

AGENDA

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Public Meeting

Thursday, January 9, 2025 – 6:00 p.m.

Vernonia Schools Bldg., 1000 Missouri Avenue, Vernonia, OR 97064

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

4.0 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.

5.0 SHOWCASING OF SCHOOLS

5.1 Administrator Reports

6.0 BUSINESS REPORTS

6.1 Superintendent Jim Helmen

6.1.1 District/Building Goals Review – CIP and SIP

6.1.2 Superintendent Goals Mid-Year Progress Review

6.2 Financial Marie Knight

6.2.1 Auditor of Record Change

6.3 Maintenance Mark Brown

7.0 BOARD REPORTS / BOARD DEVELOPMENT Chair

7.1 Committee Reports

7.1.1 Safety Committee

7.1.2 Policy Committee

7.1.3 Scholarship Committee

7.2 Board Member Items

7.3 Policy Updates:

7.3.1 1st Reading:

AC – Nondiscrimination and Civil Rights

AC-AR –Discrimination or Civil Rights Complaint Procedure

7.3.2 - 2nd Reading

GBN/JBA – Sexual Harassment

GCBDA/GDBDA – Family and Medical Leave

GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking
Leave, Safe Leave

GCBDC/GDBDC-AR – Request for Domestic Violence, Harassment, Sexual Assault, Bias,
or Stalking Leave

IIA – Instructional Materials

JHH – Student Suicide Prevention

8.0 OTHER INFORMATION and DISCUSSION

8.1 NWRESD Local Service Plan

9.0 ACTION ITEMS

9.1 Auditor of Record

*I move to change the VSD Auditor of Record from Pauly Rogers and Co., P.C. to Clear
Trail CPAs LLC as discussed.*

9.2 NWRESD Local Service Plan

I move to approve the 2025-26 Local Service Plan as presented and discussed.

10.0 MONITORING BOARD PERFORMANCE Chair

11.0 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.

11.1 Minutes of the 12/12/2024 Regular Meeting

I move to approve the consent agenda as presented.

12.0 OTHER ISSUES Chair

11.1 Next Agenda Setting

13.0 UPCOMING DATES

February 13, 2025 School Board Meeting 6:00 p.m.

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

13.0 ADJOURN Chair

VERNONIA SCHOOL DISTRICT 47J

www.vernonia.k12.or.us



Dear Susan Wagner, Greg Kintz, Amy Cieloha, Stacey Pelster, Joan Jones, Javoss McGuire, and Tony Holmes,

On behalf of the Vernonia School District, I am honored to express my deepest gratitude for the extraordinary leadership, commitment, and vision each of you brings to the Vernonia School District.

Your work transcends the school board's responsibilities; it embodies the mission to ensure every child thrives and has choices after high school. You enact policies that reflect our district's goals and commitment to excellence, paving the way for a district that celebrates achievement, empowers educators, and unites families around a greater purpose.

As stewards of our district's resources, you carry the immense responsibility of shaping budgets that reflect our priorities and values. Your oversight ensures that every dollar is used to unlock opportunities, nurture potential, and support the growth of our students and staff. This is a testament to your unwavering commitment to balancing financial stewardship with the needs of our Vernonia and Mist communities.

Finally, your vision for preparing students for a successful future is inspiring. Championing rigorous academics, continuing to focus on CTE programming, Social and Emotional Learning (SEL) opportunities, and Community Engagement create opportunities that open doors, ensuring that every student leaves Vernonia schools ready to take on the world with confidence, knowledge, and determination.

Your service to the Vernonia School District is more than a role—it's a commitment to our shared success and a belief in the power of education to transform our students' lives. Your dedication inspires trust, pride, and hope throughout our district and community. On behalf of everyone you serve, thank you for your tireless efforts, unwavering support, and deep commitment to the success of all our Vernonia School District students.

With heartfelt appreciation for your service to the Vernonia School District,

Jim Helmen
Superintendent
Vernonia School District

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Vernonia School District 47j

Jan. 1, 2025

	K	1	2	3	4	5	6	7	8	9	10	11	12	FE+T	Total	F&R	SpEd		
District																2			
Mist Elementary	5	5	6	7	4	4											31	10	5
																	32%	16%	
Vernonia Elem.	21	25	33	33	30	37											179	112	36
																	63%	20%	
a Family Academy	2	8	5	6	3	5											29		
Elementary Total	28	38	44	46	37	46											239	122	41
																	51%	17%	

Vernonia MS							47	40	41							128	69	21
f. Family Academy							5	6	2							13		
																141	49%	15%
Vernonia HS										26	32	33	32	6	129	68	22	
											10	11	11	16	0	48		
																177		
																	38%	12%
Total	28	38	44	46	37	46	52	46	43	36	43	44	48	6	557	259	86	
																	46%	15%

(as of 6/1/24) 547

October 1	29	37	44	46	35	48	53	44	40	37	44	45	50	6	558			
November 1	29	38	44	46	34	47	52	45	42	36	43	44	49	6	555			
December 1	28	38	43	46	36	46	52	46	43	36	43	44	48	6	555			
January 1	28	38	44	46	37	46	52	46	43	36	43	44	48	6	557			
February 1																0		
March 1																0		
April 1																0		
May 1																0		
June 1																0		

VERNONIA AND MIST ELEMENTARY BOARD REPORT

January 9, 2025

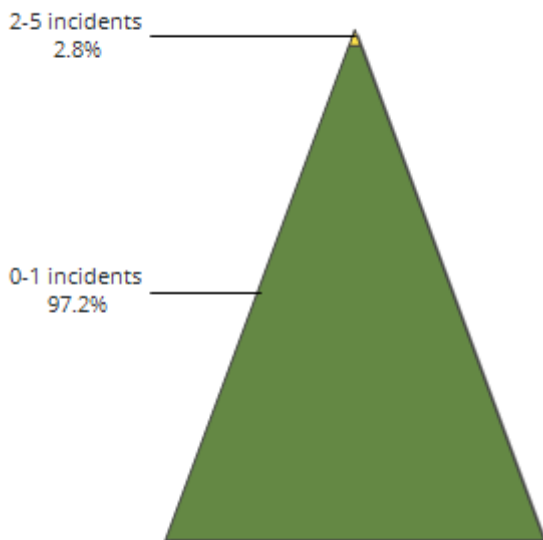


"Building Bridges, Clearing Paths"

Elementary Goals

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

Behavior Referrals for the Month of December 5, 2024- January 6, 2025



Average Attendance Percent: November 7- December 4, 2024

VES



Mist



December Attendance Reward

139 elementary students had 90% or better attendance for the month of December. Students earned decorating cones as their reward right before break and had a lot of fun!



Professional Development

On Monday, January 6th, elementary teachers engaged in 4 hours of professional development with our writing coaches, Neilia Solberg and Shauna Pitts. Teachers evaluated student informational writing samples, received training on opinion writing and planned for instruction for the next 6 weeks.

Holiday Music Program

Our holiday music program was held on Wednesday, December 18th and was a huge success for our community. Thank you to Mrs. Dawn Jay for her hard work and efforts to help us revive our holiday music program! Thank you Barb Carr for capturing the excitement and joy from our event!





January 2025

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

Happy New Year!

This month's report is relatively brief, as there were only 6 days of class since the December Meeting. Highlights around that time:

- MS/HS Band Choir Concert-Mrs. Barrie and the Logger Musicians put on a fantastic show to a standing room-only crowd! Thank you for supporting our Music Program
- Mrs. Campbell, Ms. Safier, and MS/HS Leadership classes facilitated some fun activities for Logger Reindeer Games. Highlights included the HS BBall tourney and MS student Renaud Smith's uncanny ability to eat Oreos!
- Representatives from Portland Community College visited with and provided information to prospective students.
- Logger Athletic teams finished up pre-season match-ups as we prepare for League Play
- Camrin Eyrrick and the Wellness Team facilitated lots of fun activities for staff, providing lots of goodies, laughs, and a general good time. The Grinch Competition was fun, though not without some good natured controversy:)
- End of Quarter 2/Semester 1 is January 23, 3024, with teacher grading/work day on Friday the 24th.

