

# AGENDA

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS

Public Meeting

Thursday, June 13, 2024– 6:00 p.m.

Vernonia Schools Building, 1000 Missouri Ave., Vernonia, OR 97064

**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](mailto: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 **RECESS to BUDGET HEARING**  
3.1 Open Public Hearing  
3.2 Budget Review  
3.2 Public Comment  
3.4 Close Hearing

4.0 **RETURN to REGULAR MEETING**

5.0 **PUBLIC COMMENT ON AGENDA & NON-AGENDA ITEMS**  
This is a time for public comment. 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.

6.0 **SHOWCASING OF SCHOOLS**  
6.1 Administrator Reports .....Administration  
6.1.1 Honors Diploma Proposal  
6.1.2 Spring Sports Report

7.0 **BUSINESS REPORTS**  
7.1 Superintendent .....Jim Helmen  
7.1.1 Staffing Update  
7.1.2 2023-24 District Priority Review  
7.2 Financial .....Marie Knight  
7.2.1 Resolution 2024-04 – Adopting the 2024-25 Budget  
7.2.2 Resolution 2024-05 – Adopt & Appropriate Supplemental Budget /Transfer Appropriations within 2023-24 Budget.  
7.3 Maintenance .....Mark Brown

**8.0 BOARD REPORTS / BOARD DEVELOPMENT**.....Chair

- 8.1 Committee Reports
  - 8.1.1 Policy Committee
  - 8.1.2 Scholarship Committee
  - 8.1.3 Safety Committee

**9.0 OTHER INFORMATION and DISCUSSION**

- 9.1 Policy Updates – 2<sup>nd</sup> Reading .....Jim Helmen
  - 9.1.1 BBBA – Board Member Qualifications
  - 9.1.2 BCF – Advisory Committees to the Board
  - 9.1.3 CB - Superintendent
  - 9.1.4 CBC – Superintendent’s Contract
  - 9.1.5 CPA – Layoff and Recall for Administrators
  - 9.1.6 CPA-AR – Layoff and Recall for Administrators
  - 9.1.7 DBEA – Budget Committee
  - 9.1.8 EFA – Local Wellness
  - 9.1.9 EFA-AR – Local Wellness Program
  - 9.1.10 EH – Records and Data Management
  - 9.1.11 EH-AR – Records and Data Management
  - 9.1.12 GBEA – Workplace Harassment
  - 9.1.13 GCAA – Standards for Competent and Ethical Performance of Oregon Educators
  - 9.1.14 GCBDB/GDBDB – Early return to Work
  - 9.1.15 GCDA/GDDA-AR – Criminal records Checks and Fingerprinting
  - 9.1.16 GCPA – reduction or Recall of Licensed Staff
  - 9.1.17 GCPA-AR – Reduction or Recall of Licensed Staff
- 9.2 2024-25 Fee Schedule
- 9.3 OSEA Personal Leave Transfer Request
- 9.4 Administrative Memorandum of Agreement/Contract 2024-2027

**10.0 ACTION ITEMS**.....Chair

- 10.1 **Honors Diploma**  
*I move to approve the VHS Honors Diploma effective \_\_\_\_\_ as presented and discussed.*
- 10.2 **Resolution # 2024-04 – Adopting the Budget, Making Appropriations, Imposing and Categorizing the Tax.**  
*I move to approve the Vernonia School District Budget for the 2024-25 school year as follows:*

General Fund .....	\$ 10,329,052
Special Revenue Fund .....	\$ 3,717,782
Debt Service Fund.....	\$ 1,200,000
Capital Projects Fund.....	\$ -
<b>Total, All Funds .....</b>	<b>\$ 15,346,834</b>

*As (presented or amended), with a tax rate of \$5.0121 per \$1,000 of assessed value to be assessed in support of the General Fund and in the amount of \$1,200,000 for debt service for general obligation bonds.*
- 10.3 **Resolution # 2024-05 –Adopting a Supplemental Budget to Transfer Appropriations within Funds of the 2023-24 Budget**  
*I move to approve Resolution # 2023-05 adopting and appropriating the supplemental budget and to transfer appropriations within funds of the 2023-24 budget.*
- 10.4 **Staff Hire**  
*I move to approve the Superintendent’s recommendation to hire Dakota Jackson, K-12 Structured Learning Center Teacher and Nina Lengefeld as VMS Science Teacher.*

**10.5 2024-25 Fee Schedule**

*I move to approve the 2024-25 Fee Schedule as presented.*

**10.6 OSEA Personal Leave Transfer**

*I move to approve the OSEA Personal Leave Transfer as requested.*

**10.7 Administrative Memorandum of Agreement/Contract**

*I move to approve the 2024-2027 Administrative Memorandum of Agreement/Contract as presented.*

**11.0 MONITORING BOARD PERFORMANCE .....Chair**

**11.1** Board self-evaluation and policy BK discussion

**12.0 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.

**12.1** Minutes of the 05/09/24 Regular Meeting

*I move to approve the consent agenda as presented.*

**13.0 OTHER ISSUES ..... Chair**

**13.1** Agenda Setting Meeting for Next Month

**14.0 ADJOURN.....Chair**

**UPCOMING DATES**

July 11, 2024 School Board Meeting, 6:00 p.m.

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



Vernonia School District 47J  
June 1, 2023

District	K	1	2	3	4	5	6	7	8	9	10	11	12	FE	Total	F&R	SpEd		
District																2			
Mist Elementary	4	5	7	4	4	6											30	13	5
																	43%	17%	
Vernonia Elem.	21	31	33	26	38	37											186	130	41
																	70%	22%	
a Family Academy	8	6	5	4	6	7											36		
Elementary Total	33	42	45	34	48	50											252	143	46
																	57%	18%	

Vernonia MS							39	34	24						97	63	15	
f. Family Academy							8	8	11						27			
																124	51%	12%
Vernonia HS										30	37	30	26	4	127	84	25	
											10	11	16	7	0	44		
																171		
																	49%	15%
Total	33	42	45	34	48	50	47	42	35	40	48	46	33	4	547	290	88	
																	53%	16%

as of 6/1/23) 554

October 1	35	44	46	35	45	50	52	45	35	42	48	48	33	5	563
November 1	35	43	43	35	45	50	50	46	34	41	47	47	33	5	554
December 1	35	42	45	35	44	51	50	46	36	42	47	48	33	5	559
January 1	35	41	45	35	44	51	49	45	34	41	46	48	32	5	551
February 1	34	41	45	35	43	51	48	46	34	41	48	47	32	5	550
March 1	33	42	45	35	44	51	47	45	36	41	46	47	32	5	549
April 1	33	42	45	35	46	51	47	45	36	41	44	49	32	5	551
May 1	31	42	44	35	46	51	47	45	35	41	45	49	32	5	548
June 1	33	42	45	34	48	50	47	42	35	40	48	46	33	4	547







**June 2024  
VHS/VMS  
Board Report–**

**Greetings Board!**

### **Info/Focus driving School Improvement Efforts**

TARGET 1: PERFORMANCE CULTURE  
TARGET 2: DATA-DRIVEN  
TARGET 3: EQUITY-FOCUSED

### **9th on Track**

Recently AVID and other staff members met with all 9th graders for some games, food, and conversation. The idea was to have some open dialogue and get some feedback from students regarding change/improvement ideas. Topics included:

- Celebrations
- Positive Outcomes
- Change/Improvement Ideas
- Caring Community/Adults
- Student Engagement

We hope this feedback will assist staff with training and planning.

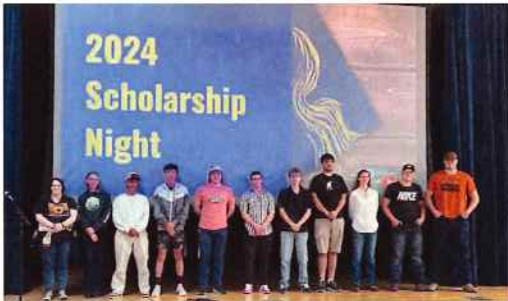
Additionally, Mrs. Cooper and Mrs. Ward facilitated random, student group interviews on topics regarding SEL (Social and Emotional Health and Learning). This feedback will also be used for district planning with regard to student outcomes.

## College and Career Readiness

From Mrs. Ward—I want to say thank you to all of you that helped make last Thursday night possible, whether that was helping me bounce ideas, setting up the scene, cleaning up, letting me borrow items or showing up to support the seniors.

It was a successful scholarship season where 12 members of the Class of 2024 received scholarships that totalled \$51,424 to help fund their future ventures. The scholarships that our alumni received made this total \$65,624!

Thank you again for your support and thank you to all of our local donors. Below are some pictures of our donors and the seniors that are scholarship recipients. What a great day to be a Logger!!



## Special Education and Life Skills

High School Special Education and Life Skills went to Bullwinkles based on grades --only two of the 20 kiddos did not qualify!! The students behaved beautifully in a crowded, loud but fun environment. They previously participated in social lessons to prepare them for the visit.

## Middle School Star Growth Report

50/100 Pt Club—Kudos to Mrs. Campbell and the Middle School Team. With lots of hard work and practice 58 MS students reported at least 50 pts growth (indicating a years' worth of progress) on the STAR Reading and or Math Assessments. Additionally 38 students scored passing marks on the recent Smarter Balanced State Assessment, in either Reading, Math, or Science. This is great progress and we are proud of our students and their success!

