

AGENDA

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Public Meeting

Thursday, March 13, 2025 – 6:00 p.m.
Vernonia Schools Bldg., 1000 Missouri Avenue, Vernonia, OR 97064

<https://us06web.zoom.us/j/84704175746?pwd=vEI9r8y8vc3KCvbIUkyIPiWfIHqB3p.1>
Meeting ID: 847 0417 5746
Passcode: E9PJdL

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

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

REGULAR SESSION

1.0 CALL TO ORDER..... Chair
1.1 Flag Salute

2.0 AGENDA REVIEW Chair
2.1 Action to Approve the Agenda

3.0 PUBLIC COMMENT ON AGENDA and NON-AGENDA ITEMS

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

4.0 SHOWCASING OF SCHOOLS

4.1 Administrator Reports
4.2 Winter Sports Report

5.0 BUSINESS REPORTS

5.1 Superintendent Jim Helmen
5.2 Financial Marie Knight
5.3 Maintenance Mark Brown

6.0 BOARD REPORTS / BOARD DEVELOPMENT..... Chair

6.1 Committee Reports
6.1.1 Safety Committee
6.1.2 Policy Committee – 1st Reading
GBLA – Disclosure of Information
GCPA-AR – Reduction or Recall of Licensed Staff
GCQB – Research
GDA – Instructional Assistants
IFE – Curriculum Guides and Course Outlines
IGAC – Religion and Schools

IGBAG-AR – Special Education – Procedural Safeguards
IGBAF-AR – Special Education – Individualized Education Program (IEP)
IGBB – Talented and Gifted Program
6.1.3 Scholarship Committee

6.2 Board Member Items

7.0 **OTHER INFORMATION and DISCUSSION**

7.1 2025-26 Instructional Calendar Options – 1st Reading

7.2 Integrated Planning Presentation – 1st Reading

8.0 **ACTION ITEMS**

Nothing at this point in the agenda.

9.0 **MONITORING BOARD PERFORMANCE** Chair

10.0 **CONSENT AGENDA** Chair

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

10.1 Minutes of the 02/13/2025 Regular Meeting

I move to approve the consent agenda as presented.

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

12.0 **RETURN to REGULAR SESSION**

13.0 **ACTION ITEMS**

13.1 **Licensed and Administrative Staff Contract Renewal**

I move to approve Administrative Contract Extension resolution #2025-02 and Licensed Staff Extension resolution #2025-03 as presented.

13.2 **Superintendent Annual Evaluation**

I move to approve the 2024-25 annual evaluation of Superintendent Jim Helmen

13.3 **Superintendent Contract Negotiations Board Appointee**

I move to appoint (insert name of board member) to negotiate Superintendent Jim Helmen’s contract on behalf of the Board.

14.0 **OTHER ISSUES** Chair

14.1 Next Agenda Setting

15.0 **UPCOMING DATES**

March 24-28, 2025 Spring Break

April 10, 2025 School Board Meeting 6:00 p.m.at Mist Elementary

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

16.0 **ADJOURN** Chair

Vernonia School District 47j

Mar. 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	4
																32%	13%	
Vernonia Elem.	23	25	31	33	28	36										176	115	39
																57%	22%	
a Family Academy	2	7	4	5	3	5										26		
															202			
Elementary Total	30	37	41	45	35	45										233	125	43
																54%	18%	

Vernonia MS							47	41	40							128	70	19
f. Family Academy							5	7	2							14		
															142	49%	13%	
Vernonia HS										27	31	32	32	5	127	69	23	
										11	11	11	16	0	49			
															176			
																39%	13%	
Total	30	37	41	45	35	45	52	48	42	38	42	43	48	5	551	264	87	
																48%	16%	

(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	30	38	43	45	35	45	52	47	42	38	42	44	48	5	554		
March 1	30	37	41	45	35	45	52	48	42	38	42	43	48	5	551		
April 1															0		
May 1															0		
June 1															0		



March 2025

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

Recent ongoings at Middle and High School

Professional Development

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

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

- **Language Comprehension**-Increasingly Strategic
 - Background Knowledge
 - Vocabulary Knowledge
 - Language Structures
 - Verbal Reasoning
 - Literacy Knowledge
- **Work Recognition**-Increasingly Automatic
 - Phonological Awareness
 - Decoding (and Spelling)
 - Sigh Recognition
- **Skilled Reading**
 - Fluent execution and coordination of word recognition and text comprehension
- Additionally identified students continue to be served in **Tier II** small reading groups to improve individual skills.

- **Loggerbots**

On February 22 and 23, the Loggerbots robotics team travelled to Philomath High School for the Spark Invitational tournament. This is a second chance tournament for teams across Oregon who, like the Loggerbots, did not quite make the cutoff for the state tournament during their qualifying tournament. Competition was fierce and had a tough draw, competing against the eventual top three teams. Still the Loggerbots performed well, going 2-3 in our matches. The robot performed as designed and the team had no major issues with it. This was our first year competing in FIRST Technology Competition, we began two months late, and only a few of our team members had any significant previous experience with competitive robotics. We began with a "kit bot" but redesigned and reengineered over the course of the season such that our final robot was a mostly custom design. The team wildly exceeded our goals for the year, learned so much, and plan to continue that learning over the off season so we can be even more competitive next year. We hope to have both a middle school team and a high school team next year instead of one mixed team. The team would like to thank our mentor Jay Berezhnoy for her amazing help. We also thank all of our supportive parents and staff members.

- **Art**

Students are starting the **Jr Salmon Auction Project!** This year the Salmon Auction, always a big hit, will be on April 3
Mrs. Kintzl has just scheduled a walking tour for **Community Art** class, April 30th of the murals downtown here in Vernonia. **Portland Street Art Alliance** will be coming out here to do the tour. This is a wonderful local opportunity for some of our students to learn more about how the murals were made, and what it takes. We will most likely be proposing the High School Bathroom mural designs at the beginning of May to administration, and then hopefully finish them about mid to late May. (Depending on the size.)

- **German**

- **Heston Forster** applied for ASSE a few months ago to do an exchange to Germany (on the back of Erin Gherke coming in and speaking about her experience).

Ms. Keister wrote an enthusiastic letter for him to apply, he applied, and made it to an interview - for which he was flown out to Denver by the organization - and now he's waiting to hear.

- **Forestry**

In February, the Forestry class worked with the ODFW and the UNWC on a willow cutting collection project at the **Vernonia Wetlands**. Tomorrow, we will be working with the City of Vernonia (Dale Webb) on a planting project out at the



wetlands.

- **Metals**

New batch of **8th grade metal working** students are learning how to stick weld and doing well!

Welding 1 students are working on various forging projects.

Advanced Welding 2 & 3 students are currently fabricating some new adjustable table legs for the elementary school classroom tables.

- **Magic the Gathering Club**

- Attached is a photo of a few of our **Magic the Gathering** club members and the terrific free materials, game cards and accessories sent to us for free from MagiKids.org which supports and encourages teaching kids to play this game of strategy and planning. The game requires both reading and math skills as well as analysis. Our kids also have an opportunity to talk with one another in a social setting and be off of screens! The club is sponsored and facilitated by Mrs. Alexander, our High School and Middle School Special Education teacher and volunteers (Aides) Jared Alexander and Cory Parker, from 3:00 to 4pm. All students 6th grade to 12 are invited to join us on Wednesdays. We have an elected club **President, Gavin Gonzales** and **Vice-President, Nathaniel Robinson**. We provide all the game decks, dice and boxes the club members may need at no charge. We accept donations of cards and accessories from the community, card stores and Mrs. Alexander applied to MagicKids.org online and they sent us cards, deck boxes, card sleeves, 20 sided dice, a prepared pamphlet on how to teach kids to play MtG, storage boxes, brand new boxes of packets of cards such as one would buy at the store and more!!!!



