

# AGENDA

## VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS

### Public Meeting

Thursday, February 9, 2023 – 6:00 p.m.

Vernonia Schools, 1000 Missouri Avenue, Vernonia, OR 97064

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

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

### REGULAR SESSION

**1.0 CALL TO ORDER** .....Chair

**1.1** Flag Salute

**2.0 AGENDA REVIEW** .....Chair

**2.1** Action to Approve the Agenda

**3.0 PUBLIC COMMENT ON AGENDA & NON-AGENDA ITEMS**

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

**4.0 SHOWCASING OF SCHOOLS**

**4.1** Administrator Reports .....Administration

**5.0 BUSINESS REPORTS**

**5.1** Superintendent .....Jim Helmen

**5.1.1** Strategic Plan Update

**5.1.2** Calendar Update

**5.2** Financial .....Marie Knight

**5.2.1** Upcoming Budget Mtg. Process / Draft Calendar

**5.3** Maintenance .....Mark Brown

**5.3.1** New IPM Coordinator

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

**6.1** Committee Reports

**6.1.1** Policy Committee – set meeting date

**6.2** Superintendent Evaluation

**7.0 OTHER INFORMATION and DISCUSSION**

**7.1** Policy Updates – 2nd Reading .....Jim Helmen

AC – Nondiscrimination

AC-AR Discrimination Complaint Procedure

BBA – Individual Board Member's Authority and Responsibilities

BD/BDA – Board Meetings

BDDH - Public Comment at Board Meetings

BDDH-AR - Public Comment at Board Meetings

CM – Compliance and Reporting on Standards

- DJC – Bidding Requirements
- GBA – Equal Employment Opportunity
- GBEA – Workplace Harassment
- GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements
- GBNAA/JHFF-AR – Suspected Sexual Conduct Report Procedures and Form
- GBNA-AR – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures – Staff
- GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements
- GBNAB/JHFE-AR(2) – Reporting of Suspected Abuse of a Child
- IA - Instructional Goals
- IB – Freedom of Expression
- IGBHA – Alternative Education Programs
- IGBHA-AR – Evaluation of Alternative Education Programs
- IGBI - Bilingual Education
- IIA – Instructional Resources/Instructional Materials
- IJ – School Counseling Program
- IKF-AR – Graduation Requirements – DELETE

- 7.2 Student Transfer Limits for 2022-2023 .....Jim Helmen
- 7.3 Licensed Staff Contract Renewal for 2022-23 .....Jim Helmen
- 7.4 NWRESD Local Service Plan .....Jim Helmen
- 7.5 ODE Integrated Guidance 1<sup>st</sup> Reading .....Jim Helmen

**8.0 ACTION ITEMS**

**8.1 Policy Updates Approval**

*I move to approve the policy updates as presented listed in Discussion Item 7.2.*

**8.2 Student Transfer Limits for 2022-23**

*I move to approve the transfer limits into VSD and out of VSD for 2022-23 at*

**8.3 NWRESD Local Service Plan**

*I move to approve the NWRESD Local Service Plan as shared*

**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 01/12/23 Regular Meeting**

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

**11.0 OTHER ISSUES ..... Chair**

**11.1 Agenda Setting Meeting for Next Month**

**12.0 ADJOURN .....Chair**

**UPCOMING DATES**

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

February 16, 2023

March 9, 2023

Special Meeting – Superintendent Evaluation

Board Meeting 6:00 p.m.

Vernonia School District 47J

Feb. 1, 2023

	K	1	2	3	4	5	6	7	8	9	10	11	12	FE	Total	F&R	SpEd		
District															2				
Mist Elementary	5	7	4	5	5	5											31	5	3
																16%	10%		
Vernonia Elem.	34	29	26	32	38	35											194	104	36
a Family Academy	5	5	5	5	4	6											30		
															224	46%	16%		
Elementary Total	44	41	35	42	47	46											255	109	39
																43%	15%		

Vernonia MS							40	20	36						96	53	13	
f. Family Academy							7	12	8						27			
															123	43%	11%	
Vernonia HS										38	42	25	30	5	140	58	30	
											6	12	11	11	0	40		
															180			
																32%	17%	
Total	44	41	35	42	47	46	47	32	44	44	54	36	41	5	558	220	84	
																39%	15%	

(as of 6/1/21) 559

October 1	45	44	36	42	46	45	49	33	44	44	57	36	42	4	567		
November 1	46	44	36	42	46	45	49	33	44	44	57	37	40	4	567		
December 1	47	44	37	42	47	46	49	33	44	44	57	38	40	5	573		
January 1	43	43	35	42	47	47	47	33	44	44	54	36	40	5	560		
February 1	44	41	35	42	47	46	47	32	44	44	54	36	41	5	558		
March 1																0	
April 1																0	
May 1																0	
June 1																0	







**February 2023  
VHS/VMS  
Board Report**

**Greetings Board!**

**February's Board Report** is primarily focused on what has transpired since the last meeting

- **College and Career Readiness**-From Mrs. Ward
  - Students have been working on creating their **Digital Portfolio** (a personal website to showcase their skills, career activities and senior project) for their career credit. This will be something that they will work on throughout their high school career and will be able to take it with them after graduation.
  - Students have access to the **Washington County Chamber of Commerce's School to Career program**. This program offers career related experiences for our students both online and in-person. Students have used this program to connect with tours of **Epson** and **Peterson Cat** for their diesel mechanics program.
  - Other students have gone to online information sessions that include **environmental education, zoology, dental hygiene**, and nursing programs. I've also used previously recorded sessions to help students gain more information about their career interest. Last month I took 9th graders to **PCC Rock Creek** where they were able to choose break out sessions to learn about three different programs that PCC has to offer.
  - There are more opportunities for our students coming up. On February 6th, I am taking a group of students to the **Job Corps Center** in Astoria and a group to the **Future Forestry Careers Fair** in Eugene on February

24th. In March students will go to **Genentech** and juniors will go to the **Oregon Public Universities College Fair** in Rainier. All while I am working with seniors on filling out their **FAFSA**, **college applications** and **scholarships** and trying to connect with job opportunities and experiences.

- **CTE**
  - The new **CNC Mill** for the metal shop was delivered.
  - Next week Mr. Benassi is planning to get the **Sawmill** up and running
- **German**-from Ms. Keister
  - I am soon to reactivate the Germany 2022 trip - now "**Germany 2024.**" I will be sending out letters next week regarding it.
- **Art**-from Mrs. Kintz
  - I was able to get a few **pottery** wheels through a grant with Mr. Costley. My 8th grade art class were the first to use them, and they had a blast! For first time users their works turned out pretty good!
  - I am also preparing for and hoping to continue the **Jr. Salmon Auction**. It will be May 25th, hopefully :) Fingers crossed!
- **Music**
  - Middle School 6th graders and VFA are going to the **Symphony** next Wednesday!
- **Check and Connect**-from Mr. Mac
  - With the students we have in **Check and Connect**, several of them have had excellent grade improvements through setting academic and attendance goals, weekly meetings and rewards based on goal achievement. One student was at risk for self harm and through our one on one efforts meeting with him to establish trust and communication he is now a happy kid who is participating in sports, has improved relationships with his parents and teachers, and has higher grades with better attendance. **Personal attention to individual students** is one of the greatest **strengths of the culture we are creating**.
- **Athletics**
  - Logger athletes are doing a great job of competing, showing lots of teamwork, sportsmanship, and competitiveness. Check out the Logger Athletic Calendar and come out to cheer on your **Loggers!!**
  - **Upcoming**
    -

**HAVE A GREAT WEEK LOGGER NATION!**

# VERNONIA AND MIST ELEMENTARY BOARD REPORT

February 9, 2023



"Building Bridges, Clearing Paths"

## Student of the Month Assemblies

Congratulations to our November Student of the Month students.

- Karlee Jeffers- Mrs. Ash (Kindergarten)
- Theo May-Fitch- Ms. Wall (Kindergarten)
- Alec Schweigert- Mrs. Myatt (1st Grade)
- Melvin Wood- Ms. Stavens (1st Grade)
- Bailey McClellan- Ms. Adkins (2nd Grade)
- Tanner Cochran- Ms. Adkins (2nd Grade)
- Marlee Hurdsman- Ms. Roberts (3rd Grade)
- Emma Hansen- Mrs. McLeod (3rd Grade)
- Ashlynn Tovey- Mrs. MacDonald (4th Grade)
- Olivia Aguilar- Miss Johnston (4th Grade)
- Emily Gonzalez- Mr. Falkowski (5th Grade)
- Sarah Pelster- Mr. Hunt (5th Grade)
- Walker Stevens- Mr. James
- Teagan Johnston- Mrs. Avy (K-2 Mist)
- Jack Romvedt- Mrs. Wilmoth (3rd-5th Grade Mist)

## PLCs (Professional Learning Communities)

Our PLCs have been working on developing the scope and sequence of our priority standards in reading, math, writing, science and social studies. We have also been discussing Schmoker's book Focus which shares ways to elevate the essentials and improve student learning.