●

## HS Principal's Awards

### Principal Award Recipients 2023-2024

#### Band

- Peter Schram, Damian Reid
- *John Philip Sousa Award* Paige (Cyrus) Mendelsohn



**Choir**

- Madelynn Pelster

**English****American Literature**

- Cristina Esteban, Signe Nielson

**AP Literature**

- Momi Leininger

**British Literature**

- Jesse White

**Introduction to Literature**

- Heston Forster, Chloe Alderson-Smith

**Horror/Science Fiction**

- Zach Maslen

**Sports/Culture**

- Cyrus Mendelsohn

**Writing 121**

- Arlan Shipley

***Alvilda Hearing English Award***

- Peter Schram

**Science****Biology**

- Ethan Martin

**Environmental Science**

- Signe Nielsen, Beau Smith

**Forestry**

- James Busch

**Fire Science**

- Jesse White

**Social Studies****US Government**

- Cy Mendelsohn & Jesse White

**Civics**

- Arlan Shipley

**Global Studies**

- Kaylee Robinson

**US History**

- Noah Gentry

**Fine Arts****Art**

- Isabelle Duyck, Peter Schram

**Theater Arts I**

- Elizabeth Gonzalez, Robyn Naron

**Play in Production**

- Maddie Pelster, Jesse White

**German I**

- Heston Forster

**German II**

- Elizabeth Gonzalez

**Woodshop**

- Beau Smith

**Machinery**

- Brock Johnson

**Welding 1**

- Luke Simmons

**Welding**

- Ethan Martin

**Intro to Welding**

- Nataliah Mandich

**Computer Science**

- Emiliano Carreno

**CAD**

- Jonathon Swart, Kaiden Von Lom

**Digital Arts****Graphic Design**

- Lillyen Pike

**Digital Photograph**

- Ella Schram

**Mathematics****Algebra I**

- Ethan Martin

**Algebra II**

- Haylie Turner

**Financial Algebra**

- Jesse White

**Pre-Calculus**

- Peter Schram

**Geometry**

- Noah Gentry

***McEntire Math Award Dylan***

- Peter Schram & Momi Leininger

**Physical Education**

- Lucas "Stone" Williams

**Advanced Conditioning**

- Beau Smith

**Criminal Justice**

- Cristina Esteban, Elina Tastard, Signe Nielsen

**Speech and Debate**

- Peter Schram

**Robotics and Drones**

- Arlan Shipley

**Yearbook**

- Morgan Dennis

**9th AVID**

- Ethan Martin

**Leadership**

- Hailey Turner, Peter Schram

**Service Awards****Class of 2025 Service Award**

- Momi Leininger

**Class of 2027 Service Award**

- Koa Leininger

**Student Council 2023-2024****President**

- Peter Schram

**Vice President**

- Haylie Turner

**Secretary**

- Momi Leininger

**Treasurer**

- Anicia Ruiz

**Vernonia Family Academy****Outstanding Scholar**

- Delaney Draeger

**Presidential Scholars****(Seniors GPA 3.5 or higher)**

- Delaney Draeger, Eloise Pedersen, Logan Wolf, Peter Schram, Alexander Shaw, Arlan Shipley, Paige Mendelsohn

### **Physical Education**

On Wednesday, May 29th, Mr. Rogers' Advanced Conditioning for Athletes Class completed the Murph Challenge, which is a Memorial Day workout meant to honor the men and women who have lost their lives defending our freedoms. The workout was a 1 mile run, 100 pull ups, 200 push ups, 300 air squats, and finishing with another 1 mile run. We had several athletes finish the workout in under 40 minutes which is very impressive. Everyone in the class finished the workout, no one quit, and everyone was very proud of themselves for finishing the challenge.

### **SEL**

Therapist Georgia Jeffrey's from Columbia Health Services has provided ongoing therapeutic services to 25+ students and their families this school year. CHS will continue to offer therapy services at the school this summer.

### **Welding/Construction**

Mr. Benassi and Mr. Costanzo celebrated the end of the year with the 8th graders today by having a grilled hotdog lunch up at the shops. We played games and watched some funny shop videos along with all the good foods.



### **Machinery**

The machinery program is being donated a 1957 Chevy 3100 truck that we will be restoring/working on next year.



**HAVE A GREAT MONTH LOGGER NATION!**



**"Building Bridges, Clearing Paths"**







Go Loggers!

## VHS Honors Diploma Requirement Proposal

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Students must apply in written form to the main office for review and approval from the Principal by the last day of the first semester of their senior year. Get ALL other initials and signatures before that date.

Please attach an unofficial transcript and proof of the following:

- Requirements to earn a Regular Diploma
  - \*Passing of *Essential Skills* through an approved national or state assessment
- Complete *Personalized Learning* through a Senior project and involvement with the community with a score of \_\_\_\_\_ or higher and be proficient or advanced in all areas of Career Related Learning Standards, Extended Application, and Presentation Skills.
- Complete Personal Learning through multiple Career Related Learning Experiences (CRLES, including a Senior Project displayed in the capstone project known as the Digital Portfolio. Students need to have a completed project and portfolio by the last day of the first semester of their senior year to be eligible.. The Digital Portfolio showcases resumes, other CRLEs and Career Exploration that is part of the Careers Curriculum.
- Complete 28 HS credits: all Math, Science, English, Social Studies, Health/PE, and Fine Arts credits needed to meet a standard diploma must be a letter grade
  - **Mathematics: 4 credits** (Algebra 1 or higher, with Pre-Calculus)
  - **English Language Arts: 4 credits** (one must be AP/Dual Credit)
  - **Science: 4 credits** (two must be Physics, Chemistry, Fire Science 2? or AP Biology\*\*if offered)
  - **Social Sciences: 4.0 credits**
  - **Health: 1 credit**
  - **Physical Education: 1 credit**
  - **CTE/Fine Arts/Applied Arts: 3 credit combined**



Go Loggers!

- **World Languages: 2 credit continuous** (unless staffing prevents\*\*not OPU requirement for many, though must take year at University)
- **Careers: 1 credit**
- **Electives: 4.0 credits**

\*\*\*Weighted GPA for College and AP Level Classes

**Total Credits: 28**

- o **Must be a member of NHS**-if a non-NHS student has finished the criteria for honors but is not in NHS they may apply to be recognized in the ceremony in the same manner.
- o **60 hours of community service**-at least 20 hours documented as "off-campus" and not school related
- o Cumulative GPA of 3.5 or higher
- o No course taken through the Acellus Education Platform
- o Did not take any coursework through credit recovery
- o Did not earn a semester grade of "D" or "F" in any course

4 Credits English

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

4 Credits Math

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

4 Credits Science

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

4 Credits Social Science

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



VERNONIA SCHOOL DISTRICT 47J

www.vernonia.k12.or.us



Go Loggers!

4. \_\_\_\_\_

2 Credits Foreign Language

1. \_\_\_\_\_

2. \_\_\_\_\_

I am requesting to become a VHS Honor Graduate and have provided evidence that I have met all the requirements.

Student: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Student is a member of VHS Honor Society and is in Good Standing.**

VHS Honor Society Advisor

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Students has meet all Career Related Learning Standards.**

College and Career Specialist

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Student has met requirements and is eligible for Honor Grad Status.**

VHS Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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VERNONIA ELEM. SCHOOL  
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Vernonia, OH 97064-1445  
Phone: (503) 429-1333  
Fax (503) 429-4539

MIST ELEM. SCHOOL  
69163 Hwy. 47  
Mist, OR 97016-7203  
Phone: (503) 755-2486  
Fax (503) 755-2213





# VERNONIA AND MIST ELEMENTARY BOARD REPORT

June 13, 2024



"Building Bridges, Clearing Paths"

## 2023-2024 Elementary Goals

- Implement Step-Up to Writing and 6 +1 Traits of Writing
- Train on 5 Pillars Evaluation System & Walkthroughs
- Implement PLCs (Professional Learning Communities)
- Implement PBIS (Positive Behavior Intervention Systems)

## Step Up to Writing

During the last board meeting, Amanda Stonier, Kendra Schlegel and I were in Montana visiting some high performing writing schools. We saw so many great things. Here is what we shared with staff about our visit to these schools and their performance.

**Consistency-** Everyone is consistently using circle charts, 2 column notes, IVF summary sentences, storyboards and ensuring students can write a who, what, where, when sentences throughout all content areas.

**Explicit instruction-** even into May the gradual release model is still being used in all grade levels and the instruction is explicit. Lots of modeling with limited teacher talk.

**Lots of opportunities for all students to respond-** high student engagement

**Perky pacing-** teachers talk for a brief amount of time and then have students do or say something. Timers set for 30 seconds for students to copy information.

Everything we have been talking about in regards to **Schmokers work** was evident- positive relationships, high rigor, clear learning targets and success criteria

**Positive School Culture-** PBIS, focus on what is going well, positive redirections for students, (Ex- you can go back and try that for success), everyone says hello and makes people feel welcome

**Collaboration-** everyone supporting and working together regardless of the role- we are all in this together attitude.

**Growth Mindset-** we all make mistakes and that is how we learn- willingness to try new things and expect you will make mistakes and it is okay

**Organization-** materials were prepped and ready to go- no loss of instructional time

We are on the right track and have a lot of these things in place. We need to remain focused, positive, supportive and calm.

Lastly, we make decisions that are best for our students. They are the center of everything we do!

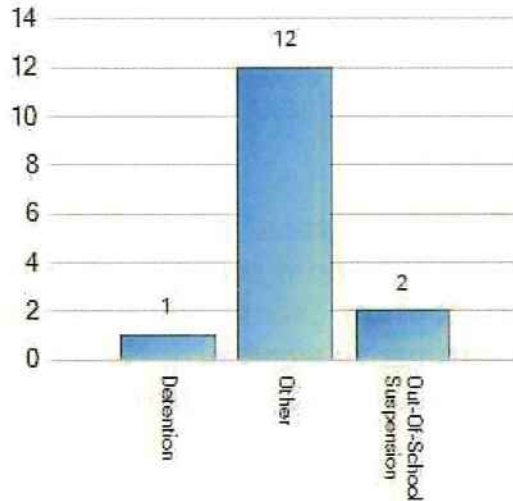
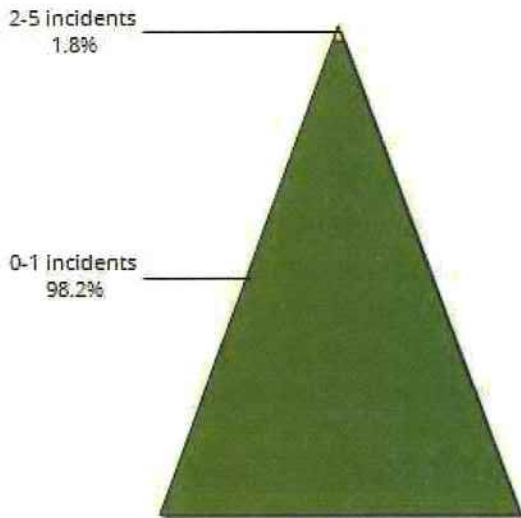
I am excited and positive to see how many things we have in place to reach our goals. We are seeing the results of our hard work and efforts with the progress our students are making in writing. This is doable and achievable and I know we can do this because we have amazing staff who are committed to doing what is best for our students.

5 Pillar Walk Throughs

Evaluations using the 5 Pillar System are completed for the 2023-2024 school year.

Behavior Referrals for the Month of May 6 2024- June 6, 2024

Behavior Incident Distribution    Incidents by Action



Average Attendance Percent: May 6-June 6, 2024

VES

Mist



### PLCs

Our PLCs have spent a lot of time engaging in writing professional development and discussing strategies to improve writing instruction across content areas. We have made a lot of progress this year and will continue to work with Neilia Solberg and Shauna Pitts next year. We will be focused on annotating text, sentence writing and paragraph writing.

### PBIS



Students have earned their last reward for the year which is Dunk a Staff Member. This event will occur during our Vernonia Elementary Field Day on Tuesday, June 11.

### 3rd-5th Grade SBAC Scores



Our Smarter Balance Target for the 2023-2024 school year was that 27.6% of third grade students would be proficient in Reading and Writing.

We are pleased to announce we met our stretch goal for 3rd grade ELA. Below are the results as of June 6th.



