

AGENDA

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS

Public Meeting

Thursday, April 10, 2025 – 6:00 p.m.

Mist Elementary School, 69163 Hwy. 47, Mist, OR 97016

Join Zoom Meeting

<https://us06web.zoom.us/j/82143980976?pwd=qVGiT5nu7Evly00VD6akGcb35TKfco.1>

Meeting ID: 821 4398 0976

Passcode: 7tSiWE

Public participation on agenda items occurs at the discretion of the chair. Please indicate your interest by completing a "Public Comment Card" provided at the agenda table and give it to the Board Secretary or if attending virtually, email your interest to bcarr@vernoniak12.org 24 hours before the meeting. **Individual comments are limited to 3 minutes. Group comments are limited to 5 minutes.**

At 8:00 p.m., the Board may take a five-minute recess, and the chair will review the agenda for possible rescheduling of agenda items. For special accommodations call 429-5891 at least 48 hours prior to the meeting.

REGULAR SESSION

1.0 CALL TO ORDER Chair
1.1 Flag Salute

2.0 AGENDA REVIEW Chair
2.1 Action to Approve the Agenda

3.0 PUBLIC COMMENT ON AGENDA and NON-AGENDA ITEMS

This is a time for public comment on items on and not on the agenda. Normally the Board will not take any immediate action, but will refer concerns to the Superintendent and ask him to report to the Board. We would appreciate you keeping comments to 3 minutes per individual or 5 minutes if you are representing a group of patrons. Please note: Under Oregon Revised Statutes, we cannot discuss personnel concerns in a public meeting. If you have any concerns with school district personnel, please schedule a meeting with the Superintendent.

4.0 SHOWCASING OF SCHOOLS
4.1 Administrator Reports

5.0 BUSINESS REPORTS
5.1 Superintendent Jim Helmen
5.2 Financial Marie Knight
5.2.1 Budget Committee Application
5.3 Maintenance Mark Brown

6.0 BOARD REPORTS / BOARD DEVELOPMENT Chair

- 6.1 Committee Reports
6.1.1 Safety Committee
6.1.2 Policy Committee
a. Policies for 1st Reading
IGDJ- Interscholastic Activities
IMB- District Improvement Program
IGBHE- Expanded Options Program
IKF- Graduation Requirements
IK- Academic Achievement
JEA- Compulsory Attendance
b. Policies for 2nd Reading

GBLA – Disclosure of Information
GCPA-AR – Reduction or Recall of Licensed Staff
GCQB – Research
GDA – Instructional Assistants
IFE – Curriculum Guides and Course Outlines
IGAC – Religion and Schools
IGBAG-AR – Special Education – Procedural Safeguards
IGBAF-AR – Special Education – Individualized Education Program (IEP)
IGBB – Talented and Gifted Program

- 6.1.3 Scholarship Committee
- 6.2 Board Member Items

7.0 OTHER INFORMATION and DISCUSSION

- 7.1 2025-26 Instructional Calendar Options
- 7.2 Staff Update – Retirement / Resignation
- 7.3 Athletic CoOp Agreement
- 7.4 Superintendent Contract Review

8.0 ACTION ITEMS

- 8.1 **Appoint Budget Committee Member**
I move to appoint (insert name) to a three-year term on the Budget Committee.
- 8.2 **Policy Update**
I move to approve the policy updates as presented in item 6.1.2.
- 8.3 **2025-26 Calendar Approval**
I move to approve 2025-26 calendar option (insert selection) as presented and discussed.
- 8.4 **Staff Retirement/Resignation**
I move to accept the retirement of VFA Teacher Debbie Taylor and 5th Grade Teacher Ian Hunt effective June 13, 2025.
- 8.5 **Athletic CoOp Agreement**
I move to approve the athletic coop agreement with Banks School District for boys' soccer for 2025-26.
- 8.5 **Superintendent Contract**
I move to approve the (insert years) Superintendent Contract as presented and discussed.

9.0 MONITORING BOARD PERFORMANCE Chair

10.0 CONSENT AGENDA Chair

The Board, on an individual basis prior to the meeting, has reviewed all material. All financial reports are available for review by the public in the business office. All items listed are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion of these items at the time the board votes on the motion unless members of the Board request specific items to be discussed and/or removed from the Consent Agenda.

- 10.1 Minutes of the 03/13/2025 Regular Meeting
I move to approve the consent agenda as presented.

11.0 OTHER ISSUES Chair

- 11.1 Next Agenda Setting

12.0 UPCOMING DATES

April 17, 2025 Budget Committee Meeting
May 8, 2025 School Board Meeting 6:00 p.m.

(Dates and times are subject to change. Please check the district web site at www.vernoniak12.org for the most up-to-date information)

13.0 ADJOURN Chair

April 1, 2025

District	K	1	2	3	4	5	6	7	8	9	10	11	12	FE+T	Total	F&R	SpEd		
																	2		
Mist Elementary	5	5	6	7	4	4											31	10	4
																32%	13%		
Vernonia Elem.	24	25	31	34	29	37											180	121	40
																59%	22%		
a Family Academy	2	7	4	5	3	5											26		
																	206		
Elementary Total	31	37	41	46	36	46											237	131	44
																55%	19%		

Vernonia MS															46	41	40											127	72	19			
															5	7	2											14					
f. Family Academy																													141	51%	13%		
Vernonia HS															26	29	33	32	6	126	72	23											
															11	11	12	16	0	50													
																													176				
Total																																41%	13%
	31	37	41	46	36	46	51	48	42	37	40	45	48	6	554	275	88																
																															50%	16%	
																															(as of 6/1/24)	547	

[illegible]



April 2025

**VHS/VMS Board Report–
Greetings Board!
Welcome to Logger Nation!**

Recent ongoings at Middle and High School

Professional Development

- Recent professional development for staff have included:
 - Smarter Balanced State Testing Assurance Training
 - Smarter Balanced Interim Assessments for teachers to share with students
 - Accommodations and Modifications for Student Work
 - Accommodations are strategies to use for students to access the material while modifications are adjustment in grade level curriculum
 - Universal Design for Learning
 - Universal Design is a framework for Inclusive Education–What is necessary for some, can be good for all
 - **SaterWatch**
 - A digital platform to supplement the **I Love You Guys** Safety Protocols
 - VMS Core Data Review
 - Recently the MS CORE Team (Math, ELA, Science, Social Science and Special Education Teachers and Administrators) conducted a Core Data Review, similar to the structure used effectively at the Elementary School. The purpose is to determine the effectiveness of the core program and make any necessary adjustments to core instruction in the classroom. Grades 6-8 students were previously tested using the CBM and STAR platforms, both in the Fall and

Winter. This is a yearlong and yearly process led by Susanne Myers with assistance from Kendra Schlegal. With focus on Reading, we hope to duplicate this process with math. The idea is to blend Language Comprehension and Word Recognition and turn it into Skilled Reading

- **Language Comprehension**-Increasingly Strategic
 - Background Knowledge
 - Vocabulary Knowledge
 - Language Structures
 - Verbal Reasoning
 - Literacy Knowledge
- **Work Recognition**-Increasingly Automatic
 - Phonological Awareness
 - Decoding (and Spelling)
 - Sight Recognition
- **Skilled Reading**
 - Fluent execution and coordination of word recognition and text comprehension
- Additionally identified students continue to be served in **Tier II** small reading groups to improve individual skills.
- Medical Training
 - All staff were recently trained in the use of **Epinephrine**. An Epinephrine injection is used along with emergency medical treatment to life-threatening allergic reactions caused by insect bites or stings, foods, medications, latex, and other causes. This is just another part of **Vernonia's Safe Schools Protocols**.
- **Art**
 - The annual **Jr. Salmon Auction**, in partnership with Vernonia's Hands on Art, held on April 3, was a huge success. Thanks to the students and their amazing artwork, preliminary numbers suggest the event raised \$4000.00! Thanks to Tobie Finzel and Jessica Kintz for hosting the event and Jim Helmen for serving as the Auctioneer! Also the **German** class and **Cheer Club** both had successful bake sales, selling yummy desserts made by students.
- **German**
 - **Heston Forster** made it through the **ASSE** application process, and is an alternate for a spot on the program. This was a rigorous application process, and many students must apply a few times to be interviewed, so this is a success for Heston

- **HS Boys Volleyball**

- Coaches **Teresa Williams**, **Jordan Walters**, and **Brandy Everett** are again leading the Boys' Volleyball team. They are having fun, learning new skills, and competing well. Come out and support your Loggers! Team members include **Cody Buerher**, **Stone Williams**, **Nathan Curry**, **Landon Howland**, **Sam Hough**, **Blake Pultz**, and **Huxley Grant**.

