

## SEASIDE SCHOOL DISTRICT 10

2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

### 2024-2025 Board of Directors

Board Chair: Brian Taylor

Board Vice-Chair: Michelle Hawken

Board Members: Chris Corder, Katherine Davidson,  
Sondra Gomez, Kevin LaCoste, and Shannon Swedenborg

Superintendent: Susan Penrod

### Regular Meeting of the School Board

Tuesday, March 18, 2025 at 6:00 PM

Location: Secondary School Library AND Virtual

2600 Spruce Drive, Suite 200

Seaside, OR 97138

*Meetings may be held in-person only, virtual only, or most commonly, in-person with an option to join virtually. Please check the location above for the specifics of this meeting. Information regarding virtual meeting access is available on our website Meetings page - <https://www.seaside.k12.or.us/meetings>.*

*An opportunity for public comment is generally included in meeting agendas. When public comment is included in the agenda, those wishing to speak before the Board will have the opportunity to do so during the designated Public Comment time(s). Speakers may offer objective criticism of school operations and programs; however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this nature to follow the process in Board policy [KL: Public Complaints](#).*

*Persons having requests for special needs and accommodations should contact the School District office at 2600 Spruce Drive, Suite 100, Seaside, OR 97138, 503-738-5591. Speech/hearing impaired individuals may reach the Oregon Relay Service by dialing 711. Requests should be made 48 hours in advance of the event.*

1. **CALL TO ORDER**

**Speaker(s):** Brian Taylor

1.1. Acknowledgement of Board Members Present

1.2. Pledge of Allegiance

2. **AGENDA REVIEW**

3. **CMGC PUBLIC HEARING**

**Speaker(s):** Susan Penrod and Brian Hardebeck

3.1. Notice of Public Hearing

**Attachments:**

SSD Capital Projects 2025 Advertisement\_Notice of Public Hearing Exemption CMGC  
FINAL (1)

5

3.2. Findings of Fact

**Attachments:**

Findings of Facts CMGC Exemption SSD 2025 Projects Rev0

6

3.3. CMGC Public Comment

1

**Description:** Public comment in this hearing is limited to comments regarding the findings of fact documents relative to the CMGC procurement method for the 2025 capital projects. Other District related public comment must wait until the regular public comment period. A maximum of 30 minutes for CMGC public comment will be allowed. If no public comment is made within the first 5 minutes, the hearing may be closed.

#### 3.4. CMGC Action

### 4. **REPORTS**

#### 4.1. STUDENT BUSINESS

**Speaker(s):** Aidet Olvera Nolzco

**Description:** This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.

#### 4.2. SUPERINTENDENT’S REPORT

**Speaker(s):** Susan Penrod

**Description:** This standing agenda item is for the Board to receive a monthly report from the Superintendent.

#### 4.3. BUSINESS & FISCAL SERVICES REPORT

**Speaker(s):** Toni Vandershule

**Description:** Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.

##### 4.3.1. Revenue & Expenditure by *Function*

**Attachments:**

Board Report February 2025 by Function Code

15

##### 4.3.2. Revenue & Expenditure by *Object*

**Attachments:**

Board Report February 2025 By Object Code

16

#### 4.4. ADMINISTRATIVE REPORTS

**Description:** This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.

**Attachments:**

CBA Director’s Report 3\_25

17

#### 4.5. UNION REPORTS

**Speaker(s):** Union Representatives

**Description:** This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.

### 5. **PUBLIC COMMENT**

**Description:** The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board’s role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.

### 6. **CONSENT AGENDA**

**Description:** To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any board member before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.

6.1. Approve Minutes of the February 18, 2025 regular meeting of the Board	
<b>Attachments:</b>	
SeasideSD 02-18-2025 SB Meeting Minutes	19
6.2. Employment 2025-2026/Dennis Olstedt/High School Social Studies Teacher	
<b>Attachments:</b>	
Olstedt, Dennis - HS SS Teacher	26
6.3. Resignation/Jeremy Catt/Assistant Principal, Pacific Ridge Elementary	
<b>Attachments:</b>	
Catt, Jeremy - Resignation	27
6.4. Retirement/Mike Brown/Instructional Technology TOSA	
<b>Attachments:</b>	
Brown, Mike - Retirement	28
6.5. Disposal of District Property - Band Equipment	
<b>Speaker(s):</b> Jeff Roberts	
<b>Attachments:</b>	
Disposal of District Property_Band Equipment_3-2025	29
6.6. Coaching Recommendations	
<ul style="list-style-type: none"> <li>• Luke Miller/Flag Football Coach</li> <li>• Meghan McKeown/Flag Football Coach</li> </ul>	
<b>Attachments:</b>	
Flag Football 24-25	30
6.7. Robotics/Out of State Travel	
<b>Attachments:</b>	
Robotics Out of State Request -- 2025	31
<b>7. ACTION ITEMS</b>	
7.1. 2025-2026 District Calendar	
<b>Attachments:</b>	
2025-2026 SSD District Calendar	32
7.2. Interdistrict Transfer 2025-2026	
<b>Speaker(s):</b> Susan Penrod	
<b>Attachments:</b>	
Interdistrict Transfer -2025-2026	33
7.3. Gift Approval/Tom Briggs/\$5000	
<b>Attachments:</b>	
Gift Approval_Briggs_5000	34
7.4. Health Curriculum Adoption	
<b>Speaker(s):</b> Cate Blakesley	
<b>Attachments:</b>	
Health Adoption Proposal PDF	35
7.5. 2025-2027 Integrated Guidance Report	
<b>Speaker(s):</b> Susan Penrod	
7.5.1. Public Comment for Integrated Guidance	
<b>Description:</b> <i>To receive public comment specific to the 2025-2027 Integrated Guidance Report. Each speaker will have three minutes to express their thoughts.</i>	
<b>8. BOARD REFLECTIONS/ANNOUNCEMENTS</b>	

**Description:** This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.

8.1. Reminder to Board Members about required annual filing of Statement of Economic Interest with the Oregon Government Ethics Commission (OGEC).

**Speaker(s):** Leslie Garvin

9. **INFORMATION ONLY**

9.1. Policy/First Reading

**Description:** These policy actions were recommended by the Oregon School Board Association (OSBA) as part of their Policy Plus service, typically as a result of new legislation or to revise outdated language. They are presented for a first reading and will be brought back in the following month for a second reading and possible adoption.

9.1.1. JHCCF - Pediculosis (Head Lice)/Recommend DELETE

**Attachments:**

JHCCF G3

84

9.1.2. JHCCR-AR - Pediculosis (Head Lice)/Recommend DELETE

**Attachments:**

JHCCF R D1

86

9.1.3. JHCCF - Pediculosis (Head Lice) (New Version)/Recommend ADOPT

**Attachments:**

JHCCF G1 - Pediculosis

88

9.2. Classified Employment Actions:

- Retirement - Anastasia 'Stacie' Gilligan/Head Secretary
- Resignation - Carolina 'Naty' Marquez/Custodian
- Employment - Liliana Sedano/Temporary Secondary Interpreter
- Employment - Thomas Bird/Substitute Driver
- Transfer - Alan Nielsen/from: Substitute Driver to: Full-Time Bus Driver

10. **EXECUTIVE SESSION**

**Description:** To consider the employment of a public officer, employee, staff member or individual agent as per ORS 192.660(2)(a)

10.1. Superintendent Goals Check-In and Self-Evaluation

11. **ADJOURN**

**Notice of Public Hearing**  
**Seaside School District #10**  
**March 18, 6:00 pm, High School Library**

Seaside School District board, acting in the capacity as the District's Local Contract Review Board (LCRB), will conduct a Public Hearing on **Tuesday, March 18, 2023** beginning at 6:00 pm in the Seaside High School Library located at 2600 Spruce Drive Ste. 200, Seaside, OR 97138 for the purpose to hear and take public comments on draft findings for an exemption from the competitive bidding requirements and the use of an alternative contracting method for the **2025 Capital Projects**. Prior to the public hearing, copies of the draft findings are available for public review by any person at the Seaside School District offices located at 2600 Spruce Drive, Ste. 100, Seaside, OR 97138, or by contacting Susan Penrod at [Spenrod@seasidek12.org](mailto:Spenrod@seasidek12.org) or by calling 503-738-5591 a minimum of 24 business day hours prior to the hearing. Written comments may be filed prior to the hearing at the same address. At the public hearing, any interested party may appear and comment. All interested parties are encouraged to attend. After the close of the public hearing, the LCRB may deliberate and may make a decision whether to adopt the draft findings and approve the exemption from competitive bidding and use of an alternative contracting method.

**FINDINGS OF FACT  
FOR EXEMPTION FROM COMPETITIVE BIDDING AND  
USE OF THE CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC)  
METHOD OF CONTRACTING FOR SEASIDE SCHOOL DISTRICT  
2025 CAPITAL IMPROVEMENT PROJECTS**

**1. General**

ORS 279C.335(2) permits a local contract review board to exempt contracts from traditional competitive bidding upon approval of findings of fact showing that an alternative contracting process is unlikely to encourage favoritism or diminish competition and that the process will result in substantial cost savings to the School District. The Seaside School District (“District”), through its School Board, acts as the Local Contract Review Board (“LCRB”) for the District.

ORS 279C.400 – ORS 279C.410 describe the Request for Proposals method of solicitation as an alternative to traditional competitive bidding. Pursuant to ORS 279C.410(8), a public Agency using the Request for Proposals method may award a contract to the responsible proposer “whose proposal is determined in writing to be the most advantageous to the contracting agency based on the evaluation factors set forth in the request for proposals and, when applicable, the outcome of any negotiations authorized by the request for proposals.”

ORS 279C.330 defines “Findings” and identifies specific information to be provided as a part of the District justification. Under ORS 279C.335(5) a public hearing must be held before the findings are adopted, allowing an opportunity for interested parties to comment on the draft findings.

**PURPOSE OF THESE FINDINGS: The Seaside School District will hold a public hearing as required by ORS 279C.335 and makes the following findings with respect to the issue of whether Seaside School District 2025 Capital Improvement Projects (“Project”), as defined herein, should be exempt from competitive bidding. The District seeks to utilize the CM/GC alternative method of contracting. The Findings of Facts apply to the CM/GC method of public improvement Project described below, in accordance with ORS 279C.335(2).**

**2. Background**

Seaside School District currently serves 1,470 students, K-12 in 2 school buildings.

The district has identified several capital improvement projects, through work of the strategic planning facilities advisory committees that are desired to be undertaken in the year of 2025 and early 2026.

December 2024, the district engaged consultants to provide analysis and recommendations to the District Board on options to design and construct the proposed projects and to identify which of the projects could reasonably be undertaken during the 2025 summer break time period.

In January 2025, the District Superintendent reviewed initial project scopes and solicited design proposals from ZCS Engineering and Architecture for the following projects:

1. HS 3<sup>rd</sup> floor open flex space conversion to a classroom space.
2. HS Library NW corner space conversion to a classroom space.
3. MS Northwest open flex spaces to a classroom space on floors 1-3.
4. Additional parking spaces at the Elementary site, just West of the pumphouse area.

The budget for this group of projects is estimated to be approximately \$1.2 million, including Owner soft costs and the cost of the work.

The District Superintendent has elected to continue the project management services of OTAK CPM to facilitate and manage the design, procurement and construction of these improvements as a direct award in accordance with OAR 137-048-0200 as the value of these services is within the allowable threshold of award.

The nature of this Project group requires strategic planning, high level of scheduling coordination, clear and concise target budget management and accounting documentation of the funding sources, and critical coordination of early procurement of long-lead time construction materials and labor to assure these are ready and available to commence as planned, including the necessary safety measures. Continuous coordination with the District ongoing operations will be required due to significant schedule performance constraints to complete them successfully. Project will require complex phasing and contains budget limitations that require close monitoring of the Project budget. Therefore, it is critical to maintain both the schedule and budget of this Project.

In consideration of these facts, the consultant team recommends an alternate method of construction of these public improvements should be considered in the best interest of the District. Therefore, the following findings support an exemption from competitive bidding and the use of the Request for Proposal for Construction Manager/General Contractor services as an alternative method of construction contracting.

## FINDINGS OF FACT

### SUMMARY FINDINGS

Use of the CM/GC process for the “Project” complies with the criteria outlined in ORS 279C.335(2):

1. It is unlikely the exemption will encourage favoritism or substantially diminish competition. The selection process will be fair and open to all interested proposers as established within the findings below.
2. The exemption will result in substantial cost savings or other substantial benefits to the District. The District has found several areas in which substantial cost savings and benefits to the District will be achieved. Also, value will be added to the Project that could not otherwise be obtained utilizing a traditional competitive bid procurement.

**SPECIFIC FINDINGS** which substantiate the summary findings are as follows:

1. **The CM/GC will be selected through a competitive process in accordance with the qualifications-based selection process authorized by the District. Therefore, it is unlikely that the awarding of the construction contract for the Project will encourage favoritism or substantially diminish competition. This finding is supported by the following:**
  - A. **SOLICITATION PROCESS:** Pursuant to ORS 279C.360, the CM/GC solicitation will be advertised at least once in the Daily Journal of Commerce, the local publication of record, and in as many additional issues of publication as the District may determine.
  - B. **FULL DISCLOSURE:** To ensure full disclosure of all information, the Request for Proposals solicitation package will include:
    - a. Detailed Description of the Project
    - b. Contractual Terms and Conditions
    - c. Selection Process
    - d. Evaluation Criteria
    - e. Role of Evaluation Committee
    - f. Provisions for Comments
    - g. Complaint Process and Remedies Available
  - C. **COMPETITION:** As outlined below, the District will follow processes which maintain competition in the procurement of a CM/GC.
    - a. The District anticipates that competition for this contract will be similar to that

experienced in other Projects of this type and locale. The competition will remain open to all qualified proposers.

- b. The District has been communicating with the construction contracting community as well as the engineering consulting community about the CM/GC contracting method.
- c. The evaluation and solicitation process employed will be open and impartial. Selection will be made on the basis of final proposal scores derived from price and other components, which expand the basis of competition beyond price alone to include experience, quality, safety, innovation factors, etc.
- d. The competitive process used to award subcontracts for all competitively bid construction work will be specified in the CM/GC contract and will be monitored by the District. The District will designate in the contract the proposed percentage of construction work that may be subcontracted and may not be self-performed by the CM/GC.