3rd Grade ELA

District		30	2387 ± 15 ⓘ	 ⓘ Percent Count	30%			
				50% 15	20% 6	20% 6	10% 3	



### 4th Grade ELA

District		40	2408 ± 16 ⓘ	 ⓘ Percent Count	28%			
				55% 22	18% 7	18% 7	10% 4	



### 5th Grade ELA

District		49	2456 ± 16 ⓘ	 ⓘ Percent Count	41%			
				51% 25	8% 4	27% 13	14% 7	



### 3rd Grade Math

District		30	2408 ± 14 ⓘ	 ⓘ Percent Count	37%			
				37% 11	27% 8	27% 8	10% 3	



### 4th Grade Math

District		41	2403 ± 15 ⓘ	 ⓘ Percent Count	20%		
				46% 19	34% 14	20% 8	

### 5th Grade Math

District		49	3141 ± 4 ⓘ	 ⓘ Percent Count	31%			
				43% 21	27% 13	27% 13	4% 2	

### 5th Grade Science

District		49	3141 ± 4 ⓘ	 ⓘ Percent Count	31%			
				43% 21	27% 13	27% 13	4% 2	

STAR Performers/  
 Congratulations to our Star Performers





# KINDERGARTEN



## Star Performer

Nora Allen  
 Cruz Barklow  
 Brunhilde (Hilde) Frantz  
 Bailey Hosford  
 Dean Lindberg  
 Bryson Normand  
 Melian O'Neill  
 Ethan Pelster  
 Lux Peyton  
 Oliver Scandlyn  
 Zayden Stanturf  
 William Stevens

## Growth Award

Karson Wheelock

## Legacy Award

Emma Kiss-Hofer

# CONGRATULATIONS!



# 1ST GRADE



## Star Performer

Sofia Abrahms  
 Jaxon Baker  
 Oliver Berkan-Miller  
 Elsie Enneberg  
 Jacob Franco  
 Marcella Gleeson  
 Wyatt Hansen  
 Teagan Johnston  
 Theodore-Rex May-Fitch  
 James Parris  
 Judah Roady  
 Lila Tovey  
 Jamile Ward

## Growth Award

Jordan Kohler  
 Barrett Mohn

## Legacy Award

# CONGRATULATIONS!



## 2ND GRADE



### Star Performer

Evelyn Boerboon  
Shayla Bryson  
Dylan Lake-Cieloha  
Addilynn Demeter-Sweeney  
John Duyck  
Brandt Jossi  
Jacob Pelster  
Faye Romtvedt

### Growth Award

Luke Allen  
Carsyn Cota  
Willow Edgar

### Legacy Award

Oliver Forrest  
Meadow White

CONGRATULATIONS!



## 3RD GRADE



### Star Performer

Daisy Allen  
Ronan Budge  
Tanner Cochran  
Bailey McClellan  
Chase McManus  
Shelbi Schaumberg  
Joseph Taber

### Growth Award

Sylphera Boyer  
Hunter Cook  
Taylor LaBelle  
Jagger Lokken  
Bailey Otos  
Javon Ward

### Legacy Award

Poet Forster  
Walker Stevens

CONGRATULATIONS!



## 4TH GRADE



### Star Performer

Royce Bedortha  
 Emma Hansen  
 Wade Jossi  
 Jayzen Mandes  
 Paige Schmidlin

### Growth Award

Khloe Banks  
 Jordyn Busch  
 Timberlynn Dennis  
 Everly Eide  
 Emrys Ezell  
 Sadie Hinckley  
 Marlee Hurdsman  
 Trina (Souvay) Martin  
 Kristina McGuire  
 Annabeth McTaggart  
 Gannon Richards  
 Aloma Swapston  
 Brayden Tripp  
 Rowan Wegener

### Legacy Award

Caleb Coburn  
 Kyleigh Leonetti  
 Mael Schaefer

## CONGRATULATIONS!



## 5TH GRADE



### Star Performer

Sawyer DeWitt  
 Henry Duyck  
 Elsa Holloway  
 Leviticus Lake-Cieloha  
 Jameson Lake-Cieloha  
 Lincoln Martin  
 Lucas McWhirter  
 Jonathan Mulla  
 Joseph Roady  
 Jack Romtvedt  
 Daniel Stone

### Growth Award

Silas Allen  
 David Gonzales  
 Sophia Hanayah  
 Jayden Harlow  
 Emma Kofstad  
 Clarissa McGuire  
 Rosalie McTaggart  
 Ashlynn Tovey  
 Joseph Weir

### Legacy Award

Andrew Forrest  
 Kellen Koenig  
 Jane Miller

## CONGRATULATIONS!

VSD Special Education Goals 2023-2024

- **Develop Structured Learning Center K-12 Classrooms**  
We are excited to welcome Dakota Jackson to our staff as SLC Teacher for 2024-2025. Ms. Jackson recently moved to Vernonia, and is excited to get involved in our school community and to start working with our special education team!
- **Develop special education department systems**  
Extended school year services are provided to students with disabilities who demonstrate significant regression on their IEP goals and objectives during school breaks. Incoming SLC teacher, Ms. Jackson, and two instructional assistants, Jared Alexander and Sarah Law, will return from summer break early so that we can meet these students' needs and begin the school year ready to be successful.

Over the past several years, VSD has provided work opportunities to students with disabilities over the summer, and we are excited to offer this opportunity again this year through the RFA agreement with Oregon Vocational Rehabilitation Services. Through this partnership, approximately 10 high school students will complete internships in roles that reflect their postsecondary career goals. These students will also be paid a competitive wage for their work. The combination of motivation and the satisfaction of feeling accomplished and more self-sufficient, often helps these students build confidence as well.

- **Implement Tier II Interventions at VMS**  
We have gathered a District-level leadership team including Malin Campbell, Nate Underwood, Robin Murphy, Kendra Schlegel, Michelle Eagleson, and myself. We are currently developing scheduling options for next year, with a goal to identify a consistent intervention block for middle school. The team is also considering options for reading curriculum, and developing a plan to provide training to teachers and instructional assistants who will lead intervention groups in the fall.

Our middle school team is very lucky to have the opportunity to learn from the knowledge and experience of our elementary colleagues, who have already gone through the process to develop a program of interventions for VES and Mist. Kendra and Michelle provide a valuable level of support and insight that is helping us make progress at much faster pace than we would otherwise, and their partnership in this work is greatly appreciated!

Progress of Special Education Students Toward District Priorities

**Attendance**

2023-2024 Average Daily Attendance

Focal Group: Special Education, K-12

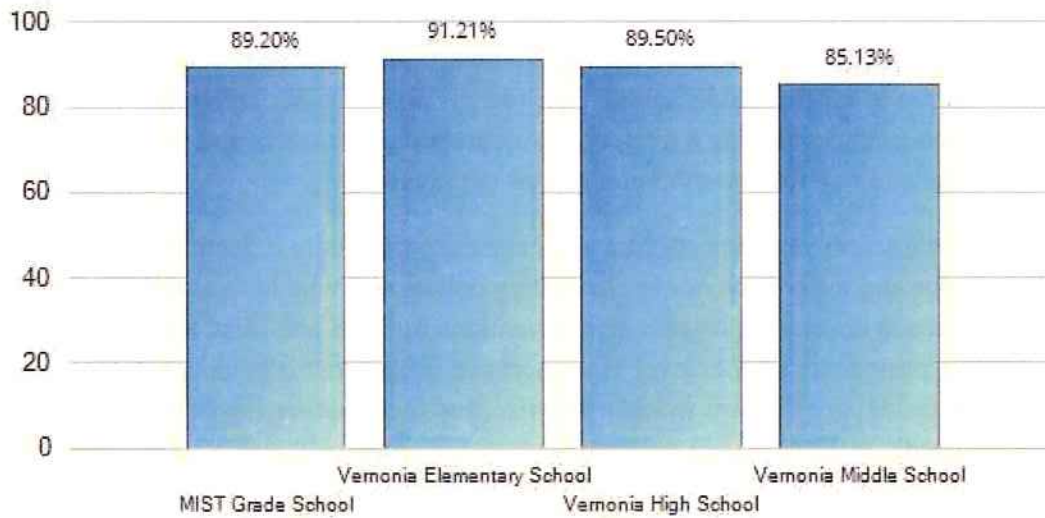
Date Range: 5/1/24 - 6/6/24



2023-2024 Daily Average Attendance by School

Focal Group: Special Education, K-12

Date Range: 5/1/24 - 6/6/24





VSD Special Education Report

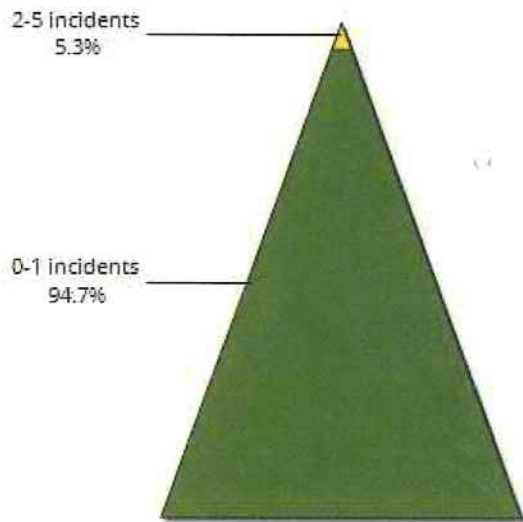
June 2024

**Behavior**

2023-2024 Behavior Incident Distribution

Focal Group: Special Education, K-12

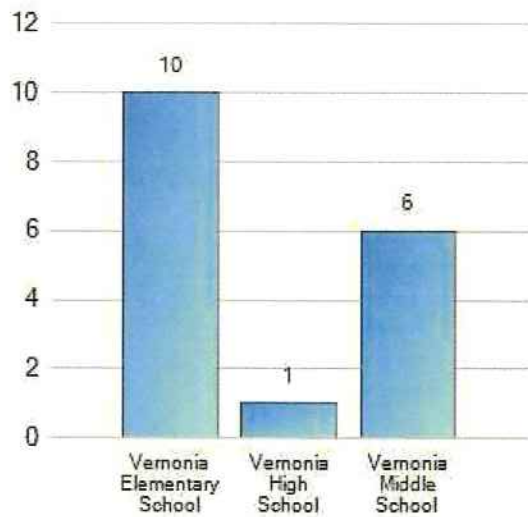
Date Range: 5/1/24 - 6/6/24



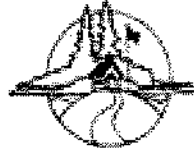
2023-2024 Incidents by School

Focal Group: Special Education, K-12

Date Range: 5/1/24 - 6/6/24







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## **Superintendent Goals 23-24 ( Goal Progress Report)**

The superintendent's goals are designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities established by the Vernonia School District Board of Directors, with the fiscal integrity of the District as the cornerstone foundational requirement of the Continuous Improvement Plan(CIP.)

### **Goal 1: Operate the school district in a fiscally prudent manner while balancing educational needs and opportunities:**

#### **Standards: 1,2,7,8**

- Develop and maintain a fiscally responsible budget for the school district.

A 24-25 balanced budget was presented to the budget committee, utilizing \$10,429,052 for the general fund. The budget fully aligns resources with identified district goals: Staffing, Academic Achievement, career technical education, and social-emotional learning.