Professional Development and Focus:

Monday January 6

Professional Development Day for Licensed Staff

Day to Include:

- Synergy Training-Designed to streamline processes for building substitutes, sub plans, attendance, and lunch count
- PLT-Professional Learning Team Discussions
 - Review of district priorities
 - Attendance
 - Behavior
 - Academic Achievement/Grading Practices
 - 9th Grade on Test
 - Writing
 - Test Preparation
 - Math Textbook Adoptions

- **National Honor Society**
 - Advisor Jenn Schram and VHs's Chapter of the National Honor Society will be hosting the Red Cross Blood Drive all day on January 30, at Grace Family Fellowship.

- **Oregon Tech Honors Program**
 - I received a letter from Christopher Syrnyk, Executive Director of the Oregon Tech Honors Program. In the letter he “thanked” us for sending them some outstanding Vernonia Students: **Peter Schram** and **Tyler Riddell**, both in the Honors Program. “ I enjoy having them in the honors seminars. Each one is a thoughtful contributor to class discussion and activities, they are well mannered, and reliable. These are some special students you have produced”. Go Loggers! He is hoping to recruit more Vernonia students for this program. I will forward on to College and Career Specialist **Ashley Ward** to share with all Seniors.

- **Youth Transition Specialist (YTP–Youth Transition Program)**
 - **Silvia Stavreva** has been hired to fill this vacancy. We are excited to welcome her and look forward to her contributions to this program and Vernonia students. She will begin, under the direction of Director of Special Education **Susanne Myers**, on January 7.

Student Health Survey-Info that went out to parents from **Mr. Weisel**

All school districts in Oregon are required to administer the Student Health Survey (SHS) to 6th, 8th, and 11th grade students this school year.

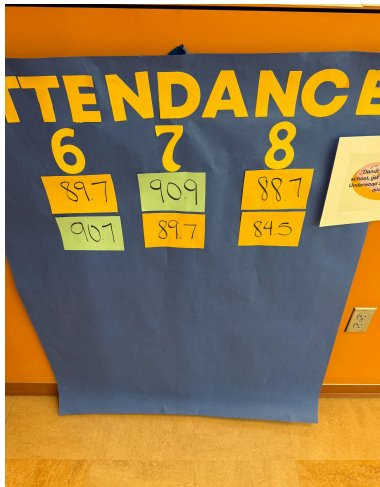
The data from the SHS is compiled and reported back to the districts. The data is helpful as it provides generalized insight regarding physical and mental health status of our student body.

Key points about the survey:

- **Participation in the survey is optional.** Students can also skip any question they do not want to answer.
- The survey is online and anonymous. No personal data is required to complete the survey.
- The survey covers a wide range of health topics, At the bottom of this email is a link to all survey questions, which vary somewhat by grade.

Survey Information & The Survey Questions are available here:

<https://www.oregon.gov/oha/ph/birthdeathcertificates/surveys/pages/student-health-survey.aspx>



Attendance

In an effort to increase attendance collectively, Mrs. Leonetti is tracking attendance

Quarter 2 for all grades. Best class wins Pizza!!



“Building Bridges, Clearing Paths”

HAVE A GREAT MONTH LOGGER NATION!



"Building Bridges, Clearing Paths"

Recent Special Education Updates

Community Transition Specialist Hired (Formerly YTP Position)

We are pleased to announce the hiring of Silvia Stavreva, our new Transition Specialist. Ms. Stavreva's role will focus on facilitating smooth transitions for students with disabilities as they move from school to post-secondary life, including higher education, employment, and independent living. This critical addition to our team reflects our commitment to providing comprehensive support for all students.

In collaboration with Oregon Vocational Rehabilitation Services, Ms. Stavreva will provide Pre-Employment Transition Services (Pre-ETS) to students aged 16-21. These services focus on five core areas:

1. Job Exploration Counseling – Helping students identify potential career interests.
2. Work-Based Learning Experiences – Offering hands-on work experiences, such as internships, apprenticeships, and job shadowing.
3. Post-Secondary Counseling – Guiding students in selecting appropriate educational programs.
4. Workplace Readiness Training – Developing soft skills, such as teamwork, communication, and time management.
5. Self-Advocacy Instruction – Teaching students how to advocate for themselves in academic and professional settings.

Pre-ETS services are essential in bridging the gap between school and adult life, empowering students to take ownership of their futures. With the leadership of our new Transition Specialist, we are confident that our transition services and Pre-ETS programming will expand and flourish. Our focus remains on creating innovative opportunities for students to explore their interests and develop the skills they need to lead fulfilling lives. We look forward to seeing the positive impact of this enhanced support system on our students, families, and the broader school community.

VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent
Board Report
January, 2025
70 -70 - 90
"We, Not Me"

****School Board Appreciation- Thoughts**

Dear Susan Wagner, Greg Kintz, Amy Cieloha, Stacey Pelster, Joan Jones, Javoss McGuire, and Tony Holmes,

On behalf of the Vernonia School District, I am honored to express my deepest gratitude for the extraordinary leadership, commitment, and vision each of you brings to the Vernonia School District.

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As stewards of our district's resources, you carry the immense responsibility of shaping budgets that reflect our priorities and values. Your oversight ensures that every dollar is used to unlock opportunities, nurture potential, and support the growth of our students and staff. This is a testament to your unwavering commitment to balancing financial stewardship with the needs of our Vernonia and Mist communities.

Finally, your vision for preparing students for a successful future is inspiring. Championing rigorous academics, continuing to focus on CTE programming, Social and Emotional Learning (SEL) opportunities, and Community Engagement create opportunities that open doors, ensuring that every student leaves Vernonia schools ready to take on the world with confidence, knowledge, and determination.

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With heartfelt appreciation for your service to the Vernonia School District.....

1. Grants- Oregon Department of Education (ODE) Integrated Guidance

VSD is in the process of completing the 25-27 Integrated Guidance Program Application, which is a unified planning framework that aligns state and federal grant funding streams with district priorities to advance educational equity and improve VSD student outcomes. Key components of the Integrated Guidance Program Application include:

1. **Executive Summary:** Highlights district priorities, alignment with state goals, and expected outcomes through VSD's Longitudinal Performance Growth Targets (LPGT).
2. **Community Engagement:** Demonstrates collaboration with families and underserved groups, integrating their feedback into the plan such as 6-12 Student Empathy Interviews, Student Focal Group Story Circles, Community Engagement Feedback on District Priorities (Thought Exchange Survey), District Staff Input, Interviews with families during Teachers Conference.
3. **Equity Lens and Goals:** Ensures decision-making prioritizes equity and sets measurable goals for addressing disparities in student outcomes.
4. **Needs Assessment:** Review all district report card data to identify strengths, gaps, and root causes of challenges.
5. **Plan Components:** Details evidence-based strategies, alignment with other initiatives, and metrics for success.
6. **Budget and Funding:** This section outlines funding allocation across streams like SIA, High School Success, and CIP to achieve the 25-27 Biennium goals.
7. **Monitoring and Evaluation:** Establishes processes for tracking progress, gathering stakeholder feedback, and making adjustments.
 - ❖ February 13, 2025: VSD will present the first reading of the 25-27 Integrated Guidance Plan to the VSD School Board and the public and request feedback.
 - ❖ March 13, 2025: 2nd Reading, public presentation.
 - ❖ March 13, 2025: School Board Integrated Guidance approval.

2. VSD has recently completed amendments to the ODE Student Success Grants:

In December 2024, the Vernonia School District (VSD) finalized amendments to several Oregon Department of Education (ODE) Student Success Grants. These grants support our Academic/College and Career Readiness, Career and Technical Education (CTE), and social-emotional learning priorities. These grant amendments release funds to VSD, ensuring continued support for High School Success, Student Investment Accounts, and Early Indicator and Intervention Systems. The amended grants include the following:

1. Student Investment Account (SIA)
 - a. The total grant fund allocation for year 2, 24-25 school year, is \$670,589.49
 - b. The SIA Grant addresses inequities, enhances academic achievement, and provides mental health and behavioral support resources.
 - i. Staff: CTE Forestry, CTE Metals, VMHS Engineering VHS Math, VFA Instructional Assistant
 - ii. Instructional Assistant to support struggling learners
 - iii. Text Book adoption (Supplemental resources)
 - iv. Community Engagement Activities
 - v. College Prep Resources
 - vi. CTE and Engineering construction and manufacturing Resources
 - vii. District Technology Resources
 - c. The grant is designed to optimize funding to meet the needs of underserved student populations.
2. Early Indicator and Intervention System (EIS)
 - a. The total grant fund allocation for year 2 is \$3,441.42.
 - b. Acquiring, implementing, and training of Oregon Data Suite for all district staff through Willamette ESD.
 - c. Oregon Data Suite supports data-driven approaches to identifying and assisting students at risk of attendance issues and academic or behavioral challenges.
 - d. Provides student data to data and PLC team to support early identification strategies and tailored interventions for all students.
3. High School Success (HSS)
 - a. The total grant fund allocation for year 2, 24-25 school year, is \$185,865.97
 - b. This grant aims to improve graduation rates and readiness for college and careers.
 - c. Updates focused on strengthening career pathways, increasing access to Advanced Placement (AP) courses, and supporting credit recovery programs.
4. Early Literacy Grant
 - a. The total grant fund allocation for year 2, 24-25 school year, is \$53,349.77
 - b. The grant is designed to provide foundational literacy intervention to our K-3 students, ensuring all students achieve grade-level reading proficiency by third grade.
 - c. VSD has also utilized professional development in ECRI and Writing PD to benefit grades K-5 and 6-8.