- **8th Grade Close-Up Trip**

- Founded in 1971, **Close Up Foundation** is a nonprofit, nonpartisan, civic education organization that believes a strong democracy requires active, informed participation by all citizens. Therefore, the Foundation seeks to serve young people from all communities and all backgrounds, regardless of race, religion, gender, socioeconomic level, or academic standing. **Close Up** was built on the idea that young people from all backgrounds need a comprehensive understanding of the democratic process and their responsibilities as citizens. The concept was simple: give students the opportunity to directly engage with the people and institutions that represent our democracy, and they will develop the skills and attitudes they need for a lifetime of active citizenship.
- The week of April 5-10, chaperones **Ashley Ward** and **Satori Albee** will be taking a group of 8th graders on this exciting, education adventure. Students attending include **Ayden Abbott**, **Maika Borst**, **Harland Burch**, **Logan Doyle**, **Joshua Ellis**, **Bella Granucci**, **Taylor Leonetti**, **Charlotte McIntyre**, **Abbygayle Morgan**, **Magnus Peters**, **Caleb Schaumburg**, **Iris Schram**, **Renaud Smith**, **Emma Swart**, **Abbey Thorn**, and **Sophia Ziegler**.



- **Magic the Gathering Club**

- Instructional Assistant **Jared Alexander** was able to secure some free materials to enhance the **Magic the Gathering Club**—a popular after school, led by **President Gavin Gonzalez** and Vice **President Nathaniel Robinson**
“Building Bridges, Clearing Paths”

HAVE A GREAT MONTH LOGGER NATION!



“Building Bridges, Clearing Paths”

VERNONIA AND MIST ELEMENTARY BOARD REPORT

April 10, 2025

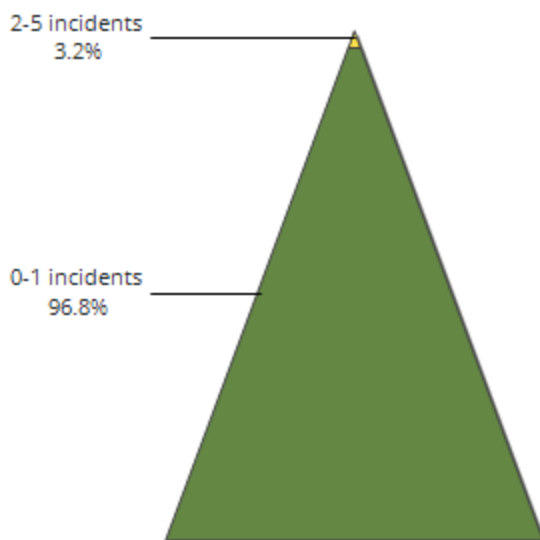


"Building Bridges, Clearing Paths"

Elementary Goals

- Continue Implementation of PLCs (Professional Learning Communities)
- Implement Consistent Instructional Strategies/Rigor in Math and Writing

Behavior Referrals for the Month of March 6- April 2, 2025



Average Attendance Percent: March 6- April 2, 2025

VES



Mist



PBIS Rock, Paper, Scissors Contest

Our students earned 5,000 loggers to earn a schoolwide paper rock, paper, scissors contest which was held on Thursday, April 3. Congratulations to Rock, Paper, Scissors Champion: Grayson.



Elementary Attendance March Madness

Mrs. Stonier's class won the Attendance March Madness Competition. Her class received oreo ice cream sandwiches for having the best attendance for the month.

Learning Walks

Mrs. Rice, Ms. Roberts, Mrs. Ash, Mrs. Jay, Ms. Stavens, Mrs. Schlegel and Mrs. Eagleson engaged in the final 2 sessions of learning walks on March 19 and April 1. These learning walks were focused on observing the following student engagement strategies: choral response, partners, written response, action response, choral reading, echo reading and partner reading. Our data shows we are beginning to see more and more of these strategies being implemented consistently across our elementary classrooms. We are grateful for the partnership of the NWRESd to promote this learning opportunity for our staff. We look forward to continuing this partnership next year and beginning learning walks in October.

Narrative Writing PD

On March 17th and 18th, our 3rd-5th grade teachers participated in narrative writing professional development with Shauna Pitts. Shauna modeled a 3rd, 4th and 5th grade lesson for our staff. Following the modeled lesson, she provided specific training on the narrative brief writes with staff.

Our K-2 teachers received narrative writing training with Neilia on April 9 and 10th. She modeled a narrative writing lesson for kindergarten, first grade and second grade. After the modeled lessons, she provided training on sentence work and storyboards.

Recent Special Education Updates

VSD Special Education Transition Services

Student work continues with our school based businesses and student projects. VHS transition students are expanding their community service at Vernonia Cares, as students will begin to learn new roles and tasks when they work at the food bank this month.

Furthermore, a weather station was recently installed on the roof of the main building. Students are learning how to read the data collected, and one brave student is learning to make weather reports, announced throughout the building each week. Students will also use weather station data to guide their gardening projects. The seed kits arrived from OSU just prior spring break, and students will begin planting soon. This will also provide opportunities to learn about nutrition and cooking.

Introducing Synergy SE 2025-2026

Our special education team will begin training in April to learn Synergy SE, a new online database for our special education documents. This may not sound like a significant event, but this change will require our special education teachers and service providers to learn a new and very different system, which is rarely easy for anyone. NWRESA will provide an initial introduction to the platform next week, with more in depth training scheduled for the fall. Over the summer, the ESD will transfer our special education documents from our current system (Oregon Special Education System) to Synergy SE. However, VSD staff will need to review each file to ensure it was transferred correctly and completely in the summer & fall. While the learning curve may feel steep in the beginning, I look forward to a new system that will house all of our records in the same system as our general education student records and provide improved online security for our student information.

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Jim Helmen-Superintendent
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State of the District & State School Fund Outlook

As of April 4, 2025, Governor Kotek has proposed an increase in Oregon's State School Fund (SSF) for the 2025–2027 biennium, raising it by approximately \$600 million above the original Current Service Level (CSL) estimate for a total of \$11.36 billion. However, this proposed increase remains significantly below what is truly needed to support Oregon's schools—especially in small and rural districts like Vernonia.

The 2025 Oregon legislative session, which began in January and runs through June, will be critical in finalizing the state's budget, including education funding. Additionally, the outcome of the pending federal lawsuit regarding education funding could have serious implications for the state's overall education budget and the future financial health of districts like Vernonia.

Despite rising costs and increasing demands, the Vernonia School District continues to face declining revenues due to lower ADMw calculations, reduced Student Investment Account (SIA) and High School Success (HSS) allocations, and insufficient state-level support. While there has been a slight increase in Early Literacy Grant funding, it is not enough to offset overall reductions. In response, the district is conservatively budgeting, reallocating Integrated Planning Grant funds, and utilizing natural staff attrition and consolidation of programming to preserve current programs and avoid layoffs. Without a meaningful and sustainable increase in state funding, the district's ability to maintain quality educational opportunities for all students remains at serious risk.

I want to express our heartfelt thanks to the VSD administration, school leadership teams, and district office staff for their tireless work and dedication in developing an educational plan that upholds the integrity of our instructional and extracurricular programming while ensuring that no staff members will be laid off for the 2025-2026 school year. The decisions made throughout this process were not easy, but they were always in the best interest of our students and the

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future of our district. Your commitment to both our staff and students is deeply appreciated, and I am grateful for your leadership during this challenging time.

Budget Committee (Please see 25-26 Budget Calendar on the VSD Website under the “financial” section)

- VSD's initial budget meeting will be on Thursday, April 17, 2025, at 6 pm. at VSD Library
- Budget officer will be Jim Helmen, Superintendent.
- First budget meeting:
 - Elect presiding officer (required) and vice chair (optional)
 - Establish a budget committee procedural rules
 - Receive the budget message and proposed budget
 - Review the meeting calendar: The target date for the budget adoption and approval will be Thursday, June 12, 2025, at the school board meeting.
 - Request additional information on budget items.
 - VSD will make sure budget documents are available to anyone requesting copies.
 - Provide opportunities for district patrons to ask questions and comment about the proposed budget. This is not a strict requirement for the first meeting; it may occur at any budget committee meeting.

Required, ORS 294.4. Due 48 not more than 30 days nor less than 5 days prior to hearing. Coordinate with Board policy DBC - Budget Calendar. Revise scheduled activity to meet local district needs within timeline set by law.

Development of the 2025–2026 District Calendar

Vernonia School District Calendar Team has thoughtfully developed two calendar options for the 2025–2026 academic year, both of which have been presented to the School Board for review and selection. These calendar drafts were closely examined by the District Office and Leadership Teams to ensure they meet all requirements for student instructional minutes and certified staff contract days.

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Key Calendar Structure Considerations:

- A full-day professional development session previously scheduled for January following winter break has been removed to prioritize uninterrupted instructional time.
- A second student-teacher conference session has been added in the spring to strengthen family-school communication and provide additional opportunities to support student growth and learning.

Implications:

- Net loss of one instructional day for students.
- Increased opportunities for student-family-teacher engagement and academic planning through the added spring conference.
- Student contact days are as evenly distributed as possible across the four quarters to support consistent learning pacing.
- Monday early release will continue, allowing dedicated time for professional development, data team collaboration, and PLC meetings.
- Athletic practices and extracurricular activities will continue to begin following the conclusion of the staff contract day to preserve instructional focus.

Additional Important Dates:

- Senior Graduation: June 6, 2026
- Middle School Promotion: June 9, 2026
- Kindergarten Camp and VSD Registration: Dates and times are currently in development and will be shared once finalized

Required, [OAR 581-022-2320](#). Due annually. Coordinate with Board policy IC/ICA - School Year/School Calendar and/or collective bargaining agreements, as applicable.

