



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, January 11, 2024**

**Regular & Executive Session**  
(rescheduled regular session from December)

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. Following the Regular Session will be an Executive Session.

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, January 11, 2024, at 6:00 p.m. and following the Regular Session will be an Executive Session.** The agenda for the Regular Session meeting includes, but is not limited to, the following business:

#### Reports:

#### Action Items:

- **Policies Second Reading**  
BD/BDA: Board Meetings  
IGBB: Talented and Gifted Program and/or Services
- **Annual Report (HAAS)**
- **Approve Sick Leave Bank Process**
- **Approval of the Early Literacy Grant**
- **Approval of New Letter for Seismic Upgrade for High School Cafeteria**
- **Opioid Overdose Response Kits for Middle and High Schools**

#### Discussion Items:

- **Superintendent's Evaluation**
- **Bond Update**

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/83341698826?pwd=RmRjWE1rcFUvSkxQNHE3eDYwVUx1dz09>

Passcode: 192934 Or One tap mobile : +13462487799,,83341698826#,,,\*,192934# US (Houston)

+16694449171,,83341698826#,,,\*,192934# US Or Telephone: Dial(for higher quality, dial a number based on your current location): +1 346 248 7799 US (Houston) +1 669 444 9171 US +1 669 900 6833 US (San Jose)+1 719 359 4580 US +1 253 205 0468 US +1 253 215 8782 US (Tacoma) +1 929 205 6099 US (New York) +1 301 715 8592 US (Washington DC) +1 305 224 1968 US +1 309 205 3325 US +1 312 626 6799 US (Chicago) +1 360 209 5623 US +1 386 347 5053 US +1 507 473 4847 US +1 564 217 2000 US +1 646 931 3860 US +1 689 278 1000 US

Webinar ID: 833 4169 8826

Passcode: 192934

### EXECUTIVE SESSION

The Gervais School District #1 School Board, Gervais, Oregon, will hold an Executive Session under ORS 192.660 (2) (f) "Exempt Public Records" at the District Office Conference Room and via ZOOM online platform on **Thursday, January 11, 2024**, immediately following the Regular Session.

*This institution is an equal opportunity provider. Esta institución ofrece igualdad de oportunidades*

# GERVAIS SCHOOL DISTRICT

Agenda of January 11, 2024, School Board Meeting

District Office Conference & via ZOOM

<https://us02web.zoom.us/j/83341698826?pwd=RmRjWE1rcFUvSkxQNHE3eDYwVUxldz09>

290 First Street

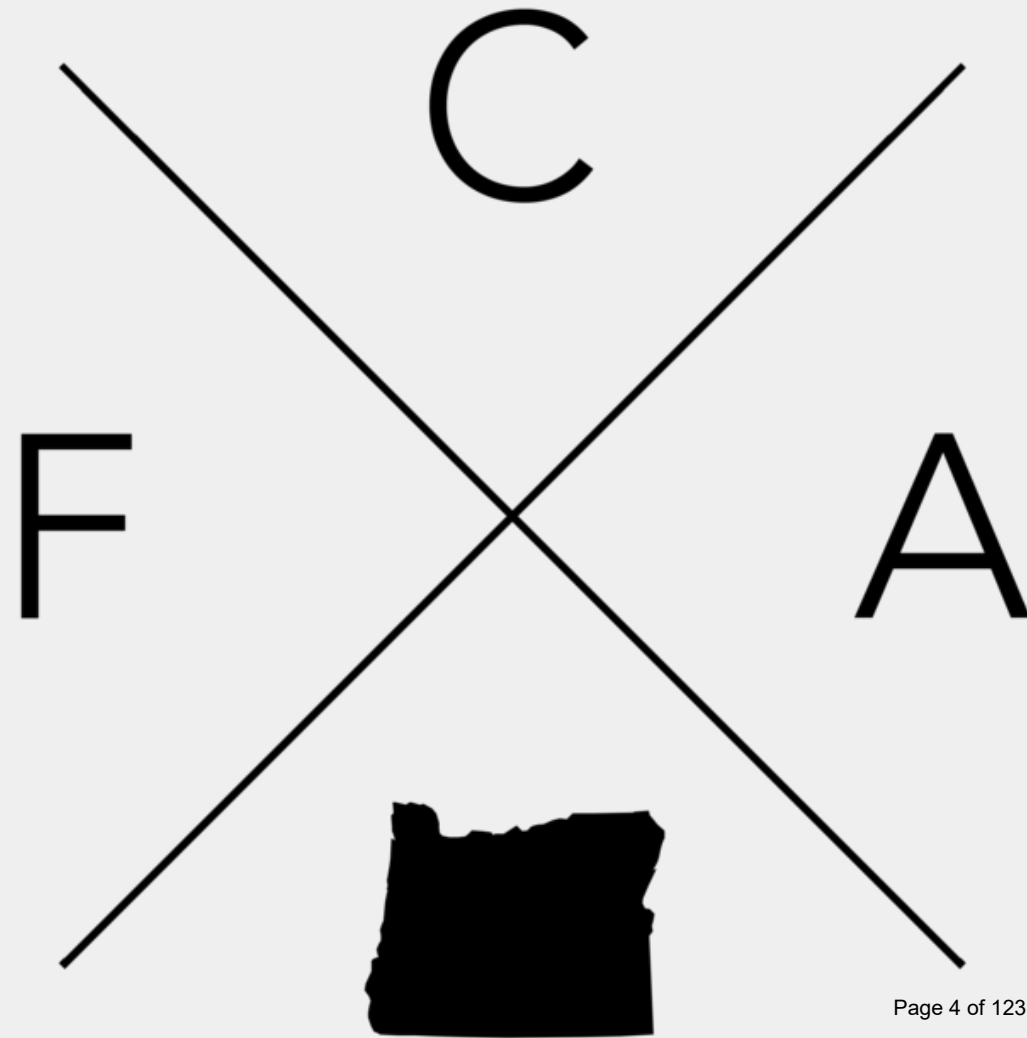
Gervais, Oregon 97026

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

ITEM	RESPONSIBILITY	TIME
<b>1.0 CALL TO ORDER</b>	Chairperson	6:00 p.m.
1.1 Pledge of Allegiance		
<b>2.0 INTRODUCTIONS &amp; ANNOUNCEMENTS</b>		
2.1 Public Forum Sign-Up	Chairperson	
2.2 Visitor Guest Book	Chairperson	
2.3 Announcements	D. Stevens	
	<ul style="list-style-type: none"><li>• Frontier Charter Academy Presentation</li><li>• Superintendent's Evaluation by Kristen Miles (OSBA Representative)</li></ul>	
<b>3.0 APPROVAL OF MINUTES (pages 19-28)</b>	Chairperson	6:30 p.m.
3.1 Regular Session November 16, 2023		
<b>4.0 PUBLIC FORUM</b>	Chairperson	6:35 p.m.
4.1 Public Participation in Board Meetings (Gervais School District Policy BDDH-AR)		
<i>Statements by members of the public should be brief and concise. The chairperson may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic. Speakers may offer objective criticism of school operations and programs, but the Board will not hear complaints concerning individual school personnel. The Chairperson will direct complaints to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals. At this time, members of the public are invited to present concerns to the Board.</i>		
<b>5.0 REPORTS (pages 29-46)</b>		
5.1 Student Council Report	Prairie Ifft	
5.2 Administrators Report	T. Lewis, G. Muñoz, & M. Fitz-Henry, D. Bartch	6:45 p.m.
	<ul style="list-style-type: none"><li>• Technology</li><li>• Maintenance/Custodial</li><li>• Food Services</li><li>• Transportation</li></ul>	
5.3 Financial Report	C. Davis	
5.4 Superintendent Report	D. Stevens	
<b>6.0 BOARD FOCUS/MEMBER TOPICS</b>	Chairperson	7:25 p.m.
<b>7.0 CONSENT ITEMS (pages 47-48)</b>	Chairperson	7:35 p.m.
7.1 New Hire/Temporary/Extra Duty		
7.2 Contract Change/Recall/Renewal		
7.3 Reduction in Force/Resignation/Termination		
7.4 Baseball Co-op with North Marion School District		

<b>8.0</b>	<b>ACTION ITEMS (pages 49-87)</b>	Chairperson	7:40 p.m.
<b>8.1</b>	<b>Policies Second Reading</b> BD/BDA: Board Meetings IGBB: Talented and Gifted Program and/or Services		
<b>8.2</b>	<b>Annual Report (HAAS)</b>		
<b>8.3</b>	<b>Approve Sick Leave Bank Process</b>		
<b>8.4</b>	<b>Approval of the Early Literacy Grant</b>		
<b>8.5</b>	<b>Approval of New Letter for Seismic Upgrade for High School Cafeteria</b>		
<b>8.6</b>	<b>Opioid Overdose Response Kits for Middle and High Schools</b>		
<b>9.0</b>	<b>DISCUSSION ITEMS (pages 88-123)</b>	D. Stevens	8:00 p.m.
<b>9.1</b>	<b>Superintendent's Evaluation</b>		
<b>9.2</b>	<b>Bond Update</b>		
<b>11.0</b>	<b>ADJOURN</b>	Chairperson	8:30 p.m.





# **FCA Annual Report 2022-23 SY**

# Mission Statement

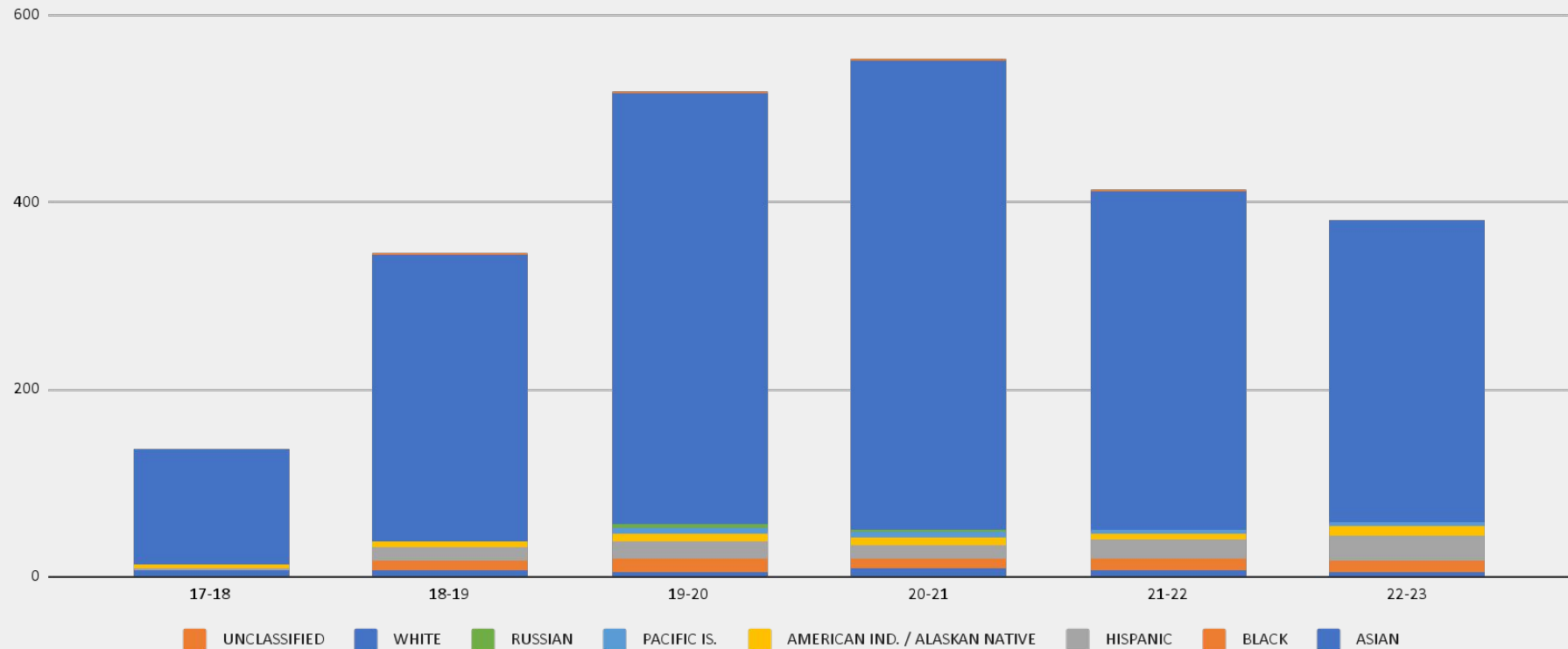
Frontier Charter Academy is committed to offering a high-quality, meaningful, authentic learning experience for students by providing the latest technology and tools available. Students engage in interactive, collaborative lessons taught by highly-qualified Oregon licensed teachers to ensure that students collaborate and develop workplace skills.

# Humanities 7: Think Like a Historian

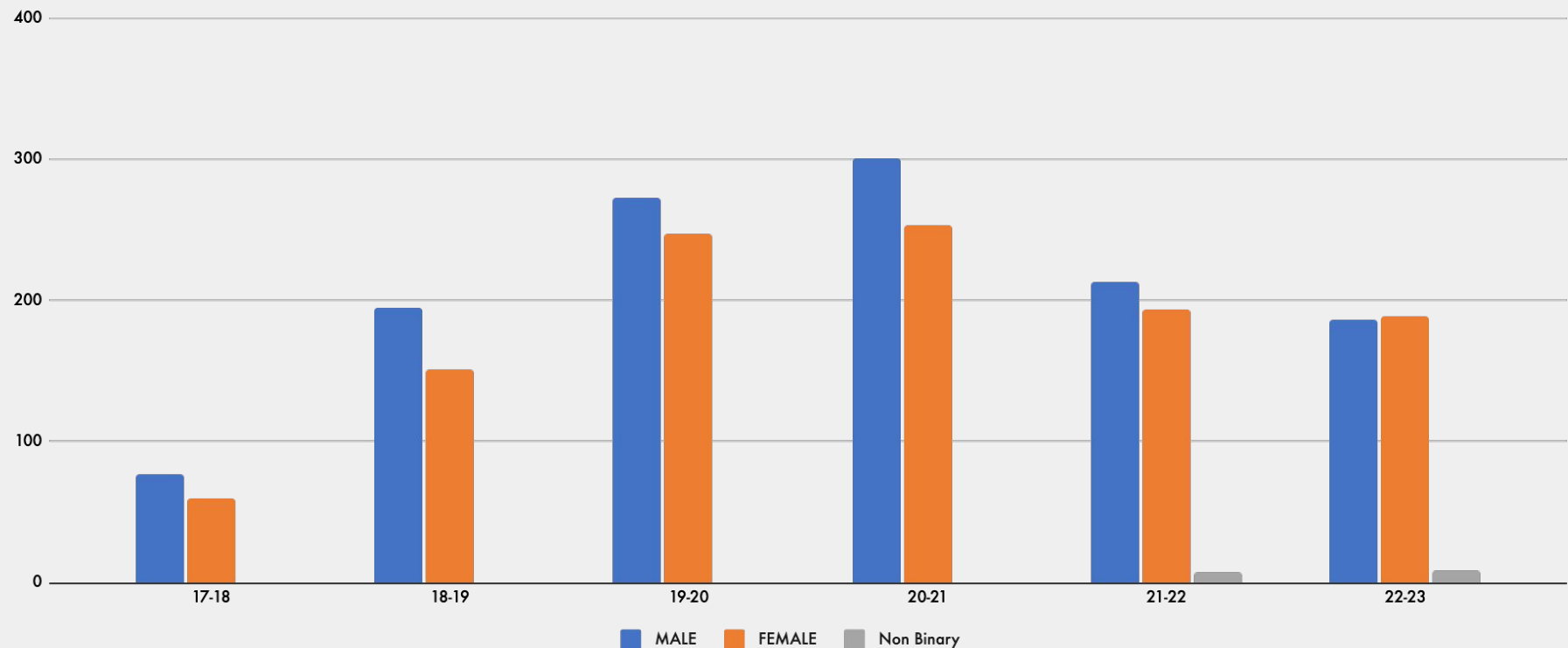
- Students learn how civilizations develop, how humans make modifications to the natural environment around them, and how societies develop and change over time by participating in a week-long game.
- Essential questions
  - What was life like for hunter-gatherer bands?
  - How can agriculture advance a society?
  - How and why did civilizations form?
- Students assume the role of one of many different characters and the way they explore the questions and the audience whom they tell differs based on the choice they make.
- Hero Points from quest can be traded in for certain powerups in the game

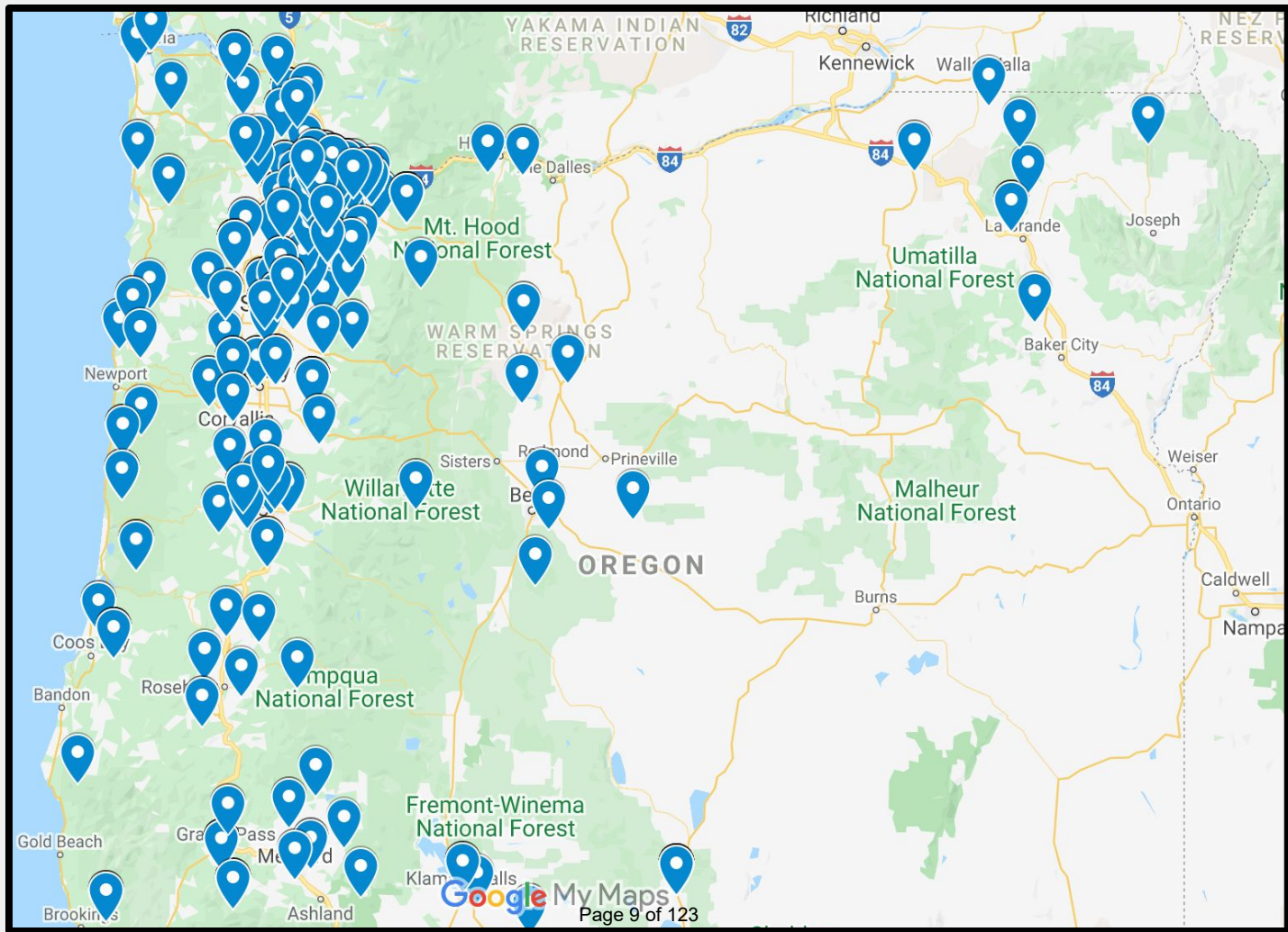
Dear Mrs. Geffre, I shall wish to use my 100 Hero Points to use the Time Travel Tent and redo the W04 starter quiz.  
Thank you,  
Lilly The Great