3. STAR Reading Outcomes from Fall Baseline Assessment to Winter Screening Window

Vernonia Elementary School Grades K-5

Star Reading Proficiency Rate (State Benchmark)

The percentage of students estimated to score at or above the state benchmark on the Star Reading assessment. Uses the most recent score in the given district screening window

The STAR Reading data from Vernonia Elementary School for the 2024-25 school year indicates positive growth from fall to winter. The percentage of students at Level 1 (needing significant support) decreased from 48.4% to 37.7%, reflecting substantial improvement. Level 2 (approaching grade-level expectations) saw a slight increase from 15.5% to 17.2%. Students at

Level 3 (meeting grade-level expectations) increased notably from 14.2% to 24.5%. Meanwhile, Level 4 (exceeding grade-level expectations) remained relatively stable, shifting from 21.9% to 20.5%. This data highlights progress in reducing the number of students requiring intensive support and advancing more students toward grade-level proficiency.

Star Reading Current Student Growth Percentile (SGP) 148 students assessed- 50 SGP 1 year of growth.

The percentage of students at or above the 35th student growth percentile shows growth relative to others in the same grade with a similar Star Reading score history.

The STAR Reading Student Growth Percentile (SGP) data for Vernonia Elementary from the fall to winter 2024-25 school year shows promising results. High Growth was achieved by 57/148 (38.5%) of students, demonstrating significant improvement in reading skills, scoring at or above 66th SGP. Typical

Growth, indicating steady progress, was observed in 40/148 (27%) students who scored between the 25th and 65th SGP. Meanwhile, 57/148 (34.5%) of students fell into the Low Growth category, highlighting areas where additional support may be needed. This data reflects a strong upward trajectory for many students while identifying opportunities to enhance interventions for those with lower growth rates.

SBAC Translation

- ❖ Fall Screening: 56 students (36.1%) are projected to meet the SBAC Reading Assessment Benchmark.

- ❖ Winter Screening: 68 students (45%) are projected to meet the SBAC Reading Assessment Benchmark.

Mist Elementary School Grades K-5

Star Reading Proficiency Rate (State Benchmark)

The percentage of students estimated to score at or above the state benchmark on the Star Reading assessment. Uses the most recent score in the given district screening window

The STAR Reading data for Mist Elementary School from the 2024-25 school year shows significant growth in student reading proficiency between fall and winter. Level 1 (students needing the most support) decreased dramatically from 21.7% to 4.3%, reflecting substantial progress. Level 2 (approaching grade level) increased from 13% to 17.4%. Level 3 (meeting grade-level expectations) notably rose from 26.1% to 47.8%. Level 4 (exceeding grade-level expectations) experienced a slight decline from 39.1% to 30.4%, likely due to more students progressing from Level 1 to Level 3. Overall, the data highlights impressive growth in foundational reading skills among students.

Star Reading Current Student Growth Percentile (SGP) 23 students assessed- 50 SGP 1 year of growth.

The percentage of students at or above the 35th student growth percentile shows growth relative to others in the same grade with a similar Star Reading score history.

The STAR Reading Student Growth Percentile (SGP) data for Mist Elementary from the fall to winter 2024-25 school year demonstrate outstanding progress. 56.5% of students achieved high growth, indicating exceptional improvement in reading skills. 30.4% of students observed Typical Growth, representing steady advancement. Only 13% of students fell into the Low Growth category, showing minimal progress. This data highlights strong overall growth, with most students making significant gains in reading proficiency.

SBAC Translation

Fall Screening: 15 students (65.2%) are projected to meet the SBAC Reading Assessment Benchmark.

Winter Screening: 18 students (78.3%) are projected to meet the SBAC Reading Assessment Benchmark.

- ❖ **Grades 6-11 will be assessed in January 2025.**

4. VSD After School Program Update

During the winter break, Camp Cedar Ridge hosted an enriching and engaging day camp program for our K-6 students, averaging 35 participants daily. Running from December 21 to January 6, the program offered valuable opportunities for learning and recreation, contributing to its overwhelming success. Curl Transportation seamlessly provided reliable and safe transportation, ensuring accessibility for all attendees. This collaboration underscores our commitment to offering meaningful experiences for students beyond the classroom.

In November 2024, the district transitioned the after-school program to Camp Cedar Ridge through a collaborative partnership. This strategic relocation was driven by two primary considerations: enhancing the safety and supervision of after-school program students through improved line of sight and providing consistent, dedicated activity spaces specifically designed to support the program's needs.

5. Looking forward: District Budget

In January, the district will initiate strategic initiatives working toward the development of the 2025-26 fiscal year budget. This process will prioritize strategically aligning resources with district goals, including staffing, academic achievement, career technical education (CTE), and

Social-emotional learning (SEL). Consistent with prior practices, our approach ensures that budget decisions foster a positive and sustainable impact on key initiatives, including the Continuous Improvement Plan (CIP), while addressing immediate needs and the district's long-term vision.

A core principle in our budget planning is continuous improvement. To ensure the effectiveness of budget allocations, we will implement a feedback loop that includes:

1. **Regular Stakeholder Input:** Engaging teachers, parents, and community members for their insights.
2. **Data-Driven Evaluation:** Analyzing student performance data to assess how budget allocations influence academic success and program effectiveness.
3. **Public Budget Reports:** Providing clear, transparent reports on fund allocations and achieved outcomes.
4. **Reallocation of Funds:** Adjusting budget allocations based on evaluation results, such as shifting funds from less effective programs to more successful initiatives.
5. **Long-Term Impact Tracking:** Monitoring key success indicators, like graduation rates, to track long-term progress.

The district will refine its budgeting process to better support student outcomes by systematically gathering feedback, evaluating performance, ensuring transparency, and making informed adjustments.

6. 2024 Student Health Survey (SHS) Administration

What is the SHS, and why is it useful?

The **2024 Student Health Survey (SHS)** is a statewide survey and part of a broader initiative to collect data on students' health behaviors, experiences, and attitudes. The SHS is administered in compliance with **House Bill 2656 (HB 2656)**, which mandates that all school districts in Oregon provide the survey to students.

The survey aims to gather information that helps educators, school administrators, and policymakers understand the health needs and challenges faced by students, with a focus on areas like:

1. Mental and emotional health
2. Physical health and wellness
3. Substance use (e.g., alcohol, tobacco, drugs)
4. Sexual health and behaviors
5. School safety and bullying
6. Health education and access to healthcare resources

As indicated by ODE, this data is valuable for:

1. **Guiding Health Education:** The survey results provide insights into the current health issues affecting students, helping schools to improve or develop health education programs.
2. **Identifying Health Trends:** It helps track trends in student health behaviors over time, enabling early interventions where necessary.
3. **Supporting Public Health Policy:** The findings contribute to statewide health initiatives and programs to improve student well-being.
4. **Resource Allocation:** Schools can use the data to allocate resources more effectively, targeting areas where students need the most support.

The 2024 SHS will be administered in January 2025. Below are some important details and frequently asked questions that will help guide the upcoming survey administration:

Frequently Asked Questions:

Q: Is VSD required to administer the SHS?

A: Yes, HB 2656 mandates that all districts make the SHS available to students.

Q: Are VSD students forced to take the survey?