## Professional Development

On Wednesday, January 25th, our licensed staff participated in a full day of professional development. Elementary staff engaged in team building, understanding and improving the student behavior referral system and learning how to utilize the Oregon Data Suite to move student learning forward. It was a productive day of learning for all.

## NED Assembly

On Monday, January 30th, all elementary students participated in the pay it forward NED assembly on growth mindset. Students learned in order to have a growth mindset they must:

- Never give up
- Encourage others
- Do your best



A requirement of this free pay it forward assembly, was to provide an opportunity for our students to purchase the yo-yos featured in our assembly by our presenter Paul. Thank you to our volunteers that have come in during our lunch times to sell yo-yos to our students.

Many students have purchased yo-yos and are enjoying learning how to use them in the designated yo-yo zones during recess time.





## School Culture

We are currently developing a 5th grade leadership team to get input about PBIS rewards and planning assemblies. We are excited to work with our students and develop their leadership skills.

Our fifth grade and kindergarten classes have paired up to provide opportunities for students to buddy up and read together. Our students love this opportunity and look forward to it each week!

We continue to build positive relationships with our students, families and community and make the elementary schools a great place to be!



## Vernonia Schools Board Report

Rachel Wilson - Vice-principal

February 2023

### UPDATES:

#### 1. Data: See Attached

- a. Currently working on streamlining the behavior codes in order to create a more manageable picture of unwanted behaviors so as to develop strategies to curb (for example: *classroom disruption vs ten version of behavior*).
- b. Bus Referrals: Reviewing bus referral system with elementary principal Michelle Eagelson to incorporate faster turn around on referral communications, reteaching bus expectations, and clearer communication with families. **NOTE:** Bulk of referrals are at Elementary.

#### 2. Attendance:

- a. No update: Attendance Team w/NWRES.D.
- b. No update: Elementary has started an Attendance team to address elementary needs.
- c. Efforts increased to curb students off campus during closed campus lunch:
  - i. Attendance personnel (Karen Roberts) tracking through referrals/notifying families and “killing kids with kindness.”

#### 3. Positive Referral System/ Recognition: TBD

- a. NO update at this time (Consider: Synergy data as all goes through Synergy).

#### 4. Safety Committee involvement:

- a. Next drill is a LOCKDOWN scheduled for February 8 @ 10:00 am.
  - i. Upon request; will share information from *2023 School Safety and Mental Health Summit* of Jan. 31 concerning lockdowns, etc.
- b. No Update: The Behavioral Safety Assessment team is planning to meet before the end of the month (Justin Ward, Pete Weisel, Jamie Hamsa, Rachel Wilson).
  - i. Initial meeting will review what members learned at the trainings and make plans to move forward with the resources provided)

#### 5. Student Handbook update:

- a. Working on updating Synergy Incident Referral codes to sync with handbook; ongoing (chicken and egg ordeal).

#### 6. School Culture and Climate:

- a. Have not been attending NWRES.D sessions, however, did attend: 2023 School

**7. Tier 3 Classroom (elementary):**

- a. ORVED (Oregon Virtual Education) up and running
  - i. No update: There will also be opportunity for students to work on ORVED at home as a supplement to in class, when unable to complete daily assignments at school, or at parent's request to see what their child is working on.
- b. Tier 3 classroom continues to provide a valuable resources for our students
  - i. Allows traditional classroom teachers to focus on Tier 2 behaviors so they do not escalate to Tier 3 behaviors as evidenced by DRASTIC reduction in radio calls for classroom assistance.

**8. Opportunity Room II**

- a. Justin Ward continues to support MS/HS students with behavioral needs as well as:
  - i. Houses and supports ISP (Independent Study Program) students
  - ii. Develops and provides instruction for Alternative Education Program from individual classes to entire course offerings.
  - iii. Supports VFA students, as needed, when they transition back to main campus
- b. Victoria Leonetti, IA, supports ORII for a portion of the day as well as runs lunch and after school detention.

9. **Personal note:** I would like to thank the Vernonia School Board and the District for the glorious 17 year tenor with Vernonia Schools. I could not have asked for a better experience from being hired days before school starting in 2006 as a classroom teacher, through floods, Scappoose, portables, new building, vice-principal appointment, pandemic, retirement, and now a continued opportunity to service the students, staff, families, and community of Vernonia. What a long, strange (albeit wonderful) trip it has been!

**10. Q&A:**



<b>Incident Violations</b>	<b>Descriptions</b>
Alcohol	Use, sale, possession or consumption of alcohol.
Arson (setting a fire)	Intentional damage, or attempt to damage, any school or personal property by fire or incendiary device.
Attendance Policy Violation (Not attending school or classes as required)	Violation of state, school district, or school policy relating to attendance
Battery (Physical Attack/Harm)	Touching or striking another person against his or her will or intentionally causing bodily harm to an individual.
Burglary (Breaking and Entering)	Unlawful entry or attempted entry into a building or other structure with the intent to commit a crime.
Disorderly Conduct (Disruptive Behavior)	Any act that disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment.
Drugs (Excluding Alcohol and Tobacco)	Unlawful use, sale, purchase, possession, consumption, of a controlled substance.
Fighting (Mutual Altercation)	Mutual participation in an incident involving physical violence, where there is no major injury.
Harassment, nonsexual	Repeatedly annoying or attacking a student or group of students or others which creates an intimidating or hostile educational or work environment.
Harassment, sexual	Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offense educational or work environment.
Inappropriate use of medication	Use, possession, of distribution of any prescription or OTC medications (e.g. aspirin, cough syrups, caffeine pills, etc.) in violation of school policy.
Insubordination (Disobedience)	Unwillingness to submit to authority, refusal to respond to a reasonable request, or other situations in which a student is disobedient.
Obscene Behavior	Language or actions, written, oral, physical, or electronic, in violation of community or school standards.

Physical Altercation, Minor (Pushing, Shoving)	Confrontation, tussle, or physical aggression that does not result in injury.
Robbery (Taking of Things by Force)	The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.
School Threat (Threat of Destruction or Harm)	Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.
Theft (Stealing Personal or Other Property)	The unlawful taking of property belonging to another person or entity (e.g. school) without threat, violence or bodily harm. Electronic theft of data should be coded here.
Threat/Intimidation (Causing Fear of Harm)	Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon, and without subjecting the victim to actual attack.
Tobacco (Possession or Use)	Possession, use, distribution, or sale of tobacco products; including Vape Products and Vape Delivery Devices.
Vandalism (Damage to School or Personal Property)	Willful destruction or defacement of school or personal property.
Violation of School Rules (Disobeying School Policy)	<b><i>This category comprises misbehavior not capture elsewhere.</i></b> Problem behavior could include dress code violations, running in halls, possession of contraband, cheating, lying to authorities, or falsifying records.
Weapons Possession (Firearms and Other Weapons)	Possession of an instrument or object to inflict harm on other persons. Both firearms and other weapons should be coded here.
Other Violent Criminal Offense (e.g. Coercion, Hate/Bias Crime)	Other violent criminal offenses not classified previously but meeting the State of Oregon's definition of a "Persistently Dangerous" offense.
Other Offenses (e.g., Forgery, Extortion)	Any significant incident resulting in disciplinary action not classified previously. Offenses could include bribery, fraud, embezzlement, forgery, resisting arrest, gambling, extortion, or dealing in stolen property.

*Student Success and New Projects*

Our special education students are taking exciting steps forward. Some of our highest need students use an iPad to help them speak. Our Speech Language Pathologist, Lynsey Zeller, is working with these students to help them learn to use new speech apps on their iPads. Lynsey reports two of our students have recently used their AAC devices to communicate independently. Lynsey shared, "Each student reached for their device without prompting and said an appropriate word or comment! That is a HUGE step in learning a new device so I'm very excited to hear what else they have to say." A step like this is something our students have been working toward for a long time, and we're all excited to see their progress.

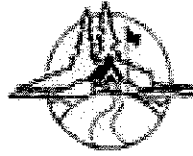
YTP is also gaining momentum to develop opportunities for students. The program recently enrolled two new students. Each student that becomes a YTP client helps us build a more robust program and offer greater opportunities to those who participate. Brandi Abney is also working with Vernonia Cares to get our campus food pantry active again. In the past, our students collaborated with Vernonia Cares to put extra supplies from the food bank to use. Brandi has also recruited new students to work in the Logger Shack, serving concessions during basketball games. Concessions is a valuable opportunity for VHS students to develop a variety of job skills, particularly learning to work a cash register, money handling, and customer service.

VHS students will soon re-open a coffee cart during first period. Several school-based businesses had to pause operation during Covid, and the coffee cart is the first to come back. With the new semester, students will work to set up equipment and supplies in the concession stand, develop a process to collect orders and payment, create fliers to get the word out, and complete training to earn an Oregon food handler's card. We are not yet ready to sell coffee to students, but staff are definitely excited for the cart's return.





# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2023

## State School Funding (Outlook)

### State of Oregon Budget proposal

- \$9.9 billion - a 6.5% increase from 2021-23 and a \$400 million increase from the initial recommendation from the state budget office for 2023-25.
  - **Impact on Vernonia School District General Fund:** Approximately a \$350,000 increase in general fund revenue.
  - The Governor's Recommended Budget uses a combination of state resources for the State School Fund - General Fund, Lottery Funds, Corporate Activity Taxes (as required by the Student Success Act), Marijuana, and other miscellaneous funds.
- Summer Enrichment Programming for all K-8 and Credit Recovery 9-12 funding has yet to be determined. These programs are a significant benefit to our students.

### Major K-12 Funding

- **Student Success Act - Student Investment Account - \$977.4 million** (an increase of 9.5% from 2021-23.)
  - **Impact on VSD ( Projected):**
    - 22-23 allocation was \$535,564.96
    - 23-24 projected allocation is \$ 513,984.18= 5.1% increase from 21-23
    - 24-25 projected allocation is \$ = 4.1% increase from 23-24
  - HSS funding is based on ADM ( Student Count)
- **Measure 98/High School Success - \$329.7 million** (an increase of 5.8% from 2021-23; avg. of \$905 per student annually statewide)
  - **Impact on VSD ( Projected): CTE, College, and Career Readiness, 9th grade on Track, alternative education 9-125 program.**
    - 22-23 allocation was \$198,735.53
    - 23-24 projected allocation is \$208,928.46 = 5.1% increase from 21-23
    - 24-25 projected allocation is \$217,456.16 = 4.1% increase from 23-24

### 23' Summer Learning options

Current indication from legislation indicates Summer Learning options for K-8 and 9-12 credit recovery/ proficiency funding options will be available.

# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2023

- K-8 Enrichment focuses on reading fluency and comprehension, math readiness, kindergarten readiness, and social-emotional/school-based routines and activities.
- 9-12: Credit Recovery, 9th Grade-on-Track / AVID strategies.

## **Integrated Guidance**

Our district's ODE Integrated Guidance plan 1st reading is complete. The IG plan focuses on a consolidation of SIA, SSA, and EIS grant funds and programming. The plan also provides 5-year growth targets based on reach targets of the state's top 10% of performing districts.

Growth Target areas:

- 4-year graduation rates
- 5-year completion
- 3rd grade ELA (SBAC)
- 9th Grade on Track
- Regular Attendance

Our school district's Continuous Improvement Plan (CIP) is aligned with IG planning with individualized strategies developed through the school district and community input.

## **Attendance and Re-engagement Focus**

- Through IG and CIP planning, attendance trends in the last 5 years have significantly declined.
- We are currently working with the NWRESA to become part of the attendance consortium, which will support the development of Tier 1-Tier intervention supports.
- **On February 22, 2023, from 5:30 pm - 7:00 pm**, we are holding a community-comprehensive family engagement event at VSD schools commons. The focus is to continue the conversation on the importance of attendance and the educational impact on chronically absent students.

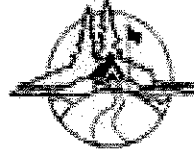
## **Instructional Focus**

- STAR Reading benchmark Assessment outcomes from Fall to Winter:

**How progress is measured (Percentile (SGP):** Defined as the percentage of students at or about the 35th student growth percentile compared to other students in the nation taking the same assessment at similar ability levels.

- District Overall- 58.7% of the students grow above the average growth rate of the 35th percentile in the nation.
  - Mist Elementary School      75%

# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2023

- Vernonia Middle School 67.5%
- Vernonia Elementary School 53.5%
- Vernonia High School 52.2%

- STAR Math benchmark Assessment outcomes from Fall to Winter:

**How progress is measured (Percentile (SGP):** Defined as the percentage of students at or about the 35th student growth percentile compared to other students in the nation taking the same assessment at similar ability levels.

- District Overall- 65.4% of the student's growth is greater than the average growth rate of the 35th percentile in the nation.
  - Mist Elementary School 79.2%
  - Vernonia Middle School 76.2%
  - Vernonia High School 62.9%
  - Vernonia Elementary School 59.3%

The data indicates that we are making significant growth in reading and math. We are very proud of our administrators and staff for the focus and effort they have put into instructional practices.

## **District Strategic Planning**

I wanted to provide our community with the outcome data from the following school community input events:

1. Parents Teacher conferences ( Fall 22)
2. Christmas Bazaar
3. Thought Exchange Survey
4. Community Story Circle
5. Student Story Circle
6. School Board ( Community Meeting)/ District Leadership Team Data Dive

## **Parents Teacher conferences ( Fall 22)**

- Interviewed 43 families in grades K-12

## **Christmas Bazaar**

- Input from 37 families with the Thought Exchange option

# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2023

## Questions:

1. How is the district doing in providing quality education to your student?
2. What do you believe the district needs to change or prioritize for the current or upcoming school year?

## Outcomes

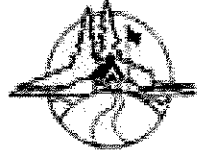
- 41/43 families shared that they believe the district has made positive changes and is excelling in providing a quality education model to their students. Specific examples included:
  - Excellent communication from the district and staff
  - The positive impact of CTE programming
  - Positive environment for children
  - Staff are visible before and after school.
  - Reduced behavior issues
- Priorities to focus on:
  - More CTE programming ( Home Ec.), Nursing.
  - Increase rigor in the classroom
  - Maintain teachers at the elementary level
  - Increase positive student events celebrating student outcomes (PBIS)
  - More extracurricular activities for students ( Swimming and soccer)

## Vernonia Community Input Forum and Story Circles

- Thirty-six people attended the input session at VSD commons.
  - The community members' input on strategic planning initiatives through a Story Circle activity was valuable.
1. Community input during circle (Priority input ranked from highest rated to lowest):
    - CTE Expansion/opportunities for students
    - Job/career focus out of high school
    - Hiring and retaining high-quality teachers/Competitive Salaries
    - District-Wide Attendance Focus
    - Heavier focus on non-college-bound students ( Tech-Trades)
    - Improving academic scores
    - After-school programming options ( Robotics)



# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2023

- Dismissal time- Is there an equity issue?
- Funding a full maintenance team
- Full Year Calendar

## **Story Circles with Vernonia Students**

Story Circles were also completed with middle and high school student groups facilitated by Mrs. Ward, Miss Hamsa, and Inger from NWRESD.

The question posed to students: "***What is important to you for the school district to think about as we plan for the next school year?***"

Middle School Outcomes:

- Access to therapist/counselors
- Ask students if they need help
- Bring back Mrs. Ward as a teacher

High Student Outcomes:

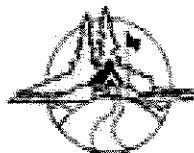
- Access to therapist/counselors
- Remove 90 Minute blocks
- Schools should recruit more diverse staff
- The district should add swimming, and soccer options
- Have a designated location in the school for LGBTQ students.

**Thought Exchange Community Survey Outcomes associated with Integrated Guidance and district strategic planning.**

- 151 participants
- 93 shared thoughts
- 102 rated thoughts
- 105 explored thoughts

**A snapshot or summary ( 151 responses) of what Vernoina participants said in the Thought Exchange.**

# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2023

The district is losing staff because the district has yet to offer a competitive salary compared to surrounding districts. But money matters, and quality teachers are leaving as a result. Expanding CTE programs (which include consumer economics, early childhood, and medical) in middle and high school needs to be the primary focus. Hence, kids have more options for technical aid programs. The school district needs to add a new sport; a suggestion should be soccer for boys and girls. Swimming is also an excellent way for students to enjoy one of their favorite activities. There should be more water bottle fillers outside each bathroom. Behavior issues have significantly decreased at the elementary level, but cell phones and disrespect to teachers remain a concern at the secondary level. The district culture has become very positive for staff and students, and the expectations for students and staff have increased and are visible.

## **Surveyors' connection to the district**

- 48% (63) Vernonia Elementary School
- 13% (18) Mist Elementary
- 42% (55) Vernonia Middle School
- 55% (71) Vernonia High School
- 6% (8) Central Office
- 3% (5) Other

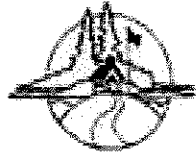
## **Parents' answers according to their child's identity**

- 5%, (7) I am, or my child is, a person of color person
- 4% (6) I identify or my child identifies as LGBTQ2SIA+.
- 7% (10) I identify or my child identifies as a person with a disability.
- 0% (1) I identify or my child identifies as an immigrant to the United States.
- 15% (20) I have or my child has received free or reduced school meals, food stamps, or other food assistance.
- 57% (73) Not applicable.
- 14% (18) Prefer not to answer.

## **Demographics of individuals completing the survey**

- 51% (67) Parents/Guardian
- 44% (58) of Staff/Faculty

# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2023

- 11% (15) Student
- 18% (24) Community Members
- 10% (14) Other

## **Vernonia School District School Board ( Community Meeting)/ District Leadership Team Data Dive Activity - January 29, 2023**

### **Participants:**

Board Members: Greg Kintz, Javoss McGuire, Amy Cieloha, Joanie Jones, and Susan Wagner.