Celebrations

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Principal of the Year recognition- We take great pride in announcing that Vernonia Elementary School Principal Michelle Eagleson has been named the 2025 Oregon Small Schools Association (OSSA) Principal of the Year. This prestigious statewide recognition is a testament to Mrs. Eagleson's exceptional leadership, tireless dedication, and unwavering commitment to the success and well-being of our students, staff, and families. Mrs. Eagleson will be formally honored at the OSSA Spring Conference on April 18, 2025. We extend our heartfelt congratulations and deep appreciation for her extraordinary service to the Vernonia School District. We also invite all VSD School Board Members to join the formal ceremony in Lincoln City at Salishan Resort on April 18, 2025.

Staff retirements

Debbie Taylor: With deep gratitude, we acknowledge Mrs. Debbie Taylor's upcoming retirement at the close of the 2024–2025 school year. Since joining the Vernonia School District in 2016, Debbie has been a passionate and caring educator, leaving a lasting impact that will resonate for generations.

Throughout her time with us, Debbie's contributions have been truly transformative. In response to the challenges posed by the COVID-19 pandemic, she led the creation of the Vernonia Family Academy, a compassionate and innovative program ensuring displaced students and families continued access to meaningful education.

Debbie exemplifies the heart of an educator: dedicated, nurturing, visionary, and wholly committed to the success and well-being of every student. Her influence extends far beyond the classroom, shaping not only our district but also the broader community. As a generational educator, her legacy will be felt for decades, impacting students, families, and colleagues alike.

We are deeply grateful for her service and the legacy she leaves behind. Debbie Taylor will always be a cherished member of the Vernonia family.

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John Murray: We would like to extend our heartfelt thanks to Mr. John Murray as he prepares to retire after serving the Vernonia School District since April 2013. As an instructional assistant at the Middle/High School, John has worked closely with students with special needs, offering support, encouragement, and guidance that has made a lasting difference in their lives.

His dedication and compassion have helped shape brighter futures for many students, supporting their success both in school and in life beyond graduation. We are deeply grateful for his years of service and the positive impact he has made in our school community. John will always be a valued part of the Vernonia family.

Staff Resignation: Thank You for Your Service - Ian Hunt

It is with mixed emotions that we announce the resignation of Ian Hunt from Vernonia School District. Ian has made the difficult but celebratory decision to move back East to be closer to his family. While we will miss him greatly, we understand and support his decision, knowing that his family will benefit from his presence.

Ian has been a true leader within our district, always willing to lend a hand and support his colleagues in any way he can. His dedication to his students and the school community is evident in the lasting impact he has made. Ian's classroom was a place where students felt valued and supported, and even outside of the classroom, he was often surrounded by current and former students, showing the deep connections he fostered.

Beyond his role as a teacher, Ian has been a vital part of the Vernonia School District, contributing to the culture of collaboration and support that defines our community. His leadership, kindness, and unwavering commitment will be greatly missed, and he leaves behind a legacy that will continue to inspire those who had the privilege of working with him.

On behalf of the entire district, we thank Ian for his years of service and dedication. He will always be remembered as a cherished member of the Vernonia family.

memo

Vernonia School District 47J

To: Vernonia School District Board of Directors, Superintendent Jim Helmen
From: Marie Knight
Date: 4/10/25
Re: April 2025 financial information

Comments:

The financial report for this month includes March actuals and estimates for the remainder of the year. The estimated ending fund balance for the general fund 2024-25 is about \$527,000.

This month I am working on refining estimates for expenditures. We are finishing up purchases and looking at utilities and other expenditure final amounts. The result is the increase in ending fund balance for the general fund.

I am providing some additional details regarding specific ASB fund accounts. Teresa and I are continuing to work through account updates, working with staff to gather information, and helping facilitate spending.

Thanks!

-Marie

**VERNONIA SCHOOL DISTRICT 47J
FUND 100 (GENERAL FUND) 2024-2025**

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)
REVENUES	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	EST	EST	EST	EST		ACTUAL/EST.
1111 Current Year Taxes	-				2,731,223	456,492	26,378	12,325	43,357	25,000	25,000	95,000	3,414,775	3,225,000	189,775
1112 Prior Year Taxes	-		11,693	5,701	12,578	5,690	4,544	4,487	3,746	10,000	10,000	10,000	78,438	75,000	3,438
1190 Penalties&Interest Income	-		711	220	(403)	2,833	683	267	120				4,431	5,000	(569)
1500 Interest Income	3,992	7,311	7,651	5,451	8,377	19,376	16,240	14,258	15,201	12,000	10,000	5,000	124,857	90,000	34,857
1710 Revenue - Admissions	-											13,000	13,000	13,000	-
1740 Revenue - Fees	-				31,796	119						-	31,916	30,000	1,916
1910 Rentals	2,988	550	550	3,138	1,643	738	550	-	550	1,100	550	550	12,905	10,000	2,905
1920 Donations	351	600	500		1,080	1,978			1,750		-	50,000	56,259	110,700	(54,441)
1960 Prior Year Refunds	-	-	5,424		325	259					-	10,000	16,008	20,000	(3,992)
1961 Current Year Refunds	-			359	458	1,673	2,120	720				5,000	10,330	10,000	330
1980 Fees Charged to Grants	-									37,500		-	37,500	-	37,500
1990 Miscellaneous	4,480	540	928	536	1,132	2,715	62	442	2,022			75,000	87,858	85,000	2,858
1994 Medicaid Admin Claim	3,823				3,068							60,000	66,891	70,000	(3,109)
1995 E-Rate	-											15,000	15,000	15,000	-
2101 County School Fund	-				49				16			20,000	20,065	20,000	65
2102 General Ed.Service Dist		4,972	810									160,000	165,782	165,000	782
2105 Natural Gas and Minerals	-											5,000	5,000	20,000	(15,000)
2201 NW ESD Credits	-												-	-	-
3101 State School Fund Grant	785,903	392,716	392,716	392,716	392,716	392,716	392,716	392,716	280,928	280,927	280,927	(100,000)	4,277,698	4,840,000	(562,302)
3103 Common School Fund	-						39,359					39,359	78,718	75,352	3,366
3104 State Timber Revenue	-				115,640			236,744				297,616	650,000	650,000	-
3199 Other Un-Restricted Grants-in-ai	-											-	-	35,000	(35,000)
3299 Other Restricted Grants-in-aid	-											-	-	50,000	(50,000)
5200 Transfer of Funds	-											-	-	-	-
5400 Beginning Fund Balance	874,257	-	-	-			-					-	874,257	800,000	74,257
TOTAL REVENUE	1,675,793	406,689	420,983	408,120	3,299,681	884,589	482,652	661,958	347,691	366,527	326,477	760,525	10,041,687	10,414,052	(372,365)
EXPENDITURES															
100-Salaries	56,916	91,106	380,222	362,776	362,641	360,165	358,205	359,372	353,100	360,000	360,000	895,000	4,299,504	4,393,716	94,212
200-Payroll Costs	27,374	50,462	207,914	218,449	211,427	208,076	207,148	208,718	210,933	208,000	208,000	544,000	2,510,503	2,613,839	103,337
300-Contracted Services	34,817	95,509	77,525	164,017	225,843	190,813	232,275	193,642	181,550	200,000	268,000	250,000	2,113,991	2,160,687	46,696
400-Supplies	32,777	15,897	68,625	22,894	21,283	28,561	21,275	20,698	16,907	20,000	10,000	6,400	285,316	300,210	14,894
500-Equipment	12,663					-						-	12,663	60,000	47,337
600-Other (ins., fees)	159,598	4,518	6,444	1,356	784	311	557	1,606	605	500	500	500	177,281	160,600	(16,681)
700-Transfers	-	-							115,000			-	115,000	190,000	75,000
contingency/unappropriated	-	-										-	-	550,000	
TOTAL EXPENDITURES	324,145	257,492	740,731	769,492	821,978	787,928	819,461	784,036	878,095	788,500	846,500	1,695,900	9,514,258	10,429,052	364,794
PROFIT/LOSS	1,351,648	149,197	(319,748)	(361,372)	2,477,703	96,662	(336,809)	(122,077)	(530,405)	(421,973)	(520,023)	(935,375)	527,429		
RUNNING TOTAL	1,500,845	1,181,098	819,725	3,297,428	3,394,090	3,057,281	2,935,204	2,404,799	1,982,826	1,462,804	527,429				

 **projected ending
fund balance**

	EST	ACTUAL	% of BUDGET	MORE(LESS)
ADMr	540	559	1	19
ADMw	769.08	769	1	-

ASB Account Updates 4-10-25

I am providing some specific information regarding accounts that have several sub accounts as well as updates regarding three fundraising accounts that teachers have been working on spending.

Please see additional pages with details about the breakdown of sub accounts within the Middle School SB fund and the Athletics fund. Work on spending plans for these funds is still in process, but with this detail you can see that these funds are a combination of various activity funds.

Art Class Fund	Ms. Kintz	
Balance 6/30/24	\$	7,342.00
Spent 4/5/25	\$	5,162.00
Future plans:	Ms. Kintz is working on organizing the Art Classroom and will purchase additional storage as needed. She is also working on getting the kiln up and running and will spend funds on supplies for that, they are expensive.	