A: No, participation is voluntary. Schools will send home a parental notification form before the survey is administered. This form will allow parents to opt their child out of the survey. Students may also choose not to answer specific questions or decline to take the survey entirely.

Q: What grades does the SHS cover?

A: The SHS is administered to grades 6, 8, and 11 students.

VSD will ensure that the community and our student's families are properly informed and have the option to participate in or opt out of the survey.

7. VSD Sharing Shed- Created and Run By Cherise Harbour

It is with great pride and gratitude that I share the incredible impact of the VSD Sharing Shed—a resource that has touched the lives of our students, families, and staff in ways that words can scarcely capture. Created and diligently run by Cherise Harbour, DO Fiscal Accounts Payable, the Sharing Shed offers clothing, personal care items, and academic supplies to students, families, and staff, helping to meet their most basic needs and ensuring they have what they need to thrive—both in the classroom and in life.

Through the Sharing Shed, Cherise and her team foster a community rooted in access and caring. This resource removes barriers for students who face financial challenges, allowing them to focus on their education without the distractions of unmet basic needs. More than just a place for material support, the Sharing Shed has become a symbol of care and belonging for all who have experienced it. It's a place where students feel valued where staff and families come together to ensure that everyone has the tools for success.

This initiative has been a catalyst for building a positive school culture—one where students can engage in their learning without hindrance and where they can grow socially, emotionally, and academically. As we continue to expand this resource, its potential to enhance engagement, improve attendance, and contribute to students' emotional well-being is limitless.

I want to take a moment to acknowledge the heart and soul that Cherise Harbour has invested in this effort. Her dedication, along with the unwavering support of her District and Vernonia community team (Friends and Husband), has created something genuinely transformative. It is the selfless commitment to others that Cherise shows that not only changes the lives of the students it directly supports but also strengthens the entire fabric of our district and community. This is what makes the Sharing Shed not just a resource but a place of hope and inspiration for us all.

Cherise and her team are making a difference that will be felt for years to come.

memo

Vernonia School District 47J

To: Vernonia School District Board of Directors, Superintendent Jim Helmen
From: Marie Knight
Date: 1/9/25
Re: January 2025 financial information

Comments:

The financial report for this month includes November actuals and estimates for the remainder of the year. Due to the January board meeting being so early in the month some transactions for December have not been reconciled; amounts from December are estimated.

The estimated ending fund balance for the general fund 2024-25 is about \$425,000.

I plan to address questions from the December meeting regarding the audit and ASB funds at the meeting.

There is no new information regarding ASB funds this month.

Thanks!

-Marie Knight

Business Manager, Vernonia School District 47J

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

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	EST	EST	EST	EST	EST	EST	EST	EST		ACTUAL/EST.
REVENUES															
1111 Current Year Taxes	-				2,731,223	200,000	100,000	100,000	50,000	23,000	20,000		3,224,223	3,225,000	(777)
1112 Prior Year Taxes	-		11,693	5,701	12,578	10,000	10,000	10,000	5,000	5,000	5,000	-	74,972	75,000	(28)
1190 Penalties&Interest Income	-		711	220	(403)	1,000	1,000	1,000	1,000				4,528	5,000	(472)
1500 Interest Income	3,992	7,311	7,651	2	4	10,000	10,000	10,000	10,000	10,000	5,000	5,000	78,961	90,000	(11,039)
1710 Revenue - Admissions	-											13,000	13,000	13,000	-
1740 Revenue - Fees	-				31,796							-	31,796	30,000	1,796
1910 Rentals	2,988	550	550	3,138	1,100	550	550	550	553	550	550	550	12,178	10,000	2,178
1920 Donations	351	600	500		1,080						50,000	50,000	102,531	110,700	(8,170)
1960 Prior Year Refunds	-	-	5,424		325						-	15,000	20,749	20,000	749
1961 Current Year Refunds	-			359	458							10,000	10,817	10,000	817
1980 Fees Charged to Grants	-											-	-	-	-
1990 Miscellaneous	4,480	540	928	536	1,132							75,000	82,616	85,000	(2,384)
1994 Medicaid Admin Claim	3,823				3,068							60,000	66,891	70,000	(3,109)
1995 E-Rate	-											15,000	15,000	15,000	-
2101 County School Fund	-				49							20,000	20,049	20,000	49
2102 General Ed.Service Dist	-	4,972	810									160,000	165,782	165,000	782
2105 Natural Gas and Minerals	-											20,000	20,000	20,000	-
2201 NW ESD Credits	-											-	-	-	-
3101 State School Fund Grant	785,903	392,716	392,716	392,716	392,716	392,716	392,716	392,716	392,716	392,716	392,716	(100,000)	4,613,063	4,840,000	(226,937)
3103 Common School Fund	-											75,563	75,563	75,352	211
3104 State Timber Revenue	-				115,640							534,360	650,000	650,000	(0)
3199 Other Un-Restricted Grants-in-ai	-											35,000	35,000	35,000	-
3299 Other Restricted Grants-in-aid	-											50,000	50,000	50,000	-
5200 Transfer of Funds	-											-	-	-	-
5400 Beginning Fund Balance	-	-	-	-			874,257					-	874,257	800,000	74,257
TOTAL REVENUE	801,537	406,689	420,983	402,671	3,290,766	614,266	1,388,523	514,266	459,269	431,266	473,266	1,038,473	10,241,974	10,414,052	(172,078)

EXPENDITURES

100-Salaries	56,916	91,106	380,222	362,776	362,641	360,165	370,000	370,000	370,000	360,000	370,000	910,000	4,363,827	4,393,716	29,889
200-Payroll Costs	27,374	50,462	207,914	218,449	211,427	208,076	210,000	210,000	210,000	210,000	210,000	600,000	2,573,703	2,613,839	40,137
300-Contracted Services	34,817	95,509	77,525	164,821	225,843	186,090	215,000	215,000	215,000	215,000	215,000	275,000	2,134,604	2,160,687	26,083
400-Supplies	32,777	15,897	68,625	22,894	21,283	27,961	30,000	30,000	30,000	30,000	6,000	5,537	320,974	300,210	(20,764)
500-Equipment	12,663					-						47,337	60,000	60,000	-
600-Other (ins., fees)	159,598	4,518	6,444	1,356	784	189	-	-	-	-	-	-	172,890	160,600	(12,290)
700-Transfers	-	-										190,000	190,000	190,000	-
contingency/unappropriated	-	-										-	550,000		

63,054

TOTAL EXPENDITURES

324,145	257,492	740,731	770,296	821,978	782,482	825,000	825,000	825,000	815,000	801,000	2,027,874	9,815,998	10,429,052
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PROFIT/LOSS

477,392	149,197	(319,748)	(367,625)	2,468,788	(168,216)	563,523	(310,734)	(365,731)	(383,734)	(327,734)	(989,401)	425,977
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RUNNING TOTAL

626,589	306,841	(60,784)	2,408,004	2,239,788	2,803,311	2,492,577	2,126,846	1,743,112	1,415,378	425,977
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projected ending fund balance

	EST	ACTUAL	% of BUDGET	MORE(LESS)
ADM _r	540	555	1	15
ADM _w	741	772	1	31



PAULY, ROGERS AND CO., P.C.

CERTIFIED PUBLIC ACCOUNTANTS

- 12700 SW 72ND AVENUE • TIGARD, OREGON 97223
- (503) 620-2632 • FAX (503) 684-7523

Dear Client,

You are receiving this communication because as a valued client of Pauly, Rogers and Co., P.C. we are writing to inform you that Kenny Allen and Tara Kamp have transitioned to a new firm, Clear Trail CPAs LLC. If you choose to use their audit services, please sign the consent release form that they provided and we will release your complete files to them under the terms outlined in the release.

If you have any questions or need further assistance, please feel free to reach out to us.

Warm regards,

Roy R Rogers

Managing Partner

Pauly, Rogers & Co., PC

Nondiscrimination and Civil Right

{Required policy. 34 CFR § 106.45 requires grievance procedures for complaints of sex discrimination. OAR 581-021-0655(3) requires policy regarding civil rights coordinators.}

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

[The Board designates the [insert position title(s)] as the district's civil rights coordinator.] [The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students and parents. {}]

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:
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1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

[The Superintendent is the district's civil rights coordinator.]