# School Profile: Student Ethnicity

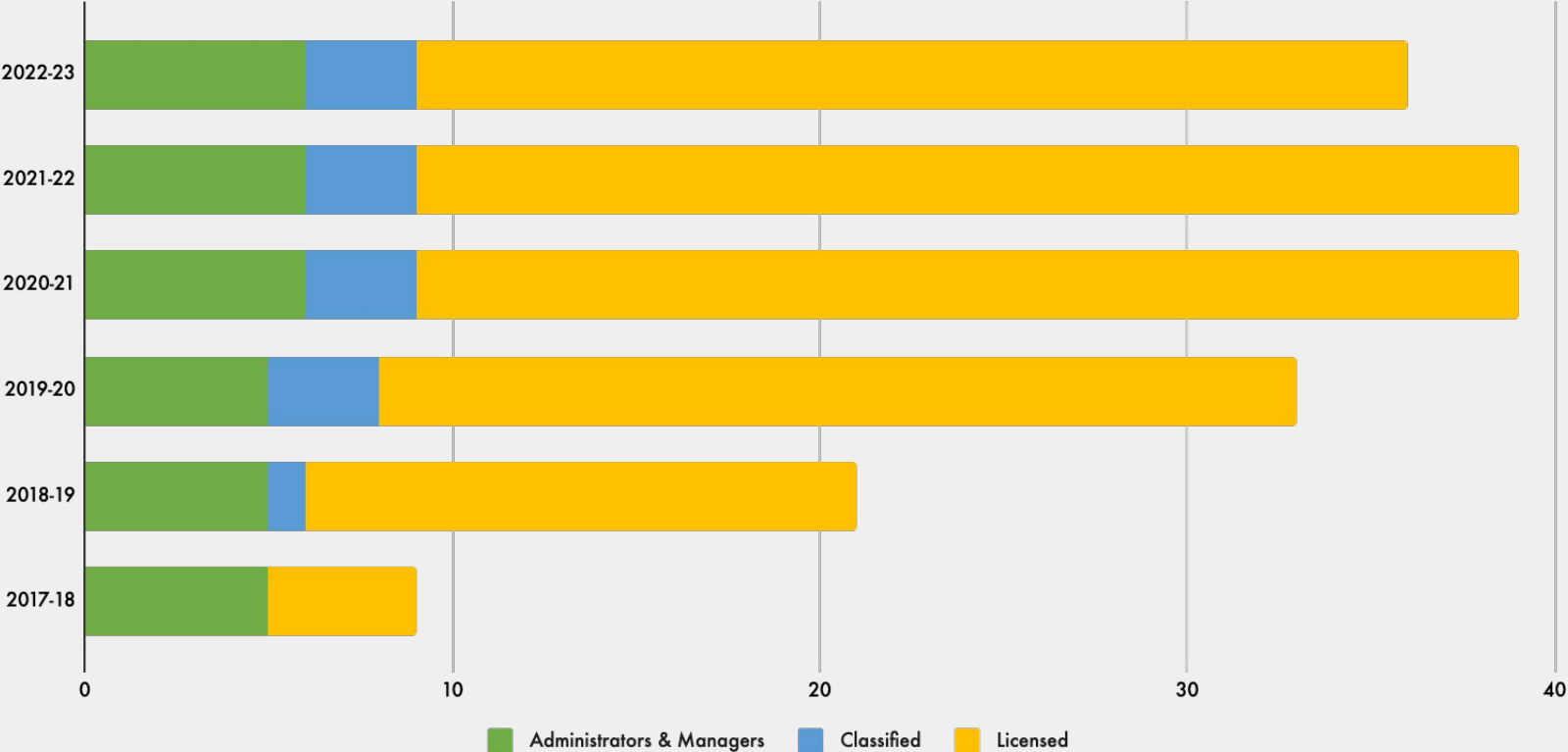


# School Profile: Gender

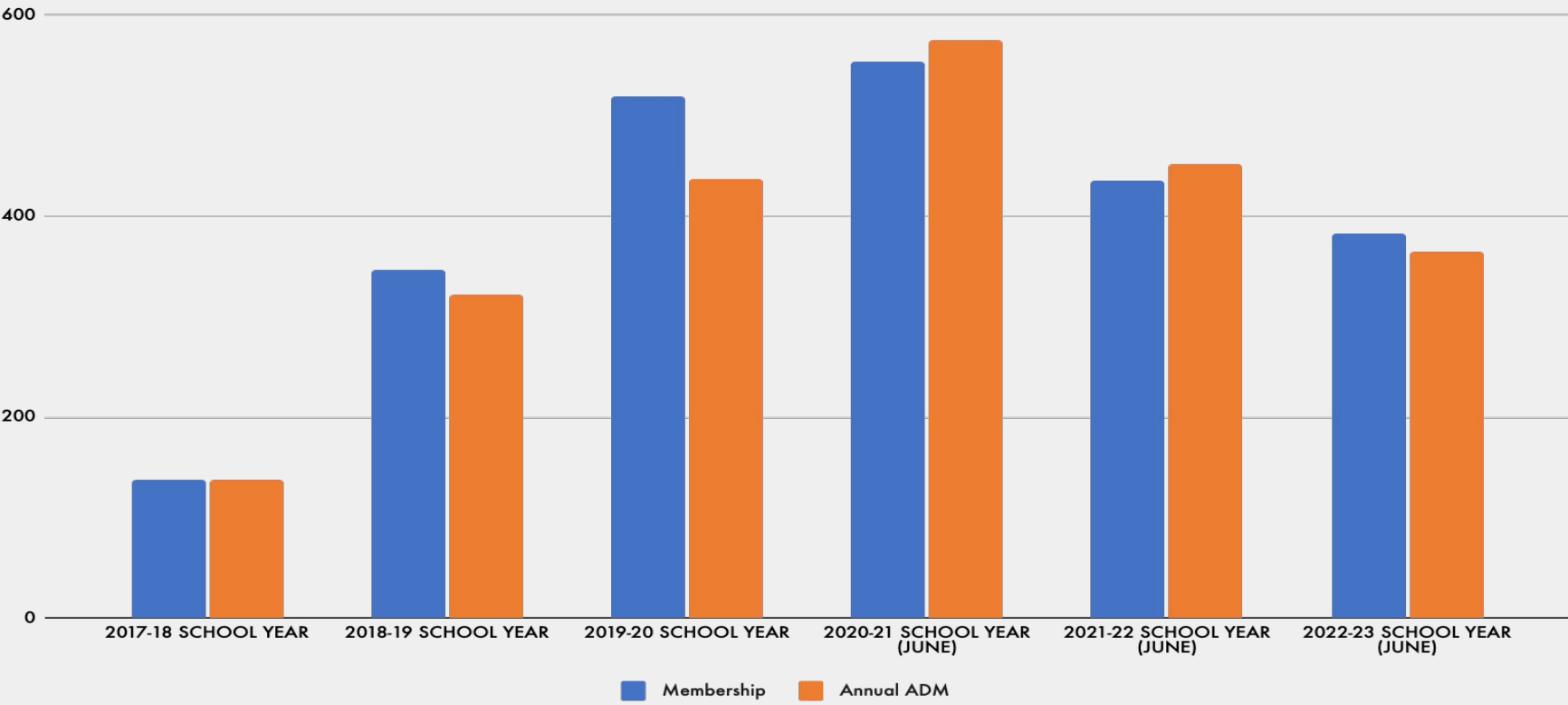




# School Profile: Staff Information by position



# School Profile: Student Membership as of June & Average Daily Membership

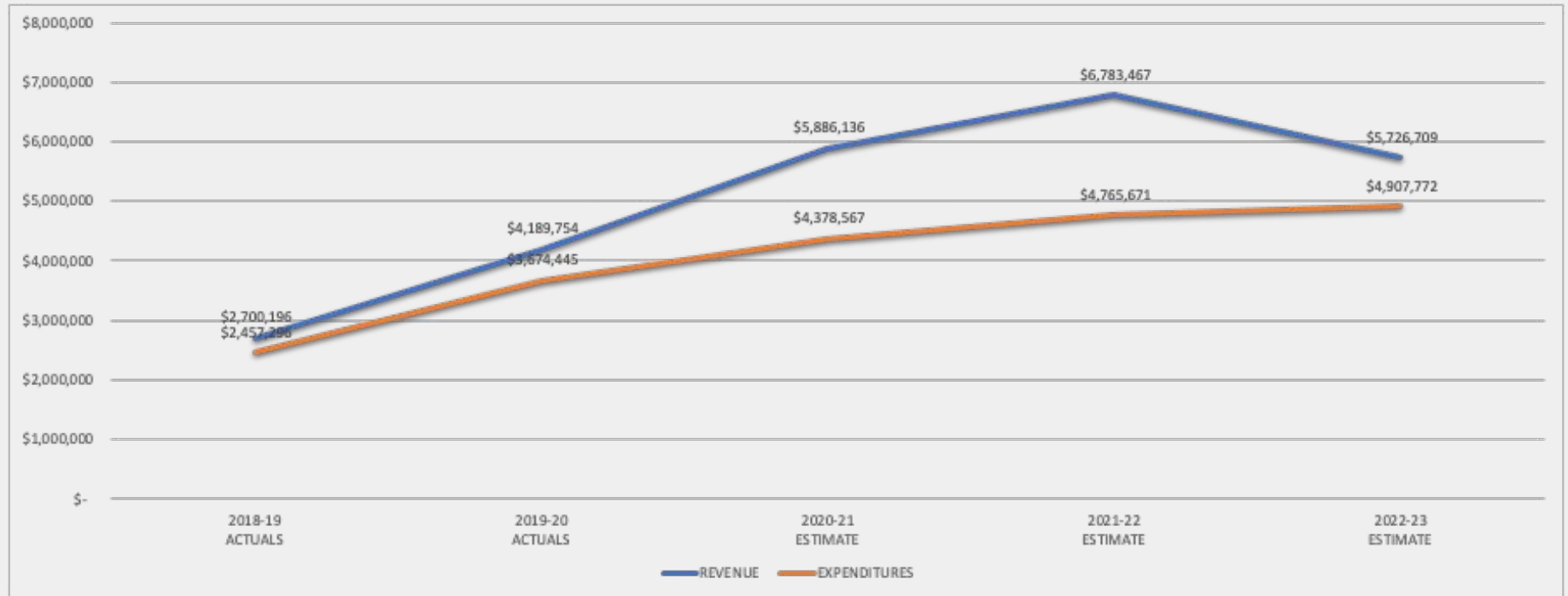




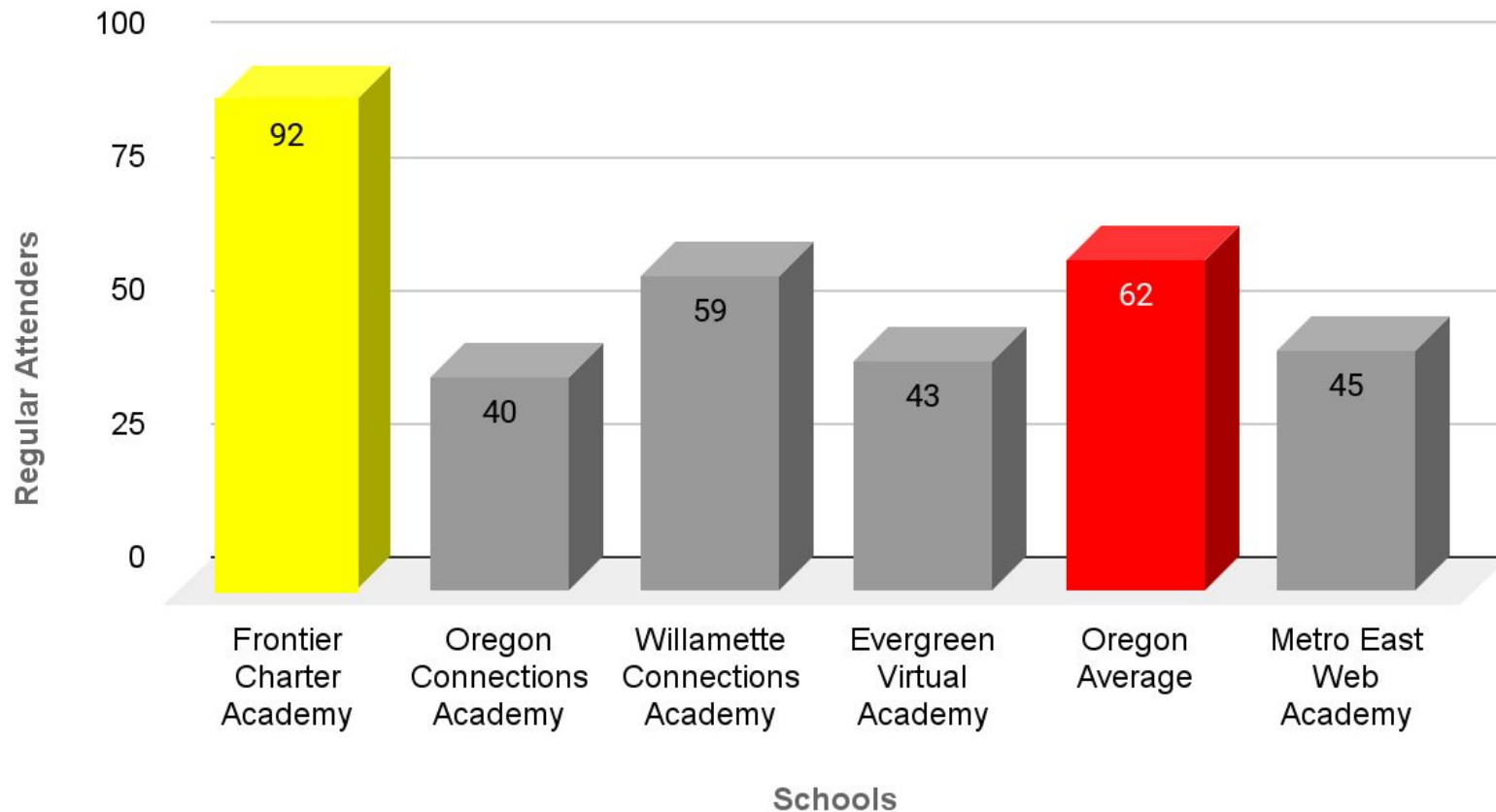
# Statement of Activities (Audit has not been finalized.)

<u>RECEIPTS</u>	<u>2023</u>	<u>2022</u>	<u>Difference</u>
General:			
State school support	\$3,392,622	\$4,920,621	-\$1,527,999
Other state & federal sources	\$304,173	\$343,761	-\$39,588
Miscellaneous and Local sources	\$12,018	\$11,517	\$501
Earnings on investments	\$0	\$0	\$0
<b>Total revenues</b>	<b>\$3,708,813</b>	<b>\$5,275,899</b>	<b>-\$1,567,086</b>
<u>DISBURSEMENTS</u>			
Salaries	\$2,830,616	\$2,707,461	\$123,155
Associated Payroll Costs	\$1,512,831	\$1,431,781	\$81,050
Purchases Services	\$322,030	\$379,478	-\$57,448
Supplies and Materials	\$212,672	\$222,598	-\$9,926
Other	\$29,623	\$24,255	\$5,368
<b>Total expenses</b>	<b>\$4,907,772</b>	<b>\$4,765,573</b>	<b>\$142,199</b>
Change in net position	-\$1,198,959	\$510,326	-\$1,709,285
Net position - Beginning of year	\$2,017,895	\$1,507,569	\$510,326
<b>Net position - End of year</b>	<b>\$818,936</b>	<b>\$2,017,895</b>	<b>-\$1,198,959</b>

# School Profile: Revenue & Expenditures



## Percentage of Regular Attenders (students attending 90%+ of enrolled days)



# 22-23 SY Highlights

**4 Year Grade Rate**

71%

**5 Year Completer Rate**

93%

**On Track to Graduate**

89%

**Attendance**

92%



# Current School Year 2023-24

- Enrollment: 389 students (grades K-12)
- 15% students with IEPs
- 0% ELL
- 11% 504
- 33 staff members
- Technology
  - Zoom live virtual classroom
  - Securly student content monitoring & auditing for staff and parents
  - 1:1 NL72 or NL71 Chromebook for every student
  - Kajeet mobile internet hotspots for families demonstrating need
  - FCA onboarding course for all new students
  - FCA Help Desk published 145 support articles and solved 3,830 tickets

# 2023-24 Frontier Days

Philip Foster Farm

High Desert Museum

Davis Farms

Packer Farm Place

OMSI

Portland Art Museum

End of the Oregon Trail Interpretive Center

Air Museum

Cheese Factory

Oregon Zoo

Meetup at Happy Valley Park





# Clubs

- Art Club - High School
- National Juniors Honors Society - Middle School
- National Honor Society - High School
- PE Club - Elementary
- Genders and Sexualities Alliance
- D&D Club - High School School
- Gaming Club
- Pokemon Go Club

## *National Honors Society*



**Gervais School District #1  
School Board Regular Session Meeting Minutes  
Thursday, November 16, 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, Maria Contreras, Jenny Jones, and Angie Toran. Others present included Dandy Stevens and Sandra Segura.

**Visitor Guest Book:**

Andrew Aman, Michael Elliott, Leanna Heiman, Lenthal Kaup, Krysteena Leimbach, Doug Loiler, Lisa Miller, Dusty Price, Devon Williams, and Toni Williams-Johnson.