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- **Choir**

- **Maddie Pelster** participated in the OMEA District 3 Solo Ensemble Contest this last weekend. She did an amazing job **representing VHS**.

- **College and Career Readiness**

- **Career Center Spring Activities:**
- Took students to PCC Preview Day, taking students to WOU for Criminal Justice and tour, planning on the Washington County and Columbia County Career Fairs in April and then the Tradeswomen Career Fair May.

- The Senior Spring Newsletter went out and opened the local scholarships. Mrs. Ward is hosting late night scholarship (and senior project/digital portfolio) nights on March 13, March 20 and April 16th in the library.
- Juniors are now in Career Exploration #1 Class. They have presented on Career Clusters, have started work in their digital portfolio by showcasing their results for their interest, skills, work values and Holland tests. They are exploring the Career magazine from the State of Oregon Employment Department to see what opportunities they can look into after high school. They all started the class with a transcript review and a tech boost with email etiquette.
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- **High School School Semester 1 Academics**
 - 3.00-3.24 Honorable Mention** - *Joshua LaBelle, Nataliah Mandich, Emma Scheuerman, Logan Barnard, Julia Busch, Hudson Hargrave, Joel Perez*
 - 3.25-3.49-Honors** - *Orran Peters, Ayden Baronas, Mia Potter, Rydia Boyer, Hansom Forster, Morgan Garner, Berenice Mellet, Kaylee Robinson, Marley Ann Schwiegeraht, Eli Wood, Landon Howland, Zachary Franco, Kylie Hinkley, Lillyen Pike*
 - 3.50-3.99 - High Honors** - *Ayla Best, Brody Campo, Madison Curry, Symbat Kudaibergenova, Brandon Rosa Duque, Cannon McLeod, Mirella Moschke, Nova Gleason, Robyn Naron, Beau Smith, Summer Wheelock, Pepper Abagael Briggs, Gage Erhardt, Kelan Busch, Morgan Dennis, Grady, DeWitt, Naomi Pike, Sabina Sadikhova, Ryker Wood, Taylor Tripp, Lucille Hyett, Kyler Koenig, Jarryn Marine, Logan Morgan, Jonathan Swart*
 - 4.00 - Principal's Honors** - *Layla Abbott, Addison Coburn, Heston Forster, Koa Leiningar, Ethan Martin, Kate Nelson, Naomi Pelster, Jasmin Peterson, Nathaniel Robinson, Charlotte Schlegel, Kaydence Thorn, Kaiden Van Lom*
- **American Citizenship Award**
 - The **American Citizenship Award** is designed to honor students who inspire and encourage other students to strive to be better citizens. Qualities include those who:
 - help others/volunteer whenever needed
 - exemplify the desirable behaviors we all want to encourage (honesty, work ethic, responsibility etc.)
 - always play fair and treat everyone with respect
 - possess strength of character and the courage to do what is right.

This award is voted on by staff and given out at each Renaissance Assembly. Semester 1 American Citizenship Award winner is senior **Beau Smith**. Congratulations Beau!

- **High School Winter Formal**

- 2025 King and Queen: **Isaiah Ruiz** and **Layla Abbott**

“Building Bridges, Clearing Paths”

HAVE A GREAT MONTH LOGGER NATION!



“Building Bridges, Clearing Paths”

VERNONIA AND MIST ELEMENTARY BOARD REPORT

March 13, 2025

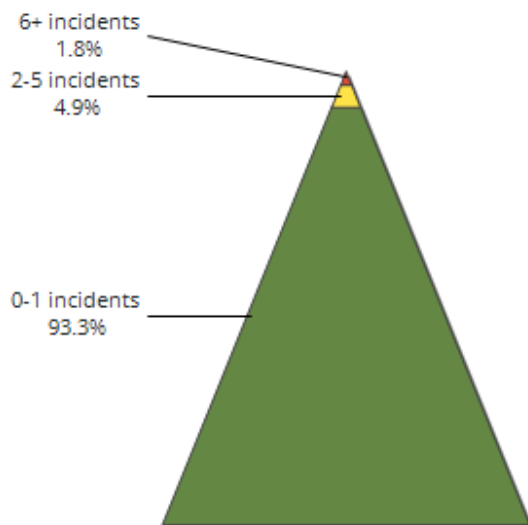


"Building Bridges, Clearing Paths"

Elementary Goals

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

Behavior Referrals for the Month of February 4- March 5, 2025



Average Attendance Percent: February 4- March 5, 2025

VES



Mist



PBIS Paper Airplane Contest

Our students earned 5,000 loggers to earn a schoolwide paper airplane contest. All students made paper airplanes and each class held a competition to determine the top 2 planes that would be entered in the school competition. Timberlynn Dennis was the school winner. Our students showed school spirit and cheered each competitor on.



Elementary Attendance March Madness

All elementary classrooms are competing in a 4 week Attendance March Madness competition. The class with the best attendance for 4 weeks will earn an ice cream party.

Interim SBAC Testing

Our third-fifth grade students have begun weekly interim testing to get acquainted with the format and tools for SBAC testing. We will be testing in May.



Book Blast

Vernonia Elementary will begin our Book Blast fundraiser on Monday, March 10. This fundraiser will run for 2 weeks. Every student in our school will receive a free book just for our school's participation. Students have an opportunity to earn up to 10 free books for their own personal library by participating and receiving contributions from friends and family.

Learning Walks

On February 18th, Ms. Adkins, Ms. Rae and Ms. Wall, Mrs. Schlegel and Mrs. Eagleson participated in Learning Walks at Vernonia Elementary with our NWRESD Instructional Coaching Partners. These learning walks focused specifically on student engagement which is a district priority. We will conduct 2 more learning walks this year with other teachers.

Classified Appreciation Week

During the week of March 3, we celebrated our amazing classified staff who go above and beyond to support our students and staff. These individuals are an integral part of our community and we could not do our jobs without them. They were treated to coffee, breakfast, snacks, goody bags and an apple bar throughout the week. Thank you to the VSD classified staff!

Recent Special Education Updates

VSD Special Education Transition Services

There is a lot going on in our transition program! Our current projects are summarized below. However, most importantly I want to highlight the commitment, time, and creativity of the staff who have been working behind the scenes to get these projects off the ground.

SLC staff Summer Gonzalez, Tiffany Little, and Kara Weaver are exceedingly dedicated to our students and to developing opportunities for our most highly impacted students, in particular, to engage in the school community, access the wider Vernonia community, and prepare for adult life. They have been integral to the development and progress we're making in the transition program.

VHS Transition Projects & School-Based Businesses

- **Logger Coffee**

We have introduced bagels & cream cheese as the first food item on the menu. So far, sales are great! While the current items are store-bought, students will soon make bagels following a simple recipe and sample their creations. If these bagels turn out well, Logger coffee may offer these rather than store-bought bagels. Students are also working on trail mix recipes and will continue practicing making baked goods to add to the menu.

