary repairs, our facility challenges persist. Our schools are aging, demanding further maintenance and modernization.

Today, we find ourselves at a pivotal juncture in the district's history. The choice before us is clear: either we pass a bond that enables us to tackle some of our facility challenges, or we contemplate the possibility of closing the district, leading to consolidation with neighboring districts. Regrettably, there are no other financial avenues that can adequately address the magnitude of our facility needs. While consolidation might seem like a viable solution, it comes at a cost that will directly impact you as a property owner.

Your presence at this meeting is invaluable, as your insight and perspectives are essential in shaping the future of our district. Superintendent Dandy Stevens will be joining us in attendance to answer questions you have for the district. Together, I believe we can ensure that our students have access to safe and conducive learning environments.

I look forward to your attendance and meaningful contributions on December 11th. Please do not hesitate to reach out if you have any questions or need further information.

Warm regards,

Henry Bustamante, School Board Chair
Ana Contreras, Vice Chair
Jenny Jones, Board Member
Maria Contreras, Board Member
Angie Toran, Board Member

ELD K-5 CURRICULUM POSTPONEMENT
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors approves ELD K-5 curriculum postponement.

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	_____	_____	_____

LETTER FOR SEISMIC GRANT
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors approves the letter for the seismic grant as shown on agenda item 11-23-8.7.1

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	_____	_____	_____



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

November 16, 2023

RE: Support for the Gervais High School's Seismic Rehabilitation Grant Application

To The Grant Application Screening Committee:

The Gervais School District #1 Board of Directors would like to offer their strong support for the Seismic Rehabilitation Grant to make safety improvements to our high school gym area.

The city of Gervais is a small, rural town with few gathering spaces for our community. All of the schools are located along the main street and represent the hub of most activities in our community. As the largest employer in town, Gervais School District serves just under 900 students and all students are 100% free lunch.

This Seismic Grant would allow us to make critical infrastructure repairs to the high school gym which is more than just an athletic facility for this community. Many times, in the past several years, our community has gathered in the gym for blood drives, celebrations, public health fairs, Farmers' Markets and shot clinics. During the historic 2020 wildfires, the parking lot was used as an evacuation site and the district is prepared to use this facility should the need arise to serve Gervais residents during a time of crisis such as an earthquake or another fire. This gym space not only provides a vast area that people could shelter but the locker rooms, for a community that has very few facility options.

Receiving this grant would provide a stable and secure structure for our underserved community.

Thank you for your consideration,

Henry Bustamante, Board Chair
Ana Contreras, Board Vice Chair
Maria Contreras, Board Member
Jenny Jones, Board Member
Angie Toran, Board Member

Gervais School District 1

Code: BD/BDA
Adopted: 9/20/16
Revised/Readopted: 7/16/20
Orig. Code(s): BD/BDA

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board governing body, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. [For information how to give or submit public comment [it is outlined in Board policy BDDH - Public Comment at Board Meetings⁴] [and/or] [posted on the district’s website].]

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

⁴ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting[, at the designated portion of the agenda,] by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.]

⁵ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

cannot deliberate or discuss district business.⁶ No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity⁷, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice~~those with disabilities~~, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they ~~are~~^{were} not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. ~~Communications with all qualified individuals with disabilities shall be as effective as communications with others.~~

[If requested to do so at least [72] hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.{⁸}]

All meetings held in public shall comply with the Oregon Indoor Clean Air Act ~~and the smoking provisions contained in the Public Meetings Law.~~

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting ~~in July~~ and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the ~~an~~ organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may ~~also~~ be scheduled if less than a quorum is present at a meeting, ~~or~~ additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting

⁶ORS 192.630(4). ~~Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.~~

⁷~~As defined in ORS 174.100.~~

{⁸ Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient. }

would be advantageous to the district or other reasons. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such ~~communication. Electronic~~ communications among Board members shall be limited to messages not involving deliberation, debate, decision making or gathering of information on which to deliberate.

Communications outside of a Board meeting ~~Electronic communications~~ may contain:

a. Communications to, between or among members of a governing body that are:

- (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
- (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
- (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or

~~b. Agenda item suggestions;~~

~~c. Reminders regarding meeting times, dates and places;~~

~~d. Information to coordinate meeting dates and time;~~

~~e. Board meeting agendas or information concerning agenda items;~~

~~f. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;~~

~~g-b.~~ Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law. ~~Public Records and Meetings Law.~~

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.~~the Public Meetings Law.~~

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with ~~the~~ state law on public meetings, including notice and minutes. The Board may make official decisions during a work session. Generally, the Board does not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁹

{¹⁰} [Mandatory Training

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGE) at least once during the Board member's term of office and shall verify attendance in accordance with OGE procedures.]

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[ORS 255.335](#)

[ORS 433.835 - 433.875](#)

[ORS 332.040 - 332.061](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

[House Bill 2805](#) (2023).

⁹ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

¹⁰ { This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGE at least once every five years. If the district has total expenditures of less than \$1 million, this language can be kept, but "shall" should be replaced with "is encouraged to." }