

AGENDA

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS

Public Meeting

Thursday, November 13, 2025 – 6:00 p.m.
Mist Elementary., 69163 Hwy 47, Mist, OR 97016

Join Zoom Meeting

<https://us06web.zoom.us/j/83895456336?pwd=3jbd7JbqF620q3w2X5hUt9BEPzKail.1>

Meeting ID: 838 9545 6336

Passcode: euY8Gk

Public participation on agenda items occurs at the discretion of the chair. Please indicate your interest by completing a “Public Comment Card” provided at the agenda table and give it to the Board Secretary or if attending virtually, email your interest to bcarr@vernoniak12.org 24 hours before the meeting.

Individual comments are limited to 3 minutes. Group comments are limited to 5 minutes.

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

REGULAR SESSION

1.0 CALL TO ORDER Chair

1.1 Flag Salute

2.0 AGENDA REVIEW Chair

2.1 Action to Approve the Agenda

3.0 PUBLIC COMMENT ON AGENDA and NON-AGENDA ITEMS

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

4.0 SHOWCASING OF SCHOOLS

4.1 Administrator Reports

5.0 BUSINESS REPORTS

5.1 Superintendent Jim Helmen

5.1.1 Policy KL Complaint Procedure Review

5.2 Financial Marie Knight

5.2.1 New Financial Reporting Format Review

5.3 Maintenance Mark Brown

5.4 Transportation Report Curls School Bus Services

6.0 BOARD REPORTS / BOARD DEVELOPMENT Chair

6.1 Committee Reports

6.1.1 Safety Committee

6.1.2 Policy Committee

6.1.3 Scholarship Committee

* Revised scholarship descriptions and scoring sheet

6.2 OSBA Board of Directors and Legislative Policy Committee

7.0 **OTHER INFORMATION and DISCUSSION**

7.1 Upcoming Bargaining Information / Professional Negotiator Jim Helmen

7.2 Policy Updates – 1st Reading

7.2.1 GCBDE/GDBDE – Military Leave of Absence

7.2.2 DJ-AR – Expenditure of District Funds for Meals, Refreshments and Gifts

7.2.3 IF – District Curriculum

7.2.4 GCBDE/GDBDE – Sick Leave – Personal Illness and Injury Leave

7.2.5 DBEA – Budget Committee (ver. 2)

7.2.6 BBFA – Board Member Ethics and Conflicts of Interest

7.2.7 IKF - Graduation Requirements

7.2.8 IGBHD – Program Exemptions

7.2.9 CEA – Educational Equity Advisory Committee

7.1.10 IGBAB/JO-AR – Education Records/Records of Student with Disabilities Management

8.0 **ACTION ITEMS**

8.1 **OSBA Election for Board of Directors**

I move that the Vernonia School Board nominate Gregory Kintz for the OSBA Board of Directors North Coast Region Position #14 as discussed.

8.2 **OSBA Election for Legislative Policy Committee**

I move that the Vernonia School Board nominate Sondra Gomez for the OSBA Legislative Policy Committee for the North Coast Region Position #14 as discussed.

9.0 **MONITORING BOARD PERFORMANCE** Chair

10.0 **CONSENT AGENDA** Chair

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

10.1 Minutes of the 10/09/2025 Regular Meeting, 10/30/2025 Scholarship Committee Meeting, and the 11/03/2025 Special Board Meeting.

I move to approve the consent agenda as presented.

11.0 **OTHER ISSUES** Chair

11.1 Next Agenda Setting

12.0 **UPCOMING DATES**

November 20, 2025 Fall Engagement Event 5-7 p.m.

November 26-28, 2025 No School - Thanksgiving Break

December 11, 2025 School Board Meeting 6:00 p.m.

December 19 - Jan. 2, 2026 No School - Winter Break

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

13.0 **ADJOURN** Chair

Vernonia School District 47J

Nov. 1, 2025

	K	1	2	3	4	5	6	7	8	9	10	11	12	F/T	Total	F&R	SpEd	
District																	1	
Mist Elementary	7	3	5	4	8	5										32	10	3
																	31%	9%
Vernonia Elem.	28	29	26	35	39	30										187	124	43
																	66%	
a Family Academy	7	4	9	5	4	4										33		
Elementary Total	42	36	40	44	51	39										252	134	46
																	53%	18%

Vernonia MS	45 53 48										146					76	21	
f. Family Academy	4 3 8										15							
											161					47%	13%	
Vernonia HS	38 30 32 34 13										147					67	29	
	1 11 12 10 0										34							
											181							
																37%	16%	
Total	42	36	40	44	51	39	49	56	56	39	41	44	44	13	594	277	97	
																	47%	16%
(as of 6/1/25)															570			

October 1	42	35	39	43	51	37	48	56	54	38	40	44	41	16	584		
November 1	42	36	40	44	51	39	49	56	56	39	41	44	44	13	594		
December 1																	0
January 1																	0
February 1																	0
March 1																	0
April 1																	0
May 1																	0
June 1																	0

VERNONIA AND MIST ELEMENTARY BOARD REPORT

November 13, 2025



"Building Bridges, Clearing Paths"

2025-2026 Goals:

- High Quality Instruction in all content areas with a focus on Reading, Writing, and Math
- Multiple Student Engagement Opportunities for All
- Consistent Behavior Systems: PBIS & Love and Logic
- Effective PLCs Focused on Data

Professional Development

We have focused on math instruction this past month. Teachers have learned the math games Bump and Math Sides for number sense and fluency practice. Students report liking the games played during math fruit salad. We continue to focus on math instruction and will be partnering with the NWRES D for upcoming professional development.

Our writing team leaders attended a training at the NWRES D this past week. This training supported the work we are doing with Neila Solberg and Shauna Pitts. Our K/1 teachers are working on developing writing fluency through handwriting practice and will be introducing "How To" writing in the next month. Our 2nd-5th grade teachers are working on information writing and sentence styling:

- Appositive- contains a noun or noun phrase (the appositive) that renames or clarifies another noun next to it, providing extra information
 - Ex.- Mrs. Jones, a spectacular diving coach, won a gold medal in the 10 meter platform diving during the 1984 Summer Olympics.
- Because
- But

- So
- IVF- (Identify text, verb, finish sentence with main idea)

PBIS & PAX

We continue to review schoolwide and classroom expectations with our students and consistently hold them accountable. Our students earned their first logger reward of Hat day for earning 5,000 loggers.

Conferences

Conferences were held on November 6th and 7th with families. Our teachers did a nice job presenting beginning of the year baseline data in reading, writing and math, sharing student learning growth goals and progress toward these goals. It was a successful event and we look forward to our spring conferences.

Christmas Music Program

Please mark your calendars. Our Elementary Christmas Music Program will be held on Tuesday, December 16th beginning at 6 pm in the VHS gym. With the reduction of the enrichment program, our teachers have stepped up and have committed to practicing the songs for our program. We hope you will join us!

Engagement Strategies

Teachers have focused on consistently implementing the following engagement strategies to increase student engagement and learning:

- Choral response
- Choral reading
- Partner reading
- Think, Pair, Share

PLCs

Our PLCs have been working together to calibrate scoring of student writing and to set rigorous goals to achieve by the end of the year. The impact of their instruction is showing with the quality of writing our students are producing. Please feel free to check out the student work posted on the bulletin boards in the green and red hallways.

Recent Special Education Updates

Unified Programs

Ms. Safier's VHS Leadership class will attend the Unified Champion Schools Youth Summit in Portland later this month. The conference will provide our leadership students with opportunities to learn about inclusion and explore how they can positively influence the culture at their schools. Students will return with creative ideas for new programs and activities to introduce at both VHS and VMS, guided by their own vision for building a more unified school community.

Looking ahead, we hope to coordinate Unified Sports teams this year, with potential activities including basketball, kickball, or cornhole. However, Vernonia School District's Unified initiatives will require a new program liaison to communicate with the statewide Unified Schools/Special Olympics organization and help guide continued program growth in Vernonia. We are currently looking for a staff volunteer to take on this liaison role and help carry this important work forward.

MTSS Development

Work continues to strengthen our Multi-Tiered Systems of Support across secondary grades. This fall, we established a dedicated middle school intervention support position to ensure students in grades 6-8 have access to timely, targeted help. This staff member provides structured literacy intervention, classroom support in math, and individualized or small-group tutoring tailored to each student's needs.

To support equitable access to intervention services, we have also developed a referral process that incorporates regular reviews of multiple data sources, including state and district assessments, grades, attendance records, behavior referrals, and teacher recommendations. This approach allows staff to identify students who may be at risk earlier and intervene proactively to support student success. As the system continues to develop, the following steps include refining intervention schedules, continuing professional learning for staff, and expanding access to data tools for ongoing instructional decision-making.

Secondary Transition Programming

Students in the secondary transition program continue to build valuable community and vocational skills through a variety of hands-on experiences. They will maintain their partnership

with Vernonia Cares, gaining volunteer work experience that supports both personal growth and community engagement. Students will also continue to operate the Logger Food Pantry, managing donations, organization, and distribution for the local community.

This month, students will further expand their community access skills through a visit to the Vernonia Library, where they will explore available public resources and practice navigating the community. In celebration of the season, the group is planning a Thanksgiving menu featuring turkey breast, mashed potatoes, stuffing, and pumpkin pie. We look forward to practicing cooking skills as we prepare the meal together and sharing it later this month.

Pre-ETS Transition Services

We have begun a new program agreement cycle with Vocational Rehabilitation to continue providing Pre-Employment Transition Services (Pre-ETS) to youth with disabilities ages 16–21. Through this renewed partnership, we will now be able to offer paid work opportunities to students year-round, enabling them to acquire valuable job skills, gain experience, and earn a wage while preparing for life after high school.