- **Logger Pantry**

The pantry went through a deep clean over the winter and recently reopened with some changes and improvements. We obtained new shelving and sealable containers through donations, which will be a significant help to keep the pantry clean.

When the pantry originally opened in spring 2022, it was accessible to those who wished to either donate or take goods 24 hours, 7 days a week. This model allows people to take when they need and give when they can, which removes much of the stigma attached to needing or accepting a "hand out." However, in recent months the pantry became untidy due to several factors, including a broken door latch and the normal patterns of school breaks.

We worked with the maintenance team to make adjustments that would help the pantry stay clean and hygienic. While these changes limit the hours during which the pantry is accessible to the community, we believe it will significantly help us maintain high standards of cleanliness. We may be able to return to the previous practice of being available at all times in the future. However, our current priority is cleanliness.

- **Community Service**

Students who are working on the pantry project have visited Vernonia Cares several times over the past two months. These students will continue to volunteer twice per month through the end of the school year. During their time at Vernonia Cares, the students pick up donations to be placed in our pantry. Next month, they will begin spending more time to contribute service hours at the food bank as well. This opportunity will give our students valuable work experience, similar to working in a grocery store or a variety of other types of organizations. Furthermore, VHS students are required to complete 40

hours of community service toward their graduation requirement. Our special education students will be able to use this time toward their community service requirement.

- **Balloon Company**

Our team is currently gathering supplies to reintroduce the balloon company. As before, students will have balloons for sale, and we will add options to purchase goodie bags along with balloons. Parents, staff, and community members will be able to purchase balloons and candy for their students (or staff members) to celebrate birthdays, holidays, and other special events. Our students will prepare orders and deliver them to the celebrated recipients during the school day.

This school business will provide students with opportunities to practice work skills, communication, and even fine motor skills (such as when tying ribbons.)

- **Gardening @ VSD Greenhouse**

Later in March we will receive a seed starting kit as part of the Grow This Challenge through Oregon State University. These kits include a variety of seeds and all the supplies needed to start growing.

We have recently purchased and installed a weather station, now called Logger Weather, on the roof of the main building. VHS students will learn about weather data and its impact on plant growth, as well as gain practice reading and interpreting maps and graphs. Students will then share this information with the school community through weather announcements and digital newsletter.

This project presents a fantastic opportunity for students to learn about nutrition, try new vegetables, develop cooking skills, and gain the satisfaction of growing their own food. As the project progresses, we hope to utilize the greenhouse on campus, which would allow students to grow a wider variety of plants and to grow them as large as possible.

Updates from VHS Community Transition Specialist (formerly known as YTP)

Silvia Stavreva joined VSD in January, and already has several initiatives underway. Ms. Stavreva prepared a summary of these initiatives for this month's report, which I have included below:

New Initiatives and Community Partnerships

- **Driver's Permit Test Study Group:** During spring break, students can join a study group from 1-3 p.m. daily in the school library to prepare for their driver's permit tests. All pre-ETS students are invited to participate if they are interested. The interest has been high, and now we are contacting parents and working with our facility's library to set up for the class. The goal is to have a successful study group after having a sack lunch in our outdoor area before this class takes place.

- **Partnership with "Elevate Him":** We are working to provide male students with free suits for job interviews, graduation, and prom, boosting their confidence for these important milestones. Registration for special education and pre-ETS students is being handled by Transitions Services, however this is a resource that can be accessed by anyone.

- **Outreach to Abby's Closet:** We have connected with Abby's Closet to explore opportunities for our female students to access free prom dresses, with special early admission for students with sensory needs. This registration is also being handled by Transitions Services, however event information has been passed along to our Junior Class, being led by Mrs. DeLemos, who will distribute this information to the rest of the student body. I am actively working on seeing if Abby's closet will extend their invitation to all the girls invited to prom, instead of just our seniors.

- **Concessions Stand Program Revival:** We are collaborating across departments to reintroduce students to working in the concessions Logger Snack Shack, offering them hands-on experiences in budgeting, menu

planning, and money management during the remaining games of 2025. There are 10 home volleyball games. We hope to see you all there.

- New Transition Specialist update : I continue to work on learning this new job role, diving into our students' individual needs and barriers through their IEPs, establishing rapport with these students, and creating a welcoming “safe space” corner in my room to support emotional regulation and trust-building.

My aim is to make contact with all my client/students' parents & guardians to introduce myself, and get any feedback as to what these individual families hope to gain and implement for their students while at VHS. Community outreach will also be prioritized. Mid March I will be join Susanne Myers at the Oregon Statewide Transitions Conference in Eugene Oregon, a statewide meeting of other regional transition specialists and vocational rehabilitation specialists, where I hope to build relationships with peers from across the state to learn from them how they are running their programs. This 2 day educational conference is packed full of seminars and presentations. Example of session topics are: *Educational Practices for Transition Aged Youth. Vocational Rehabilitation and Youth. Research and Evidence Based Practices in Transition.*

Support Needed from the Board:

We kindly ask the Board to help spread the word about our revitalized Transition Services program. By connecting with community members and business owners, we can create job opportunities for students. Our partnership with Vocational Rehabilitation offers businesses full reimbursement for wages paid to students during their training, providing a mutually beneficial opportunity to support our community's youth. The benefits are incredible and I would be thrilled to provide any information needed or answer any questions.

Sstavreva@vernoniak12.org

Shoutouts and thanks:

We are grateful for the continued support and direction and leadership from our Director of Special Education Susanne Myers. We have felt the impact of support from Principal Nate Underwood, special education teacher Caroline Alexander and secretary Teresa Williams, whose contributions have been invaluable to our students' growth and success.

Thank you for your attention and ongoing support. We look forward to sharing more progress at the next Board Meeting.



VERNONIA ATHLETICS

Winter Sports Season 2024-2025 Report

Vernonia Middle School Boys/Girls Basketball

Boys' basketball had 17 players this season, 8 sixth graders, 7 seventh graders, and 2 eighth graders. There were not as many wins as losses according to the scorebook, but there was marked improvement in team ball, attitude, and accountability. There was collaboration with the high school coaching staff to include their common drills and focus on the skills needed once these players move up. Definitely looking forward to next season.

Girls' basketball started the season with 15 players, 8 sixth graders, 4 seventh graders, and 3 eighth graders. The girls started the season with a very intense win at home against Clatskanie with a packed gym. There were struggles with learning different offenses and defenses, by the end of the season they were running plays very well. Defensively there was huge improvement in communication and overall confidence.

I would also like to acknowledge the family and friends of these athletes. This year we have had more support in the stands than any other year I can think of. This greatly influenced all of the teams and their successes Thank you.

Coach Iwalani Leininger

Vernonia Middle School Wrestling

What an incredible season for the Vernonia Middle School Wrestling team in 2025! This year, the team had an impressive 14 participants—double the size of our typical roster, which is a testament to the growing talent and dedication within our program.

Our team was expertly led by 8th-grade captains Abbygayle Morgan, Ayden Abbott, and Zach Thompson, whose leadership and commitment set the tone for an outstanding season. The squad was a dynamic blend of 6th, 7th, and 8th-grade athletes, each bringing their own unique strengths to the mat. Every single one of these athletes proved themselves tough competitors.

However, one wrestler stood out above the rest. Congratulations to **Zach Thompson**, who not only had an exceptional season but also captured the **district championship in the 150-pound bracket!** Zach's hard work and perseverance paid off, and he truly exemplified the spirit of our team.