### **Goal 2: Ensure instruction throughout the district utilizes culturally responsive practices and that all staff are trained.**

#### **Standards: 1,2,4**

- Development and implementation of A multi-tiered system of support (MTSS) K-12.

An MTSS system has been developed at the middle school level. Student reading groups have been implemented to identify the necessary changes for the 2024-2025 school year. The administration and leadership team currently schedule middle school intervention courses within the master schedule. Additionally, VES Elementary is coordinating with the middle school to utilize roaming educational assistants to support K-6 reading intervention during a specific time of the day.

Our success criteria for this program/system is that MTSS will provide VMS with a proactive approach emphasizing the early detection of academic and behavioral issues. This will allow for timely intervention before problems become more severe. Regular assessments and data collection will help identify at-risk students and monitor progress, ensuring interventions are based on concrete evidence. By addressing learning gaps and providing appropriate support,



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MTSS can lead to better academic performance in reading and math. MTSS helps close achievement gaps by ensuring that all students receive the support they need to succeed regardless of their background or abilities.

- Professional Learning Communities (PLC) system implementation K-12.

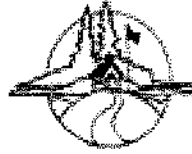
Our district has implemented Professional Learning Communities (PLCs) across grades K-12, focusing on writing, behavior, and attendance. For the 2024-2025 school year, we will continue focusing on writing, implementation, and math. Our goal is to have highly functioning PLCs by 2026. PLCs are crucial because they promote a culture of collaboration, continuous improvement, and shared responsibility among educators, ultimately leading to enhanced teaching methods and improved student achievement. Teachers can better address obstacles, share successful approaches, and establish a more unified and supportive educational atmosphere through collaboration.

- Implementation of Depth of Knowledge (DOK) level of questions Increases Instructional Rigor on classroom formative assessments.

We have completed a brief overview training with staff regarding Depth of Knowledge (DOK). Teachers' understanding of DOK principals ensures that instructional materials and activities align with desired learning outcomes. Depth of Knowledge (DOK) helps in designing a curriculum that progresses from basic knowledge to higher-order thinking skills and aids in creating assessments that measure not just knowledge recall but also students' ability to apply, analyze, and extend their understanding. Make sure that a variety of question types spanning all levels of cognitive complexity are included. We will begin PD with all K-12 staff at the beginning of the 24-25 school year.

- Implementation of Superintendent/Student Round Table ( Seniors and Juniors.)

I decided to opt for grades 4-12 Empathy interviews instead of round table. Grades 4-12 Empathy interviews ( approximately 20 student per grade) were completed by Dr. Jen Cooper and Ashley Ward. The Empathy interviews were used as a powerful tool for our district to use to better understand the experiences, needs, and perspectives of our students. The empathy interview outcomes will be used to: Understand our student needs, Improving school climate, use as a component to informing our decision making process, support social emotional



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learning needs of students, understand how to enhance student engagement and motivation, support staff on reflecting on their own practices, and foster a collaborative school culture.

- Implementation of 5 Pillars Evaluation framework K-12 ALL staff. ( Completed)

We are in our second year of implementation of using the 5 pillar evaluation, and first year of using the platform for our classified staff. The implementation has been successful in targeting instructional strategies and education methodologies that increase teacher effectiveness and ultimately student success.

### **Goal 3: Implement structures to help hire and retain quality personnel in all positions**

**Standards: 1,2,3,6,8**

- Develop and implement a Mentor and training program for early career teachers.

We hired a New Teacher Mentor to support our new teachers at the MS level. Establishing a new teacher mentor program was a crucial initiative for schools to support the development and retention of new educators. Our New Teacher Mentor offers continuous professional development, helping new teachers refine their instructional strategies, classroom management skills, and understanding of school policies. Feedback from our new teachers is the mentor program has helped them increase confidence in instructional strategies, instructional planning, developing relationships with students, and communication with families. We will be continuing the mentor program with our current staff this year and new incoming staff members. We will be developing a second year component to teachers support programming.

- Implement a teacher and substitute recruitment program.

### **Goal 4: Increase K-12 students' Social-Emotional, Mental, and Behavioral health supports.**

**Standards: 2,3,4**

- Implementation of Social-Emotional Learning programming (SEL) K-12.

We have introduced the Positive Action Curriculum for grades K-5 and are providing continuous professional development and coaching support for staff and administration through our SEL Director. As a result, we have noticed a significant increase in positive behaviors among students as they learn to manage their emotions and develop prosocial coping mechanisms.



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For grades 6-12, we initially implemented the Character Strong curriculum to build social and emotional skills, develop character, and strengthen educator-student relationships. However, we have not received as much positive feedback as we had hoped from staff and students. Therefore, for the 2023-2024 school year, we will be switching to the Wayfinder SEL curriculum. Many districts in Oregon are using the Wayfinder curriculum to support student social-emotional growth and to enhance student engagement and excitement about their futures. The Wayfinder curriculum also includes a more comprehensive career skills and career exploration component compared to Character Strong.

We have already started the onboarding and training process for the implementation of the Wayfinder curriculum with specific staff from grades 6-12. Initial feedback from middle school students suggests that they prefer the Wayfinder program because it asks relevant questions that are meaningful to them.

- Increase access to mental health support for K-12 students ( Completed)

We have hired a full-time therapist from Columbia Mental Health and will continue to provide their services for the 24-25 school year. The therapist supports approximately 30 students and some of their families. In addition, we have introduced a Cognitive Behavioral Therapy (CBT) Group at the high school level, led by our School Psychologist and SEL Director, Dr. Jen Cooper. This group currently supports female students in developing coping mechanisms and strategies to handle stress, build healthy relationships, and learn effective communication skills.

- Implementation of Positive Behavioral Intervention Supports (PBIS) K-12

We have implemented Positive Behavioral Intervention Supports (PBIS) in the elementary school. Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to improving student behavior and engagement in Vernonia elementary schools. PBIS has emphasized creating a positive school environment and providing consistent support to staff to help students develop good behavior and academic skills. The progress includes:

- Establishing clear expectations.
- Teaching appropriate behaviors.
- Positive reinforcement.
- Consistent consequences.
- Data-driven decision making.





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- Tiered interventions.
- Improving school climate.
- Fostering social-emotional learning.
- Providing professional development for staff.

PBIS has helped VES create a structured, supportive environment where positive behavior is taught, reinforced, and consistently rewarded to help students succeed in and out of the classroom. VMS has implemented a component of PBIS in teaching specific coping and behavior strategies and prosocial behaviors while incentivizing student attendance, academics, and engagement. For the 24-25 school year, VES and VMS will continue utilizing PBIS components to target behaviors, attendance engagement, and attendance with grades K-12. We will also continue implementing MAGIC 123, a behavior intervention strategy all teachers use to support positive behavior in the school setting. For the 24-25 school year, VES and VMS will continue utilizing PBIS components to target behaviors, attendance, and engagement for grades K-12. Additionally, we will continue implementing MAGIC 123, a behavior intervention strategy all teachers use to support positive behavior in the school setting.

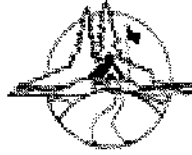
- Implementation of Youth Reengagement Program- Check and Connect.

This year, the Youth Reengagement Program ( Check and Connect Program), run by Dr. Jen Cooper, SEL Director, has supported over 60 students in grades 9-12. Students who qualify for the program must have established poor attendance (<90%) and be not on track to graduate. The program offers students academic, social, and attendance support and has involved 18 check-and-connect mentors from the school district and the community. Notably, 10 of the seniors graduating this year were C&C students. Additionally, the program has assisted students and their families in need within our community by providing funds for clothing, food, and more. The program has significantly increased student attendance and engagement and helped develop healthy relationships with our students and community members. We will be continuing this program for the 24-25 school year. greater that 50% of the students in the program have increased attendance and are ow on track to graduate. We will have greater detailed data once semester II ends.

**Goal 5: Ensure effective District governance through positive Board and community relations:  
Standards: 2,5,7,8**

- School District, Full Policy Update, aligned with OSBA

# VERNONIA SCHOOL DISTRICT 47J The VSD Policy



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The VSD Policy Committee continues to make significant progress on updating OSBA policies.

- Develop and maintain consistent communication channels with the Vernonia/ Mist community via newsletters, open houses, engagement activities, and attendance at school functions.

VSD continues to prioritize communication with families through various platforms such as Facebook, emails, information sent home with students, phone calls, and Blackboard Connect. It is our priority to maintain high levels of communication with families. VSD prioritizes community engagement, open houses, and activity nights to continue building relationships and trust with our families and community members. VSD continue to prioritize communication with families within many platforms such as facebook, emails, information home with students, phone calls, and BlackBoard Connect. It is our priority that maintain high levels of communication with families. VSD prioritizes community engagement, open houses and activity nights to continue to build relationships and trust with our families and community members.

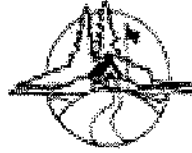
- Meaningful interpretive reports of student achievement data delivered in accessible language to the school board and community.

We continue to prioritize academic, attendance, and behavior data as part of our monthly reports. We are dedicated to being transparent and open regarding any barriers or success the district is experiencing within its priorities.

- Attendance of professional development opportunities through attendance of state off-the-record meetings, legislative priority meetings, Coalition of Oregon School Administrators (COSA,) Oregon Department of Education( ODE), and Northwest Regional Education Services District (NWRESD)- Collaboration with external partners.

This year, I have attended the Coalition of Oregon School Administrators (COSA), Oregon Department of Education (ODE), Northwest Regional Education Services District (NWRESD), and Oregon Small Schools Association (OSSA) to stay informed about current education legislation, state mandates, and information that our district needs to maintain compliance with state academic priorities. I am a current board member OSSA, NWRESD NREN Program, Board Member of CTEN Oregon Trauma Informed Care Network.

# VERNONIA SCHOOL DISTRICT 47J The VSD Policy



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## **State School Fund**

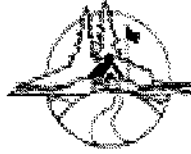
- VSD will be enterign into its 2nd year of the state of Oregon's \$10.2 billion State School Fund appropriation. House Bill 5015. The 24-25 budget is based on the March 2024 State School Fund estimate and is the second year of the statewide allocation of \$10.2 billion from the Governor's budget. However, it's important to note that the State School Fund (SSF) allocation hasn't kept up with state inflation rates, which creates challenges in expanding educational programs. If the state continues to underfund the SSF, it may require future budget reductions. The district will continue to advocate for adequate funding from the state to support its core mission. we continue to maintain a strong conservative stance on budget appropriations to maintain her current programming and expand programs that can sustain up to a five year period.

## **Summer School**

The legislation has not proposed summer learning funds for which Vernonia School District meets the qualifications. Current summer school 2024 allocations are not likely to be provided to VSD. Due to this, 2024 summer school programming will not occur outside of Kinder Camp camp and extended school year services.