**D. SELECTION PROCESS:** Other highlights of the selection process will include:

- a. A non-mandatory pre-proposal vendor conference will be announced and held. This conference will be open to all interested parties. During this pre-proposal conference, as well as any time prior to ten (10) days before the close of the solicitation, interested parties will be able to ask questions, request clarifications and suggest changes in the solicitation documents if such parties believe that the terms and conditions of the solicitation are unclear, inconsistent with industry standards, or unfair and unnecessarily restrictive of competition.
- b. The evaluation process will determine whether a proposal meets the screening requirements of the RFP, and to what extent. The following process will be used:
  - Proposals will be evaluated for completeness and compliance with the screening requirements of the RFP. Those proposals that are materially incomplete or non-responsive may be rejected.
  - Proposals considered complete and responsive will be evaluated to determine if they meet and comply with the qualifying criteria of the RFP. If a proposal is unclear, the proposer may be asked to provide written clarification. Those proposals that do not meet all requirements will be rejected.
  - Proposals will independently be scored by the voting members of the Evaluation Committee. Scores will then be combined and assigned to the proposals.
  - The Evaluation Committee will convene to select from the highest-scoring proposers, a finalist(s) for formal interviews, if deemed in the best interest of the District.

- The Evaluation Committee may conduct the interviews.
  - The Evaluation Committee may use the interview to confirm the scoring of the proposal and to clarify any questions. Based upon the revised scoring, the Evaluation Committee will rank the proposers, and provide an intent to award recommendation.
  - The Seaside School District will negotiate a contract with the top-ranked firm. If an agreement cannot be reached, the District will have the option to enter into an agreement with the second-ranked firm, and so forth.
- c. Competing proposers will be notified in writing of the intended selection of the apparent successful proposal and will be given seven (7) calendar days after receipt of the notice to review the RFP file and evaluation report at the District Office. Any questions, concerns, or protests about the selection process will be subject to the requirements of the OAR 137-0 49-0450, must be in writing, and must be delivered to the Seaside School District within seven (7) calendar days after receipt of the intended selection notice. No protest of the award selection shall be considered after this time period.
- d. The contract achieved through this process will require the CM/GC to use an open competitive selection process to bid all components of the job. The CM/GC's general conditions and fee makes up 10-15% of the total cost and will be evaluated as one of the scoring criteria. General Conditions, which include supervision, bonding, insurance, and mobilization, must be within the industry standard range of approximately 7-10%. The CM/GC's fee must be within the industry standard range of 3-6%. Since these amounts will be scored as part of the competitive RFP process, the entire dollar value of the Project will be awarded through open competitive processes, at either the general contractor or subcontractor level.

**2. FINDING: The awarding of construction contract(s) for the Project using the CM/GC method will likely result in substantial cost savings or other benefits to the District. This finding is supported by the following information required by ORS 279C.335(2)(b) and ORS 279C.330.**

**A. OPERATIONAL, BUDGET, FINANCIAL DATA**

- a. BUDGET: The District has a fixed budget available for the "Project" that shall not be exceeded. The projected completion duration and completion date shall not be exceeded. Early reliable pricing provided by the CM/GC or other alternatively contracted contractor during the design phase will reduce the potential for time delays due to later discovery of higher-than-anticipated costs and subsequent changes of direction. Early CMGC involvement will allow for identification of long-lead materials that could be bid and procured early reducing project risks.

- b. **LONG TERM COSTS:** The Project will require expertise regarding the constructability and long-term cost/benefit analysis of innovative design features. That knowledge is best obtained directly from the construction industry. Many decisions will be required during the design value engineering process that will encompass need for immediate feedback on constructability, pricing and product availability. Under the traditional design-bid-build process, there is a high risk of increased change orders and schedule impacts for Project of this type and complexity. Since there are significant costs associated with delay, time is of the essence. The CM/GC process will assist in clarifying a scope of work and constructible final design that best meet the requirements of the Project with significantly lower risk to the Project budget. Involving the CM/GC to review the design will allow Project risks to be identified and addressed and build collaborative environment between the District, the design consultant, and the construction contractor (CM/GC) to minimize those risks.
- c. **FEWER CHANGE ORDERS:** When the CM/GC participates in the design review process, fewer change orders occur during project construction. This is due to the CM/GC's better understanding of the owner's needs and the architect's design intent. As a result, the Project are more likely to be completed on time and within budget. In addition, fewer change orders reduce the administrative costs of project management for both the District and the contractor.
- d. **GMP CHANGE ORDERS COST LESS:** The fewer CM/GC change orders discussed above will be processed at a lower cost under the GMP. The design-bid-build method typically results in the contractor charging 15% (or more) markup on construction change orders. The GMP method applies lower predetermined markups. The experience of the industry has been that the markup is in the range of 3-6%.
- e. **SAVINGS:** Under the GMP method the District will enjoy the full savings, if actual costs are below the GMP. When the CM/GC completes the Project, any savings between the GMP and the actual cost accrue to the District.
- f. **CONTRACTOR'S FEE IS LESS:** Contracts with CM/GC's are designed to create a better, collaborative working relationship with the contractor. As a consequence, the overhead and profit fee is generally in the 3-6% range, and the contractors indicate this is slightly lower than the fee anticipated on similar design-bid-build contracts.
- g. **FUNDING SOURCE:** The Project will be funded by budgeted allocations from the District capital improvements fund 400.

## **B. PUBLIC BENEFITS**

- a. **TIME SAVINGS:** Use of CM/GC as an alternative contracting method will allow

construction work to commence relatively rapidly on some portions of the work while design evaluation continues on the remaining portions. This will allow the overall duration of the construction to be more efficient and provide for completion of the Project on schedule. It becomes critical to maintain both the schedule and budget of this Project that the coordination of the District personnel and their facilities be fully evaluated and understood, and that construction work proceeds throughout with all necessary care given to the safety and security of the public and District's students and personnel.

- b. **COST SAVINGS:** The Project will benefit from the active involvement of a CM/GC contractor or other alternative contracting method during the design process in the following ways:
- The contractor's input regarding the constructability and cost-effectiveness of various alternatives will guide the design toward the most economic choices.
  - Consideration of the specific equipment available to the contractor will allow the designer to implement solutions that utilize the capacity of that equipment.
  - The contractor will be able to provide current and reliable market information regarding the cost of materials that are experiencing price volatility, the availability of scarce materials and skilled trade labor availability.
  - The contractor will also be able to order materials while design is being completed to avoid inflationary price increases and provide the lead-time that may be required for scarce materials.
- c. **GUARANTEED MAXIMUM PRICE (GMP) ESTABLISHES A MAXIMUM PRICE PRIOR TO COMPLETION OF DOCUMENTS:** The CM/GC will be able to obtain a complete understanding of the District's needs, the architect's design intent, the scope of the Project, and the operational needs of the Project by participating in the design development phase and construction document phase. With the CM/GC participating in these phases, they will be able to offer suggestions for improvement and make suggestions that will reduce costs. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price to be paid by the District for constructing the Project.

### C. VALUE ENGINEERING

- a. **WITH THE DESIGN-BID-BUILD PROCESS:** If the District were to utilize the design-bid-build method, the contractor would not participate in the early design evaluation. In conducting value engineering under the design-bid-build approach, a value engineering consultant is hired to participate in the design and cost evaluation process. This process adds extra costs and administrative complications, without providing the same benefits of early contractor participation.

- b. **WITH CM/GC:** The CM/GC process offers a unique opportunity for value engineering that is not possible through the design-bid-build process. An essential part of each construction project is the value engineering evaluation. Value engineering is the means used to determine the best project design that meets the needs and priorities of the owner, within the owner's budget. Value engineering is done most effectively by a team consisting of the owner, architect, consultants, and the contractor. When the contractor participates, the team can render the most comprehensive evaluation of all factors that affect the cost, quality, and schedule of the project.

The CM/GC method has the benefit of:

- the ability to set and manage the schedule;
- the ability to sequence work in most beneficial & safe manner; and
- commitment from the contractor to implement the design within the schedule and budget.

Through collaborative, integrated participation, a project's scope and design evolve that has greater value for the owner and is not likely to be the same project created by the design-bid-build method.

- D. **SPECIALIZED EXPERTISE:** Early selection of the CM/GC creates more informed, better quality decision making by the project's construction team. A more efficient construction team saves the District money.

The construction Project is highly complex because they involve significant construction over a short-mandated period of construction. Use of a CM/GC in conjunction with the collaborative team approach will result in a better coordinated Project, speedy completion, and minimize disruption to ongoing operations. The CM/GC clarifies several critical variables valuable to the Project design. The CM/GC: guarantees the maximum price (GMP) to complete the Project; determines the construction schedule; establishes the sequence of work; is contractually bound to implement the final Project design within the GMP; and participates as an essential member of the Project design and construction team.

Several benefits of participation by the CM/GC on this Project will be realized: developing the design documents to reflect the best work plan that accommodates the District, the design team, and contractor; the best grouping of the bid packages that will help insure better trade coverage; the most efficient construction staging area, the most cost effective logistics route through the campus and buildings for the various utilities; and to help in adjusting the work plan when the needs change along the way. This component cannot be addressed by the usual design/bid/build method of construction because the usual method is directed towards the lowest bidder.

- E. **PUBLIC SAFETY:** All work must be coordinated to avoid safety and security risks to the students, employees, and the general public and to ensure efficiency in construction. The coordination between the District, designer and the CM/GC will assure coordination

of work and consideration for the safety of facility access control, vehicular and pedestrian paths crossed by the Project. In addition, CM/GC contracting of the Project will ensure that public safety and security is being effectively managed in a “fast track” mode to minimize delays.

- F. MARKET CONDITIONS:** As well as the multitude of construction market factors that exist today in Oregon (e.g., competition of other Projects, market & environmental issues that limit construction materials timely availability, variable bid market, skilled labor volatility, etc.), the difficulty in establishing the best work sequence complicates our ability therefore, to accurately estimate the cost of this Project. The economy today makes it necessary for many contractors to bid for jobs for which they might not be qualified. Alternative contracting methods will be more likely to result in a more experienced and better qualified contractor for this Project than the usual traditional competitive procurement. The complexities which need to be addressed to accomplish the tasks are not well served by the usual competitive procurement. The lowest bidder may not be the best suited for this particular Project.
- G. TECHNICAL COMPLEXITY:** Technical expertise will be required for environmental management, quality management, scheduling, estimating, meeting sustainable facilities standards and guidelines, and ensuring energy efficiency. The complexity and scheduling issues discussed in the Background section above will require special expertise. However, the Project will draw upon existing skills and capabilities available in the construction community, as the Project presents overall challenges similar to those faced on many public works Projects. Specialized skills will be required of the CM/GC to negotiate and price multiple options and schedule complex tasks. A high level of coordination among the District and all the design and construction entities is required and facilitated by the CM/GC approach.

**Seaside School District  
Financial Report  
2024-2025**

For Period Ending February, 2025

**General Fund - Revenue & Expenditures by Function Code**

	Budget	Actual	Encumbrances	% Remaining	Variance
<b>Revenue:</b>					
Local Revenue	\$ 21,665,545	\$ 19,564,030	\$ -	9.70%	\$ (2,101,515)
Intermediate Revenue	1,700,000	490,152	-	71.17%	(1,209,848)
State Revenue	300,000	200,388	-	33.20%	(99,612)
Federal Revenue	46,000	1,300	-	0.00%	(44,700)
Transfers	-	-	-	0.00%	-
Beginning Fund Balance *	6,300,000	-	-	100.00%	(6,300,000)
<b>Total Revenues</b>	<b>\$ 30,011,545</b>	<b>\$ 20,255,870</b>	<b>\$ -</b>	<b>32.51%</b>	<b>\$ (9,755,675)</b>

<b>Expenditures:</b>					
1000- Instruction	\$ 15,958,470	\$ 7,787,611	\$ 6,520,610	10.34%	\$ 1,650,249
2000- Support Services	10,590,075	5,579,679	3,383,715	15.36%	1,626,681
5200- Transfers	963,000	-	-	100.00%	963,000
6100- Operating Contingency	2,500,000	-	-	100.00%	2,500,000
<b>Total Expenditures</b>	<b>\$ 30,011,545</b>	<b>\$ 13,367,290</b>	<b>\$ 9,904,325</b>	<b>22.46%</b>	<b>\$ 6,739,930</b>

\*Pending audit completion

For Period Ending February, 2025

**Special Revenue Funds - Revenue & Expenditures by Function Code**

	Budget	Actual	Encumbrances	% Remaining	Variance
<b>Revenue:</b>					
Local Revenue	\$ 1,191,674	\$ 178,187	\$ -	85.05%	\$ (1,013,487)
State Revenue	2,888,318	894,315	-	69.04%	(1,994,003)
Federal Revenue	3,231,181	2,180,315	-	32.52%	(1,050,866)
Interfund Transfers	275,000	-	-	100.00%	(275,000)
Sale of Fixed Assets	-	-	-	0.00%	-
Beginning Fund Balance *	830,847	-	-	100.00%	(830,847)
<b>Total Revenues</b>	<b>\$ 8,417,020</b>	<b>\$ 3,252,817</b>	<b>\$ -</b>	<b>61.35%</b>	<b>\$ (5,164,203)</b>

<b>Expenditures:</b>					
1000- Instruction	\$ 4,168,882	\$ 2,385,454	\$ 1,076,241	16.96%	\$ 707,187
2000- Support Services	1,999,779	1,395,476	487,552	5.84%	116,751
3000- Community Services	1,405,903	600,753	377,728	30.40%	427,422
4000- Facilities Acquisition & Const	605,323	-	-	0.00%	605,323
5100- Debt Services	27,540	16,065	9,180	0.00%	2,295
7000- Reserved for Next Yr	209,593	-	-	0.00%	209,593
<b>Total Expenditures</b>	<b>\$ 8,417,020</b>	<b>\$ 4,397,748</b>	<b>\$ 1,950,701</b>	<b>24.58%</b>	<b>\$ 2,068,571</b>