PE Fund	Mr. Spaulding	
Balance 6/30/25	\$	2,992.00
Spent 4/5/25	\$	2,127.00
Future plans:	Mr. Spaulding has ordered some supplies for hockey and bowling activities. He is working on additional items to enhance the PE program.	

Band Fund	Ms. Barrie	
Balance 6/30/25	\$	4,461.00
Spent 4/5/25	\$	-
Future plans:	Ms. Barrie is using some of these funds to pay a drum teacher to work with the percussion students, not charged yet.	
	Ms. Barrie will be using funds this summer for instrument purchase and repair, sheet music, and other items to enhance the Music program.	

Vernonia High School												
Profit and Loss by Class												
June 30, 2011 - June 30, 2024												
ATHLETICS FUND												
	ATHLETICS FUND-Other	Ben SoeJima Memorial Fund	ED KAMHOLZ MEMORIAL FUND	Hall of Fame	Let Em Play	Logger Gear	Mike Grady Memorial	MS Athletics	MS TRACK	Ralph Sturdevant Memorial Fund	Snack Shack / Advertising	Total ATHLETIC S FUND
Net Income	\$ 451.25	\$ 320.00	\$ 125.00	-\$ 301.47	\$ 80.00	\$ 3,165.99	\$ 575.00	-\$ 53.00	\$ 160.00	\$ 400.00	\$ 750.08	\$ 5,672.85
NOTE: General athletics large purchase planned-Custom upgrated banners for gym (3-5K cost)	Athletic Department general expenses	Athletic Department general expenses	Hall of Fame	Hall of Fame	Help with student pay to play fees	Profits us for general athletic expenses	Athletic Department general expenses			Hall of Fame	Athletic Department general expenses	

Vernonia High School**Profit and Loss by Class**

June 30, 2011 - June 30, 2024

MIDDLE SCHOOL SB

	8th Grade Trip	Leadership	MS Student Body	OUTDOOR SCHOOL	Total MIDDLE SCHOOL SB
Net Income	\$ 1,993.51	\$ 3,697.41	\$ 10,048.09	\$ 3,479.12	\$ 19,218.13
	Annual trip, fees have been collected in past years. Moving forward funds in this account will be used the the trip with no student fundraisers or money collected.	Fundraised money, large amount generated before 2013. Principal Underwood and MS Leadership will discuss spending plans.	Student Body Fees collected annually. Used for student planners, 8th grade promotion, will discuss with Principal Underwood other uses.	Past year funds collected prior to Outdoor School grant funding available. To be paid to VSD.	



VERNONIA SCHOOL DISTRICT 47J

BUDGET COMMITTEE MEMBER APPLICATION

NAME: LISA Curry HOME PHONE: 541.331.8636

EMAIL: lisa@eliteaccountingteam. CELL PHONE: 541.331.8636

MAILING ADDRESS: 275 E St. Wm Vernonia OR 97064

OCCUPATION: Bookkeeper / CFO

YEARS YOU HAVE LIVED WITHIN THE BOUNDARIES OF VERNONIA SCH. DIST. 14

DO YOU HAVE CHILDREN OR GRANDCHILDREN ENROLLED IN OUR SCHOOLS? Yes. 2

PREVIOUS COMMITTEE / BUDGETARY / BOARD EXPERIENCE? _____

I serve on several non-profits and forprofits including Vernonia Rural Fire Protection.

PLEASE STATE REASON(S) FOR APPLYING: _____

I want to be able to have a good understanding of the Schools budget as well as help or give insight where applicable.

I love the accounting in budget cycles and have several School districts as clients.

Please use reverse side for additional space if needed.

SIGNATURE

DATE

3/20/25

March 2025 Maintenance Report

Alarm Related Calls:

12

Facility Use:

Board meeting, spring sports training, P.D. assemblies, community events, Boosters, stadium committee, Salmon Festival.

Projects/Work for the Month

- *Board report.
- *Mist: ½ day two custodians spring break cleaning & maintenance, installed new faucet in the lunchroom. Installed new hasp on garage door.
- *Repaired VFA furnace.
- *Installed window film on green hall classrooms
- *Excavator work and rock dropped, hill seeded for the north side of the metal shop to prevent water from entering the shop.
- *We have begun mowing and grounds work for the season.
- Snack shack opened, cleaned and ready.
- *Spring break extra cleaning in the district.
- *Repaired toilet in staff only restroom.
- *Removed the toilet in the girls yellow hall restroom to remove a vape. This was causing water to leak down in the elementary green restroom light fixture.
- *Remove broken door in boys yellow hall bathroom
- *Assemble items for h.s. office, SLC.
- *Working on clearing clogged tankless urinals in H.S. Boys restroom
- *Blue hall restrooms: Pulled three toilets, ran cleanout with commercial snake. There is still an issue with handicap units. I will have to bring in another drain expert with a camera if I cannot clear it this week. So much money and time spent on restrooms this year.
- *adjust lighting schedules, again.
- *Burn day, again
- *Annual Inspection with the Fire Marshall. It went pretty well.
- *Backflow devices inspected and passed.
- *Repaired door handle in kitchen.
- *Repaired threshold on big gym door east and mullion.
- *Working on baseball & softball fields for drainage. Drill holes in problem areas, filled with sand to try and mitigate standing water.
- *Replaced the door switch at Karen's desk, there still seems to be an issue, will have to call tech back out again. Still tripping error code.
- *Did an inspection of trees around the VFA with a specialist (free). To ensure safety of the trees on our building and students. She believes the trees are healthy.
- *Worked on new duty schedules for custodians.

Weekly/Monthly

- *Equipment repair: regular maintenance weekly
- *AED inspections and testing
- *Generator quarterly maintenance and testing.
- *The lighting and security schedule changed about once a month as times change
- *Shop work
- *Custodial meetings
- *Deliver lunches to mist daily & custodial work. (2 employees, two hours a day)
- *IPM inspections
- *Inspect roof units (weekly)
- *Fire extinguisher inspection (Monthly)
- *Generator testing (monthly)
- *Playground inspections (Monthly)
- *Paperwork (weekly)
- *weekly biomass maintenance during winter months

Miscellaneous:

I check facilities/systems, check emails and handle miscellaneous or minor repairs. The remainder of the day I try to get caught up on any maintenance/grounds items and or assist staff, students and admin with day to day needs that arise. Along with ordering, reports and follow ups with customers and suppliers. Weekly/monthly /facility inspections. Cover custodial while we deliver lunch to Mist and do our daily custodial duties.

Vandalism:

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403

Vernonia School District 47J

Code: IGDJ
Adopted: 11/14/96
Readopted: 11/13/19
Orig. Code(s): IGDJ

Interscholastic Activities**

[The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events² shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization³. Each will be held accountable for their actions.]

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;
2. Maintains a transparent complaint process that:
 - . Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
 - a. Responds to a complaint made within 48 hours of the complaint being received; and
 - b. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² This applies to only OSAA-sanctioned activities and events.

³ Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{⁴} [The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a ~~district or ESD provided General Education Development (GED)~~ high school equivalency program⁵ that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.]

{⁶} [District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements of participation and those of the associated voluntary organization. The principal [or designee] is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal [or designee] shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA the rules and regulations of the associated voluntary organization. The principal shall notify the superintendent [or designee] of conduct that violates the terms of this policy and report to the associated voluntary organization OSAA as if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization OSAA [will] [may] be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the OSAA rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of OSAA such policies, rules and/or regulations [will] [may] be required to remunerate the district in the event of fines are assessed by OSAA as a result of their actions.

⁴ {This policy content is required practice but is not required policy language.}

⁵ "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

⁶ {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.]

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)

[ORS 332.075\(1\)\(e\)](#)

[ORS 332.107](#)

[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)

[OAR 581-021-0045 – 0049](#)

[OAR 581-022-2308\(2\)](#)

[OAR 581-026-0005](#)

[OAR 581-026-0700](#)

[OAR 581-026-0705](#)

[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).

~~OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.~~

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Senate Bill 1522 (2022).

Vernonia School District 47J

Code: **IMB**
Adopted:
Readopted:
Orig. Code(s): **IMB**

Student Achievement District Improvement Program

(Required only if the district has a school in improvement as designated by ODE.)

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. ~~Student achievement will be defined by the district and include, but not be limited to, improved assessment results, increased student attendance and reduced drop-out rates and diploma attainment.~~ The district will accomplish this through its continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that [engages the school community] [involves parents, students, teachers, school employees and community representatives from the demographic groups of their school population] in the district's goal setting and continuous student achievement improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

~~The Board district~~ will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 332.107](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2250](#)

Vernonia School District 47J

Code: IGBHE
Adopted: 08/10/06
Readopted: 10/11/18
Orig. Code(s): IGBHE

Expanded Options Program**

The Board is committed to providing additional educational options to eligible students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if the student:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan;
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not an foreign exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a returning dropout student returning to high school after dropping out of school, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and
6. District timelines affecting student eligibility and duplicate course determinations;
- ~~7. Exclusion of duplicate courses as determined by the district;~~
- ~~8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the Superintendent's designee under ORS 340.030;~~
- ~~9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full-time in the resident high school.~~

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of the intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or ~~returning dropout~~ a student returning to high school after dropping out of school has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-

round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board or designee will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board or designee, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

~~Expanded Options Program~~ Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 ($450 \times 0.33 = 148.5$). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." [An "at-risk student" means: (1) a student who qualifies for a free or reduced-price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.]