## **SBAC Testing**

- The Smarter Balanced Testing (SBAC) has been finished for students in grades 3 to 8 and 11. The SBAC testing window will end on June 13, 2023.



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- The current results indicate significant progress in English Language Arts (ELA) and science across the board. The VSD has emphasized reading and writing in grades K-8, with a strong focus on the science of reading, the 6+1 traits of writing, and increased rigor in writing across all subjects.

### **Community Re-engagement Night**

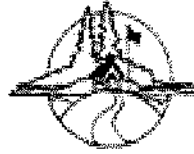
- The end-of-the-year community Re-engagement night was a huge success, as we had over 400 individuals attend.
- I want to express my genuine appreciation to our staff, school board, and community for their steadfast dedication to our district and our impressive accomplishments this year.
- Our VSD Community engagement efforts have had a positive impact on academic performance and attendance in our schools. It has enhanced academic outcomes through increased support systems, real-world relevance, and parental involvement. It has also lead to improved attendance rates by creating a more supportive and inclusive environment, addressing barriers to attendance, and fostering a positive school culture for everyone.

Research and Case Studies- Studies support the positive effects of community engagement on academics and attendance:

- - Johns Hopkins University Study: Schools with high community engagement saw significant improvements in attendance and academic performance.
- - Community Schools Model: Integrating academics, health and social services, and community engagement has shown promising results in improving student outcomes.
- - Chicago Public Schools: Community partnerships led to better attendance and academic outcomes.

### **After School Program (21Century Grant)**

- For the 2023-24 school year, we hired Camp Cedar Ridge to run our 21 Century Grant afterschool program. The program was highly successful, catering to as many as 50



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elementary students in grades K-5. It offered a wide range of activities including music, science and technology, reading and math intervention, arts and drama, as well as social-emotional learning activities. I cannot express enough gratitude to Camp Cedar Ridge, Kasey Wilson, Sommer Gonzales, the school-based program facilitator, and all the community Camp Cedar Ridge employees, including many of our Vernonia School District high school students. The camp met numerous afterschool needs and also provided essential mentoring, helping many of our young students build confidence and a greater sense of accomplishment.

- Camp Cedar Ridge will once again be running the after-school program for the 2024-2025 school year. The program will offer similar activities during school operating hours, as well as during winter and spring breaks. Additionally, the program will be expanded to include middle school students, providing tutoring and enrichment opportunities. Plans for the middle school program are currently being developed.

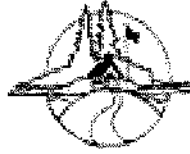
### Summer Meals Programming

- Summer Meals application has been accepted, and summer meals will begin **June 24-Aug. 16th**.
- The school district will offer lunches to students through both grab-and-go and eat-in options. The grab-and-go option is more effective in serving meals to students.

### Vernonia Substance Use and Prevention Campaign 2023

- On May 6, 2024, the Vernonia School District hosted a Substance Use Prevention Pep Rally. There were two separate presentations, one for grades 5-8 and another for grades 9-12—students from VFA, Vernonia, and nearby areas participated in the rally. The focus of the event was on highlighting the negative impact of Fentanyl, vaping, opioids, and alcohol. The presenters included representatives from Columbia County Mental Health and Mark Brown. The feedback from the attendees was positive, with many finding the presentations informative and helpful.

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**Summer Maintenance:** Summer maintenance will maintain on schedule. VSD will not be hiring an independent cleaning company. A significant project this summer will be refinishing the Elementary GyM Floor.

## **Staffing**

- Currently, VSD is fully staffed for the 24-25 school year. We have hired a new “Licensed” Elementary PE Teacher, Middle School Science Teacher, K-12 life skills teacher, and Middle School Math Teacher.
- Through attrition of a high Social Sciences Teacher, and reducing 1st grade to one teacher, we are expanding the programming options of a 6-12 Tier 3 Behavior/Alternative Ed program and a K-5 enrichment teacher program.
- The tier 3 middle school program will provide support to students who are struggling to maintain in general education classes. They will be provided online education access to elective options while learning prosocial self-regulation skills to be able to reenter the general education population successfully. The program will also support individualized online program for student credit recovery/enrichment.
- The enrichment teacher, K-5, will offer all elementary students access to music, science, technology, and art in addition to PE.

It is been an incredible year we’ve accomplished so much together!



# memo

## **Vernonia School District 47J**

To: Vernonia School District Board of Directors, Superintendent Jim Helmen  
From: Marie Knight  
Date: 6/13/2024  
Re: May 2024 financial information

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Comments: Hello!

As we approach year end I am looking closely at the expected expenditures through 6/30. This includes claiming and balancing grant funds as well as evaluating the general fund. The general fund ending fund balance estimate is close to \$700,000. The ending fund balance becomes the beginning fund balance for the 2024-2025 fiscal year. The 2024-25 beginning fund balance is budgeted at \$800,000 and am expecting to be close to that amount when I am finished with the audit work.

I have prepared a supplemental budget with appropriations adjustments as needed. The district received more revenue than budgeted and in some cases spent amounts more or less than the budgeted appropriations. A supplemental budget allows for the additional revenue. The appropriations adjustments allow for the spending amounts needed. The rationale for these changes are outlined on the resolution document included in the board packet.

Thank you!

-Marie Knight

Business Manager, Vernonia School District 47J



**VERNONIA SCHOOL DISTRICT 471  
FUND 100 (GENERAL FUND) 2023-2024**

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)
<b>REVENUES</b>															
1111 Current Year Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1112 Prior Year Taxes	-	-	10,596	10,432	14,965	2,559	3,630	2,355	4,048	6,136	5,388	18,000	78,108	75,000	3,108
1500 Penalties/Interest Income	-	-	137	31	70	3,928	415	260	223	194	210	-	5,469	-	5,469
1500 Interest Income	3,025	4,985	5,681	5,031	8,167	18,257	17,074	15,418	16,760	15,614	12,898	5,000	127,910	20,000	107,910
1710 Revenue - Admissions	-	-	-	-	-	-	-	-	-	9,475	-	-	-	13,000	(13,000)
1740 Revenue - Fees	-	-	-	-	-	-	-	-	-	9,475	-	-	-	30,000	(20,525)
1910 Rentals	-	1,100	550	550	720	850	550	650	60	1,100	810	650	7,590	10,000	(2,410)
1920 Donations	-	-	-	-	496	317	29	85,246	49	775	2,200	-	89,524	60,700	28,824
1960 Prior Year Refunds	193	1,580	-	-	-	-	-	74	-	181	-	-	2,028	20,000	(17,972)
1961 Current Year Refunds	-	-	-	-	-	-	764	-	-	373	1,467	4,000	6,604	10,000	(3,396)
1980 Fees Charged to Grants	-	-	-	-	-	-	250	154	-	-	-	10,000	10,404	46,500	(36,096)
1990 Miscellaneous	113	-	5	1,404	6,712	898	-	154	852	12,341	1,951	10,000	34,275	85,000	(50,725)
1994 Medicaid Admin Claim	-	15,535	1,878	-	-	-	-	-	-	-	-	7,000	24,413	75,000	(50,587)
1995 E-Rate	-	-	-	-	-	-	-	-	-	-	-	60,000	60,000	-	
2101 County School Fund	-	-	-	10	-	-	7	-	-	6	-	20,000	20,023	20,000	23
2102 General Ed Service Dist	-	-	-	-	-	-	-	-	2,588	100,000	3,271	5,000	110,859	61,032	49,827
2105 Natural Gas and Minerals	-	-	-	-	-	-	-	-	-	-	-	20,000	20,000	-	
2201 NW ESD Credits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3101 State School Fund Grant	794,695	392,112	392,112	392,112	392,112	392,112	392,172	392,172	392,172	333,314	159,775	-	4,414,860	4,423,526	(8,666)
3103 Common School Fund	-	-	-	-	-	-	37,958	-	-	-	-	37,106	75,064	75,563	(500)
3104 State Timber Revenue	-	-	-	-	161,665	-	-	78,529	-	-	156,821	253,086	650,000	650,000	0
3199 Other Un-Restricted Grants-In-aid	-	-	-	-	-	-	-	-	-	-	31,619	-	31,619	35,000	(3,381)
3299 Other Restricted Grants-In-aid	-	-	-	-	-	-	-	-	-	-	53,401	-	53,401	50,000	3,401
5200 Transfer of Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5400 Beginning Fund Balance	811,918	-	-	-	-	-	-	-	-	-	-	-	811,918	800,000	11,918
<b>TOTAL REVENUE</b>	<b>1,599,942</b>	<b>415,312</b>	<b>410,959</b>	<b>410,065</b>	<b>3,446,456</b>	<b>795,650</b>	<b>428,852</b>	<b>629,920</b>	<b>449,642</b>	<b>489,220</b>	<b>436,149</b>	<b>494,842</b>	<b>10,007,009</b>	<b>9,565,321</b>	<b>441,688</b>

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)
<b>EXPENDITURES</b>															
100-Salaries	44,767	75,217	348,136	340,019	322,855	326,725	326,627	333,327	327,736	327,544	340,186	850,000	3,963,140	4,128,820	165,680
200-Payroll Costs	23,371	42,268	190,014	184,497	160,499	226,962	189,906	190,263	196,817	195,783	201,511	525,000	2,326,891	2,395,891	68,999
300-Contracted Services	35,252	96,995	97,444	224,801	169,024	195,912	198,886	152,421	183,192	175,344	244,851	350,000	2,122,122	1,962,338	(159,784)
400-Supplies	11,459	77,640	52,744	52,903	16,137	41,159	16,736	10,500	42,008	49,003	45,051	75,000	490,342	254,309	(236,032)
500-Equipment	-	-	10,200	-	-	-	-	-	-	-	14,264	-	24,464	10,000	(14,464)
600-Other (ins., fees)	136,628	7,792	12,932	2,030	321	2,462	627	272	409	1,033	352	681	165,540	145,100	(20,440)
700-Transfers	-	-	-	-	-	-	-	-	-	-	-	-	218,863	168,863	(50,000)
contingency/unappropriated	-	-	-	-	-	-	-	-	-	-	-	-	-	500,000	500,000
<b>TOTAL EXPENDITURES</b>	<b>251,477</b>	<b>299,911</b>	<b>701,271</b>	<b>814,451</b>	<b>668,836</b>	<b>793,221</b>	<b>730,783</b>	<b>686,794</b>	<b>750,161</b>	<b>748,708</b>	<b>1,065,078</b>	<b>1,800,681</b>	<b>9,311,361</b>	<b>9,565,321</b>	<b>695,648</b>
<b>PROFIT/LOSS</b>	<b>1,348,465</b>	<b>115,400</b>	<b>(290,312)</b>	<b>(404,385)</b>	<b>2,777,620</b>	<b>2,429</b>	<b>(301,931)</b>	<b>(66,863)</b>	<b>(300,519)</b>	<b>(259,488)</b>	<b>(628,928)</b>	<b>(1,305,839)</b>	<b>695,648</b>		<b>695,648</b>