### **Staff:**

Nate Underwood, Michelle Eagleson, Rachel Wilson, Susan Myers, Juliet Safier, Dylan Taylor, Ashley Ward, Tabetha Groshong, Kendra Schlegel, Justin Benassi, and Olivia Keister

The district data team was asked to review all Vernonia School District academic, behavior, and attendance data from the previous 3-5 school years and determine district focus areas/ priorities focused on improving the outcomes of our K-12 students.

### **The outcome of the top three priorities in each area.**

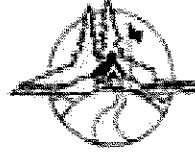
#### **Academics**

- Improve instruction in math and reading, scoring beyond the state average in state testing
- Focus on the priority standards in the core instructional areas ( Math, reading, writing, science, social studies)
- Develop a Scope and sequence for each course K-12
- Scaffold math priorities K-12.

#### **Attendance**

- Consistent accountability and expectations for students and families ( students need to attend school)
- Building strong connections with each student and family in the district
- Communicating expectations - absences (excused to chronic absenteeism), synergy coding.
- Flexible scheduling - busing, different needs of students, synchronous scheduling K-12.

# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2023

## **Behavior**

- High and consistent expectations for ALL students
- Build trust - communicate expectations & behavior of students and families.
- Define behavior system-wide. Clear consequences for behavior
- Develop a clear definition of what constitutes: aggression, defiance, and insubordination to identify needs better and develop support systems for K-12 students.

All this work intends to evaluate and identify collectively what areas our school district needs to focus on to meet our district's **5-year goal of 70-70-90:**

- **70% of our students "Meeting" the state benchmark for ELA**
- **70% of our students "Meeting" state benchmark for Math**
- **90% of our K-12 students attending school 90% of the time or more ( Students missing less than 17 days in a school year- excused or unexcused.)**

Our school district staff are working extremely hard and doing a fantastic job, providing the best possible educational options for each student.

# memo

## **Vernonia School District 47J**

To: Vernonia School District Board of Directors, Superintendent Jim Helmen  
From: Marie Knight  
Date: 2/9/2023  
Re: February 2023 financial information

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### Comments:

Auditors are finishing up the 2021-2022 financial audit this month, it should be ready to present by our March board meeting.

Jim and I have begun working on the 2023-2024 budget. We will be working to incorporate the most current information available regarding the state school fund and grant funding.

The financial report included in your packet has been updated to reflect current revenue and expense estimates through 6/30/2023.

As always, please contact me if you have any questions.

Thanks!

-Marie Knight

Business Manager, Vernonia School District 47J



VERNONIA SCHOOL DISTRICT 47J  
FUND 100 (GENERAL FUND) 2022-2023

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ESTIMATE	ACTUAL/EST.
<b>REVENUES</b>															
1111 Current Year Taxes	-	-	-	-	3,005,309	91,116	33,041	10,000	10,000	10,000	10,000	5,000	3,169,466	2,825,000	344,466
1112 Prior Year Taxes	-	-	12,152	6,729	11,846	1,845	6,491	5,000	5,000	5,000	5,000	5,000	64,063	75,000	(10,937)
1190 Penalties&Interest Income	-	-	132	8	49	1,578	92	500	500	500	500	500	1,860	-	1,860
1500 Interest Income	565	1,797	2,148	1,893	3,885	10,486	-	500	500	500	500	500	23,275	8,000	15,275
1710 Revenue - Admissions	-	-	-	-	370	-	-	-	-	-	-	13,000	13,000	13,000	-
1740 Revenue - Fees	-	-	550	640	370	-	-	1,000	1,000	1,000	1,000	13,000	31,010	30,000	1,010
1910 Rentals	1,095	-	550	1,100	150	550	-	1,000	1,000	1,000	1,000	1,000	6,445	10,000	(1,555)
1920 Donations	-	-	-	11,200	18,707	18,707	-	-	-	-	-	30,700	60,607	30,700	29,907
1960 Prior Year Refunds	-	-	614	11	117	10,819	-	-	-	-	-	8,000	19,562	8,000	11,562
1961 Current Year Refunds	-	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	25,000	25,000	-
1980 Fees Charged to Grants	-	-	-	-	803	-	-	25,000	25,000	25,000	25,000	25,000	82,257	82,257	-
1990 Miscellaneous	26	-	252	326	4,756	-	-	60,000	60,000	60,000	75,000	75,000	79,756	75,000	4,756
1994 Medicaid Admin Claim	-	-	-	-	-	-	-	-	-	-	-	60,208	60,208	60,208	-
1995 E-Rate	-	-	-	-	-	-	-	-	-	-	-	20,107	20,107	20,000	107
2101 County School Fund	-	-	-	70	-	-	37	-	-	-	-	60,500	71,500	60,500	11,000
2102 General Ed. Service Dist	-	-	-	-	-	-	11,000	-	-	-	-	20,000	20,000	20,000	-
2105 Natural Gas and Minerals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2201 NW ESD Credits	-	-	-	-	341,094	343,117	345,324	345,324	345,324	345,324	295,324	-	4,066,710	4,169,238	(102,528)
3101 State School Fund Grant	682,598	341,094	341,094	341,094	341,094	343,117	345,324	345,324	345,324	345,324	295,324	-	59,817	59,817	(0)
3103 Common School Fund	-	-	-	-	223,797	-	-	-	-	-	-	425,867	650,000	650,000	-
3104 State Timber Revenue	-	-	335	-	-	-	-	-	-	-	-	35,000	35,000	35,000	-
3199 Other Un-Restricted Grants-in-aid	-	-	-	-	-	-	-	-	-	-	-	40,000	40,000	40,000	-
3299 Other Restricted Grants-in-aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5200 Transfer of Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5400 Beginning Fund Balance	564,572	-	-	-	-	-	-	-	-	-	-	-	564,572	600,000	(35,428)
<b>TOTAL REVENUE</b>	<b>1,248,856</b>	<b>342,891</b>	<b>357,278</b>	<b>363,071</b>	<b>3,592,176</b>	<b>478,218</b>	<b>395,985</b>	<b>361,824</b>	<b>361,824</b>	<b>361,824</b>	<b>311,824</b>	<b>974,592</b>	<b>9,150,364</b>	<b>8,901,719</b>	<b>269,494</b>
<b>EXPENDITURES</b>															
100-Salaries	45,726	86,748	301,542	309,293	299,289	295,692	303,969	315,000	315,000	315,000	315,000	820,000	3,722,260	3,902,227	179,967
200-Payroll Costs	22,609	45,361	171,187	167,291	170,527	189,227	178,361	185,000	185,000	185,000	185,000	300,000	1,984,563	2,179,038	194,476
300-Contracted Services	47,438	73,080	99,528	194,246	186,903	182,619	230,363	175,000	175,000	175,000	175,000	448,641	2,162,838	1,858,013	(304,826)
400-Supplies	8,069	49,505	(5,835)	90,033	47,541	35,057	5,628	25,000	20,000	15,000	15,000	10,000	314,988	200,409	(114,589)
500-Equipment	-	201	2,072	609	1,318	5,643	20,245	6,000	1,000	1,000	1,000	1,000	10,000	10,000	-
600-Other (Ins., fees)	-	8,152	2,270	-	-	883	79	-	-	-	-	142,433	136,156	159,600	23,444
700-Transfers	-	-	-	-	-	-	-	-	-	-	-	-	142,433	142,433	(1)
contingency/unappropriated	-	-	-	-	-	-	-	-	-	-	-	-	-	450,000	450,000
<b>TOTAL EXPENDITURES</b>	<b>236,687</b>	<b>263,047</b>	<b>570,764</b>	<b>761,472</b>	<b>705,578</b>	<b>709,121</b>	<b>738,666</b>	<b>706,000</b>	<b>696,000</b>	<b>691,000</b>	<b>691,000</b>	<b>1,722,074</b>	<b>8,491,409</b>	<b>8,901,719</b>	<b>269,494</b>
<b>PROFIT/LOSS</b>	<b>1,012,169</b>	<b>79,844</b>	<b>(213,486)</b>	<b>(398,401)</b>	<b>2,886,598</b>	<b>(230,903)</b>	<b>(342,681)</b>	<b>(344,176)</b>	<b>(334,176)</b>	<b>(329,176)</b>	<b>(379,176)</b>	<b>(747,482)</b>	<b>656,954</b>	<b>656,954</b>	<b>-</b>
<b>RUNNING TOTAL</b>	<b>1,092,013</b>	<b>876,527</b>	<b>480,126</b>	<b>3,366,724</b>	<b>3,135,822</b>	<b>2,793,141</b>	<b>2,783,141</b>	<b>2,448,965</b>	<b>2,114,788</b>	<b>1,785,612</b>	<b>1,406,436</b>	<b>656,954</b>	<b>656,954</b>	<b>656,954</b>	<b>656,954</b>

projected ending fund balance

	EST	ACTUAL	% of	BUDGET	MORE(LESS)
ADMir	578.24	558	96%	578.24	-20.24
ADMWw	780.22	752.91	96%	780.22	-27.31





# VERNONIA SCHOOL DISTRICT 47J

## 2023 - 2024 BUDGET CALENDAR

March 16, 2023	Publish Budget Committee Meeting – 1 <sup>st</sup> notice
April 6, 2023	Publish Budget Committee Meeting – 2 <sup>nd</sup> notice
April 20, 2023	Budget Committee Meeting 6:00 p.m.
May 11, 2023	Budget Committee Meeting 6:00 p.m. School Board Meeting
June 1, 2023	Publish Budget Hearing Notice
June 8, 2023	Public Hearing and Adoption of Budget 6:00 p.m. as approved by budget committee School Board Meeting



## February 2023 Maintenance Report

### Alarm Related Calls:

18

### Facility Use:

Winter sports, Coaches meetings, Boosters, Blood drive, assemblies.

