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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, September 17, 2026

Regular Session

The Gervais School District #1 Board of Directors will convene in a Regular Session at 6:00 p.m. in the District Office Conference Room and via Zoom.

Persons having questions about, or requests for special needs and accommodations, should contact the Director of Special Services at the Gervais School District Office. Contact should be made at least 48 hours in advance of the event.

Individuals needing accommodations regarding translation should contact the Director of Federal Programs at the Welcome Center Office x4010. Contact should be made at least 48 hours advance of the event.

Gervais School District is an equal opportunity educator and employer. El Distrito Escolar de Gervais es una empresa educadora de oportunidad igual.



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REGULAR SESSION

The Gervais School District #1 School Board, Gervais, Oregon, will convene in a Regular Session at 6:00 p.m. at the District Office Conference via ZOOM on **Thursday, September 17, 2026**. The agenda for the Regular Session meeting includes, but is not limited to, the following business:

Reports:

Action Items:

- Annual Report on Integrated Plan
- Policies Second Reading
- EBBA: Student Health Services
- KNA: Immigration Enforcement on District Property
- KNA-AR (1): Interactions with Immigration Enforcement
- KNA-AR (2): Federal Immigration Enforcement Request Log
- School Board & Superintendent Goals
- Reduction in Workforce

Discussion Items:

- Bond Update

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/88472339122?pwd=oQv4O1cvKp2BODvneWhYkMlxdON9pr.1>

Passcode: 972001

Phone one-tap:

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+16694449171,,88472339122#,,,,*972001# US

Join via audio:

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GERVAIS SCHOOL DISTRICT

Agenda for September 17, 2026, School Board Meeting
District Office Conference & via ZOOM
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
1.0 CALL TO ORDER	Chairperson	6:00 p.m.
1.1 Pledge of Allegiance		
2.0 INTRODUCTIONS & ANNOUNCEMENTS		
2.1 Public Forum Sign-Up	Chairperson	
2.2 Visitor Guest Book	Chairperson	
2.3 Announcements	D. Stevens	
▪ OSBA Annual Convention in Portland-November 12-14, 2026		
3.0 APPROVAL OF MINUTES (pages 4-10)	Chairperson	6:10 p.m.
3.1 Working, Regular, & Executive Session August 20, 2026		
4.0 PUBLIC FORUM	Chairperson	6:15 p.m.
4.1 Public Participation in Board Meetings (Gervais School District Policy BDDH-AR) <i>Statements by members of the public should be brief and concise. The chairperson may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic. Speakers may offer objective criticism of school operations and programs, but the Board will not hear complaints concerning individual school personnel. The Chairperson will direct complaints to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals. At this time, members of the public are invited to present concerns to the Board.</i>		
5.0 REPORTS (pages 13-28)		
5.1 Student Council Report	None	6:20 p.m.
5.2 Administrators' Reports/Strategic Plan	All Administrators	
5.3 Financial Report	C. Davis	
5.4 Superintendent Report	D. Stevens	
6.0 BOARD FOCUS/MEMBER TOPICS	Chairperson	7:00 p.m.
7.0 CONSENT ITEMS (pages 29)	Chairperson	7:05 p.m.
7.1 New Hire/Temporary/Extra Duty		
7.2 Contract Change/Recall/Renewal		
7.3 Reduction in Force/Resignation/Termination		
7.4 2027 Graduation		

8.0	ACTION ITEMS (pages 30-53)	Chairperson	7:10 p.m.
8.1	Annual Report on Integrated Plan		
8.2	Policies Second Reading		
	EBBA: Student Health Services		
	KNA: Immigration Enforcement on District Property		
	KNA-AR (1): Interactions with Immigration Enforcement		
	KNA-AR (2): Federal Immigration Enforcement Request Log		
8.3	School Board & Superintendent Goals		
8.4	Reduction in Workforce		
9.0	DISCUSSION ITEMS ()	D. Stevens	7:30 p.m.
9.1	Bond Update		
11.0	ADJOURN	Chairperson	7:40 p.m.

**Gervais School District #1
School Board Working & Regular Session
Meeting Minutes
August 20, 2026**

REGULAR SESSION

Director Bustamante called the School Board of Gervais School District #1, Marion County, into a Working Session on August 20, 2026, at 5:30 p.m. Board members present included Jenny Jones, Leah Kasachev, Henry Bustamante, Ana Contreras and Maria Contreras. Others present included Dandy Stevens and Sandra Segura. (Director Jenny Jones arrived at 5:37 p.m.)

Visitor Guest Book:

Caryn Davis and Creighton Helms.

Online Guests:

1.0 CALL TO ORDER

1.1 Pledge of Allegiance

Director Bustamante called the meeting to order at 5:30 p.m.

WORKING SESSION

The Board held a work session with Amy Ferschweiler representative of Gervais FFA Alumni to discuss proposed improvements to the agricultural barn and related facilities. The existing barn, constructed in 2017, has reached capacity and currently supports students participating in agricultural and livestock projects, including pigs, goats, sheep, and turkeys.

It was reported that sufficient funds have been raised to expand the existing barn by approximately 30 feet, adding six additional animal stalls/pens. Estimated project costs are approximately \$50,000–\$55,000. The organization has obtained preliminary bids and estimates and plans to proceed with permitting and inspections once district approval is received.

A future project was also discussed to construct a 24-by-36-foot covered structure adjacent to the barn. The structure would provide winter storage for district equipment and trailers and could be enclosed during the show season to provide students with a shaded area to practice showing their animals. Funding for this project will depend on available resources.

Amy Ferschweiler noted its continued financial support of students through scholarships, leadership opportunities, and continuing education assistance. The organization intends to balance facility improvements with its ongoing scholarship commitments.

The Board discussed the permitting and inspection process, noting that Gervais FFA Alumni would be responsible for obtaining required permits and completing inspections before turning the improvements over to the District. Security camera upgrades for the barn will be coordinated with completion of the construction.

The Board expressed support for moving forward with the proposed barn expansion and indicated that an action item would be considered during the regular meeting.

Working Session adjourned at 5:40 p.m. and Director Bustamante called the Regular Session at 5:41 p.m.

2.0 INTRODUCTIONS & ANNOUNCEMENTS

Ms. Stevens shared that the district's All-Staff Service is scheduled for September 1, 2026, from 7:30 a.m. to 12:30 p.m. at the elementary school gym. Board members are welcome to attend, meet staff, and hear the guest speaker.

- New staff orientation is scheduled for Friday, August 28.
- The elementary school location was selected to provide a more manageable setting for the all-staff event.

2.1 Public Forum Sign-Up:

None.

3.0 APPROVAL OF MINUTES

- 3.1 Regular Session, June 17, 2026
- 3.2 Regular & Working Session, July 16, 2026

Motion:

There was a motion made by Director A. Contreras and seconded by Director Bustamante that the Gervais School District Board of Directors approve the minutes from the Regular Session, June 17, 2026 & Regular & Working Session, July 16, 2026. The motion passed 5-0.

4.0 PUBLIC FORUM:

None.

5.0 REPORTS

Federal Programs Report

Dr. Helms provided an update on the district's summer school programs. The six-week program was described as highly successful and served a significant number of students. The K–8 program employed eight high school students, including four in academic support and four in office, custodial, and maintenance roles. Students participated in academic activities, enrichment experiences, cultural learning, and weekly incentives.

The district also hosted a binational teacher from Mexico for four weeks. He supported both the regular and migrant summer school programs and provided engaging cultural and educational activities for students.

The migrant summer school program included several educational field trips, including ecological studies at St. Louis Ponds, the Oregon Gardens, OMSI, the Oregon Coast Aquarium, and the Oregon coast. Students participated in hands-on learning and cultural experiences throughout the program. The district met the requirements of both the Oregon Department of Education and Willamette ESD grants. Grant reporting will be completed as required. The district has secured funding for the next three summers, allowing for earlier planning and hiring.

Dr. Helms reported that summer school funding primarily determines staffing levels and supplies, while enrollment is influenced by the desired student-to-adult ratio. The district has recently prioritized smaller groups, approximately a 1:4 ratio, to provide more individualized academic support. Previous data indicated that students participating in summer school have demonstrated stronger academic performance and less summer learning loss.

Dr. Helms also reported that the administrative team is working with Willamette ESD's Oregon Data Suite team to conduct a detailed analysis of student outcomes, particularly for students with disabilities and English language learners. The district plans to examine cohort and longitudinal data to identify areas of strength and opportunities for improvement. A comprehensive report is anticipated later in the fall.

Additional updates included plans to expand the transition program's gardening activities through outdoor planter beds, a greenhouse, and an indoor hydroponic system. Students will gain hands-on experience growing and using produce. Preschool enrollment is projected to remain consistent with prior years, with approximately 47–48 Preschool Promise slots expected to be filled. The district is also exploring paid preschool enrollment for additional families, with pricing and contractual details being finalized.

Business Office Report

Ms. Davis provided a financial update, including a projected General Fund ending fund balance of approximately \$1.367 million, compared with the budgeted amount of \$1.131 million. The projected balance represents approximately 9.07% of the General Fund and is approximately \$67,000 higher than the amount budgeted as a carryover for 2026-27. The Board also reviewed a new monthly cash-flow projection report, which indicated a clearer presentation of actual and projected revenues and expenditures.