**RUNNING TOTAL** | 1,463,866 | 1,173,553 | 769,168 | 3,546,788 | 3,549,217 | 3,247,286 | 3,190,423 | 2,889,904 | 2,630,416 | 2,001,487 | **695,648**  projected ending fund balance

ADMW	EST	ACTUAL	BUDGET	MORE(LESS)
ADMW	549	551	1,003,642	2
ADMW	787,58	787,58	1	0



**VERNONIA SCHOOL DISTRICT  
RESOLUTION - # 2024-04**

**ADOPTING THE BUDGET**

**BE IT RESOLVED** that the Board of Directors of the Vernonia School District hereby adopts the budget for the fiscal year 2024-2025 in the total of \$15,346,834 now on file at the Administrative Office located at 1000 Missouri Avenue, Vernonia, Oregon 97064

**MAKING APPROPRIATIONS**

**BE IT RESOLVED** that the amounts shown below are hereby appropriated for the fiscal year beginning July 1, 2024 for the following purposes:

**GENERAL FUND**

Instruction	5,327,822
Support Services	4,361,230
Transfers	190,000
Contingency	450,000
<b>Total General Fund</b>	<b>\$ 10,329,052</b>

**DEBT SERVICE FUNDS**

Support Services	-
Debt Service	1,200,000
<b>Total Debt Service Funds</b>	<b>\$ 1,200,000</b>

**SPECIAL REVENUE FUNDS**

Instruction	2,304,112
Support Services	783,970
Facilities Acquisition & Const.	-
Community Services	629,700
<b>Total Special Revenue Funds</b>	<b>\$ 3,717,782</b>

**CAPITAL PROJECTS FUND**

Support Services	-
Facilities Acquisition & Const.	-
	<b>\$ -</b>

<b>TOTAL APPROPRIATIONS, All Funds</b>	<b>\$ 15,246,834</b>
Total Unappropriated Amounts (GF)	100,000
<b>TOTAL ADOPTED BUDGET</b>	<b>\$ 15,346,834</b>

**IMPOSING THE TAX**

**BE IT RESOLVED** that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2024-2025:

- (1) At the rate of \$5.0121 per \$1000 of assessed value for permanent rate tax
- (2) In the amount of \$1,200,000 for debt service for general obligation bonds

**CATEGORIZING THE TAX**

**BE IT RESOLVED** that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

<b><u>Subject to the Education Limitation</u></b>	\$5.0121/ per \$1000
Permanent Rate Tax	
<b><u>Excluded from Limitation</u></b>	\$1,200,000
General Obligation Bond Debt Service	

The above resolution statements were approved and declared adopted on the 6th day of June 2024

\_\_\_\_\_  
Scott Rickard, Board Chair

\_\_\_\_\_  
Jim Helmen, Superintendent/Clerk





**RESOLUTION # 2024-05**  
**VERNONIA SCHOOL DISTRICT #47J**  
**RESOLUTION FOR SUPPLEMENTAL BUDGET AND TO TRANSFER**  
**APPROPRIATIONS WITHIN FUNDS**  
**2023-24 BUDGET**

**Supplemental Budget and Appropriation Transfer Details**

General Fund:

1. To provide additional budget authority for expenditures related to Instruction, Support Services, Community Services, and Transfers. Unanticipated increase in expenditures during the 2023-24 budget process are attributed to salaries, benefits, supplies, and purchased services.
2. To provide additional budget authority for these expenditures related to Instruction and Support Services. The District received a sufficiently greater amount of property tax revenue than anticipated during the 2023-24 budget process.
3. To provide additional budget authority for expenditures related to Community Services, and Transfers. The District received a sufficiently greater amount of state school fund than anticipated during the 2023-24 budget process.

<u>Expenditure Function</u>	<b>General Fund</b>		
	<b>Adopted Budget</b>	<b>Budget Adjustments</b>	<b>Adjusted Budget</b>
Instruction	\$ 5,102,397	\$ 60,000	\$ 5,162,397
Support Services	3,794,061	229,000	4,023,061
Community Services	-	800	800
Facilities Acquisition & Construction	-	10,200	10,200
Transfers	168,863	100,000	268,863
Contingency	400,000	-	400,000
Unappropriated	100,000	-	100,000
<b>Total</b>	<b><u>\$ 9,565,321</u></b>	<b><u>\$ 400,000</u></b>	<b><u>\$ 9,965,321</u></b>
<u>Revenue Function</u>	<b>Adopted Budget</b>	<b>Budget Adjustments</b>	<b>Adjusted Budget</b>
Local Sources	\$ 3,430,200	\$ 300,000	\$ 3,730,200
Intermediate Sources	101,032	-	101,032
State Sources	5,234,089	100,000	5,334,089
Transfers	-	-	-
Beginning Fund Balance	800,000	-	800,000
<b>Total</b>	<b><u>\$ 9,565,321</u></b>	<b><u>\$ 400,000</u></b>	<b><u>\$ 9,965,321</u></b>

Special Revenue Funds:

1. Budget savings are anticipated in Support Services allowing a transfer of budget appropriations to the Instruction.

<b>Special Revenue Funds</b>			
<b>Expenditure Function</b>	<b>Adopted Budget</b>	<b>Budget Adjustments</b>	<b>Adjusted Budget</b>
Instruction	\$ 1,661,411	\$ 125,000	\$ 1,786,411
Support Services	685,071	(125,000)	560,071
Community Services	505,419		505,419
Facilities Acquisition & Construction	-	-	-
Transfers	-	-	-
<b>Total</b>	<b>\$ 2,851,901</b>	<b>\$ -</b>	<b>\$ 2,851,901</b>

BE IT RESOLVED, that for the fiscal year beginning July 1, 2023, the budget transfers shown above, in order to provide proper budget authority as described above, are hereby appropriated as indicated within the funds as listed.

ADOPTED by the Board of Directors of Vernonia School District #47J this 13th day of June 2024.

ATTEST:

\_\_\_\_\_  
Scott Rickard, Board Chair

\_\_\_\_\_  
Jim Helmen, Superintendent

## May 2024 Maintenance Report

### Alarm Related Calls:

11

### Facility Use:

Spring, Board meeting, school assemblies, stadium meeting, performing arts .Booster use. Theater group.After school activities with Cedar Ridge. graduation prep, end of year special events, ballet, performing arts. Senior awards, deserts and field day.

### Projects/Work for the Month

- \*Board report.
- \*Pumped out snack shack pump systems from excess ground water. Working on a permanent solution. Ongoing, will have to wait until after graduation.
- \*Dispensers installation is completed.
- \*Pick up work for an open custodial position.
- \*Extra custodial coverage until the position is filled.
- \*Inventory for summer cleaning supplies.
- \*Electrical done in snack Shack, but it did not cure the problem. 5 Star to come out again soon.
- \*Repair the curtain in The big gym. Cables will need to be replaced. We also did the annual basket and backstop inspections.
- \*Extra time on long maintenance for some equipment, beyond the basics.
- \*Lots of preparations on grounds and areas to get ready for graduation. Spread almost 100 cu/yards of mulch, mowing, weed eating, cleaning of entry ways and parking lots.
- \*extra time spent on Walker mower.
- \*replace flush valves in 4 toilets
- \*Take down batting cages
- \*locate and test sprinkler heads on football.
- \*clean parking lot
- \*biomass end of year prep for annual cleaning and state inspection.
- \*Repaired air compressor in wood shop.
- \*replace air filters in the roof unit.
- \*Repaired boy hs restroom toilet
- \*Set up for graduation, cleaned bleachers, floor, glass x 2
- \*working on compression leak from AHU5 supply 6/5/24 This one will require outside support. the junction is 30 ft in the air above drop ceilings
- \*Inventory summer supplies and stage order for week of June 17th
- \*Clean up graduation

**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:**

Damage to bathroom fixtures, stuffing feminine applicators and food in toilets, removing bathroom dividers and doors.

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403

**Vernonia School District 47J  
Fee Schedule 2024-25**

**Building Fees – Student**

**ADOPTED:**

Vernonia Elem. School		Vernonia Middle School		Vernonia High School	
Instrument Rental	\$50.00	Locker Maint. Fee	\$5.00	Locker Maint. Fee	\$5.00
		Student Body Fee	\$20.00	Student Body Fee	\$30.00
		Yearbook (optional)	\$25.00	Yearbook (optional)	\$50.00
		<del>Outdoor School Fee (6<sup>th</sup> grade)</del>	<del>\$25.00</del>	Shop/Construction Class**	\$20.00
		8 <sup>th</sup> Shop/Const.Class**	\$10.00	Art Class**	\$20.00
		7 <sup>th</sup> Shop**	\$10.00	<b>Welding**</b>	<b>\$20.00</b>
		Art Class**	\$10.00	HS Band*	\$75.00
		7 <sup>th</sup> -8 <sup>th</sup> Grade Band*	\$50.00	Free/Red. Band Fee*	\$20.00
		Free/Red. Band Fee*	\$10.00	Instrument Rental	\$50.00
		Instrument Rental	\$50.00	<b>Parking Permit</b>	<b>\$5.00</b>

\*Maximum family annual band fee – \$150.00

\*\* Optional Contribution

**Sports Fees (Pay to Play) - Student**

Vernonia Elem. School	Vernonia Middle School	Vernonia High School
None	Each Sport \$75.00	<del>1<sup>st</sup> Sport / 1<sup>st</sup> Child</del> \$90.00
	Free/Red. Sport Fee \$35.00	<del>2<sup>nd</sup> Sport / 2<sup>nd</sup> Child</del> \$75.00
	<b>Lost Uniform Fee \$75.00</b>	<del>3<sup>rd</sup> Sport / 3<sup>rd</sup> Child</del> \$60.00
		<b>Each Sport 100.00</b>
		Free/Red. Sport Fee \$35.00
		<b>\$50.00</b>
		<b>Lost Uniform Fee \$100.00</b>

**Family Sports Pass**

Individual Yearly Sports Pass	\$50.00
Couple Yearly Sports Pass	\$85.00
Family Yearly Sports Pass (4 people)	\$125.00
Senior Adult Yearly Sports Pass	\$25.00

**Food Service Fees – Student**

Vernonia Elem. School		Vernonia Middle School		Vernonia High School	
Breakfast	\$2.25 <b>\$2.75</b>	Breakfast	\$2.25 <b>\$2.75</b>	Breakfast	\$2.25 <b>\$2.75</b>
Lunch	\$3.40 <b>\$3.50</b>	Lunch	\$3.70 <b>\$3.80</b>	Lunch	\$3.90 <b>\$4.00</b>
Milk	\$.55 <b>\$.60</b>	Milk	\$.55 <b>\$.60</b>	Lunch Entrée	\$2.00
				Milk	\$.55 <b>\$.60</b>

**Food Service Fees - Adult**

Adult					
Breakfast	\$3.00	Lunch	\$4.75	Salad	\$4.75
	<b>\$3.50</b>		<b>\$5.00</b>		
Breakfast Entrée	\$2.25	Lunch Entrée	\$3.00	Milk	\$.55
			<b>\$4.00</b>		<b>\$.60</b>
				Water	\$.75