### Projects/Work for the Month

- \*Mist monthly maintenance:
- \*Softball field update: Waiting on weather and tractor repair.
- \* Bids are in and installation should begin this month.
- \*Board report.
- \* District office: Start date February 22nd.
- \*Programming and key setup for more new staff or changes.
- \*Repaired bathroom stall in boys k5
- \*Install new camera facing the new saw mill building.
- \*New filter in RT1 unit. Hire new f/t custodian to replace the one we lost.
- \*Bids for electrical for new equipment in the metal shop and power to the saw mill building
- \*Sanded and painted bathroom stall to cover graffiti in blue hall girls restroom.
- \*Meeting with county inspectors to go over some old permits that they said were not signed off on. Seems like we have it resolved.
- \*Working on our Asbestos program. Had our required inspection of building, testing and building a digital plan and documentation to add to the HASS data for our district.
- \*Installed a new kitchen warmer, moved a cabinet out of concessions to make room for the old warmer to be used.
- \*Changed water filter in lower bottle filling station
- \*New fuel delivery for biomass, clean and set up for refire.
- \*Build a new schedule for the 3rd custodian.
- \*Water line froze at metal and wood shops, troubleshooting cause and worked on getting them flowing again
- \*semi annual testing of the hood in the kitchen
- \*Worked on 3x door scheduling and repair of systems, (thank you Freya for helping).
- \*replaced lights in the walk in cooler kitchen
- \*Worked on tractor had to send in for service
- \*Installed cages over the lights in the Mist gym.
- \*Repaired hanging light cover in the ceiling fixtures at Mist.
- \*Repaired mag-door key-switch.
- \*Hang mailbox baskets in upstairs offices.
- \*Look at video coverage in the parking lot of potential vandalism, none found.
- \*Water samples taken for testing to comply with the last HASS requirement. They will be sent off for testing and results posted in our HASS file on our web page.
- \*Inspect basket mechanism in the big gym. One basket will need to be serviced. I am looking into the cost and if we can do it in house.
- \*inventory signs that need to be replace around the school that are faded

**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
- \*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.

**Vandalism:**

We have many light fixtures in the boys locker room that have been broken and damaged. This may have been over a period of time as they have holes in them and may not have been seen immediately.

Increase in damage to bathroom dividers, stalls and graffiti.

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403



# Vernonia School District 47J

Code: AC  
Adopted: 02/14/91  
Revised: 02/09/23  
Orig. Code(s): AC

## Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

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

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

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

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

END OF POLICY

### Legal Reference(s):

<a href="#">ORS 174.100</a>	<a href="#">ORS 659.850 - 659.860</a>	<a href="#">ORS 659A.029</a>
<a href="#">ORS 192.630</a>	<a href="#">ORS 659.865</a>	<a href="#">ORS 659A.030</a>
<a href="#">ORS 326.051(1)(e)</a>	<a href="#">ORS 659A.001</a>	<a href="#">ORS 659A.040</a>
<a href="#">ORS 408.230</a>	<a href="#">ORS 659A.003</a>	<a href="#">ORS 659A.103 - 659A.145</a>
<a href="#">ORS 659.805</a>	<a href="#">ORS 659A.006</a>	<a href="#">ORS 659A.230 - 659A.233</a>
<a href="#">ORS 659.815</a>	<a href="#">ORS 659A.009</a>	<a href="#">ORS 659A.236</a>

<sup>1</sup> Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

[ORS 659A.309](#)  
[ORS 659A.321](#)  
[ORS 659A.409](#)  
[OAR 581-002-0001 – 002-0005](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-021-0047](#)  
[OAR 581-022-2310](#)

[OAR 581-022-2370](#)  
[OAR 839-003](#)

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

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

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

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

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

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

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

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

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

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

House Bill 2935 (2021).

House Bill 3041 (2021).

## Discrimination Complaint Procedure

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

Step 1: <sup>1</sup>Complaints may be oral or in writing and must be filed with the principal. Any staff member that receives an oral or written complaint shall report the complaint to the principal.

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

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

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

Step 3: If the complainant is not satisfied with the decision of the superintendent [or designee], a written appeal may be filed with the Board within [five] school days of receipt of the superintendent's [or designee's] response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 10 days of this meeting.

If the principal is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent.

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

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

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may begin at Step 3 and be referred directly to the Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing[, but will not be longer than 30 days from the date of the submission of the complaint at any step]. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initialing filing of the complaint, may appeal<sup>2</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

### **Charter Schools of which the District Board is a Sponsor**

The district Board, through its charter agreement with name of charter school sponsored by the district board through this administrative regulation, will review an appeal of a decision reached by the Board of public charter school on a complaint alleging violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination). A complainant may appeal and submit such appeal to the superintendent on behalf of the district Board within 30 days of receipt of the decision from the public charter school board. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

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

**DISCRIMINATION COMPLAINT FORM**

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Name of Person Filing Complaint \_\_\_\_\_ Date \_\_\_\_\_ School or Activity \_\_\_\_\_

Student/Parent  Employee  Job applicant  Other  \_\_\_\_\_

Type of discrimination:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Race                      | <input type="checkbox"/> Mental or physical disability | <input type="checkbox"/> Age  |
| <input type="checkbox"/> Color                     | <input type="checkbox"/> Marital status                | <input type="checkbox"/> Sexual orientation                             |
| <input type="checkbox"/> Religion                  | <input type="checkbox"/> Familial status               | <input type="checkbox"/> Pregnancy                                      |
| <input type="checkbox"/> Sex                       | <input type="checkbox"/> Economic status               | <input type="checkbox"/> Discriminatory use of a Native American mascot |
| <input type="checkbox"/> National or ethnic origin | <input type="checkbox"/> Veterans' status              | <input type="checkbox"/> Other _____                                    |
| <input type="checkbox"/> Gender identity           |  |   |

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

Who should we talk to and what evidence should we consider? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested solution/resolution/outcome: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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





## **Individual Board Member's Authority and Responsibilities**

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

When expressing personal opinions in public, the Board member should clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

### **1. Request for Information**

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

### **2. Requests for Legal Opinions**

Requests for legal advice or opinions by a Board member that will incur a cost for the district] must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so before the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

### **3. Action on Complaints or Requests Made to Board Members**

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, and members of the public to the appropriate complaint policy [Board policy KL – Public Complaints]. Such information will be conveyed to the superintendent.

### **4. Board Member's Relationship to Administration**

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All District Contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.075](#)

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

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

# Vernonia School District 47J

Code: BD/BDA  
Adopted: 9/11/86  
Revised: 02/09/23  
Orig. Code(s): BD/BDA

## Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. "Meeting" means the convening of a quorum of the Board as the district's governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e. a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. Information on how to give or submit public comment is outlined in Board policy BDDH - Public Comment at Board Meetings<sup>1</sup> and posted on the district's website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law<sup>2</sup>. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the notice.

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<sup>1</sup> When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting[, at the designated portion of the agenda,] by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.

<sup>2</sup> ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

If requested at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.<sup>{4}</sup>

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

## 1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd-numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

## 2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;

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<sup>4</sup> Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.

- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals);
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

*Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.]*

### 3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

### 4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

### 5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

END OF POLICY

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#### Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon House Bill 2560 (2021).

Oregon House Bill 3041 (2021).





## Public Comment at Board Meetings

*HB 2560 (2021) goes into effect on January 1, 2022, and requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person. We recommend that districts review current public comment practices and adopt policy language that meets the law and the desired district practice.*

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

### Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will do so as directed prior to the Board meeting.<sup>1</sup> A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment on a topic on or not on the published agenda.
4. A person speaking during the public comment portion of the meeting should state their name and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time constraints, the

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<sup>1</sup> When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

person is encouraged to submit additional written comments to the Board through the district office as directed.

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

### **Procedures for Written Comment**

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to the board secretary. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

### **Comments Regarding Staff Members**

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent.