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the [Board] {}.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the

EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees, textbooks, equipment and materials.

Waiver

A district may request an EOP waiver from the Superintendent of Public Instruction if: compliance with the EOP would adversely impact the finances of the district **or** if all conditions identified in ORS 340.083(1)(b)[] exist.

1. ~~Compliance would adversely impact the finances of the district; or~~
2. ~~Accelerated college credit programs are offered by the district (e.g., Dual Credit, Sponsored-Based Dual Credit, Assessment-Based Dual Credit, Articulated Career Technical Education (CTE) courses, two-plus-two programs, Advanced Placement (AP), International Baccalaureate Programs or other locally developed program that offers Accelerated College Credit to their respective high school students).~~

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend eligible post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student.

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;

2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.072](#)

[ORS 336.615 - 336.665](#)

[ORS Chapter 340](#)

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).

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

Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).

Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Vernonia School District 47J

Code: **IKF**
Adopted: 10/28/93
Readopted: 11/13/19
Orig. Code(s): IKF

Graduation Requirements**

(If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in the following lists.)

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in ~~another district or public charter school~~ an educational program² in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that ~~district or public charter school~~ educational program in this state.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits³ which include at least:

¹ As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

³ {If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.}⁶

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, [civics⁴,] geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages⁵ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must^[6]:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;

⁴ [Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021ORS 329.451). {This is not required language at this time but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}]

⁵ "World language" includes sign language, heritage language and languages other than a student's primary language.

⁶ [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]

2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the

district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language.

2. Have a documented history of:

An inability to maintain grade level achievement due to significant learning and instructional barriers;

- a. A medical condition that creates a barrier to achievement; or
- b. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements

than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out

Form and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)
[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
~~House Bill 2056 (2021).~~
~~Senate Bill 744 (2021).~~
~~Senate Bill 1522 (2022).~~

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students [will] [may] be informed [at least annually,] of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. [Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;]
 - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude [or behavior]. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade [.] [;] [Behavior performance shall be reported separately;]
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers show whether the

student is achieving course requirements at the student's current grade level;

6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)
[ORS 343.295](#)
[OAR 581-021-0022](#)
[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Compulsory Attendance**

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

All children five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.

~~Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.~~

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a child to school and to maintain a child in regular attendance in school is a Class C violation.~~

The district will develop procedures for issuing a citation.

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c); failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending

public schools.

5. Children being educated in the home by a parent, guardian or private teacher[.][.]
 - a. [When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the [] Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each child being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 1. If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 2. If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3;.
 - c. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.;
 - d. Examinations testing each child shall be from the list of approved examinations from the State Board of Education;
 - e. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - f. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - g. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - h. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.]
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Children excluded from attendance as provided by law.

Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

9. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
10. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 - 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 339.010 - 339.095](#)
[ORS 339.139](#)
[ORS 339.990](#)
[ORS 807.065](#)
[ORS 807.066](#)
[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0076](#)
[OAR 581-021-0077](#)

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

Vernonia School District 47J

Code: **GBLA**
Adopted: 08/10/06
Readopted: 12/10/20
Orig. Code(s): **GBLA**

Disclosure of Information

DELETE POLICY

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading;
 - c. Rendered with malicious purpose; or
 - d. Violated civil rights of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.
4. No later than 20 days after receiving a request under ORS 339.374 (1) (b), the district, if it has or has had an employment relationship with the applicant shall disclose the information requested.

END OF POLICY

Legal Reference(s):

ORS 30.178	ORS 339.378	ORS Chapter 659
ORS 339.370 – 339.374	ORS 339.388	ORS Chapter 659A

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL

Reduction or Recall of Licensed Staff

The Board will make the final decision on programs to be kept, cut or eliminated following a review of the reduction plan developed by the superintendent. The Board will determine when staff layoffs become necessary, and will approve positions to be cut or limited as after receiving a recommendation from the superintendent.¹ Individuals that may be impacted by the layoff shall not be discussed by the Board. The affected employees shall be notified within a reasonable time.

Definitions

1. “Competence” means the ability of a teacher to teach a subject or grade level based on consideration of any of the following:
 - a. Teaching experience within the past five years related to the subject or grade level;
 - b. Educational attainments, which may not be based solely on being licensed to teach;
or
 - c. The teacher’s willingness to undergo additional training or pursue additional education.
2. “Cultural or linguistic expertise” means the expertise of one teacher, as measured against the expertise of another teacher, based on consideration of any of the following factors:
 - a. A teacher’s linguistic ability in relation to an in-district language, as determined by the district using a method of verification or attestation of fluency for all in-district languages;
 - b. A teacher’s completion of a teacher pathway program that is implemented by a teacher pathway partnership at the national, state, regional or local level and that has the primary focus of increasing the number of culturally or linguistically diverse teachers; or
 - c. A teacher’s current work assignment that requires the teacher to work at least 50 percent of the teacher’s work assignment time:
 - (1) At a school where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to one school; or
 - (2) At programs, schools or school districts where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to multiple programs, schools or school districts.
3. “In-district language” means a heritage language or a language other than English that is spoken:

¹ Districts are encouraged to consult with legal counsel and any applicable collective bargaining agreements prior to taking any action on reductions of staff.

- a. By five percent or more of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the students enrolled in the schools of the district; or
 - b. At five percent or more of the homes of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the homes of the students enrolled in the schools of the district. “Merit” means the measurement of one teacher’s ability and effectiveness against the ability and effectiveness of another teacher.
4. “Qualified” means the measurement of the teacher’s ability to teach the particular grade level or subject matter in which the teacher is placed after the reduction in force.
5. “Qualified teacher with cultural or linguistic expertise” means a teacher who:
 - a. Has more cultural or linguistic expertise than a teacher with more or equal seniority; and
 - b. Holds proper licenses or other credentials to fill a remaining position.
6. “Student from a historically underserved background” includes a student who:
 - a. Is an English language learner;
 - b. Is from a racial or ethnic group that has historically experienced academic disparities, including racial or ethnic groups for which a statewide education plan has been developed under ORS 329.841, 329.843 or 329.845 for students who are black, African-American, American Indian, Alaska Native, Latino or Hispanic;
 - c. Is economically disadvantaged; or
 - d. Has a disability.
7. “Teacher” has the meaning given that term in ORS 342.120.

Procedures

When determining which teachers will be retained when the district reduces staff, the district shall prioritize seniority, except as follows:

1. A district shall retain a qualified teacher with cultural or linguistic expertise who has less seniority if the release of the less senior teacher would result in a lesser proportion of teachers with cultural or linguistic expertise compared to teachers without cultural or linguistic expertise.
2. If a qualified teacher with cultural or linguistic expertise is retained as described above and the district is determining which teachers to retain who do not have cultural or linguistic expertise, the district shall prioritize:
 - a. Seniority²; or
 - b. Competence or merit in accordance with law.

² Seniority shall be calculated from the first day of actual service as teachers with the district, inclusive of approved leaves of absence. In the event there is a tie in calculating seniority, it shall be broken by drawing lots.

3. The district may retain a teacher with less seniority than a teacher being released if the district determines that the teacher being retained has more competence or merit than the teacher with more seniority who is being released.

The district shall not agree in any collective bargaining agreement to waive the right to consider competence in making decisions about reduction in staff or recall of staff. Retained teachers will be properly licensed and qualified, as defined in Oregon statutes, for the positions they fill.

The district will develop criteria and procedures for identifying in-district languages, verifying teacher language abilities, reviewing teacher pathway programs and determining which teachers teach in schools with 25 percent or more students from a historically underserved population. Procedures and timelines will be communicated to teachers.

Recall

A teacher who was released due to a reduction in staff will be eligible for recall for 27 months after the last date of release, unless waived by a rejection of a specific position. No new teacher shall be hired to any position until all staff who remain on a recall list who are licensed and qualified for the position have been given an opportunity to accept the position.

The district shall notify teachers on the recall list of a position opening by registered letter, return receipt requested, at their last known address. Teachers shall have 7 calendar days from receipt of such notification in which to indicate their acceptance or rejection of the position and an additional 14 days from date of acceptance in which to begin active employment unless otherwise mutually agreed upon.

If the teacher rejects any position offered for which the teacher is licensed and qualified, or the teacher fails to respond within the specified timeline, the teacher shall forfeit all recall rights.

Staff returning to work shall have all previously accrued sick leave and seniority reinstated, but shall not receive benefits for the period of the release.

Teachers will have recall rights for a maximum 27-month period. If they choose, released teachers may maintain their district insurance and health plans by paying their own premiums as prescribed by law, subject to the rules of the insurance carrier.

Teachers affected by a reduction in staff MAY be placed on the substitute list for any position requested when released. They will be notified for those positions requested before other substitutes are notified.