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. {}[Satisfy the training requirements in OAR 581-021-0660 (2)-(3)] [Satisfy the following training requirements:

Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):

1. The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
2. The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
3. The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;

4. Identifying discrimination and reports of discrimination;
5. Responding to reports of discrimination;
6. Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
7. Preventing discrimination in public school programs and activities;
8. Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
9. Tracking and documenting reports of discrimination.

a. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:

1. The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
2. The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
3. The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
4. Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 332.505](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
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[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
OAR 581-002-0001 – 002-0005
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-021-0650 - 0665](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 581-075-0001 - 075-0005](#)
[OAR 581-075-0901](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act of 1990/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (20202024).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Discrimination or Civil Rights Complaint Procedure

{Required administrative regulation. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination, including sex discrimination, complaint procedures. Districts are required to designate civil rights coordinators who have a responsibility to “oversee investigations of complaints alleging discrimination.” Districts are also required to have Title IX Coordinators. The district should consider the coordinators’ roles in the complaint process and adjust the procedures as appropriate.}

Any person, including students, staff, visitors and third parties, may file a complaint.

[The district may have additional responsibilities addressing reports and complaints, including but not limited to, those found in the following policies and their associated administrative regulations:

1. AC-AR(2) - Sex-Based Discrimination under Title IX;
2. ACA - Americans with Disabilities Act;
3. ACB - Every Student Belongs;
4. GBEA - Workplace Harassment;
5. GBM - Staff Complaints;
6. GBMA - Whistleblower;
7. GBN/JBA - Sexual Harassment;
8. GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying – Staff;
9. GBNA/JHFF - Reporting of Suspected Sexual Conduct with Students;
10. GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements;
11. IIA - Instructional Materials**;
12. JFCF - [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student**; and
13. KL - Public Complaints.]

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

- Step 1: Complaints of sex-based discrimination received by the district, in addition to the procedures outlined below, must follow additional requirements in AC-AR(2) - Sex-Based Discrimination Complaints.

{ }Complaints may be oral or in writing and must may be filed with the [principal] or civil rights coordinator. Any staff member that receives an oral or written complaint shall report the complaint to the [principal]. If a complaint is filed with the civil rights coordinator, the civil rights coordinator will forward it to the [principal]. If a complaint is filed with the [principal], the [principal] will notify the civil rights coordinator of the complaint. The civil rights coordinator will oversee the investigation{ } conducted by the [principal] and ensure the investigation is resolved.

The [principal] shall ensure that any required notices are provided.

The [principal] shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within [10] school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the [principal], the complainant may submit a written appeal to the superintendent [or designee] within [five] school days after receipt of the [principal]'s response to the complaint.

The superintendent [or designee] shall review the [principal]'s decision within [five] school days and may meet with all parties involved. The superintendent [or designee] will review the merits of the complaint and the [principal]'s decision. The superintendent [or designee] will respond in writing to the complainant within [10] school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent [or designee], a written appeal may be filed with the Board within [five] school days of receipt of the superintendent's [or designee's] response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative [at the next regular or special Board meeting] [at a Board meeting]. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within [30] days of receipt of the appeal by the Board.

If the [principal] is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent [or designee]. The superintendent will notify the civil rights coordinator.

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. [The Board may refer the investigation to a third party.] The Board chair will direct notification to the civil rights coordinator.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. The Board chair will direct notification to the civil rights coordinator.

Complaints against the Board chair may start at Step 3 and be referred directly to the [district counsel] [Board vice chair]. The [Board vice chair] will direct notification to the civil rights coordinator.

All complaints, including those starting at Step 2 or later, will meet all legal requirements. The civil rights coordinator will oversee these requirements.

{ The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing[, but will not be longer than 30 days from the date of the submission of the complaint at any step].by [the district for good cause. Any extension will be communicated to the parties and include a reason for the delay] [mutual agreement between the district and complainant]. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district[,] [or] a parent or guardian of a student who attends school in the district[or a student,] is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step (unless

- Marital status
- Familial status
- Economic status
- Veterans' status
- Age
- Sexual orientation
- Pregnancy
- Discriminatory use of a Native American mascot

Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the [principal].

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures

The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.

All documentation related to sexual harassment complaints may become part of the students education record or employees personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be

made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without consent.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

6-12 Principal, 503-429-1333, or K-5 Principal, 503-429-1333.

6-12 and K-5 Principal are responsible for accepting and managing complaints of sexual harassment. Persons wishing to make a report should contact them using the above contact information. The persons designated will coordinate the report with the procedures in administrative regulation AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor, or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment and prevent reoccurrence:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement, if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX coordinator receiving the person's verbal or written report. The report can be made at any time.

Superintendent is designated as the Title IX coordinator and can be contacted at 503 429-5891. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX coordinator on the district

website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed. The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following a grievance procedure prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place. The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary, or both.

No Retaliation

Neither the district nor any person may retaliate against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad

faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to person upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Sexual Harassment

Required policy. The requirement for this policy comes from ORS 342.700 and OAR 581-021-0038. Review Board policy AC - Nondiscrimination and Civil Rights for consideration of Title IX and sex-based discrimination.

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without consent.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

6-12 Principal, 503-429-1333, or K-5 Principal, 503-429-1333.

6-12 and K-5 Principal are responsible for accepting and managing complaints of sexual harassment. Persons wishing to make a report should contact them using use the above contact information. The persons designated will coordinate the report with the procedures in administrative regulation AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor, or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district

may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment and prevent reoccurrence:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement, if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who

participate in an investigation or other related activities is prohibited. The initiation of a complaint,

reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person,

including but not limited to:

- a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students’ parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity;
3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. ““Domestic violence””: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. ““Stalking””: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX coordinator receiving the person’s verbal or written report. The report can be made at any time.

The Superintendent is designated as the Title IX coordinator and can be contacted at 503 429-5891. The Title IX coordinator will coordinate the district’s efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed. The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following a grievance procedure prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place. The

district must provide the respondent with notice and an opportunity to challenge the decision immediately

following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary, or both.

No Retaliation

Neither the district or any person may retaliate against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024)

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Family Medical Leave *
(Version 1)

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA)¹, the Oregon Family Leave Act (OFLA)², the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PMFLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years³, contributed to the PMFLI fund in the alternate or base years and are otherwise eligible⁴. PFMLI can be taken for family leave, medical leave or safe leave⁵

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601-653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

The superintendent will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

¹ Generally, FMLA applies only to entities with 50 or more employees, however, FMLA applies to all public elementary and secondary educational institutions. See 29 CFR 825.600(b). The rule regarding individual employee eligibility does apply: an employee is only eligible if the employee "is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite." See 29 CFR 825.110(a)(3). Consequently, FMLA applies to districts with fewer than 50 employees, but individual employees will not be eligible to receive benefits

² OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)

³ The wages are not required to have been earned for work in the district.

⁴ See OAR 471-070-1010 for additional information.

⁵ Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. See SB 1515 (2024) Sections 4, 13, 21 and 25.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)

[ORS 657B.010](#)

[ORS 657B.025](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150 - 659A.186](#)

[OAR 839-009-0210-0460](#)

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

Senate Bill 1515 (2024)

Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave) *

{Applies to employers who employ six or more employees in Oregon and meet the definition of “covered employer.”}

Definitions

1. “Covered employer” means an employer who employs 6 or more individuals in the state of Oregon for each working day through each of 20 or more calendar workweeks in the year in which the eligible employee takes leave to address domestic violence, harassment, sexual assault or stalking, or in the year immediately preceding the year in which an eligible employee takes leave for domestic violence, harassment, sexual assault or stalking.
2. “Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.
3. “Protective order” means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)(c), 107.700 - 107.735, 124.005 - 124.040 or 163.730 - 163.750 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.
4. “Victim of domestic violence” means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
5. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065 and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
6. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
7. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; or an individual designated as a victim of stalking by rule adopted under ORS 695A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
8. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.

When applicable, the district will comply with the provisions of protected leave identified in ORS

659A.272 to address domestic violence, harassment, sexual assault, bias, or stalking.

The district (covered employer) shall allow an (eligible) employee to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, or harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent; or
5. To relocate or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave, if the eligible employee's leave creates an undue hardship on the district.

The district shall not deny leave to an eligible employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regards to promotion, compensation or other terms, conditions or privileges of employment as a result of taking such leave because the employee makes inquiries about, applies for, or takes such leave.