The Board then received a presentation regarding the District's pension obligation bonds (POBs) and anticipated changes to PERS costs. Staff explained that the 2003 PERS bond's side account is projected to be exhausted in June 2027, after which PERS rates and related debt obligations are expected to significantly increase. The district currently has POBs from 2003 and 2021, which are projected to provide substantial long-term savings compared with the cost of paying the associated PERS liabilities without the bonds.

The Board discussed the potential issuance of a new pension obligation bond as a strategy to mitigate the anticipated increase in PERS-related expenses. The group reviewed current interest rates, historical PERS investment returns, potential benefits, and

risks associated with POBs, including market volatility, investment losses, payroll growth assumptions, and fluctuations in rate credits.

The Board was advised that the current estimated borrowing rate is approximately 5.4%, while the District and other participating districts are considering a maximum acceptable true interest cost (TIC) of 4.75%.

Ms. Davis noted that numerous Oregon school districts are evaluating similar options and that the District has approximately \$700,000 in reserves intended, in part, to help offset PERS-related fluctuations. The Board discussed the significant projected financial impact if no new pension obligation bond is issued and the importance of advocating for increased state education funding to address rising fixed costs.

The group reviewed the proposed timeline for participating in the bond process, including notifying the bond team of the District's intent to proceed, consideration of a Board resolution in October, completion of required documents, a potential bond sale in January, closing in February, and reduced PERS payroll rates beginning in March. Participation at this stage would allow the District to proceed with the process while retaining the option not to issue the bond if market conditions do not meet the District's established parameters.

Superintendent Report

Ms. Stevens provided an update on state education funding priorities, including an upcoming meeting with the Governor and other superintendents. Discussion topics will include special education funding and high-cost disability reimbursement.

Ms. Stevens also provided an update on a potential CCE program partnership with Mountain West Investments and the Epping Foundation to construct an approximately \$630,000 facility for an electrical and HVAC pre-apprenticeship program. The organizations have indicated they would donate the building to the District, subject to the District securing approximately \$200,000 in additional funding.

Ms. Stevens reported that potential funding sources and community partnerships are being explored, including the Ford Family Foundation, SEDCOR, local electrical and HVAC businesses, and the FFA Alumni Association. Approximately \$100,000 in SIA funds may also be available for the project.

The proposed program could serve students from multiple area school districts and would be developed as a regional program similar to WACA. The proposed facility would be located near the existing shop area, with related greenhouse relocation and expansion work included in the planning.

Ms. Stevens expressed support for pursuing the opportunity while noting the significant fundraising timeline and competing District priorities. Additional research and fundraising efforts will continue, with a further update to the Board anticipated in September.

6.0 BOARD FOCUS/MEMBER TOPICS:

None.

7.0 CONSENT ITEMS:

7.1 Approve

New Hire / Temporary/Rehire:

Kaylyn Dushkin, GES Childcare Worker
Kristian Frack, GHS ELA & ELD Tacher
Guadalupe Lopez, Student Advocate Coordinator
Josh Quinn, Special Education Instructional Assistant
Rico Lopez, GMS Football Coach
Rebeca Oropeza, GES Childcare Worker

Extra Duty

Ricardo Ferreria, GHS Assistant Football Coach (1 FTE)
Daniel Hill, GHS Assistant Football Coach (1 FTE)

7.2 Approve

Contract Change / Renewal:

Recall:

**7.3 Approve
Resignation/Retirements/Termination/Non-Renewal:**
Sarah Orschel, GHS Arts Teacher

Decline:
Reduction in Force:

Other:

Transfers:

Comments:

Ms. Stevens said that there were three names added to the consent items.

Motion:

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

8.0 ACTION ITEMS

8.1 FFA Building Expansion

Motion:

There was a motion made by Director Bustamante and second by Director A. Contreras that the Gervais School District #1 Board approves the expansion of the FFA building as presented by Amy Ferschweiler. The motion passed 5-0

8.2 Pension Obligations Bonds Resolution

Motion:

There was a motion made by Director Bustamante and second by Director A. Contreras that the Gervais School District #1 Board approves the pension obligations bond resolution not to exceed 4.75 in interest rate as presented by Ms. Davis. The motion passed 5-0

8.3 Board/Superintendent Working Agreement

Motion:

There was a motion made by Director Bustamante and second by Director M. Contreras that the Gervais School District #1 Board approves the board/superintendent working agreement as shown on the board packet. The motion passed 5-0.

8.4 Policies Second Reading

DBEA: Budget Committee
EBB: Integrated Pest Management

Comments:

Motion:

There was a motion made by Director Bustamante and seconded by Director A. Contreras that the Gervais School District #1 Board approves policies DBEA and EBB as shown on the agenda. The motion passed 5-0

8.5 Policies to Delete

BBAA: Individual Board Member's Authority and Responsibilities
BBE: Vacancies on the Board
BCE: Board Committees

BCF: Advisory Committee to the Board
BD/BDA: Board Meetings
BDC: Executive Sessions
BDD: Board Meeting Procedures
BDDC: Board Meeting Agenda
BDDG: Minutes of Board Meetings
GAA: Personnel Definitions

Comments:

Motion:

There was a motion made by Director A. Contreras and seconded by Director Kasachev that the Gervais School District #1 Board approves deletion of polices, BBAA, BBE, BCE BCF, BD/BDA, BDC, BDD, BDDC, BDDG, and GAA the agenda. The motion passed 5-0

9.0 DISCUSSION ITEMS

9.1 Bond Project Update

Ms. Stevens gave an update on the status of the district's bond construction projects, remaining funds, project concerns, and anticipated completion timelines.

The district currently has approximately \$211,000 in remaining available funds, plus approximately \$203,000 in district costs, for a total of just over \$413,000. Several potential projects and bond commitments were reviewed, including the high school electrical upgrade, parking lot improvements, cafeteria refresh and roof, mechanical systems, entry canopy, restroom modifications, concession area improvements, and elementary school cafeteria improvements. The district expects to bid for the high school cafeteria roof project in January, with more definitive costs anticipated by late January or early February.

Ms. Stevens expressed significant concerns regarding project management, communication, coordination, staffing, scheduling, and quality control involving the construction manager and architect. Examples discussed included delays, incorrect or incomplete orders, insufficient staffing, changes or assumptions made without district confirmation, missed mock-up reviews, unexpected asbestos-related costs, damage to electrical and plumbing systems, and other construction issues. District staff have maintained a list of issues and are documenting items for consideration during final project billing and contract discussions.

Ms. Stevens noted that district staff, particularly Gustavo and Julie, have been closely monitoring the work and identifying issues through regular building walkthroughs. Ms. Stevens advised that the district would develop a facilities priorities list to identify remaining work, future needs, estimated costs, and potential funding sources.

Despite the challenges, substantial work has been completed, and Ms. Stevens stated that the completed spaces are expected to provide a significant improvement for students and staff.

The Board also discussed the use of remaining bond-related funds and the need to prioritize future projects. The district anticipates using available Frontier Charter funds over the next several years for certain capital needs, including future track resurfacing.

School Opening and Project Completion

Ms. Stevens reported that there will be no delayed start to the school year. The district expects the elementary school and most high school areas necessary for opening to be ready for occupancy. Some high school spaces may remain temporarily unfinished, including portions of the administrative offices, back restrooms, and certain athletic support areas.

The high school gym is complete and scheduled to reopen for use, including volleyball practices. Temporary glass will be installed at the high school entry while the permanent glass is addressed. The weight room remains delayed due to installation issues involving specialized flooring. Science and culinary areas may have some countertops completed after the start of school due to manufacturing and measurement issues, with temporary surfaces being used as needed.

The new middle school portion is expected to be turned over to the district the Friday before Thanksgiving, allowing time for preparation and moving materials before students begin using the building following winter break.

The Board also discussed the recently remodeled single-user restroom configuration at the high school. Ms. Stevens explained that the design provides greater privacy for students who prefer individual restroom facilities, additional staff-only restroom

capacity, and an accessible/family-friendly restroom. Concerns regarding visibility in the restroom area will be monitored, with any future modifications considered separately.

Ms. Stevens concluded by recognizing the significant amount of work completed while acknowledging continued frustration with project delays and management issues.

9.2 OSBA 2026 Open Board of Directors Position 11 Nominations

No interest in the group.

9.3 Policy First Reading

EBBA: Student Health Services

KNA: Immigration Enforcement on District Property

KNA-AR (1): Interactions with Immigration Enforcement

KNA-AR (2): Federal Immigration Enforcement Request Log

The group reviewed the first reading of a proposed policy regarding immigration enforcement on district property. Ms. Stevens explained that the policy is intended to ensure schools protect students and their families and that many of the outlined procedures are already consistent with current district practices, including student privacy and confidentiality.

The policy identifies the Superintendent, or a designated administrator in the Superintendent's absence, as the point of contact for requests involving immigration enforcement, including attempts to interview or remove a student from school property. Principals will receive training on the procedures, and the district will communicate the policy and related processes to the community through the district website and staff handbook.

Ms. Stevens noted that, if an immigration enforcement request occurred, the district would consult with legal counsel and follow the attorneys' guidance.

9.4 Draft Board & Superintendent Goals

The Board reviewed draft goals and measures/indicators for the current school year, along with the Superintendent's prior year goals and the Board's previously identified focus areas based on OSBA standards. The Board discussed whether to continue with the same standards and noted that the fourth goal may need to be revised as bond work is completed, with a possible focus on prioritizing future projects and directions. Board members were asked to review the proposed goals and provide additional feedback. Further discussion and potential action will be scheduled for the September meeting.