**1.0 CALL TO ORDER**

**1.1 Pledge of Allegiance**

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

**OSCIM Program Presentation by Leanna Heiman and Michael Elliott from ODE**

The following things was presented:

**Funding for School Infrastructure**

- There are three sources of funding: state, federal, and local.
- Districts rely on property tax wealth and General Obligations bonds for school infrastructure projects.
- Federal funds for school facilities are very limited if they exist. Typically, those funds come with several strings attached.
- State funding provides all districts with funding to cover operating expenses and maintenance and it does not provide funds to cover significant renovation or construction costs to address aging buildings.
- State school funding mainly covers operations and maintenance, not major building improvements. That is one of the reasons why many districts go after General Obligations bonds. The slide included amounts from the last district audit, showing that most funds go to instruction and support services.
- The OSCIM grant is a program that provides matching incentives to districts that pass a bond measure. Small districts could get up to \$6M in matching funds, and larger districts could get up to \$12M. A facilities assessment report on all the district's buildings and a long-range facilities plan (considers student enrollment and community educational vision) are required when submitting an OSCIM application. Plans are typically mapped out for ten years. Districts get the grant funds only if a bond passes.
- Long-range facility processes require community and stakeholders' input.
- Gervais took advantage of another grant to pay for the facility assessment and long-range facility plan. Assessment reports are only valid for four years. If the district goes for a bond in May, this will be the last time those assessments could be used for the application.
- Gervais is top of the list of several districts for being eligible for the OSCIM grant.
- School facilities are important for the following reasons:
  - o Direct and indirect student outcomes
  - o Building life expectancy is 30 to 40 years if buildings are well-maintained
  - o Good learning environment for students
  - o Maintaining a good functioning building helps increase enrollment
  - o Modern buildings protect students from pollutants such as mold, asbestos, etc.
  - o Better heating and cooling systems could promote positive outcomes
  - o Teacher retention
  - o Increase the number of amenities for community use
  - o

There was a brief discussion that OSCIM grant funds will cover projects included in the bond language if it passes. The group also discussed how districts can apply for funds every six years. The funds are not guaranteed through the constitution; the legislature has to renew funding.



## **2.0 INTRODUCTIONS & ANNOUNCEMENTS**

### **2.1 Public Forum Sign-Up:** Lenthal Kaup.

#### **Public Forum Sign-Up included:**

Director Bustamante reminded the public that if they signed up to speak, 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 October 19, 2023, regular session.

Ms. Segura noted a couple of minor corrections.

#### **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 October 19, 2023. The motion passed 5-0.

## **4.0 PUBLIC FORUM:**

Mr. Kaup recommended that when guests are invited to speak, ensure that they speak loud enough for everyone to be able to hear, especially those individuals who sit at the very back of the room and have hearing challenges. Second, he said that he is concerned about the sewer at the high school, the high school gym roof, building leaks, and sixth graders being unable to read at the 4th-grade level.

## **REPORTS**

### **Student Council:**

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

- The leadership class attended a conference in Seaside and had the opportunity to meet other leadership students. Brought ideas back on how to make student leadership stronger.
- The football team made it to the finals and had a great season.
- FFA had an event, and it went well.
- Participants have been selected and are beginning rehearsals for the Doernbecher Mr. & Ms. Gervais pageant. Prairie Ifft and Gloria Valdovinos were selected.
- The staff versus staff basketball game against North Marion has been canceled due to lack of participation.
- Prom is scheduled for April 20, 2024.
- Monthly student of the month assemblies have started. Nice to have students who are doing good be recognized.
- Plan to have a float to participate in the holiday parade.
- Partnering with a local Christmas tree farm to fundraise and have students earn volunteer hours.
- Seniors & families have college application night today to receive assistance in applying for college and scholarships.

### **Administrators Report:**

#### **Gervais Elementary School**

Mr. Price reported the following.

- The focus at the elementary is about making everyone feel that they belong and learning about building strong relationships. Social/emotional and trust are essential.
- Kiwanis donated brand new books to all students who were very excited to receive them.
- Partnership with OHSU has brought many great resources to our students and activities they can engage in.
- The FFA club from GHS engaged with elementary students at a pumpkin patch. The elementary students were super excited to get a free pumpkin to bring back.
- Staff and students had fun dressing up as their favorite characters for Spirit Day.
- Aguilas de Oro brought an outstanding show to the elementary showcase Hispanic heritage.
- The elementary offers several clubs after school made possible by the Latinx grant. Those clubs that students enjoy would not be possible without this grant (the slide shows the numerous clubs offered). Some clubs offer sewing, playing the violin,

or learning about robotics. Pictures of students were presented with the different clubs after school showing how kids enjoy the activities. Minecraft is a new club, and it has been very successful.

- The Family Literacy Night was a success and was well attended.
- Bingo night was also a success. The families had a lot of fun.

### **Gervais Middle School**

Ms. Williams-Johnson reported the following.

- No One Eats Alone-the middle school has been part of this for approximately five years now. It's not just about not eating alone, but it has to do with anti-bullying. It all starts with the kids who isolate themselves because, usually, those are the kids that get bullied. This work is led by leadership (several pictures were displayed). The students are paired with someone other than their friends to start engaging with students they typically would not talk to. Kids ask each other questions to learn about their interests, and they also play games. Leadership who you didn't expect to come forward did.
- Outdoor School- Students attended outdoor school for 2.5 days (typically 3 days) and got to do several outdoor activities with their classmates despite the rainy weather. Students got to make a safety bracelet that could be used as a rope if lost in the wilderness and brought home. Showed a video of the kids doing an activity and having fun. Already planning outdoor school for next year and doing an overnight outdoor event. Looking at booking, a site about an hour away, so parents feel more comfortable letting kids go. The plan is to get high school students (11<sup>th</sup> and 12<sup>th</sup>) involved to serve as outdoor school counselors for these kids and have those hours counted towards their volunteer hours. It's a great experience for kids to attend because some will never get to experience this again. Outdoor schools are paid for by the State of Oregon.

There was a brief discussion by the group regarding the high number of referrals for middle school.

### **Gervais High School**

Mr. Aman reported the following.

- Welcome Doug Loiler (Vice Principal/Athletic Director).
- High school staff had a group picture taken and had the opportunity to attend an evening activity if they were able to attend.
- Shared all the professional development teachers have been working on. Some of those trainings included i-Ready & ALEKS, tribal history lessons, Danielson Framework, Oregon connections, Math curriculum, and artificial intelligence training.
- A full list was provided of what the students are learning in each subject area, which tells you that students are being hit with a lot of information every day.
- Shared that the high school had two awesome student assemblies with guest speakers. One was a Veteran from the Korean War, and the other was a migrant motivational speaker. Both speakers gave powerful speeches.
- College and career- Shared a calendar with all the field trips that are scheduled for November. The high school has never been offered as many field trip opportunities to colleges/universities before as it has now. All of this is possible through the Gear-Up grant.
- Find Your Grind program- a video was shared on "Find Your Grind," a new college career inventory purchased with Gear Up funds. It's a very attractive program that high school students like. The lessons are done through advisory, and students are already in the third lesson. The goal of this program is that every student finds a pathway to what they wish to do career-wise after high school. The data is stored, and the hope is that this program is used for 6-12<sup>th</sup> grade, so there is a path to follow starting from middle school.
- Attendance-grade checks and attendance checks weekly. There is a Blazer game that students will get to attend if they meet attendance, behavior, and grade criteria.
- Student recognition: Doing monthly recognition for the Student of the Month. There are no criteria. A teacher selects a student to be recognized, and they get a \$5 gift card.
- Attendance team-it's the biggest struggle right now. Students are being pulled in who are consistently late for school.
- Character Strong-Students can get out of their seats and talk to each other for culture building in their advisory classes.
- Shared a list of challenges and successes for the high school. Successes outnumber challenges.

There was a brief discussion by the group about student behavior (it helps to have a school officer present during lunches) and how students feel about the bond.

Ms. Stevens said focus groups are scheduled to talk to students in all buildings about how they feel about the bond. This will be shared in the December board meeting.

### **Business Manager Report:**

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

- Referenced the ending fund balance sheet for 2022-2023. It ended higher than anticipated at about \$287K more. This cushion will be very important to have because staffing needs have risen. One is the Emotional Growth room at the elementary school.
- 101 Frontier Charter Academy is higher.
- 251 (SIA) -Normally, there is no rollover because you spend and receive funds. The last two years they have asked the district to claim all of it and spend it by September of the following year. That is the reason why there is a positive balance that has rolled over to this year.
- 265-GEAR UP grant is in the negative. It's a federal grant, and the first year, the district received \$100K. The grant is seven years long. The funds were received late last year, and the spending had to be done quickly. Records in a different cycle than other grants. June 1<sup>st</sup> to August 30<sup>th</sup> is their first quarter. That is the reason why the account is in the negative because the district will not receive funding until later.
- Food Services ended with an ending fund balance of \$115K, which appears to be okay, but during COVID, our ending fund balance was in the \$400K range for 2021. The ending fund balance was \$266K in 2022. Funds are quickly being taken due to costs of items and shortages. She anticipates that there will be a need to transfer funds from the general fund to sustain that program.
- Reference page 37. Provided an ending fund balance without Frontier Charter School. It is forecast that the ending fund balance for 2023-24 will be at \$502K which is a huge difference from this year. This forecast was an estimate submitted for student enrollment. The district has 875 students enrolled. The enrollment report has been revised and sent to reflect the increase in enrollment. The district will receive more funding due to the increase in enrollment, but it is a year when the budget has to be closely monitored.
- Administrators have been advised that it is most likely that there will be a freeze on spending starting at the beginning of the new year.

Ms. Davis asked if there were any further questions.

There was a brief discussion regarding the shortage of food items.

Ms. Maria Contreras asked about the budget summary report under "other," which has a difference of \$600K (page 32 in the packet).

Ms. Davis said that she would need to look this up and provide an answer later.

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

Ms. Stevens said her board report will be covered during Action Items and Discussion Items. She wanted to share that there has been a lot of work involved with teachers. The administrators have been doing professional development with Jorie Ellis from the Danielson Framework, have done walk-throughs at the schools, and have been observing teachers in the classroom to have conversations about performance levels for that teacher, etc., to continue to calibrate and know what it looks like to have good student engagement. Administrators are learning a lot going through this process.

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

There was a brief discussion by the group that Representative Tracy Cramer will be present at the community meeting planned for December 11<sup>th</sup> and serve on the panel to explain to the community what the state can and cannot fund what she has advocated for, and why it is the responsibility of the local community to fund this type of facility needs. Ms. Stevens received an application for a new capital project from Representative Cramer's office. She will submit it for the high roof project, which will not pay for the whole thing but will pay for some. The district will know by February if funding will be awarded for the project.

There was a brief discussion that there is no need to send a letter to Representative Cramer because they are already aware of the possible consolidation if the district closes. It was also discussed that there will be a voter registration table at every event the district holds to register more voters. Chromebooks will also be available to register online or to check to see if the individual has already registered to vote. Individuals can register up to the end of April for the May elections.

## **7.0 CONSENT ITEMS:**

### **7.1 Approve**

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

Ashley Cunningham, Elementary Special Education Instructional Assistant

Evdokia Gostevskiyh, Afterschool Childcare Worker

Becky Hilton, High School Part-Time Secretary

**Extra Duty:**

Sarah Orschel, GHS Yearbook Advisor

Noel Vasquez, Middle School Boys & Girls Basketball Coach

Steffani White, GHS Girls Head Basketball Coach

**7.2 Approve  
Contract Change / Renewal:**

**Recall:**

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

Jesse Geddes, Elementary Teacher

Annalee Martinez, Elementary Instructional Assistant

**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.

**Discussion:**

Ms. Stevens pointed out a revised consent agenda for approval.

**Motion:**

There was a motion made by Director Ana Contreras and seconded by Director Jones that the Gervais School District #1 approve the Consent Items listed en masse. The motion passed 5-0.

**8.0 ACTION ITEMS**

**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

**Director**

**Discussion:**

Director Bustamante asked if anyone had any questions regarding the policies.

Director M. Contreras asked why there is language on the local wellness policy about the PE minutes if the district does not have the time to meet for 150 minutes.

Ms. Stevens said that the district is not able to change the policy because it is based on law, but what the district can do is acknowledge on Division 22 that the district is not able to meet those minute requirements.

**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 policies EFA, GCBDA/GDBDA, GCBDF/GDBDF, LBE, and LBEA. The motion passed 5-0.

## **8.2 Policies for Deletion**

EFA-AR: Local Wellness Program

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

### **Discussion:**

Ms. Stevens said that IGBBA-AR is being deleted because the district already has adopted KL-AR for the complaint procedure and the talented and gifted complaint procedure is already embedded in it.

### **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 the deletion of policies EFA-AR and IGBBA-AR. The motion passed 5- 0.

## **8.3 Approve Growth Goals as Presented at Last Board Meeting**

### **Discussion:**

Ms. Stevens said these goals were presented at the last meeting, but she must provide an opportunity for comments on the goals which are now ready for approval.

### **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 growth goals as presented at the last board meeting. The motion passed 5- 0.

## **8.4 Facility Improvement Measure**

### **Discussion:**

Ms. Stevens said that if the board did not feel comfortable taking action tonight regarding the facility improvement measure, that could be postponed to December. She explained that McKinstry made this proposal. They are a consortium pricing organization. They are our “broker” because they go out to bid for the work and take the best bid. Currently, there is \$500K in ESSER funds saved to be used for an HVAC upgrade. Last month, information was provided on the cost of HVAC for the elementary. The amount was significantly more than \$500K. That is when she asked McKinstry to provide an estimate for the high school gym for a higher building capacity than 225. The current 225 capacity felt inadequate since the gym gets full during special events. An additional 50K would be added to the cost range (minimum to maximum) if the occupancy capacity doubles. If we install AC, we want at least the occupancy capacity. The preliminary bid/estimate was a minimum cost of \$632K and a maximum cost of \$772K for the 225 capacity. The ask was to double the capacity, which increased the maximum to \$822K. The cost of out of pocket for this option would be \$182K-\$322K if there is no bond. A decision must be made soon, especially when there is a shortage of supplies, and ESSER funds must be spent by September of the coming year. Any work done before the bond passes could be reimbursed if it's included in the bond package. If the bond does not pass or you decide to do nothing. If the board chooses to do nothing, the district must pay \$75K for the design costs and \$200K for a cancellation fee. If the bond does not pass, we will be out \$275K with nothing to show. It could be decided, regardless of whether the bond passes, that we will put in the air conditioning equipment. That equipment would go for whatever district takes on that building if the district consolidates. The district has monies that can be spent: \$1.16M from FCA money, \$640K building proceeds funds, and \$417K from excise tax.

Director Toran thought that this discussion had already taken place.

Director A. Contreras says that if the board moves forward with this option, it will get a lot of pushbacks from the community. She said that she prefers more time to think about this proposal.

Ms. Stevens said that in the Need's Facility Assessment, HVAC in the gym was brought up as a necessity. Any money invested in HVAC will reduce the amount of the bond going toward this project and could be put towards something else, such as cafeteria space. She reminded the board that once you start ripping apart the buildings, all sorts of problems could arise. It is common knowledge that the cost runs more than what you have. Using the \$500K frees up more money in the bond to do other projects. She wanted to clarify that there was a prior discussion, but it was connected to the elementary HVAC.

Director A. Contreras repeated that she wanted to be transparent with the community.

Ms. Stevens said that the district did pull staffing out of the ESSER account because we did not want to be in the same situation that other districts are in terms of inflation cliff. She said the forecasted ending fund balance for the end of this year will be low. The board can put back staffing into ESSER funding, which is allowable to preserve more of the general fund.

Director M. Contreras says that it makes sense. If this bond does not pass, why are we going to put air conditioning in this building for the next two years if we can spend it on funding for staffing costs? Then, the general fund will be higher.

Director A. Contreras would like to wait for a decision.

Ms. Stevens said that Caryn and she would prepare different scenarios to see how that would look and share them at the December board meeting.

There was a brief discussion by the group that it is best to wait to get the different scenarios to make a better financial decision for the district.

## **8.5 Approve Letter to Business Partners & Farmers**

### **Discussion:**

Ms. Stevens said that Representative Cramer would be at the meeting, and it was Representative Cramer's idea to do a panel to tell the story of Gervais and why it's important to learn about the different perspectives and the financial components. Representative Cramer will talk about what she has done for the district. Rebecca Stucker will discuss facilities assessment, and Gil Miller (general manager for a local construction company) will discuss the difference between residential and school property construction. Ms. Stevens said the revised letter would go to farmers and business partners.

### **Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approve the letter to business partners & farmer partners as shown on the agenda. The motion passed 5- 0.

## **8.6 ELD K-5 Curriculum Postponement**

### **Discussion:**

Ms. Stevens said that when you pilot the curriculum the district has to get approval from the board for postponement because you do not know whether the pilot will work, but it was not on the agenda last month. That is the reason why it is up for approval today. Bonny Atwood gave a presentation about this back in May.

### **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 the ELD K-5 curriculum postponement. The motion passed 5-0

## **8.7 Letter for Seismic Grant**

### **Motion:**

There was a motion made by Director A. Contreras and seconded by Director Toran that the Gervais School District #1 Board of Directors approve the letter for the seismic grant as shown on the agenda. The motion passed 5- 0.

## **9.0 DISCUSSION ITEMS**

### **9.1 Policies First Reading**

BD/BDA: Board Meetings

Ms. Stevens said that this policy is going for first reading and that if there are any questions, we have until December.

## **9.2 School Board & Superintendent Agree on Evaluation Process**

Ms. Stevens said it is now time to start the superintendent's evaluation process. In the past, the board chose to have Kristen Miles from OSBA facilitate this process. Ms. Stevens asked if the board would like to do the same for this year.

The group agreed to use OSBA services for the superintendent's evaluation process this year.

## **9.3 Update on Equity Goal Number Two Presented by Dusty Price & Andrew Aman**

Mr. Price reported that the Equity Committee group comprises the same members that were in it last year. He said it's a phenomenal group that brings different perspectives and collaborates with different ideas. The next piece after creating the equity lens is what is the next step. The Equity Committee's goal this year is to use the equity lens by taking it to different groups in the district to provide ongoing professional development for staff about cultural education. Get feedback from families on how inclusive the district has been in their experience. Since the professional development is in full, the committee decided to do cultural education videos to learn from students where they come from, how their experience has been, and if they feel visible in school. These videos will help us appreciate families more. The other goal is to reintroduce the lens to all to become familiar with those questions that will always be in mind. The equity team will facilitate it, and the different groups will be able to use it. There will also be a survey with about four open-ended questions that will be asked to a diverse group of families in the district to gather data and find out where our gaps are concerning inclusivity.