\*Pending audit completion

**Seaside School District  
Financial Report  
2024-2025**

For Period Ending February, 2025

**General Fund - Revenue & Expenditures by Object Code**

	Budget	Actual	Encumbrances	Variance
<b>Revenue:</b>				
1111 Current Taxes	\$ 18,590,435	\$ 16,924,548	\$ -	\$ (1,665,887)
1112 Prior Taxes	555,345	267,894	-	(287,451)
1114 PILOT (Payment In Lieu Of Taxes)	-	11,710	-	11,710
1121 Current Local Taxes	1,755,765	1,940,548	-	184,783
1122 Prior Local Taxes	55,500	29,209	-	(26,291)
1190 Interest on Taxes	-	-	-	-
1411 Transportation Fees/Other	-	-	-	-
1510 Interest	550,000	343,749	-	(206,251)
1740 Student Fees	5,500	180	-	(5,320)
1910 Rentals	28,000	-	-	(28,000)
1920 Contributions & Donations	-	-	-	-
1940 Services Provided To Others	-	-	-	-
1960 Recovery of Expenditures	-	-	-	-
1990 Miscellaneous Revenue	125,000	46,192	-	(78,808)
1991 E-Rate Reimbursement	-	-	-	-
<b>Total Local Revenue</b>	<b>21,665,545</b>	<b>19,564,030</b>	<b>-</b>	<b>(2,101,515)</b>
2101 County School Fund	1,600,000	490,152	-	(1,109,848)
2102 General Education Service District	100,000	-	-	(100,000)
2199 Other Intermediate Sources	-	-	-	-
<b>Total Intermediate Revenue</b>	<b>1,700,000</b>	<b>490,152</b>	<b>-</b>	<b>(1,209,848)</b>
3101 State School Fund Grant	-	-	-	-
3103 Common School Fund	200,000	99,397	-	(100,603)
3104 State Timber Revenue	100,000	100,991	-	991
3199 Unrestricted Revenue	-	-	-	-
3204 Driver Education	-	-	-	-
3299 Other Restricted Grants in Aid	-	-	-	-
<b>Total State Revenue</b>	<b>300,000</b>	<b>200,388</b>	<b>-</b>	<b>(99,612)</b>
4300/4500 Federal Revenue	46,000	1,300	-	(44,700)
4801 Federal Forest Fees	-	-	-	-
<b>Total Federal Revenue</b>	<b>46,000</b>	<b>1,300</b>	<b>-</b>	<b>(44,700)</b>
5200 Interfund	-	-	-	-
5300 Other Sources	-	-	-	-
5400 Beginning Fund Balance *	6,300,000	-	-	(6,300,000)
<b>Total Other Sources</b>	<b>6,300,000</b>	<b>-</b>	<b>-</b>	<b>(6,300,000)</b>
<b>Total Revenues</b>	<b>\$ 30,011,545</b>	<b>\$ 20,255,870</b>	<b>\$ -</b>	<b>\$ (9,755,675)</b>

<b>Expenditures:</b>				
100 - Salaries	\$ 13,865,515	\$ 7,345,328	\$ 5,677,495	\$ 842,692
200 - Benefits	7,170,286	3,969,789	3,109,489	91,008
300 - Purchased Services	2,105,784	1,226,519	404,936	474,329
400 - Supplies & Materials	2,360,100	296,562	351,317	1,712,221
500 - Capital Outlay	560,000	117,389	355,526	87,085
600 - Other Objects	486,860	411,703	5,562	69,595
700 - Transfers	963,000	-	-	963,000
800 - Operating Contingency	2,500,000	-	-	2,500,000
800 - Unappropriated EFB	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 30,011,545</b>	<b>\$ 13,367,290</b>	<b>\$ 9,904,325</b>	<b>\$ 6,739,930</b>

\*Pending audit completion

For Period Ending February, 2025

**Special Revenue Funds - Revenue & Expenditures by Object Code**

	Budget	Actual	Encumbrances	Variance
<b>Revenue:</b>				
Local Revenue	\$ 1,157,884	\$ 171,137	\$ -	\$ (986,747)
Intermediate Revenue	33,790	7,050	-	(26,740)
State Revenue	2,888,318	894,315	-	(1,994,003)
Federal Revenue	3,231,181	2,180,315	-	(1,050,866)
Interfund Transfers	275,000	-	-	(275,000)
Sale of Fixed Assets	-	-	-	-
Beginning Fund Balance *	830,847	-	-	(830,847)
<b>Total Revenues</b>	<b>\$ 8,417,020</b>	<b>\$ 3,252,817</b>	<b>\$ -</b>	<b>\$ (5,164,203)</b>

<b>Expenditures:</b>				
100 - Salaries	\$ 2,670,843	\$ 1,405,727	\$ 1,223,011	\$ 42,105
200 - Benefits	1,342,265	739,375	539,402	63,488
300 - Purchased Services	662,174	394,569	49,562	218,043
400 - Supplies & Materials	2,897,582	1,647,550	129,546	1,120,486
500 & 600 - Capital & Other Objects	634,563	210,527	9,180	414,856
700 - Transits	-	-	-	-
800 - Reserved for Next Yr	209,593	-	-	209,593
<b>Total Expenditures</b>	<b>\$ 8,417,020</b>	<b>\$ 4,397,748</b>	<b>\$ 1,950,701</b>	<b>\$ 2,068,571</b>

\*Pending audit completion

# CBA Director's Report

## March 2025

Enrollment: 39 Students, 18 - K/1/2 & 21 - 3/4/5

I wanted to take a moment to share this month the AMAZING volunteers that we have at our school that enhance our programs, make learning fun (both during school hours and at after school clubs), and make the school look great! On behalf of the staff at Cannon Beach Academy, we are so grateful to share this school community with some very dedicated individuals. All of our after school programs are volunteer run: from retired teachers and community members, ECOLA students, parents, and staff putting in extra time. We have an exceptional Parent Teacher Organization that is always looking for ways to raise money for school projects, offer fun activities for the kids (Trunk or Treat, Easter Dance, and School Carnival to name a few), and spruce up the school building and grounds. We have a parent volunteer that comes in every week to teach Art class. Another parent problem-solves chromebook issues and helps set up new technology when we just need to replace our old, tired ones. Another parent volunteers to read with students and help with recess duty...and recently cleaned up our playground bark chips! I have never experienced a truer sense of the phrase "it takes a village." Here are some highlights of those volunteers doing what they do...



## Upcoming Events

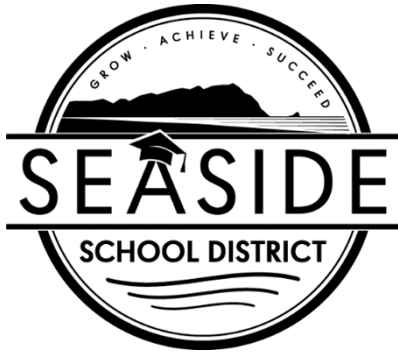
March 7 - End of Term 2/Report Cards

March 17 - Artisan Presentation by Sea Level Bakery

March 17 - Watershed Education Event at Eco Club

March 20 - Parent-Teacher Conferences

March 24-28 - Spring Break



**SEASIDE SCHOOL DISTRICT 10**  
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

**MINUTES**

Regular Meeting of the School Board  
Tuesday, February 18, 2025, 6:00 PM

Elementary School Library AND Virtual  
2000 Spruce Drive  
Seaside, OR 97138

Chris Corder: Absent  
Katherine Davidson: Present  
Sondra Gomez: Present  
Michelle Hawken: Absent  
Kevin LaCoste: Present  
Shannon Swedenborg: Present  
Brian Taylor: Present

1. **CALL TO ORDER**

**Discussion:** The meeting was called to order at 6:00 pm.

1.1. Acknowledgement of Board Members Present

**Speaker(s):** Brian Taylor

**Discussion:** Members Michelle Hawken and Chris Corder were absent. Member Shannon Swedenborg joined via Zoom.

1.2. Pledge of Allegiance

**Speaker(s):** Brian Taylor

2. **AGENDA REVIEW**

2.1. Requested Additions to the Consent Agenda

**Action(s):** I move to approve the agenda, to include the two requested additions for inclusion in the Consent Agenda. This motion, made by Kevin LaCoste and seconded by Sondra Gomez, Carried.

**Voting Detail:** Chris Corder: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Michelle Hawken: Absent, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 5, Nay: 0, Absent: 2

2.1.1. Resignation of Sarah Stowers/Elementary Teacher

**Attachments:**

Stowers, Sarah - Resignation

2.1.2. Resignation of Amy Disabato/Elementary Teacher

**Attachments:**

Disabato, Amy - Resignation

### 3. **REPORTS**

#### 3.1. SPOTLIGHT

**Description:** This item is set aside for informational presentations that are not recurring agenda items. This may include guest speakers and highlights on schools or programs in the District.

**Discussion:** There were no Spotlight items.

##### 3.1.1. Assistance League Report

**Speaker(s):** Judith Houck

**Discussion:** Judith Houck, representing the Assistance League (AL), introduced herself along with Teresa Turner, and shared a presentation. Houck stated that for over 16 years, the AL has helped Seaside Schools with clothing, fee assistance, scholarships, and more. Houck continued, noting that AL focuses on hands-on programs to support local schools; covering all of the schools in Clatsop County, and expanding into Pacific County in Washington. Houck noted the various programs of AL, including clothing for kids, the backpack program, clothing closet funding, athletic fees assistance, Cinderella's Closet, scholarships (due April 1), and outreach for families in crisis. Houck reported that the annual budget is about \$200,000 mostly from the Home & Chef tour fundraiser. Houck urged the district to think about unmet needs in our school community and talk to AL about how they may be able to help.

Member LaCoste thanked the whole group! He noted how powerful this community group is. LaCoste asked how the sports participation fee help works, and Houck answered that school counselors are the liaisons who help identify needs and contact AL.

Turner noted that school counselors are the unsung heroes, and AL couldn't do this without them.

**Attachments:**

ALCP Presentation Seaside Board

#### 3.2. STUDENT BUSINESS

**Speaker(s):** Aidet Olvera Nolazco

**Description:** This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.

**Discussion:** Olvera Nolazco said ASB is in the process of taking applications for next year's president. She said the winner of the Coin Clash will be announced at the basketball game tonight, noting that funds will go to The Harbor. At the conclusion of her report, Olvera Nolazco headed to the basketball game!

#### 3.3. SUPERINTENDENT'S REPORT

**Speaker(s):** Susan Penrod

**Description:** This standing agenda item is for the Board to receive a monthly report from the Superintendent.

**Discussion:** Superintendent Penrod shared a presentation. She spoke about inclement weather procedures, missed days, and noted that at this time we will not need to make-up any days. Penrod also spoke about a recent school finance conference, new laws regarding HS credits, and the budget season beginning.

Member Gomez mentioned hearing about cuts to SPED funding and wondered if Penrod had heard anything about this. Penrod noted that in order for this federal funding (SPED) to change, it would have to go to Congress.

**Attachments:**

February 18, 2025 Supt Report

#### 3.4. BUSINESS & FISCAL SERVICES REPORT

**Speaker(s):** Toni Vandershule

**Description:** Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.

**Discussion:** Toni Vandershule noted that we are on track. She said timber funding has come in and is \$100,000 more than expected. She said that the projected budget for next year is approximately 24.3 million for the general fund (not including ending fund balance).

3.4.1. Revenue & Expenditure by *Function*

**Attachments:**

Board Report By Function January 2025

3.4.2. Revenue & Expenditure by *Object*

**Attachments:**

Board Report By Object January 2025

3.5. ADMINISTRATIVE REPORTS

**Speaker(s):** School Administrators

**Description:** This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.

**Discussion:** Principal Juli Wozniak reported on WIN, Benchmark testing, ELPA, Parent Teacher Conferences, Book Fair, and the PTO discount card fundraiser bringing in nearly \$30,000. She also spoke about the PTO helping out with the elementary salmon camera. Wozniak brought attention to the display of the kindergarten snowman village on display.

Assistant Principal Jeremy Catt reported on the 4th grade student council visit with local mayors, Star Base, the mini-boat program with the Maritime Museum, School Counselor appreciation, and wildlife cams on our trails.

Associate Principal Wendy Crozier reported on the first dance of the year at the MS, wrapping up winter sports, a Latino parent night (next one is March 19), a bowling field trip supported by PTO, 8th grade to Finance Park, two new murals (thank you Hilary Stock), ELPA testing, and planning for spring field trips.

Superintendent Penrod gave a shout-out to Wendy for doing a great job at the finance conference last week, where she was invited to be on a panel.

Director of Curriculum and Instruction Cate Blakesley reported on what ELPA stands for (English Language Proficiency Assessment). She noted that it is budget season which can cause some uncertainty; she said she feels blessed to be in a district with a commitment to the well being of our students and puts its money where its mouth is.

Principal Jeff Roberts reported on the Evans Scholarship process, which he was a part of today. He noted that this is a wonderful program, a golf candy scholarship, and we have a student Madden Wunderlich, who is in the running for this full-ride scholarship.

3.6. Cannon Beach Academy Report

**Speaker(s):** MaryEllen Kiffe

**Discussion:** MaryEllen was not in attendance.

**Attachments:**

CBA Director's Report 2\_25

3.7. UNION REPORTS

**Description:** This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.

**Discussion:** SEA /Jane Crater reported that teachers are feeling a little uncertain with the political climate. She said the union is happy with how district policies have been enforced and handled lately (in regard to a recent materials challenge in particular). Crater also noted that there is some concern about teacher retention.

### 3.8. OTHER REPORTS

#### 4. **PUBLIC COMMENT**

**Description:** The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.

**Discussion:** Nissa Roberts shared a positive review of the new implementation of BoardBook. She said she is really impressed with this platform and noted that it a great addition. Chair Taylor thanked Executive Assistant Leslie Garvin for her work on implementation of Boardbook.

#### 5. **CONSENT AGENDA - Action**

**Description:** To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any board member before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.

**Action(s):**I move to approve the consent agenda as presented. This motion, made by Sondra Gomez and seconded by Katherine Davidson, Carried.

**Voting Detail:** Chris Corder: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Michelle Hawken: Absent, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 5, Nay: 0, Absent: 2

##### 5.1. Approve Minutes of the January 21, 2025 Regular Meeting of the Board

**Attachments:**

SeasideSD 01-21-2025 SB Meeting Minutes

##### 5.2. Certified Employment Actions

###### 5.2.1. Employment of Jacob Brien/Secondary Choir Teacher (temporary) & Extended Duty-Vocal

**Attachments:**

Brien, Jacob - Choir Teacher

###### 5.2.2. Resignation of Doug Mitchel/High School Teacher

**Attachments:**

Mitchell, Doug - Resignation

###### 5.2.3. Employment of Jeff Bilyeu/HS Math and Science Teacher

**Attachments:**

Bilyeu, Jeff - HS Math & Science

###### 5.2.4. Resignation of Mike Hawes/High School Teacher

**Attachments:**

Hawes, Mike - Resignation

###### 5.2.5. Retirement of Renee Seppa/Middle School Teacher

**Attachments:**

Seppa, Rene - Retirement

##### 5.3. Coaching Employment Actions

5.3.1. Resignation of Brett Duer/High School Head Assistant Track Coach

**Attachments:**

Duer, Brett - Resignation from Coaching

5.3.2. Coaching Recommendations

- Kaley Waldemar - MS Track - Head Coach
- Desiree Graetz - MS Track - Head Coach
- Jane Forman - MS Track - Head Coach
- Nicole Aydt - MS Track - Assistant Coach
- Colin Boutin - HS Track - Assistant Coach
- Joel Dierickx - HS Baseball - Assistant Coach
- Tanner Kraushaar - HS Baseball - Volunteer
- Ed Arden - HS Boys Golf - Volunteer
- Steve Hinton - HS Boys Golf - Volunteer

5.3.3. Revisions to Previously Approved Actions

- Jarom Bowles - HS Track - Assistant Head Coach 0.5 FTE and Assistant Coach 0.5 FTE (from: HS Track Assistant Coach)
- Kai Brown - HS Track - Assistant Head Coach 0.5 FTE and Assistant Coach 0.5 FTE (from: HS Track Assistant Coach)
- Veronica Hanson - HS Softball - Assistant Coach (from: Volunteer)
- Elli Magnuson - HS Softball - Assistant Coach (from: Volunteer)

**Attachments:**

Coaching Recommendation 02-11-2025

6. **ACTION ITEMS**

6.1. Disposal of District Property - High Jump and Pole Vault Pits

**Action(s):**I move to approve the disposal of a high jump pit and a pole vault pit, as requested. This motion, made by Katherine Davidson and seconded by Brian Taylor, Carried.