9.5 Review of Proposed Performance Growth Targets

Ms. Stevens reviewed the state's revised accountability framework, which establishes statewide targets, locally developed district targets, and comparisons among districts with similar enrollment and demographic characteristics. The district's comparable districts are intended to provide opportunities for sharing practices and strategies rather than serve as a basis for punishment.

The district's required measures include K–12 regular attendance, K–2 regular attendance, third-grade reading, eighth-grade mathematics, ninth grade on-track status, four-year graduation, and five-year completion. For its local measure, the district selected fifth-grade science achievement, citing its potential to address identified academic needs. Other available local measures included academic growth, career and workforce readiness, bilingual/multilingual proficiency, and postsecondary readiness.

Ms. Stevens expressed concerns about the state's target-setting methodology, particularly targets for similarly situated districts that are substantially higher than statewide targets. Ms. Stevens also noted that small enrollment makes percentage-based targets sensitive to the performance or attendance of a small number of students. Targets will remain in place for four years. Ms. Stevens reported that failure to meet growth targets for multiple years could result in state coaching and, after a third year, potential redirection of up to 25% of general fund resources.

Ms. Stevens reviewed preliminary targets and reported that it is already performing above several of the established benchmarks. Attendance remains a significant focus, as regular attendance is viewed as foundational to academic improvement. Ninth grade on-track status was identified as an area requiring particular attention. The district is strengthening interventions for students who fail courses, including required study hall and extended school-day opportunities until credits are recovered.

Graduation and five-year completion rates were also discussed. Leadership expressed concern that immigration-related student mobility and students leaving the district without enrolling elsewhere may negatively affect reported graduation and completion measures. The group also discussed challenges associated with attendance reporting for students observing religious holidays and the possible elimination of an existing attendance verification process.

For fifth-grade science, Ms. Stevens acknowledged that current achievement levels are not where they should be. The elementary school is making scheduling and curricular adjustments to increase attention to science while continuing to address mathematics and reading. Ms. Stevens anticipates that these structural changes, along with staff support and coaching, will improve science outcomes.

Ms. Stevens said accountability targets will be submitted to the Oregon Department of Education and subsequently published on the district website. Leadership emphasized the importance of establishing ambitious but realistic targets that support student improvement without placing the district at unnecessary financial or operational risk.

9.6 Discussion of PERS Bond Proposal

Discussed earlier on the agenda during the business office report.

10.0 FUTURE AGENDA ITEMS

ADJOURN

Director Jones adjourned the Regular Session at 7:36 p.m.

Director Jones called an Executive Session under ORS 192.660 (2) (h) "Consult with Legal Counsel" at 7:37 p.m.

Director Jones adjourned the Executive Session and reconvened the Regular Session at 7:44 p.m.

Motion:

There was a motion made by Director Jones and seconded by Director Kasachev that the Gervais School District #1 Board elects Director Bustamante to represent the School Board in the legal matter.

The motion passed 5-0.

Director Jones adjourned the Regular Session at 7:45 p.m.

APPROVED

Board Chairperson

Board Secretary

Gervais School District 1

Code: BDDH-AR
Revised/Reviewed: 10/17/19; 7/16/20; 1/28/22
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 provide public comment in person, if the opportunity is available on the Board agenda, please sign in on the public comment sheet provided prior to the meeting. Those attending virtually and want to provide public comment should notify the Board secretary or superintendent by submitting an email to sandra_segura@gervais.k12.or.us as directed prior to the start of the meeting.

A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda. A person providing public comment will be allowed three minutes. Signing up to provide public comment does not guarantee time will be available.

Any person, who is allowed to speak to the Board during a meeting, should state their name, whether they are a resident of the district and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Comments about a specific employee or group of employees should comply with Board policy BDDH - Public Comment at Board Meetings:

“A person speaking during the designated portion of the agenda for public comment 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 consideration of a legitimate complaint involving a staff member. Any 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, a supervisor and the Board.”

SEE FORM ON REVERSE

INTENT TO SPEAK

The Board welcomes input. To provide in-person public comment please submit this completed card to the Board secretary prior the start of the meeting.

Name: _____ Phone: _____

Name of organization (if applicable): _____

Address: _____

Email (optional): _____

Topic or comment to be presented (brief description): _____

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 by the Board regarding personnel may take place in an executive session.

The Board requests that a topic or comment is limited to three minutes or less.

Monthly Administrator Report for GSD School Board

Date: September 2026 **School:** Gervais Elementary School **Administrator:** Sarah Bradley

Student Enrollment Numbers (at the time that this report was submitted): **374**

School	Beginning-of-Year 2026-2027	Current 2026-2027
Total	374	374

Grades	Beginning-of-Year	Current	Grades	Beginning-of-Year	Current
Kindergarten	47	47	3 rd Grade	55	55
1 st Grade	62	62	4 th Grade	77	77
2 nd Grade	71	71	5 th Grade	62	62

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

- We kicked off the school year with an inspiring and productive districtwide in-service. Dandy opened the morning with a warm welcome and lighthearted stories, using humorous clips from the movie *The Money Pit* to talk about the construction happening in buildings. It brought staff together before shifting our focus toward the year ahead. Teacher leaders shared the new goals and implementation measures guiding our updated strategic vision, establishing clear, shared priorities across all buildings. The highlight of the day was an engaging two-hour keynote presentation by Kristin Souers, author of *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*. Kristin delivered a powerful, practical session focused on building adult capacity, cultivating trauma-invested learning environments, and reframing student behavior so that educators don't take challenges personally. Staff left the morning energized, connected, and equipped with a shared framework to support both our students and one another.
- Our elementary building in-service set an intentional, cohesive tone for the school year by focusing on culture, systems of support, and instructional excellence. I opened our time together by sharing my personal leadership commitments with staff. I pledged to communicate priorities clearly, listen actively, lead with transparency and consistency, and place deep trust in their professionalism, while also acknowledging that growth requires grace and that I will make mistakes along the way. In turn, we established clear collective expectations centered on student well-being, vigilant supervision, integrity, and proactive communication, including a twenty-four-hour response standard for families and colleagues. We emphasized showing up fully for team collaboration and always assuming positive intent rather than micromanaging one another. To bolster our multi-tiered systems of support, our counselor Julie Schnell and our behavior instructional assistant walked staff through practical interventions, including a new digital system featuring Google forms for scheduled counseling requests and urgent classroom needs. We also heard inspiring presentations from our ELD, math, and reading TOSAs, who outlined their targeted coaching visions and achievement goals for the coming months. We concluded our day by reviewing logistics for Open House, grounding our

professional learning communities in clear protocols, and mapping out our comprehensive professional development calendar for the entire academic year.

- In alignment with goal 3 of our strategic plan and our continuous improvement document, our staff is launching targeted academic focus across reading, mathematics, and science to accelerate student achievement. Under the leadership of our instructional TOSAs, Cindy in reading, Barb in math, and Eliana in science, each grade band across kindergarten through fifth grade will identify three high priority instructional targets for focused intervention and reinforcement. For mathematics, our third through fifth grade teams will analyze recent OSAS data alongside the state test blueprints, zeroing in directly on Claim 1 priority targets as recommended by Andrew Byerley from the Oregon Department of Education. Our fifth grade team will apply a similar data driven approach to science by examining their OSAS results, while our primary teachers in grades K through 2 evaluate foundational assessments to pinpoint essential state standards. During our initial Professional Learning Communities, educators in grades 3 through 5 will unpack OSAS target performance reports to evaluate areas of strength, proficiency, and growth. This disciplined process will enable every grade level team to anchor their daily instruction in precise, measurable standards that move the needle for our learners.
- From August 24th through August 28th, our building buzzed with excitement as forty incoming students joined us for JumpStart Kindergarten. The program ran daily from 9:00 AM to 1:00 PM over the course of five days, giving our youngest learners a gentle, joyful introduction to the school environment. During this dedicated week, our kindergarten teachers focused on building strong foundational relationships with children and their families, conducting essential initial assessments, and establishing positive classroom routines. A vital element of the week's success was the partnership of our preschool teacher, who assisted on site each day to help bridge the transition from preschool to kindergarten. Seeing familiar faces gave our students an immediate sense of comfort and consistency, easing first day jitters and setting a confident, positive tone for their entire kindergarten year. Teachers are looking forward to Family Conversations that will be happening September 9th-11th.
- Proactive student support and teacher wellness go hand in hand, which is why our school counselor and I prioritized intentional pre-meetings with teachers who have students with complex behavioral profiles in their classrooms this year. Meeting together as a united team before the first day of school allowed us to ensure our educators felt deeply heard, valued, and fully supported from the start. During these collaborative sessions, we shared proven strategies that were successful in past years, gave teachers a dedicated space to ask questions, and helped them establish reliable "go-to" response plans for their learning environments. We also partnered to review each student's IEP snapshot (one-pager) so accommodations and goals were crystal clear on day one. While we wholeheartedly believe in fresh starts, know that children grow and change significantly over the summer, and enter the year assuming positive intent, we also recognize the critical importance of preparation. By putting these structures in place early, our staff steps into the school year feeling confident, equipped, and backed by a comprehensive safety net of support.