Students will receive individualized job supports, including job coaching, as they learn to navigate everyday workplace situations, such as completing tasks accurately and to standard, communicating effectively with supervisors, arriving on time, and managing conflict or self-advocating appropriately. These experiences are designed to help students develop both technical and soft skills essential for future employment.

The district plans to hire a Transition Specialist to provide Pre-ETS coordination and direct support after upcoming staffing transitions are complete, ensuring uninterrupted support for this individual as they begin in a new role.

Professional Development

Special education teachers have recently begun meeting as a professional learning community to examine student reading data, the alignment of IEP goals and services, and progress monitoring practices. These discussions have centered on how to strengthen instructional decision-making and ensure that services are effectively matched to student needs.

In recent months, I have also conducted research into the systemic barriers that can interfere with teachers' ability to consistently provide high-quality services—factors such as limited planning time, large caseloads, and challenges in aligning instruction with the general education curriculum. This inquiry is not a critique of teacher performance, but rather an honest examination of the realities educators face in their daily work. Understanding these barriers can help identify practical, system-level solutions that support staff and ultimately improve student outcomes.

Oregon Attendance and Engagement Conversations

This month, I will attend *Addressing the Absenteeism Crisis: Coffee & Conversation Between Schools and Legislators*, a working session hosted at the University of Portland. The event will bring together Oregon House Representatives April Dobson, Sue Reiki-Smith, and Lisa Fragala, Oregon Senator Courtney Neron-Misslin, and education leaders from districts across the state, including Beaverton, Gresham-Barlow, Lake Oswego, Parkrose, David Douglas, Centennial, PPS, Oregon City, Tigard-Tualatin, Vernonia, and West Linn-Wilsonville.

The session will include a briefing by Dr. Carmen Roberti on the history and research behind student absenteeism, followed by collaborative roundtable discussions to share district experiences and shape potential legislative solutions. I look forward to hearing about innovative efforts underway in other districts and contributing the perspective of a small rural district to the broader statewide conversation on improving student attendance and engagement.

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Jim Helmen-Superintendent
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Community Fall Engagement Night - November 20th

On November 20th, Vernonia School District will host a Community Fall Engagement Night with the purpose of strengthening the connection and trust between our schools and the community we serve. This event aligns with our continued efforts to increase transparency, build shared ownership of district decisions, and ensure that our priorities reflect what matters most to families, students, and staff.

During this event, the district will facilitate community dialogue centered around three guiding questions:

1. What is the purpose of K–12 education in Vernonia School District?
2. What does our community value in our district today, and what do we want to value in 10 years?
3. What does “betterment” look like for our students, our schools, and our community?
4. What support and communications will families need after the programming and staffing consolidation after November 28th.

These questions are designed to gather diverse perspectives and clarify shared priorities that will inform future planning efforts, including program decisions and long-range budgeting. They invite our community to help define success, not only for today’s students, but for generations to come.

In addition to community feedback, the event will include direct community support services for families. Several local organizations have partnered with the district to provide access to resources, including:

- Food and basic household items
- Winter clothing and child care necessities
- Community service access information
- Connections to the Columbia Community Mental Health Services

We are also providing Thanksgiving Boxes for as many families as possible. These will be distributed through community-building activities such as Bingo games and door prizes, ensuring the evening is both meaningful and joyful for families. This is one way we are working to reduce barriers and provide immediate support during a time when many households are feeling significant financial strain.

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We want to recognize and thank Barb Carr, who has worked tirelessly to secure community partnerships and donations. The response has been overwhelming; over \$5,000 in contributions has already been committed to support this event, and donations continue to come in daily. This generosity highlights the deep care our community holds for its families and schools, and it demonstrates the shared belief that when we support one another, everyone thrives.

This outreach and engagement are especially critical during the challenging context we are facing. Like districts across Oregon, Vernonia is experiencing the impacts of reduced state funding, impact on Student Investment Account and High School Success funds, staffing reductions, and limited access to food and health services for families. These realities affect classrooms, student supports, and the overall educational experience. When resources are constrained, it becomes even more important that our decision-making remains grounded in our district and community values and that we provide as much support as possible to students and families.

The expected outcomes of this event include the collection and synthesis of community feedback, which will be shared with the School Board and used as a key component to guide budget planning, strategic academic direction, CTE and enrichment programming, program evaluation, and future staffing and program planning. Through this engagement effort, we aim to reinforce public trust, strengthen collaboration, and ensure that every decision is aligned with a clear and shared vision for the future of education in Vernonia.

Vernonia's history is rooted in resilience, community pride, and supporting one another in difficult moments. This event reflects that spirit, ensuring that every student is supported, every voice is valued, and every future is possible.

Vernonia School District Staffing Adjustments – Summary

The Vernonia School District has made staffing adjustments in response to ongoing budget challenges caused by decreased state funding, reductions in federal support, and rising operational costs. These adjustments were made carefully and strategically, with student safety, instructional quality, and program continuity as the top priorities.

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Decisions included consolidation of certain classes and programs across K–12, with careful review of class sizes, staffing levels, and available resources. While some certified positions were impacted, core programs, academic, Career & Technical Education (CTE), fine arts, Dual Credit, and Advanced Placement courses remain. Affected programs are being supported by classified staff, administrative oversight, or alternative delivery models such as Oregon Virtual Education to ensure continuity for students.

Transition planning is in place to minimize disruption, including outreach to families, support for impacted staff, transition supports from principals to teachers, and ongoing communication. Key dates, such as November 28th for staff departures, have been communicated, and families are encouraged to engage with principals and teachers to address questions or concerns.

The district continues to adhere to all legal, contractual, and collective bargaining requirements and remains committed to providing high-quality education despite fiscal pressures. The School Board and administration will continue to monitor program implementation and student outcomes, ensuring transparency and accountability throughout this process.

Updated: Monthly Financial Report

The Vernonia School District’s monthly financial report, presented as a “Budget vs. Actual” statement for both revenues and expenditures, is a new process implemented in response to the district’s budget shortfall and as part of enhanced accountability and tracking measures. This format provides a clear

comparison between the adopted budget and the actual year-to-date (YTD) financial activity, along with projections for the end of the fiscal year. Key benefits of this format include:

1. **Transparency:** By showing both budgeted and actual revenues and expenditures, the board and public can clearly see how district funds are being allocated and spent. It provides a detailed look at each revenue source, including property taxes, state funding, local contributions, and federal grants, as well as expenditures by program, department, and function.
2. **Accountability:** Comparing actual financial activity to the budget allows the board to identify areas of over- or under-spending, enabling timely decisions to adjust spending, reallocate resources, or plan for contingencies.
3. **Clarity for Stakeholders:** The format is structured to break down funding sources and expenditures by category (e.g., instruction, support services, community services, other

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requirements). This helps community members, staff, and board members understand where funds are being used and how financial decisions align with district priorities.

4. **Informed Decision-Making:** By providing projections to the end of the fiscal year, the report allows the board to anticipate potential shortfalls or surpluses and make data-driven decisions regarding staffing, programs, or capital expenditures.
5. **Building Trust with the Community:** When the public can easily see how the district manages resources, it fosters confidence that the district is operating responsibly and efficiently, especially during times of budget constraints, staffing reductions, or changes in state funding.
6. **Historical Comparisons:** Including prior-year actuals helps the board and community recognize trends in revenues and expenditures, reinforcing the district's commitment to responsible financial stewardship.

This "Budget vs. Actual" format is a new and proactive approach for Vernonia School District, implemented to enhance fiscal accountability, tracking, and transparency. It empowers the board to provide responsible governance, while allowing the community to see that decisions about programs, staffing, and services are grounded in careful financial management and aligned with district priorities.

VSD Complaint Procedure KL and KL-AR

There have been some questions raised regarding our KL formal complaint procedure. We wanted to provide the School Board with background on the district's complaint language and process to clarify how complaints are received, processed, and resolved.

Background:

The Vernonia School District follows the Oregon School Boards Association (OSBA) policies KL and KL-AR regarding complaints. These policies provide a structured process for handling complaints from parents, students, staff, or community members while ensuring fairness, transparency, and compliance with Oregon law.

Policy KL- Public Complaints:

Policy KL establishes the framework for receiving and addressing complaints regarding district programs, staff, or services. The policy emphasizes:

- **Accessibility:** Ensuring all stakeholders know how to submit complaints.
- **Prompt Attention:** Complaints are addressed in a timely manner.

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- Resolution Focus: Encouraging informal resolution whenever possible before formal procedures are initiated.
- Respect and Professionalism: All parties are treated with courtesy and respect throughout the process.

Administrative Regulation KL-AR - Complaint Procedure:

KL-AR provides the step-by-step procedure for processing complaints:

1. Informal Resolution: Complainants are encouraged to first discuss concerns directly with the staff member or administrator involved to resolve the issue informally.
2. Formal Written Complaint: If informal resolution is unsuccessful, a formal written complaint can be submitted to the appropriate administrator (e.g., principal, director, or superintendent).
3. Investigation: The administrator investigates the complaint, gathers relevant information, and may meet with involved parties.
4. Decision and Response: A written response outlining findings and proposed resolution is provided to the complainant within the timelines established in KL-AR.
5. Appeal: If the complainant is not satisfied with the decision, they may appeal to the next level of authority (e.g., superintendent or school board), following the procedure outlined in KL-AR.

Key Points for the School Board:

- KL/KL-AR ensures complaints are handled consistently, fairly, and transparently.
- The process encourages early resolution, reducing escalation and maintaining positive relationships.
- Documentation and timelines are clearly defined to protect both the complainant and district staff.
- The School Board may become involved only at the appeal level if a complaint cannot be resolved administratively.