The eligible employee shall give the district reasonable advanced notice of the employee's intention to take leave unless giving advance notice is not feasible.

The district may require the eligible employee to provide certification that:

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

The eligible employee shall provide a certification within a reasonable time after receiving the district's request for the certification.

Sufficient certification to support a request for such leave includes:

1. A copy of a report from law enforcement indicating the eligible employee or the employee's minor child or dependent was a victim of domestic violence, harassment, sexual assault, bias, or stalking.;
2. A copy of a protective order or other evidence from a court, administrative agency, or attorney that the eligible employee appeared in or was is preparing for a civil, or criminal or administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking.;
3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or a victim services provider that the eligible employee, or the employee's minor child or dependent was undergoing treatment or counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, bias, or stalking.

All records and information kept by the district regarding the employee's leave under ORS 659A.270 - 659A.285, including the fact the employee has requested or obtained such leave, is confidential and may not be released without the express permission of the employee unless otherwise required by law.

The employee may use any accrued paid leave, including personal, sick leave, or accrued vacation leave or any other paid leave offered by the district. The employer district may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies, and/or any applicable collective bargaining agreement or other agreement.

Definitions

1. "Protective order" means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.
2. "Victim of bias" means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
3. "Victim of domestic violence" means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. "Victim of harassment" means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. "Victim of sexual assault" means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated

as a victim of sexual assault by rule adopted under ORS 659A.805.

6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
7. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

Legal Reference(s):

[ORS 192.355\(38\)](#)
[ORS 659A.270 - 659A.290](#)
OAR 839-009-0325 - 0365

Vernonia School District 47J

Code: GCBDC/GDBDC -AR
Adopted: 01/09/25
Readopted:
Orig. Code(s):

Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave

{Applies to employers who employ six or more employees in Oregon and meet the definition of "covered employer."}

When the need for the leave may be anticipated, a written request for leave under Oregon Revised Statute (ORS) 659A.270 - 659A.285 shall be made at least 30 days prior to the date the requested leave is to begin unless giving advance notice is not feasible. In emergency situations, when it is not feasible, oral or written notice as soon as practical is allowed.

PLEASE PRINT

Name of eligible employee: _____

Department: _____ Title: _____

Effective date of the leave: _____

Status: Full-time Part-time Temporary Hire Date _____ Length of Service _____

The requested leave is for:

- Myself
- A minor child or dependent for which I am a parent or guardian

The leave is for:

- To seek legal or law enforcement assistance or remedies to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking.
- To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment, sexual assault or stalking of or the commission of a bias crime against the eligible employee or the eligible employee's minor child or dependent.
- To obtain, or to assist the eligible employee's minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking.
- To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent.
- To relocate or take steps to secure an existing home to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent.

The following has been provided by the employee to certify the need for the requested leave:

- A copy of a report from law enforcement indicating that the eligible employee myself or the eligible employee's my minor child or dependent was is a victim or alleged victim of domestic violence, harassment, sexual assault, bias, or stalking.
- A copy of a protective order or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent, other evidence from a court, administrative agency or attorney that the

eligible employee or my minor child, or dependent appeared in or is preparing for a civil or criminal administrative proceeding related to domestic violence, harassment, sexual assault, bias, or stalking or other order authorized by ORS 30.866, 107.095(1)(c), 107.700 - 107.735, 124.005 - 124.040 or 163.730 - 163.750.

- Documentation from an attorney, law enforcement officer, health care professional, licensed mental health professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or victim services provider with or from whom the eligible employee or the eligible employee's that I or my minor child or dependent is receiving services.

I understand that [I may use accrued paid leave, including personal and sick leave, or accrued vacation leave or any other paid leave that is offered by the district in the order specified by the district applicable collective bargaining agreement. The district requires me to use any accrued sick leave, vacation, personal leave days or other paid time established by Board policy(ies) and/or collective bargaining agreement in the order specified by the district.

If my request for a leave is approved, I understand that without an authorized extension when the need for an extension could be anticipated, I must report to duty on the first workday following the date my leave is scheduled to end. I understand that failure to do so will constitute unequivocal notice of my intent not to return to work and the district may terminate my employment. I understand if I am unable to return to work following the period of authorized leave, I will notify the district as soon as practical and provide any required information which will allow the district to determine my eligibility for an extension of leave.

I authorize the district to deduct from my paychecks or seek to recover any employee contributions for health insurance premiums, life insurance or long-term disability insurance amounts paid for insurance coverage by the district on my behalf which remain unpaid after my leave, consistent with state law.

Signature of employee: _____

Date: _____

Instructional Materials**

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and school and classroom library materials. The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.

A material involved with a reconsideration will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, school library materials, and classroom library materials.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

“Core instructional material,” sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“School library materials” means materials which are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

“Classroom library materials” means materials which are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use.

These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks by the Board and any committee shall be done in a manner in accordance with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6) – Independent Adoption of Instructional Materials)

Supplemental Instructional Materials

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate. Such materials will contain suitable readability levels and support the district's adopted curriculum content. Materials will be used for their intended audience.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. Such materials will contain suitable readability levels.

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others[, with no formal selection procedure]. Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 332.107](#)

[ORS 336.035](#)

[ORS 336.082](#)

[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)
[ORS 339.155](#)
[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Student Suicide Prevention

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis; and
8. A process for designating staff to be trained in an evidence-based suicide prevention program.

The plan must be written to ensure that a district employee acts only within the authorization and

scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

Conestoga students at
Meriwether for Outdoor School

About Northwest Regional Education Service District

Our Service Area



Clatsop County

Astoria
Jewell
Knappa
Seaside
Warrenton-Hammond



Columbia County

Clatskanie
Rainier
Scappoose
St. Helens
Vernonia



Tillamook County

Neah-Kah-Nie
Nestucca Valley
Tillamook



Washington County

Banks	Hillsboro
Beaverton	Sherwood
Forest Grove	Tigard-Tualatin
Gaston	

Our Leadership



Dan Goldman,
Superintendent



Becky Tymchuk, Chair
Zone 5



Maureen Wolf,
Vice Chair, Board
Member At-Large



Christine Riley
Zone 1



Doug Dougherty
Zone 2



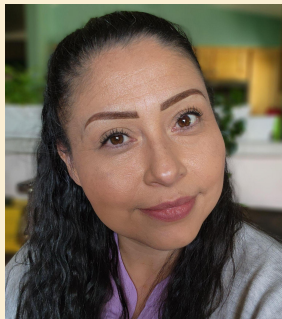
Dorian Russell
Zone 3



Michelle Graham
Zone 4



Paul Jarrell
Higher Education



Miriam Meneses-Rios
Social Services



Ernest Stephens
Business



How We're Working Together to Support Vernonia Kids

At Vernonia Elementary, 10-year-old Paige is one of many students who are now thriving after receiving the type of reading instruction scientists say matches up with how the brain learns to read. As of this past spring, all 197 Oregon districts in the state must adopt a core reading curriculum that follows the science of reading.

"I had a little trouble at first," Paige says. "But I've gotten way better by practicing a lot and reading a bunch of different kinds of books."

After years of flat or declining scores, Vernonia is now seeing scores rise. **For Vernonia, that's 20 more students who are caught up and reading at or above grade level.** Twenty students just like Paige.

[Story: Far Too Many Students Lag in Reading: Here's What We're Doing About It](#)

Spotlight on Data: Vernonia by the Numbers

Student Counts



15 kids served through EI/ECSE (May 2024).



2 students attended a social emotional learning school (2023-24).

Special ed. staff supporting the district



11 staff support the district in specialty areas (as of fall 2024).

Notable participation in professional learning and systems support

- 9th Grade Success Network
- Early Literacy Supports
- Instructional Coaching Network
- Oregon Response to Instruction & Intervention (ORTIi)
- Regional Mentoring Network
- STEM Hub

These are highlights and not a comprehensive list of current services.



2025-26 Local Service Plan

The Scope of the **Local Service Plan**

- A. **Core services**, i.e. shared services, available to all component school districts
- B. **Menu of services** available by district request
- C. **Integrated Guidance Technical Assistance Plan**



Note: While the Local Service Plan does not include grant and other value added services for the purpose of board approval, we cover that information in jobalike conversations for the purpose of evaluation and submit in board packets to provide context of the full scope of services provided.