**Voting Detail:** Chris Corder: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Michelle Hawken: Absent, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 5, Nay: 0, Absent: 2

**Discussion:** Superintendent Penrod said these items have been in need of replacement and we budgeted for them this year. She noted that this request is to dispose of the old equipment, per Board policy.

**Attachments:**

Disposal of High Jump and Pole Vault Pits

6.2. Property Sale - Clatsop County Parcel 61015BC tax lot 2500

**Action(s):**I move that the Board give the Superintendent the authority to negotiate the sale of property known as Clatsop County Parcel 61015BC tax lot 2500, for a purchase price of not less than the appraised amount of \$307,000. This motion, made by Sondra Gomez and seconded by Shannon Swedenborg, Carried.

**Voting Detail:** Chris Corder: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Michelle Hawken: Absent, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 5, Nay: 0, Absent: 2

**Discussion:** Superintendent Penrod explained the location of this unused piece of property near the old high school. She noted that there is a reversionary clause for this property to revert back to the City if not used for school use. Penrod said that she has been in conversations with the City and there is a community

member who would like to purchase the property. Penrod noted that with Board approval, she will work toward the sale of this property.

**Attachments:**

JD2024-012 Seaside School District Property (final) (1) (2)

6.3. Instructional Materials Challenge - Advisory Committee Recommendation

**Action(s):** I move to approve the Advisory Committee's challenge request recommendation as submitted. This motion, made by Shannon Swedenborg and seconded by Sondra Gomez, Carried.

**Voting Detail:** Chris Corder: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Michelle Hawken: Absent, Kevin LaCoste: Abstain (With Conflict), Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 4, Nay: 0, Absent: 2, Abstain (With Conflict): 1

**Discussion:** Penrod explained that two Materials Challenges were submitted last month. As per school board policy, a review committee was formed; four parents and four staff members were appointed to the committee. She noted that the first meeting was on February 5. Penrod explained that board policy outlines the process and that three main questions in the policy are addressed: 1) the appropriateness of the material for the instructional objectives, 2) the appropriate level of difficulty, and 3) the appropriateness of the material for the age group. Penrod stated that the committee is recommending the continued use of the material without reservation. She indicated that the board needs to vote to either accept this recommendation, or if the board chooses not to accept this recommendation, their reasons would need to be put in writing and submitted to the review committee. Penrod thanked all parents involved, the committee members, and Cate Blakesley. She also noted that this has provided a good chance to improve some of our practices.

Davidson asked about the option for students to opt out of books and asked for some clarification. Penrod explained that students and parents have always had this option, but that improved communication about this is one of the things she and Principal Roberts are working on.

LaCoste said he thinks this turned sideways a little bit and he personally objects to the book in question. He suggested that perhaps an opt-in option would be a good idea.

Swedenborg said she would be careful in using an opt-in option. She feels curriculum is chosen carefully and letting families opt out too easily could be a slippery slope. She also said she appreciates that this was moved on swiftly.

Chair Taylor said he thinks this has brought attention to some communication issues that administrators will work to improve.

Member LaCoste expressed concern that he feels this book is rated X and that it is salacious.

Gomez said she is grateful to the parents who spoke up and feels it was handled graciously. She said that more openness and transparency with parents will be helpful.

**Attachments:**

Book Challenge Report (2)

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

**Description:** This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.

**Discussion:** LaCoste said the Assistance League deserves a round of applause and thanked them for coming tonight.

Taylor thanked the Board for being here while he was out of town last month.

8. **INFORMATION ONLY**

8.1. Classified Employment Actions

8.1.1. Resignations

Ashley Grover/Preschool Educational Assistant  
Whitney Brown/Kindergarten Educational Assistant  
Hannah Brien/Elementary Educational Assistant-SPED  
Joe Peitsch/Bus Driver

8.1.2. Employment

Kim Sleeman/Head Secretary Transportation  
Sarah Kantzler/Preschool Educational Assistant  
Emily Murray/Kindergarten Educational Assistant  
Shonell Olsen/Part-Time Van Driver  
Brian Massey/Substitute Driver

9. **EXECUTIVE SESSION**

**Description:** To consider the employment of a public officer, employee, staff member or individual agent as per ORS 192.660(2)(a)

**Discussion:** Chair Taylor announced that the Board will now take a brief recess and reconvene in Executive Session. He noted that at the end of the Executive Session, the Board will reconvene in open session for any necessary action items and to adjourn the meeting.

9.1. Review Probationary Certified Staff

9.2. Superintendent Evaluation Check-In

10. **ACTION ITEM**

**Discussion:** The Board returned to open session.

10.1. Resolution #2 - 2024/2025 - Employment

**Action(s):** I move to approve Resolution #2, authorizing the Superintendent to offer employment contracts to licensed staff, as listed. This motion, made by Kevin LaCoste and seconded by Katherine Davidson, Carried.

**Voting Detail:** Chris Corder: Absent, Katherine Davidson: Yea, Sondra Gomez: Yea, Michelle Hawken: Absent, Kevin LaCoste: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 5, Nay: 0, Absent: 2

**Attachments:**

SeasideSD 02-18-2025 Resolution 2 Employment

11. **ADJOURN**

**Discussion:** Next month's meeting greeter - Shannon Swedenborg.

Kevin requested an agenda item - how the funds from the sale of the property might be used.

Meeting adjourned at 8:07 pm.



# SEASIDE HIGH SCHOOL

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL  
JASON BOYD, ASSISTANT PRINCIPAL  
CHAD CLOUSE, ATHLETIC DIRECTOR  
TRAVIS CAVE, COUNSELOR  
RENEE MEIER, COUNSELOR  
JANE FORMAN, COUNSELOR

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February 28, 2025

Susan Penrod, Superintendent  
Seaside School District  
2600 Spruce Drive, Suite 100  
Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend Dennis Olstedt for the position of Seaside High School Social Studies teacher for the 2025-26 school year.

Dennis is a Seaside High School graduate who has previously taught in Glide and Scappoose and is currently a high school teacher outside of Houston, TX. Dennis was highly recommended by his current supervisor in Texas.

Regards,

Jeff Roberts



PACIFIC RIDGE ELEMENTARY SCHOOL  
2000 SPRUCE DRIVE \* SEASIDE, OR 97138 503-738-5161 \* 503-738-7303, fax  
Strengthening community, inspiring possibility, ensuring opportunity.

Seaside School District,

This letter serves as my formal resignation from the Seaside School District effective June, 30th 2025. I have recently accepted a position with the NWRESA as the Principal of Early Learning for Clatsop County. While I am very excited about this opportunity it is bittersweet as I have loved my time here at Pacific Ridge. My experience, and each of my colleagues, has shaped who I have become in education and leadership, and I am forever grateful. I know the Seaside School District is in good hands and will continue to do the good work of meeting kids, families, and our community where they are.

Thank you,

A handwritten signature in blue ink that reads "Jeremy Catt". The signature is fluid and cursive.

Jeremy Catt

[jcatt@seasidek12.org](mailto:jcatt@seasidek12.org)

Principal: Juli Wozniak Assistant Principal: Jeremy Catt

Handwritten initials in blue ink, possibly "JP".

February 26, 2025

To: Susan Penrod, Superintendent  
Seaside School District #10  
Seaside, OR 97138

Dear Superintendent Penrod,

I am writing to you to announce my retirement from the Seaside School District at the end of this school year on June 12, 2025. This school year is my 40th year in the Seaside School District and 41st year as an educator. I wish to thank you for the opportunity that you have given me to continue to help our students and school community. I really appreciate the trust that you and the school board have shown me through the years of teaching and directing programs in our district.

I have worked with many fantastic educators and wonderful students. It is especially encouraging to see a number of my former students who work as educators for the district and to see them working with their students. My own 3 children are Seaside School District graduates and had great experiences here. Now my grandchildren are also having the same experiences and are happy and successful. I am grateful that our district continues to strive for excellence and educational quality!

Thank you!

Sincerely,

A handwritten signature in black ink that reads "Michael J Brown". The signature is written in a cursive style with a long horizontal flourish at the end.

Michael J Brown



**SEASIDE HIGH SCHOOL**  
**SEASIDE MIDDLE SCHOOL**

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL  
WENDY CROZIER, ASSOCIATE PRINCIPAL  
JASON BOYD, ASSISTANT PRINCIPAL  
KAROLINA GAGE, ASSISTANT PRINCIPAL  
CHAD CLOUSE, ATHLETIC DIRECTOR

---

March 10, 2025

Dear Board of Directors:

Seaside High School has received a donation to replace well-used band equipment. To create appropriate space for our new equipment, we are requesting the surplus of the following equipment which will be donated, sold, or disposed of upon delivery of our new equipment:

Ludwig Timpani Drums – Qty. 4 – valued at \$250/per  
TDR Marching Snare Drums – Qty. 2 – no resale value  
Adams Marching Bass Drums – Qty. 3 – no resale value  
Musser Chimes – Qty. 1 – no resale value

Regards,

Jeff Roberts



**SEASIDE HIGH SCHOOL**  
**SEASIDE MIDDLE SCHOOL**

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL  
WENDY CROZIER, ASSOCIATE PRINCIPAL  
JASON BOYD, ASSISTANT PRINCIPAL  
KAROLINA GAGE, ASSISTANT PRINCIPAL  
CHAD CLOUSE, ATHLETIC DIRECTOR

---

February 25th, 2025

Susan Penrod, Superintendent  
Seaside School District  
2600 Spruce Dr. Suite 100  
Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend the following coaches and extra duty workers for Seaside High School:

Luke Miller- HS Flag Football Coach  
Meghan McKeown- HS Flag Football Coach

Sincerely,

Jeff Roberts  
Principal

Chad Clouse  
Athletic Director



# SEASIDE HIGH SCHOOL

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL  
JASON BOYD, ASSISTANT PRINCIPAL  
CHAD CLOUSE, ATHLETIC DIRECTOR  
TRAVIS CAVE, COUNSELOR  
RENEE MEIER, COUNSELOR  
JANE FORMAN, COUNSELOR

---

March 10, 2025

Dear School Board Members,

The Seaside C.Y.B.O.R.G. Seagulls Robotics team is very excited for their upcoming competitions in March. The students have been working hard and are very proud of the robot they are building and have high hopes for doing well beyond the two initial competitions. If they place high enough in the first two competitions, they will qualify for the district level championship which is located in Cheney, Washington. The ultimate goal is to then qualify to attend the World Championship which is held in Houston, Texas. We are requesting board approval to travel out of state to these two events *if we qualify*.

Here are the specific details:

First Robotics Competition PNW District Championship

Date: April 2-5, 2025

Time: All day events

Venue: Eastern Washington University

Location: 526 5th St., Cheney, WA

Logistics: bus travel and hotel accommodations, likely travel days April 1 and 6.

First Robotics World Championships

Dates: April 16-19, 2025

Time: all day events

Venue: George R. Brown Convention Center

Location: 1001 Avenida de las Americas, Houston, TX

Logistics: airline, hotel, shuttle bus, likely travel days are April 15 and 20, 2025

Thank you for your support and consideration of our request to travel to these competitions if the team does well enough to qualify. The seventeen students and five adult mentors are working every day after school and most of the day every Saturday to build the best robot they can. They are excited for the upcoming competitions and are very proud of their hard work.

Please reach out to me if you have any questions or concerns. All of the board is also invited to stop by one of our build sessions to check out our program. The students are always happy to talk about the robot and answer questions. Thank you again for considering our request.

Respectfully,

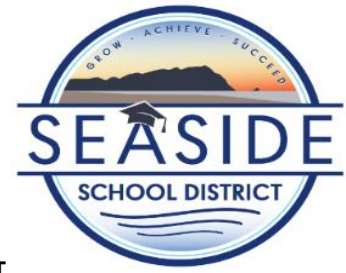
Mr. Andrew Gooch  
Head Coach  
Seaside C.Y.B.O.R.G. Seagulls – Team #3673

2600 SPRUCE DR SUITE 200 • SEASIDE, OR 97138 • 503-738-5586 • FAX 503-738-5589

[HTTPS://SHS.SEASIDEK12.ORG](https://shs.seasidek12.org)

# 2025-2026 DISTRICT CALENDAR

176 Total student days (T1:57, T2:57, T3:62)



## 2025

### JULY

Su	M	T	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### AUGUST

Su	M	T	W	Th	F	S
		1	2			
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### SEPTEMBER

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### AUGUST

- 20-21 New Licensed Staff Orientation
- 25-28 All Staff In-Service & Preparation Days

### SEPTEMBER

- 1 Labor Day
- 2 Classes begin-grades 1-5, 6 & 9, + new 10-12\*
- 3 Classes begin-7-8, & 10-12\*
- 4-5 Classes begin-PreK-K\*
- 29 In-service Day/No School for Students

### OCTOBER

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### NOVEMBER

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### DECEMBER

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### OCTOBER

- 9-10 6-12 Parent Teacher Conferences\*\*
- 16-17 PreK-5 Parent Teacher Conferences\*\*

### NOVEMBER

- 11 Veterans Day
- 21 Last Day of Term 1
- 24 Grading Day/No School for Students
- 25-28 Thanksgiving Break

### DECEMBER

- 22-31 Winter Break

### JANUARY

Su	M	T	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### FEBRUARY

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### MARCH

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### JANUARY

- 1-2 Winter Break Continues
- 15-16 6-12 Parent Teacher Conferences\*\*
- 19 Martin Luther King Jr. Day

### FEBRUARY

- 2 In-service Day/No School for Students
- 16 President's Day

### MARCH

- 6 Last Day of Term 2
- 9 Grading Day/No School for Students
- 19-20 PreK-5 Parent Teacher Conferences\*\*
- 23-27 Spring Break

### APRIL

- 16-17 6-12 Parent Teacher Conferences\*\*

### MAY

- 25 Memorial Day

### JUNE

- 8 Seaside HS Graduation
- 11 Last Day of Term 3/Half-Day for Students\*
- 12 Grading Day/No School for Students

## 2026

### APRIL

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### MAY

Su	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### JUNE

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Wednesdays/one-hour early release

Staff In-Service

Schools Closed/No Students, No Staff

Parent Teacher Conferences\*\*

Last day of term

\*Check with individual schools for schedule/release times

\*\* Parent/Teacher Conferences: Thursday, half-day with students, Friday no students

**Note:** Preschool classes do not always follow this calendar, contact school for details

## **Interdistrict Transfer – 2025-2026**

In compliance with ORS 339.133 and amended by HB 2747 (2013) and HB 4007 (2014), Seaside School District will accept the following number of students from other school districts for the 2025-2026 school year.