This group of student-athletes has made this season one to remember. Their efforts, sportsmanship, and grit have been nothing short of inspiring. We are incredibly proud of all our wrestlers and their accomplishments this year.

Here is to another fantastic season and continued success in the future.

Coach Bret Bunke



VERNONIA ATHLETICS

Wrestling

The Vernonia wrestling team had a strong season, finishing third at districts and sending four wrestlers to state. With 14 athletes on the team, we saw great growth and dedication. The team competed hard all season, earning key wins and gaining valuable experience.

A huge thank you to our wrestlers, families, and supporters for making this season a success. We're excited to build on this momentum for next year. Go Loggers!

Coach Mickey Bruehrer

Girls Basketball

The season started with many challenges. From a new coach to new systems and to understanding how to develop the program, and to take advantage of our strengths.

Early in the season we played four 3A schools, which gave us very good competition as the girls developed and learned our system, they started competing extremely well in all games. By mid-season, we were winning our share of games and competing at a high level in our league. One thing about these girls that was for sure, they always competed, tried to get back in every game, and always worked hard.

We ended up finishing fourth in our league, which I know from other coaches in our league, it surprised them as they thought we would finish lower. We played a tough Faith Bible team in the first round of districts, beat them, and eventually lost to Nestucca in the district playoffs. The team went 14 and 11. We will graduate two seniors and bring back one junior, 4 sophomores and 1 freshman. There are some very good basketball players returning but the numbers will again not be that high going into next season.

A special thanks to our foreign exchange student Mirella for her hard work and thanks for helping the program. In addition, thanks to Coach Jim, Coach Satori and Coach Jake for all the hard work they put in this season. **Special awards:** Avery Wolf - 1st Team All-League; Momi Leininger - 2nd Team All-League & Defensive Player of the Year and Layla Abbott - Honorable Mention All-League.

Coach Terry Newton

Boys' Basketball

The Loggers began the season with a very young and inexperienced group. We had a group of seven incoming freshmen. The Loggers were led this year by senior second team all-league and defensive team player, Gage Earhart. The season began rough for the Loggers, they struggled to get wins and to score points in games. The Loggers found themselves going against teams that had much more experience and size, which led to some very lopsided contests earlier on in the season. The Loggers went through a seven-game stretch where they did not score more than 30 points in each of those games.



VERNONIA ATHLETICS

As the season progressed, the Loggers showed great coachability, determination to improve, and most importantly, began to play more as a team. As the team bought into the philosophy and grew to respect one another, it started showing. We turned our season around midway through the league season and began making our goal to make one of the playoff spots. The Loggers were able to achieve their goal of making the league playoffs but were eliminated in that final game losing to Faith Bible 56 to 49.

The Loggers showed great intensity and hustle as they managed to win three of the four quarters in that contest. Unfortunately, however, the one quarter they did lose was too big of a loss to overcome. Several players made huge improvements this season. With the amount of young players the Loggers had this season, the future for Vernonia basketball looks to be bright as we return several key players to the squad next year. The Loggers were led down the stretch in scoring by Gage Earhardt. Freshman Josh Labelle quickly grew into our second-best offensive threat; he was one offsetting the record for the most three-pointers made in a game. He finished with a game best nine made three-pointers in one of our contests. The Loggers made much improvement this season finishing off with a total of eight wins and a spot in the league playoffs.

Coach David Weller

VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent
Board Report
March, 2025
70 -70 - 90
“We, Not Me”

Celebrating Our Incredible Classified School Employees

Last week, we had the honor of celebrating our amazing classified employees during Classified Employee Week. Our classified staff are the heart and foundation of the Vernonia School District, working tirelessly behind the scenes to keep our schools running smoothly and ensuring our students receive the support they need to thrive. Whether they are maintaining our buildings, preparing healthy meals, assisting in classrooms, or providing essential services, their dedication shines through in everything they do. We are deeply grateful for their hard work, commitment, and the positive impact they make every single day. We thank them for all they do—our classified staff are invaluable!

Celebrating Our Incredible Vernonia Students and Programs

We are incredibly proud of the Vernonia Schools Robotics Team (Logger Bots), Boys and Girls Wrestling teams, Boys and Girls Basketball teams, and their dedicated coaches and volunteers for their hard work and successful seasons. Being part of Vernonia’s programs is more than just competition—it’s about teamwork, perseverance, and representing our school and community with pride. A special thank you to our senior athletes who gave their all this winter season, competing with heart and dedication while setting a strong example for future generations. Your commitment, sportsmanship, and passion make us proud to be Vernonia!

The Elevating Voices in Education (EVE) Workforce Survey

The EVE Survey was completed on February 24, 2025. Staff were given the opportunity to complete the survey during their Professional Development time to provide valuable insights on workplace climate, professional learning, well-being, students, equity, and job satisfaction. Thank you to all who participated in this important effort to help inform state and district decisions on improving our culture and supporting staff in the Vernonia School District.

State School Funding

The Oregon Legislature's **tentative** budget for the 2025-2027 biennium estimates the State School Fund (SSF) at approximately \$11.4 billion, reflecting an 11.4% increase over the 2023-2025 legislatively approved level. This funding comprises \$10.5 billion from General Fund and Lottery Funds, with the remaining amount supported by revenues from the Corporate Activities Tax (CAT), marijuana tax, and other sources.

The District is currently evaluating the overall roll-up costs associated with wages and benefits, total non-personnel costs, and the final ADMw for the 2024-25 school year (ADM allocation is , which will determine a portion of its state funding allocation. A tentative budget outlook message to staff and the community is expected by the end of March. While the state school fund allocation for Oregon provides a solid foundation, additional support will be needed to expand services or fully maintain the quality of student programs.

As part of this process, we are thoughtfully and optimistically conservative in considering the impact of a 6% cost-of-living adjustment for classified and certified staff in the final year of the collective bargaining agreement while working to preserve current staffing and program levels. With the preliminary state school fund allocation of \$11.4 billion, we remain committed to optimizing resources to support VSD's growth and success for all students, knowing that the current SFF allocation is not nearly enough. Additionally, the district is proactively planning a 1.2% increase in the Public Employees Retirement System (PERS) contribution rate to ensure long-term financial stability.

District-Wide Calendar Proposal

The district calendar team has released its recommendation for the 2025-2026 district calendar. Areas of Focus:

Camp Cedar Ridge

The Camp Cedar Ridge (CCR) After-School program has successfully returned to the school building, and the transition for students has been smooth. We are grateful for the dedication of Camp Cedar Ridge and its employees to supporting our K-12 after-school program students. I'm especially proud to share that many of our high school students are employed by CCR as camp counselors, creating valuable mentoring opportunities. This experience offers meaningful social benefits for our younger students and our high schoolers, who are learning the power of leadership and mentoring.

Additionally, Camp Cedar Ridge will not be holding their Spring Break Camp due to low registrations.

VSD Equity Advisor Committee

In Oregon, state law now mandates the establishment of educational equity advisory committees, also known as District Equity Committees (DECs), to ensure all students receive equitable educational opportunities. Senate Bill 732, enacted in 2021, requires each school district to form a committee to address and support the needs of underrepresented student groups.