2. Community Relations/Partnerships/Volunteers/Schoolwide Initiative:

- Our Open House on September 3rd was a tremendous success and a true celebration for our school community. This evening marked the very first time families and students were able to step inside our building to see the remarkable construction progress firsthand. The halls were filled with smiling faces, excitement, and genuine expressions of awe as parents toured the upgraded spaces and shared how impressed they were with the transformation. Pulling this event together while construction was actively underway was no small feat. It took an extraordinary team effort to cross the finish line, led by the superintendent of the construction project who worked tirelessly to ensure the spaces were safe and ready, alongside our phenomenal district maintenance crew who swept hallways, mopped floors, and moved heavy furniture right down to the wire. The evening felt especially meaningful because our middle school and high school had to postpone their events due to ongoing construction work. Our community truly needed a shared moment of connection and celebration, and our school was proud to provide that opportunity. An added benefit is that when our secondary schools host their rescheduled events later this fall, our families will be able to attend without any scheduling conflicts.
- Cultivating a strong, values-driven school culture remains central to our mission as we kick off the new school year. This month, our School Climate team is gathering to design our character education roadmap for the 2026 2027 academic year, giving our young leaders direct ownership of the traits we celebrate schoolwide. Last year, our community rallied around a powerful monthly progression that focused on Excellence in October, Gratitude through November and December, Perseverance in January, Cooperation and Kindness in February, Empathy in March, Integrity and Responsibility in April, and Respect in May. While our student leaders may choose to introduce new virtues or adjust the sequence this fall, the framework offers a good starting point. Putting our students at the head of this selection process ensures that monthly themes, assemblies, and daily recognitions resonate authentically across every grade level.
- School spirit and inclusive family engagement continue to be cornerstones of our positive building culture. As we settle into our fall routines, we are looking forward to our upcoming Hat Day later this September, giving students and staff a fun, lighthearted opportunity to celebrate school pride and unity across all grade levels. In that same spirit of community, we are also making responsive adjustments to our annual traditions based directly on parent feedback. In the past, many working family members were unable to attend our daytime student performances, including our beloved talent show. To ensure all families have an opportunity to celebrate their children, we have decided to add an evening Talent Show following our daytime student assembly this coming April. Expanding this event into the evening allows our hardworking parent community to attend, share in the excitement, and experience our vibrant school culture firsthand.
- We are thrilled to strengthen our community literacy partnerships this fall through an exciting collaboration with the Woodburn Public Library. On September 11th, library staff will visit our building to connect directly with students, introducing them to local library resources and sharing how the bookmobile can serve them right in their own neighborhoods. Classes will rotate through engaging fifteen minute informational sessions and guided tours of the bookmobile itself, sparking enthusiasm for reading and demonstrating the value of public library access. Following this kickoff visit, we will launch a targeted library card drive for our kindergarten through second grade families,

sending registration forms home with students to ensure our youngest learners gain active library memberships. The library team will make an encore appearance on the evening of November 5th, bringing the bookmobile back to campus for our annual GES Family Literacy Night from 5:00 to 6:30 PM. This ongoing partnership creates meaningful bridges between school and community resources, empowering our students and families to become lifelong readers.

- Student safety is always our highest priority, and several of our dedicated staff members recently completed comprehensive CPR and emergency response certification to bolster our building readiness. Participants invested three hours in foundational online coursework to prepare for the session, followed by an intensive four hour practical training held in our cafeteria. This highly interactive, hands-on course equipped our team with critical lifesaving skills, including performing CPR across adult, child, and infant scenarios. In addition to resuscitation techniques, staff practiced immediate intervention protocols for choking incidents and learned proper responses to severe allergic reactions. Having more certified educators on campus ensures that our school environment remains safe, proactive, and fully prepared to support our students in any unexpected medical situation.

Technology Board Report – September 2026

Summer Projects (General Fund)

- Replacement of the PA system speakers at GHS and the addition of speakers to several indoor and outdoor areas at GES and GMS
 - Replacement and addition, as well as testing, of all indoor speakers has been completed.
 - The outdoor “horns” were late in arriving and installation will be completed in the coming weeks.
- Districtwide surveillance system refresh
 - Several new cameras have been wired and existing cameras replaced. The project continues and should finish before Sept. 30.
 - A wireless bridge and one camera at Pioneer was cancelled due to the installation cost and the plan to sell the building.
- Sound system refresh in the GES gym
 - This project was completed and the new system worked well for the district-wide inservice event.

Bond Tech Projects

- PA system amp and zone controller for the new GMS building (when ready)
 - Equipment has been ordered from Ednetics and the purchase will be reimbursed by the bond contractor.
 - Tie-in of the equipment to the existing intercomm system has been ordered from Ednetics and the purchase will be reimbursed by the bond contractor.
- Wireless access points in the remodeled areas
 - The wireless access points are included in our E-Rate application which has not yet been approved. We have pre-ordered some equipment in our Category 2 E-Rate application ahead of our funding approval to meet installation timelines.
- vape sensors in new bathrooms
 - New vape sensors have been installed and pre-existing sensors have been reinstalled. All will be tested and calibrated and coordinated with the new camera system next week.
- classroom tech including 86” interactive flat panel displays, document cameras, 140 Chromebooks and charging racks, demo stations, and phones
 - Eight interactive displays have been installed, two were damaged on arrival and will be replaced by ViewSonic. The remaining units are stored and need to be unboxed and checked for damage.
 - Chromebooks, racks, and phones are installed

- The demo stations (for Art and Culinary) have not yet been installed, and we are still awaiting the document cameras.
- digital signage in buildings
 - These are here and waiting to be installed.

Start of School

There have been some challenges, but most have been resolved quickly. Eight classrooms at GES and two at GHS had their network cabling cut or removed in the course of the painting and remodeling activities and had to be rewired. An upgrade of the projector connections in GES from VGA to HDMI cabling resulted in some incompatibility with our equipment and necessitated a workaround. Added network connections stemming from bond work and additional camera installations required the relocation of four existing 48-port network switches to the bigger wiring closets. Several new systems for building alarms, access control, and HVAC needed to be tied into the network and came with many quirks to be resolved. On top of the usual start-of-year issues, several technology items were misplaced after being packed up and stored and are still being rediscovered.

Gervais School Board Meeting
September 2026
Food Service Report

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

Report reviewed by J. Powers and D. Stevens.



Program Renewals and Updates for 2026-2027

The Oregon Department of Education (ODE) has approved the following programs for renewal.

National School Lunch Program (NSLP), which includes the School Breakfast Program renewal is approved through June 30th 2027.

Child and Adult Care Food Program (CACFP) which is used for our At-Risk Afterschool Program is renewed from October 1, 2026 through September 30th 2027.

The Fresh Fruit and Vegetable Program (FFVP) which provides small samples of fruit and vegetables to the elementary and middle school automatically rolls over October 1, 2026 through September 30, 2027. The amount is based on \$68 per student enrolled on October 1, 2025.

Gervais Elementary School: \$25, 908

Gervais Middle School: \$14,552

The ODE Farm to CNP (child nutrition program) Grant is a two year grant that began July 1, 2025 for \$9,235. For any who have depleted their grant they can ask for an addition amount to cover 75% of any Oregon grown or processed items.

Gervais School District received additional funds up to a combined total of \$50,000

The claims for this grant will include any farm to school purchases that were not covered in the 2025-2026 and the 2026-2027 school year.

Summer Meal Program 2026

Gervais School District completed a very successful summer meal program.

Meals Served: 122,457

Summer Revenue: \$544,671

We also had a surprise visit from three employees of the United States Department of Agriculture (USDA) on July 23rd. They observed our afternoon grab and go distribution. It was not an audit, they are visiting 7 states a year and observe how different summer programs are run. They chose 3 sites in Oregon.

When asked for input on how we could improve our program, they said they had none as this was a 'well oiled machine.

Business Manager Report

School Board Meeting – 09/17/2026

Contact Information:

Caryn Davis

Email: caryn_davis@gervais.k12.or.us

Phone - 503-792-9220



Gervais School District

ESTABLISHED 1834

Reports/Document Included:

- 26-27 Budget Summary – All Funds
- 26-27 All Funds Year to Date Revenue Overview
- 26-27 All Funds Year to Date Expenditure Overview
- 26-27 General Fund YTD Revenue Overview
- 26-27 General Fund YTD Expense Overview
- 26-27 Cash Flow Actuals and Projections

-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

- **26-27 All Funds Year to Date Revenue and Expenditure Overviews:** I am looking for a report that can take the place of the **Budget Summary – All Funds**. Please review this report and let me know if you would like it to replace the **Budget Summary – All Funds** report. We will go over some of the report's elements during the meeting.
- **26-27 Cash Flow Actuals and Projections:** Our first look at the new fiscal year shows an ending fund balance projection of \$1,128,325, or 7.7% of our operating budget. Our 26-27 budgeted figure for the Contingency/Ending Fund Balance amount is \$949,260, or 6.5% of our operating budget. This is projecting a little higher than budgeted, but we still need to run the September payroll to confirm the projections. I anticipate there will be changes in this figure for the October meeting.