## **9.4 Bond Update**

Ms. Stevens said the next community engagement meeting is scheduled for December 11, 2023. A flyer will go out to farmers and community stakeholders to invite them to the meeting. On the 12<sup>th</sup>, the Russian engagement meeting will happen via ZOOM and in person. She also has a student-focused group scheduled to get students' input. She is consistently getting updates from Rebecca Stuecker to update costs. There were five roofing contractors looking at the high school roof to have solid numbers for the costs. The elementary roof has a new leak discovered with the first rainfall. She indicated she wants to ensure the district has the right numbers connected to the projects. All this information will be updated so parents can easily review and provide input on what is a priority for them regarding the projects. More walk-throughs will be planned, and more listening sessions in January and February. In January, you will get more specific data. Flyers are being prepared to be sent out to all parents and registered voters with more information.

## **9.5 2023 Data Update**

Ms. Stevens provided the following data regarding the state report card (keeping in mind that not all data has been released).

- Shared demographics of the students the district serves.
  - o Enrollment numbers.
  - o Percentages of the different categories of students the district serves.
  - o Free and reduced lunch percentages.
- Breakdown of staff districtwide, including administrators, teachers, support staff, etc.
- At a glance profile for the whole district; data included regular attenders, math percentages, on track to graduate, on-time graduation, and five-year completers.
- Shared comparison data before COVID for 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup>-grade language arts data, 8<sup>th</sup>-grade math, on-time and on-track graduation, class sizes, Science, and declining enrollment numbers.
- Comparison Data for middle: class size, regular attenders, English language arts, math, science
- High school
  - o Classes are down.
  - o Regular attenders
  - o On track to graduate (does not include Samuel Brown)
  - o 97% on-time graduation-higher before COVID
  - o High school completers
  - o College-going numbers
- Shown data with Samuel Brown embedded in Gervais High School data. It was a wise decision to convert Samuel Brown into the alternative option.

Ms. Stevens said that after going through the data, you can see what lack of funding does to student education. The only reason why the district was able to purchase curriculum and other things is because of SIA funds.

## **9.6 Sick Leave Bank Policy Update**

Ms. Stevens said the sick leave bank policy does not require any action tonight from the board because it's just a draft. As a reminder, this was one of the elements of the collective bargaining agreement with the classified staff, but we wanted to offer it to all, not just the classified group. This option will be on a volunteer basis, and staff will not be required to participate. The purpose of this is to bridge the gap in times of serious illness. Ms. Stevens asked the board to review the policy and send her any questions. This could go as an action item for December's regular session.

#### 10.0 FUTURE AGENDA ITEMS

Director Bustamante adjourned the Regular Session at 8:29 p.m.

#### 11.0 ADJOURN

##### 11.1 Adjourn Regular Session

Director Bustamante adjourned the Regular Session at 8:29 p.m.

**APPROVED**

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Board Chairperson

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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.**

# Monthly Administrator Report for GSD School Board

**Date:** December 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	369

Grades	Beginning-of-Year	Current	Grades	Beginning-of-Year	Current
Kindergarten	67	66	3 <sup>rd</sup> Grade	54	55
1 <sup>st</sup> Grade	75	72	4 <sup>th</sup> Grade	66	60
2 <sup>nd</sup> Grade	59	54	5 <sup>th</sup> Grade	61	62

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

- **Student Attendance:** “For the first quarter of the school year (Sep. 6th- Nov.7th) We had 227 students who attended school 90% of the time or more. We celebrated those students with a dance party on November 17th. There were fun lights, glow sticks and fun music. During our student recognition assembly we recognized 57 students who had perfect attendance for the first quarter. We also recognized 12 students who have already improved their attendance from last year. We wanted to capitalize on the fact that they have improved this year and hope that momentum will continue the rest of the year.” -Kalynn Dees (assistant principal)
- **Reading Intervention:** “The HIVE will begin our middle of year testing just before winter break. During this testing window, the team will assess all students kindergarten through fifth grade. The assessments vary depending on grade and skill level. We test students’ phonological awareness, decoding skills and oral reading fluency. These MOY assessments, in addition to the iReady diagnostic, help us to monitor student growth, evaluate program effectiveness and make instructional decisions for individual students. Depending on the testing results, we plan to begin one on one tutoring with kindergarten students who need an extra boost with learning letter names and sounds. This unfortunately may mean that we will need to discontinue our one on one tutoring with our first graders, but if it’s at all possible we’ll try to accomplish both. It’s so incredibly important to make sure that our youngest students are meeting the foundational skills standards in order to be on track towards third grade reading proficiency.” -Cindy Smith (Reading specialist)
- **ELD Intervention:** “In addition to developing the ELD science curriculum with the STEAM Coordinator, the ELD team has been using Flashlight360 as an assessment tool for speaking and writing. It provides us with important variables so that we can create speaking and writing goals for each student. We also use the data to help us understand why a student may or may not be achieving in one or both areas. Not only does Flashlight360 provide students with feedback, but we use this to forecast how a student may do in speaking and writing on ELPA.” -Mercedes Cruz (ELD Specialist)
- **Functional Learning Center (FLC):** “In the FLC, we have been really focusing on our routines, sitting quietly with hands to self, and listening when someone is talking. Most recently, we attended the K-2 attendance reward assembly, and all were able to sit through the assembly without disruption! This is a huge success, especially when compared to the beginning of the

year. We are very proud of the progress that students have made!” -Susan Smith (FLC Classroom Teacher)

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

- We had a wonderful GES Family BINGO Night on November 7 with good snacks and lots of fun prizes. Families came home with science kits, Legos, Barbies, board games, card games, toys, pop-it backpacks, blankets and more. We had a great turnout and students were really excited to play. So glad we can gather together as a community in our school. There is a real sense of family at GES.
- We had a GES student recognition assembly on November 17 to honor students from each class that have been shining examples of respect and hard work. We also celebrated students with amazing attendance. Afterwards there was a glow-in-the-dark dance party for our regular attenders (at least 90%). It was fun to recognize the wonderful work that our students are doing and appreciate all the families that were able to come join us. It is so critical that students come to school everyday. The #1 indicator for success...is showing up!

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

- YouthTruth is a non-profit organization that develops these anonymous surveys for schools across the country. We encouraged GES families to complete a 15-minute survey to help us know how to improve our school. We emphasized to families how important their feedback is to us. We love our students and really want to better serve and support them. We will be analyzing these survey results when they are released and discussing them as a staff to see how we can be more supportive and responsive to our families.
- The Marion and Polk Early Learning Hub just announced that the Dolly Parton Imagination Library is now available to families in Marion County so we have been working hard to share and promote this opportunity with families in the community. This provides free, high-quality books for children from birth to age five, no matter their family’s income. This is a great opportunity to get more books for our children and to help them to learn to love reading. As we sit with our children and read books with them (or just turn the pages and tell stories), it helps them have positive memories reading with family. Helping our kids be readers sets them up to be successful lifelong learners.
- Fox12 came to GES on November 24 to film a news story Classroom of the Month for November 2023 that highlights Katie Ritoch's 1st grade classroom. The Oregon Freemasons donated \$1,000 in classroom materials and supplies. This news story is a great tribute to a very dedicated GES teacher. It was very touching to see and hear the Fox12 news crew and Oregon Freemasons (several of them GHS grads) talk about the impact that educators have in our community during their 2-hour visit. We appreciate GES staff for the amazing work that they all do!

# **Monthly Administrator Report to Board**

Gervais Middle School

December 2023

Toni Johnson, Principal

## **I. Enrollment:**

- As of Monday, December 4, 2023
  - 6th Grade - 66 Students
  - 7th Grade - 53 Students
  - 8th Grade - 62 Students
  - Total = 181 Students

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

- **November Student of the Month for Integrity -**
  - Nex Shelton, Ernie Alvarez, Felicity Gillette, Bryan Vera, Leslie Bazan, Lili Gomez, Jennifer Juan, Tasia Kraskov, Sophia Villegas, Susana Martushev, and Rosa Ramirez.
- **January will be: Perseverance and Academic Ace**
- **We will not have a student of the month or Academic Ace for December - The month is too short.**
- **“Donut Be Absent” -**
  - Trying to reinforce the importance of being in school.
  - We gave out 70 donuts on the last day of November to students who had one excused absence and 2 or less tardies for the month of November.

## **III. Major Referrals for November:**

- Total Referrals = 9
- State Reportable = 5

## **IV. Middle School Activities:**

- Girls Basketball started. We have 15 girls cleared to play basketball.
- Boys and Girls Wrestling started. We have 14 students cleared to wrestle (10 boys and 4 girls).

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

- First Friday of each month is an all school assembly. This is when student of the month and Academic Ace are announced.
- On Nov. 17th we had an “Extra Special Fun Friday” for students with all ‘A’s or ‘B’s and passing homeroom up to this point in the school year.
  - It was held in the gym: music, snacks, soda, and prizes

## **VI. Counseling Info.**

- In November the counseling department finished going into each of the homeroom classes to talk about Rumors and Gossip. What is the difference and how they can both affect other people. The students really like it when Fenya and Aloha go into the classes for mini lessons.
- The next subject will be concerning Social Media



## Gervais High School Board Report

**GHS**

**December 2023**

### Enrollment

9<sup>th</sup> = 83 (-1)      10<sup>th</sup> = 80 (-3)      11<sup>th</sup> = 70 (+1)      12<sup>th</sup> = 88 (+1)      TOTAL = 321 (as of 12/4)

### Discipline (# of Student Behavioral Referrals)

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

### Attendance (as of 12/4)

<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%	88%							

### Actions / Planning

- We have created a new “reward” system in which teachers are handing out 5 Golden Tickets each week for students to be entered into a drawing for doing positive things (attendance, increase in grades, doing good deeds, etc.)
- Staff have signed up for giving needing students Christmas gifts this holiday season.
- Dandy and Admin visited all 3 schools to perform observations in classrooms to better support the alignment of the Danielson framework regarding Student Engagement.
- We are revamping our 8<sup>th</sup> period and inviting necessary students to attend to help them increase their grades.
- Our Advisory classes are off and rolling! Students are using this period for career exploration, character building, SEL support and grade checks.
- Our GED Program is up and running!
- Dandy and a Bond representative met with approximately 15 students to discuss the upcoming BOND to gain insight as to what exactly students thought of their school.
- We are beginning to incorporate more Oregon Connections to increase the career exploration of our students.
- We are forming a 9<sup>th</sup> Grade on Track committee to better support our Freshmen.
- Adelita Ruiz has stepped in to assist as Teacher for ELD. We are hoping to hire a new ELD Teacher soon.
- We are in the process of hiring an ELD IA.
- We had a Christmas “White Elephant” event at Route 99 on 12/6.
- Teachers have had their first ER Wednesday to review data for attendance, current grades, behavior, and on-track to graduate to apply necessary interventions to support students.
- We continue to host monthly Student of the Month assemblies.
- After school enrollment in Homework Club and PAWS 8<sup>th</sup> period is improving – we are beginning to invite athletes to join to become eligible for athletics.
- We are on our second round of meeting with struggling students at WCA to find out how to best support them for success.
- GHS hosted a Christmas Tree Takeover to raise money for clubs and student groups.
- 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.
- We are planning trainings on incorporating AVID strategies to support our work on Student Engagement.
- Doug and Andrew have been pulling students in every morning to assign detentions for being late to school.
- Our Student Support Team is running smoothly – meeting weekly.

- GHS Leadership Team had their 3rd 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
- We are hosting our 3<sup>rd</sup> Student of the Month assembly – handing out certificates and gift cards – each teacher chooses a worthy student for this award each month.
- We are forming a 9<sup>th</sup> Grade on Track Committee to better support our Freshmen.
- All Youth Truth surveys are completed.
- Embedded Honors will be reviewed and discussed in Advisory classes. The criteria for Seniors is 5 credits.
- A number of our Seniors are starting to apply to universities and colleges.

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

- Andrea has been having lots of meetings with Seniors to go over transcripts, prep for college apps, complete college apps, and upload all necessary documents to the Common App portal, including writing letter of recommendations.
- We took 27 students to Portland State University for their all-day Bridges event where they got tours, great meals, learned from different departments on campus, attended a campus programs and resources fair to learn about many of the opportunities that PSU has to offer.
- We hosted College Application Week:
- Senior Taking Care of Business Chemeketa Field Trip – Tour, Applied to Chemeketa, Applied for FSA ID's, ate lunch
- College Application Day – 26 Seniors spent time with us in the library to work on and submit college applications. While there some students even got notified of being accepted to colleges that they had applied to earlier in the month.
- Finding Fund Night – sponsored by ASPIRE and College Goal Oregon – we hosted dinner and 2 sessions, one in English and one in Spanish, for families to learn how to pay for college through grants and scholarships.
- We continue to have Industry Tuesdays and this month we will have:
- Phil Iverson Law on 12/5Colleges continue to reach out to come to speak to our students – in November we had WOU present and they also provided a application workshop, this month Oregon State University's Engineering program will be visiting to present about their program.
- Our Social Media (Facebook and Instagram) continue to grow and we get statewide recognition from Oregon Goes to College, Oregon GEAR UP and ASPIRE.

### **Counseling News**

- Laura will be closing out my regular 1:1's for winter break and am providing a list of MH resources students use during break or refer to later if they are ever in need of it.
- Laura will be taking her Intuned, social/emotional group to the Lloyd Center-for ice skating team building.
- Fenya and Laura were able to stock up with shoes for GMS/GHS students from the rack shoe store.
- Nurse Courtney and Laura are attending a live virtual body image summit, in hopes we can gather information retained to develop informational sessions for students who are experiencing eating disorders symptoms.
- All existing 504 reviews have been completed, there's a continued request for new eligibility.
- We will be taking a group of students to volunteer at Project Joy – organizing gifts for foster families.

### **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.
- We had some staff and students volunteer at a local Christmas Tree Farm – 40% of the profits went to GHS.
- Community Service hours requirements are back – we will be working with many local organizations to provide opportunities for students – if you know of any please let Andrew or Ken know.

### Trainings/Workshops/Conferences

- Andrew attended a 9<sup>th</sup> Grade on Track Community of Practice on 11/30
- Andrew attended a COSA Law Conference on 12/6
- Sofia Garcia is a part of a mentoring program through WESD.
- Andrew is encouraging staff to sign up for all PD opportunities through WESD.
- Andrew continues to attend the Willamette School Improvement meetings monthly.
- Some new teachers will be attending an EnVoy training this coming year.

### Senior News

- Seniors are very active in planning for post-high school.
- See the pics of our awesome College and Career Center, as well as the Bulletin Boards we have around GHS promoting post-high school plans for Seniors!



### Willamette Career Academy

- Becki Lader and Andrew are having a second round of meetings with students who are struggling at WCA this month to support them.

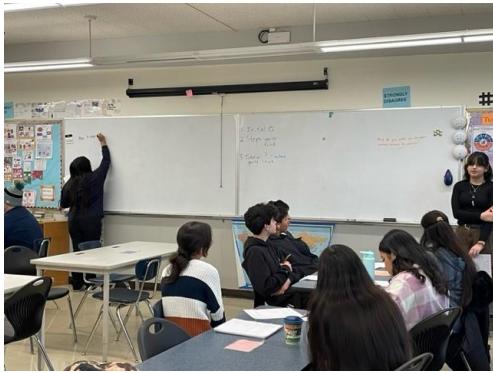
### Leadership News

Leadership has been busy planning and executing our Student of the Month Assemblies. We also have been starting to work on Prom, tentatively scheduled for Saturday, April 20. We also have a fun Winter Spirit Week coming up the week before break. We have been working on ways to come together and be productive leaders when we don't all have the same vision. We enjoy the moments that we have to talk with each other and learn about each other in a causal way. One of the fun activities we did as a class was our "Friendsgiving" potluck that we had the last day before Thanksgiving break.

### AVID News

- The combined AVID 9 & 10 class have just started running their tutorial groups, where they work through difficult problems from other classes and get help from peers.
- Out of the 22 AVID seniors: 17 have applied to at least one college or post-secondary program. so far.





### Athletics

- Doug has been actively working on all Athletics!
- Basketball Season is happening!
- Wrestling Season is happening!
- GO COUGARS!

### Wellness

- Fall Walker Tracker is coming to an end Dec. 8th! We have 76 participants, top three participants are Luz Flores, GES, Anai Periz, GMS, and Norma Guzman, GHS.
- The Wellness Committee is putting on a Coffee/Tea/Hot Chocolate Bar for all of the staff at each of the buildings for a Holiday pick me up.
- Next month we will be doing a New Year Wellness Bingo!

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

- Our GED Program is up and running!

# Monthly Administrator Report For Gervais School District Board

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**Date:** Dec 2023

**Department of Student Services and Federal Programs**

**Administrator:** Dr. Helms

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

- Unified Basketball is scheduled to begin in January '24! We're already scheduled to play games against Silverton High School, Wilsonville High School, and two weekend tournament games, and we're looking to schedule at least one home game sometime in mid-February. Coaches: MaKesha Bizon (GES Physical Education teacher) and Andre Brown (GHS Student Success Advocate).
- The 2023 December Child Find Census was submitted on-time. A big thanks to Kristin Camat (GMS Case Manager) for organizing and submitting this critical report each year.

## **2. English Language Development**

- The ELD Department is currently evaluating the "Latino Family Literacy Project," which is a program that specializes in staff development for parent involvement with English Learners. One of the primary emphases of the program is the use of bilingual books to address the literacy strengths and needs of the family/community while promoting adults' involvement in their children's education. Given all the positive momentum we are experiencing in our ELD classrooms, leveraging strategies that may increase increased involvement and "buy-in" at home will only increase both the short- and long-term success of our ELs.

## **3. Early Learning**

- Recently, a new fence was installed around the Preschool buildings and play area and it looks great! This was done using grant money and it enhances the safety of our preschool students when they are outside playing.
- Preschool teaching staff continue to receive specialized professional development training and they will be taking an entire day in late January '24 to work with trainers from the Childcare Resource & Referral (CCR&R) group of Marion, Polk & Yamhill Counties. We are excited to be on track to earning our first stars with the SPARK Notebook system this year, which is the statewide recognition and improvement system for early childhood care and education programs.

## **4. Student Health + Counseling Grant:**

- This district was recently awarded a \$75,000 grant from the Willamette Health Council. There are four primary goals of the grant:
  - (1) connect our community members with information and resources in ways that currently do not exist in our health care-desert community.
  - (2) address mental health needs for students at a deeper, more targeted, and more strategic level.
  - (3) create a dynamic substance abuse awareness campaign in our schools, notably our middle and high schools, through targeted messaging and other mechanisms that are consistent throughout the entire year.
  - (4) secure a social-emotional curriculum and supplements to it that students find formative, memorable, engaging, and effective.