Kindergarten – Eighth Grade	0
Ninth – Twelfth Grade	20

A Request for Nonresident Student Admission form, that includes the student’s name and 2025-2026 grade level, must be received by the Superintendent at 2600 Spruce Drive, Suite 100, Seaside, Oregon 97138 by June 30, 2025.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

Enrollment of transfer students will be based on each student maintaining regular attendance (no more than 15 absences each year), no drug or alcohol suspensions, and no behaviors that result in multiple suspensions. Students must also meet the participation guidelines for all activities overseen by the Oregon School Activities Association.



GIFT APPROVAL

Donor: Tom Briggs

Proposed Gift: \$5,000<sup>00</sup> to enhance student success

Value: \$5,000 - (Academic enrichment, classroom resources, technology, library books and basic needs)

To Site/School: Pacific Ridge Elem.

Location on Site: n/a

Safety Concerns: n/a

Related Cost

Installation:

Plumbing \_\_\_\_\_

Electrical \_\_\_\_\_

Storage \_\_\_\_\_

Structural \_\_\_\_\_

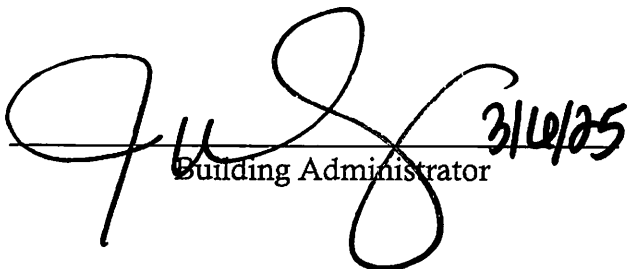
Operation:

Electricity \_\_\_\_\_

Water \_\_\_\_\_

Manpower \_\_\_\_\_

Serial # \_\_\_\_\_ Model \_\_\_\_\_ Make \_\_\_\_\_

 3/10/25

Building Administrator

Superintendent

School Board Action



## Health Adoption Proposal

March 18, 2025

## PURPOSE OF PROPOSAL

The Seaside School District is seeking board approval to adopt a comprehensive Health Instructional Program for grades K - 12. The district is dedicated to supporting an equitable and inclusive instructional model. The goal in this adoption cycle is to provide up-to-date, research-based, relevant, and appropriate materials that will effectively support teaching and learning practices in our K-12 classrooms that will also offer teachers and all students' greater access to relevant digital resources/tools.

Per the Oregon State Board of Education, the Oregon Department of Education (ODE) requires all school districts, "for each program and course in each grade K-12, to select and provide students with free appropriate instructional and resource materials produced per the National Instructional Materials Accessibility Standards (NIMAS)." ODE identified health as the content area for review in 2023-24 and required the implementation of adopted instructional materials in the fall of 2025.

The Oregon Department of Education adopted [New Oregon Health Standards](#) in October of 2023. Topics and Core Instructional Practices of Oregon's Health Education Standards are organized into topic areas that allow students to gain knowledge and skills in core health topics.

### TOPIC AREAS

- Wellness and Health Promotion (WHP)
- Safety and First Aid (SFA)
- Substance Use, Misuse, and Abuse (SUB)
- Food, Nutrition, and Physical Activity (FNP)
- Social, Emotional, and Mental Health (SEM)
- Healthy Relationships and Violence/Abuse Prevention (HRVP)
- Growth and Development (GD)
- Sexual and Reproductive Health (SRH)

## THE COMMITTEE

K-12 teachers were invited to participate in the health adoption. Two high school, two middle school and three elementary school teachers formed the health adoption committee. The first meeting was held on December 2, 2024. During this all day meeting the committee prioritized the new standards vertically from kindergarten to 12th grade.

## SELECTION CRITERIA

The Oregon Department of Education reviewed materials submitted by publishers to determine if they adequately cover all eight topics in the Oregon Health Standards. ODE then published a list of materials that met its requirements from which committee members made their selections. The committee members met on Monday January 13th to finalize their selections. Table 1 illustrates their choices.

Table 1: Health Programs

<b>Pacific Ridge</b> <b>k-5</b>	The Great Body Shop by the Children’s Health Marketplace
<b>Seaside Middle School</b> <b>6-8</b>	ComprehensiveHealth Skills by Goodheart and Wilcox
<b>Seaside High School</b> <b>9-12</b>	Live Well Comprehensive Health by Human Kinetics

## SCORING

Criteria for review and adoption of health instructional materials includes section on legal requirement, health education baseline criteria, equitable student engagement and cultural pedagogy criteria, technical usability, and assessment criteria. These are rubrics used to score these areas.

**Criteria for the Review and Adoption of Instructional Materials for:**  
 Category 1, 2, and 3: Oregon Health– Grades K-5, 6-8, and 9-10

### Legal Requirements Section

1. [Basal Instructional Materials Criteria](#)

The submitted materials must make up an organized system of instruction that provides opportunities for teaching the 2023 Health Education Standards, includes the eight topic areas, and addresses all dimensions of health (physical, mental, social, emotional, and environmental),  
*Does the program meet the above requirements for basal instructional materials?*

Yes                      No

2. [Equity Criteria](#)

Submitted materials must provide models, selections, activities and opportunities for responses, which promote respect for all people described in ORS 659.850 and OAR 581-021-0045; materials must support program compliance standards described in OAR 581-021-0046.

*Does the program meet the above requirements for equity?*

Yes                      No

3. [National Instructional Materials Accessibility Standard \(NIMAS\)](#)

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials. NIMAS files must be submitted to the National Instructional Materials Access Center (NIMAC) by February 1, 2025.

*Does the program meet the above requirements for NIMAS?*

Yes                      No

4. [Digital Manufacturing Standards and Specifications for Textbooks \(MSST Form B and M\)](#):

Submitted materials must include assurance from the publishers agreeing to comply with the most current manufacturing standards and specifications (MSST Form B and M).

*Does the program meet the above MSST requirements?*

Yes                      No

**Part 1: Oregon Health Education Baseline Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 1.1</b> Alignment to Health Education Standards	Materials and instructional practices include regular opportunities to implement the Health Education standards throughout grade levels, including coverage of the topic areas.	<b>TOPIC AREAS</b> Materials cover all topic areas included in the Oregon Health Education Standards, scaffolded across K-12, using language and approaches that are inclusive of race, gender, ability, and sexual orientation.  Materials are comprehensive and define health as multidimensional, impacted by socio-ecological factors, and changing throughout the lifespan.	<b>SKILLS-BASED</b> Materials reflect skills-based instruction included in the Oregon Health Education Standards, to equip and empower students to make informed and critical decisions that impact their health and well-being throughout their lives.	<b>RESEARCH-BASED AND MEDICALLY ACCURATE</b> Materials are grounded in medical and scientific accuracy and supported by peer-reviewed research and leading medical and public health professional organizations.  Materials use qualitative and quantitative local, state and national data and studies to inform instruction.	<b>KNOWLEDGE AND SKILL PROGRESSION</b> Materials progress with rigor across the grades in both depth of knowledge and skill development.
<b>Criterion 1.2:</b> Strengths-Based Approach	Adopts a strengths-based approach, centering on both individual and systemic protective factors that enrich and advance health and well-being, while refraining from value judgments regarding health choices, behaviors, and status.	<b>SELF-EFFICACY</b> Materials emphasize the development of critical thinking and positive skill building that empowers learners to make the best decisions for themselves based on their own values and goals.	<b>PROMOTING POSITIVE NORMS AND BEHAVIORS</b> Materials build on students' sense of self-worth and avoid fear- or shame-based instruction that rely on scare tactics, stereotypes, and/or disparaging messages about student, family, and community identities and health decisions.  Materials promote positive individual and social health enhancing behaviors and social norms, beyond risk reduction, that support and encourage healthy and safe interactions, relationships, and help young people to thrive.	<b>COMMUNITY AND PEER CONNECTIONS</b> Materials encourage students to identify their own individual, family, and community strengths, values, goals, and resources.	<b>TRAUMA-INFORMED</b> Materials provide opportunities for educators to create safer learning environments, approach sensitive subjects with care, acknowledge that students may have personal experiences with the topic, and maximize opportunities for individual and collective wellness and healing.

Instructional Materials Adoption Criteria – 2023 K-12 Oregon Health Education [FINAL]



Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 1.3:</b> Health Literacy and Analysis	Materials support a conceptual understanding of health literacy through knowledge and skills, and inspire critical analysis of a variety of cultural, historical, societal, and individual factors that influence health behavior.	<b>ACTIVE HEALTH LITERACY</b> Materials help students to access, comprehend, synthesize, and apply information that impacts their health.	<b>DATA AND MEDICAL ACCURACY ANALYSIS</b> Materials include opportunities for students to analyze current data, trends, and information related to health outcomes and social determinants of health.	<b>CULTURAL INFLUENCES</b> Materials inspire critical analysis of a variety of family, cultural, societal, and individual factors that influence health behavior.	
<b>Criterion 1.4</b> Comprehensive Sexuality Education and Violence/Abuse Prevention	Materials include comprehensive sexuality education which refers to sexuality as a normal part of human development that provides space for each student to consider their own personal, familial, and cultural values, health history, and goals, while maintaining privacy.	<b>INCLUSIVE</b> Materials include strengths-based sexuality education that is affirming and inclusive of historically and currently excluded, underserved, and underrepresented communities and the lived experiences of students.	<b>COMPREHENSIVE</b> Materials refer to sexuality as a multidimensional and positive part of human development that changes throughout the lifespan.  Materials present a comprehensive range of sexual and reproductive health practices that is not limited to abstinence and is communicated without value judgments.	<b>VIOLENCE/ABUSE PREVENTION</b> Materials include skill development opportunities to identify and respond to unsafe situations, accurately name body parts, define and promote consent, communicate boundaries, practice getting help from a trusted adult, analyze societal causes of violence, and emphasize that people are not to blame for the violence and abuse they experience.	<b>AGE-APPROPRIATE</b> Materials address age-appropriate instruction on healthy relationships, bodies, sexuality, and violence/abuse prevention in every grade covered.

**Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 2.1:</b> Engagement & Motivation	Materials give opportunities for rigorous student-driven learning. Materials should focus on relevant topics, provide authentic contexts and experiences, be research-based, and give students the opportunity to make connections with their goals, interests, and values.	<b>RELEVANCE</b> Materials include topics that are relevant and interesting to students and provide strategic access to authentic contexts and tools that give students the freedom to make connections to their experiences, goals, and interests. Additionally, materials support the value of health education as an essential, useful, and worthwhile subject.	<b>COLLABORATIVE LEARNING</b> Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, and opportunities to express their learning individually.	<b>INDIVIDUAL STUDENT ADAPTABILITY</b> Materials include instructional strategies to support prior grade-level learning and extensions for students who are ready to deepen their understanding of grade-level content.	
<b>Criterion 2.2:</b> Culturally Responsive Instructional Support	Culturally responsive instruction refers to the explicit recognition and integration of students' cultural knowledge, experience, and ways of being and knowing in teaching, learning, and assessment.	<b>ASSET-BASED PERSPECTIVE</b> Materials empower educators to identify, value, and maintain a high commitment to students' experiences from their homes and communities that are leveraged as resources for health education teaching and learning.	<b>FRAMES OF REFERENCE</b> Materials utilize multiple frames of reference for developing and demonstrating health skills that correspond to a variety of cultural perspectives and experiences.	<b>INCLUSIVE CULTURAL VIEWS</b> Materials include pathways to developing health knowledge and skills that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities.	

**Part 3: Technical Usability Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 3.1:</b> Supports for Teachers	The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.	<b>SUPPORTING GUIDANCE</b> Materials provide teacher guidance, including useful annotations and suggestions on effectively using student materials, visual models, and ancillary materials. The focus is on actively engaging students to enhance their health knowledge and skill development.	<b>HEALTH EDUCATION KNOWLEDGE FOR TEACHING</b> Materials contain adult-level explanations, examples, and resources for relevant health education concepts, so that teachers can improve their own knowledge of the subject.	<b>HOME CONNECTION</b> Materials provide strategies for engaging all partners—including students, parents, or caregivers—about the program and suggestions for how they can help support student progress and achievement.	<b>CONTENT EDITABILITY</b> Materials are designed to allow a teacher to differentiate content and vary modes of communication within lessons, tasks, or other activities for students.
<b>Criterion 3.2:</b> Supports for Students	Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc.).	<b>STRATEGIES FOR SPECIAL POPULATIONS</b> Materials provide scaffolds to support students from special populations in their regular and active participation in health learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).	<b>STUDENT DIFFERENTIATION</b> Materials provide extensions and/or opportunities for all students to engage with grade-level health education at varied levels of complexity.	<b>EMERGENT BILINGUAL STUDENT SUPPORT</b> Materials provide strategies and support for students who read, write, and/or speak in a language other than English to enable their full participation in learning.	<b>STUDENT EDITABILITY</b> Digital materials include resources for students that are editable and allow students to show their understanding and comprehension.

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 3.3:</b> Digital Learning Design Elements  <small>*This criterion is not required. Quality indicators are provided for evaluation if digital components are present.</small>	The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.	<b>MATERIALS USABILITY</b> The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.	<b>LEARNING RESOURCES</b> The digital materials provide support for users in a variety of settings, including: <ul style="list-style-type: none"> <li>Professional learning resources to support educators' use of the materials and content.</li> <li>Robust supports to help families understand and utilize the materials while supporting their students at home</li> <li>Support for students working independently.</li> </ul>	<b>MEDIA INTEGRATION</b> Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.	<b>ADAPTABILITY OF MATERIALS</b> Digital materials allow teachers to adjust and adapt documents and other included resources to meet student needs.