Adhering to OSBA KL and KL-AR policies ensures that Vernonia School District handles complaints professionally, maintains public trust, and upholds the rights of all parties involved. These procedures provide the board and administration with a clear framework to address concerns efficiently while minimizing legal or procedural risks.

At the board level, any complaints brought directly to the School Board during a meeting will be added to the board-level community complaints log. These will be documented and tracked to ensure appropriate follow-up. The School Board may only act on complaints at the appeal stage, after administrative procedures have been completed, in accordance with KL/KL-AR.

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Board Complaint Follow-up Information

Current Complaints brought forward by Mr. Robert Sicard in the October 2025 School Board Meeting. These complaints have been reviewed, investigated, and findings and resolutions are in the process of follow-up with Mr. Robert Sicard.

Board Agenda Item: Hiring a Professional Negotiator

When a school district in Oregon enters collective bargaining with a union, such as the Vernonia School District teachers' or classified employees' association, the School Board may consider hiring a professional negotiator. This decision is often based on several factors:

1. Expertise in Labor Law and Negotiations:
Professional negotiators have specialized knowledge of Oregon labor law, collective bargaining rules, and contract language. This expertise ensures the district complies with legal requirements and avoids procedural errors that could delay or invalidate agreements.
2. Efficiency and Focus:
Negotiations can be complex and time-consuming. A professional negotiator allows board members and district administrators to remain focused on ongoing district operations while the negotiation process is handled by someone experienced in managing bargaining sessions effectively.
3. Risk Management:
Experienced negotiators help minimize risks of legal disputes, contract violations, or grievances that could result from improperly handled negotiations. They can also provide guidance on options, trade-offs, and strategies to achieve fair agreements.
4. Objective Perspective:
Negotiators can serve as impartial facilitators during tense discussions, helping both parties communicate clearly and reach mutually acceptable solutions. This is particularly important during sensitive negotiations involving salaries, staffing, or working conditions.
5. Support for the Bargaining Team:
If the district designates a School Board bargaining team, a professional negotiator can advise and guide the team through each stage of the process, from preparation and strategy to proposal evaluation and final agreement.

VSD may retain our own District attorney, either in-house or on contract, to advise our VSD School Board and administration on bargaining strategy, contract language, and compliance with Oregon labor laws, or it may hire outside attorneys who specialize in labor relations and collective bargaining. Such legal

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support ensures compliance with applicable laws, guides negotiation strategy and risk management, and helps the district navigate complex or contentious negotiations while protecting against potential disputes or grievances. Hiring legal counsel, whether in-house or contracted, is a common and legally permissible practice that gives the district the expertise and support needed to conduct effective and lawful negotiations.

Vernonia School District 47J

Code: **KL**
Adopted: 12/14/00
Readopted: 06/12/25
Orig. Code(s): **KL**

Public Complaints

Board members recognize that complaints about schools may be voiced by employees, students, parents of students who attend a school in the district, and persons who reside in the district. When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual board member has no authority to do so.

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be made to the superintendent.

A person may initiate a complaint by discussing the matter with the administrator. That administrator shall attempt to resolve the complaint within 10 working days of initiation of the complaint with the administrator. If the complainant is dissatisfied, the complainant may file a written complaint with the superintendent within 10 working days of the decision from the administrator. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved after 10 working days of receipt of the complaint by the superintendent, the complainant may appeal to the Board. A written complaint referred to the Board may be considered at the next regularly scheduled or special Board meeting. A final written decision regarding the complaint shall be made by the Board within 20 days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board chooses not to hear the complaint, the superintendent's decision is final. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

The timelines may be extended upon written agreement between the district the complainant.¹

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 30 days of receipt of the request to place the complaint on a Board meeting agenda. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 30 days of

¹ For district information. The district's timeline established by each step of the district's complaint procedure for alleging a violation found in OAR 581-002-0003 must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)

receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 30 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair should be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 30 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

The district's final decision for a complaint processed under this Board policy that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and the complaint is not resolved through the complaint process above, the complainant may file an appeal² to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 [(See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)].

Charter Schools of which the District Board is a Sponsor

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.107](#)

[ORS 659.852](#)

[OAR 581-002-0001 - 002-0005](#)

[OAR 581-022-2370](#)

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Public Complaint Procedure

Initiating a Complaint: Step One

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved (teacher, counselor, assistant principal, secretary, etc.) It is the intent of the district to solve problems and address all complaints as close as possible to their origination.

The Building Administrator: Step Two

If unable to resolve a problem or concern at step one then the complainant should work with the building principal or program director to resolve the complaint or concern.

The Superintendent: Step Three

If such a discussion at the building level does not resolve the complaint or if such discussion is not practical under the circumstances, the complainant, if he or she wishes to pursue the action, shall file a signed, written complaint with the superintendent clearly stating the nature of the complaint and a suggested remedy (A form is available, but is not required.)

The superintendent shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion. (Approximately one week in most cases will be required.) Additionally, if the complaint or appeal concerns curriculum/instructional materials or alleges a violation of state standards, the superintendent may refer the matter to a committee established for such purposes for a recommendation prior to rendering a decision. The time line for responding to the complainant in such instances will be adjusted as deemed appropriate.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's findings and conclusion, the complainant may appeal the decision to the Board. All such appeals shall be submitted in writing to the Board chair. The Board shall hold a hearing to review the findings and conclusion of the superintendent, to hear the complainant and to take such other evidence as it deems appropriate. Generally all parties involved, including the school administration, will be asked to attend such meeting for the purpose of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

Decisions made by the board, are the final decision by the district to each individual complaint. The Board's final decision, establishing the legal basis for the decision, findings of fact and conclusions of law, will be shared with the complainant in writing.

The final written decision by the board will include notice of the right to appeal the final decision to ODE under OAR 581-022-1940.

**VERNONIA SCHOOL DISTRICT
COMPLAINT FORM**

TO: Name of School _____ Date: _____

Person Making Complaint _____

Nature of Complaint _____

Suggested Correction _____

Please provide contact information:

Mailing Address _____ City _____ State _____ Zip _____

_____ Phone(s): _____
Email Address _____

Office Use: Disposition of Complaint: _____ Date: _____

Signature

memo

Vernonia School District 47J

To: Vernonia School District Board of Directors, Superintendent Jim Helmem
From: Marie Knight
Date: 11/13/2025
Re: November 2025 Financial Information

Comments:

This month I am presenting a new report format that is more detailed. We will go over it at the meeting.

There are separate sheets for each revenue and expenses, also detail is by function rather than object. This means everything in a given function is included; salary/benefits, professional services, supplies, etc. You will see detailed labels, we will discuss what they mean at the meeting.

For Student Body accounts you will see a Balance Sheet by Class in your packet. This lists the current classes after the work done last year.

Thanks!

-Marie Knight

Business Manager, Vernonia School District 47J

Vernonia
General Fund: Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2025-2026

Source	Budget 2025-26	Actual YTD Rev. 10/31/2025	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/Under Budget	Budget 2024-25	Actual YTD 2024-25
SSF Funding							
1111 Current Year Property Taxes	3,375,000	-	3,375,000	3,375,000	-	3,225,000	3,384,951
1112 Prior Year's Property Taxes	75,000	14,495	60,505	75,000	-	75,000	86,499
1114 Payment in Lieu of Property Taxes	15,000	150	122	271		15,000	271
1190 Penalties & Interest on Investments	7,500	197	5,428	5,625		5,000	5,289
2101 County School Funds	30,000	-	20,001	20,000	10,000	20,000	56,282
3101 State School Support Funds	4,800,000	2,011,780	3,108,235	5,120,015	(320,015)	4,840,000	3,735,118
May SSF payback- estimated for FY2425			(66,000)	(66,000)			
3103 Common School Fund	80,000	-	83,440	83,440	(3,440)	75,352	78,718
3104 State Timber	650,000	-	650,000	650,000	-	650,000	682,226
Total SSF Funding	9,032,500	2,026,621	7,236,731	9,263,351	(313,455)	8,905,352	8,029,355
Total SSF Revenue	\$ 9,032,500	\$ 2,026,621	\$ 7,236,731	\$ 9,263,351	\$ (313,455)	\$ 8,905,352	\$ 8,029,355
Non State School Support Formula Sources							
Local Sources							
1510 Earnings on Investments	130,000	6,071	123,929	130,000	-	90,000	125,082
1710 Admissions/Fees	15,000	-	11,250	11,250	3,750	13,000	8,278
1740 Fees	40,000	-	40,000	40,000		30,000	54,664
1910 Rentals	20,000	1,650	23,350	25,000	(5,000)	10,000	21,056
1920 Donations from Private Sources	110,700	2,000	9,070	11,070	99,630	100,000	8,968
1960 Recovery of Prior Year Expenditures	25,000	17,401	2,599	20,000	5,000	20,000	9,488
1961 Recovery of current year	15,000	2,660	19,840	22,500		10,000	26,140
1980: Indirect	25,000	3,916	8,584	12,500		-	34,389
1990 Miscellaneous Local Revenue	85,000	-	15,004	15,004	69,996	85,000	15,004
1994: Medicaid Admin Claiming	50,000	-	-	-	50,000	70,000	
1995: Erate	20,000	6,545	13,455	20,000			
Total Non Formula Local Sources	535,700	40,243	267,080	307,324	223,376	428,000	303,067
Intermediate Sources							
2102 Education Service District Apportionment	150,000	276,684	-	276,684	(126,684)	165,000	193,658
2105: Natural Gas	20,000	-	5,130	5,130	14,870	20,000	5,130
2199: Other	-	-	-	15,000	(15,000)	-	11,798
Total Intermediate Sources	170,000	276,684	5,130	296,814	(126,814)	185,000	210,586
State/Federal Sources							
3199: SSF Small High School Grant	35,000	-	29,561	29,561		35,000	29,561
3299: High Cost Disability	62,000	-	62,000	62,000		50,000	56,957
Total State/Federal Sources	97,000	-	91,561	91,561	-	85,000	86,518
Other Sources							
5400 Beginning Fund Balance*	800,000	(88,924)	-	(88,924)	888,924	800,000	767,687
Total Other Sources	800,000	(88,924)	-	(88,924)	888,924	800,000	767,687
Total Non SSF Revenue	\$ 802,700	\$ 316,927	\$ 363,771	\$ 695,698	\$ 96,563	\$ 698,000	\$ 600,171
Total Resources	\$ 10,635,200	\$ 2,254,625	\$ 7,600,502	\$ 9,870,126	\$ 672,032	\$ 10,403,352	\$ 9,397,213
\$ 0 Less Estimated Requirements				\$ 10,094,710			
Estimated Ending Fund Balance				\$ (224,584)			