Vernonia School District Equity Team The Vernonia School District has taken proactive steps by establishing an equity team that fosters an inclusive and supportive educational environment for all students. Bret Bunke is the team's chair, and key members include Karal Myatt (1st-grade teacher), Charise Ash (4th-grade teacher), and Rachell Plummer (Tier 3 teacher). The team will advise district leadership on equity-related matters and ensure policies reflect the diverse needs of our student population.

Next Steps for Community and Student Involvement—We will invite a community member and a student to join the DEC. The selection process will be conducted through an application via VSD Google Forms, ensuring transparency and equitable participation. Our current DEC committee will elect these individuals to the committee, strengthening the team's ability to support and advocate for students across the district.

State Requirements and Vernonia's Commitment

- **Purpose and Duties:** DECs guide school boards and superintendents on the educational equity impacts of policy decisions. They help identify and address barriers affecting underserved student groups.
- **Composition:** Committees must include parents, employees, students, and community members to ensure diverse perspectives are represented. The selection process prioritizes inclusivity, ensuring that no one is excluded based on immigration status.
- **Reporting:** DECs are encouraged to prepare an annual report outlining successes and challenges in addressing educational equity. This report should be shared with parents, posted on the district's website, presented to the school board in an open meeting with public comment opportunities, and submitted to the State Board of Education.
- **Implementation Timeline:** School districts with an average daily membership (ADM) of 10,000 or less have until September 15, 2025, to finalize their committee structure.

- State Board of Education Role: The State Board of Education oversees the implementation and administration of DEC's to ensure they function effectively within school districts.

Future Planning and Board Presentation Once the community member and student representative are elected, the DEC will present its strategic planning and goals to the Vernonia School District Board before the September 2025 deadline. This initiative reflects our district's ongoing commitment to fostering a welcoming and supportive educational experience for every student.

Increasing District Safety through SaferWatch

We are introducing a new tool designed to enhance the safety of our schools and improve communication within our existing "I Love You Guys" protocols. The SaferWatch safety app will strengthen communication between administrators, staff, and law enforcement during emergencies. This program will enable real-time updates during situations such as lockdowns, ensuring that all stakeholders receive accurate and timely information to support swift decision-making and response.

What is SaferWatch? SaferWatch is a mobile safety application designed to provide a seamless, real-time communication link between school personnel and emergency responders. The app allows users to report threats, initiate alerts, and receive updates instantly. It serves as an additional layer of security, reinforcing our district's commitment to student and staff safety.

Alignment with "I Love You Guys" Protocols The "I Love You Guys" Standard Response Protocol (SRP) provides a structured, clear, and consistent response to various emergencies, including lockdowns, evacuations, and shelter-in-place scenarios. SaferWatch aligns with these protocols by:

- Enhancing the efficiency of emergency notifications and updates.
- Providing staff with a direct line of communication to first responders.
- Allowing real-time situational awareness during crisis events.
- Supporting the structured approach of SRP by reinforcing clear, concise messaging.

Support for Vernonia School District Implementing SaferWatch will bolster our district's emergency preparedness efforts by:

- Increasing the speed and accuracy of crisis communication to staff and law enforcement.
- Enabling staff to report concerns quickly and efficiently.
- Enhancing coordination between school personnel and emergency responders.

- Providing a user-friendly platform for both prevention and response efforts.

Training and Implementation To ensure effective implementation, we asked all staff to download the SaferWatch app before the scheduled training on March 10th from 2:30 to 3:15 p.m. The training was conducted online and is available for all classified and certified staff.

This initiative reflects our district's ongoing commitment to student and staff safety while strengthening our emergency response capabilities. We appreciate the school board's support as we integrate SaferWatch into our district's safety plan.

Oregon Integrated Planning Requirements for Vernonia School District 2025-2027

Overall Total Grant Fund allocation for VSD:

1. Early Literacy: \$59,148.05
2. Early Indicator and Intervention Systems: \$1,704.66
3. High School Success: \$198,823.15
4. Student Investment Account: \$668,430.80

***Total Grant Allocation for 25-26: \$928,106.66**

The Oregon Department of Education Integrated Planning (IP) requirements for school districts for the 2025-2027 cycle is designed to align district strategic planning (CIP) with state and federal funding requirements, ensuring a cohesive approach to student success.

For the 2025-2027 Biennium, VSD must develop a unified plan incorporating key initiatives, including The Oregon Department of Education's Integrated Planning initiative, known as "Aligning for Student Success," consolidating six key programs to streamline efforts and enhance educational outcomes. The components of this integrated approach include:

- High School Success (HSS): Aimed at improving graduation rates and ensuring students are prepared for college and careers.
- Student Investment Account (SIA): Focused on reducing academic disparities, increasing academic achievement, and addressing students' mental and behavioral health needs.
- Continuous Improvement Planning (CIP): Enhancing educational opportunities through systematic planning and evaluation.
- Career and Technical Education (CTE): Supports the development of academic knowledge alongside technical and employability skills for secondary students.
- Everyday Matters (EDM): Addresses chronic absenteeism by emphasizing student engagement, positive school culture, and family and community involvement.
- Early Indicator and Intervention Systems (EIS): Establishes cohesive data collection and analysis systems to identify and support students needing additional assistance.

- **Early Literacy Initiative:** a statewide effort to improve early reading skills by providing support, resources, and evidence-based instruction for children from birth through third grade. It focuses on equitable access to high-quality literacy instruction, family engagement, and professional development for educators to ensure all students become proficient readers.

VSD is expected through the process to engage stakeholders, conduct needs assessments, and submit a comprehensive plan that meets Oregon Department of Education (ODE) guidelines.

The Oregon Department of Education (ODE) has established a 12-step process for school districts to develop and submit their Integrated Plans, ensuring alignment with state initiatives and compliance with funding requirements.

The sequential steps for ODE Integrated Planning requirements for VSD are as follows:

1. **Organize Your Thinking and Planning:** Establish a planning team and outline the process for developing the Integrated Plan. (Completed)
2. **Engage Students, Staff, and Community:** Conduct comprehensive engagement with stakeholders, including students, staff, families, and community members, to gather diverse perspectives and input. (Completed)
3. **Assess Needs:** Perform a thorough needs assessment using collected data and stakeholder feedback to identify areas requiring attention. (Completed)
4. **Review Input and Apply Equity Lens:** Analyze the gathered information through an equity perspective to ensure the plan addresses disparities and promotes inclusivity.
5. **Consult Quality Education Model (QEM) Best Practices:** Incorporate evidence-based practices and recommendations from the QEM to inform planning and decision-making. (Completed)
6. **Develop Plan Components:** Define desired outcomes, strategies, and activities and set growth targets based on the needs assessment and best practices. (Completed)
7. **Gather and Generate Activities and Investments:** Identify specific actions and allocate resources to support the implementation of strategies. (Completed)
8. **Check for Alignment and Feasibility:** Ensure proposed activities align with district goals and are practical within available resources. (CIP Alignment- Completed)
9. **Finalize Budget and Plan:** Develop a detailed budget and finalize the Integrated Plan, ensuring all components are cohesive and comprehensive. (Completed)

10. **Post for Community Comment:** Share the draft plan publicly to solicit feedback from the broader community. (Presentation at School Board Meeting 3/13/25).
11. **Present to and Obtain School Board Approval:** Present the plan to the school board for review, address any concerns, and secure formal approval. (Board 1st reading 3/13/25)
12. **Submit Final Plan to ODE:** Submit the approved Integrated Plan to the Oregon Department of Education within the designated application window. (I will schedule a review with ODE after the school board and community presentation.)