Consent/Action Items:

None

Gervais School District #1

Budget Summary - All Funds For the Period 08/01/2026 through 08/31/2026

Fiscal Year: 2026-2027

☐ 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 (+)	\$8,768,895.90	\$168,916.89	\$268,423.53	\$8,500,472.37	\$0.00	\$8,500,472.37	96.9%
State Sources (+)	\$20,363,195.94	\$1,252,040.00	\$3,774,920.00	\$16,588,275.94	\$0.00	\$16,588,275.94	81.5%
Federal Sources (+)	\$1,825,907.00	\$0.00	\$0.00	\$1,825,907.00	\$0.00	\$1,825,907.00	100.0%
Transfers (+)	\$2,122,958.00	\$0.00	\$0.00	\$2,122,958.00	\$0.00	\$2,122,958.00	100.0%
Other (+)	\$28,784,333.00	\$0.00	\$0.00	\$28,784,333.00	\$0.00	\$28,784,333.00	100.0%
Sub-total : -	\$61,865,289.84	\$1,420,956.89	\$4,043,343.53	\$57,821,946.31	\$0.00	\$57,821,946.31	93.5%
Total : INCOME	\$61,865,289.84	\$1,420,956.89	\$4,043,343.53	\$57,821,946.31	\$0.00	\$57,821,946.31	93.5%
EXPENSES							
-							
Instruction (-)	\$15,491,559.45	\$461,819.02	\$1,279,721.06	\$14,211,838.39	\$9,771,928.00	\$4,439,910.39	28.7%
Support Services (-)	\$10,095,633.02	\$643,412.50	\$1,032,856.27	\$9,062,776.75	\$5,052,362.95	\$4,010,413.80	39.7%
Enterprise & Community (-)	\$1,454,932.79	\$138,943.58	\$149,006.59	\$1,305,926.20	\$943,057.64	\$362,868.56	24.9%
Facilities Acquisition (-)	\$28,149,003.68	\$3,971,983.22	\$4,025,384.90	\$24,123,618.78	\$16,276,578.01	\$7,847,040.77	27.9%
Transfers (-)	\$2,122,958.00	\$0.00	\$0.00	\$2,122,958.00	\$0.00	\$2,122,958.00	100.0%
Debt Service (-)	\$3,601,942.90	\$0.00	\$61,500.00	\$3,540,442.90	\$0.00	\$3,540,442.90	98.3%
Contingency (-)	\$949,260.00	\$0.00	\$0.00	\$949,260.00	\$0.00	\$949,260.00	100.0%
Sub-total : -	(\$61,865,289.84)	(\$5,216,158.32)	(\$6,548,468.82)	(\$55,316,821.02)	(\$32,043,926.60)	(\$23,272,894.42)	37.6%
Total : EXPENSES	(\$61,865,289.84)	(\$5,216,158.32)	(\$6,548,468.82)	(\$55,316,821.02)	(\$32,043,926.60)	(\$23,272,894.42)	37.6%
NET ADDITION/(DEFICIT)	\$0.00	(\$3,795,201.43)	(\$2,505,125.29)	\$2,505,125.29	(\$32,043,926.60)	\$34,549,051.89	0.0%

End of Report

Operating Statement with Encumbrance

2026-2027 Gervais SD 1 All Funds Year to Date Revenue Overview August 2026

General Fund(s)

YTD Local Sources

0.01% of Budget

Prior Year YTD: 0.93% of Actuals

YTD State Sources

24.19% of Budget

Prior Year YTD: 24.11% of Actuals

YTD All Sources (except 5400s)

19.16% of Budget

Prior Year YTD: 19.28% of Actuals

Special Revenue Funds

YTD Local Sources

8.05% of Budget

Prior Year YTD: 4.79% of Actual

YTD State and Federal Sources

0.37% of Budget

Prior Year YTD: 5.25% of Actuals

YTD All Sources (except 5400s)

1.26% of Budget

Prior Year YTD: 6.60% of Actuals

Debt Service Funds

YTD Local Sources

2.90% of Budget

Prior Year YTD: 3.00% of Actuals

YTD All Sources (except 5400s)

2.65% of Budget

Prior Year YTD: 2.71% of Actuals

All Funds

YTD Local Sources

3.06% of Budget

Prior Year YTD: 4.19% of Actuals

YTD State & Federal Sources

17.02% of Budget

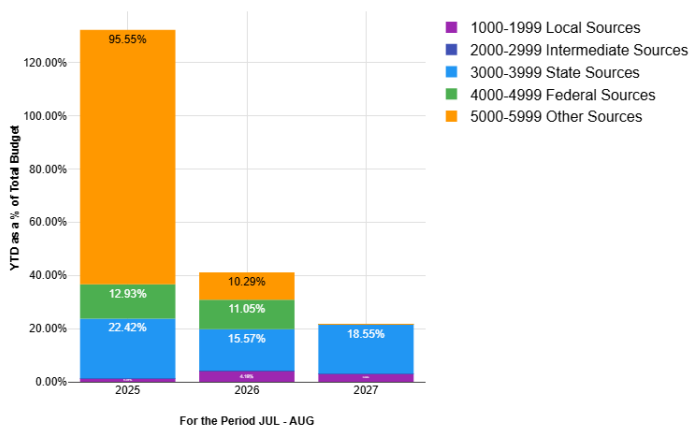
Prior Year YTD: 15.18% of Actuals

YTD All Sources (except 5400s)

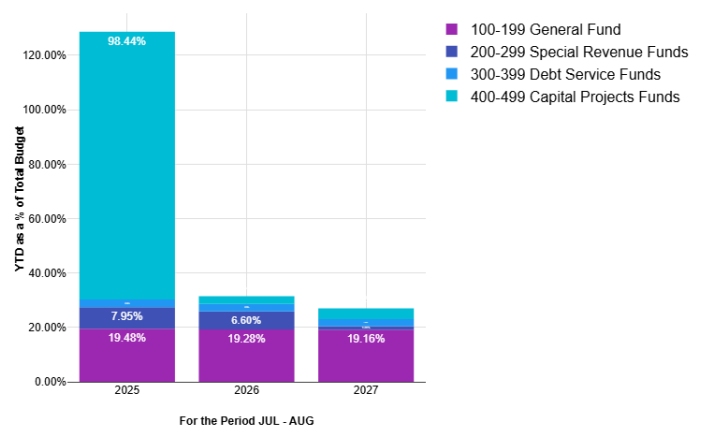
12.22% of Budget

Prior Year YTD: 12.31% 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



**2026-2027 Gervais SD 1
All Funds Year to Date Expense Overview
August 2026**

General Fund(s)