END OF POLICY

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#### **Legal Reference(s):**

ORS 165.535  
ORS 165.540

ORS 192.610 - 192.690  
ORS 332.057

ORS 332.107

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

*Baca v. Moreno Valley Unified Sch. Dist.*, 936 F. Supp. 719 (C.D. Cal. 1996).

*Leventhal v. Vista Unified Sch. Dist.*, 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

### **Public Comment at Board Meetings**

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

To provide public comment in person, if the opportunity is available on the Board agenda, please do so as directed prior to the meeting. Those attending virtually and want to provide public comment should notify the Board secretary prior to the start of the meeting.

A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda. A person providing public comment will be allowed three minutes. Signing up to provide public comment does not guarantee time will be available.

Any person, who is allowed to speak to the Board during a meeting, should state their name and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Comments about a specific employee or group of employees should comply with Board policy BDDH - Public Comment at Board Meetings:

“A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent.

*SEE FORM ON REVERSE*

**INTENT TO SPEAK**

The Board welcomes input. To provide in-person public comment please submit this completed card to the Board Secretary prior the start of the meeting.

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

Name of organization (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Email (optional): \_\_\_\_\_

Topic or comment to be presented (brief description): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure. A hearing conducted by the Board regarding personnel may take place in an executive session.

**The Board requests that a topic or comment is limited to three minutes or less.**

# Vernonia School District 47J

Code: **CM**  
Adopted: 06/14/18  
Readopted: 02/09/23  
Orig. Code(s):

## Compliance and Reporting on Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education and submit that report to the Board.

The district's annual report will be presented at a public Board meeting by November 1 of each school year and will allow public comment on such report. This report will be posted on the district's web page.

The district will report on its compliance with state standards to ODE by November 15 each year on a form provided by ODE.

END OF POLICY

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### Legal Reference(s):

ORS 329.095  
ORS 329.105

OAR 581-022-2260  
OAR 581-022-2305



## Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. All public contracts shall be invited in accordance with applicable competitive procurement provisions of the Oregon Revised Statutes and the adopted public contracting rules.

The Board, acting as its own LCRB, adopts<sup>{1}</sup> [the *Oregon Attorney General's Model Public Contract Rules*, Oregon Administrative Rule (OAR) Chapter 137, Divisions 046 through 049] [its own rules of procedure that will govern district purchasing. Consequently, the model rules adopted by the Attorney General shall not apply to the district. The district's rules may include portions of the *Oregon Attorney General's Model Public Contract Rules* OAR Chapter 137, Divisions 046 through 049] in effect at the time this policy is adopted.<sup>{2}</sup>

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249 in effect at the time this policy is adopted.

The Board may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(6)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. Modifications will be made only following review by the district's legal counsel. New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

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<sup>1</sup> {Public Contracts shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General.}

<sup>2</sup> {If the Board does not establish its own rules of procedure as permitted under ORS 279A.065(5), the district is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.}

The Board, acting as the LCRB, may enact a resolution that authorizes the district to designate a public improvement as a community benefit contract per the requirements included in ORS 279C.300 to 279C.470.

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

END OF POLICY

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**Legal Reference(s):**

ORS Chapters 279, 279A, 279B and 279C and OAR Chapter 125, Divisions 246-249

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.



## Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition<sup>3</sup>, age, veterans' status<sup>4</sup>, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability<sup>5</sup> if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)  
[ORS 243.317 – 243.323](#)  
[ORS 326.051](#)  
[ORS 332.505](#)  
[ORS 342.934](#)  
[ORS 408.225](#)  
[ORS 408.230](#)  
[ORS 408.235](#)  
[ORS 652.210 - 652.220](#)  
[ORS 659.850](#)

[ORS 659A.003](#)  
[ORS 659A.006](#)  
[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.040](#)  
[ORS 659A.082](#)  
[ORS 659A.109](#)  
[ORS 659A.112](#)  
[ORS 659A.147](#)

[ORS 659A.233](#)  
[ORS 659A.236](#)  
[ORS 659A.309](#)  
[ORS 659A.321](#)  
[ORS 659A.409](#)  
[ORS 659A.820](#)  
[OAR 581-021-0045](#)  
[OAR 581-022-2405](#)  
[OAR 839-003-0000](#)  
[OAR 839-006-0435](#)

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<sup>1</sup> Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

<sup>3</sup> This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

<sup>4</sup> The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

<sup>5</sup> This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).  
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).  
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).  
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).  
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).  
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).  
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).  
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).  
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).  
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).  
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).  
House Bill 2935 (2021)  
House Bill 3041 (2021)

## Workplace Harassment \*

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault<sup>1</sup> or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

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<sup>1</sup> “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

<sup>2</sup> A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

<sup>3</sup> A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.



The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

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**Legal Reference(s):**

[ORS 243.317 - 243.323](#)  
[ORS 659A.001](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)

[ORS 659A.030](#)  
[ORS 659A.082](#)  
[ORS 659A.112](#)  
[ORS 659A.820](#)  
[ORS 659A.875](#)

[ORS 659A.885](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

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

House Bill 3041 (2021)

## **Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures – Staff**

The following definitions and procedures shall be used for reporting, investigating, and resolving reports of hazing, harassment, intimidation, bullying, menacing, and cyberbullying of staff or third parties.

### **Definitions**

1. “Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.
2. “District” includes district facilities, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips, athletic events or where the employee is engaged in district business.
3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group or work assignment, or other such activities intended to degrade or humiliate regardless of the person’s willingness to participate.
4. “Harassment” is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.
5. “Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the perception of the other’s race, color, religion, national origin, disability, sexual orientation or gender identity.
6. “Bullying” is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.
7. “Cyberbullying” means the use of any electronic device to convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or otherwise harms, insults, or humiliates another in a deliberate, repeated or hostile and unwanted manner under a person’s true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying. Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.

8. “Menacing” includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

## **Reporting Procedures**

The principals have responsibility for investigations concerning reports of hazing, harassment, intimidation, bullying, menacing, or cyberbullying of staff or third parties. The investigator(s) shall be a neutral party having had no involvement in the report presented.

Any employee or third party who has knowledge of conduct in violation of Board policy JFCF - Hazing Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student shall immediately report concerns to the designated district official.

Any employee or third party who has knowledge of conduct in violation of Board policy GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff and this administrative regulation or feels they have been hazed, harassed, intimidated, bullied, cyberbullied, or menaced in violation of Board policy or this administrative regulation, is encouraged to immediately report concerns to the designated district official.

All reports and information will be promptly investigated in accordance with the following procedures:

**Step 1** Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying (e.g., complaints, rumors) shall be presented to the principal or superintendent. Reports against the principal shall be filed with the superintendent. Information may be presented anonymously. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

**Step 2** The district official receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The district official(s) conducting the investigation shall notify the person making the report within 10 working days of receipt of the information or report, and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

**Step 3** If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.

Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the information or report. The Board shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as a part of the employee's personnel file. Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying and documentation will be maintained as a confidential file in the district office.





## Suspected Sexual Conduct with Students and Reporting Requirements \*

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

<sup>4</sup>“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee<sup>{6}</sup> contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the <sup>{7}</sup>designated licensed administrator or the alternate designated licensed

<sup>1</sup> “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>2</sup> “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>3</sup> “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>4</sup> This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

<sup>6</sup> {The following language in brackets, i.e., contractor, agent or volunteer, is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.}

<sup>7</sup> {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an

administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Secondary Principal who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

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administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.)

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

ORS 332.107

ORS 339.370 - 339.400

ORS 419B.005 - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 2136 (2021).

Senate Bill 51 (2021).



## Suspected Sexual Conduct Report Procedures and Forms \*

The district posts in each school building the names and contact information of the district employees<sup>1</sup> designated for the respective school building to receive reports of suspected sexual conduct and the procedures the designee(s) will follow upon receipt of the report.

When a designated licensed administrator<sup>2</sup> receives a report of suspected sexual conduct that may have been committed by a commission licensee<sup>3</sup>, the designee shall notify Teacher Standards and Practices Commission (TSPC). The designee shall notify the Oregon Department of Education (ODE) if the administrator receives a report of suspected sexual conduct that may have been committed by a school employee, contractor, agent or volunteer that is not a commission licensee.

If the superintendent is the alleged perpetrator the report shall be submitted to the Board chair.

The district will investigate all reports of suspected sexual conduct, unless otherwise requested by TSPC or ODE as appropriate.

When the designee receives a report of suspected sexual conduct by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave<sup>4</sup> and take necessary actions to ensure the student's safety. The employee shall remain on leave until TSPC<sup>5</sup> or ODE<sup>6</sup> determines that the report is substantiated and the district takes appropriate employment action against the employee, or cannot be substantiated or is not a report of sexual conduct and the district determines either: 1) an employment policy was violated and the district will take appropriate employment action against the employee; or 2) an employment policy has not been violated and an employment action against the employee is not required.