**Part 4: Assessment Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 4.1:</b> Formative Assessment Process	Instructional materials incorporate the formative assessment process: <ul style="list-style-type: none"> <li>Materials employ clear learning goals and performance criteria to elicit evidence of student thinking.</li> <li>Feedback informs the teaching and learning process.</li> <li>Students have agency to monitor and adjust their own learning.</li> </ul>	<b>CLARITY OF LEARNING GOALS</b> Materials are designed around clear learning goals and written in grade-appropriate, student-friendly language.	<b>ELICITATION OF EVIDENCE</b> Instructional tasks and activities elicit a variety of evidence demonstrating student thinking, including opportunities for student self-assessment and reflection.	<b>INTERPRETATION OF FEEDBACK</b> Materials facilitate the provision of meaningful and strengths-based feedback to move learning forward. <ul style="list-style-type: none"> <li>Student-to-student</li> <li>Educator-to-student</li> <li>Student-to-educator</li> </ul>	<b>ACTION &amp; ADJUSTMENT</b> Materials guide educators and students to act on feedback and determine next steps for learning.
<b>Criterion 4.2:</b> Performance Assessments	Materials focus on health issues that affect personal, interpersonal and societal health and well-being, and align to the depth, breadth, and cognitive demand of the standards.	<b>ALIGNMENT</b> Materials include performance tasks that are comprehensive, inclusive, aligned with health education standards, and reflect the eight topic areas.	<b>CULTURAL AFFIRMATION</b> Performance assessments utilize and affirm students' interests and cultural backgrounds. Tasks are suitable for both group and individual engagement.	<b>AUTHENTICITY</b> Performance assessments allow students to work with relevant health issues that affect personal, interpersonal and societal health and well-being.	<b>CLARITY &amp; FEEDBACK</b> Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on feedback.

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<b>Criterion 4.3:</b> Integrated Assessment System*  <small>*This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.</small>	Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e. criterion-referenced), as demonstrated by student evidence gathered in the learning environment, and recommend instructional next steps.	<b>ASSESSMENT DESIGN</b> Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities to demonstrate knowledge and/or skills.	<b>DATA QUALITY</b> The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.	<b>RESPONSIVENESS</b> The assessment system is connected to resources designed to meet students' specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, "Now what?")	<b>FAMILY ENGAGEMENT &amp; COMMUNICATION</b> If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages, allowing families to effectively partner with their child(ren) in the learning process.

Program Logistics

**CONTRACT LENGTH**

Seven year contract beginning in the fall of 2025 ending in the spring of 2032.

**PRICING COMPONENTS**

Pricing is based per student.

**CONSUMABLE RESOURCES**

The Northwest Textbook Depository holds all consumable materials for the life of the contract and ships a year's worth each summer.

**PROFESSIONAL DEVELOPMENT**

Each of the three publishers will provide professional development for their program. Initial training will be held in August 2025 during in-service week and follow up training will occur during the implementation year. Representatives from each publisher are always available for questions, extra site visits or whatever support teachers need to facilitate a smooth transition.

## PRICING

### a. Program Pricing

The Great Body Shop by the Children's Health Marketplace	\$37,674.00
Comprehensive Health Skills by Goodheart and Wilcox	\$55,879.20
Live Well Comprehensive Health by Human Kinetics	\$14,882.50
<b>Total</b>	<b>\$108,435.70</b>

### b. Incidental Costs

SHS Library Cataloging	\$1,000.00
PRE Distribution	\$2,000.00
Replacement Cost	\$10,843.57
<b>Incidental Total</b>	<b>\$13,843.57</b>

TOTAL COST : **\$122,279.27**

### FINAL RECOMMENDATION

It is recommended that the Seaside School District move forward with the instructional material adoption as stated below:

- K-5 The Great Body Shop by The Children's Health Marketplace, Inc.
- 6-8 Comprehensive Health Skills by Goodheart and Wilcox, Inc.
- 9-12 Live Well Comprehensive Health by Human Kinetics, Inc.

## Appendix

### Kindergarten

#### GRADE LEVEL SKILL FOCUS

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

→Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)

#### WELLNESS AND HEALTHPROMOTION (WHP)

K.WHP.1 Define what a value is and name values that different people and families care about.

K.WHP.2 Identify illnesses that are easily transmitted and illnesses that are not.

K.WHP.3 Understand steps to protect eyes, teeth, skin, and ears.

K.WHP.4 Identify three wellness practices that help one feel good and have energy.

K.WHP.5 Identify different types of healthcare workers who help people feel better.

**K.WHP.6 Describe how family and friends influence health practices and behaviors.**

K.WHP.7 Understand the importance of access to clean air, clean water, food, and shelter.

#### SAFETY AND FIRST AID(SFA)

K.SFA.1 Identify how to stay safe and prevent injury when riding in a vehicle, crossing streets, riding a bicycle, in the water, and playing.

K.SFA.2 Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.

**K.SFA.3 Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.**

**K.SFA.4 Explain safety rules for home, school, and the community, including firearm safety rules.**

K.SFA.5 Identify when it is ok to share and not ok to share personal information, such as individual names, parent's or caregiver's names, phone numbers, and addresses.

#### SUBSTANCE USE, MISUSE, AND ABUSE (SUB)

K.SUB.1 Discuss how to use medicines correctly.

**K.SUB.2 Understand that some medicines and substances can be poisonous.**

K.SUB.3 Identify family and school rules about medicine use.

### **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

**K.FNP.1 Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn.**

K.FNP.2 Understand the importance of eating a variety of foods and trying new foods and activities.

**K.FNP.3 Describe the benefits of drinking water, especially when physically active.**

K.FNP.4 Analyze how people eat and prepare foods differently based on culture, personal preference, and availability.

K.FNP.5 Identify food practices that make mealtimes enjoyable.

K.FNP.6 Understand that not all people can eat all kinds of food.

### **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

**K.SEM.1 TSEL Practice 4B Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.**

K.SEM.2 Identify how mental health is a part of overall health and well-being.

K.SEM.3 Identify a trusted parent, caregiver, or adult to talk with about feelings.

K.SEM.4 Identify ways to appreciate and take care of body and mind.

### **HEALTHY RELATIONSHIPS AND VIOLENCE PREVENTION (HRVP)**

K.HRVP.1 Define what a relationship is and identify different kinds of relationships.

**K.HRVP.2 Understand that all people have the right to feel safe and free from bullying and violence.**

K.HRVP.3 Recognize that everyone has different interests, likes, and ways to express identities.

K.HRVP.4 Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.

**K.HRVP.5 Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.**

K.HRVP.6 Describe the characteristics of a trusted adult.

K.HRVP.7 Identify that bullying and teasing are harmful.

K.HRVP.8 Understand that it is never okay to touch someone without their permission.

**K.HRVP.9 Identify that abuse is never a child's fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.**

## **GROWTH AND DEVELOPMENT (GD)**

K.GD.1 Discuss different types of family structures and why all families deserve respect.

K.GD.2 Identify ways in which human bodies are the same and different from each other, and how bodies change over time.

K.GD.3 Name reproductive body parts, using medically accurate terminology.

## 1st Grade

### GRADE LEVEL FOCUS

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

→Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)

### WELLNESS AND HEALTHPROMOTION (WHP)

1.WHP.1 Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.

1.WHP.2 Explain what people can do to reduce and treat illness.

1.WHP.3 Describe at least three things to do to maintain good health, including brushing teeth daily.

1.WHP.4 Identify where to locate trusted adults who can help with health related questions.

1.WHP.5 Recognize how friends and media influence personal health behaviors, both positively and negatively.

1.WHP.6 Define environment and environmental health.

### SAFETY AND FIRST AID(SFA)

1.SFA.1 Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing.

1.SFA.2 List the steps to identify and respond to emergency situations.

1.SFA.3 Identify safety hazards, including those related to fire, water, and dangerous objects.

1.SFA.4 Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.

1.SFA.5 Discuss why it is important to ask a trusted adult before using online devices.

### SUBSTANCE USE, MISUSE, AND ABUSE (SUB)

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

1.SUB.2 List family, cultural, and school values and rules about medicine use.

## **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

**1.FNP.1 Identify the five food groups and what a balanced meal could look like.**

1.FNP.2 Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop.

1.FNP.3 Discuss how food advertisements, social media, and commercials influence our food and beverage decisions.

1.FNP.4 Identify feelings of thirst and hunger as signals for needing to drink water and eat food.

**1.FNP.5 Describe how to keep food safe from harmful germs.**

## **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

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

**1.SEM.2 TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.**

1.SEM.3 Identify basic brain regions and their functions and recognize that everyone's brain functions differently.

## **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

**1.HRVP.1 TSEL Practice 4A Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.**

1.HRVP.2 Demonstrate healthy ways for friends to express feelings, both physically and verbally.

**1.HRVP.3 Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.**

1.HRVP.4 Define consent and discuss how it is important in all types of relationships.

**1.HRVP.5 Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.**

1.HRVP.6 Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.

## **GROWTH AND DEVELOPMENT (GD)**

**1.GD.1 Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.**

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

1.GD.3 Discuss that there are many ways that people can express love and attraction.

## 2nd Grade

### GRADE LEVEL FOCUS

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

→Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)

### WELLNESS AND HEALTHPROMOTION (WHP)

2.WHP.1 Discuss how many of our personal values come from families, communities, and culture.

2.WHP.2 Identify practices that reduce illness.

2.WHP.3 Describe ways to protect vision, hearing, and teeth.

2.WHP.4 Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.

2.WHP.5 Locate a trusted adult in the school building to help access valid and reliable health information and services.

2.WHP.6 Describe ways in which schools and neighborhoods influence health behaviors.

### SAFETY AND FIRST AID(SFA)

2.SFA.1 Demonstrate the importance of wearing helmets, pads, mouth guards, personal flotation devices, and other safety equipment during athletic and outdoor activities.

2.SFA.2 List examples of dangerous behaviors that might lead to injuries.

2.SFA.3 Identify trusted adults that help keep people safe at home, at school, and in the community.

2.SFA.4 Identify why it is important that people of all abilities can safely access school and other buildings.

2.SFA.5 Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.

2.SFA.6 Explain why it is important to ask a trusted adult before using online devices.

## **SUBSTANCE USE, MISUSE, AND ABUSE (SUB)**

**2.SUB.1 Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.**

2.SUB.2 Describe how tobacco and secondhand smoke harms the body.

2.SUB.3 Describe safety rules for over-the-counter and prescription drug use.

**2.SUB.4 List steps to take when offered substances.**

## **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

2.FNP.1 Identify a variety of places and sources that food can come from and how it gets to people.

2.FNP.2 Identify the five major food groups and give an example of foods in each group.

2.FNP.3 Describe the importance of eating a variety of fruits and vegetables and identify foods that provide the nutrients required to help the body grow, learn, and develop.

2.FNP.4 Develop a plan and set a goal to keep hydrated and limit sugary beverages.

2.FNP.5 Explain how physical activity and eating patterns can affect a person's health.

**2.FNP.6 Recognize how the foods that people eat can reflect cultural backgrounds and the area in which they live.**

2.FNP.7 Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products.

2.FNP.8 Identify how people have different levels of access to foods.

## **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

**2.SEM.1 TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.**

**2.SEM.2 TSEL Practice 1C Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.**

2.SEM.3 Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.

## **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

**2.HRVP.1 TSEL Practice 4C Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.**

2.HRVP.2 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.

2.HRVP.3 Discuss how diversity in race, gender, and ability enrich relationships and communities.

2.HRVP.4 Define bodily autonomy, personal boundaries, and consent.

2.HRVP.5 Recognize that friends, family, teachers, and community members can help each other.

2.HRVP.6 Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.

2.HRVP.7 Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.

2.HRVP.8 Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.

## **GROWTH AND DEVELOPMENT (GD)**

2.GD.1 Recognize that humans grow and mature at different ages and in different ways.

2.GD.2 Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.

## 3rd Grade

### GRADE LEVEL FOCUS

→Students demonstrate effective decision-making skills to enhance health. (Skill 5)

→Students demonstrate effective goal-setting skills to enhance health. (Skill 6)

### WELLNESS AND HEALTHPROMOTION (WHP)

**3.WHP.1 Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).**

3.WHP.2 Describe the basic function of the immune system.

3.WHP.3 Explain the benefits of personal health care practices.

3.WHP.4 Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.

3.WHP.5 Discuss reasons to go to a healthcare provider for physical and mental health concerns.

**3.WHP.6 Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.**

3.WHP.7 Recognize the connection between environmental health, including the effects of climate change, and personal health.

### SAFETY AND FIRST AID (SFA)

3.SFA.1 Identify how concussions can be prevented, recognized, and treated.

**3.SFA.2 Practice how to assess and choose safe options when experiencing unsafe situations.**

**3.SFA.3 Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.**

3.SFA.4 Describe how to identify and respond to emergency situations.

3.SFA.5 Describe safety procedures for responding to natural disasters.

### SUBSTANCE USE, MISUSE, AND ABUSE (SUB)

3.SUB.1 Identify that substances are chemicals that can change how the mind and body function and can cause addiction.

**3.SUB.2 Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.**

**3.SUB.3 Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.**

3.SUB.4 Describe how and where to access help from trusted adults if substances are being misused or abused.

### **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

3.FNP.1 Identify methods for reducing food waste.

**3.FNP.2 Recognize that food contains essential nutrients that benefit different systems in our bodies.**

3.FNP.3 Explain how to create a balanced daily food plan for individual needs and health considerations.

3.FNP.4 Understand the basic function of the cardiovascular system.

**3.FNP.5 Describe a decision making process about what foods and beverages to consume and ways to be physically active.**

3.FNP.6 Describe foods using the senses.

3.FNP.7 Explain what food -borne illnesses are and how to prevent them.

### **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

3.SEM.1 TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

**3.SEM.2 TSEL Practices 2B Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.**

3.SEM.3 Identify the impacts of stress on mental health.

3.SEM.4 Recognize how emotions can impact eating patterns and that people can get help if necessary.

**3.SEM.5 Explain the importance of talking with trusted adults about feelings.**

3.SEM.6 Identify personal or community activities that are meaningful or enjoyable.

### **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

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

3.HRVP.2 Describe characteristics of a healthy and safe relationship.

3.HRVP.3 Discuss the importance of using affirming language around protected classes of

people including people of all genders, race and ethnicities, sexual orientations, and abilities.

**3.HRVP.4 Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.**

3.HRVP.5 Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.

### **GROWTH AND DEVELOPMENT (GD)**

3.GD.1 Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.

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

3.GD.3 Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.

3.GD.4 Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.

3.GD.5 Recognize that there are different kinds of families that have unique characteristics and identities.

### **SEXUAL AND REPRODUCTIVE HEALTH (SRH)**

3.SRH.1 Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.

## 4th Grade

### GRADE LEVEL FOCUS

→Students demonstrate effective decision-making skills to enhance health. (Skill 5)

→Students demonstrate effective goal-setting skills to enhance health. (Skill 6)

### WELLNESS AND HEALTHPROMOTION (WHP)

4.WHP.1 Identify individual, cultural, and family values that affect one's health.

4.WHP.2 Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed.