Vernonia School District 47J

Code: **GCQB**
Adopted: 03/12/87
Readopted: 04/10/25
Orig. Code(s): GCQB

Research

District staff are encouraged to participate in research for the development and improvement of education. Staff who propose to engage in research, e.g., study toward advanced work or for use in classroom instruction, using district resources or students will submit a proposal to the principal for approval prior to commencing such research. If approved, and the study results in material or practices which may be useful to other district staff, such will be reviewed by administration and may be made available for distribution throughout the district as determined by administration. For the protection of all concerned, privacy rights of students or other individuals involved in such research must be protected.

Research which is conducted by or for a nondistrict individual or organization must be approved by the superintendent or designee.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2022).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Instructional Assistants

Instructional assistants shall be hired by the superintendent.

All instructional assistants¹ must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants² who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

¹ "Instructional assistant" means a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

² Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

The district will not require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor or related service provider with instruction and/or support. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.120](#)

[OAR 581-022-2400\(2\)](#)

[OAR 581-037-0005 -- 0025](#)

[OAR 584-005-0005\(20\), \(28\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act- 38 U.S.C. § 4212 (2018).

Title II of the Genetic Information Nondiscrimination Act, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).
Rehabilitation Act, 29 U.S.C. § 791, 793-794 (2018).

Vernonia School District 47J

Code: **IFE**
Adopted: 05/14/87
Readopted: 04/10/25
Orig. Code(s): IFE

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic content standards¹ as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

Legal Reference(s):

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

¹ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

Vernonia School District 47J

Code: **IGAC**
Adopted: 05/14/87
Readopted: 04/10/25
Orig. Code(s): IGAC

Religion and Schools

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.035](#)

U.S. Const. amend. I.

OR. CONST., art. I.

Kennedy v. Bremerton Sch. Dist., 142 S. Ct. 2407 (2022)

Vernonia School District 47J

Code: IGBAG-AR

Adopted: 06/2006

Revised: 04/10/25

Orig. Code(s): .

Special Education - Procedural Safeguards**

1. Procedural Safeguards

a. The district provides procedural safeguards to:

- (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
- (2) Surrogate parents; and
- (3) Students who have reached the age of 18, the age of majority or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called "eligible students").

b. The district gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):

- (1) At least once a year;
- (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
- (3) When the parent (or adult student) requests a copy; and
- (4) To the parent and the student one year before the student's 18th birthday or upon learning that the student is emancipated.

c. The *Procedural Safeguards Notice* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in their native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the district has met these requirements.

2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by ODE.

3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of

those visits.

- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
 - (1) Is not an employee of the district or ODE;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:

- (1) Protect the special education rights of the student;
- (2) Be acquainted with the student's disability and the student's special education needs;
- (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
- (4) Represent the student in all matters relating to the provision of FAPE to the student.

g. A parent may give written consent for a surrogate to be appointed.

- (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
- (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
- (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment.

h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.

i. The district may change or terminate the appointment of a surrogate when:

- (1) The person appointed as surrogate is no longer willing to serve;
- (2) Rights transfer to the adult student or the student graduates with a regular diploma;
- (3) The student is no longer eligible for special education services;
- (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
- (5) A foster parent or other person is identified who can carry out the role of parent;
- (6) The parent, who previously could not be identified or located, is now identified or located;
- (7) The appointed surrogate is no longer eligible;
- (8) The student moves to another district; or
- (9) The student is no longer a ward of the state or unaccompanied homeless youth.

j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the

student. A student for whom rights have transferred is considered an “adult student” under OAR 581-015-2000(1).

- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student’s 18th birthday;
 - (2) More than one year before the student’s 18th birthday, if the student’s IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
- g. To promote self-determination and independence, the district shall provide the student and the student’s parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student’s secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the district;
 - (2) An explanation of why the district proposed or refused to take the action;
 - (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural

- safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - (7) A description of other factors that are relevant to the agency’s proposal or refusal.
- c. The prior written notice is:
- (1) Written in language understandable to the general public; and
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
 - (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent’s native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child’s eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

¹ “Consent” means that the parent or adult student: a) has been fully informed, in their native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which their consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

9. Consent – Re-evaluation

- a. The district obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
 - (1) The district does not need written consent for a re-evaluation if the parent does not respond after reasonable efforts to obtain informed consent. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the re-evaluation, the district may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the district:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - (4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:

- (1) Reviewing existing data as part of an evaluation or re-evaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
- (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free appropriate public education.

12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
 - (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the district may ask why the parent

disagrees with the public evaluation. The parent may, but is not required to provide an explanation. The district may not:

- (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.
- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.

- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.

- (1) The district will not include an attorney unless the parent brings an attorney.
- (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
- (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The district reimburses ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA - Discipline of Students with Disabilities.

Vernonia School District 47J

Code: IGBAF-AR
Adopted: 06/2006
Revised: 04/10/25
Orig. Code(s): .

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.

- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
 - (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for

- transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
 - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;

- (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
 - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
 - (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:

- (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
- (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
- (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
Regarding employment planning, the parent shall be provided information about and

opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.

- d. The district provides ESY services to maintain the student’s skills or behavior, but not to teach new skills or behaviors.
- e. The district’s criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. “Regression” means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. “Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student’s IEP. These services and/or devices may be part of the student’s special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a free appropriate public education to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student’s parents, will provide a free appropriate public education to the student, including services comparable to those described in the student’s IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria

described in Oregon Administrative Rules.

- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.

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

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

Legal Reference(s):

[ORS 343](#) .391-343.401

[ORS 343](#).407-343.413

[OAR 581](#)-022-2325

[OAR 581](#)-022-2330

[OAR 581](#)-022-2500

SB 486 (2021)

VERNONIA SCHOOL DISTRICT 47J

2025-2026 Instructional Calendar-Option 1

169 Student Contact Days/No Spring Conferences

July

4 Independence Day

JULY							Student Contact	Contract Days
S	M	T	W	T	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				
							0	0

August

Kindercamp

VHS Registration

VMS Registration

21 New Staff Orientation

22 New Staff Classroom Work Day

25-29 Staff Inservice

Staff Inservice/Meet the Family K-12

AUGUST							Student Contact	Contract Days
S	M	T	W	T	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	0	5
31							0	5

September

1 Labor Day

2 School Begins K-12

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

October

10 No School-State Wide Inservice

30 End of Quarter 1

31 No School Teacher Work Day

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

November

6-7 Early Release PM Conferences

10 No School Trade Day

11 No School Veteran's Day

26-29 No School - Thanksgiving Break

NOVEMBER							Student Contact	Contract Days
S	M	T	W	T	F	S		
					1	0	0	0
2	3	4	5	6	7	8	5	5
9	10	11	12	13	14	15	3	5
16	17	18	19	20	21	22	5	5
23	24	25	26	27	28	29	2	3
30							15	18

December

19-31 No School Winter Break

DECEMBER							Student Contact	Contract Days
S	M	T	W	T	F	S		
	1	2	3	4	5	6	5	5
7	8	9	10	11	12	13	5	5
14	15	16	17	18	19	20	4	4
21	22	23	24	25	26	27	0	0
28	29	30	31				0	0
							14	14

January

1-2 No School Winter Break

19 No School - Martin Luther King

22 End of Semester 1/Q2

23 No School Teacher Work Day

JANUARY							Student Contact	Contract Days
S	M	T	W	T	F	S		
				1	2	3	0	0
4	5	6	7	8	9	10	5	5
11	12	13	14	15	16	17	5	5
18	19	20	21	22	23	24	3	5
25	26	27	28	29	30	31	5	5
							18	20

February

16 No School - Presidents' Day

27 No School Snow Make Up

FEBRUARY							Student Contact	Contract Days
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	5	5
8	9	10	11	12	13	14	5	5
15	16	17	18	19	20	21	4	5
22	23	24	25	26	27	28	4	4
							18	19

March

23-27 No School - Spring Break

MARCH							Student Contact	Contract Days
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	5	5
8	9	10	11	12	13	14	5	5
15	16	17	18	19	20	21	5	5
22	23	24	25	26	27	28	0	0
29	30	31					2	2
							17	17

April

2 End of Quarter 3

3 No School Teacher Work Day

10 No School Snow Make Up

24 No School Snow Make Up

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

May

8 No School Snow Make Up

22 No School Snow Make Up

25 No School - Memorial Day

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

June

6 VHS Graduation

9 VMS Promotion

10 End of Semester 2/Q4

11-12 Teacher Work/Check Out

19 Juneteenth

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

LEGEND:	
	Holiday
	No School - Non contract day
	No School - Staff Development
	Early Release-Staff Devpment
	OPEN HOUSE K-12
	PM CONFERENCES K-12
	No School - AM Conferences K-12
	No School - Teacher Work Day
	End of Quarter
	No School - Snow Make Up Day

Total Student Days/Contract Days	Student	Staff
	169	186
	Q1	42
	Q2	42
	Q3	42
	Q4	43
	Total	169

VERNONIA SCHOOL DISTRICT 47J

2025-2026 Instructional Calendar-Option 2

July

4 Independence Day

JULY							Student Contact	Contract Days
S	M	T	W	T	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				
							0	0

August

Kindercamp

VHS Registration

VMS Registration

21 New Staff Orientation

22 New Staff Classroom Work Day

25-29 Staff Inservice

Staff Inservice/Meet the Family K-12

AUGUST							Student Contact	Contract Days
S	M	T	W	T	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	0	5
31							0	5