Vernonia
General Fund: Statement of Expenditures Budget Vs. Actual
For the Fiscal Year 2025-26

Function	Budget 2025-26	Actual YTD EXP 10/31/2025	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	Budget 2024-25	YTD* 2024-25	
Instruction									
1111 Elementary, K-5 or K-6	2,024,128	349,255	1,656,088	2,005,343	18,785	99.07%	1,722,654	1,927,146	2 IA resigned, not replaced
1121 Middle/Junior High Programs	832,659	148,357	733,383	881,741	(49,082)	105.89%	619,125	782,140	
1122 Middle/Junior High School Extracurricular	51,915	9,709	42,206	51,915	-	100.00%	44,892	49,960	
1131 High School Programs	1,094,952	172,031	900,000	1,072,031	22,921	97.91%	1,107,178	935,730	1 IA resigned, not replaced
1132 High School Extracurricular	226,737	64,721	162,016	226,737	-	100.00%	200,688	254,917	
1210 Programs for Talented and Gifted	500	0	-	-	500				
1220 Restrictive Pgms for Students w/Disabilities	73,000	0	78,249	78,249	(5,249)	107.19%	136,000	125,961	
									Moved IAs from SPED function to
1250 Programs for Students w/Severe Disabilities	1,031,286	165,469	800,000	965,469	65,817	93.62%	1,040,051	884,123	classroom functions.
1260 Treatment and Habilitation	5,000	0	10,000	10,000	(5,000)	200.00%	5,000	23,453	
1283 District Alternative Programs	-	0	-	-	-		-	13,663	
1284 Vernonia Family Academy	74,814	15,627	53,950	69,577	5,237	93.00%	175,292	204,308	
1285 Distance Learning	132,332	22,182	110,149	132,332	-	100.00%	120,958	123,282	
1400 Summer School Program	6,281	6,029	-	6,029	252	95.98%	12,890	6,395	
Total Instruction	\$ 5,553,603	\$ 953,380	\$ 4,546,042	\$ 5,499,422	\$ 54,181		\$ 5,184,727	\$ 5,331,077	
Support Services									
2110 Attendance Services	75,228	11,524	57,686	69,210	6,018	92.00%	73,889	71,027	
2119 Other Attendance/Social Work Services	-	189	431	620	(620)		-	6,202	
2120 Guidance Services	146,979.5	29,349	124,632	153,981	(7,002)	104.76%	140,328.68	147,014	
2130 Health Services	7,818	801	118,792	119,593	(111,775)	1529.72%	7,779	969	
2140 Psychological Services	119,935	38,164	76,328	114,492	5,443	95.46%	116,537	-	
2150 Speech Pathology and Audiology Services	93,500	11,068	95,042	106,110	(12,610)	113.49%	90,000	86,474	
2190 Service Directions, Student Support Svcs	98,669	12,714	61,288	74,002	24,667	75.00%	70,798	85,057	
2210 Improvement of Instruction	53,722	18,899	34,823	53,722	-	100.00%	23,395	69,019	
2220 Library/Media Center	130,500	27,752	103,970	131,722	(1,222)	100.94%	125,694	126,871	
2310 Board of Education	83,994	11,627	62,604	74,231	9,763	88.38%	83,295	73,613	
2321 Office of the Superintendent Services	416,603	136,558	280,044	416,603	-	100.00%	411,559	415,996	
2410 Office of the Principal Services	646,547	155,442	491,105	646,547	-	100.00%	651,279	608,099	
2490 School Administration- Other Support	600	723	500	1,223	(623)	203.78%	-	1,123	
2520 Fiscal Services	327,610	113,807	258,058	371,864	(44,254)	113.51%	434,066	346,953	
2524 Payroll Services	1,200	559	1,000	1,559	(359)	129.88%	-	1,573	
2542 Care and Upkeep of Building Services	699,944	323,472	336,324	659,796	40,148	94.26%	612,310	652,264	1 custodian resigned, not replaced
2543 Care and Upkeep of Grounds Services	67,560	15,209	38,838	54,048	13,512	80.00%	105,481	47,499	
2544 Maintenance	123,984	41,666	100,372	142,038	(18,053)	114.56%	122,870	140,761	
2545 Vehicle Upkeep	3,000	1,825	1,175	3,000	-	100.00%	2,850	1,697	
2550 Student Transportation Services	1,060,530	175,242	887,785	1,063,027	(2,497)	100.24%	1,026,500	1,028,917	
2640 Staff Services	7,437	1,061	5,315	6,376	1,060	85.74%			
2660 Technology Services	144,234	23,657	113,126	136,784	7,451	94.83%	137,190	83,733	
2710 Supplemental Retirement Program	-	18,206	25,995	44,201	(44,201)		9,720	62,622	
Total Support Services	\$ 4,309,597	\$ 1,169,516	\$ 3,275,234	\$ 4,444,750	\$ (135,153)		\$ 4,245,539	\$ 4,057,481	
Community Services									
3100 Food Service	2,000	38	500	538	1,462	27%	-	114	
Total Community Services	\$ 2,000	\$ 38	\$ 500	\$ 538	\$ 1,462		\$ -	\$ 114	
Other Requirements									
5200 Transfers of Funds	220,000	0	150,000	150,000	70,000	68.18%	190,000	97,984	Will not make transfers for textbooks,
6000 Contingency	450,000	0	-	-	450,000	100.00%	-	-	reader board, long term maintenance
7000 Unappropriated Ending Fund Balance	100,000	0	-	-	100,000	100.00%	-	-	
Total Other Requirements	\$ 770,000	\$ -	\$ 150,000	\$ 150,000	\$ 620,000		\$ 190,000	\$ 97,984	
Total Requirements	\$ 10,635,200	\$ 2,122,934	\$ 7,971,776	\$ 10,094,710	\$ 539,028		\$ 9,620,266	\$ 9,486,656	

Class Account	Balance as of 11/6/25
8th GRADE CLOSE-UP	\$ 6,165
ALUMNI SCHOLARSHIP FUND	\$ 14,711
ART CLASS FUND	\$ 4,071
ART CLUB	\$ 48
ART P2P	\$ 1,686
ATHLETICS FUND	\$ 9,664
ATHLETICS P2P	\$ 13,519
AVID	\$ 375
American Red Cross Scholarship	\$ 250
BAND CLASS FUND	\$ 2,464
BAND P2P	\$ 3,030
BAND-INSTRUMENT RENTAL	\$ 1,927
BAND/MUSIC_MS_24	\$ 799
BASEBALL HS	\$ (451)
BOYS HS BASKETBALL	\$ 1,095
BOYS VOLLEYBALL	\$ 292
CHEERLEADING	\$ 1,990
CITIZENSHIP SCHOLARSHIP	\$ 400
CLASS OF 2026	\$ 3,682
CLASS OF 2027	\$ 3,258
CLASS OF 2028	\$ (180)
CLASS OF 2029	\$ (195)
CLAY TARGET TEAM	\$ 810
COFFEE CART	\$ 5,821
CONCESSIONS	\$ 14,420
CTE-Engineering	\$ 250
CTE-Natural Resource Management	\$ 1,026
DIGITAL ARTS CLASS FUND	\$ 1,602
EQUESTRIAN CLUB	\$ 11,472
FOOTBALL HS	\$ 4,627
Total for FOREIGN LANGUAGE	\$ 1,863
GATE	\$ 4,155
GIRLS HS BASKETBALL	\$ (59)
GOLF	\$ 225
Total for LIBRARY	\$ 131
LOCK/LOCKER FEES	\$ 875
Total for MEMOLOG	\$ 8,407
Total for MIDDLE SCHOOL SB	\$ 14,047
MS BASKETBALL	\$ 629
Total for MS VOLLEYBALL	\$ 49
National Honor Society	\$ 36
ROBOTICS SCHOLARSHIP	\$ -
Robotics	\$ 4,626
Total for SENIOR TRIP 2026	\$ 13,241
SHOP P2P	\$ 1,740
SHOP PROJECTS	\$ 173
Total for SOFTBALL HS	\$ 1,593
Total for STUDENT BODY	\$ (6,531)
SpED	\$ 66
THEATER ARTS	\$ -
Total for TRACK HS	\$ 332
The Greathouse Creativity Fund	\$ -
VHS PE	\$ 922
VOLLEYBALL	\$ 3,291
Virginia B. Johns Scholarship	\$ -
WELDING P2P	\$ 880
Total for WRESTLING HS	\$ 957
Total for X COUNRTY	\$ 3,280
Total	\$ 163,556

October 2025 Maintenance Report

Alarm Related Calls:

19

Facility Use:

Board meeting, after school program, stadium meetings, fall sports, Homecoming, Volleyball Tournament, Portland Opera

Projects/Work for the Month

*Board report.