The S.T.A.R. Team, in partnership with Ms. Courtney Utter, RN (GSD Nurse), is excited to begin the strategic work of these goals, particularly how they will guide and inform our work with GSD Strategic Goal #1: *The district will promote social and emotional growth, support the mental well-being of all, and create an environment of empathy and respect.*

*\*There is nothing applicable to report from the following departments: Federal Programs, 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.*

Gervais School Board Meeting  
**December 2023**  
Food Service Report

Contact Information:  
[melinda\\_fitz-henry@gervais.k12.or.us](mailto:melinda_fitz-henry@gervais.k12.or.us)  
503-792-3803 ext. 5050



### Community Eligibility Provision (CEP)

The United States Department of Agriculture (USDA) has approved using Medicaid data eligibility in determining CEP. Oregon received a waiver on November 30, 2023, for a one time only mid-year election, or renewal. This allows any district to use October 1, 2023 enrollment data to calculate their Identified Student Percentage (ISP) adding the Medicaid data.

This would need to be completed by December 30, 2023. The district may also elect to not do a mid-year election and wait until the spring election for the 2024-25 school year.

Gervais School District will be participating in the mid-year election.

For the 2023-24 school year Gervais has a 76.72%, with the Oregon Student Success Act (SSA) contributing additional funds to reach 90%. funding for school meal.

### Pandemic EBT (P-EBT)

The Pandemic EBT program, which has provided assistance to our families for the last few years, has come to an end. This program has been very beneficial in keeping our students fed through the challenges brought on by the pandemic.

The USDA is also providing administrative funding to Gervais School District for the extra work during the Summer 2023 P-EBT card distribution.

### Food Service Director Activities

February 8, 2024:  
Commodity & New products Show:  
Camp Withycombe, Clackamas, Oregon

March: 15 & 16, 2024  
Oregon State Nutrition Association (OSNS) State Conference  
Salem, Oregon

## Technology Board Report – December 2023

### Pikmykid

The student dismissals using Pikmykid at GES have been going well. Staff began using the system last week and parents are being requested to install the app to streamline student dismissals. The implementation process for that module is now complete and was very thorough and professional. GMS is now looking to implement the electronic hall pass module of Pikmykid, and we are preparing for the implementation of the emergency notifications module (to replace CrisisGo) with a look at updating and better-defining our district emergency procedures.

### Environmental Sensors

As a reminder, the thirteen Halo environmental health and safety sensors have been ordered to monitor Carbon Dioxide (CO<sub>2</sub>), particulate concentrations, humidity, Volatile Organic Compounds (VOC), and Nitrogen Dioxide (NO<sub>2</sub>) in the air. In coordination with the sensors, eleven AI-powered cameras will be paired with the sensors to automatically email video of persons entering and leaving the area when certain detections occur. Placement will be in student bathrooms and locker rooms at GMS and GHS.

### Copier Refresh

New Canon copiers will be delivered over winter break to replace the copiers in the staff workrooms and offices at GES, GMS, and GHS.

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

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

We took advantage of Thanksgiving break and were able to complete some projects without students here and continue to work on the work requests that are submitted; completing 81 new requests this month.

With the rain we have already had some damage, but we are making sure to check our spaces often to catch water damage as soon as possible.

We are continuing our conversations with the city to fix the drainage issues in front of the elementary school and the entrance to the parking lot at the preschool.



**Projects:**

Updated software for key card entry for all the buildings.

At the elementary school we remodeled a de-escalation room, moved the assistant principal's office, and set up a new classroom.

GMS received several replacement bulletin boards, and they were mounted for them.

The walking path has an additional 1/3 mile of chips spread and ready for the public to use.

New shot clocks were installed in the HS gym ready to use, painted the VP/AD office, and moved a wall to expand athletics storage space.

Our tents have been sold and removed.

Viewing windows installed in the exterior doors at the preschool, along with a new fence around the play area.

Add de-escalation room in preschool

**Upcoming projects:**

Ongoing cleaning and upkeep of 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.

Curtain in lower gym to divide space.

Repair roof leak damage at elementary

Divided district bathroom

## Business Manager Report

**School Board Meeting – Dec. 14, 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

## Report Comments:

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

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

## Key Financial Comments:

### *Financial Reports:*

- The General Fund Financial Projection by Object report was not calculating correctly and will not be included in my reports. Once those kinks are worked out, I will bring the correct report with me to the board meeting.
- In the Budget Summary – All Funds report, we have Local Sources for this period at \$2,812,047. This accounts for the local property taxes, due to the county in November, and forwarded on to the district during this month. We normally receive the bulk of our property tax collections in November. We will continue to see much smaller numbers for the remaining months of the fiscal year.

## Consent/Action Items:

None

# Gervais School District #1

## Budget Summary - All Funds For the Period 11/01/2023 through 11/30/2023

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	\$2,812,047.86	\$3,348,954.82	\$2,098,674.14	\$0.00	\$2,098,674.14	38.5%
State Sources (+)	\$16,324,045.46	\$1,101,708.68	\$6,575,906.67	\$9,748,138.79	\$0.00	\$9,748,138.79	59.7%
Federal Sources (+)	\$2,550,877.95	\$120,270.91	\$348,505.89	\$2,202,372.06	\$0.00	\$2,202,372.06	86.3%
Transfers (+)	\$634,720.00	\$0.00	\$559,720.00	\$75,000.00	\$0.00	\$75,000.00	11.8%
Other (+)	\$4,589,013.29	\$0.00	\$5,389,583.28	(\$800,569.99)	\$0.00	(\$800,569.99)	-17.4%
Sub-total : -	\$29,546,285.66	\$4,034,027.45	\$16,222,670.66	\$13,323,615.00	\$0.00	\$13,323,615.00	45.1%
Total : INCOME	\$29,546,285.66	\$4,034,027.45	\$16,222,670.66	\$13,323,615.00	\$0.00	\$13,323,615.00	45.1%
EXPENSES							
-							
Instruction (-)	\$14,742,385.66	\$1,067,190.57	\$4,525,664.87	\$10,216,720.79	\$8,252,596.71	\$1,964,124.08	13.3%
Support Services (-)	\$7,689,949.58	\$770,398.89	\$2,795,251.59	\$4,894,697.99	\$3,063,263.59	\$1,831,434.40	23.8%
Enterprise & Community (-)	\$1,078,236.78	\$93,341.66	\$325,735.15	\$752,501.63	\$652,384.47	\$100,117.16	9.3%
Facilities Acquisition (-)	\$1,309,458.43	\$0.00	\$0.00	\$1,309,458.43	\$0.00	\$1,309,458.43	100.0%
Transfers (-)	\$634,720.00	\$0.00	\$559,720.00	\$75,000.00	\$0.00	\$75,000.00	11.8%
Debt Service (-)	\$1,750,785.21	\$0.05	\$67,500.25	\$1,683,284.96	\$0.00	\$1,683,284.96	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)	(\$1,930,931.17)	(\$8,273,871.86)	(\$21,272,413.80)	(\$11,968,244.77)	(\$9,304,169.03)	31.5%
Total : EXPENSES	(\$29,546,285.66)	(\$1,930,931.17)	(\$8,273,871.86)	(\$21,272,413.80)	(\$11,968,244.77)	(\$9,304,169.03)	31.5%
NET ADDITION/(DEFICIT)	\$0.00	\$2,103,096.28	\$7,948,798.80	(\$7,948,798.80)	(\$11,968,244.77)	\$4,019,445.97	0.0%

End of Report

Operating Statement with Encumbrance

# 2023-2024 Gervais SD 1 | All Funds Financial Overview

## YTD Overview - Revenue November 2023



### General Fund(s)

#### YTD Local Sources

**78.29%** of Budget

Prior Year YTD: 75.16% of Actuals

#### YTD State Sources

**47.41%** of Budget

Prior Year YTD: 49.60% of Actuals

#### YTD All Sources (except 5400s)

**53.61%** of Budget

Prior Year YTD: 54.90% of Actuals

### Special Revenue Funds

#### YTD Local Sources

**29.58%** of Budget

Prior Year YTD: 44.21% of Actual

#### YTD State and Federal Sources

**7.43%** of Budget

Prior Year YTD: 15.03% of Actuals

#### YTD All Sources (except 5400s)

**13.91%** of Budget

Prior Year YTD: 23.00% of Actuals

### Debt Service Funds

#### YTD Local Sources

**29.91%** of Budget

Prior Year YTD: 29.34% of Actuals

#### YTD All Sources (except 5400s)

**42.14%** of Budget

Prior Year YTD: 40.81% of Actuals

### All Funds

#### YTD Local Sources

**61.48%** of Budget

Prior Year YTD: 61.16% of Actuals

#### YTD State & Federal Sources

**36.76%** of Budget

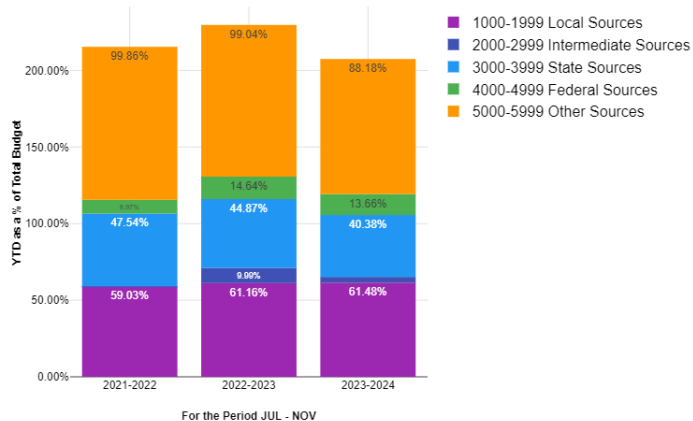
Prior Year YTD: 42.09% of Actuals

#### YTD All Sources (except 5400s)

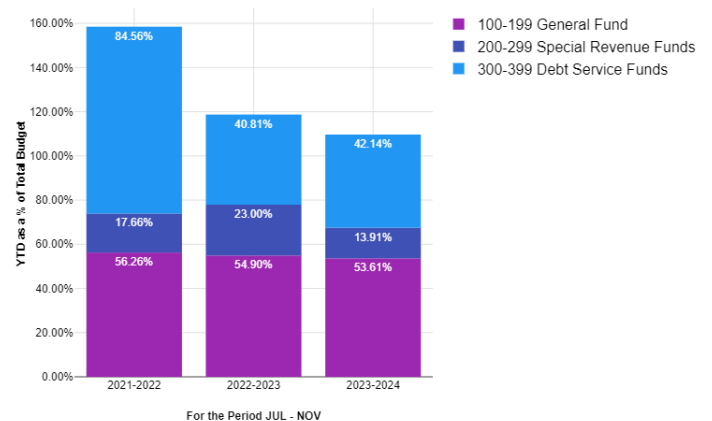
**43.41%** of Budget

Prior Year YTD: 47.76% 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 November 2023



#### General Fund(s)

YTD Salary and Benefits

**30.65%** of Budget

Prior Year YTD: 28.95% of Actuals

YTD Purchased Services

**36.40%** of Budget

Prior Year YTD: 49.57% of Actuals

YTD Other Expenses

**25.98%** of Budget

Prior Year YTD: 74.66% of Actuals

#### Special Revenue Funds

YTD Salary and Benefits

**23.29%** of Budget

Prior Year YTD: 31.95% of Actuals

YTD Purchased Services

**28.01%** of Budget

Prior Year YTD: 18.05% of Actuals

YTD Other Expenses

**22.27%** of Budget

Prior Year YTD: 39.23% of Actuals

#### Debt Service Funds

YTD Other Services

**3.86%** of Budget

Prior Year YTD: 7.35% of Actuals

YTD All Other Expenses

**\$0** of Budget

Prior Year YTD: 0.00% of Actuals

#### All Funds

YTD Salary and Benefits

**28.66%** of Budget

Prior Year YTD: 29.72% of Actuals

YTD Purchased Services

**35.50%** of Budget

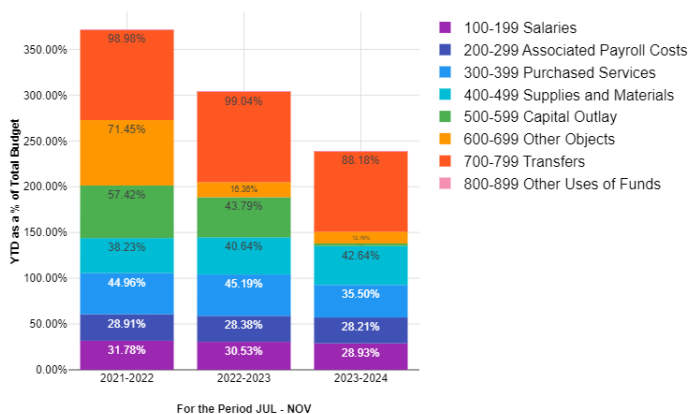
Prior Year YTD: 45.19% of Actuals

YTD Other Expenses

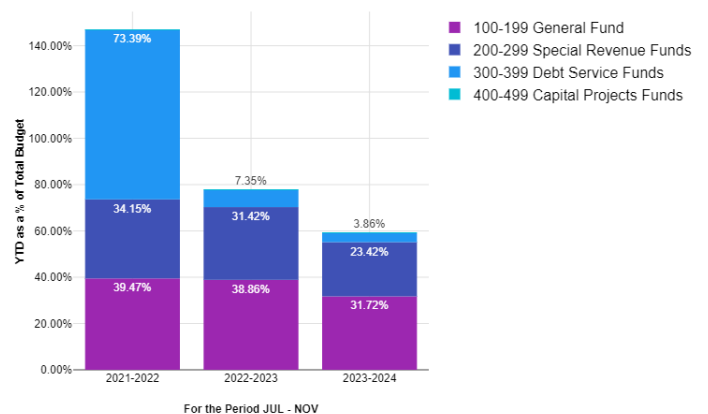
**19.96%** of Budget

Prior Year YTD: 37.21% of Actuals

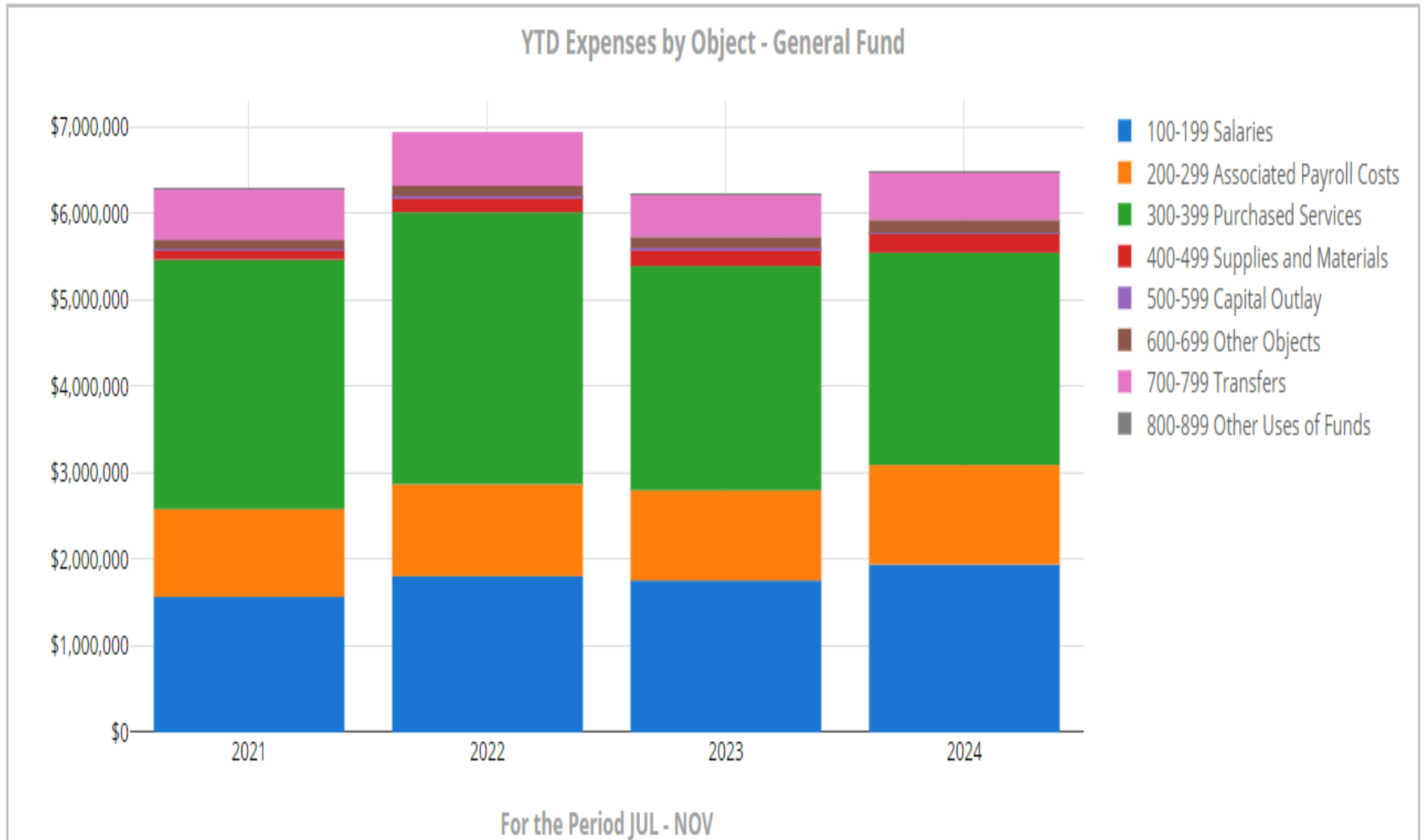
All Funds YTD Expense as Percent of Budget by Objects



All Funds YTD Expense as Percent of Budget by Major Fund



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





#### Sick Leave Pool Committee

This is an action item. I had an additional meeting with the committee right after the board meeting last month. I also met with the licensed association on Monday, Dec. 4<sup>th</sup>, to provide them an opportunity to give additional feedback. They shared the draft document with other staff and there have been no changes since we presented the draft document at the November board meeting. Once the board approves the new process, Caryn and I will begin to finalize documents/applications and other paperwork so that when staff returns after the first of the year, we are ready to begin enrollment.

#### Updates

I attended the COSA Law Conference this week (Wednesday thru Friday) in Eugene. There were several updates with regard to bargaining and the ramifications of the Portland School District teachers' strike. People involved with Salem/Keizer bargaining are not hopeful that they will be able to avoid a strike which could begin in late January. You may have heard Gov. Kotek release a statement calling for a revision to the state funding formula and a possible minimum statewide salary schedule. I have no idea how this may impact our district at this time but since we do bargain with the teachers this spring I will continue to seek additional insights to help position the district as we move into bargaining.

The Early Literacy Grant is slated as an action item. I have not had time to finalize the grant as of the writing of this report. You will have it on Thursday night. This is a non-competitive grant and we are going to use the money to pay for Cindy Smith, the reading TOSA at the elementary school. The grant is just over \$70,000.

I will provide the board with an update on how both community engagement sessions went and what next steps will be moving forward. This will happen during the discussion items for the bond update.