This structured approach ensures that Integrated Plans are developed collaboratively, grounded in data, and aligned with state educational objectives.

Administrator and Certified Contracts for the 25-26 school year

In Oregon, the renewal and nonrenewal of contracts for teachers and administrators are governed by specific statutes to ensure timely communication and compliance with state regulations.

Renewal and Nonrenewal Notifications:

- **Teachers and Administrators (Non-Contract Teachers):** VSD must notify all non-contract teachers and administrators in writing by March 15 whether their contracts will be renewed for the next school year. If the district doesn't provide notice by this deadline, the contract is automatically renewed at a salary no lower than the current rate.
- **Administrator Recommendations for Certified Teachers:** VSD school administrators have finished evaluating certified teachers and have submitted renewal recommendations based on their performance. These evaluations follow the district's five-pillar evaluation and support system and meet or exceed the requirements set by the Oregon Framework for Teacher and Administrator Evaluation and Support Systems.
- **Superintendent Recommendations for Administrators:** I have completed evaluations for our school administrators and submitted renewal recommendations. These evaluations follow both the district's and ODE's evaluation and support systems to ensure we meet state standards.

VSD and Columbia Health Services Grant for News School-Based Health Center

On Friday, February 20, I submitted a \$1.5 million grant request in collaboration with Columbia Health Services for a Community Initiated Project (CIP) Request—also known as Congressionally Directed Spending or Community Project Funding—for the Fiscal Year 2026 appropriations process with Oregon Senators Merkley and Wyden.

This grant would fund the construction of a School-Based Health Center on school grounds, providing medical, therapeutic, and family support services better to meet the needs of Vernonia students and families.

Benefits to Vernonia School District Students:

- **Increased Access to Healthcare:** Students will receive on-site medical care, mental health support, and preventive services, reducing the need for families to travel for care.
- **Improved Attendance & Academic Success:** By addressing health concerns promptly, students can spend more time in class, leading to better focus and academic performance.
- **Mental Health & Therapeutic Services:** The center will provide counseling and therapeutic interventions to help students manage stress, anxiety, and other mental health challenges.
- **Family & Community Support:** Families will have access to resources, referrals, and support programs, strengthening home-school partnerships and overall student well-being.

This project represents a significant investment in student health and success, ensuring that every child in the Vernonia School District has the support they need to thrive.

memo

Vernonia School District 47J

To: Vernonia School District Board of Directors, Superintendent Jim Helmen
From: Marie Knight
Date: 3/13/25
Re: March 2025 financial information

Comments:

The financial report for this month includes February actuals and estimates for the remainder of the year. The estimated ending fund balance for the general fund 2024-25 is about \$465,000.

We received an updated State School Fund estimate this month which was lower than the last estimate. This change is due to overall changes in the statewide adm, as well as updated information that I provided in the December Estimate of Membership and Revenue for VSD. I increased current year property tax estimates and decreased transportation expenditure estimates. These changes were based on current year transactions.

As we are over half way through the year I made some adjustments to both the revenue and expenditure estimates that reflect the SSF new information as well as the current district trends. The ending fund balance is remaining stable at this point.

I am not providing a new ASB report this month, our work on this is continuing. Teresa Williams and I met with three teachers this month regarding the balances for their programs. We are working with them to plan expenditures and formulate long term goals for the funds currently in accounts as well as any future fundraising. I will share the details as they are available.

Thanks!

-Marie

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

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)	
REVENUES	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	EST	EST	EST	EST	EST		ACTUAL/EST.	
1111 Current Year Taxes	-				2,731,223	456,492	26,378	12,325	35,000	15,000	15,000	85,000	3,376,417	3,225,000	151,417	
1112 Prior Year Taxes	-		11,693	5,701	12,578	5,690	4,544	4,487	10,000	10,000	10,000	10,000	84,692	75,000	9,692	
1190 Penalties&Interest Income	-		711	220	(403)	2,833	683	267	1,000				5,311	5,000	311	
1500 Interest Income	3,992	7,311	7,651	2	4	19,376	16,237	10,000	10,000		5,000	5,000	94,573	90,000	4,573	
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	738	550	550	550	550	550	550	12,363	10,000	2,363	
1920 Donations	351	600	500		1,080	972					-	50,000	53,502	110,700	(57,198)	
1960 Prior Year Refunds	-	-	5,424		325						-	10,000	15,749	20,000	(4,251)	
1961 Current Year Refunds	-			359	458	810	2,120					5,000	8,747	10,000	(1,253)	
1980 Fees Charged to Grants	-								37,500				37,500	-	37,500	
1990 Miscellaneous	4,480	540	928	536	1,132	276	62					75,000	82,954	85,000	(2,046)	
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	-											5,000	5,000	20,000	(15,000)	
2201 NW ESD Credits	-											-	-	-	-	
3101 State School Fund Grant	785,903	392,716	392,716	392,716	392,716	392,716	392,716	392,716	284,298	284,298	284,298	(100,000)	4,287,809	4,840,000	(552,191)	
3103 Common School Fund	-						39,359					39,359	78,718	75,352	3,366	
3104 State Timber Revenue	-				115,640			236,744					297,616	650,000	650,000	-
3199 Other Un-Restricted Grants-in-aid	-											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	1,675,793	406,689	420,983	402,671	3,290,766	879,902	482,649	657,088	378,348	319,848	314,848	835,525	10,065,110	10,414,052	(348,942)	
EXPENDITURES																
100-Salaries	56,916	91,106	380,222	362,776	362,641	360,165	358,205	366,975	360,000	360,000	360,000	900,000	4,319,007	4,393,716	74,709	
200-Payroll Costs	27,374	50,462	207,914	218,449	211,427	208,076	207,148	211,826	208,000	208,000	208,000	525,000	2,491,677	2,613,839	122,163	
300-Contracted Services	34,817	95,509	77,525	164,017	225,843	190,813	232,276	193,142	200,000	200,000	200,000	250,000	2,063,941	2,160,687	96,745	
400-Supplies	32,777	15,897	68,625	22,894	21,283	28,561	21,275	20,698	25,000	20,000	10,000	10,000	297,009	300,210	3,201	
500-Equipment	12,663					-						47,337	60,000	60,000	-	
600-Other (ins., fees)	159,598	4,518	6,444	1,356	784	311	1,478	1,478	500	500	500	500	177,968	160,600	(17,368)	
700-Transfers	-	-										190,000	190,000	190,000	-	
contingency/unappropriated	-	-											-	550,000	279,449	
TOTAL EXPENDITURES	324,145	257,492	740,731	769,492	821,978	787,928	820,382	794,118	793,500	788,500	778,500	1,922,837	9,599,603	10,429,052		
PROFIT/LOSS	1,351,648	149,197	(319,748)	(366,821)	2,468,788	91,974	(337,733)	(137,030)	(415,152)	(468,652)	(463,652)	(1,087,312)	465,507			
RUNNING TOTAL	1,500,845	1,181,098	814,277	3,283,064	3,375,039	3,037,305	2,900,275	2,485,123	2,016,471	1,552,819	465,507					

 **projected ending fund balance**

	EST	ACTUAL	BUDGET	MORE(LESS)
ADMr	540	555	1	15
ADMw	740.95	772	1	31

February 2024 Maintenance Report

Alarm Related Calls:

9

Facility Use:

Board meeting, winter sports, training, P.D. assemblies, community events, Drum & Bugle Corp, Boosters

Projects/Work for the Month

- *Board report.
- *Mist: regular maintenance, repaired lock on garage door, repair vacuum.
- *Installed weather station on roof for SLC
- * cleaning up from the wind storm, fallen tree and branches
- *Working on drainage issue for metal shop, water is getting into storage after big rain
- *Grounds inspection as we move into spring sports programs
- *Extra training for custodians
- *Repair door locks on rm 237, 233,248
- *Repair toilet in girls bathroom. (general repairs)
- *Remove broken door in boys yellow hall bathroom
- *Assemble items for h.s. office, SLC.
- *Start prepping softball field
- *Working on clearing clogged tankless urinal in H.S. Boys restroom
- *Blue hall restrooms are all functional. Admin to approve to open
- *adjust lighting schedules
- *Clean out food pantry
- *Kitchen Hood inspection and testing
- *mounted replacement tv's no carts.
- *Burn day
- *Lots of time monitoring cameras this month.
- *Lots of extra time in restrooms again.
- *Working on radios, replacing parts. They are getting old. Budget item for next year.
- *Preparing snack shack for opening.
- *more organization and OSHA adjustments in shop and custodial area. Monitoring classrooms to make sure there are no obvious violations. We will have a visit from the state Fire Marshal this month also. At my request.
- *This month kind of got away from me. It seemed like I was so busy, I forgot to put down all the things I did. I will make sure I make the time to do this moving forward. I know there was more than what is listed here.

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

Disclosure of Information

DELETE POLICY

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

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

END OF POLICY

Legal Reference(s):

ORS 30.178
ORS 339.370 – 339.374

ORS 339.378
ORS 339.388

ORS Chapter 659
ORS Chapter 659A

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL

Reduction or Recall of Licensed Staff

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

Definitions

1. “Competence” means the ability of a teacher to teach a subject or grade level based on consideration of any of the following:
 - a. Teaching experience within the past five years related to the subject or grade level;
 - b. Educational attainments, which may not be based solely on being licensed to teach;
or
 - c. The teacher’s willingness to undergo additional training or pursue additional education.

2. “Cultural or linguistic expertise” means the expertise of one teacher, as measured against the expertise of another teacher, based on consideration of any of the following factors:
 - a. A teacher’s linguistic ability in relation to an in-district language, as determined by the district using a method of verification or attestation of fluency for all in-district languages;
 - b. A teacher’s completion of a teacher pathway program that is implemented by a teacher pathway partnership at the national, state, regional or local level and that has the primary focus of increasing the number of culturally or linguistically diverse teachers; or
 - c. A teacher’s current work assignment that requires the teacher to work at least 50 percent of the teacher’s work assignment time:
 - (1) At a school where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to one school; or
 - (2) At programs, schools or school districts where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to multiple programs, schools or school districts.

3. “In-district language” means a heritage language or a language other than English that is spoken:

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

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

Procedures

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

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

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

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

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

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

Recall

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

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

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

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

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

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

Vernonia School District 47J

Code: **GCQB**
Adopted: 03/12/87
Readopted: 06/12/08
Orig. Code(s): GCQB

Research

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (20122018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (20162022).
Protection of Pupil Rights, 20 U.S.C. § 1232h (20122018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (20162022).

Instructional Assistants

Instructional assistants shall be hired by the superintendent.

All instructional assistants¹ must:

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.120](#)

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

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

[OAR 584-005-0005\(20\),\(2728\),\(41\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act ~~of 1974, as amended~~, 38 U.S.C. § 4212 (20122018).

Title II of the Genetic Information Nondiscrimination Act ~~of 2008~~, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).

~~Section 503 of the~~ Rehabilitation Act ~~of 1973~~, 29 U.S.C. § 791, 793-794 (2018).

Vernonia School District 47J

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

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic content standards^[1] ~~and Essential Skills~~ as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

Legal Reference(s):

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

[ORS 336.035](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

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

Vernonia School District 47J

Code: **IGAC**
Adopted: 05/14/87
Readopted: 06/14/18
Orig. Code(s): IGAC

Religion and Schools

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.035](#)

U.S. Const. amend. I.

OR. CONST., art. I.

[Kennedy v. Bremerton Sch. Dist., 142 S. Ct. 2407 \(2022\)](#) ~~869 F.3d 813 (9th Cir. 2017)~~.

Vernonia School District 47J

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

Special Education - Procedural Safeguards**

1. Procedural Safeguards

a. The district provides procedural safeguards to:

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

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

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

c. The *Procedural Safeguards Notice* is:

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

2. Content of *Procedural Safeguards Notice*

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

3. Parent or Adult Student Meeting Participation

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

those visits.

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

4. Surrogate Parents

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

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

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

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

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

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

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

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

5. Transfer of Rights at Age of Majority

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

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

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

6. Prior Written Notice

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

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

7. Consent¹ – Initial Evaluation

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

8. Consent – Initial Provision of Special Education Services

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

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

9. Consent – Re-evaluation

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

10. Consent – Other Requirements

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

11. Exceptions to Consent

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

- (1) Reviewing existing data as part of an evaluation or re-evaluation;
- (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
- (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress; or
- (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free appropriate public education.

12. Independent Educational Evaluations (IEE)

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

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

- (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
- (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.

- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

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

14. Dispute Resolution – Complaint Investigation

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

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

15. Due Process Hearing Requests

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

16. Resolution Session

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

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

17. Time Limitations and Exception

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

18. Hearing Costs

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

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA - Discipline of Students with Disabilities.

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

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

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

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

2. IEP Meetings

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

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

3. IEP Team Members

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

transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and

- (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

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

5. IEP Content

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

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

6. Agreement to Amend or Modify IEP

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

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

7. IEP Team Considerations and Special Factors

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

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

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

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
- (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

8. Incarcerated Youth

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

9. Extended School Year Services

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

unilaterally limit the type, amount or duration of service.

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

10. Assistive Technology

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

11. Transfer Students

- a. In state:

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

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

- b. Out of state:

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

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon

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

Talented and Gifted Program

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 343.391-343.401](#)

[ORS 343.407-343.413](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

SB 486 (2021)