4.WHP.3 Understand why sleep is necessary for the brain and body and describe how sleep works.

4.WHP.4 Compare and contrast the validity of health and wellness information from a variety of media, products, and services.

4.WHP.5 Define social pressures and peer influences and identify how they can impact behavior.

### SAFETY AND FIRST AID(SFA)

4.SFA.1 Identify the steps of what to do if firearms are seen or found.

4.SFA.2 Identify strategies for staying safe online.

### SUBSTANCE USE, MISUSE, AND ABUSE (SUB)

4.SUB.1 Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body.

4.SUB.2 Identify the basic function of body organs and systems and how different substances can affect them.

4.SUB.3 Discuss the impact that alcohol, marijuana/cannabis, tobacco, and other substances can have on reaching goals.

4.SUB.4 Demonstrate how to read medicine labels and prescription instructions.

4.SUB.5 Identify procedural steps in decision making around substance use.

4.SUB.6 Demonstrate communication skills for asserting boundaries around substance use.

4.SUB.7 Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing.

## **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

4.FNP.1 Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes.

4.FNP.2 Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.

4.FNP.3 Identify foods and beverages with high sugar content and the negative effects of too much added sugar.

4.FNP.4 Describe the relationship between physical activity and the need for food and hydration.

4.FNP.5 Describe differences in food customs, traditions, and preparations.

4.FNP.6 Identify internal and external influences that affect food choices and physical activities.

4.FNP.7 Describe the basic functions of the digestive system.

4.FNP.8 Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.

4.FNP.9 Discuss factors that affect the availability of food, including socioeconomic status and location.

## **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

4.SEM.1 TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

4.SEM.2 Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.

## **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

4.HRVP.1 TSEL Practice 4D Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.

4.HRVP.2 Describe a variety of healthy ways to show and express liking or loving someone.

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

4.HRVP.4 Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.

4.HRVP.5 Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.

4.HRVP.6 Discuss communication skills to build healthy relationships and manage conflict.

4.HRVP.7 Identify situations when someone is being abused or harassed and identify people or resources to get help from.

4.HRVP.8 Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.

4.HRVP.9 Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.

### **GROWTH AND DEVELOPMENT (GD)**

4.GD.1 Discuss physical, emotional, neurological, and social changes associated with puberty.

4.GD.2 Identify body care practices related to puberty, including using menstrual products.

4.GD.3 Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.

### **SEXUAL AND REPRODUCTIVE HEALTH (SRH)**

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

## 5th Grade

### GRADE LEVEL FOCUS

→Students demonstrate effective decision-making skills to enhance health. (Skill 5)

→Students demonstrate effective goal-setting skills to enhance health. (Skill 6)

### WELLNESS AND HEALTHPROMOTION (WHP)

5.WHP.1 Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.

5.WHP.2 Explain how vaccines work to prevent an illness and reduce severe symptoms.

**5.WHP.3 Describe benefits of practicing health promoting behaviors.**

5.WHP.4 Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.

**5.WHP.5 Practice how to talk to a healthcare provider about health concerns, including dental pain.**

5.WHP.6 Evaluate health messages depicted in the media, including in social media and in advertisements.

5.WHP.7 Discuss how the location and environment of where people live can affect their health.

### SAFETY AND FIRST AID(SFA)

5.SFA.1 Compare and contrast safe and unsafe situations and events.

**5.SFA.2 Discuss reasons why people take risks that may lead to injuries, including dental injury and concussions, and identify steps to avoid injuries.**

**5.SFA.3 Demonstrate first aid skills and skills for a range of common minor emergencies.**

5.SFA.4 Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.

5.SFA.5 Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities.

5.SFA.6 Discuss steps to take to prepare for natural disasters.

5.SFA.7 Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.

## **SUBSTANCE USE, MISUSE, AND ABUSE (SUB)**

5.SUB.1 Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.

5.SUB.2 Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.

5.SUB.3 Describe the appropriate use for over-the-counter and prescription medicines.

5.SUB.4 Describe how substance use, misuse, and abuse can affect peoples' abilities to reach personal goals.

5.SUB.5 Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use.

5.SUB.6 Demonstrate how to use decision making steps around substance use.

5.SUB.7 Demonstrate refusal skills to avoid or reduce health risks around substance use.

5.SUB.8 Identify trusted adults to talk to about substance use, misuse, and abuse.

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

## **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

5.FNP.1 Discuss the impact of food production and food waste on the environment.

5.FNP.2 Demonstrate how to read food labels to determine nutrient, sugar, and sodium content.

5.FNP.3 Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.

5.FNP.4 Compare and contrast the nutrition content of different beverages for hydration.

5.FNP.5 Identify the basic functions of the skeletal and muscular systems.

5.FNP.6 Identify how different factors impact decision-making around food, beverages, and physical activity.

5.FNP.7 Illustrate and describe the pathway of food during the process of digestion.

5.FNP.8 Demonstrate how to prepare a nutritious snack or meal using sanitary food preparation and storage practices.

## **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

5.SEM.1 TSEL Practice 5B Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.

5.SEM.2 Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.

5.SEM.3 Identify the benefits of talking to trusted adults about feelings and thoughts.

5.SEM.4 Identify potential impacts of social media on mental health and body image.

5.SEM.5 Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.

5.SEM.6 Analyze the impact of identity-based bullying and violence on mental health.

## **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

5.HRVP.1 TSEL Practice 3C Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.

5.HRVP.2 Describe how friendship and love can be expressed differently as children become adolescents.

5.HRVP.3 Identify characteristics of safe and equitable relationships.

5.HRVP.4 Explain the relationship between consent, personal boundaries, and bodily autonomy.

5.HRVP.5 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.

5.HRVP.6 Define sexual harassment, trafficking, and domestic violence.

5.HRVP.7 Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

## **GROWTH AND DEVELOPMENT (GD)**

5.GD.1 Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.

5.GD.2 Examine the physical, social, and emotional changes during puberty and adolescence.

5.GD.3 Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.

5.GD.4 Describe the menstrual cycle and how menstrual products are used.

5.GD.5 Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.

5.GD.6 Identify trusted adults one could talk to about sexual orientation questions.

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

### **SEXUAL AND REPRODUCTIVE HEALTH (SRH)**

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

5.SRH.2 Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.

5.SRH.3 Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine.

## 6th Grade

### GRADE LEVEL FOCUS

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

→Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)

### WELLNESS AND HEALTHPROMOTION (WHP)

6.WHP.1 Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental).

**6.WHP.2 Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma.**

6.WHP.3 Demonstrate appropriate habits to protect vision, hearing, skin, and teeth.

6.WHP.4 Distinguish between habits that enhance or hinder personal health.

6.WHP.5 Interpret numerical and graphical information to make an informed health decision..

**6.WHP.6 Demonstrate how to access valid and reliable health information online for building health habits.**

6.WHP.7 Define different forms of discrimination and understand how it influences the health of communities.

**6.WHP.8 Identify actions that can help to create a healthier environment for individuals and communities.**

### SAFETY AND FIRST AID(SFA)

**6.SFA.1 Identify unsafe situations at home, at school, and in communities that can lead to injury.**

6.SFA.2 Explain first aid and response procedures to treat injuries and other emergencies.

6.SFA.3 Understand firearm safety rules for individuals, families, and communities.

6.SFA.4 Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others.

### SUBSTANCE USE, MISUSE, AND ABUSE (SUB)

6.SUB.1 Explain differences between use, misuse, and abuse of substances.

6.SUB.2 Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis.

6.SUB.3 Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances.

6.SUB.4 Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals.

6.SUB.5 Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.

6.SUB.6 Analyze the influence of family, school, peers, culture, media, social media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.

6.SUB.7 Describe personal decision-making strategies around substance use.

6.SUB.8 Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations.

6.SUB.9 Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use.

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

## FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)

6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries.

6.FNP.2 Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.

6.FNP.3 Analyze how internal and external influences can affect decisions about eating and physical activity.

6.FNP.4 Identify the six categories of nutrients and explain why each of them are important to the body.

6.FNP.5 Discuss the physical and mental impacts of missing, skipping meals, or ‘fad’ dieting.

6.FNP.6 Identify intuitive eating practices that can increase a person's healthy relationship with food, and lower the risk for eating disorders and disordered eating.

6.FNP.7 Analyze benefits of regular physical activity to promote health.

6.FNP.8 Describe safe food handling to prevent illness.

## **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

6.SEM.1 TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

6.SEM.2 Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.

6.SEM.3 Describe how sharing information about self and others online can impact social, emotional, and mental health.

6.SEM.4 Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress.

6.SEM.5 Locate and summarize laws and policies to protect student mental health, including excused absences.

## **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

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

6.HVRP.2 Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.

6.HVRP.3 Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.

6.HVRP.4 Describe personal feelings when boundaries, consent, and privacy needs are not respected.

6.HVRP.5 Practice communication skills to build healthy relationships and manage conflict.

6.HVRP.6 Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking.

6.HVRP.7 Demonstrate strategies to use technology and social media safely, legally, and respectfully.

6.HVRP.8 Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.

6.HVRP.9 Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.

6. HVRP.10 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.

### **GROWTH AND DEVELOPMENT (GD)**

6.GD.1 Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.

6.GD.2 Identify the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies.

6.GD.3 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset).

6.GD.4 Define menstruation and its range of symptoms, explain how it is a part of life that begins during puberty, and recognize that pads, tampons, and other products are important for body care.

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

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

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

### **SEXUAL AND REPRODUCTIVE HEALTH (SRH)**

6.SRH.1 Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.

6.SRH.2 Define sexual intercourse.

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

6.SRH.4 Identify the functions of the ovulation cycle, sperm development, and pregnancy.

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

6.SRH.6 Identify the stages of pregnancy.

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

**6.SRH.8 Identify the transmission and prevention of various sexually transmitted infections (STIs) and HIV/AIDS, including abstinence, barrier methods, and the human papillomavirus (HPV) vaccine.**

6.SRH.9 Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.

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

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

## 7th Grade

### GRADE LEVEL FOCUS

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

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

### WELLNESS AND HEALTHPROMOTION (WHP)

7.WHP.1 Describe how personal values, self-esteem, and identity affect personal health.

7.WHP.2 Analyze how personal practices and behaviors reduce or prevent disease, including health screenings.

7.WHP.3 Describe the connections between oral health and overall health.

7.WHP.4 Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health.

7.WHP.5 Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.

7.WHP.6 Analyze the influence of family, school, peers, culture, technology, media, social media, personal values, and perceived norms on the dimensions of health.

7.WHP.7 Evaluate how social determinants of health influence health outcomes.

### SAFETY AND FIRST AID(SFA)

7.SFA.1 Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities.

7.SFA.2 Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk.

7.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED).

7.SFA.4 Demonstrate how to ask for help to promote personal safety and injury prevention for self and others.

7.SFA.5 Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important.

7.SFA.6 Describe basic fire safety and wildfire prevention steps.

7.SFA.7 Describe strategies for using social media safely, legally, and respectfully.

## **SUBSTANCE USE, MISUSE, AND ABUSE (SUB)**

**7.SUB.1 Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society.**

7.SUB.2 Analyze the effects of substance use, misuse, and abuse on communities and society.

7.SUB.3 Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, anabolic steroids, and other drugs.

7.SUB.4 Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse.

7.SUB.5 Describe the social and economic consequences of substance use, misuse, abuse on self, families, and communities.

7.SUB.6 Examine risk and protective factors to prevent use, misuse, and abuse of substances, and list alternatives to using.

7.SUB.7 Analyze how personal and family beliefs can affect decisions about substance use.

**7.SUB.8 Demonstrate how to ask a trusted adult for help accessing resources for self and others regarding situations related to the use of alcohol, tobacco, and other drugs.**

7.SUB.9 Describe situations that require professional substance abuse treatment services and locate valid information and community resources.

## **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

7.FNP.1 Discuss how food waste and the environment are interconnected.

7.FNP.2 Analyze ways that media influence our decisions around food and physical activity.

7.FNP.3 Compare and contrast the nutrient density between ultra-processed, minimally processed, or non processed foods and snacks.

7.FNP.4 Compare and contrast the differences in community or geographic access to nutrient dense foods.

7.FNP.5 Identify the oral health benefits of hydrating with non-sugar sweetened beverages.

**7.FNP.6 Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity.**

**7.FNP.7 Identify how personal food and beverage choices, including eating times, affects health and well being.**

7.FNP.8 Describe personal hunger and fullness cues.

7.FNP.9 Describe common food allergies and how to manage them.

### **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

7.SEM.1 TSEL Practice 1D Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.

7.SEM.2 TSEL Practices 2B Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, trauma, self-harm, and suicide.

7.SEM.4 Describe how mental health professionals and other trusted adults can help prevent, treat, and heal from mental health challenges, including suicidal thoughts, eating disorders, and disordered eating.

7.SEM.5 Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict.

7.SEM.6 Identify how connecting with the community, and personal and cultural identity development contribute to mental health.

7.SEM.7 Discuss resiliency and the strategies that individuals and communities use to promote health, overcome health and mental health challenges, address barriers to health, and promote health equity and justice.

7.SEM.8 Identify laws related to student mental health days and age of consent to mental health services.

### **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

7.HRVP.1 TSEL Practice 3A Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.

7.HRVP.2 Discuss the right of all people to decide if, when and, with whom to be in a relationship.

7.HRVP.3 Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.

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

7.HRVP.5 Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image and self-esteem.

7.HRVP.6 Develop a decision making model to determine if and how to intervene and support a person who is being harassed, bullied, or coerced, including assessing when and how and how it is safe to do so.

7.HRVP.7 Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.

7.HRVP.8 Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.

7.HRVP.9 Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.

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

## **GROWTH AND DEVELOPMENT (GD)**

7.GD.1 Discuss how peers, media, family, and culture can influence self -concept, body image, and self -esteem.

7.GD.2 Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.

7.GD.3 Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions.

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

## **SEXUAL AND REPRODUCTIVE HEALTH (SRH)**

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

7.SRH.2 Apply a decision-making model to choices about engaging in sexual behaviors.

7.SRH.3 Describe a range of ways a viable pregnancy can occur.

7.SRH.4 Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.

7.SRH.5 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

7.SRH.6 Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.

7.SRH.7 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.

7.SRH.8 Identify medically accurate sources of information about comprehensive sexual and reproductive health.

7.SRH.9 Examine how discrimination and racism negatively impact sexual and reproductive health.

## 8th Grade

### GRADE LEVEL FOCUS

- Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)
- Students demonstrate effective decision-making skills to enhance health. (Skill 5)
- Students advocate for behaviors that support personal, family, peer, school, and community health. (Skill 8)

### WELLNESS AND HEALTHPROMOTION (WHP)

**8.WHP.1 Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental).**

8.WHP.2 Compare and contrast how communicable and noncommunicable diseases are treated and managed.

8.WHP.3 Explain why it is important to protect vision, hearing, skin, and teeth.