I will have submitted the application for the OSCIM grant by our board meeting. It opens at 8 a.m. on December 15th. We should have no problem securing the \$6 million grant.

For the last several weeks I have been extremely busy with all the different state level reports and grants. You will receive updates on all of these during discussion and action items.

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:
 

Antoinette Allen, GES Elementary Instructional Assistant
 Rechelle, Schimke, Temporary GHS ELD Teacher
 Ashley Cunningham, GES Special Education Instructional Assistant
 Ricardo Ferreira, GHS FLC Instructional Assistant
 Evdokia Gostevskyh, Preschool Worker
 Erin Gruetzman, GES Afterschool Childcare Worker
 Karen O’Connell, Temporary GES Teacher

 Extra Duty:
 

Makesha Bizon, Unified Special Olympics Basketball Coach
 Andre Brown, Unified Special Olympics Basketball Coach
 Carlos Camacho, GHS Girls Basketball Assistant Coach
 Andy Cruz, High School Assistant Wrestling Coach
 Benjamin English, GHS Boys Basketball Assistant Coach
- 7.2
 

Approve
 

Contract Change / Renewal:
 

Shandel Howell, Extended Leave of Absence from Cook Position for the Remainder of 2023-2024
 Adelita Ruiz, from GHS Instructional Assistant to GHS ELD Teacher

 Recall:
- 7.3
 

Approve
 

Resignation /Retire/ Termination/Non-Renewal:
 

Decline:
 Reduction in Force:
- 7.4
 

Other:
 Transfers:
 

Approve
 

BASEBALL CO-OP WITH NORTH MARION SCHOOL DISTRICT
 Gervais District#1 Board of Directors approves for the district to Co-Op with North Marion School District for Baseball.

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.

**Gervais High School**  
PO Box 195 - 300 E Douglas AVE  
Gervais, Oregon 97026  
503.792.3803/Fax 503.792.3770



**VP/AD: Doug Loiler**  
Counselor: Andrea Oropeza  
Office Manager: Becky Miller  
Secretary: Melissa Ayala

**Andrew Aman - Principal**

Dear Gervais School Board:

I am writing this letter to request board approval for a 3-year co-op with North Marion high school and the OSAA.

This co-op with North Marion high school would allow a small number of athletes (currently 1) to compete with North Marions high school baseball team.

The reason I am requesting a 3-year co-op with OSAA and North Marion high for baseball is so I will not have to continue requesting each year for this individual athlete.

Thank you for your consideration and please let me know if you have any questions.

Doug Loiler  
Assistant Principal / Athletic Director

**POLICIES SECOND READING**

**Proposed Resolution:**

BD/BDA: Board Meetings

IGBB: Talented and Gifted Program and/or Services

Move that the Gervais School District #1 Board of Directors approve the changes to policies BD/BDA and IGBB as shown in action item 12-23-8.1.

MOTION BY: \_\_\_\_\_ SECONDED BY: \_\_\_\_\_

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

\_\_\_\_\_

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

# Gervais School District 1

Code: 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 convening<sup>1</sup> of a quorum of the Board as the district’s governing body to make a decision<sup>2</sup> or to deliberate<sup>3</sup> 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, 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 Meetings<sup>4</sup>

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law<sup>5</sup>. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

<sup>1</sup> “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.

<sup>2</sup> “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.

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

<sup>4</sup> 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.

<sup>5</sup> 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.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, 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, 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 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.

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.{<sup>6</sup>}

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

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 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 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 be scheduled if less than a quorum is present at a meeting, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting 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.

{<sup>6</sup> 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.}



## 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 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 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. 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.*

## 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.

## 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 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.<sup>7</sup>

### **{<sup>8</sup>}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

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#### **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).

<sup>7</sup> See House Bill 2805 (2023) Section 5(2) for requirements of the response.

<sup>8</sup> { 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." }

# Gervais School District#1

Code: IGBB  
Adopted: 11/15/12  
Revised/Readopted: 12/01/20, 03/16/22; 1/19/23  
Orig. Code: IGBB

## **Talented and Gifted Program and/or Services\*\***

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification\*\*)

The district will develop a written plan of instruction for talented and gifted students[ in accordance with law that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.<sup>1</sup>

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing;

<sup>1</sup> For the list of complete requirements of the plan, see ORS 343.397(1).

leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints.

END OF POLICY

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**Legal Reference(s):**

[ORS 343.391 - 343.401](#)  
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

**APPROVE ANNUAL REPORT**  
**Proposed Resolution:**

Move that the Gervais School District #1 Board of Directors approve the annual report HAAS as shown on agenda item 12-23-8.2.

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	_____	_____	_____

# Annual Statement

**Gervais School District#1** certifies the following:

## 1. Responsible Persons

The person responsible for implementing and administering the Healthy and Safe Schools (HASS) Plan is:

Name: Gustavo Munoz  
Position Title: Maintenance Supervisor  
Phone Number: 503-792-3803  
Email Address: [Gustavo\\_munoz@gervais.k12.or.us](mailto:Gustavo_munoz@gervais.k12.or.us)  
Mailing Address: PO BOX 100, Gervais, Oregon 97026

The person who is the designated Integrated Pest Management (IPM) Coordinator is:

Name: Gustavo Munoz  
Position Title: Maintenance Supervisor  
Phone Number: 503-792-3803  
Email Address: [gustavo\\_munoz@gervais.k12.or.us](mailto:gustavo_munoz@gervais.k12.or.us)  
Mailing Address: PO BOX 100, Gervais, Oregon 97026

The person responsible for Asbestos Hazard Emergency Response Act (AHERA) information is:

Name: Gustavo Munoz  
Position Title: Maintenance Supervisor  
Phone Number: 503-792-3803  
Email Address: [Gustavo\\_munoz@gervais.k12.or.us](mailto:Gustavo_munoz@gervais.k12.or.us)  
Mailing Address: PO BOX 100, Gervais, Oregon

## 2. Copies of the Healthy and Safe Schools Plan

Copies of the plan are available at each of the following locations:

- Gervais School District Office
- <https://www.gervais.k12.or.us/wp-content/uploads/2022/05/Annual-Statement-Revised-12-07-21-2.pdf>

## 3. Testing Certification

Gervais School District#1 certifies that it is in compliance with all plan components, including any and all testing required by any part of the plan.

## 4. Testing Results

Gervais School District#1 is current with all required testing as of the date of this document. Test results can be found on the Gervais School District's website at <https://gervais.verdantwebtech.com/public/reports> . Gervais School District#1 will also use current district email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of their community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact Sandra Segura to be added to current district email lists and programs. Specific test results can be found as follows:

- Lead in Water: <https://gervais.verdantwebtech.com/public/reports>
- Radon: <https://gervais.verdantwebtech.com/public/reports>

##### 5. Website Link Maintenance

Gervais School District#1 certifies that all website links for plan information and test results are current and functional.

##### 6. Major Exposure Reduction Activities

Gervais School District#1 has attached a comprehensive summary of major activities completed that resulted in reduced risk of exposure to hazardous materials:

**OR**

Gervais School District#1 has completed the following major activities, which resulted in reduced risk of exposure to hazardous materials:

Facility Name	Building Identification Number (BIN)	Activity resulting in reduced risk of exposure to hazardous materials	Type of hazard addressed	Date of activity	Estimated cost of remediation
N/A	N/A	N/A	N/A	N/A	N/A

##### 7. Radon Testing Summary (Optional)

Gervais School District#1 has completed radon testing at the following buildings this year and is providing the following summary:

Facility Name	Building Identification Number (BIN)	Number of radon tests conducted	Number of tests that exceed limits	Number of tests that exceed limits after remediation	Number of sites where remediation is still in process
N/A	N/A	N/A	N/A	N/A	N/A

**I certify that the above information is true and accurate to the best of my knowledge.**

Gustavo Munoz	Maintenance Supervisor	
<i>Electronic signature of authorized representative</i>	Title	Date of Annual Certification

**APPROVE SICK LEAVE POOL PROCEDURE**

**Proposed Resolution:**

Move that the Gervais School District #1 Board of Directors approve the sick leave pool procedure as shown on agenda item 12-23-8.3.

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

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

**Board Member:**

Bustamante  
A. Contreras  
M. Contreras  
Jones  
Toran

**For:**

\_\_\_\_\_  
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\_\_\_\_\_

**Against:**

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\_\_\_\_\_

**Abstain:**

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\_\_\_\_\_



# Gervais School District

## Sick Leave Pool Process

### Voluntary Sick Leave Pool

#### **Purpose:**

The Purpose of the Voluntary Sick Leave Pool is to alleviate potential hardships caused by unpaid absences from work due to a serious health condition **(see definition of serious health condition found in OFLA/FMLA policy-excludes pregnancy/prenatal leave)** of the employee or an immediate family member. Immediate family member is defined as spouse/domestic partner, children including step-children, parent or sibling of employee. For the purposes of the Sick Leave Pool, in-laws, grandparents, aunts, uncles, cousins and friends do not qualify as immediate family members. The Sick Leave Pool shall provide contributed time to regular part-time and full-time employees who have exhausted all of their paid leave allocations and accrued vacation for the fiscal year.

The Sick Leave Pool is to be used when other disability benefits are not available. The Sick Leave Pool will assist in bridging gaps in leaves and reduce unpaid time.

#### **Sources of hours for Sick Leave Pool:**

- Employees may use sick leave, personal leave or accrued vacation leave to make their contributions to the pool. Earned comp time is not eligible for Sick Leave Pool contribution.
- Contributed hours shall become the property of the pool and shall not be returned to an employee.

#### **General Guidelines for Voluntary Sick Leave Pool:**

1. The fiscal year for the Sick Leave Pool runs from July 1 to June 30.
2. The district will open the Sick Leave Pool membership, for new contributions, annually, and employees must contribute each year to maintain their membership in the pool.
3. Employees who wish to contribute to the Sick Leave Pool must complete a Sick Leave Pool Membership Application during the designated Sick Leave Pool open membership period.
4. If the Sick Leave Pool drops below 40 hours during the fiscal year, current Sick Leave Pool members must contribute a minimum of 1 additional day, or the prorated equivalent, to remain in the Sick Leave Pool. This threshold will be reviewed annually and may be increased, if needed.
5. Donations to the Sick Leave Pool are non refundable and non transferable. An employee may not contribute hours to the Sick Leave Pool upon termination of employment or retirement from the district.

6. Sick Leave Pool contributions by employees may only be made to the pool and not to individuals. Additionally, direct solicitation of co-workers by an employee requesting Sick Leave Pool hours is prohibited.
7. Unused contributions in the Sick Leave Pool will accrue and shall be carried forward into the next fiscal year.
8. Seasonal work is not eligible for Sick Leave Pool participation or reimbursement. Seasonal work **includes but is not limited to** assignments such as summer school, summer time meal programs, etc.
9. The Sick Leave Pool is not intended to be used for common illnesses or routine doctor appointments.

**Application/Eligibility for Sick Leave Pool Membership:**

1. Sick Leave Pool Membership Applications are available in the Staff Portal on the district's website and submitted to the business office.
2. Employees must submit a new Sick Leave Pool Membership Application annually to remain eligible each fiscal year.
3. Regular part-time and full-time employees who earn sick leave are eligible to participate.
4. An employee is only eligible to enroll during the Sick Leave Pool's open membership period.
5. Sick Leave Pool members may need to contribute an additional day, if the hours within the pool fall below a minimum threshold. Members will be contacted, if this occurs.
6. New employees, who begin employment between July 1st and December 31st, will have 30 calendar days from their date of hire to submit the contribution form. New employees **hired after January 1st**, are not eligible to participate in the Sick Leave Pool until the next fiscal year.
7. Employees must contribute 2 days or 16 hours annually. Employees whose normal workday is less than 8 hours a day, must contribute the equivalent of 2 days of work.
8. Payroll will record the leave contribution to the Sick Leave Pool on each participating employee's pay stub as a leave adjustment.

**Eligibility and Requests for Sick Leave Pool Benefits:**

1. Members of the Sick Leave Pool can request hours from the pool by completing a Sick Leave Pool Request form, available from the business office. Once completed, this form will be submitted to the business office. If there is a question about eligibility the business office will work with the superintendent to determine eligibility. The superintendent's decision shall be without appeal.
2. Employees must have been continuously employed over the prior 90 work day period. (Employees who have been recalled after a layoff, shall have this requirement waived as long as they had been employed 90 continuous work days prior to the layoff).
3. New employees are not eligible to take Sick Leave Pool benefits until they have worked for the district for at least 90 workdays.
4. New employees who are Sick Leave Pool members and who have been with the district for fewer than 90 work days, and have exhausted all leave due to a serious health condition as described below, will have their Sick Leave Pool leave contribution

returned, but will not be eligible to participate in the Sick Leave Pool for the remainder of the fiscal year.

5. Employees must have exhausted all paid leave accounts. This includes sick leave, personal leave, and accrued vacation leave (if applicable).
6. If an employee has accumulated comp time, that leave must also be used before applying for time from the Sick Leave Pool.
7. Sick Leave Pool hours shall only be granted to employees with a serious health condition or their immediate family members whose serious health condition requires assistance. See definition of serious health condition found in district's OFLA/FMLA policy.\*
8. \*Parental and pregnancy leave are not eligible reasons to access the Sick Leave Pool.
9. Employees on paid disability leave or absent because of an injury or illness covered by a worker's compensation claim are not eligible to request or draw hours from the Sick Leave Pool.
10. Sick Leave Pool hours are not available for employees on a leave of absence that is not related to a health condition.
11. An employee shall not be granted more than the equivalent of 20 work days from the Sick Leave Pool per year. Hours granted for part-time employees will be prorated, and shall not exceed the 20 workday limit.
12. No employee using granted Sick Leave Pool hours shall make more per day or hour than their regular contracted time. If an employee is receiving Paid Leave Oregon, they can only receive additional Sick Leave Pool hours to bring them up to their regular pay amount.
13. Employees must contribute annually each fiscal year to remain eligible.
14. An employee must meet all criteria set herein to be granted Sick Leave Pool hours.
15. Sick Leave Pool hours will be applied to an employee's pay during the payroll process.

**Termination of Granted Sick Leave Pool Leave Hours:**

1. The employee receives any type of disability pay or worker's compensation pay.
2. The employee either resigns or is terminated from the district.
3. The employee receives remuneration for any work performed during their approved Sick Leave Pool leave.
4. The need for leave no longer exists.
5. The reason for granting the leave is determined to be fraudulent. Leave taken fraudulently will require reimbursement through future payroll deductions or collections, and may result in disciplinary action.

**APPROVE EARLY LITERACY GRANT**  
**Proposed Resolution:**

Move that the Gervais School District #1 Board of Directors approves the Early Literacy Grant as presented by Ms. Stevens.

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	_____	_____	_____

**APPROVAL OF NEW LETTER FOR SEISMIC UPGRADE FOR HIGH SCHOOL CAFETERIA**  
**Proposed Resolution:**

Move that the Gervais School District #1 Board of Directors approves the new letter for the Seismic Upgrade of High School Cafeteria as presented by Ms. Stevens.

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

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

\_\_\_\_\_

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

December 15, 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 cafeteria 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 cafeteria which is more than just a food service area for this community. Many times, in the past several years, our community has gathered in the cafeteria for celebrations, public health fairs, informational meetings, meals 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 cafeteria space provides access to food and water in a central location in town for a community which has no additional mass gathering space. Additionally, there are restrooms and locker rooms adjacent to the cafeteria space which would provide important health and hygiene support in a time of crisis.

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

**APPROVE TO APPLY FOR OPIOID OVERDOSE RESPONSE KITS FOR MIDDLE AND HIGH SCHOOLS**  
**Proposed Resolution:**

Move that the Gervais School District #1 Board of Directors approves to apply for Opioid overdose response kits for middle and high schools.

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

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

\_\_\_\_\_

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

# Oregon Health Authority| Oregon Department of Education

## Fentanyl & Opioid Response Toolkit for Schools

Updated December 2022

Dear Education Leaders and Partners,

The Oregon Health Authority (OHA) and the Oregon Department of Education (ODE) co-developed this **Fentanyl & Opioid Response Toolkit for Schools** to support educators, administrators, school nurses, students, and families in response to the public health crisis related to rising youth and adult opioid overdoses and deaths in Oregon.

Schools are the heart of Oregon communities. This toolkit provides information about how schools may create an emergency protocol to administer Naloxone, also known as Narcan. The toolkit includes information on how to access, administer and store this life-saving opioid overdose prevention medication. In addition, this toolkit has resources to support staff training, prevention education, and other resources essential to developing and implementing school emergency response procedures.

Rising opioid overdose deaths are a public health crisis. According to the Centers for Disease Control and Prevention (CDC), from May 2020 - April 2021, deaths due to accidental overdose surpassed 100,000 for the first time on record. Sixty-four percent of those deaths were attributed to synthetic opioids, which includes illicitly manufactured fentanyl. Illicitly manufactured fentanyl often comes in the form of pills that closely resemble prescription oxycodone or benzodiazepines such as Xanax. In Oregon, fentanyl-related overdose deaths increased by 74% from 2019 – 2020, for a total of 298 fentanyl-related deaths in 2020. Unfortunately, this trend is expected to continue, as Oregon has continued to see an increase in accidental overdose deaths due to fentanyl.

The Oregon-Idaho High Intensity Drug Trafficking Area (HIDTA) reported seizing more than 1.3 million counterfeit pills in Oregon in 2021. This was an 85% increase since 2020 and a 1,199% increase since 2019. Counterfeit pills are extremely dangerous because people purchasing them may think that they are purchasing legitimate prescription medications, not knowing they contain fentanyl. Distributors in the US are selling counterfeit pills on social media, appealing to a younger, more opioid naïve audience that use these apps. Opioid naïve individuals are at high risk for accidental overdose because they do not have a tolerance for opioids, may not have access to naloxone, and may not know how to decrease overdose risk.

Naloxone is an opioid antagonist that will temporarily reverse deadly respiratory depression experienced during an opioid overdose. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone can immediately restore breathing to a victim experiencing an opioid overdose. It is important to note that if naloxone is mistakenly given to someone not actually experiencing an opioid overdose, it will not harm them. There is no potential for addiction or other misuse of



naloxone. With naloxone as part of an emergency protocol, school staff can quickly administer and prevent opioid overdose deaths.

**OHA and ODE strongly encourage schools to adopt policies and practices for safe and effective management and prevention of opioid-related overdoses in schools. When drug-related emergencies occur in or around schools, proper response is critical to save lives.**

Naloxone administration is one part of a coordinated community prevention strategy to address the public health crisis of opioid-related overdoses. Schools are encouraged to partner with community [Alcohol and Drug Prevention Education Program Coordinators](#) and [Regional Overdose Prevention Coordinators](#). School and community partnerships to implement research-based, culturally responsive, primary prevention strategies, including evidence-based health education, are key to protecting and supporting youth and family wellness.