Role of the School Board

ORS 334.175

Each year an Education Service District's Local Service Plan must be:

1. adopted by the board of the education service district
2. approved on or before March 1 by resolution of two-thirds of the component school districts that have at least a majority of the pupils



Breakdown of a Dollar: How Local Service Plan Revenue Flows

75% of school district allocations go to individual school district accounts

25% of school district allocations are spent on core services*, i.e. shared services

10% of SSF formula for ESDs funds operations

**(4% for BSD and HSD)*



Core Services

According to ORS 334.15, the goal of our core services are to:

- a) Assist component school districts in meeting the requirements of state and federal law;
- b) Improve student learning;
- c) Enhance the quality of instruction provided to students;
- d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- e) Maximize operational and fiscal efficiencies for component school districts.



Local Service Plan Development Timeline

April-October

Jobalike feedback
& plan co-creation

November

Supers agree
on plan

December

NWRESD board
adopts plan

January

Plan & resolution
distributed to
school boards

February

NWRESD/school
districts discuss prelim.
services costs

March 1

Deadline for
school board
resolution

March to April

LSP online
opens for district
selections

April 15

Deadline for
districts to make
prelim. selections

County Allocations

Technology

- Cybersecurity Services
- Emergency Closure Network (FlashAlert)
- Forecast 5
- Help Desk
- Library Services (Follett Destiny Library, Resource Manager and Textbook)
- Network Services
- Restraint and Seclusion App
- Technical Engineering Cooperative
- SchoolLinks

Instructional Services

- 9th Grade Success Network
- Behavior Attendance and Social Emotional Supports (BASES)
 - Attendance Services
 - Social Emotional Learning
 - School Safety & Prevention
- Career & College Readiness
- Early Literacy
- Grant Writing
- MTSS Coaching

Miscellaneous

- Regional Compensation Analysis
- FlashAlert



Pacific Academy Graduation

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

- Communication Services
- Diverse Educator Pathways
- Executive Coaching
- Fiscal Services
- Human Resources (Investigations, Civil Rights and Title IX)
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation



Instruction

- Attendance Services and Re-engagement Services
- Cascade Education Corps
- Junior Achievement: Biztown and Finance Park
- Oregon Virtual Education (ORVED)
- Dual Credit Programming - Willamette Promise
- MTSS Software & Technical Support
- Northwest Outdoor Science School (NOSS)



K-12 Special Education

- Audiology
- Augmentative and Alternative Communication and Assistive Technology
- Autism Spectrum Disorder (ASD) Services
- Behavioral Support Consultation
- Blind Visually Impaired (BVI) Student Services
- Deaf and Hard-of-Hearing Services and Classrooms
- FM Rentals
- Learning Specialists
- Nursing Services
- Occupational Therapy (OT) Services
- Physical Therapy (PT) Services
- School Psychology Services
- Speech-Language Pathology Services
- Youth Transition Program (YTP)
- Social Emotional Learning Schools
 - Cascade Academy
 - Cascade/Pacific Intensive
 - Columbia Academy K-8
 - Levi Anderson Learning Center
 - Meadowlark Academy
 - Pacific Academy



Technology

- Attendance Reconnection System
- Canvas Learning Management System
- Criminal Background Check System
- District Technology Purchasing
- Help Desk
- Learn360 Streaming Video
- Oregon Data Suite
- Public School Works
- Restraint and Seclusion
- School ERP Pro
- Synergy Student Information System
- Technical Engineering Cooperative



Early Learning

- Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations



Student Success Act/ Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts to make progress toward the goals of the Student Success Act.



David Jamieson (ODE Integrated Guidance support) at a Story Circle training

Student Success Act/Integrated Guidance Technical Assistance Plan

- Early Literacy Network
- 9th Grade Success Network
- Behavior Attendance and Emotional Supports (BASES)
 - Attendance Services
 - Social Emotional Learning
 - School Safety & Prevention
- Multi-tiered Systems of Support (MTSS) Technical Support and Data System Implementation Technical Assistance
- Instructional Rounds
- Career and College Readiness & CTE
- Communications Technical Assistance
- Community Engagement and Family Partnerships Technical Assistance
- Small/Rural Grant Support
- TSI/CSI Support





Tillamook EI/ECSE Classroom

Grant-Funded and Value-Add Services

Through federal, state and private grants, NWRES D provides certain services at no cost to school districts. *(Not part of the Local Service Plan.)*



Grant-Funded and Value-Add

- Attendance Services
- Child Care Resource and Referral (Clatsop, Columbia, Tillamook)
- Courier
- Early Intervention/Early Childhood Special Education (EI/ECSE)
- Early Learning Hub (Clatsop, Columbia, Tillamook)
- English Language Learner Consortium (Title III)
- Health Education Training Application
- Instructional Technology Professional Learning
- Grow Your Own
- Migrant Education Program
- Oregon Digital Learning/Digital Literacy (EdTech Cadre)
- Math Grant through the STEM HUB
- Outdoor Science School
- Oregon Response to Instruction and Intervention (ORTIi)
- NW Regional Educator Network (nREN)
 - Projected Programs (not yet approved by nREN Coordinating Body):
 - Aspiring Administrators
 - Cascade Alliance for Equity
 - Instructional Coaching Network
 - Mentoring
 - Grow Your Own
 - Early Literacy Supports (e.g., LETRS)
 - Early Learning (Birth - 5)
- Regional Inclusive Services
 - Autism Spectrum Disorder Services
 - Blind Visually Impaired (BVI) Student Services
 - Deaf and Hard-of-Hearing Services
 - Deafblind Services
 - Regional Equipment Center
 - Traumatic Brain Injury Team
- School Safety and Prevention System
- SPED Regional Technical Assistance Program (RTAP)
- Spot Vision Screener
- STEM Hub (Clatsop, Columbia, Tillamook)
- Youth Transition Program (YTP)

Proposed Motion

*I move to approve the 2025-26
Local Service Plan as presented.*

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Regular Meeting – December 12, 2024 Vernonia Schools Library, 1000 Missouri Avenue, Vernonia

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order at 6:00 p.m. by Greg Kintz. MEETING CALLED TO ORDER
- Board Present:** Gre Kintz, Amy Cieloha, Joanie Jones, Tony Holmes, Javoss McGuire, and Stacey Pelster BOARD PRESENT
- Board Absent:** Susan Wagner BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, Middle & High School Principal; Michelle Eagleson, Elementary Principal; Susanne Myers, Special Education Director; Barb Carr, Administrative Assistant, and Camrin Eyrrick and Glenda Delemos, Classified Staff. STAFF PRESENT
- Visitors Present:** Freya Lewis and Scott Laird VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** There were no adjustments to the agenda. Stacey Pelster moved to approve as presented. Joanie Jones seconded the motion. Motion passed unanimously with those in attendance. AGENDA REVIEW
- 3.0 PUBLIC COMMENT:** Scott Laird spoke to the Board’s decision last month to not support a Pride Advisory Committee to the Oregon Schools Board Association’s request to amend their bylaws and make the Pride Advisory Committee a voting caucus. PUBLIC COMMENT
- 4.0 SHOWING CASING of SCHOOLS**
- 4.1 ADMINSTRATOR REPORTS:** The Board received all Administrator Reports prior to the meeting. ADMINISTRATOR REPORTS
- Nate Underwood read a note from Mrs. Safier regarding 9th Grade On-Track efforts. Mrs. Safier and Mrs. Schram are excited to begin interviewing freshman and get started. The NWRESD recognized VHS for the substantial increase in the percentage of students in 9th grade on track to graduate. Amy Cieloha stated she would enjoy having students come to the board meetings.
- Fall Sports Report: Information was provided within Mr. Underwood’s Principal Report.
- Stacey Pelster shared that she appreciated Scott Laird bringing forth his points and shared her perspective of why the Board voted the way they did.
- 5.0 BUSINESS REPORTS:**
- 5.1 Superintendent Report:** The Superintendent’s Report was provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- Jim Helmen shared that after presenting the District’s Report Card information to the Board it will go out to families. Overall report card takeaways include:
- Notable gains in English Language Arts and Science. The district showed consistent growth in reading and science, particularly in middle school grades.
 - Math gains in early grades: Early interventions have proven effective in grades 3 and 5. Additional focused intervention and increased proficiency in higher-level critical thinking are needed to sustain progress in the upper grades.
 - Targeted interventions needed: Declining or stagnant performance in specific grades (e.g. 11th grade ELA and Math) highlights areas for strategic focus, new math adoption, and strategic MTSS interventions needed in math. Math adoption for grades 6-12 is in process.
 - 9th grade on track: with a total denominator of 141 students over the three years, the 9th grade on track data reflects progress, particularly in the most recent year,

suggesting the effectiveness of interventions or program adjustments. Continued focus on maintaining and enhancing these gains is recommended.