YTD Salary and Benefits

4.55% of Budget

Prior Year YTD: 4.74% of Actuals

YTD Purchased Services

17.41% of Budget

Prior Year YTD: 19.20% of Actuals

YTD Other Expenses

9.82% of Budget

Prior Year YTD: 25.43% of Actuals

Special Revenue Funds

YTD Salary and Benefits

3.91% of Budget

Prior Year YTD: 7.86% of Actuals

YTD Purchased Services

2.23% of Budget

Prior Year YTD: 7.40% of Actuals

YTD Other Expenses

7.91% of Budget

Prior Year YTD: 26.19% of Actuals

Debt Service Funds

YTD Other Services

1.71% of Budget

Prior Year YTD: 2.50% of Actuals

YTD All Other Expenses

0.00% of Budget

Prior Year YTD: 0.00% of Actuals

All Funds

YTD Salary and Benefits

4.44% of Budget

Prior Year YTD: 5.54% of Actuals

YTD Purchased Services

14.07% of Budget

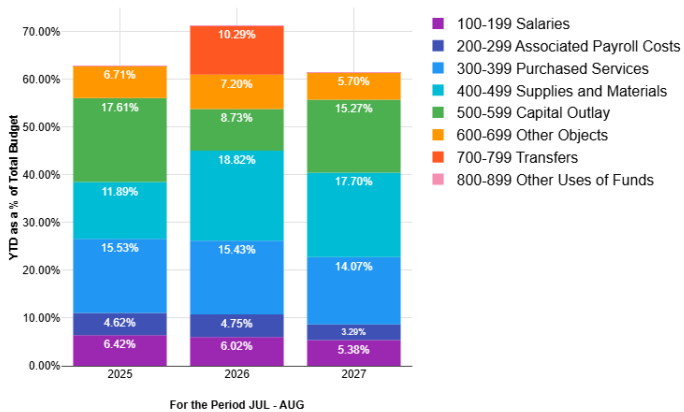
Prior Year YTD: 15.43% of Actuals

YTD Other Expenses

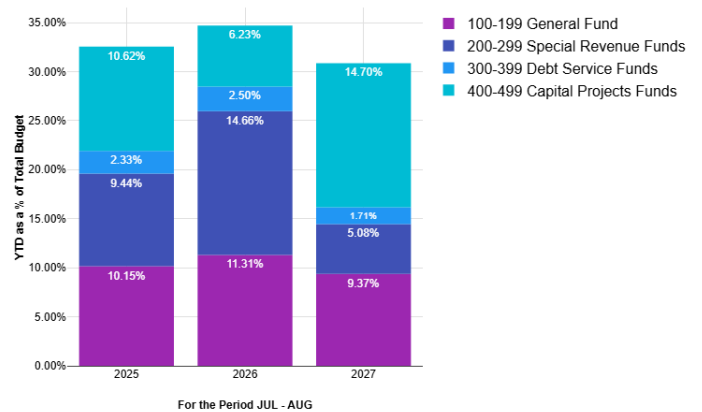
12.57% of Budget

Prior Year YTD: 9.41% of Actuals

All Funds YTD Expense as Percent of Budget by Objects



All Funds YTD Expense as Percent of Budget by Major Fund



2026-2027 Gervais SD 1 General Fund YTD Overview - Revenue August 2026

YTD Local Sources

\$515

0.01% of Budget

YTD State Sources

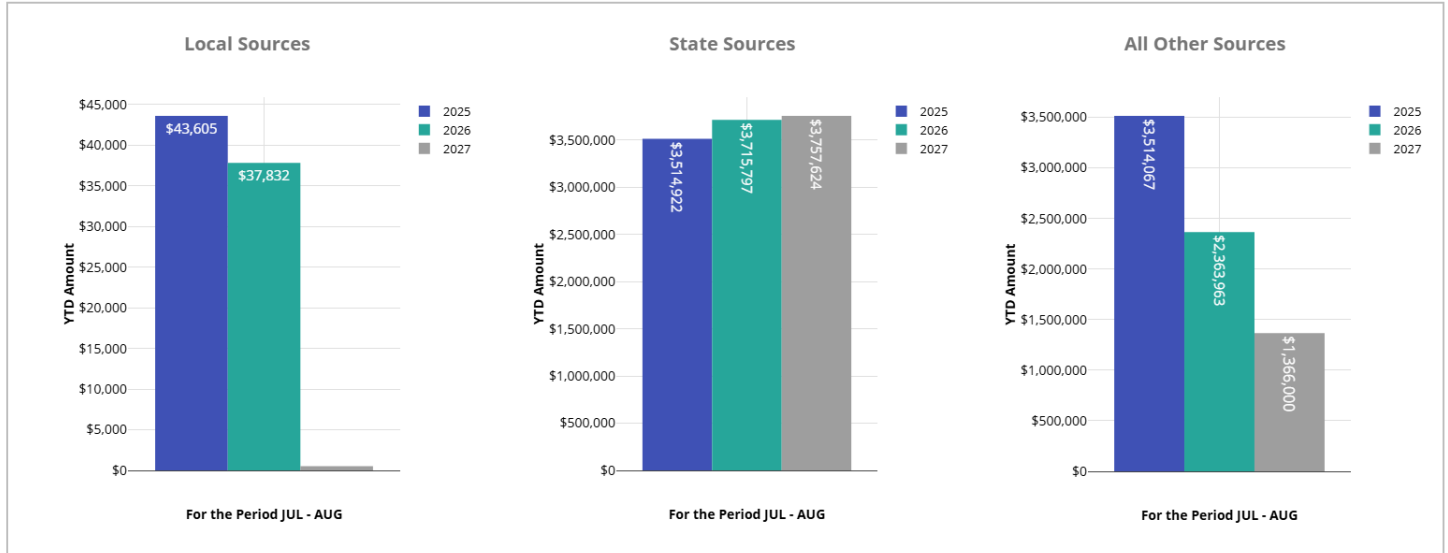
\$3,757,624

24.19% of Budget

YTD All Other Sources

\$1,366,000

64.70% of Budget



RESOURCES	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Operating Revenues				
State School Fund Formula				
Local Revenue	\$0	\$0	\$3,884,453	0.00%
Intermediate Revenue	\$0	\$0	\$7,000	0.00%
State Revenue	\$3,715,797	\$3,757,624	\$15,535,388	24.19%
Total State School Fund Formula	\$3,715,797	\$3,757,624	\$19,426,841	19.34%
Local Revenue	\$37,832	\$515	\$188,000	0.27%
Intermediate Revenue	\$0	\$0	\$4,000	0.00%
State Revenue	\$0	\$0	\$0	0.00%
Federal Revenue	\$0	\$0	\$0	0.00%
Other Revenue	\$0	\$0	\$0	0.00%
Total Operating Revenues	\$3,753,629	\$3,758,139	\$19,618,841	19.16%
Beginning Fund Balance	\$2,363,963	\$1,366,000	\$2,100,133	65.04%
TOTAL RESOURCES	\$6,117,592	\$5,124,139	\$21,718,974	23.59%

Revenue Insight:

General Fund (Source 54XX Removed) YTD revenues totaled \$3,758,139 through August 2026, which is \$4,510 or 0.1% more than the amount received last year for this period. The YTD difference is driven by an increase in 3000-3999 State Sources of \$41,827, a decrease in 1000-1999 Local Sources of -\$37,317, and an increase in 2000-2999 Intermediate Sources of \$0.

	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
General Fund Revenues	\$6,117,592	\$5,124,139	\$21,718,974	23.59%
General Fund Expenses	\$2,217,453	\$2,034,410	\$21,718,974	9.37%
General Fund Balance	\$3,900,139	\$3,089,729	\$0	



2026-2027 Gervais SD 1
General Fund
YTD Overview - Expense August 2026

YTD Salaries and Benefits

\$524,005

4.55% of Budget

YTD Purchased Services

\$1,165,986

17.41% of Budget

YTD Supplies & Materials

\$137,301

27.28% of Budget



REQUIREMENTS	Previous Year YTD Amount	Current Year YTD Amount	Annual Budget	% YTD Budget
Salaries				
Regular Salaries	\$310,613	\$302,984	\$6,847,965	4.42%
All Other Salaries	\$35,297	\$30,554	\$161,444	18.93%
Total Salaries	\$345,910	\$333,539	\$7,009,409	4.76%
Benefits				
Retirement	\$83,678	\$84,266	\$1,752,382	4.81%
Employee Insurance	\$78,609	\$74,384	\$2,122,218	3.50%
All Other Benefits	\$32,752	\$31,817	\$629,218	5.06%
Total Benefits	\$195,039	\$190,467	\$4,503,818	4.23%
Other Expenditures				
Purchased Services	\$1,249,682	\$1,165,986	\$6,697,552	17.41%
Supplies and Materials	\$83,806	\$137,301	\$503,227	27.28%
Capital Outlay	\$0	\$0	\$0	0.00%
Other Objects	\$173,016	\$207,117	\$216,550	95.64%
Transfers	\$170,000	\$0	\$1,839,158	0.00%
Total Operating Expenditures	\$2,217,453	\$2,034,410	\$20,769,714	9.80%
Contingencies	\$0	\$0	\$949,260	0.00%
Unappropriated Ending Fund Balance	\$0	\$0	\$0	0.00%
TOTAL REQUIREMENTS	\$2,217,453	\$2,034,410	\$21,718,974	9.37%

Expense Insights:

General Fund YTD expenses totaled \$2,034,410 through August 2026, which is -\$183,043 or -9.0% less than the amount spent last year for this period. The YTD difference is driven by a decrease in 700-799 Transfers of -\$170,000, a decrease in 300-399 Purchased Services of -\$83,695, and an increase in 400-499 Supplies and Materials of \$53,495.

Cash Flow Projection - General Fund

Gervais SD 1

Actuals through August 2026 and Projections through June 2027



	July Actual	August Actual	September Projected	October Projected	November Projected	December Projected	January Projected	February Projected	March Projected	April Projected	May Projected	June Projected	FY2027 Year-End Projected	FY2027 Annual Budget	Variance
Beginning Fund Balance	\$1,366,000	\$2,721,120	\$3,009,271	\$2,177,137	\$1,984,001	\$3,893,398	\$4,851,285	\$4,713,053	\$4,449,174	\$4,236,523	\$3,864,006	\$3,777,964	\$1,366,000	\$1,300,000	
Revenue:															
Local Sources	\$159	\$357	\$30,766	\$20,456	\$2,326,009	\$1,246,878	\$100,037	\$28,811	\$83,490	\$24,563	\$23,022	\$201,828	\$4,086,376	\$4,072,453	\$13,923
Intermediate Sources	\$0	\$0	\$660	\$0	\$429	\$572	\$319	\$110	\$7,931	\$0	\$110	\$868	\$11,000	\$11,000	\$0
State Sources	\$1,712,995	\$855,983	\$878,337	\$878,337	\$878,337	\$878,337	\$968,337	\$878,337	\$878,337	\$878,337	\$1,104,929	\$90,000	\$10,880,600	\$10,952,213	\$-71,613
Federal Sources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Sources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenues	\$1,713,153	\$856,340	\$909,763	\$898,793	\$3,204,775	\$2,125,787	\$1,068,693	\$907,258	\$969,757	\$902,900	\$1,128,062	\$292,696	\$14,977,976	\$15,035,666	\$-57,690
Expense:															
Salaries	\$146,578	\$186,960	\$598,662	\$588,208	\$591,564	\$587,861	\$600,362	\$582,297	\$574,464	\$577,956	\$573,214	\$1,415,107	\$7,023,232	\$7,009,409	\$13,822
Associated Payroll Costs	\$82,232	\$108,235	\$378,236	\$376,901	\$375,769	\$373,122	\$380,080	\$372,509	\$371,290	\$379,331	\$378,588	\$931,437	\$4,507,731	\$4,503,818	\$3,913
Purchased Services	\$16,754	\$41,044	\$58,434	\$86,171	\$300,276	\$173,383	\$193,077	\$190,650	\$208,057	\$287,677	\$235,788	\$552,886	\$2,344,196	\$2,358,102	\$-13,905
Supplies and Materials	\$93,737	\$43,564	\$58,453	\$37,985	\$26,468	\$31,444	\$30,683	\$24,127	\$26,889	\$28,541	\$25,840	\$40,423	\$468,154	\$503,227	\$-35,073
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Objects	\$18,731	\$188,386	\$2,812	\$2,664	\$1,302	\$2,090	\$2,723	\$1,554	\$1,707	\$1,912	\$674	\$2,483	\$227,038	\$216,550	\$10,488
Transfers	\$0	\$0	\$645,300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$645,300	\$795,300	\$-150,000
Other Uses of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$949,260	\$-949,260
Total Expenses	\$358,033	\$568,189	\$1,741,897	\$1,091,929	\$1,295,378	\$1,167,900	\$1,206,925	\$1,171,137	\$1,182,408	\$1,275,417	\$1,214,104	\$2,942,335	\$15,215,651	\$16,335,666	\$-1,120,015
Cash Flow Summary:															
Revenues (Cash In)	\$1,713,153	\$856,340	\$909,763	\$898,793	\$3,204,775	\$2,125,787	\$1,068,693	\$907,258	\$969,757	\$902,900	\$1,128,062	\$292,696	\$14,977,976	\$15,035,666	\$-57,690
Expenses (Cash Out)	\$358,033	\$568,189	\$1,741,897	\$1,091,929	\$1,295,378	\$1,167,900	\$1,206,925	\$1,171,137	\$1,182,408	\$1,275,417	\$1,214,104	\$2,942,335	\$15,215,651	\$16,335,666	\$-1,120,015
Net Cash Flow	\$1,355,120	\$288,151	-\$832,134	-\$193,136	\$1,909,397	\$957,887	-\$138,232	-\$263,879	-\$212,651	-\$372,517	-\$86,042	-\$2,649,639	-\$237,675	-\$1,300,000	\$1,062,325
Ending Fund Balance	\$2,721,120	\$3,009,271	\$2,177,137	\$1,984,001	\$3,893,398	\$4,851,285	\$4,713,053	\$4,449,174	\$4,236,523	\$3,864,006	\$3,777,964	\$1,128,325	\$1,128,325	\$0	