If you have any questions about this toolkit or would like additional ideas and thoughts in using some of the recommendations and resources provided in this document, please contact Bernadino De La Torre, OHA Youth SUD Program & Policy Coordinator at [bernardino.delatorre@oha.oregon.gov](mailto:bernardino.delatorre@oha.oregon.gov).

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- [Understanding how naloxone/Narcan works](#)
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- [Key messages for prevention education and awareness](#)
- [Sample social media, flyers, and infographics for posting in schools](#)

## Part 2: School preparation and response

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- [Process for schools and districts to access naloxone](#)
- [Resources for families and youth](#)
- [Help lines](#)
- [Community & provider resources](#)

## Appendix

- I. [Oregon laws related to naloxone administration in schools](#)
- II. [Example policies and protocols from Oregon school districts](#)

# Part 1: Education and awareness

## Overview: Opioids in Oregon

The term *opioid* refers broadly to all compounds related to opium, the drug derived from the opium poppy. Opioids can be natural products (e.g., morphine, codeine), semi-synthetic products (e.g., heroin, oxycodone, hydrocodone) or completely synthetic (e.g., fentanyl, methadone).

Opioids are prescribed by doctors to people to help manage severe pain. However, opioids are also used without a prescription by youth and adults. Whether used with or without a prescription, opioids can become addictive for people. Non-prescription use of opioids can include heroin, prescription opioids (e.g., oxycodone, hydrocodone, fentanyl, etc.), or opioids manufactured illegally (e.g., counterfeit oxycodone laced with fentanyl).

Opioid overdose is the accidental overdose or intentional self-poisoning by opioids. It is the most common cause of drug-related mortality in the United States. Synthetic opioids (primarily illicitly manufactured fentanyl) appear to be the primary driver of the increase in opioid overdose deaths.

See Oregon's [April 2022 High Intensity Drug Trafficking Area \(HIDTA\) bulletin](#) for more information.

## Recognize the symptoms of an opioid overdose

Respiratory depression (shallow or absent breathing) is a hallmark sign of opioid overdose, potentially culminating in a stupor or unconsciousness, cyanosis (bluish or grayish discoloration around lips and nail beds), and lack of oxygenation to vital organs resulting in a heart attack and death. Opioid ingestion can be confirmed once the patient is alert, but naloxone treatment should begin before confirming if opioid overdose is suspected.

**\*It is important to note that if naloxone is mistakenly given to someone not actually experiencing an opioid overdose, it will not harm them.** There is no potential for addiction or other misuse of naloxone.

### Know the signs of an opioid overdose:

- Pinpoint pupils
- Slow, shallow, or no breathing
- Gurgling or snoring
- Difficult to wake or can't wake
- Extreme drowsiness
- Cold, clammy skin
- Gray or blue skin, fingernails, or lips

**Immediately call 9-1-1 if a person is found unconscious or an overdose is suspected.** Even if the victim responds well to naloxone, opioids can stay in the body for several hours and respiratory depression can recur. Emergency Medical Services personnel are trained to manage opioid overdose and get the patient further care at the local hospital.

## Naloxone saves lives

**Naloxone is a medication that works to rapidly reverse an opioid overdose** when administered properly and at the right time. It is available as an injection or nasal spray. It is available generically or as various branded products (*Narcan*, *Evzio*, *Zimhi*, etc.).

Naloxone **can very quickly restore normal breathing** for a person whose breathing has slowed down or stopped because of an overdose of fentanyl, prescription opioids, counterfeit laced prescription pills, or heroin. Naloxone onset occurs within 2-3 minutes and can last for 30-90 minutes. Sometimes a second dose of naloxone is necessary if symptoms of overdose return.



**Immediately call 9-1-1 if a person is found unconscious or an overdose is suspected.** Even if the victim responds well to naloxone, opioids can stay in the body for several hours and respiratory depression can recur. Emergency Medical Services personnel are trained to manage opioid overdose and get the patient further care at the local hospital.

\*Remember: if naloxone is mistakenly given to someone not actually experiencing an opioid overdose, **it will not harm them**. There is no potential for addiction or other misuse of naloxone.

Giving Narcan can save a life.  
Giving Narcan will do no harm.  
**When in doubt, give Narcan.**

Anyone who administers naloxone to save a life is **protected from liability** under Oregon law. [Read the Good Samaritan Law \(pdf\)](#).

See [Oregon Health Authority Frequently Asked Questions for naloxone](#) for more information.

## Sample letter/email to students and families

**Use this letter/email to help build awareness about the dangers of fake fentanyl-laced pills and risks of opioid use.** Let students and families know what school leaders are doing to protect and support youth, as well as where to go for support and more information. This letter template is available in multiple languages [here](#).

**Suggested subject line:** Information About Dangers of Fentanyl and Fake Pills

Dear Students & Families,

Our school holds student wellbeing at the heart of the work that we do. We are writing to share concerns about fentanyl and opioid drugs. These drugs are harming people in our community. We hope this information will help protect students.

**What is the danger?** Each week, approximately 20 Oregonians die of drug overdose. Over half of these deaths involve synthetic opioids such as fentanyl. Right now, fake opioid pills with fentanyl added to them are all over Oregon. These fake pills are extremely dangerous and are deceptively being sold as legitimate prescriptions. A single pill can cause overdose.

**What is an opioid?** Opioids are drugs that slow down breathing and make people feel sleepy. Opioids include morphine, oxycodone, dilaudid, and heroin. Fentanyl is another powerful opioid: a dose as small as a few grains of sand can kill a person.

**Why do people use opioids?** Opioids may be prescribed as pain medicine. Some young people try drugs because they are curious. Some people use drugs to avoid feeling difficult emotions. Opioids are addictive.

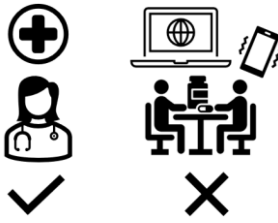

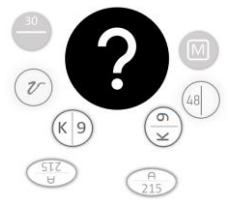

**What is naloxone?** Naloxone (also known as Narcan) is a medication that can be delivered by a nasal spray or injection to quickly restore normal breathing for a person whose breathing has slowed down or stopped because of an overdose of fentanyl, prescription opioids or heroin. Naloxone onset occurs within 2-3 minutes and can last for 30-90 minutes. Sometimes a second dose of naloxone is necessary if symptoms of overdose return. If someone you know is using opioids, please think about getting Narcan to carry and have available in your home. You can learn more about how to get Narcan and how to use it here: [Narcan Rescue for Opioid Overdose](#).

**What can we do?** Talk about these concerns with your students and others you care about. This letter has important information, guidance to respond to an overdose, and resource links. Please share this with anyone who might need it. We care deeply about the health and safety of every student in our school community. We know these conversations can be hard. The best person to contact should you have questions is: \_\_\_\_\_ (Insert School Contact).

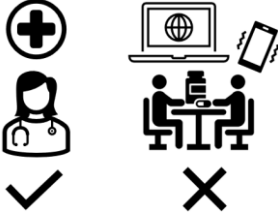
Warm regards,

(Insert Principal/School Superintendent/School Health Services Administrator)

## Information to share with students and families

	<p><b>Pills from friends, and pills that you buy online or from social media, are not safe.</b></p>	<ul style="list-style-type: none"> <li>• If a pill comes from anyone other than a doctor or pharmacist, do not take it. It could be a fake pill.</li> <li>• Fake pills are not controlled. Each pill can have a different amount of drug. Every fake pill is a risk.</li> </ul>
	<p><b>Pills that a doctor prescribes for one person should be used only by that person, exactly as instructed.</b></p>	<ul style="list-style-type: none"> <li>• Do not take pills that were prescribed for someone else or that you receive from friends or other sources.</li> <li>• Everybody is different. A pill that is safe for one person can be harmful for someone else.</li> <li>• Any pill can be dangerous if it is taken wrong, such as too much or too often.</li> </ul>
	<p><b>Fake pills can look just like real pills.</b></p>	<ul style="list-style-type: none"> <li>• A fake fentanyl-laced pill can be any color. They are often blue, greenish, or pale-colored pills. More recently, law enforcement officers have seized fentanyl pressed into multi-colored pills that look like candy.</li> <li>• Some fake pills have marks that look like real pills. Some are marked "M30," "K9," "215," or "V48." Fake pills may have other markings or no markings.</li> </ul>
	<p><b>Schools and families want to help.</b></p>	<ul style="list-style-type: none"> <li>• It's ok to ask for help.</li> <li>• Students who tell us they are using drugs, or ask for help, will not be punished.</li> <li>• Students can speak with _____ (Insert staff: the school counselor, school social worker, school nurse, health teachers, principal, SBHC staff), or another trusted adult.</li> <li>• If a student feels unsafe or knows someone who feels unsafe, they can share concerns by going to <a href="https://www.safeoregon.com">safeoregon.com</a> or calling or texting 844-472-3367.</li> </ul>

## Information to share with students and families

	<p><b>Pills from friends, and pills that you buy online or from social media, are not safe.</b></p>	<ul style="list-style-type: none"> <li>• If a pill comes from anyone other than a doctor or pharmacist, do not take it. It could be a fake pill.</li> <li>• Fake pills are not controlled. Each pill can have a different amount of drug. Every fake pill is a risk.</li> </ul>

## Actions to take if you witness an overdose in your home or community

### **RECOGNIZE: Know the signs of an opioid overdose:**

- Pinpoint pupils
- Slow, shallow, or no breathing
- Gurgling or snoring
- Difficult to wake or can't wake
- Extreme drowsiness
- Cold, clammy skin
- Gray or blue skin, fingernails, or lips

### **RESPOND: If an opioid overdose is suspected, call 9-1-1 right away.**

Do the following if possible:

- Check the unconscious person's pulse and breathing.
- Immediately begin CPR if there is a lack of pulse or breathing.
- Administer naloxone (Narcan) as quickly as possible.

You can learn more about how to get naloxone (Narcan) and how to use it by visiting the [Narcan Rescue for Opioid Overdose](#) page from Oregon Health Authority.

## Helpful websites

- **Support for students and families**

- [8 Tips for Talking to Your Teen about Alcohol and Other Drugs](#) created by Safety First.
- [Youth Substance Use Disorders](#) treatment and recovery resources from Oregon Health Authority
- [Helping Families Help](#) Resources, groups, trainings, and other support for families dealing with addiction
- [Oregon Youth Suicide Prevention Programs](#)
- [“Talk. They Hear You.” Campaign](#) created by the Substance Abuse and Mental Health Services Administration

- **Information about opioids, fentanyl, and naloxone/Narcan rescue**

- [Fake and Fatal](#): Fentanyl/counterfeit pill campaign and curriculum developed by the Beaverton School District
- [Laced and Lethal](#): King County, Washington campaign designed to teach teens about the risk of buying pills and powders potentially laced with fentanyl
- [One Pill Can Kill](#): Public awareness campaign developed by the Drug Enforcement Administration to raise awareness and provide community resources about counterfeit pills
- [Operation Prevention](#): Educational initiative developed by the Drug Enforcement Administration and Discovery Education that provides free resources to help prevent substance misuse in schools, workplaces, and communities
- [Song for Charlie](#): A family-run nonprofit charity dedicated to raising awareness about “fentapills.”
- [April 2022 Community Threat Bulletin](#) from Oregon High Intensity Drug Trafficking Area (HIDTA)
- [Fentanyl Facts](#) webpage from Oregon Health Authority
- [Naloxone rescue for opioid overdose](#) resources from Oregon Health Authority
- Centers for Disease Control and Prevention webpages:
  - [Synthetic Opioid Overdose Data](#)
  - [Stop Overdose](#)
  - [Fentanyl Facts](#)

- **Helplines**

- 24-hour National Suicide Prevention Line (run by Lines for Life): 1-800-273-8255
- **Lines for Life**: text “273TALK” to 839863 (text services available Monday – Friday 2-6PM Pacific).
- **24/7 Crisis Text Line**: Text “OREGON” to 741741.
- [Youthline](#) is a teen-to-teen crisis and help line. Call 1-877-968-8491 or text “teen2teen” to 839863.



## Key Messages for Prevention Education and Awareness

**Youth need to know about the dangers of fentanyl. Schools, youth-serving organizations, and families should share the following messages with youth:**

1. Counterfeit pills laced with fentanyl are flooding the Pacific Northwest. In just one year (2019-2020), Oregon saw a 74% increase in fentanyl-related deaths.
2. Do not take any pill that you do not directly get from your doctor or a pharmacist. Pills received from friends or purchased online or from social media are not safe.
3. Fentanyl is tasteless, odorless, and too small to see with the naked eye. It's extremely potent. An amount the size of two grains of sand is enough to cause a deadly overdose.
4. Fentanyl-laced pills appear identical to those prescribed by doctors. In Oregon, fentanyl is most commonly seen in blue, greenish, or pale colored counterfeit pills. More recently, law enforcement officers have seized fentanyl pressed into multi-colored pills that look like candy. These pills may be marked as "M30." Unless a pharmacist directly hands you a prescription pill, assume it is counterfeit and contains fentanyl.
5. There is no such thing as a "safe" source: pills are often laced with fentanyl long before they reach a direct supplier. Assume any pills obtained from social media, the internet, or a friend are counterfeit and contain fentanyl.
6. The blending of fentanyl in counterfeit pills is inconsistent and completely random, making every single dose a risk. One dose may not contain fentanyl, while another does—even though both come from the same supply.
7. Naloxone is the only medication that can reverse an opioid overdose. Naloxone cannot be self-administered. It may take multiple doses of naloxone to reverse an overdose.
8. If someone is going to use, the best way to prevent a fatal overdose is to avoid using alone and to always have naloxone on hand. If using alone and you overdose, you can't call for help or administer naloxone to yourself.
9. The clearest sign of an overdose is if someone is unresponsive (won't wake up). Other signs include:
  - Slow, shallow or no breathing
  - Pinpoint pupils
  - Heavy gurgling or snoring sounds
  - Cold or clammy skin
  - Difficult to wake, or can't wake
  - Blue or gray skin, lips, or nails
10. An overdose is always a medical emergency. Call 911 immediately. Remember that the Good Samaritan Law protects witnesses and victims from being prosecuted for drug possession. If you seek medical assistance in a drug-related overdose, you and the victim cannot be prosecuted for drug possession.

## Sample social media, infographics, and flyers for posting

### Safety First Curriculum: How to Recognize a Drug Overdose - [Web Link](#)

Overdoses and other drug-related medical emergencies are far more common than most people think – but they don't have to be lethal. Learn the signs of what a drug overdose or medical emergency looks like for some commonly used drugs and what actions you can take to help save someone's life.

### Beaverton School District - [Fake and Fatal](#) campaign



### King County, WA - [Laced and Lethal](#) campaign



## Song for Charlie campaign



## Photos of counterfeit pills seized in Oregon from Oregon High Intensity Drug Trafficking Area (HIDTA)



## Part 2: School preparation and response

### Developing a school naloxone policy and protocol

#### Developing a naloxone policy

School board policy language for the administration of naloxone by school personnel may be added to existing school Medication Administration policy. Current rule requires designated school staff to complete naloxone training. School staff who are solely designated to provide naloxone, and are not administering other medications to students, are not required to complete the additional ODE Medication Administration training specific to individual student medications. See [OAR 581-021-0037](#).

The Oregon School Board Association (OSBA) offers sample policy for medication and naloxone. You can search for a district's current policy at <https://policy.osba.org/>. See examples in policies JHCD/JHCDA or contact OSBA for more information.

The National Association of School Nurses (NASN) developed a [naloxone toolkit](#), a free resource accessible to any member of the professional school nurse organizations including OSNA or NASN. The NASN toolkit includes sample policy language and resources for planning your school and district response.

#### Developing a naloxone administration protocol

Each school community and school building is unique, so site-specific protocols are important.

The Oregon Health Authority offers a [training protocol](#) for identifying opioid overdose and administration of naloxone, but local school teams should clarify what is needed for each site.

#### Key content to consider for local protocols:

1. District policy and local practices
2. Training
3. Storage
4. Record keeping and information sharing
5. Action steps during an event
6. Follow-up, referrals, and other support

## Details within key content areas

### 1. District policy and local practices

- Consider how medication and/or emergency response is addressed in:
  - Board policy
  - Related ARs
  - Local protocols, procedures, practices
- What changes or clarifications could ensure naloxone is available?

### 2. Training requirements

- Designated trainer or source of training
  - Who trains or where can training be accessed?
    - Examples: school nurse; community partners; OHA website; School-based Health Center teams
  - Trainer contact information
  - *Note:* Providing chest compressions with rescue breathing (CPR) is a component of the OHA training protocols to respond to opioid overdose and administer naloxone/Narcan.
    - For the RN to determine whether teaching chest compressions with rescue breathing is within their individual scope of practice, utilize [Board's Scope of Practice Decision Making-Framework](#).
    - Only a certified CPR trainer can provide CPR certification cards.
- Designated staff person to be trained
  - Who gets trained? Consider options such as:
    - all staff during start-of-year in-service
    - staff who are already CPR trained such as health educators, physical education teachers and athletic coaches
    - staff who are already designated to respond to other medical emergencies
    - staff whose role places them near areas where students might overdose
- Frequency of training about opioids/naloxone administration
  - ODE rule states training must be completed every 3 years
  - District could offer and/or require training more often
- Type of training to be utilized
  - OHA training protocol is named in ODE rule
  - Training in accordance with OHA protocol may include slides, videos, other formats; see Opioid Overdose training materials on [OHA's Lifesaving Treatment Protocol page](#)
- Possession and administration of naloxone.
  - School districts may adopt policies that permit administration of naloxone by designated, trained school personnel (OAR 581-021-0037)
- Any person or entity, having once lawfully obtained naloxone may possess, distribute or administer it for the purpose of reversing opioid overdose (OAR 855-019-0460).

## Details within key content areas

### 3. Storage

- Location
  - Research shows that these may be the best locations for a naloxone kit:
    - Near the AED kit
    - Near the restroom(s)
    - In the same location as the first-aid equipment/kit
    - By the fire extinguisher
    - On buses
    - Somewhere accessible in the event of an emergency (e.g., NOT in a locked cabinet)
- Temperature
  - Follow the manufacturer's instructions for storing naloxone. If instructions are not available, the Centers for Disease Control & Prevention (CDC) recommends keeping naloxone in the original box or storage container, protected from light, and stored at room temperature (59-77°F or 15-25°C) until ready for use.
- Staff access
  - If naloxone is stored in a secured area, who has access?
  - If naloxone is stored in an accessible location, who verifies it is in place, and how often?
  - If staff are designated to carry naloxone during school hours or special activities, how is school stock signed out and returned?
  - Will school-stocked naloxone be accessible for after-hours events on campus or outside?
  - Will school-stocked naloxone ever leave the campus, such as on field trips or Outdoor School?
- Maintaining school stock
  - Who orders/obtains the school-stocked naloxone? (See section below 'Process for schools to obtain naloxone.')
- Naloxone must be discarded prior to the expiration date on the label and replaced with a new product. Prescriptions in Oregon expire after 3 years.