**Non-Enrolled Student Tuition**

All K-12 Non-Enrolled Students	
Each Semester Course	\$450.00

**Facility Use Fees**

For Profit Organizations		Non-Profit Organizations		District Student Clubs and/or Groups	
Gymnasium	\$52/hr.	Gymnasium	\$25/hr.	Gymnasium	\$0
Commons	\$40/hr.	Commons	\$25/hr.	Commons	\$0
Kitchen	<del>\$52/hr.</del>	Kitchen	<del>\$25/hr.</del>	Kitchen	\$0
	<b>\$62/hr.</b>		<b>\$62/hr.</b>		
Library	\$34/hr.	Library	\$20/hr.	Library	\$0
Classroom	\$28/hr.	Classroom	\$20/hr.	Classroom	\$0
Lobby	\$22/hr.	Lobby	\$20/hr.	Lobby	\$0
Athletic Fields*	\$46/hr.	Athletic Fields*	\$25/hr.	Athletic Fields	\$0
<b>Logger Concession Shack</b>	<b>\$50/hr.</b>	<b>Logger Concession Shack</b>		<b>Logger Concession Shack</b>	
Parking Lot	\$22/hr.	Parking Lot	\$20/hr.	Parking Lot	\$0
Custodial Fees**	\$57/hr.	Custodial Fees**	\$53/hr.	Custodial Fees	\$0
Tech. Equipment Fee	\$45/hr.	Tech. Equipment Fee	\$45/hr.	Tech. Equipment Fee	\$0
Technology Support	\$57/hr.	Technology Support	\$53/hr.	Technology Support	\$0

\*Additional charges will be assessed if field lights are required.

\*\* \$57.00 / hour is during regularly scheduled custodial workday only.

\$228.00 minimum charge for custodial services outside of regularly scheduled workday – based on 4 hour minimum

**NOTE:** Additional custodial and or maintenance fees are assessed at the going rate to cover any damages or excessive cleaning needs.



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## Please add me to the June school board agenda

1 message

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**Eyrrick, Camrin** <ceyrrick@vernoniak12.org>

Fri, May 24, 2024 at 9:33 AM

To: Barb Carr <bcarr@vernoniak12.org>

Cc: Marie Knight <mknight@vernoniak12.org>, Stacy Adams <sadams@vernoniak12.org>

Hey there, This is just a heads-up about something important. We currently have a few employees who wish to transfer their personal leave days to another employee. I will need to be added to the June school board meeting agenda to take care of this.

According to our OSEA bargaining agreement (page 16, section 41.3), some team members have expressed interest in transferring a day of their personal time to another colleague. This transfer needs approval from the board. When making the request to the board, I won't include any employee names, but I do need their permission for the transfer to go through.

I'll be checking in with Marie about the list of staff members who want to make this leave transfer by 6/13/24.

Thank you in advance for your help!

Take care,

OSEA Union Chapter 67 president

Vernonia Wellness Coordinator

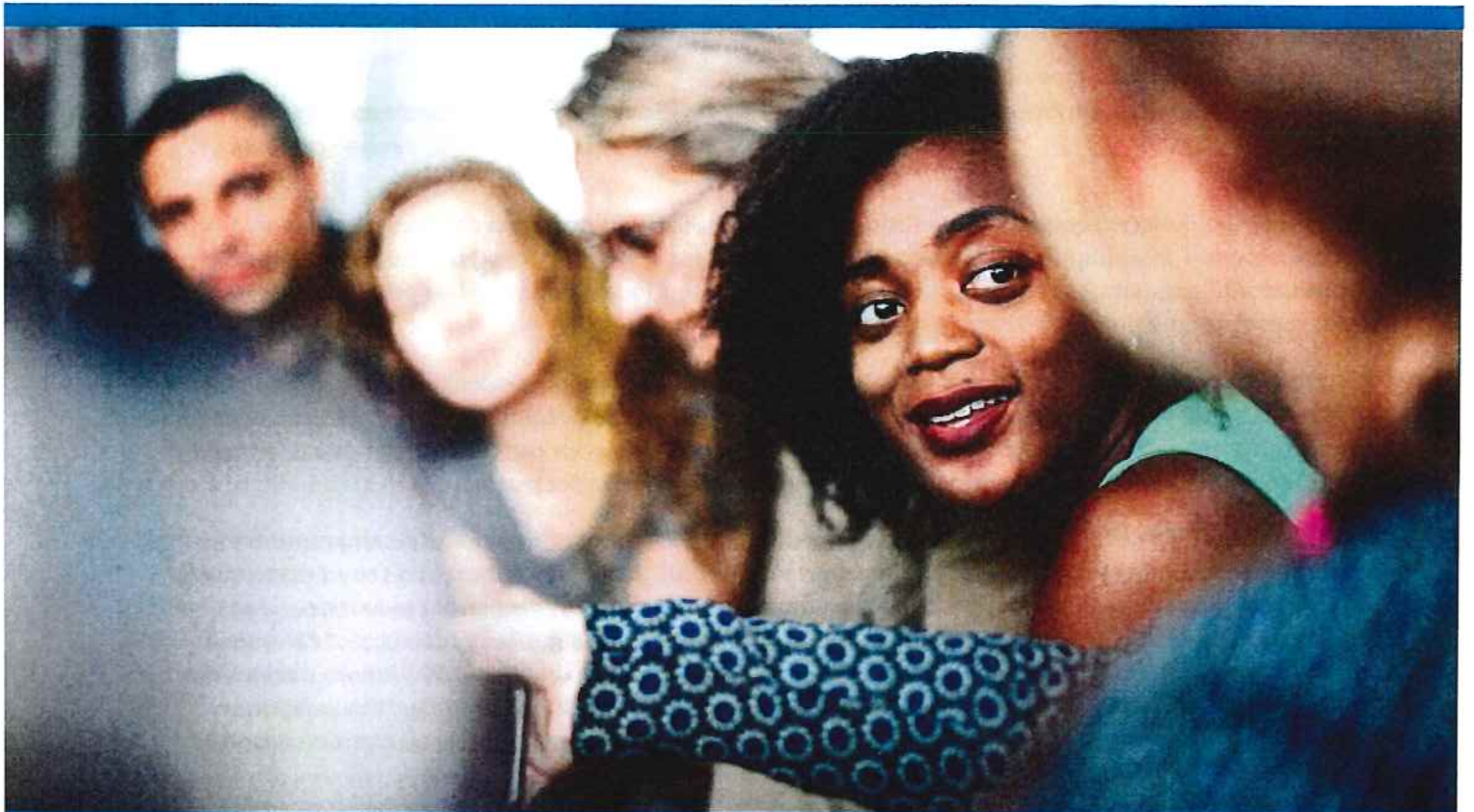
Email: [ceyrrick@vernoniak12.org](mailto:ceyrrick@vernoniak12.org)





# BOARD SELF-EVALUATION

OREGON BOARD STANDARDS FOR GOVERNANCE



LEADERSHIP TO LIFT OUR PROMISE OF GRADUATION



# INTRODUCTION

## SCHOOL BOARD SELF-EVALUATION

### WHY EVALUATE?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

### SELF-EVALUATION BY THE BOARD:

- Holds the board accountable to itself, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision-making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when boards lead by example.

Oregon School Boards Association's Board Self-Evaluation document is designed to provide both a clear objective system for board evaluation and flexibility. Part 1 of the evaluation follows a set of performance standards focused on the roles, responsibilities and work of the board. Part 2 focuses on the board's performance in supporting the achievement of district goals.

Part 1 and Part 2 mirror the first two parts of the OSBA superintendent evaluation document and are intended to be used together, the board first undergoing a self-evaluation and then performing the superintendent evaluation. The board evaluation, unlike the superintendent evaluation, does not include a Part 3: 360-degree evaluation. This is because board members are subject to recall and undergo an election every four years. That election serves as a de facto 360-degree evaluation. For boards that would like to survey the community regarding their performance, the questions in Part 1 and Part 2 of the board self-evaluation can be put to administrators, staff and community members and will serve well as a 360-degree evaluation.

# BOARD SELF-EVALUATION FORMS

## PART 1: PERFORMANCE STANDARDS

### Instructions

1. Attached are the forms to be completed by each board member rating each of the eleven performance standards. A separate page is provided for each performance standard. Each board member should rate all eleven of the performance standards.
2. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the consultant, board chair or designated board member for compilation. Your board may also have chosen to fill it out online for electronic compilation.
5. The board will meet to discuss the results and future steps to improve or build upon the prior year's results.

# STANDARD 1

## LEADERSHIP: MISSION, VISION AND GOALS

The board of education periodically reviews the district's vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

### Indicators:

- The board, along with the superintendent, has reviewed and re-adopted the written district vision and mission statements in a three-year cycle. *more than 3yrs. ago*
- Board members can clearly articulate the vision, mission and goals of the district.
- Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten and adopted the board and district goals. *make decisions on best interest of Dist. not personal goals. Annual set goals*
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.
- The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.
- The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:



## **STANDARD 2**

# **POLICY AND GOVERNANCE**

The board establishes and follows local policies, procedures and good governing practices.

### **Indicators:**

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

### **Board performance for this standard:**

#### **0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### **1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### **2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### **3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### **4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### **Comments:**



# STANDARD 3

## COMMUNITY RELATIONS

The board establishes and promotes effective two-way communication with parents, students, staff and community members.

### Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

## **STANDARD 4**

# **CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY**

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

### **Indicators:**

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- District staff is representative of the community.

### **Board performance for this standard:**

#### **0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### **1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### **2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### **3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### **4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### **Comments:**

# STANDARD 5

## ACCOUNTABILITY AND PERFORMANCE MONITORING

The board constantly monitors progress towards district goals and compliance with written board policies using data as the basis for assessment.

### Indicators:

- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student achievement and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

### Board performance for this standard:

- 0 UNACCEPTABLE**  
No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.
- 1 NEEDS IMPROVEMENT**  
Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.
- 2 GOOD**  
At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.
- 3 EXCELLENT**  
Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.
- 4 OUTSTANDING**  
All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:



# STANDARD 6

## BOARD OPERATIONS: MEETINGS

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

### Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

### Board performance for this standard:

- 0 UNACCEPTABLE**  
No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.
- 1 NEEDS IMPROVEMENT**  
Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.
- 2 GOOD**  
At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.
- 3 EXCELLENT**  
Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.
- 4 OUTSTANDING**  
All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# **STANDARD 7**

## **BOARD OPERATIONS: BOARD MEMBER COMMUNICATIONS**

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

### **Indicators:**

- Board members all receive the same information from the district office on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

### **Board performance for this standard:**

- 0 **UNACCEPTABLE**  
No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.
- 1 **NEEDS IMPROVEMENT**  
Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.
- 2 **GOOD**  
At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.
- 3 **EXCELLENT**  
Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.
- 4 **OUTSTANDING**  
All of the indicators for this standard have been completed. This is an area of model performance for the board.