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<sup>1</sup> ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building, in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

<sup>2</sup> A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

<sup>3</sup> "Commission licensee," as is defined in ORS 342.120 (as amended by HB 2136 (2021)), means a person whom the TSPC has authority to investigate or discipline because the person is enrolled in an approved educator preparation program, is an applicant for a TSPC license or registration, holds a license or registration issued by TSPC, or has held a license or registration issued by the TSPC at any time during the previous five years.

<sup>4</sup> The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

<sup>5</sup> TSPC investigates reports on commission licensees.

<sup>6</sup> ODE investigates reports on persons who are not commission licensees.

When the designee receives a report of suspected sexual conduct by a contractor<sup>7</sup>, an agent or a volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support a report of suspected sexual conduct, the district shall prohibit the contractor, agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected sexual conduct has been investigated and a determination has been made by TSPC or ODE, as appropriate, that the report is unsubstantiated.

Upon request from ODE or TSPC the district will provide requested documents or materials to the extent allowed by state and federal law.

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

An “investigation” means a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the person who initiated the report, the person who may have been subjected to sexual conduct, witnesses and the person who is the subject of the report, and results in a finding that the report is a substantiated report, cannot be substantiated, or is not a report of sexual conduct. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

A “substantiated report” means a report of sexual conduct that TSPC or ODE determines is founded.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, the district shall create a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

## **Training**

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<sup>7</sup> The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.

The district shall provide information and training each school year to district employees on the following:

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under ORS 339.388 and 419B.005 - 419B.050 and under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

The district shall make available each school year the training described above to contractors, agents, volunteers and to parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees.

The district shall provide to contractors, agents and volunteers each school year information on the following:

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

The district shall make available each school year training that is designed to prevent sexual conduct to students attending district-operated schools.

**Vernonia School District**

**SUSPECTED SEXUAL CONDUCT REPORT FORM**

Name of person making report: \_\_\_\_\_

Position of person making report: \_\_\_\_\_

Name of person suspected of sexual conduct: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

Description of suspected sexual conduct: \_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

Evidence of suspected sexual conduct, e.g., letters, photos, etc. (attach evidence if possible): \_\_\_\_\_

Any other information: \_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

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



**Vernonia School District**

**WITNESS DISCLOSURE FORM**

Name of witness: \_\_\_\_\_

Position of witness: \_\_\_\_\_

Date of testimony/interview: \_\_\_\_\_

Description of instance witnessed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I agree that all the information on this form is accurate and true to the best of my knowledge.

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



### **Suspected Abuse of a Child Reporting Requirements\*\***

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse<sup>1</sup> shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that any person<sup>2</sup> with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors<sup>3</sup>, agents<sup>4</sup>, volunteers<sup>5</sup>, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

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<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> "Person" could include adult, student or other child.

<sup>3</sup> "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>4</sup> "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>5</sup> "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a <sup>6</sup>licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the <sup>7</sup> licensed administrator position title High School Principal who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or

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<sup>6</sup> ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.<sup>7</sup> A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

<sup>7</sup> A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

**Legal Reference(s):**

ORS 339.370 - 339.400  
ORS 418.257 - 418.259

ORS 419B.005 - 419B.050

OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9<sup>th</sup> Cir. 2011).  
Senate Bill 51 (2021).

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## Reporting of Suspected Abuse of a Child

### Reporting

Any district employee having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse<sup>1</sup> shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**<sup>2</sup> with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the High School Principal who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

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<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> "Person" could include adult, student or other child.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave<sup>3</sup> and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor<sup>4</sup>, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated<sup>5</sup> and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

## **Definitions**

1. Oregon law recognizes these and other types of abuse:

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<sup>3</sup> The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

<sup>4</sup> The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.

<sup>5</sup> The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.



- a. Physical;
  - b. Neglect;
  - c. Mental injury;
  - d. Threat of harm;
  - e. Sexual abuse and sexual exploitation.
2. “Child” means an unmarried person who is under 18 years of age or is under 21 years of age and residing in or receiving care or services at a child-caring agency.
  3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

### **Confidentiality of Records**

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

### **Failure to Comply**

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined up to and including dismissal.

### **Cooperation with Investigator**

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See GBNAB/JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator’s refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

## Instructional Goals

In establishing an effective educational program as part of the students' total education, the district recognizes the importance of developing a partnership that promotes the involvement of staff, parents and the community through such means as 21st Century Schools Councils, local school committees and advisory committees.

The district is committed to a continual process of collaborative decision making and goal setting that supports the following characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, sexual orientation, gender, capability or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations, and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
4. Supports the physical and cognitive growth and development of students;
5. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
6. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
7. Provides for rigorous academic content standards and instruction in mathematics, science, language arts, history, geography, economics, civics, physical education, health, the arts and world languages;
8. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
9. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
10. Provides students with the knowledge and skills that lead to an active, healthy lifestyle;
11. Provides students with the knowledge and skills to take responsibility for their decisions and choices;
12. Provides opportunities for students to learn through a variety of teaching strategies;

13. Emphasizes involvement of parents and community in the total education of students;
14. Transports students safely to and from school;
15. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
16. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities;
17. Provides for a safe, educational environment;
18. Provides increased learning time;
19. Provides each student an education experience that supports students' academic growth beyond proficiency in academic content standards and encourages their attainment of challenging and aspirational individual goals; and
20. Utilizes valid and reliable data for evaluating the success of curriculum, instruction, resource allocation and school improvement.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.025](#)  
[ORS 329.125](#)

[ORS 336.067](#)  
[OAR 581-022-2030](#)

[OAR 581-022-2315](#)

House Bill 2056 (2021).

## **Freedom of Expression**

Students have a general right to freedom of expression within the school system. The district requires that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

### **Freedom of Student Inquiry and Expression**

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

### **Freedom of Association**

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, sexual orientation or gender identity. Each student organization must have a staff adviser to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures[ and a current list of officers]. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

### **Publications K-8, Displays and Productions**

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be reviewed by the administrator or may be restricted or prohibited pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the audience;
3. The material is poorly written, inadequately researched, biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;

5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, e.g., if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

### **High School Student Journalists**

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. "School-sponsored media" means materials that are prepared, substantially written, published or broadcast by student journalists; that are distributed or generally made available, either free of charge or for a fee, to members of the student body; and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law or regulation; or
6. So incites students as to create a clear and present danger of:
  - a. The commission of unlawful acts on or off school premises;
  - b. The violation of district or school policies; or
  - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make a decision within three school days of the meeting. The superintendent's decision shall be final and binding on all parties.

If the complainant is not satisfied with the decision of the superintendent, the complainant may appeal to the Board under established district procedures.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 336.477](#)

[ORS 339.880](#)

[ORS 339.885](#)

[ORS 659.850](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

U.S. CONST. amend. I; U.S. CONST. amend. XIV.

OR. CONST., art. I, § 8.

House Bill 3041 (2021).





Vernonia School District 47J

Code: IGBHA
Adopted: 02/10/00
Revised: 02/09/23
Orig. Code(s): IGBHA

Alternative Education Programs \*\*

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable. A qualified district may contract with a qualified private alternative education program to provide services to a qualified home-schooled child.

Students, after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

END OF POLICY

Legal Reference(s):

- ORS 329.485
ORS 332.072
ORS 336.014
ORS 336.175
ORS 336.615 - 336.665
ORS 339.030
ORS 339.250
OAR 581-021-0045
OAR 581-021-0065
OAR 581-021-0070
OAR 581-021-0071
OAR 581-022-2320
OAR 581-022-2505
OAR 581-023-0006
OAR 581-023-0008



**Evaluation of Alternative Education Programs**

(For use by the alternative education program coordinator)

Date \_\_\_\_\_

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-2505, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and return to the Vernonia District office no later than December 30<sup>th</sup>. Please include the program name, program coordinator and telephone number. A copy of the district's written evaluation shall be provided to the program coordinator.

**Staff**

1. Have criminal records checks requirements been met?
- \* Provide list of individuals subject to criminal records checks and copy of Form 581-2283-M from the Oregon Department of Education (ODE).

**Curriculum**

1. Are students receiving instruction in the state academic content standards and earning diploma credits?  
\* Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.
2. Are statewide assessments administered and the results reported annually to students, parents and the district?  
\* Attach copy of summary report and sample of information reported to student, parents and the district.
3. Are students receiving, at least annually, a report of academic progress?  
\* Attach copy of report used.
4. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496?  
\* Attach the document that supports the physical education requirements.

## **Discrimination**

1. Does the program comply with nondiscrimination requirements of law? (Program does not discriminate based on age, disability, national origin, sexual orientation, gender identity, race, color, marital status, religion or sex)
- \* Attach student enrollment/withdrawal summary based on above criteria.

## **Registration** (Private alternative education programs only)

1. Is the program registered with the ODE?
- \* Attach copy of the approval from ODE (including the institution identification number assigned by ODE).