MEETING MINUTES

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

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order virtually at 6:00 p.m. by Susan Wagner. MEETING CALLED TO ORDER
- Board Present:** Joanie Jones, Amy Cieloha, Javoss McGuire, Greg Kintz, Susan Wagner, Stacey Pelster, and Tony Holmes. BOARD PRESENT
- Board Absent:** None BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, Middle & High School Principal; Michelle Eagleson, Elementary Principal; Susanne Myers, Special Education Director; Marie Knight, Business Manager; Barb Carr, Administrative Assistant; and Kendra Schlegel, and Malin Campbell; Licensed Staff. STAFF PRESENT
- Visitors Present:** Scott Laird VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** An adjustment to item 7.2 was noted (2025-26 not 2026-27). Discussion item 7.3 Staff Resignation was added. Also, Action item 8.5 Staff Resignation was added. Stacey Pelster moved to approve the agenda as amended. Amy Cieloha seconded the motion. Motion passed unanimously. AGENDA REVIEW
- 3.0 PUBLIC COMMENT:** None PUBLIC COMMENT
- 4.0 SHOWING CASING of SCHOOLS**
- 4.1 ADMINSTRATOR REPORTS:** The Board received all Administrator Reports prior to the meeting. ADMINISTRATOR REPORTS
- Amy Cieloha asked Mrs. Eagleson about the partnership with the fire department during the Heart Healthy Challenge. According to Mrs. Eagleson this will start next week and will focus on 3rd-5th grade students learning about C.P.R. and the signs of a stroke. They will receive this information during their PE classes with Mr. Lowry. According to Mr. Underwood, the High School Health classes are also trying to coordinate with the Fire Department to receive instruction in C.P.R.
- Susan Wagner shared her excitement to see Robotics continuing. She also gave kudos to all students listed on the middle school academic list. She was impressed with the numbers of names on the list.
- Mr. Underwood shared that he went to the Robotics competition held recently. The students were excited to see him there. The talent and interest from the middle school students participating could lead to a dynamic team in a few years. He further explained that the numbers of names on the middle school academic list was impressive and the most names he has read at an assembly. High school academics will be on the next board report.
- Jim Helmen gave kudos to Mr. Underwood and Mrs. Campbell who is a leader of culture at the middle school. She is making sure that new teachers are being supported. The Middle School teachers are doing a great amount of work and it shows.
- 5.0 BUSINESS REPORTS:**
- 5.1 Superintendent Report:** The Superintendent’s Report was provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- There were no questions from the Board.
It was shared that he has met with Columbia Health Services regarding possible grant funding

to be able to build a separate school based health center on the campus. This would provide more mental health support to our students and their families.

5.2 Financial Report: The Financial Report was provided to the Board prior to the meeting. Marie Knight shared that she has begun work on the 2025-26 budget. She went to an OASBO meeting this week and came away motivated toward her work on the budget. Jim Helmen shared that a key component to the budget is watching the information coming from the State, COSA and ODE. He wants to be ahead of the discussions around Title funds and potential reductions in this area. His primary goal is to maintain FTE and the programming we currently have.

FINANCIAL REPORT

Student Body Funds: Amy Cieloha stated she has detailed questions and would like to meet with Marie at a separate time.

5.2.1 Budget Meeting Calendar Draft: Marie Knight shared the draft Budget Committee calendar stating it is designed as it has been in past years with the same amount of time between meetings.

BUDGET COMMITTEE MEETING CALENDAR DRAFT

It was noted that there are still vacancies on the budget committee.

5.3 Maintenance Report: Mark Brown's report was provided to the Board prior to the meeting. Amy Cieloha stated that she is interested in how things are fixed. Is the District fixing internally or having to hire to get the repairs done.

MAINTENANCE REPORT

Jim Helmen shared that starting next month, Mark Brown will be joining the meetings, to be able to answer questions.

**6.0 BOARD REPORTS/ BOARD DEVELOPMENT:
6.1 COMMITTEE REPORTS**

COMMITTEE REPORTS

6.1.1 Safety Committee – Susan Wagner shared that the committee met last week. Internal trainings are taking place. The Committee is finding things that haven't been addressed and are being proactive when they recognize something that needs to be worked on.

6.1.2 Policy Committee – According to Jim Helmen, the committee will meet again the 3rd week of the month and will look at all policies and will prioritize the ones that are most outdated. The Committee may have to meet one or two full days to get everything done.

6.1.3 Scholarship Committee – Nothing reported

6.2 Board Member Items:

BOARD MEMBER ITEMS

Greg Kintz stated that the required Ethics training for board members is available on the OSBA site. The training is required for board members to take once per term. Susan Wagner and Greg Kintz indicated they have taken the training.

6.3 Policy Updates:

POLICIES PRESENTED AS POLICY ADOPTION RESCINDED

6.3.1 Policy 2nd Reading:

AC – Nondiscrimination and Civil Rights

AC-AR – Discrimination or Civil Rights Complaint Procedure

6.3.2 –Rescind Adoption

GBN/JBA – Sexual Harassment

7.0 OTHER INFORMATION and DISCUSSION

7.1 Licensed Staff Contract Renewal for 2025-26: Jim Helmen shared that Administrators have completed all licensed staff evaluations. They will be recommending that all contracts be renewed, with the exception of one resignation, at the March board meeting.

NOTICED OF LICENSED STAFF CONTRACT RENEWALS

7.2 Student Transfer Limits for 2025-26: Jim Helmen shared a number is required to be set but we can always be flexible. In looking at expansion opportunities for class sizes, he recommends setting the limit at 3 students per grade level for incoming students. This applies to students that don't currently live within the Vernonia School District boundaries.

STUDENT TRANSFER LIMITS

- 8.0 ACTION ITEMS:**
- 8.1 Budget Meeting Calendar:** Amy Cieloha moved to approve the 2025 Budget Meeting Calendar as presented. Stacey Pelster seconded the motion. Motion passed unanimously. BUDGET MEETING CALENDAR APPROVED
- 8.2 Updated Policy Adoption:** Greg Kintz moved to approve policy AC and AC-AR as presented. Javoss McGuire seconded the motion. Motion passed unanimously. POLICY ADOPTION
- 8.3 Rescind Policy Adoption:** Javoss McGuire moved to approve rescinding the 2/9/25 policy adoption of policy GBN/JBA as discussed. Stacey Pelster seconded the motion. Motion passed unanimously. POLICY ADOPTION RESCINDED
- 8.4 Student Transfer Limits:** Greg Kintz moved to set the student transfer limits to 3 students per grade for 2025-26 as discussed. Amy Cieloha seconded the motion. Motion passed unanimously. STUDENT TRANSFER LIMITS SET FOR 2025-26
- 8.5 Staff Resignation:** Greg Kintz moved to accept the resignation of Juan Carlos Munoz, VHS Math Teacher, effective June 30, 2025. Javoss McGuire seconded the motion. Motion passed unanimously. MUNOZ RESIGNS
- 9.0 MONITORING BOARD PERFORMANCE:** Nothing discussed. MONITORING BOARD PERFORMANCE
- 10.0 CONSENT AGENDA:** CONSENT AGENDA
- 10.1 Minutes of 01/09/2025 Regular Meeting**
- Amy Cieloha moved to approve the consent agenda as presented. Stacey Pelster seconded the motion. Motion passed unanimously. CONSENT AGENDA APPROVED
- 11.0 RECESS to EXECUTIVE SESSION** under O.R.S. 192.660 (2) (i) “To review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member...” at 6:48 p.m. RECESS to EXECUTIVE SESSION
- Jim Helmen reviewed his self-evaluation and then left the meeting. The board held discussion. ADJOURNED EXECUTIVE SESSION
- ADJOURNED the EXECUTIVE SESSION** at 7:49 p.m.
- 12.0 RETURN to REGULAR SESSION** at 7:49
- 13.0 OTHER ISSUES:** OTHER ISSUES
- 13.1 Next Agenda Setting Meeting:** Joanie Jones volunteered to join Jim Helmen and Susan Wagner for this meeting. The virtual meeting will take place on March 5 at 5:00 p.m. Invites to the meeting will be sent out. NEXT AGENDA SETTING MEETING
- 14.0 UPCOMING DATES:**
- School Board Meeting 6:00 p.m. – March 13, 2025
 - Spring Break March 24-28, 2025
- 15.0 MEETING ADJOURNED** at 7:52 p.m. ADJOURNED

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

Board Chair

District Clerk