### **Comments:**

## **STANDARD 8**

# **BOARD OPERATIONS: BOARD-STAFF RELATIONS**

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

### **Indicators:**

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

### **Board performance for this standard:**

#### **0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### **1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### **2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### **3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### **4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### **Comments:**



## **STANDARD 9**

# **BOARD OPERATIONS: BOARD-SUPERINTENDENT RELATIONS**

The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

### **Indicators:**

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent, for executive sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

### **Board performance for this standard:**

#### **0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### **1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### **2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### **3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### **4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### **Comments:**



# **STANDARD 10**

## **VALUES, ETHICS AND RESPONSIBILITY FOR SELF**

The board, collectively and individually, takes full responsibility for board activity and behavior, the work it chooses to do and how it chooses to do the work.

### **Indicators:**

- The board polices its own members when they step outside of board policy and agreements.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members exercise their authority only as a whole board at properly posted meetings.

### **Board performance for this standard:**

#### **0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### **1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### **2 GOOD**

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#### **3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### **4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### **Comments:**

# STANDARD 11

## BOARD SYSTEMATIC IMPROVEMENT

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team-building retreat focused on assessment and goals.

### Indicators:

- Each board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.
- **The board and superintendent meet in a retreat environment to review:**
  - Progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.
  - The strengths and improvements needed in the district.
  - Any compelling problem(s) or emerging issue(s).
  - Trends, opportunities and anticipated challenges in the school district.
  - Board leadership and educational philosophy and performance.
  - Board/superintendent operational agreements and evaluation documents.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

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#### 3 EXCELLENT

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#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# BOARD SELF-EVALUATION FORMS

## PART 2: GOALS

The board of directors has primary responsibility for setting district goals, providing the supports needed to meet the goals and monitoring the progress towards achieving them.

### Instructions

1. Attached are forms to be completed by each board member rating the board's performance in meeting the goals agreed to by the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. The board will meet to discuss the results.

# GOAL STATEMENT 1:

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## THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**

## GOAL STATEMENT 2:

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### THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

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**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**



## GOAL STATEMENT 3:

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### THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

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**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**

## GOAL STATEMENT 4:

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### THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

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**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**



# GOAL STATEMENT 5:

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## THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**

# Vernonia School District 47J

Code: **BK**  
Adopted: 2/14/08  
Orig. Code(s): BK

## Evaluation of Board Operational Procedures

Annually the Board will plan for and carry through an appraisal of its functioning as a Board. This appraisal may be based on a broad realm of relationships and activities or may be focused on a particular activity or area.

The appraisal plan will be developed by the Board chair and an ad hoc Board committee appointed by the chair, working with the superintendent. Such instruments may be used as the committee considers desirable. Upon Board approval, an outside consultant may develop and lead the appraisal session or sessions.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)



# MEETING MINUTES

## VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Regular Meeting – May 09, 2024 Vernonia Schools, 1000 Missouri Ave., Vernonia, OR 97064

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order 6:02 pm by Scott Rickard. MEETING CALLED TO ORDER
- Board Present:** Joanie Jones, Amy Cieloha, Javoss McGuire, Scott Rickard, Stacey Pelster, Greg Kintz, and Susan Wagner (attended virtually). BOARD PRESENT
- Board Absent:** None BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, Middle/High School Principal; Michelle Eagleson, Elementary School Principal; Susanne Myers, Special Education Director; Marie Knight, Business Manager; Barb Carr, Administrative Assistant; Lee Costanzo, Juliet Safier, Amanda Stonier, and James Helmen, Licensed Staff and Sabrina Albee and Camrin Eyrrick, Classified Staff. STAFF PRESENT
- Visitors Present:** Alicia Normand, Tony Holmes, Neilia Solberg, Jan Cockrell and Scott Laird VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** Addition of name in the motion of 10.2 New Hire. Stacey Pelster moved to approve the agenda as amended. Greg Kintz seconded the motion. Motion passed unanimously with those in attendance. AGENDA REVIEW
- 3.0 RECESS to BUDGET MEETING** at: 6:04 p.m. MEETING RECESSED
- 4.0 RETURN TO BOARD MEETING:** at 6:30 p.m. MEETING RECONVENED
- 5.0 PUBLIC COMMENT:** None PUBLIC COMMENT
- 6.0 SHOWING CASING of SCHOOLS**
- 6.1 Administrative Reports:** Administrator reports were provided to the Board prior to the meeting. ADMINISTRATOR REPORTS
- Scott Rickard thanked Joanie Jones and Greg Kintz for helping at Kindergarten registration.
- Scott Laird commented that he appreciated the depth of the reports provided by the administrators. He also noted that it would be helpful if the attendance reports were all reported for the same time period.
- 6.1.1 Honors Diploma Proposal:** Discussion was held regarding the proposal of providing an honors diploma for those students that exceed the current levels of rigor. This is not a State of Oregon honors diploma but a VSH honors diploma. The goal is to be inclusive of all students with the ability to be flexible as well. Comments were made on the GPA minimum to achieve the honors diploma and more thought put into how students are scheduled into classes. HONORS DIPLOMA PROPOSAL
- Juliet Safier shared that students recently reviewed a slideshow highlighting all required courses and other course offerings. Mrs. Ashley Ward is a great resource for students going on to further their education whether it be college or trade school.
- The proposal will be brought before the board at the next meeting for approval. The board was asked to submit any additional questions to Mr. Helmen / Mr. Underwood.
- 7.0 BUSINESS REPORTS:**
- 7.1 Superintendent Report:** The superintendent report was provided to the Board prior to the meeting.

Jim Helmen shared that the elementary classes are focusing on writing and the high school is currently focusing on 9<sup>th</sup> grade on track. Highlights from the year will be shared at the End of the Year Celebration / Family Engagement Night on May 29<sup>th</sup>. All student Star Performers will be recognized.

SUPERINTENDENT  
REPORT

Mr. Helmen stated that the District is collecting student voices on changes for the 2024-25 school year. Twenty students in each grade 6 – 12 were selected and asked about their connection to the District level of rigor in the classroom, attendance, and relationships with staff. The collected data, teacher evaluations and other trauma informed care surveys will be used to determine the focus for next year.

Summer programs - Camp Cedar Ridge is hoping to partner with Vernonia Springs to offer a summer program for K-5 students.

In response to Senate Bill 489 the District held a meeting with all Classified staff. The District also sent out a survey to all classified staff seeking interest of those that want to work over the summer. The State is mandating that the District provide opportunities for employment over the summer.

Family Engagement Night – the District has been invited and is working with OSBA to support a presentation at the summer board conference. It will be a 2 hour session highlighting the success we've had with community engagement.

Kids Junk Orchestra is currently working with teachers to help train and incorporate drumming into the classroom. He will work with VES, MES and VFA and will give a performance as part of the upcoming Family Engagement Night.

**7.1.1 Staffing Update:** New hires include elementary PE teacher Michael Lowry and VHS Science teacher Jen Schram. Dylan Taylor, HS Math Teacher, is resigning effective June 17<sup>th</sup>.

STAFFING UPDATE

**7.2 Financial Report:** Marie Knight shared the financial report prior to the meeting. Scott Rickard celebrated the District's ending fund balance in excess of \$600,000.

FINANCIAL REPORT

**7.3 Maintenance Report:** Mark Brown's report was provided to the Board prior to the meeting. Amy Cieloha asked for update on snack shack. Jim Helmen shared that during construction the pump cleared inspection but the ground water is too high and covers the outlet at times causing it to trip. Five Star Builders says it needs to be moved. Depending on code, it appears that the outlet needs to be extended higher or moved altogether. Stacey Pelster suggested Mark Brown reach out to Ben Pelster.

MAINTENANCE REPORT

A question was raised as to whether the vandalism in the boys' bathroom is continuing to occur or is just repeated on the report as an error.

## 8.0 BOARD REPORTS/ BOARD DEVELOPMENT:

### 8.1 COMMITTEE REPORTS

COMMITTEE REPORTS

**8.1.1 Safety Committee** – no report

**8.1.2 Policy Committee** – policies are being presented at this meeting as a first reading

**8.1.3 Scholarship Committee** – Javoss McGuire is the chair of the committee. They recently met to review applications and select the recipients. Discussion was held on applications being incomplete and with a lot of typos. The committee felt there should have been more oversight and perhaps the committee needs to set expectations. If the application doesn't meet the expectation it isn't considered. They expressed concern about what is being put out into the community.

## 9.0 OTHER INFORMATION and DISCUSSION

OTHER INFORMATION  
POLICY UPDATES

**9.1 Policy Updates:** the following policies were presented for a first reading.

BBBA – Board Member Qualifications

BCF – Advisory Committees to the Board

CB – Superintendent

- CBC/CBD – Superintendent’s Contract/Compensation and Benefits
- CPA – Layoff/Recall – Administrators
- CPA-AR – Layoff/Recall – Administrators
- DBEA – Budget Committee
- EFA – Local Wellness (delete)
- EFA-AR – Wellness Program (delete)
- EH – Electronic Data Management
- EH-AR – Records and Data Management
- GBEA – Workplace Harassment
- GCAA – Standards for Competent and Ethical Performance of Oregon Educators
- GCBDB/GDBDB – Early Return to Work
- GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting
- GCPA – Reduction or Recall of Licensed Staff

The board was asked to review the policies and bring any questions to the next meeting.

**10.0 ACTION ITEMS:**

**10.1 Staff Resignation:** Javoss McGuire moved to accept the resignation of Dylan Taylor, High School Math Teacher effective June 17, 2024. Amy Cieloha seconded the motion. Motion passed unanimously. TAYLOR RESIGNS

**10.2 New Hire:** Stacey Pelster moved to accept the superintendent’s recommendation to hire Michael Lowry, Vernonia Elementary P.E. Teacher and Jennifer Schram, High School Science Teacher. Greg Kintz seconded the motion. Motion passed unanimously. LOWRY AND SCHRAM HIRED

**11.0 MONITORING BOARD PERFORMANCE:** Nothing discussed. BOARD PERFORMANCE

**12.0 CONSENT AGENDA:** CONSENT AGENDA

**12.1** Minutes of 04/11/2024 Regular Meeting and 04/24/24 Scholarship Committee Meeting.

Stacey Pelster moved to approve the consent agenda as presented. Amy Cieloha seconded the motion. Motion passed unanimously. CONSENT AGENDA APPROVED

**13.0 OTHER ISSUES:** OTHER ISSUES

**13.1** Next Agenda Setting Meeting

The next agenda setting meeting will be with Scott Rickard and Amy Cieloha on June 5<sup>th</sup> at 5:00 p.m.

Stacey Pelster requested that policy BBD be discussed. The recommendation will go to the policy committee review it.

Susan Wagner commented that the sound quality is very poor when attending a meeting virtually. She had a hard time hearing or understanding what was being discussed.

**14.0 MEETING ADJOURNED** at 8:05 p.m. ADJOURNED

Submitted by Barb Carr, Administrative Assistant

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Board Chair

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District Clerk