*This report may not have as many line items as in the past.. As a result of being short handed. I have been covering the day to day custodial needs and support for teachers and staff that come up throughout the day. As well as trying to cover as many maintenance issues that are on my plate. Many of the issues are self prioritizing. The rest I will require extra grace and patience to find time to get them caught up and stay above water. (I think this is an accurate statement for this month also).

*Mist: We have been delivering lunches and doing our best to cover basic custodial needs.

*Grounds: Trying to get the grounds and snack shack ready for winterization. Boosters need to do the last cleaning and empty all refrigeration units. Then I can finish.

*Repaired blue hall restrooms again.... and again, so this one stays on the list.

*Return mower to Mist. Repairs completed on other Toro.

*Change filters the rest of the roof units.

*cleared toilets, locker rooms, not vandalism.

*Adjust lighting schedules again for time change

*Fix flag in front of school

*Reset art room pump systems, kids trip them.

*Installed safety covers in transition room

*Installed new exterior camera at the house to allow staff to see east side of facility

*Repaired heater in house VFA

*Raise tables in room 135

*Try to get HR2 exhaust fan motor running

*Repair washer in custodial room

*Painted wall going to lower gym from graffiti

*Work on clearing urinals in boys yellow and boys red hall

*Replaced torn flag from front

*Working/restarted on AH4, EFI, MAU, RT1, HR2, Roof units. All impacted by last storm with high winds

*Adjusted lighting fixtures and rehung front of stage curtain.

*Working on quotes for replacement window pane for commons and HR2 Exhaust motor replacement.

*Replaced external thermostat on walk in freezer in kitchen, clean up freezer fans

*Set up and tear down for conferences.

*Looking at the video to see the reason for the broken commons window.

*Pick up a mower from Burrows, Hillsboro

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:

We have had two wall dividers in the restrooms torn off the wall. I had just installed them with new hardware at the start of the new year.

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403

Curl School Bus Service

Annual Report 2024/25

- 1) Open Routes- 15 to include 6 van routes, 4 small bus routes, 5 large bus routes plus.
- 2) Assigned Drivers- We have 13 assigned drivers.
- 3) Substitute/Cover Drivers-We currently have 2 substitute bus drivers, 1 substitute van drivers.
- 4) Drivers in Training- 2
- 5) Number of Accidents-0
- 6) Number of Breakdowns-0
- 7) Routes/ Runs covered by a different bus route- 2
- 8) Late buses- 1
- 9) Bus capacity- 0

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

Insert your high-resolution
digital photo (head shot):
1) Open this PDF in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

5. What do you see as the two most challenging issues faced by your region?

6. What is your plan for communicating with boards in your region?

Please continue to the next section.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date: Aug. 14, 2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
North Coast Region, Position # 14.

BOARD CANDIDATE INFORMATION

Name: Greg Kintz
District/ESD/Community College: Vernonia School District
Address: 54240 Nehalem Hwy. S.
City: Vernonia Oregon ZIP: 97064
E-mail: Kintzgreg415@gmail.com Phone: 503 880 3036

This nomination was approved by official action of our board of directors at a duly called meeting on
Aug. 14, 2025
(date)



(Board Chair signature)

Board Chair name: Greg Kintz
District: Vernonia School District
Address: 1201 Texas Avenue
City, State, Zip: Vernonia, OR 97064

OSBA Legislative Policy Committee

CANDIDATE QUESTIONNAIRE

Name: Sondra Gomez

Date: 09/05/2025

Address: 718 4th Ave

City/Zip: Seaside, 97138

Business phone: 971-395-0278

Residence phone: _____

Cell phone: 503-440-8886

E-mail: sgomez@seasidek12.org

District/ESD/CC: District 10

Term expires: May 2027 Years on board: 6

Region: Zone 5



Position #: 1

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Sondra Gomez

9/5/25

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

Over the past three years, I've appreciated the opportunity to learn more about how policy is shaped at the state level and how those decisions impact local districts. This year, my goal is to continue building my understanding while bringing more information back to my board. I hope to represent our community's perspective, listen and learn from others across the state, and contribute to thoughtful conversations that keep student needs at the center and lead to action.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I bring collaboration, communication, and problem-solving skills, along with over five years of management experience. On the Seaside School District Policy Committee, I've helped review and update policies to align with board priorities and state requirements. This has meant balancing perspectives, asking clarifying questions, and supporting the board in making informed decisions while keeping students and community needs at the center.

3. What do you see as the two most challenging legislative issues faced by OSBA?

I see two major challenges: maintaining stable school funding in the face of economic uncertainty, and addressing the rising demands on schools without corresponding resources. Beyond workforce shortages, districts are being asked to do more in areas like student mental health and safety — areas that require both staffing and sustainable funding. These challenges make advocacy and collaboration more important than ever.

4. What do you see as the two most challenging legislative issues faced by your region?

In our region, one challenge is improving student achievement. Graduation rates are fairly steady and can always be improved, but test scores in areas like math and reading remain low. Another challenge is keeping school funding stable and equitable, especially as costs rise and smaller districts face more pressure.

5. What is your plan for communicating with boards in your region about legislative issues?

I plan to share regular updates and resources from the LPC with boards in my region as appropriate and make myself available for questions or feedback. I will also partner with my regional colleague, use regional meetings to gather and share information, and connect directly with the boards I represent through email, in-person opportunities, or phone calls if permitted.

Email to elections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192. 31

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Legislative policy committee member

Other education board positions held/dates:

Policy committee and community stakeholders committee.

Occupation (Include at least the past five years):

Employers:

Self-employed seamstress

Building Operations Manager

Dates:

2018-present

2024-present

Schools attended (Include official name of school, where and when):

High school: Alvord High School, Riverside, CA

College: American Intercontinental University, California State University of San Bernardino, Portland Community College

Degrees earned: BFA-Fashion Design-2002, BA- Painting-2010, AAS- Interior Design-2024

Education honors and/or awards:

Other applicable training or education:

Americorps service

Activities, other state and local community services:

Hobbies/special interests:

Anything creative, listening to live music, shooting hoops

Business/professional/civic group memberships; offices held and dates:

Additional comments:

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date August 25, 2025

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

Nominations are due by 5 pm,
September 30, 2025.

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy
Committee for the North Coast Region, Position # 14.

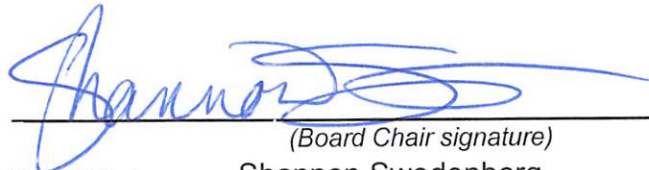
LPC CANDIDATE INFORMATION

Name: Sondra Gomez
District/ESD/Community College: Seaside School District 10
Address: 718 4th Avenue
City: Seaside Oregon ZIP: 97138
E-mail: sgomez@seasidek12.org Phone: 503-440-8886

This nomination was approved by official action of our board of directors at a duly called meeting on

August 19, 2025

(date)



(Board Chair signature)

Board Chair name: Shannon Swedenborg
District: Seaside School District
Address: 2600 Spruce Drive, Suite 100
City, State, Zip: Seaside, OR 97138

Vernonia School District 47J

Code: GCBDE/GDBDE
Adopted: 03/04/04
Readopted: 06/12/08
Orig. Code(s): GCBDE/GDBDE

Military Leave of Absence

The district will grant military leave of absence to an employees on duty with a uniformed service in accordance with applicable state and federal law. An Employees requesting military leave is required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

An employee may apply for Mmilitary leave exceeding 15 of absence from duties for up to 21 work days is unpaid leave in any one training year or in accordance with ORS 408.290. An Employees may use any accrued vacation or similar leave during the period of service exceeding 15 21 days. Military leave shall be in addition to any other leave the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contribution contributions required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;
2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of their intent to return to the district as follows:

1. An Employees who are is a veterans and/or reservists returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period;
2. An Employees returning from active duty must notify the district of their intention to return to their former jobs within 90 days of after the employee is release relieved from duty,

or from hospitalization continuing after discharge for a period of not more than one year.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 408.238](#)
[ORS 408.240](#)
[ORS 408.270](#)
[ORS 408.290](#)
[ORS 659A.082](#)
[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (20122024).

I.R.C., U.S.C. 26 § 4980B(f)(4) (20122024).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (20122024).

Vernonia School District 47J

Code: DJ-AR
Adopted:
Revised: 06/2006
Orig. Code(s): .

Expenditure of District Funds for Meals, Refreshments and Gifts

The district recognizes there may be occasions when it is appropriate for Board members, administrators and others to expend district funds in the course of conducting district business to provide meals or refreshments (i.e., bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved in certain situations. Such occasions may include, but are not limited to, various district and building level meetings, gatherings to celebrate district successes or recognize individual achievements, contributions or outstanding service to the district and other district and school-sponsored activities. Such expenditures may be made with prior [Board] [superintendent] approval only, subject to the provisions of this administrative regulation.

The use of district funds, as used in this regulation, means the use of money in any of the general accounts of the district. This includes the General Fund, Food Service Fund and others. It also includes money in student body accounts held at each school that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a "social fund" or "sunshine fund" to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

Meals and Refreshments

District funds may be used to pay for individual or group meals only if official district business is being conducted during the time in which the meal is provided and only if the meal provides a particularly practical time or setting for the discussion, consistent with Board policy and the following:

1. Meals may be provided by the district to recognize the contributions of staff, through retirement dinners or other recognition events;
2. Meals may be provided by the district as a part of Board or administrative work sessions, at district or building-level committee meetings or other district-approved activities.