Bond Update

We will have an update on status of projects. The first Bond Advisory Committee meeting of the year was September 9th. The only person to show up besides GSD staff was Jenny Jones. She had a tour. I will provide additional budget information as well as project updates.

I want to acknowledge all of the extra work this has required of Gus, Julie and Tracy. It has been a very heavy lift to get the buildings open and functioning. The Open House for the elementary school went well with parents very excited to see the improvements in the building. Open House for the high school is Sept. 24th. Staff has been very patient and understanding as they tried to organize their work spaces and get ready to teach students. For the last three weeks, this has been all encompassing of my time.

District Leadership and Operations

Districtwide Inservice—Held on Tuesday, September 1 in the GES cafeteria. The staff was very receptive to all of the information and enjoyed the keynote speaker, Kristen Souers, who will be back for an additional workshop during October Inservice. Her focus was on trauma informed practices in the classroom while still holding high standards for student achievement.

Strategic Plan Update--Your administrators will present updates on the Strategic plan including how we did as a whole last year, and then what the focus will be for the coming year. We are going to share the Inservice PowerPoint so you receive the same information in the same manner as the staff.

Grants/Awards

CTE Revitalization grant—We learned last week that the district will receive just under \$130,000 for program enhancements for the construction and agricultural sciences program. The teachers worked with the grant writer to put a proposal in place to purchase a simulator which will allow students a virtual experience and training in areas such as tractor driving and other large equipment.

Matthew Unrein Memorial Foundation--\$30,000 grant—Based in Mt. Angel, the family had a child who died by suicide and after that event, they decided to give grants away in his name to help with suicide prevention, awareness and overall social/emotional/mental health needs. This year, Gervais was selected as a recipient of the grant. Members of the family came to inservice to present the check in front of staff and explain why they do this.

It was very powerful and moving to hear these courageous people speak about their loss and their wish to prevent this in the future.

Board and Superintendent Goals

I have created draft goals for the board and myself. I used last year's goals and then overlayed them to the revised focus for the 2026-27 district's strategic plan. This is slated as an action item for the meeting. However, should you want to review/revise them, you can push adoption off until the October meeting.

CONSENT ITEMS TO BE APPROVED EN MASSE

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 Childcare Worker

Angela Dankenbring, GHS Teacher

Cura Steele, GHS Teacher

Extra Duty:
- 7.2

Approve

Contract Change / Renewal:

Recall:
- 7.3

Approve

Resignation /Retire/ Termination/Non-Renewal:

Decline:

Reduction in Force:

Other:

Transfers:
- 7.4

Approve

2027 Graduation

Gervais School District#1 Board of Directors approves the Graduation Date for the 2024-2025 school year is Friday, June 11, 2026, at 7:00 p.m.

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

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

ANNUAL REPORT ON INTEGRATED PLAN

Proposed Resolution:

Move that the Gervais School District #1 Board of Directors approves the annual report on integrated plan 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	_____	_____	_____
Kasachev	_____	_____	_____

APPROVAL OF POLICIES SECOND READING
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors approves policies EBBA, KNA, KNA-AR (1), KNA-AR (2) as shown on agenda item 09-26-8.2.

- EBBA: Student Health Services
- KNA: Immigration Enforcement on District Property
- KNA-AR (1): Interactions with Immigration Enforcement
- KNA-AR (2): Federal Immigration Enforcement Request Log

MOTION BY: _____SECONDED BY: _____

DISCUSSION: _____

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

Gervais School District 1

Code: EBBA
Adopted: 2/18/98
Revised/Readopted: 9/17/20; 9/19/24, 9/17/26
Orig. Code(s): EBBA; JHC

Student Health Services**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 581-045-0040 – 0060, and 581-047-0010 – 0030.

7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;
8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹.

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

An administrator or other staff who is not a nurse may supervise, evaluate or direct a school nurse or registered nurse for purposes related to the nurse's role as a school employee, including but not limited to assigning the nurse's work hours, locations and workload and other matters addressed through a collective bargaining agreement. An administrator may not direct the school nurse or registered nurse in the practice of nursing.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.201](#)
[ORS 336.204](#)
[ORS 336.211 – 336.214](#)

[ORS 342.458](#)
[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0587](#)
[OAR 581-021-0590](#)

[OAR 581-022-2050](#)
[OAR 581-022-2220](#)
[OAR 581-022-2515](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2024).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2024).

Gervais School District#1

Code: KNA
Adopted: 09/17/26

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to “adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement.” This policy must be “consistent with applicable model policies published by the Attorney General as provided by ORS 180.810.”}

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district’s records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General’s Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district’s website². The district will ensure a copy of the Oregon Attorney General’s Model Public School Policies³ and this policy and accompanying administrative regulations are provided to staff.

Designation of Primary Point of Contact

The Superintendent^{4} is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district (“immigration liaison”^{5}). The Director of Special Services and Federal Programs or designee shall serve as an alternative point of contact during the immigration liaison’s absence or unavailability (“alternate immigration liaison”).

The immigration liaison’s responsibilities include:

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

² Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

³ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

⁴ {House Bill 4079 (2026) requires the policy to “identify at least one administrator” for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

⁵ {The district can choose any title to use for this individual and should use it throughout this policy.}

1. Serving as the district's representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;
4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 7 and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the Superintendent.
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority. {Districts may include resources available to those impacted by immigration enforcement actions.}

3. Notice must not disclose:
 - a. Personally identifiable information;
 - b. Other information that may not be legally disclosed; or
 - c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expeditiously as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information⁶ that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or

⁶ Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

{⁷} Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.

END OF POLICY

Legal Reference(s):

[ORS 180.810](#)
[ORS 180.805](#)

[ORS 181.826](#)
[OAR 581-021-0371](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

[Oregon Attorney General's K12 School Model Policy](#)

Senate Bill 1538 (2026).

Senate Bill 1594 (2026).

House Bill 4079 (2026).

⁷ {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

Gervais School District #1

Code: KNA-AR(1)
Revised/Reviewed: 9/17/26

Interactions with Immigration Enforcement

The Superintendent is designated as the “immigration liaison.”

1. Staff[, contractors and volunteers shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
 - a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:
 - (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
 - (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
 - (3) Allow access to non-public areas of the district’s facilities or property;
 - (4) Sign documents presented by federal immigration authorities; or
 - (5) Give consent to any immigration enforcement action.
 - b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
 - c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
 - d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
 - e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
 - f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
 - g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
 - (1) The name, badge number, and agency of the law enforcement officer making the request;
 - (2) The number of officers present;

- (3) Time, date, and location of the request;
 - (4) The nature of the request;
 - (5) The source of authority for the request, including whether the request is administratively or judicially authorized;
 - (6) Whether the request requires an immediate response;
 - (7) The identification of witnesses present; and
 - (8) How the encounter concluded.
- h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

- a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

- (1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
- (2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
- (3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies¹.

- b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
- c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
- d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

- a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
- b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

- c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

- d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.

5. School Transportation/Buses

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.

6. Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.