September

1 Labor Day

2 School Begins K-12

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

October

10 No School-State Wide Inservice

30 End of Quarter 1

31 No School Teacher Work Day

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

November

6-7 Early Release PM Conferences

10 No School Trade Day

11 No School Veteran's Day

26-29 No School - Thanksgiving Break

NOVEMBER							Student Contact	Contract Days
S	M	T	W	T	F	S		
					1		0	0
2	3	4	5	6	7	8	5	5
9	10	11	12	13	14	15	3	5
16	17	18	19	20	21	22	5	5
23	24	25	26	27	28	29	2	3
30							15	18

December

19-31 No School Winter Break

DECEMBER							Student Contact	Contract Days
S	M	T	W	T	F	S		
	1	2	3	4	5	6	5	5
7	8	9	10	11	12	13	5	5
14	15	16	17	18	19	20	4	4
21	22	23	24	25	26	27	0	0
28	29	30	31				0	0
							14	14

168 Student Contact Days/Spring Conferences

January

1-2 No School Winter Break

19 No School - Martin Luther King

22 End of Semester 1/Q2

23 No School Teacher Work Day

JANUARY							Student Contact	Contract Days
S	M	T	W	T	F	S		
				1	2	3	0	0
4	5	6	7	8	9	10	5	5
11	12	13	14	15	16	17	5	5
18	19	20	21	22	23	24	3	5
25	26	27	28	29	30	31	5	5
							18	20

February

16 No School - Presidents' Day

27 No School Snow Make Up

FEBRUARY							Student Contact	Contract Days
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	5	5
8	9	10	11	12	13	14	5	5
15	16	17	18	19	20	21	4	5
22	23	24	25	26	27	28	4	4
							18	19

March

18-19 Early Release PM Conferences

20 No School Trade Day

23-27 No School - Spring Break

MARCH							Student Contact	Contract Days
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	5	5
8	9	10	11	12	13	14	5	5
15	16	17	18	19	20	21	4	5
22	23	24	25	26	27	28	0	0
29	30	31					2	2
							16	17

April

2 End of Quarter 3

3 No School Teacher Work Day

10 No School Snow Make Up

24 No School Snow Make Up

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

May

8 No School Snow Make Up

22 No School Snow Make Up

25 No School - Memorial Day

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

June

6 VHS Graduation

9 VMS Promotion

10 End of Semester 2/Q4

11-12 Teacher Work/Check Out

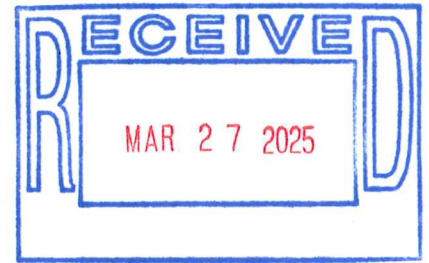
19 Juneteenth

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

LEGEND:	
	Holiday
	No School - Non contract day
	No School - Staff Development
	Early Release-Staff Devopment
	OPEN HOUSE K-12
	PM CONFERENCES K-12
	No School - AM Conferences K-12
	No School - Teacher Work Day
	End of Quarter
	No School - Snow Make Up Day

Total Student Days/Contract Days	Student	Staff
	168	186
	Q1	42
	Q2	42
	Q3	41
	Q4	43
	Total	168

Debbie Taylor
VFA Instructional Facilitator
Vernonia School District
dtaylor@vernoniak12.org
503 429 1345



Vernonia School District
1000 Missouri Ave
Vernonia, OR 97064

March 31, 2025

Dear School Board Members and Vernonia School District Administrators,

I am writing to formally announce my resignation from the Vernonia School District, effective June 13, 2025, as I plan to retire.

After considerable reflection, I have concluded that it is time to embark on my next chapter. I am deeply appreciative of the opportunities and experiences that the Vernonia School District has afforded me. Being a member of the VSD team has been a pivotal part of my life, and making this decision was not made lightly.

I wish to extend my heartfelt gratitude for the support, opportunities, and leadership I have received throughout my 20-plus years with the district, a journey that began under the guidance of Mrs. Marguerite Nice. My career here has been immensely rewarding, filled with challenges and successes that have contributed to my personal and professional growth.

To facilitate a smooth transition, I am dedicated to assisting with the training of my successor as needed.

The Vernonia School District has provided my family and me with countless opportunities and cherished memories. My children attended school in the district, and now my grandchildren are following in their footsteps. I look forward to volunteering as a way to give back to a school community that has enriched my life in so many ways.

I am forever thankful for the Vernonia School District and all it does for our families, students and community.

All Good Things,

Debbie Taylor



Ian Hunt
57630 Old Portland Road
Warren, Oregon 97053
April 3, 2025

Dr. Jim Helmen
1000 Missouri Avenue
Vernonia, Oregon 97064

Dear Superintendant Jim Helmen,

Please accept this letter as my formal notice of resignation from my position as a Fifth Grade Teacher at Vernonia Elementary School, effective June 13, 2025.

After careful consideration, I have decided to move back east to be closer to my family and pursue other career opportunities. This was not an easy decision to make, but I feel that it is the best course of action for my family.

Teaching at Vernonia has been an amazing experience for me. This was truly a place where one person can make a huge difference, and I will miss it dearly. I appreciate the opportunity afforded me to forge the connections I've made with staff, family, and students in our small community.

Sincerely,

Ian Hunt

Form Actions

Coop Application Form Status and Progression

WORK > > SUBT > > DONE

? Help

You Have Already Digitally Signed This Form

approval by adding your digital signature. If you have any questions, please reach out to your school administrator who sent you the link to this form or contact OSAA Associate Director Kelly Foster, kellyf@osaa.org or (503) 682-6722 x233.

1. Review the information on this form.

2. Input your digital signature near the bottom of the page.

Coop Information - Banks / Vernonia

Activity:

Boys Soccer

Duration:

1 years

School Years:

2025-26 through 2025-26

Reason:

This is the reason for creating this cooperative sponsorship.

Gives Vernonia a chance to play soccer

Practice Location:

Banks High School

Contest Location:

Banks High School

This is where practices will be held.

This is where home contests will be held.

Placement

Combined ADM:

384

Sum of both school's ADM numbers from the selected starting school year.

Coop Classification:

4A

Based on the combined ADM, this coop would compete in this classification.

Coop League:

4A-1 (2022-2025) Cowapa League

The selected league in which this coop will join and compete.

Host School

Banks

Classification: 3A, ADM: 257

League: 3A-2 Coastal Range League

School 2

Vernonia

Classification: 2A, ADM: 127

League: 2A-1 Northwest League

League Approval

Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.

League/Special District Representative for 4A-1 Cowapa League

Name:

Howard Rub

School:

Astoria High School

Email:

HRub@astoria.k12.or.us

Role:

AD

Signature:

Not Yet Signed

Date Decided:

--

Approved?:

Awaiting League Approval

Comments:

--

Host School Information - Banks

Comments: --

Host School Information - Banks

Activity Participation - Boys Soccer - Banks

Banks Boys Soccer participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	3	17	7	8
Current Year	13	4	9	6
Next Year	4	9	6	11

Superintendent Approval

Superintendent Name:

Brian Sica *

Please type in your name.

Signature:

/s/ Brian Sica *

Indicate your approval and digitally sign this form by typing in your full legal name.
Confirm your signature by clicking outside of the text box.

Date Signed:

3/21/2025

School Enrollment - Banks

Students enrolled at Banks, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	72	101	103	101
Current Year	100	103	94	91
Next Year	103	94	91	89

School Board Approval - Banks School District 13

Date School Board Approved:

04/14/2025 *

This is the date that the school board for Banks approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

The school can input this date or you as Superintendent can enter this date.

School 2 Information - Vernonia

Activity Participation - Boys Soccer - Vernonia

Vernonia Boys Soccer participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	1	0	0	0
Current Year	0	0	0	0
Next Year	0	0	0	1

Superintendent Approval

Superintendent Name:

Jim Helmen *

Please type in your name.

Signature:

/s/ Jim Helmen *

Indicate your approval and digitally sign this form by typing in your full legal name.
Confirm your signature by clicking outside of the text box.

Date Signed:

3/21/2025

School Enrollment - Vernonia

Students enrolled at Vernonia, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	39	47	49	42
Current Year	47	49	42	35
Next Year	49	42	35	45

School Board Approval - Vernonia School District 47J

Date School Board Approved:

04/10/2025 *

This is the date that the school board for Vernonia approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

The school can input this date or you as Superintendent can enter this date.