Meals not directly business related may be provided to staff or others at the individual's expense only.

Board members, principals and other district administrative staff may use district funds to provide refreshments for staff, parents or others at meetings, in-service programs or other similar district or school-sponsored activities, [not to exceed [\$] per participant and] subject to the following additional requirements:

1. The purchase of alcoholic beverages with district funds is strictly prohibited;

2. The use of district funds for parties is prohibited.

Gifts

There are numerous occasions that may arise whereby Board members, administrators or other district staff may feel the need to recognize employees (i.e., Administrative Professional's Day, teacher appreciation week, classified employees' week, birthday, etc.). A Board member, administrator or other district employee may provide such recognition at their expense only, unless as otherwise permitted below:

1. The district may provide a small token of appreciation for a Board member's or employee's retirement and years of service and other related activities utilizing district funds, as approved in advance. For example, the Board generally proclaims special recognition for classified employees' week and teacher appreciation week;
2. Administrators may use district funds to provide an appropriate token of appreciation on behalf of the Board. The value of this item may not exceed [\$50] per person;
3. No other expenditure of district funds for gifts is permitted without prior authorization from the Board or superintendent.

Vernonia School District 47J

Code: **IF**
Adopted: 05/14/87
Readopted: 07/10/08
Orig. Code(s): IF

District Curriculum Development

(Version 1)

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum periodically and to advise the Board on needed curriculum changes. [Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures[, surveys of parent perceptions] and professional staff recommendations.]

The Board or a committee or administrator responsible for making a decision for regarding the use of, textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.075\(1\)](#)
[ORS 336.035](#)
[ORS 336.067](#)
[ORS 337.260](#)
[ORS 659.850](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2000](#)
[OAR 581-022-2030](#)
[OAR 581-022-2250](#)
[OAR 581-022-2300](#)
[OAR 581-022-2305](#)
[OAR 581-022-2310](#)
[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

Sick Leave - Personal Illness and Injury Leave *

Sick leave entitlement is allowed to accrue at the rate of 10 days each school year for each "school employee" for personal illness or injury will accrue at the rate of 10 days each year or one day per month employed, whichever is greater, as provided by Oregon Revised Statutes law. Twelve-month employees will accrue 1 day per month or 12 days each year. [All other employees who work less than 12 months will receive 1 day per month.]

In accordance with state law, this leave will accumulate without limit.

The district reserves the right [after five consecutive days of absence,] to require proof of personal illness or injury from all employees, including a medical examination by a physician chosen and paid for by the district. [Sick leave in excess of five consecutive work days shall require a certificate from the employee's attending physician, naturopathic physician or practitioner that the employee's illness or injury prevents the employee from working. Any employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.]

Other paid and unpaid leaves will be determined by the district's collective bargaining agreements.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

Sickness or other unavoidable circumstances that prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law, the Board will result in the teacher being placed place the teacher on unpaid leave for the remainder of the regular school year or until the teacher's disability is removed and they are able to return to work. If the teacher is still unable to return to work the following August 1, the Board may terminate the teacher's employment, subject to state and federal laws regarding family illness and medical leave.

All district-paid employee benefits, such as health and dental insurance, will cease on the last day of the month in which employment is terminated, or the staff member is placed on unpaid leave, unless the unpaid leave is in conjunction with state or federal family medical leave law. The staff member will be informed of their rights to remain a part of the district benefit plan at personal expense.

Any worker who has sustained a compensable personal injury or illness and is disabled and

unable to perform essential job functions, will be reemployed at such time as a physician issues a Fitness-for-Duty Certification. Such rights of reemployment are subject to seniority rights and other restrictions of the collective bargaining agreement between the employer and employee bargaining unit.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 342.545](#)
[ORS 342.610](#)
[ORS 659A.043](#)
[ORS 659A.046](#)
[OAR 581-022-2405](#)

Knapp v. North Bend, 304 Or. 34 (1987).

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (20122024).

Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (20122024).

Americans with Disabilities Act of 1990/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (20122024); 29 C.F.R. Part 1630 (20162025); 28 C.F.R. Part 35 (20162025).

Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (20122024); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (20162025).

Americans with Disab

Vernonia School District 47J

Code: DBEA
Adopted: 11/13/86
Revised/Readopted: 06/13/24
Orig. Code(s): DBEA

Budget Committee (Version 2)

Organization, Membership and Terms of Office

The district budget committee will consist of the [five] [seven] members of the Board and [five] [seven] electors appointed by the Board as required by law. [The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year.] [The appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year.] At least one member of the budget committee must be a member of the district's educational equity advisory committee. {} The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a [14-member budget committee is 8] [10-member budget committee is 6]. Therefore, if only [8] [6] members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)

[ORS 328.542](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

[OAR 581-022-2307](#)

Vernonia School District 47J

Code: BBFA
Adopted: 9/11/86
Readopted: 01/26/17
Orig. Code(s): BBFA

Board Member Ethics and Conflict of Interest

No Board member will use their official position or office to obtain personal financial benefit or to avoid financial detriment for themselves, relatives or household members, or for any business with which the Board member, a household member or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by Oregon Revised Statute (ORS) 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

I. Conflicts of Interest

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

“Relative” means the spouse, parent, step-parent, child, sibling, step-sibling or child-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling or child-in-law of the spouse of the Board member. {} Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits to the Board member, or who receives any benefit from the Board member’s public position.

“Member of the household” means any person who resides with the public official.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through their official position or association with the district. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the district.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the ethics laws for public officials as stated in Oregon law.

Potential Conflict of Interest

"Potential conflict of interest" means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare a potential conflict of interest. A Board member may, after declaring a potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

"Actual conflict of interest" means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board

member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

II. Gifts

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member and to the Board member's relatives or members of household, meaning that the Board member, each member of their household and relative can accept up to \$50 each from the same source/gift giver. "Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

"Relative" means: the spouse, parent, step-parent, child, sibling, step-sibling or child-in-law of the Board member; or the parent, step-parent, child, sibling, step-sibling or child-in-law of the spouse of the Board member. {} Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits to the Board member, or who receives any benefit from the Board member's public position.

"Member of the household" means any person who resides with the Board member.

Determining the Source of Gifts

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative or administrative interest in the fire department that is distinct from the general public.

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the Board member’s admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:

- a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
- b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
- c. The source calculates the actual amount spent on the Board member.

3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.

4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;
2. Gifts from “relatives” and “members of the household” to the Board member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
3. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
4. Contributions made to a legal expense trust fund if certain requirements are met;
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member’s official capacity, for certain limited purposes:
 1. Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - a. The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - i. The giver is a unit of a:
 1. Federal, state, or local government;
 2. An Oregon or federally recognized Native American Tribe;
 - OR
 3. Nonprofit corporation.
 - b. The Board member is representing the district:

- . On an officially sanctioned trade-promotion or fact-finding mission; OR
- i. Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*

2. The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

7. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(7)(b)(I)(i);

8. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;

9. A gift received by the Board member as part of the usual or customary practice of the Board member’s private business, employment or position as a volunteer that bears no relationship to the Board member’s holding of public office.

Honoraria

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member or any relative or member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

Legal Reference(s):

[ORS 162.015 - 162.035](#)

[ORS 162.405 - 162.425](#)

[ORS 244.010 - 244.400](#)

[ORS 332.055](#)

[OAR 199-005-0001 - 199-010-0150](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Graduation Requirements**

{If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in policy (see OAR 581-022-2000(1)). OAR 581-022-2115(13) requires districts to also have a policy on student-initiated test impropriety (model language to meet this requirement is also in policy IL – Assessment Program); OAR 581-022-2120 requires districts to have a policy about proficiency in Essential Skills in student languages of origin (currently waived through the 2027-28 school year); OAR 581-022-2020(3) requires districts to establish criteria for the certificate of attendance in policy.}

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

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

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

1. In foster care;
2. Experiencing homelessness;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
7. Enrolled in an approved recovery school under ORS 336.680.

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

Diploma

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and financial literacy);
5. One-half credit of higher education and career path skills;
6. One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

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

[{} A student completing the International Baccalaureate Organization's (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.]

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

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

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

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

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

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

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

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504

team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

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

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

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

[{} Essential Skills

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will [establish an appeal process] [follow Board policy KL - Public Complaints] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - . An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - a. A medical condition that creates a barrier to achievement; or
 - b. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A {}certificate of attendance will be awarded to students who:

1. [Have maintained regular full-time attendance for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history.]

For students with a documented history, the district shall annually provide the parents or guardians of such

students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not

unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form and submitting the form to the district.

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

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

END OF POLICY

Legal Reference(s):

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

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

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Vernonia School District 47J

Code: **IGBHD**
Adopted: 04/12/90
Readopted: 06/12/25
Orig. Code(s): IGBHD

Program Exemptions**

{The content comes primarily from OAR 581-021-0009. If the district would like to add language regarding procedure or authority, it could be added to this policy or an administrative regulation (AR) could be created.}

The district may excuse students from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the [teacher or principal].

The district will determine if credit will be granted for any alternative activity.

END OF POLICY

Legal Reference(s):

[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)
[ORS 336.635](#)

[OAR 581-002-0035](#)
[OAR 581-021-0009](#)
[OAR 581-021-0071](#)
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

[Mahmoud v. Taylor, No. 24-297, U.S., \(June 27, 2025\).](#)

Educational Equity Advisory Committee

The duties of the district's educational equity advisory committee{} shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and
2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent's authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
 - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
 - a. By the superintendent; and
 - b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
 - a. Distributed to the parents of district students;
 - b. Posted on the district's website; and
 - c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;

3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.

The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.