8.WHP.4 Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.

**8.WHP.5 Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services.**

8.WHP.6 Analyze the validity of health information in print and online using established criteria.

8.WHP.7 Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior.

8.WHP.8 Examine the relationship between environmental conditions, including air and water quality and climate change, on personal and community health outcomes.

### SAFETY AND FIRST AID(SFA)

8.SFA.1 Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.

8.SFA.2 Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.

**8.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.**

**8.SFA.4 Work cooperatively to create projects that advocate for practices that promote safe and accessible communities.**

8.SFA.5 Describe the school and community safety and disaster protocols for a natural disaster or threat of violence.

### **SUBSTANCE USE, MISUSE, AND ABUSE (SUB)**

8.SUB.1 Identify risk and protective factors related to substance use, misuse, and abuse.

**8.SUB.2 Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function.**

**8.SUB.3 Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.**

8.SUB.4 Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.

8.SUB.5 Evaluate the influence of family, school, peers, culture, media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other Drugs.

8.SUB.6 Discuss decisions around substance use and the benefits of being substance-free.

8.SUB.7 Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations.

8.SUB.8 Describe where to find reliable information and services regarding substance use, misuse, and abuse.

8.SUB.9 Examine the history and impact of drug laws and prosecution on communities.

### **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

8.FNP.1 Explain how food is transported from farm to table, focusing on maintaining quality and safety.

**8.FNP.2 Discuss ways that the foods and beverages that people consume have a profound impact on their health.**

8.FNP.3 Assess personal eating and physical activity behaviors.

8.FNP.4 Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.

8.FNP.5 Analyze the impacts of media, social media, and marketing on food habits.

8.FNP.6 Describe the personal feelings associated with engaging in physical activity, eating nutritious food, and staying hydrated and identify strategies to take care of one's body.

8.FNP.7 Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.

### **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

8.SEM.1 TSEL Practice 1D Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.

8.SEM.2 TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

8.SEM.3 Develop an action plan to respond to stress, anxiety, including eating disorders and disordered eating, depression, self-harming behaviors, trauma, substance use and abuse, or suicidal thoughts.

8.SEM.4 Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress, including self-harm, eating disorders and disordered eating, substance use and abuse, and suicidal ideation.

8.SEM.5 Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community.

8.SEM.6 Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice.

8.SEM.7 Discuss how state and federal laws and policies can influence access to mental health.

### **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

8.HRVP.1 TSEL Practice 2D Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

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

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

8.HRVP.4 Demonstrate verbal and nonverbal communication skills that express personal boundaries and consent and how to show respect for the boundaries of others.

8.HRVP.5 Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.

8.HRVP.6 Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.

8.HRVP.7 Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.

8.HRVP.8 Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.

8.HRVP.9 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.

8.HRVP.10 Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.

8.HRVP.11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.

## **GROWTH AND DEVELOPMENT (GD)**

8.GD.1 Reflect on external influences that may affect personal body image and how others are perceived.

8.GD.2 Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.

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

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

8.GD.5 Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and sexual identity.

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

## SEXUAL AND REPRODUCTIVE HEALTH (SRH)

8.SRH.1 Evaluate the influence of family, peers, school, community, culture, social norms,

media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.

8.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex.

8.SRH.3 Demonstrate the ability to effectively communicate with a partner about abstaining

from sexual behavior, using condoms, and/or contraception.

8.SRH.4 Practice using a decision-making model in response to various sexual health scenarios.

8.SRH.5 List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.

8.SRH.6 Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.

8.SRH.7 List methods of contraception that are available without a prescription in Oregon and where these can be accessed.

8.SRH.8 Define prenatal care and identify medically accurate sources of information about prenatal care.

8.SRH.9 Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines Pre-Exposure Prophylaxis and (PrEP) Post-Exposure Prophylaxis (PEP), and barrier

**methods.**

8.SRH.10 Identify comprehensive sexual and reproductive health services offered in school or

in the local community.

8.SRH.11 Discuss the various state and federal laws related to minors' access to sexual and

reproductive healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.

8.SRH.12 Discuss how oppression against historically and currently marginalized people

impacts sexual and reproductive health and rates of violence.

## High School

### GRADE LEVEL FOCUS

- Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. (Skill 2)
- Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)
- Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)
- Students demonstrate effective decision-making skills to enhance health. (Skill 5)
- Students demonstrate effective goal-setting skills to enhance health. (Skill 6)
- Students demonstrate observable health and safety practices. (Skill 7)
- Students advocate for behaviors that support personal, family, peer, school, and community health. (Skill 8)

### WELLNESS AND HEALTHPROMOTION (WHP)

**HS.WHP.1 Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic well-being.**

HS.WHP.2 Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.

**HS.WHP.3 Analyze health promotion and disease prevention guidelines and recommendations, including** those for infectious diseases, from credible federal, professional, and voluntary health organizations.

HS.WHP.4 Identify individual practices that protect vision, hearing, skin, and teeth.

HS.WHP.5 Identify at least two strategies to promote health and wellness for individuals, families, and communities.

HS.WHP.6 Identify and discuss the life-saving benefits of organ and tissue donation, and analyze how personal, familial, media, and cultural factors influence decisions about donation.

HS.WHP.7 Demonstrate how to access medically accurate, comprehensive, and inclusive health related resources online and in the community or at school.

HS.WHP.8 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

**HS.WHP.9 Analyze how the history of health and social policy impacts individual and community health status.**

**HS.WHP.10 Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health.**

HS.WHP.11 Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.

### **SAFETY AND FIRST AID(SFA)**

HS.SFA.1 Analyze current data on unintentional injury among adolescents.

**HS.SFA.2 Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.**

**HS.SFA.3 Demonstrate how to administer basic first aid, hands -only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.**

HS.SFA.4 Access a variety of resources in the home, school, and community that prevent injury.

HS.SFA.5 Examine laws and practices related to increasing accessibility for people with disabilities and identify why they are important for individual, interpersonal, community, and environmental health.

**HS.SFA.6 Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.**

HS.SFA.7 Evaluate strategies for using social media safely, legally, and respectfully.

### **SUBSTANCE USE, MISUSE, AND ABUSE (SUB)**

HS.SUB.1 Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action.

**HS.SUB.2 Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.**

HS.SUB.3 Access valid and reliable health information on short - and long -term effects of substance use from print and electronic materials that are available from credible health organizations.

HS.SUB.4 Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.

HS.SUB.5 Analyze the data on overdose and fentanyl laced over -the-counter and prescription medications.

**HS.SUB.6 Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.**

**HS.SUB.7 Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.**

HS.SUB.8 Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.

HS.SUB.9 Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.

HS.SUB.10 Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.

**HS.SUB.11 Describe how to access support services needed for substance misuse and abuse, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.**

HS.SUB.12 Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and abuse prevention.

**HS.SUB.13 Analyze the influence of public health and government laws and policies, as well as media and marketing, on alcohol, marijuana/cannabis, tobacco, and other drugs, past and present.**

## **FOOD, NUTRITION, AND PHYSICAL ACTIVITY (FNP)**

HS.FNP.1 Analyze the political, economic, social, and environmental factors that influence our current food system.

HS.FNP.2 Plan or prepare a balanced meal with nutrient -rich basic ingredients.

HS.FNP.3 Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.

HS.FNP.4 Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.

HS.FNP.5 Create a personal short - and long -term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.

HS.FNP.6 Describe how to make nutritious food and beverage choices at home, school, and when dining out.

HS.FNP.7 Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.

HS.FNP.8 Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.

HS.FNP.9 Describe how to prevent foodborne illnesses.

HS.FNP.10 Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.

### **SOCIAL, EMOTIONAL, AND MENTAL HEALTH (SEM)**

HS.SEM.1 TSEL Practices 2C Plan, evaluate, and achieve personal and collective goals and aspirations.

HS.SEM.2 TSEL Practice 5A Demonstrate curiosity and open -mindedness while using critical thinking skills across various situations and environments.

HS.SEM.3 Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.

HS.SEM.4 Identify activities that promote social, emotional, and mental health.

HS.SEM.5 Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.

HS.SEM.6 Describe the signs and symptoms of mental health challenges, including the warning

signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.

HS.SEM.7 Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.

HS.SEM.8 Advocate for safer school communities to prevent bullying and violence and improve mental health.

HS.SEM.9 Analyze laws related to minors accessing mental health care.

### **HEALTHY RELATIONSHIPS AND VIOLENCE/ABUSE PREVENTION (HRVP)**

HS.HRVP.1 TSEL Practices 2A Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.

**HS.HRVP.2 Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.**

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

HS.HRVP.4 Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.

HS.HRVP.5 Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.

**HS.HRVP.6 Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.**

HS.HRVP.7 Demonstrate ways to support a fellow student who is being sexually harassed or abused.

HS.HRVP.8 Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.

HS.HRVP.9 Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.

**HS.HRVP.10 Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.**

HS.HRVP.11 Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.

HS.HRVP.12 Explain trafficking, including tactics people use to traffic and exploit youth.

HS.HRVP.13 Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.

## **GROWTH AND DEVELOPMENT (GD)**

**HS.GD.1 Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self -concept, body image, and self -esteem.**

HS.GD.2 Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.

**HS.GD.3 Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.**

HS.GD.4 Analyze the impact of Oregon’s Menstrual Dignity Act on menstruation stigma and period poverty.

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

HS.GD.6 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.

HS.GD.7 Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.

## **SEXUAL AND REPRODUCTIVE HEALTH (SRH)**

HS.SRH.1 Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversations.

**HS.SRH.2 Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.**

HS.SRH.3 Describe how to make a decision about sexual behaviors, including virtual and in person, that takes into consideration personal values and health and safety of self and others.

HS.SRH.4 Summarize fertilization, fetal development, and childbirth.

HS.SRH.5 Discuss skills and resources that can support people navigating parenthood.

HS.SRH.6 Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.

HS.SRH.7 Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.

HS.SRH.8 Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.

HS.SRH.9 Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.

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

**HS.SRH.11 Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.**

HS.SRH.12 Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.

**HS.SRH.13 Describe body literacy skills to notice changes, pain, including menstrual pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.**

HS.SRH.14 Analyze public health and government policies on sexual and reproductive health practices.

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

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

HS.SRH.17 Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.

# Seaside School District 10

Code: JHCCF  
Adopted: 1/18/22

## Pediculosis (Head Lice)

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and provide information on appropriate treatment. The student will be allowed to remain in school until the end of the school day. The student will be subject to screening by designated personnel to determine the treatment's effectiveness and readmittance. The student may be readmitted to school or denied admittance, as appropriate.

The suggested school measures for head lice control, as provided in *Head Lice Guidance* published by the Oregon Department of Education and the Oregon Health Authority, Public Health Division,<sup>1</sup> shall be followed.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

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<sup>1</sup> <http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx>

NATIONAL ASSOCIATION OF SCHOOL NURSES, *Pediculosis Management in the School Setting*, (POSITION STATEMENT REVISED 2016).  
THE AMERICAN ACADEMY OF PEDIATRICS, *Head Lice*, (MAY, 2015).  
CENTERS FOR DISEASE CONTROL AND PREVENTION, *Head Lice Information for Schools* (2015).  
OREGON DEPARTMENT OF EDUCATION, *Head Lice Guidance* (2017).

# Seaside School District 10

Code: JHCCF-AR  
Revised/Reviewed: 4/19/16; 1/18/22  
Orig. Code: JHCCF-AR

## Pediculosis (Head Lice)

Students found to have contracted head lice will be subject to the following procedures:

1. Suggested school measures for head lice control, as provided in “Health Services for the School Community” issued through the Oregon Department of Education will be followed.
2. Periodic student head lice checks are not recommended. Screening recommendations are as follows:
  - a. Criteria for screening an individual for lice are: persistent itching or scratching, known exposure to sibling or other close contact with head lice (e.g., seat mate in classroom, locker partners, overnight sleep activities, scouts, etc.), self (student or parent) referral;
  - b. Three nonrelated cases of head lice in a classroom within 10 consecutive school days requires that all children in the classroom be screened by the following school day;
  - c. If there is infestation among three percent of the entire student population within 10 consecutive school days, there should be a screening of all students in the school within one week. Multiple cases from a single household count as one case for purposes of calculating the percent of students infested.
3. As provided by Oregon Administrative Rule (OAR) 333-019-0010, students found to have contracted head lice will be excluded from school at the end of the school day. Students will be discouraged from having head-to-head contact for the remainder of the day. The presence of nits (lice eggs) only is not considered excludable.
4. Treatment information, district policy requirements and readmittance provisions will be provided to the parent. Parents will be advised to:
  - a. Use a lice-killing agent which their health care provider, school nurse or local health authority recommends on all family members who demonstrate symptoms of infestation;
  - b. Follow the personal and household cleaning instructions provided by the district, health care provider or local health authority, as appropriate;
  - c. Remove all nits after treatment.
5. Following treatment the student may be readmitted to school.
6. Parents must either accompany their student to school for readmittance or provide a signed statement that treatment has been initiated. Parents should provide information about the method used so that adequate follow-up treatments, if required, can be monitored.
7. The student will be subject to screening by designated personnel to determine the treatment’s effectiveness. The student will be readmitted to school or denied admittance, as appropriate. The absence of nits is not required for readmittance. In the event the student is not readmitted to school because of the continued presence of live lice, parents will be notified.

8. Students readmitted will be subject to follow-up screening by designated personnel.
9. In the event additional assistance and/or information is needed regarding the treatment of the student, other family members, close contacts and the home environment (e.g., bedding, linens, grooming equipment, etc.), parents should contact their local health department.
10. Students with chronic head lice may be referred for follow-up to the school's nurse or local health department, as appropriate.
11. Parents who identify head lice on their students at home are to complete treatment prior to the readmission of their student, as required above. Parents are also encouraged to notify the school of their student's condition so that appropriate preventative measures may be implemented at school.

# OSBA Model Sample Policy

Code: JHCCF  
Adopted:

## Pediculosis (Head Lice)

(Version 3)

~~(A student with nits and/or infested with live lice will be allowed to remain in school.)~~

{Optional policy.}

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and **may** provide information on ~~appropriate~~ treatment. The student will be allowed to remain in school.

~~The suggested school measures for head lice control, as provided in *Head Lice Guidance* published by the Oregon Department of Education and the Oregon Health Authority, Public Health Division,<sup>1</sup> shall be followed.~~

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

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<sup>1</sup>~~<http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Student-Health-Conditions.aspx>~~

NATIONAL ASSOCIATION OF SCHOOL NURSES, *Pediculosis Management in the School Setting*, (POSITION STATEMENT REVISED 2016).  
THE AMERICAN ACADEMY OF PEDIATRICS, (MAY, 2015).  
CENTERS FOR DISEASE CONTROL AND PREVENTION, (2015).  
OREGON DEPARTMENT OF EDUCATION, *Head Lice Guidance*.