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Regular Meeting – March 13, 2025 Vernonia Schools Library, 1000 Missouri Avenue, Vernonia

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order at 6:00 p.m. by Susan Wagner. MEETING CALLED TO ORDER
- Board Present:** Amy Cieloha, Joanie Jones, Tony Holmes, Javoss McGuire, Susan Wagner, Stacey Pelster, and Greg Kintz BOARD PRESENT
- Board Absent:** None BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, Middle & High School Principal; Michelle Eagleson, Elementary Principal; Susanne Myers, Special Education Director; Marie Knight, Business Manager; Barb Carr, Administrative Assistant; Mark Brown, Maintenance Supervisor; and Kendra Schlegel, Juliet Safier, Rachel Brown, Brett Costley, Jennifer Schram, and Tabetha Groshong, licensed staff; and Karen Roberts, Glenda Delemos, and Silvia Stavreva, classified staff. STAFF PRESENT
- Visitors Present:** Scott Laird, and high school students Charlotte Schlegel and Nova Gleason. VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** An adjustment to the agenda was made by adding under item 6.1.2 Rescind Policy AC-AR and also item 7.1 add under 6.1.2 AC-AR rescind and remove item 7. 1 Calendar Options discussion. AGENDA REVIEW
- Stacy moved to approve as correct. Joanie seconded the motion. Motion passed unanimously.
- 3.0 PUBLIC COMMENT:** Juliet Safier introduced herself as the VEA President. PUBLIC COMMENT
- 4.0 SHOWING CASING of SCHOOLS**
- 4.1 ADMINSTRATOR REPORTS:** The Board received all Administrator Reports prior to the meeting. ADMINISTRATOR REPORTS
- Nate Underwood added the Vernonia travel brochures made by Mrs. Campbell's class have been placed on the table for the Board to review. Also, there is currently three new math curriculum on display in the library. Please feel free to stop by and take a look at the materials before the end of next week. As this month is Music in Schools Celebration Month, the high school choir was in attendance to sing the National Anthem.
- High school leadership representatives, Nova Gleason and Charlotte Schlegel, updated the Board on student activities and the focus of the Leadership class.
- The Board was also treated to a demonstration by students in Mr. Costley's robotics class
- Amy Cieloha acknowledged Cannon McLeod, Noah Bateman, Ethan Martin, and Hansom Forster for competing at State Wrestling.
- There were no questions from the Board on Administrator reports.
- 5.0 BUSINESS REPORTS:**
- 5.1 Superintendent Report:** The Superintendent's Report was provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- Amy Cieloha asked when information will be received back regarding the Health Center grant. Mr. Helmen stated 6-12 weeks.
- Greg Kintz asked where the Health Center would be housed if the grant application is successful. Mr. Helmen stated on the side the building at the end of the 3-5 red hall wing. Greg also reminded all that the name of the former health center was Spencer Health and Wellness, recognizing that the school campus is on the former site of Spencer Park.

5.2	Financial Report: The Financial Report was provided to the Board prior to the meeting. Susan Wagner asked if the District will be impacted at all by timber lands being opened up? Marie Knight stated she did not believe it would.	FINANCIAL REPORT
5.3	Maintenance Report: Mark Brown's report was provided to the Board prior to the meeting. Amy Cieloha asked if the small roof leaks were repaired? Mark Brown reported yes. He also shared that the front door A.D.A. opener is in process of being repaired. Switches have been ordered. Snack shack right now is looking good. Mark feels confident the issues from last year have been resolved but they have yet to be completely tested during Spring time rains. Amy also noted that there are issues with facility use events. Last Saturday, the lights were off in the restroom and having to enter from the side was an issue for some guests having to use stairs.	MAINTENANCE REPORT
6.0	BOARD REPORTS/ BOARD DEVELOPMENT:	
6.1	6.1 COMMITTEE REPORTS	COMMITTEE REPORTS
	6.1.1 Safety Committee – Susan Wagner shared that the safety committee continues to meet. They address issues and are very diligent to paying attention to all things that could put the school at risk. Greg Kintz shared concern that lock down protocols are different at Mist. Jim Helmen shared that the Saferwatch representative gave training to all staff this week. This program is an added element and doesn't replace our current processes for emergency response. It's an option for staff, allowing more flexibility to contact 911 immediately, even if on the baseball or softball field.	
	6.1.2 Policy Committee – 1 st Reading on the following policies GBLA – Disclosure of Information GCPA-AR – Reduction or Recall of Licensed Staff GCQB – Research GDA – Instructional Assistants IFE – Curriculum Guides and Course Outlines IGAC – Religion and Schools IGBAG-AR – Special Education – Procedural Safeguards IGBAF-AR – Special Education – Individualized Education Program (IEP) IGBB – Talented and Gifted Program Policy Rescind: AC-AR – Discrimination Complaint Procedure – as requested by OSBA after the changes with DEI laws that came down recently from the Federal Government	
	6.1.3 Scholarship Committee – Nothing reported	
6.2	Board Member Items: Amy Cieloha shared that she recently met with Marie Knight to go over some of the questions she had with the student body accounts review. She appreciates the work being done on this. Greg Kintz stated that he attended the Coordinated Care Organization meeting this afternoon and shared the slide deck from that presentation to board members email. Stacey Pelster commented on the high amounts of sugar contained in school meals and would like to see more homemade meals being served by the Food Service Department.	BOARD MEMBER ITEMS
7.0	OTHER INFORMATION and DISCUSSION	
7.1	2025-26 Instructional Calendar Options: This item of discussion was removed during the agenda review. It will be on next month's agenda.	2025-26 INSTRUCTIONAL CALENDAR OPTIONS
7.2	Integrated Planning Presentation-1st Reading: Jim Helmen shared his 1 st reading of the District's Integrated Guidance Plan. Sharing the information is one of the required steps for the District to be able to access the funding used to support programs during the next biennium beginning with the 2025-26 school year. The plan must meet all the requirements of ODE before access to the grant dollars are possible.	INTEGRATED PLANNING PRESENTATION 1 st Reading

The aligned programs and common goals being supported were highlighted and include:

- Continuous Improvement Planning
- Every Day Matters
- Career Connected Learning
- High School Success
- Student Investment Account
- Early Indicator and Intervention Systems
- Early Literacy success School District Grants
- Career and Technical Education
- Federal School Improvement for Comprehensive / Targeted Supports

The District, through a survey, obtained information from students, staff and community to help guide district planning and budgeting priorities. The following priorities emerged from the Needs Assessment:

- Raising Academic Expectations
- CTE & College/Career Readiness
- Mental Health & SEL Support
- Family-School Communication & Community Engagement
- Classroom Management & Behavioral Support
- Math & ELA Curriculum Updates

Mr. Helmen shared key investments and budgeting within the plan. This is how the District plans to spend grant dollars to achieve the intended outcomes. Performance growth targets were reviewed, as well as how the Oregon Department of Education and the District understand and monitor success.

The initial Integrated Planning Guidance Plan has been submitted to ODE for their review. Once approved, grant agreements will be sent out. There will be a final presentation to the Board and public review opportunity followed by final approval.

8.0 ACTION ITEMS: At this time in the meeting there were no items needing action.

9.0 MONITORING BOARD PERFORMANCE: Greg Kintz shared staff updates at OSBA.

MONITORING BOARD
PERFORMANCE

10.0 CONSENT AGENDA:

CONSENT AGENDA

10.1 Minutes of 02/13/2025 Regular Meeting

Stacey Pelster moved to approve the consent agenda as amended (names of those present was adjusted). Amy Cieloha seconded the motion. Motion passed unanimously.

CONSENT AGENDA
APPROVED

11.0 RECESS to EXECUTIVE SESSION under O.R.S. 192.660 (2) (i) “To review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member...” at 7:57 p.m.

RECESS to EXECUTIVE
SESSION

The Board discussed the annual evaluation of Superintendent Jim Helmen.

ADJOURNED the EXECUTIVE SESSION at 8:26 p.m.

ADJOURNED EXECUTIVE
SESSION

12.0 RETURN to REGULAR SESSION at 8:27 p.m.

13.0 ACTION ITEMS:

13.1 Licensed and Administrative Staff Contract Renewal: Greg Kintz moved to approve Administrative Contract Extension resolution #2025-02 and Licensed Staff Extension resolution #2025-03 as presented. Stacey Pelster seconded the motion. Motion passed unanimously.

LICENSED &
ADMINISTRATIVE STAFF
CONTRACT EXTENSIONS
APPROVED

13.2 Superintendent Annual Evaluation: Javoss McGuire moved to approve the 2024-25 annual evaluation of Superintendent Jim Helmen. Amy Cieloha seconded the motion. Motion passed unanimously.

SUPT. HELMEN ANNUAL
EVALUATION
APPROVED

13.3 Superintendent Contract Negotiations Board Appointee: Stacey Pelster moved to appoint Susan Wagner to negotiate Superintendent Jim Helmen’s contract on behalf of the Board. Javoss McGuire seconded the motion. Motion passed unanimously.

WAGNER APPOINTED
TO NEGOTIATE SUPT.
HELMEN’S CONTRACT

14.0 OTHER ISSUES:

OTHER ISSUES

14.1 Next Agenda Setting Meeting: Stacey Pelster volunteered to join Jim Helmen and Susan Wagner for this meeting. The virtual meeting will take place on April 2nd at 5:00 p.m.

NEXT AGENDA SETTING
MEETING

14.0 UPCOMING DATES:

- Spring Break March 24-28, 2025
- School Board Meeting 6:00 p.m. – April 10, 2025 at Mist Elementary
- OSBA Summer Board Conference will be held August 8-10, 2025.

15.0 MEETING ADJOURNED at 8:33 p.m.

ADJOURNED

Submitted by Barb Carr,
Administrative Assistant to the Superintendent and Board of Directors

Board Chair

District Clerk