END OF POLICY

Legal Reference(s):

[ORS 328.542](#)
[ORS 329.711](#)
[ORS 332.107](#)
[OAR 199-050-0010](#)
[OAR 581-022-2307](#)

House Bill 2453 (2025)

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 1. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity;
 2. Made, maintained or used only in connection with treatment of the student; and
 3. Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after the individual is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;

- c. Student's birth date and place of birth;
- d. Names of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. Such additional information as the district may prescribe.

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United

States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and

e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies

concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal [or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - 1. Determine eligibility for the aid;
 - 2. Determine the amount of the aid;
 - 3. Determine the conditions for the aid; or
 - 4. Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - 1. Develop, validate or administer predictive tests;
 - 2. Administer student aid programs; or
 - 3. Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- 1. Specifies the purpose, scope and duration of the study and the information to be disclosed;
- 2. Limits the organization to using the personally identifiable information only for the purpose of the study;
- 3. The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and

4. The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
 1. Designates the individual or entity as an authorized representative;
 2. Specifies the personally identifiable information being disclosed;
 3. Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
 4. Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 5. Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 6. Identifies the time period in which the personally identifiable information must be destroyed; and
 7. Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student’s parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information

from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a “health or safety emergency” includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- h. The disclosure is information the district has designated as “directory information” (See Board policy JOA – Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- j. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a

student's personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the

eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

"Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

"OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational

and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Regular Meeting – October 9, 2025 Vernonia Schools Library, 1000 Missouri Avenue, Vernonia

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order at 6:02 p.m. by Greg Kintz, Board Chair. MEETING CALLED TO ORDER
- Board Present:** Lisa Curry, Amy Cieloha, Greg Kintz and Alicia Mahoney
Board Absent: Tony Holmes, Joanie Jones, and Javoss McGuire
Staff Present: Jim Helmen, Superintendent; Michelle Eagleson, Elementary Principal; Susanne Myers, Special Education Director; Marie Knight, Business Manager; Mark Brown, Maintenance Supervisor; Barb Carr, Administrative Assistant; and Kendra Schlegel, Brett Costley, Denise Rowland, Lee Costanzo, Justin Benassi, Juliet Safier, Jennifer Schram, Rachel Brown, Olivia Keister, Rachel Plummer, Charise Ash, and Brittanie Roberts, Licensed Staff; and Karen Roberts, Classified Staff. Joining Virtually: Jessica Kintz, Peter Weisel, Dakota Jackson, Tabetha Groshong, Jen Cooper, Raynett Mann, Courtney Ferguson, Heidi Rice, Jennifer Adkins, Dawn Jay, Sena Wilmoth, Kristin Hansen, Chasity Smith, Robin Knutson, Julie Jenkins, Katreasa Beattie, Katie Budge, Summer Gonzales, Jennifer Draeger, and Camrin Eyrrick. BOARD PRESENT
BOARD ABSENT
STAFF PRESENT
- Visitors Present:** Brad Schultz, Amanda Rose Sicard, Daniel Glenn, Robert Sicard, C. Hartfeld, Olin Younger, Beth Kintz, Scott Laird, Bobbi Duncan, Joseph West, Leslie Triplett, Danny Byers, Malorie Baker, Tiffany McTaggart, and Matt McTaggart. Joining virtually Traci Wolf, Amanda, K. Hansen, Lisa, Alexis Scott, Kim B, Kristin Johnston, Suzco, Karla, James George, Billi Kohler, and Mr. Spaulding. VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** Lisa Curry moved to approve the agenda as presented. Alicia Mahoney seconded the motion. Motion passed unanimously with those in attendance. AGENDA REVIEW
- 3.0 PUBLIC COMMENT ON AGENDA and NON-AGENDA ITEMS:** PUBLIC COMMENT
- Olin Younger, 69432 Fishhawk Rd, Birkenfeld, spoke on behalf of his daughter Katy Davis, who along with her partner, Jessica, teach for Vernonia Ballet. They hold their community recitals in our commons and feel the lighting is inadequate.
- Robert Sicard, 61400 Stoney Pt. Rd. Reported issues he has witnessed while volunteering in the school building.
- Daniel Glenn, no address given, expressed concerns about absence of transparency and assumptions being made online.
- 4.0 BUSINESS REPORTS:**
- 4.1 Administrator Reports:** All Administrator reports were provided to the Board prior to the meeting. ADMINISTRATOR REPORTS
- Michelle Eagleson shared that her teachers are doing a fantastic job with strategies. Engagement is going great and she is very proud of her staff.
- Alicia Mahoney shared her pleasure of seeing that our Special Education Department is participating in Special Olympics Unified.
- 4.2 Superintendent Report:** The Superintendent report was provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- Jim Helmen highlighted that both the policy for electronic devices and related AR are on the agenda for both the 1st and 2nd reading tonight. Reports indicate that the cell phone ban is going pretty well and noted that student engagement has increased.

	<p>4.2.1 SIA Annual Report: As a requirement of the Oregon Department of Education, the District has completed its Student Investment Account (SIA) annual update for the 2024-25 year. The review focuses on progress toward longitudinal targets in graduation, attendance, and academic outcomes. Overall, the District met or exceeded all SIA targets with the exception of the four-year graduation rate and regular attenders.</p> <ul style="list-style-type: none"> • Graduation Rates: The District fell short of the four-year target goal but exceeded the five-year goal. • Attendance: Chronic Absenteeism rose in 2024-25 causing the District to fall short of the state's benchmark. • Academic Outcomes: The District outperformed the 9th grade on-track goal as well as the third-grade proficiency target. 	SIA ANNUAL REPORT
4.3	<p>Financial Report: Marie Knight shared that she did not provide a general fund report as the a financial presentation is on the agenda. A Student Body report will be provided next month.</p>	FINANCIAL REPORT
4.4	<p>Maintenance Report: Mark Brown's report was provided to the Board prior to the meeting.</p> <p>A question was asked if there were currently any custodial vacancies. According to Mr. Helmen, at this time, no. There is one staff member out on extended sick leave and there is discussion of hiring a temporary sub.</p> <p>An update on the Mist water status was provided. The district is looking into bids to replace the toilet system. So far this school year there has not been any issues. Water is being turned off on Fridays and staff are checking to ensure toilets aren't continueing to run before they leave each day. The cost to have portable toilets on site is \$600 per month and will be compared to any bids for replacement that are received.</p> <p>Discussion was held on the baseball and softball field's fertilizing schedule. Currently the infield gets fertilized in the Spring and again in the Fall if there is money left in the budget. All fields will green up with rain. The board asked Mr. Helmen to look into the total cost of fertilizer.</p>	MAINTENANCE REPORT
5.0	<p>BOARD REPORTS/ BOARD DEVELOPMENT:</p>	
	<p>5.1 Committee Reports:</p>	COMMITTEE UPDATES
	<p>5.1.1 Policy Committee: Policy JFCEB - Personal Electronic Devices was presented and reviewed. The mandate stipulates the cell phone ban is in effect bell-to-bell each day. This includes all field trips taken during the school day but after school athletic trips do not apply. Per the mandate, the policy must be adopted by October 31st and fully implemented by January 1, 2026.</p>	POLICY COMIMTTEE
	<p>5.1.2 Safety Committee: Amy Cieloha, the board liaison on the safety committee shared that she wasn't clear how the new committee for students would be organized as it wasn't clear at the last meeting she attended. Marie Knight shared that it is a requirement of OSHA to have a safety committee for staff. A student focused safety committee is not a requirement but something the district's safety committee wants to have. Last year committee staff held two different meetings, one for staff and one for student. At the September 2025 meeting the committee discussed having a separate committee with different staff members.</p>	SAFETY COMMITTEE
	<p>5.1.3 Scholarship Committee: The committee will hold a meeting on October 30, 2025 to review the scholarship descriptions and the scoring sheet.</p>	SCHOLARSHIP COMMITTEE
6.0	<p>OTHER INFORMATION and DISCUSSION</p>	
6.1	<p>Policy Update JFCEB – Personal Electronic Devices and JFCEB-AR Request for Personal Electronic Devices Exception was discussed earlier in the meeting during the Superintendent Report.</p>	POLICY 1 st & 2 nd READING
6.2	<p>Division 22 Standards: The Division 22 Standards are a set of state standards each district must have to be able to function. The Vernonia School District has met all standards with the exception of the English Language Arts adoption. The District will not meet that standard this year due to budgetary issues. The District must submit a plan to the state of how we plan</p>	DIVISION 22 STANDARDS REPORT

to move to compliant. Mr. Helmen stated he is hoping next year's budget will allow for this adoption.

- 6.3 Class Size / Enrollment Report:** As of October 1st there are 584 students enrolled in the District. This is an increase from the end of last year, with the middle school showing the majority of the growth. Enrollment numbers are watched carefully, especially those students dropped due to the 10-day rule.

**CLASS SIZE /
ENROLLMENT REPORT**

- 6.4 Resolution #2026-01:** Jim Helmen shared that over the last month there has been a lot of planning around potential staff reductions. He recognized the teacher union representatives, Brett Costley and Juliet Safier, for their involvement.

**RESOLUTION #2026-01
AUTHORIZING THE
DISTRICT TO MAKE MID-
YEAR STAFF
REDUCTIONS**

Making mid-year reductions will save the most money. The financial shortfall will be greater if reductions are made at the end of the year. The District's current financials were reviewed and Jim Helmen explained that expenditures came in higher, including 16% contract obligations, and revenue came in lower. The State School Fund payment that is received in May reconciles the previous two years. If the State has over paid the District based on estimated projections of enrollment, etc. over the previous two years, the District must submit payment back to ODE to cover the overage.