- Attendance: while attendance has steadily improved, continued efforts are necessary to sustain and accelerate this upward trajectory.
- Graduation Rate: with a total cohort denominator of 135 student across the three years, this data reflects steady progress in graduation outcomes. Continued efforts are encouraged to sustain and build upon this positive trend.

Javoss McGuire suggested posting the data for kids to see.

The District's Fall Community Engagement Night was held November 21st and was again a huge success. The District is grateful for the generous sponsorships from local businesses towards Thanksgiving meal boxes and Bingo game prizes.

5.2 Financial Report: The Financial Report was shared with the Board prior to the meeting. There were no questions on this report. Included with the Financial report is a Plan of Action to address material weaknesses discovered in the audit. FINANCIAL REPORT

5.2.1 Audit Presentation: Tara Kamp, a partner with Pauly, Roger and Co. shared the purpose of the audit. AUDIT PRESENTATION

- Financial Audit – testing financials for accepted accounting principles and auditing standards
- Compliance Audit – testing various laws & regulations to ensure compliance
- Federal Single Audit – testing specific federal grants

The results of the Financial Audit issued an unmodified opinion. This is a clean opinion with no reservations. The results of the Compliance Audit found exceptions and those are noted on page 49 of the audit. The results of the Federal Audit stated one issue of non-compliance.

According to Ms. Kamp she and her agency encountered no issues with Vernonia School District staff. They were wonderful to work with. There were no disagreements with management about accounting and auditing requirements.

Jim Helmen stated that Marie Knight worked hard to have the audit done on time and this year the audit was actually finished ahead of time.

Stacey Pelster stated she would like to have further information and an explanation provided by Marie Knight when she returns.

5.3 Maintenance Report: Mark Brown's report was provided to the Board prior to the meeting. There were no questions on this report. MAINTENANCE REPORT

6.0 BOARD REPORTS/ BOARD DEVELOPMENT:

6.1 COMMITTEE REPORTS

COMMITTEE REPORTS

6.1.1 Safety Committee – No report

6.1.2 Policy Committee – The following policies were presented for a first reading.

GBN-JBA: Sexual Harassment

GCBDA/GDBDA: Family Medical Leave

GCBDC/GDBDC: Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave

GCBDC/GDBDC-AR: Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave

GCBDF/GDBDF: Paid Family and medical leave Insurance

IIA: Instructional Materials

JHH: Student Suicide Prevention

6.1.3 Scholarship Committee – Nothing reported

6.2 Board Member Items:

BOARD MEMBER ITEMS

Amy Cieloha asked if there is a date that the remaining accounts in the student body account plan will be completed? She asked that page numbers be added to the document and a due date be added.

Greg Kintz stated that he receives regular communication from the Oregon Government Ethics Commission (OGEC). Public officials must go through mandatory training once per term. The training link is available on the OGEC website and also available on the OSBA site. Previously Board members completed an annual form however, starting this year training is required.

- 7.0 OTHER INFORMATION and DISCUSSION**
- 7.1 District At-A-Glance Report Cards** – Jim Helmen shared this information during his Superintendent’s report. DISTRICT REPORT CARD INFORMATION SHARED
- 7.2 Integrated Guidance Report 2023-24:** Jim Helmen shared this information in his Superintendent’s report. INTEGRATED GUIDANCE REPORT
- 7.3 Early Literacy Report 2023-24:** Jim Helmen shared this information in his Superintendent’s report. EARLY LITERACY REPORT
- 7.4 Classified OSEA Memorandum of Agreement (MOA):** Jim Helmen explained that OSEA requested a Memorandum of Agreement to add the following to Article 9.17 F:
6. An employee who accepts a bilingual translation and interpretation assignment shall receive an additional one dollar and forty cents (\$1.40) per hour on their hourly wage per semester while assigned. OSEA MOA PRESENTED
- 8.0 ACTION ITEMS:**
- 8.1 2023-24 Financial Plan of Action:** Stacey Pelster moved to approve the Vernonia School District Financial Plan of Action 2023-24 as presented. Javoss McGuire seconded the motion. Motion passed unanimously with those in attendance. FINANCIAL PLAN OF ACTION APPROVED
- 8.2 OSEA Classified Memorandum of Agreement:** Javoss McGuire moved to approve the OSEA Classified Memorandum of Agreement as presented and discussed. Joanie Jones seconded the motion. Motion passed unanimously with those in attendance. OSEA MEMORANDUM OF AGREEMENT APPROVED
- 9.0 MONITORING BOARD PERFORMANCE:** Nothing discussed. MONITORING BOARD PERFORMANCE
- 10.0 CONSENT AGENDA:** CONSENT AGENDA
- 10.1** Minutes of 11/14/2024 Regular Meeting
- Amy Cieloha moved to approve the consent agenda as presented. Javoss McGuire seconded the motion. Motion passed unanimously with those in attendance. CONSENT AGENDA APPROVED
- 11.0 OTHER ISSUES:** OTHER ISSUES
- 11.1 Next Agenda Setting Meeting:** The virtual meeting will take place at 4:00 p.m. on Thursday, January 2, 2025. NEXT AGENDA SETTING MEETING
- 12.0 UPCOMING DATES:**
- Elementary Holiday Program - Wednesday, Dec. 18th at 6:00 p.m. Amy Cieloha and Tony Holmes volunteered to help serve refreshments.
 - Staff Holiday Dessert Potluck: Monday, Dec. 16th at 2:00 p.m.
 - Legislative Town Hall in Astoria, Wednesday, Dec. 18th.
 - Winter Break Dec 23 – Jan 6, 2025
 - Next Board meeting Jan 9, 2025
- Amy Cieloha commented that all doors were locked during the basketball game last week.
- 13.0 MEETING ADJOURNED** at 7:27 p.m. ADJOURNED
- Submitted by Barb Carr,
 Administrative Assistant to the Superintendent and Board of Directors

Board Chair

District Clerk

December 2024 Maintenance Report

Alarm Related Calls:

16

Facility Use:

Board meeting, winter sports, training, P.D. assemblies, Ballet, community events, Christmas program.

Projects/Work for the Month

*Board report.

*Mist: regular maintenance, replaced bad igniter in gym furnace. Spent one day out at the school over break to clean. Carpets need to be professionally cleaned asap. SOOOoo much glitter!

*Revamping SDS files for the district, ongoing..... still

*Adjust lighting schedule for winter break.

*AHU2 came loose in the box and hit the side shroud, causing some damage to the fan wheel. We got it back up and running. But the wheel is out of balance as a result. We will need to address this sooner than later. I am getting bids for this. We will watch it close. Hoping this can be done after winter.

*Lots of time unclogging toilets from food and feminine products are being flushed. Still happening. This is still ongoing. Damage to two bathroom stalls. Both boys middle school and elementary. It takes a major impact to break this. Both have been repaired after arts came in over break.

* More Osha training, working on some compliance issues moving forward.

*HVAC/control repairs AU2, RT1, and TU units in 246, 160

*Replace protective guard on backboard in big gym.

*Repaired door handle in slc to meet code.

*Empty biomass and refuel again

*Repair T-5 auto scrubber: installed new rubber on extraction bar

*Clean and organized main custodial area

* We spent quite a bit of time with more in depth cleaning of rooms and areas we usually do not get to. Bathrooms, classrooms, gyms, locker rooms, and offices.

*Extra cleanup around the campus after the storm.

*Some extra time managing and dealing with systems and controls as a result of the storm.

*Changed out desks for tables in a classroom.

*We had a couple leaks as a result of the heavy rain. They have been patched and appear to be ok now.

*Work on the generator, call for fuel and conditioning additives to be ready for the next one.

* AHU4: manual restart, maybe a power surge.

* clean and organized chair storage room.

Weekly/Monthly

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

Miscellaneous:

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

Vandalism:

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403