Gervais School District#1

Code: KNA-AR(2)
Revised/Reviewed: 9/17/26

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

Officer name: _____ Badge #: _____

Agency: _____

Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

- | | |
|---|---|
| ☐ Request to enter school property | ☐ Request to access school facilities or buildings |
| ☐ Request to interview a student | ☐ Request to interview staff member |
| ☐ Request to locate a student | ☐ Request to obtain student records |
| ☐ Request to detain or take custody of an individual | |
| ☐ Other (describe): _____ | |

5. Source of Authority for the request

Authority cited by officer(s):

- | | |
|---|--|
| ☐ Administrative Warrant | ☐ Administrative Subpoena |
| ☐ Judicial Warrant | ☐ Judicial Subpoena |
| ☐ Court Order | ☐ Other Authority (describe): _____ |

Document Presented? ☐ Yes ☐ No

If yes, identify the document and any identifying numbers: _____

Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent

☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes

☐ No

☐ Additional Legal Review Required

☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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How the Encounter Concluded

☐ Access to school property granted

☐ Referred to School Administrator

☐ Access denied pending legal review

☐ Officers left without further action

☐ Referred to Superintendent or Designee

☐ Other (describe): _____

Detailed summary of outcome:

Additional notes:

Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

SUPERINTENDENT & BOARD GOALS
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors adopts the Superintendent & Board Goals as shown on shown agenda item 09-26.8.3

MOTION BY: _____SECONDED BY: _____

DISCUSSION: _____

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

Superintendent Goals for 2026–27 aligned to School Board Goals

Overall Superintendent Focus for 2026–27

The Superintendent will provide leadership that keeps **student achievement, academic rigor, engagement, attendance, financial stability, and organizational accountability** at the center of district decision-making. Particular emphasis will be placed on ensuring that data results in changes to instructional practice, completing the bond program responsibly, strengthening community trust and ACCESS, and ensuring that district resources and leadership actions remain aligned with measurable student outcomes.

Goal 1: Increase Student Achievement, Academic Rigor, and Engagement

- Lead implementation of the District Strategic Plan with a clear emphasis on increased academic achievement, grade-level rigor, student engagement, and attendance.
- Ensure district and building leaders use OSAS, i-Ready, ALEKS, interim assessments, and PLC data to identify areas of strength and need, establish instructional priorities, monitor student progress, and adjust instruction and interventions.
- Ensure implementation of higher-level Depth of Knowledge (DOK) strategies, academic vocabulary, writing strategies, and Danielson Domain 3 student engagement practices across grade levels and content areas.
- Continue to strengthen student belonging, social-emotional well-being, and family engagement while addressing chronic absenteeism.
- Hold building and district leaders accountable for implementation of Strategic Plan performance indicators and measurable improvement in student outcomes.

Measures of Success:

- Evidence of growth in student achievement and progress toward grade-level standards on state and district assessments.
- PLC and building-level evidence demonstrating that assessment data is being used to adjust instruction and interventions.
- Evidence through classroom observations and PLC documentation of increased instructional rigor, including implementation of DOK levels 3 and 4 and effective student engagement strategies.
- Improvement in student attendance and reduction in chronic absenteeism from 2025–26 levels.
- Improvement in student and staff perceptions of belonging from 2025–26 baseline data.
- Strategic Plan progress reports provided to the Board according to established timelines.

Goal 2: Ensure Financial Stability and Successful Completion of the Bond Program

- Maintain strong fiscal oversight of district operations while aligning available resources with student achievement, Strategic Plan priorities, and long-term financial sustainability.
- Provide the Board with accurate, timely, and transparent financial information, including identification of emerging financial risks and their potential impact on programs, staffing, and district operations.
- Lead responsible management of the \$28.13 million general obligation bond and \$6 million OSCIM grant and ensure remaining projects are completed within available resources and by August 2027.
- Work with project managers, contractors, architects, the Bond Advisory Committee, and the Board to address project challenges while maintaining accountability for scope, budget, timelines, and commitments made to voters.
- Advocate at the local, state, and federal levels for sustainable and equitable funding, particularly around financial issues disproportionately affecting small and rural districts.

Measures of Success:

- Monthly financial reports and projections provided to the Board with clear explanations of significant variances, risks, and long-term implications.
- Budget and staffing recommendations demonstrate clear alignment with Strategic Plan priorities and the district's financial capacity.
- Remaining bond projects meet established milestones, with significant budget or schedule concerns communicated promptly to the Board.
- New middle school is ready for occupancy in January 2027 and remaining bond work is completed by August 2027.
- Bond Advisory Committee oversight and regular community updates continue throughout the completion of the bond program.
- Evidence of superintendent advocacy for adequate and sustainable school funding.

Goal 3: Strengthen Community Trust, ACCESS, and Organizational Accountability

- Lead the district's continued implementation of ACCESS (All Children and the Community Can Engage Successfully in School) by ensuring students, staff, families, and community partners have meaningful opportunities to participate in shaping the direction and identity of the district.
- Lead the 2026–27 stakeholder engagement process to develop a shared vision for student readiness and school identity and ensure those anchors are communicated and implemented throughout the district.
- Maintain clear, frequent, and transparent communication with families, staff, the Board, and community regarding student achievement, district priorities, financial realities, and bond progress.

- Strengthen partnerships with local governments, educational organizations, businesses, agencies, and community organizations that expand opportunities and supports for students.
- Maintain a culture of organizational accountability by establishing clear expectations for district and building leadership and monitoring progress toward Strategic Plan goals.

Measures of Success:

- Completion of stakeholder engagement with staff, students, families, and community partners and presentation of results to the Board.
- Development, communication, and implementation of the district's shared vision for student readiness and school identity during the 2026–27 school year.
- Consistent district communication through newsletters, good-news communications, websites, social media, community events, and Board updates.
- Increased and/or sustained participation of families and community partners in district activities, committees, partnerships, and decision-making opportunities.
- Evidence of expanded or strengthened partnerships that directly support student opportunities and district priorities.
- Superintendent evaluation demonstrates measurable progress toward Board goals and the performance indicators established in the 2026–27 District Strategic Plan.

Gervais School District 2026–27 Board Standards and Goals

2026–27 Board Focus

The Board will focus its governance work on **increasing academic achievement and instructional rigor; improving student engagement, belonging, and attendance; using data to drive continuous improvement; engaging the community in the direction of the district; and maintaining strong financial oversight as the district completes its bond program.**

Board decisions and resource allocations will remain aligned with the District Strategic Plan and measurable student outcomes.

Standard 2: Community Engagement

Alignment with District Strategic Goals:

- **Goal 1:** Strengthen family-school partnerships that support student well-being, belonging, SEL, and attendance.
- **Goal 2:** Support ACCESS by engaging students, staff, families, and community partners in developing a shared vision for student readiness and school identity.
- **Goal 4:** Maintain positive and transparent communication with the community regarding district accomplishments and bond projects.

Board Application:

- Solicit and incorporate student, staff, family, and community input in district decision-making.
- Support development and implementation of the district's shared vision for student readiness and school identity.
- Celebrate contributions of students, families, staff, and community partners to school improvement.
- Maintain transparent communication with the community regarding district priorities, accomplishments, and bond projects.
- Strengthen advocacy with local, regional, and state leaders to expand educational opportunities and communicate the funding realities facing small districts.

Standard 4: Accountability

Alignment with District Strategic Goals:

- **Goal 1:** Monitor progress in student well-being, belonging, engagement, and attendance.
- **Goal 3:** Hold the system accountable for increased academic achievement, instructional rigor, student engagement, and progress toward grade-level standards.

- **Goal 4:** Oversee bond and OSCIM funds and remaining projects to ensure completion by August 2027.

Board Application:

- Model and maintain high expectations for students, staff, administration, and Board leadership.
- Monitor progress in academic achievement, instructional rigor, student engagement, and attendance.
- Align district resources with Strategic Plan priorities and student learning needs.
- Conduct superintendent and Board evaluations tied to measurable progress on district goals.
- Maintain accountability to the community through regular oversight of bond expenditures, project timelines, and completion of promised projects.

Standard 5: Using Data for Continuous Improvement and Accountability

Alignment with District Strategic Goals:

- **Goal 1:** Use belonging, engagement, attendance, and other student well-being data to identify needs and measure progress.
- **Goal 3:** Use OSAS, i-Ready, ALEKS, interim assessments, PLC data, and other measures to monitor student achievement, adjust instruction, and provide appropriate interventions.

Board Application:

- Regularly review disaggregated academic achievement, growth, attendance, graduation, engagement, and belonging data.
- Monitor progress toward academic targets identified through analysis of OSAS and district assessment data.
- Expect evidence that assessment results are being used to adjust core instruction and interventions.
- Monitor implementation of increased instructional rigor, including higher-level Depth of Knowledge and Danielson Domain 3 student engagement strategies.
- Require district programs and initiatives to have measurable outcomes and clear methods for monitoring progress.
- Communicate how Board policy, budget, and resource decisions are connected to student outcomes.
- Promote a districtwide culture of continuous improvement and data-informed decision-making.

Standard 12: Budgeting and Financial Accountability

Alignment with District Strategic Goals:

- **Goals 1–3:** Align resources with student achievement, instructional quality, attendance, well-being, ACCESS, and equitable opportunities.
- **Goal 4:** Responsibly steward the \$28.13 million bond and \$6 million OSCIM grant and complete remaining projects by August 2027.

Board Application:

- Ensure budget decisions are tied to student needs, Strategic Plan priorities, district policy, and long-term financial capacity.
- Develop and maintain a working knowledge of district revenues, expenditures, reserves, and long-term financial obligations.
- Review monthly financial reports and projections to provide effective oversight and identify emerging financial concerns.
- Monitor bond and OSCIM expenditures, remaining project costs, and available resources to ensure completion of promised projects.
- Provide clear and accessible financial information to staff, families, and the community.
- Consider long-term sustainability when temporary, grant, federal, or other funding is reduced or eliminated.
- Prioritize programs and services that most directly support student achievement and student needs when limited resources require difficult decisions.
- Advocate for adequate and sustainable state and federal funding, particularly for small and rural school districts.

REDUCTION IN WORKFORCE
Proposed Resolution:

Move that the Gervais School District #1 Board of Directors approves reduction in workforce 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	_____	_____	_____
Kasachev	_____	_____	_____