Previously the transportation grant reimbursed the District at 80% and that reimbursement rate decreased to 70%. The District budgeted for an 80% reimbursement.

The District held an internal audit to make sure nothing has been done incorrectly. Systems are in place to be able to adjust earlier going forward. Superintendent Helmen and the Business Manager are meeting monthly.

Alicia Mahoney stated she felt there should have been more transparency and communication last May during the budget season. She understands the uncertainty and felt that bringing in an auditor was a good idea. It was shared that the District expects revenue to come in through the months of July and August. Waiting for any additional funds to arrive provided more understanding of the complete picture. Mr. Helmen stated that had the information been available last May during the budget process, the same reductions would have occurred. A suggestion was made to make sure the ACH and wire transfer limits are set the same as the check signing limits.

Amy Cieloha and Lisa Curry echoed the comments of a lack of transparency and wishing the information would have been available to the Budget Committee.

Greg Kintz shared that the District thankfully has budgeted conservatively over the years. The \$500K the District had available helped to offset the repayment.

Mr. Helmen stated that he hopes enrollment will increase which in turn will help the ending fund balance. He supported the process the District went through as opposed to a knee jerk reaction without fully understanding the picture. He indicated that if reductions don't happen at this time the District will continue to fall into the negative resulting in more reductions at the end of the year.

There were no other questions from the Board. Greg Kintz opened the floor up for audience questions.

Brett Costley, VEA Presidents, shared that the 16% increase mentioned earlier is the teacher pay increase, which is still behind other districts.

Amanda Sicard inquired about supports the District will offer those staff impacted by the reductions. Mr. Helmen stated that the District is helping by writing letters of recommendation, contacting other Districts, possibly extending insurance coverage, and offering counseling services if needed.

Tiffany McTaggart asked if a student goes home early does that day count against their attendance and earning the popcorn reward? No.

Denise Rowland asked if there is a simple way to explain the transportation funding? No, the District had no control over the underpayment in transportation reimbursements.

Greg Kintz read aloud the resolution being considered which authorizes the District to make mid-year staff reductions.

7.0 ACTION ITEMS

7.1 Policy Approval: Amy Cieloha moved to approve policy JFCEB-Personal Electronic Devices and JFCEB-AR Request for Personal Electronic Devices Exception as presented and discussed. Lisa Curry seconded the motion. Motion passed unanimously with those in attendance. POLICY JFCEB and JFCEB-AR APPROVED

7.2 Resolution #2026-01: Lisa Curry moved to approve Resolution #2026-01 approving mid-year staff reductions for the 2025-26 school year as presented and discussed. Alicia Mahoney seconded the motion. Motion passed unanimously with those in attendance. RESOLUTION #2026-01 APPROVED

8.0 MONITORING BOARD PERFORMANCE: Nothing discussed. MONITORING BOARD PERFORMANCE

9.0 CONSENT AGENDA:

9.1 Minutes of 09/11/2025 Regular Meeting.

Alicia Mahoney moved to approve the consent agenda as presented. Amy Cieloha seconded the motion. Motion passed unanimously with those in attendance. CONSENT AGENDA APPROVED

10.0 OTHER ISSUES:

Has the drinking fountain on the playground been repaired? No, this will have to wait until next year.

It was proposed that next year the Board meeting not be held during homecoming week.

Board members felt the required training for them was random, specifically the drug and alcohol training with teenagers.

A comment was made that the District needs to be proactive in communicating with the After School Program when the building isn't available.

The next agenda setting meeting will be Jim Helmen, Greg Kintz, and Amy Cieloha. The virtual meeting will be Wednesday, November 5th at 5:00 p.m.

11.0 UPCOMING DATES:

October 30, 2025 – Scholarship Committee meeting 6:00 p.m.
November 13, 2025 – Board Meeting 6:00 p.m.at Mist Elementary

UPCOMING DATES

12.0 MEETING ADJOURNED at 7:47 p.m.

ADJOURNED

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

Board Chair

District Clerk

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Committee Meeting – October 30, 2025 Vernonia Schools Main Conf. Room 1000 Missouri Avenue, Vernonia, OR 97064

CALL TO ORDER: The Scholarship Committee of the Board of Directors of Vernonia School District 47J, Columbia County, Oregon came to order in Executive Session under O.R.S. 192.660 (2) (f) “to consider records exempt by law from public inspection.” at 6:09 p.m. **MEETING CALLED TO ORDER**

Committee Present: Joanie Jones, Greg Kintz, Amy Cieloha, Javoss McGuire

BOARD PRESENT

Committee Absent:

BOARD ABSENT

Staff Present: Barb Carr, Administrative Assistant.

STAFF PRESENT

Visitors Present: None

**VISITORS
PRESENT**

The Board reviewed and discussed the scholarship descriptions and scoring sheet. Adjustments were made to the descriptions. A sample scoring sheet was shared with the committee and adjustments to fit specific requirements were made.

**SCHOLARSHIP
DESCRIPTIONS and
SCORING SHEET
REVIEWED and
UPDATED**

The committee agreed to do a practice run on the new scoring sheet by rescoring applications from a couple years ago.

Next committee meeting will be held virtually on Wednesday, November 12th at 6:00 p.m. Final adjustments to the scoring sheet will be made if necessary. The updated descriptions and scoring sheet will be presented to the full board at the November 13th meeting.

NEXT MEETING

Current balance is \$2500.00. If two \$1000.00 scholarships are awarded this year, the balance will be \$500.00. The committee discussed possibly leaving this money in the account as seed money for a future fundraising event.

**DISCUSSION ON
REMAINING
FUNDS AS SEED
MONEY FOR
FUNDRAISING
EVENT**

ADJOURNED: Committee meeting adjourned at 6:35 p.m.

ADJOURNED

Board Chair

District Clerk

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Special Meeting – November 3, 2025 Vernonia Schools, 1000 Missouri Avenue, Vernonia

1. CALL TO ORDER: A Special Meeting of the Board of Directors of Vernonia School District 47J, Columbia County, Oregon was called to order at 5:34 p.m. by Greg Kintz. MEETING CALLED TO ORDER

Board Present: Greg Kintz, Amy Cieloha, Lisa Curry, Alicia Mahoney, Joanie Jones, Javoss (remote) BOARD PRESENT

Board Absent: Tony Holmes BOARD ABSENT

Staff Present: Jim Helmen, Superintendent; Michelle Eagleson, Elementary Principal; Susanne Myers, Special Education Director; Mark Brown, Maintenance Supervisor; Marie Knight, Business Manager; Barb Carr, Administrative Assistant; Jessica Kintz, Ashley Ward, Courtney Ferguson, Doug Bilodeau, Brett Costley, Olivia Keister, Juliet Safier, George Spaulding, Karla Myers, Jenn Schram, Justin Benassi, Dawn Jay, Rachel Brown, Jennifer Adkins, Charise Ash, Lee Costanzo, Kristin Hansen, Sara Goodman, Heidi Rice, and Dakota Jackson, Licensed Staff; and Camrin Eyrrick, Jana Titus, Karen Roberts, Tiffany Little, Kim Hathcoat, and Katreasa Beattie, Classified Staff. STAFF PRESENT

Visitors Present: Scott Laird VISITORS PRESENT

2. Flag Salute: The Flag Salute was recited. FLAG SALUTE

3. Mid-Year Staff Reduction Discussion: Jim Helmen shared the purpose of the special meeting is to hopefully answer all questions. STAFF REDUCTIONS DISCUSSED

Reasons for Staffing Changes

- Required ODE repayments & financial stabilization
- Anticipated SSF and SIA grant fund reductions in 25/26 in state and federal funding
- Rising operational and salary costs
- Enrollment levels below staffing and program requirements (small class sizes)

Financial information was reviewed with an explanation of projected savings.

Program and staffing reductions were reviewed. A total of 9 FTE will be reduced in the following areas:

- Tier III Elementary
- Tier III Secondary
- Special Education Director
- SEL Director
- World Language / Drama Program
- K-5 Enrichment Program
- 1st Grade Elementary Class
- 5th Grade Elementary Class
- 6-8 Social Studies Teacher (replaced by College & Career readiness staff)
- College and Career Readiness Program (moving from certified to classified)

Discussion was held to confirm that the SEL Director/School Psychologist would be leaving. The District will contract psychology services through the ESD as needed. Also, confirmed that the Tier III program teachers are going away but classrooms will remain for Tier III classified staff to assist students. Students will still need a place to be. How this will look is still being reviewed and worked out.

The 1st and 5th grade classrooms will be combined and these teachers will receive extra support. Administration is looking at what needs there will be. There is a lot of coordination currently happening to work through the transition.

Mr. Helmen explained the matrix he used, highlighting the key factors, in determining where the reductions would happen. Those key factors include:

- Requirements and constraints in collective bargaining agreement
- Contractual obligations (competence, merit and seniority)
- State/Federal K-12 program requirements (core academics, special education, EL, 504)
- Class size and safety requirements
- Student enrollment / program utilization
- Overstaffing identification by building/department
- Prioritizing the district’s Mission and Goals and student impact

Classified positions were not considered for reductions due to having reduced 9 classified positions over the last 3 years. For safety and adequate supervision of students the district must maintain all current classified positions.

Currently the district is paying for an administrative substitute to fill in for the principal on leave. This is a necessity in the case of any emergencies. The sub has administrative training and experience. Asking current staff to cover all administrative duties in addition to their own is not feasible.

Jim Helmen shared a research document entitled *Here comes The Big Shrink* . Written by Marguerite Roza with Georgetown University, the research focuses on declining enrollment, financial impacts, and the future of school districts.

4. Adjourn: Special Meeting adjourned at 6:53 p. m.

ADJOURNED

Board Chair

District Clerk