### 4. Record keeping and information sharing

- District requirements for entry into a student's file; how long records are kept. See [ODE Student Record Keeping and Privacy](#)
- Who is notified of an emergency medical event?
- Who maintains records to track when school-stocked naloxone needs to be replaced?

### 5. Action steps

- Designated staff should be prepared to take action, including:
  - Recognize signs of opioid overdose
  - Respond to emergency; call 911; initiate site-specific emergency response
  - Reverse an opioid overdose; administer naloxone/Narcan
  - Refer to higher-level care and follow-up support

## Details within key content areas

- See *Opioid Overdose training materials* on [OHA's Lifesaving Treatment Protocol page](#).
- Clarify site-specific details for each action step:
  - Who is trained to recognize overdose?
  - Who responds during an emergency?
  - Where is the school's naloxone/Narcan located?
- What local referrals and follow-up supports are available? etc.

### **6. Follow-up, referrals, and other support. (See Resources section below.)**

- Anticipate case-by-case considerations. Identify local resources in advance.
- Consider support and follow-up services for the individual
  - Immediate medical support
  - Social-emotional support
  - Continuing support in the form of school evaluation and health/mental health services and/or referrals to community providers.
- Consider support and follow-up services for witnesses and others in the school community
  - Social-emotional support
  - Communication to students and families including relevant community resources
- Continuing education and community-building. (See Education and Awareness section above.)

## Process for schools and districts to access naloxone

Oregon schools can obtain naloxone (Narcan) in a variety of ways. Some community organizations provide naloxone kits to schools as permitted by OAR [855-019-0460](#). Other sources that provide naloxone may require a prescription. Naloxone can be prescribed by a pharmacist, and may be prescribed to a school, similar to school-stocked epinephrine, per OAR [855-019-0460](#). County Health Officers can support districts who do not have medical personnel on staff. OHA is also able to support schools and districts who need a prescriber to obtain naloxone through the Free Narcan for Schools program.

Oregon schools can obtain naloxone through any of the options below:

1. Free Narcan for Schools program ([Direct Relief link](#) to forms needed to acquire 2 free units of Narcan):
  - a. Contact person: Taryn Ouellette- 1-805-964-4767 or [USAPrograms@directrelief.org](mailto:USAPrograms@directrelief.org)
  - b. If a district is in need of a prescriber, the OHA State Health Officer is on file with Direct Relief as a qualified prescriber for schools. Please note “OHA State Health Officer, Dr. Dean Sidelinger” on the order form.
2. Purchase directly from Emergent BioSolutions, the manufacturer of Narcan, at their discounted price of \$47.50 for two units
  - a. Contact Miae Aramori: [aramorim@ebsi.com](mailto:aramorim@ebsi.com)
3. Purchased directly from a local pharmacy. A community pharmacist is authorized to prescribe naloxone.
4. [LPHA / Regional Overdose Prevention Program](#) may have information about local organizations that provide Narcan for schools.
5. [NARCANDirect](#)
6. Local Emergency Medical Services (EMS)

## Resources for School Personnel

- Visit the Oregon Health Authority Public Health Division for resources: [www.oregon.gov/oha/ph/preventionwellness/substanceuse/opioids/pages/naloxone.aspx](http://www.oregon.gov/oha/ph/preventionwellness/substanceuse/opioids/pages/naloxone.aspx).
- [Oregon Health Authority, Youth Substance Use Disorders](#): *visit the webpage for treatment and recovery resources.*
- [Reverse Overdose Oregon](#): *Media campaign to empower employers and bystanders to recognize and respond to overdose in the workplace.*
- [Naloxone Education for School Nurses Toolkit](#): *Free toolkit developed by the National Association of School Nurses.*



- **Safety First: Real Drug Education for Teens:** Harm reduction-based drug education curriculum for high school students, developed by the Drug Policy Alliance.
- **Need 4 Narcan:** New Oregon organization whose goal is to educate and train school staff and help distribute Naloxone in communities.
- **Fake and Fatal:** Fentanyl/counterfeit pill campaign and curriculum developed by the Beaverton School District.
  - [Fake & Fatal - Google Slides](#)
  - [HS Lesson Plan- Teacher's Guide](#)
  - [Middle School Lesson Plan](#)
- **Sources of Strength:** A best practice suicide prevention project that focuses on multiple sources of support (strengths). Schools engage in work prioritized by members of the school community, with age-appropriate modules that support mental health promotion, substance use prevention, anti-bullying, and community-building.
- **Song for Charlie:** A family-run nonprofit charity dedicated to raising awareness about “fentapills.”

## Resources for Families and Youth

- Visit the Oregon Health Authority Public Health Division for resources: [www.oregon.gov/oha/ph/preventionwellness/substanceuse/opioids/pages/naloxone.aspx](http://www.oregon.gov/oha/ph/preventionwellness/substanceuse/opioids/pages/naloxone.aspx).
- **Fake and Fatal:** Fentanyl/counterfeit pill campaign and curriculum developed by the Beaverton School District
- **Oregon Health Authority, Youth Substance Use Disorders:** visit the webpage for treatment and recovery resources.
- **Laced and Lethal:** King County, Washington campaign designed to teach teens about the risk of buying pills and powders potentially laced with fentanyl.
- **SafeOregon Tip Line:** Program created for Oregon students, families, school staff and community members, and law enforcement officers to report and respond to student safety threats.
- **Oregon Youth Suicide Prevention Programs:** Compiled list of youth suicide prevention resources and programming available.
- **Families Helping Families** resources for families dealing with addiction
- **8 Tips for Talking to Your Teen about Alcohol and Other Drugs** created by Safety First.

## Help Lines

- **988 Suicide and Crisis Lifeline** is available 24/7 for people experiencing a behavioral health crisis to call, text or chat online at [988lifeline.org](https://988lifeline.org). Calls may be responded to in English or Spanish. Text and online chat are currently only available in English. People can also dial 988 if they are worried about a loved one who may need crisis support.
- **24-hour National Suicide Prevention Line** (run by Lines for Life): 1-800-273-8255
- Contact **Lines for Life** by texting “273TALK” to 839863 (text services available Monday – Friday 2-6PM Pacific).
- **24/7 Crisis Text Line**: Text “OREGON” to 741741.
- [Youthline](#) is a teen-to-teen crisis and help line. Call 1-877-968-8491 or text “teen2teen” to 839863.

## Community & Provider Resources

- **[Local Public Health Authority Overdose Prevention Coordinator Contacts](#)**: *Overdose Prevention Coordinators support regional and community partnerships to prevent opioid overdose.*
  - For more information, please contact Courtney Fultineer, OHA Overdose Prevention Community Partnerships Coordinator at [Courtney.Fultineer@dhs.ohio.gov](mailto:Courtney.Fultineer@dhs.ohio.gov).
- **[Local and Tribal Alcohol and Drug Prevention Education Program \(ADPEP\) Directory](#)**: *Online directory of ADPEP program coordinators working to advance community-guided alcohol and other drug prevention initiatives.*
- **[OpiRescue](#)**: *Safe opioid prescribing platform for care providers to manage the process of assessing pain, function, risk, and monitoring through automated PDMP/PMP checking and random urinalysis.*
- **[Shatterproof](#)**: *National nonprofit organization dedicated to reversing addiction by revolutionizing addiction treatment, ending the stigma of addiction, and empowering and educating communities.*
- **[National Council for Mental Wellbeing](#)**: *Preventing Overdose and Increasing Access to Harm Reduction Services initiative has worked with the CDC to develop training and technical assistance tools to increase adoption of effective harm reduction practices.*
- **[US Department of Health & Human Services Overdose Prevention Strategy](#)**: *Online resource highlighting current federal activities that promote harm reduction.*

# APPENDIX

## I. Oregon laws related to naloxone administration in schools

- [ORS 339.867](#): defines medication in 339.869 and 339.870: “Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose or an opioid drug.”
- [ORS 339.869](#): “The State Board of Education, in consultation with the Oregon Health Authority, the Oregon State Board of Nursing and the State Board of Pharmacy, shall adopt:...Rules for administration of naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug by trained school personnel to any student or other individual on school premises who the personnel believe in good faith is experiencing an overdose of an opioid drug.”
- [ORS 339.871](#): protections against school staff against criminal or civil liability if use naloxone: “Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the school administrator, school nurse, teacher or other school employee believes in good faith is experiencing an overdose of an opioid drug.”
- [OAR 855-019-0460](#): Pharmacists may prescribe and dispense naloxone to individuals or to an entity (i.e., school district). If naloxone is prescribed for school use, the prescriptions should be made out to the school district.
- [OAR 855-019-0460](#): Once the naloxone is dispensed from the pharmacy, anyone may possess, distribute or administer it for the purpose of reversing an opioid overdose. This flexibility in the rule is intended to make it easier to get naloxone out into our schools, businesses, and communities.
- [OAR 851-045-0060](#): Nurse Practice Act, establishes that a registered nurse may consider “Teaching a UAP how to administer naloxone as authorized by ORS 689.681.”
- [OAR 581-021-0037](#): Establishes requirements for school policies related to school personnel administering medication to students; and school policies for self-administration and self-carry of medication by students. Requires that staff be trained prior to administering medication to students.
- [OAR 581-022-2045](#): Requires each school district to develop a comprehensive plan for alcohol and drug abuse prevention. While fentanyl-specific information was not included in the Health Standards and Performance Indicators review and update in 2016, many are applicable and can be adapted to include fentanyl information.

- More information on Oregon’s Health Standards and Performance Indicators color coded by topic can be found here: [https://www.oregon.gov/ode/educator-resources/standards/Documents/OR-Health-Standards\\_Color-Coded-Topics\\_Table.pdf](https://www.oregon.gov/ode/educator-resources/standards/Documents/OR-Health-Standards_Color-Coded-Topics_Table.pdf)
- Resources for Health Educators can be found on the Oregon Open Learning (OOL) site, including [Safety First](#), a high school curriculum created by the Drug Policy Alliance and the nation’s first harm reduction focused drug education curriculum.

## II. Example policies and protocols from Oregon school districts

### Board policy examples

Some publicly posted Oregon school district board policies can be found at <https://policy.osba.org/>.

Examples of district naloxone administration policies are linked below:

- [Coos Bay School District Board Policy](#)
- [Corvallis School District Board Policy](#)
- [Lake Oswego School District Board Policy](#)
- [Oregon City School District Board Policy](#)
- [Tigard-Tualatin School District Board Policy](#)

### Local protocol examples

School nursing teams in Beaverton School District and Salem-Keizer Public Schools recently developed district-specific protocols and local trainings. To obtain copies, please contact OHA State School Nurse Consultant, Corinna Brower at [Corinna.E.Brower@oha.oregon.gov](mailto:Corinna.E.Brower@oha.oregon.gov).

*You can get this document in other languages, large print, braille or a format you prefer. Contact Bernadino De La Torre, OHA Youth SUD Program & Policy Coordinator at [bernardino.delatorre@oha.oregon.gov](mailto:bernardino.delatorre@oha.oregon.gov) or 503.931.5461. We accept all relay calls or you can dial 711.*





# SUPERINTENDENT EVALUATION WORKBOOK



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**OREGON SCHOOL  
BOARDS ASSOCIATION**

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503-588-2800 or 800-578-6722  
[www.osba.org](http://www.osba.org) | [info@osba.org](mailto:info@osba.org)



**COALITION OF OREGON  
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301  
503-581-3141  
[www.cosa.k12.or.us](http://www.cosa.k12.or.us)

*rev 6/2020*

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Green', with a long horizontal flourish extending to the right.

Jim Green, OSBA Executive Director

A handwritten signature in black ink, appearing to read 'C. Hawkins', with a long horizontal flourish extending to the right.

Craig Hawkins, COSA Executive Director

# SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

## A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

## PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
  - reviewing past performance
  - communicating future expectations and goals
  - determining future professional development for the superintendent
  - making ongoing employment decisions (contract extension and compensation)
- 

## FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**  
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**  
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**  
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.



- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**

This consists of a targeted feedback survey (TFS)<sup>1</sup> of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.

- **PART 5 EVALUATION SUMMARY. (Appendix E)**

This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

## HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

## DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach<sup>1</sup>.


## EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

<sup>1</sup> Described later in this workbook

# SUPERINTENDENT EVALUATION AT A GLANCE

Time to start  
thinking about  
next year!



## **MARCH THROUGH AUGUST | PRE-EVALUATION**

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

## **AUGUST THROUGH MARCH\* | CHECK-IN MEETINGS**

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

## **JANUARY THROUGH MARCH\* | GATHER INFORMATION**

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

## **MARCH\* | EVALUATION RESULTS**

By March 15<sup>th</sup>, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

## **MARCH\* | EVALUATION CONCLUSION**

The board adopts the short narrative summary in open session. This corresponds to Part 5.

\*Review the superintendent's contract and district policy for any applicable deadlines.

## PERFORMANCE RATINGS

**PART 1** (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

**4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE**

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

**PART 2** (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

## WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

## PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

# TIMELINE AND ACTION

## **1. PRE-EVALUATION** (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

## **2. CHECK-IN MEETINGS** (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

## **3. GATHER INFORMATION** (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

## **4. EVALUATION RESULTS** (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

## 5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

### HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

## **PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)**

### **ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.**

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
  - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

### **OAR 199-040-0020 Permitted Topics for Executive Session**

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

### **ORS 342.513 Renewal or nonrenewal of contracts for the following year.**

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

**ORS 342.120(1)** "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

## OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

### EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

### LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

**(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)**

## POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.



# TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

## PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

## CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

## GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

## EVALUATION RESULTS

# APPENDICES

## APPENDIX A

### PART 1

## EVALUATION COMPONENT PERFORMANCE STANDARDS

### INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

### SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

#### KEY:

#### **4 = ACCOMPLISHED PERFORMANCE**

Performance in this area is routinely outstanding and acts as a model for others.

#### **3 = EFFECTIVE PERFORMANCE**

Performance in this area consistently meets the standard.

#### **2 = DEVELOPING**

Performance occasionally meets the standard but is not yet consistent.

#### **1 = INEFFECTIVE**

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

## STANDARD 1

# VISIONARY DISTRICT LEADERSHIP

### DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

### RATING



### COMMENTS

## STANDARD 2

# ETHICS AND PROFESSIONAL NORMS

### DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

## STANDARD 3

# INCLUSIVE DISTRICT CULTURE

### DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

### RATING



### COMMENTS

## STANDARD 4

# CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

### DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

## STANDARD 5

# COMMUNICATION AND COMMUNITY RELATIONS

### DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

### RATING



### COMMENTS

## STANDARD 6

# EFFECTIVE ORGANIZATIONAL MANAGEMENT

### DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

### RATING



### COMMENTS



## STANDARD 7

# EFFECTIVE FINANCIAL MANAGEMENT

### DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

### RATING



### COMMENTS

## STANDARD 8

# POLICY, GOVERNANCE AND ADVOCACY

### DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

### RATING



### COMMENTS

# APPENDIX B

## PART 2

### EVALUATION COMPONENT GOALS

#### INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

**SAMPLE**  
**GOAL STATEMENT 1:**

---

**PERFORMANCE INDICATORS:**

*(Insert indicators of success here)*

1.1

1.2

1.3

1.4

1.5

**SUMMARY RATING — GOAL 1:** *(check one)*

4

3

2

1

N/A

**COMMENTS:**

# APPENDIX C

## PART 3

### EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

#### STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"><li>• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.</li><li>• Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.</li><li>• Implements the district's continuous improvement plan and communicates its progress.</li></ul>	<ul style="list-style-type: none"><li>• Evidence of how you have constructed and enacted an equity vision and mission across the district and community:<ul style="list-style-type: none"><li>· Newspaper, school banners, website, photo, or other media</li><li>· Actions communicating clear and coherent vision: newsletter, professional development, etc.</li><li>· Meetings or presentations to collaborate and implement vision, mission, goals and plans</li></ul></li><li>• Models learning through attending professional development opportunities and applying knowledge (transparency)</li><li>• Presentation of at least one plan (e.g., CIP or SIA application)</li><li>• Resources are clearly aligned with the vision and strategic initiatives:<ul style="list-style-type: none"><li>· Budget examples of how funds support the vision/strategic initiatives</li><li>· Staffing patterns that reflect where there is an identified need</li><li>· Data support goals that are aligned to student learning and growth</li></ul></li><li>• Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans</li></ul>

## STANDARD 2: ETHICS AND PROFESSIONAL NORMS

### DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

### ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

## STANDARD 3: INCLUSIVE DISTRICT CULTURE

### DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

### ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

## STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

### DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

### ARTIFACTS

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)



## STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

### DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

### ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

## STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

### DESCRIPTORS

### ARTIFACTS

- | DESCRIPTORS  | ARTIFACTS   |
|--|---|
| <ul style="list-style-type: none"> <li>• Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.</li> <li>• Establishes productive relationships with associations while managing labor relations and contract effectively.</li> <li>• Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.</li> <li>• Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff recruitment and retention plan (including demographics to match student and community population)</li> <li>• Union collaboration (minutes, negotiations, grievances, etc.)</li> <li>• Uses data from a variety of sources to inform labor trends, negotiations and bargaining</li> <li>• Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)</li> <li>• Staff attendance and retention rates</li> <li>• Development plans for improving the capacity of leadership at all levels</li> <li>• Documentation of coaching for instruction, curriculum, assessment and inclusion</li> <li>• Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)</li> <li>• Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders</li> </ul> |

## STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

### DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

### ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

## STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

### DESCRIPTORS

### ARTIFACTS

- | DESCRIPTORS   | ARTIFACTS  |
|---|--|
| <ul style="list-style-type: none"> <li>• Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.</li> <li>• Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.</li> <li>• Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrative team meeting agendas</li> <li>• Board and administrative goals</li> <li>• Board meeting agendas</li> <li>• Timeliness of board packets</li> <li>• Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials</li> <li>• Collaborative partners (documentation)</li> <li>• Comprehensive District Improvement Plan</li> <li>• External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)</li> <li>• Onboarding plan for board members to understand roles and responsibilities</li> <li>• Meaningful interpretive reports of student achievement data delivered in accessible language</li> <li>• Notes from state officials</li> <li>• Participation in state, regional, national initiatives (documentation)</li> <li>• State plans and reports (ELL, SPED, CIP, Title, etc.)</li> <li>• State Report Card data (including disaggregated data by sub-groups and groups of interest)</li> <li>• Work with city council on city/school initiatives (documentation)</li> <li>• Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.</li> </ul> |

# APPENDIX D

## PART 4

### EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

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#### STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number of participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

# APPENDIX E

## PART 5

### SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



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