## **Site Evaluation**

1. Does the program comply with health and safety statutes and rules?
- \* Attach copy of appropriate documentation, including first aid, emergency procedures plan, healthy and safe schools plan, radon testing plan, such as staff/student handbooks, in-service agenda, plans, fire marshal's report, safety inspection reports, etc.

## **Tuition and Fees**

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?
- \* Attach list of any fees required and explanation.

## **Contract**

1. The program complies with any statute, rule or district policy specified in the contract with the [public or] private alternative education program.
- \* Attach as applicable.
2. Does the contract with the [public or] private alternative education program state that noncompliance with a rule or statute may result in termination of the contract?
- \* Contract on file with district and program, as applicable.

## **Expenditures**

1. Does the program comply with Oregon Revised Statutes regarding expenditures (ORS 336.635(4))?
- \* Attach annual statement of expenditures.

## **Advertising**

1. Does the program meet the advertising requirements of ORS 339.122?
- \* Attach a copy of the program description. Is it a virtual public school and is it advertised as such?

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Superintendent

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Dated

- \* Compliance indicators are intended as examples only. District may modify, as appropriate.

# Vernonia School District 47J

Code: **IGBI**  
Adopted: 02/10/00  
Revised: 02/09/23  
Orig. Code(s): IGBI

## **Bilingual Education\*\***

Students whose primary language is other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction and other educational activities.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

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### **Legal Reference(s):**

ORS 336.079

OAR 581-021-0046

OAR 581-022-2310

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).  
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).



## Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library media resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library media resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide for ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

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**Legal Reference(s):**

ORS 336.035

ORS 336.840

ORS 337.120

ORS 337.141  
ORS 337.150  
ORS 337.260  
ORS 337.511  
ORS 339.155

OAR 581-011-0050 - 0117  
OAR 581-021-0045  
OAR 581-021-0046  
OAR 581-022-2310

OAR 581-022-2340  
OAR 581-022-2350  
OAR 581-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).  
House Bill 3041 (2021).



## School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in all grades, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.<sup>a</sup>

The district's comprehensive school counseling program may include a child development specialist program for grades K-8 students and families who reside in the attendance areas of district schools.

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know here and how to utilize personal skills in making contributions to the community.

Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination.

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<sup>a</sup> Oregon Department of Education - [Comprehensive School Counseling](#)

Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.<sup>b</sup>

## END OF POLICY

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### Legal Reference(s):

ORS 40.245  
ORS 174.100  
ORS 326.565  
ORS 326.575  
ORS 329.603  
ORS 332.107  
ORS 336.187

OAR 581 -021-0013  
OAR 581-021-0046  
OAR 581-022-2030  
OAR 581-022-2055  
OAR 581-022-2060  
OAR 581-022-2250

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).  
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).  
House Bill 3041 (2021).

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<sup>b</sup> See ORS 40.245.



January 31, 2023

TO: Vernonia School District Board of Directors  
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District  
RE: The 2023-24 Local Service Plan

Colleagues:

It's my pleasure to present the 2023-24 Local Service Plan. As your education service district partner, our goal is to connect school districts to services and resources that might otherwise be out of reach or unaffordable. In the pages that follow, I hope you can get a sense of our existing and potential partnership opportunities to support your school district's students.

Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of this vision.

It's a pleasure to work alongside you and your educational staff.

In partnership,

A handwritten signature in blue ink, consisting of two circles connected by a wavy line.

Dan Goldman, Superintendent

**Supplementary Materials:** Attached to this cover letter you'll find the Proposed 2023-24 Local Service Plan; Proposed Resolution; Summary of Grant and Value-Add Services, Financial Summary Information, School District Profile of Current Services

**Proposed Motion:** BE IT Resolved, the Board of Directors adopt the 2023-24 Local Service Plan as presented.

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■ Clatsop County  
503-325-2862  
1120 Broadway  
Seaside, OR 97138

■ Columbia County  
503-366-4100  
800 Port Avenue  
St. Helens, OR 97051

■ Tillamook County  
503-842-8423  
2515 3rd Street  
Tillamook, OR 97141

■ Washington County  
503-614-1428  
5825 NE Ray Circle  
Hillsboro, OR 97124





Northwest Regional  
Education Service District



# 2023-24 Local Service Plan

A framework for our partnership with school districts in  
Clatsop, Columbia, Tillamook and Washington counties



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Cover photo: NWRESD's Early Learning Hub created [a database of free preschools](#) across Clatsop, Columbia and Tillamook counties. They coordinated photoshoots so families could preview many of the sites, including Pacific Ridge Beginning School in Seaside, pictured. Photo by Justin Grafton Studios.



# About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.”

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.

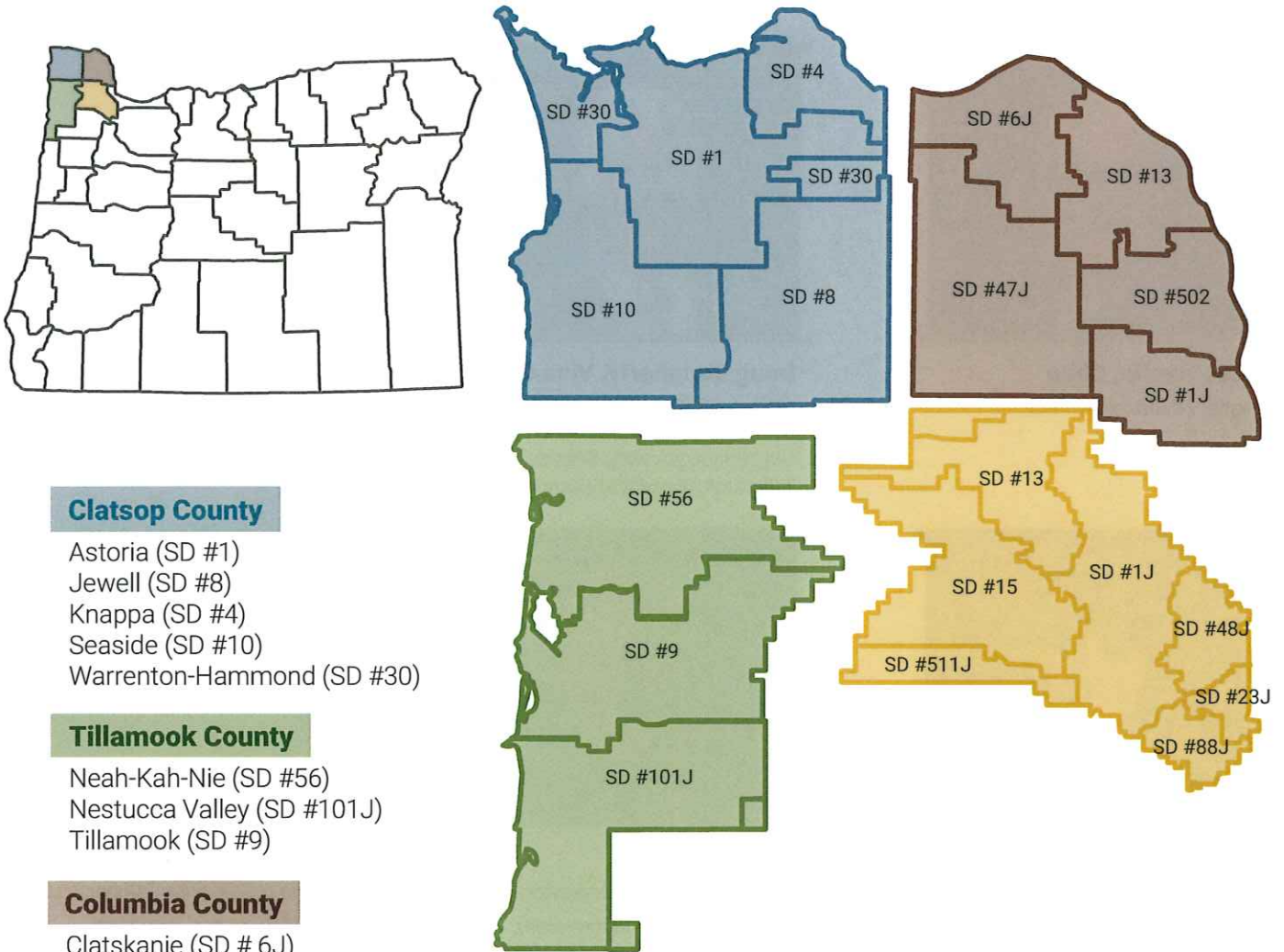


Therapy goats visit Pacific Academy, one of our social emotional learning schools. “Hosting a therapeutic goat party is one way students can both build community, expand connections with peers and engage in a unique self-regulation opportunity,” says Jillynn Garcia, mental health specialist at the school.





# Service Area



## Clatsop County

- Astoria (SD #1)
- Jewell (SD #8)
- Knappa (SD #4)
- Seaside (SD #10)
- Warrenton-Hammond (SD #30)

## Tillamook County

- Neah-Kah-Nie (SD #56)
- Nestucca Valley (SD #101J)
- Tillamook (SD #9)

## Columbia County

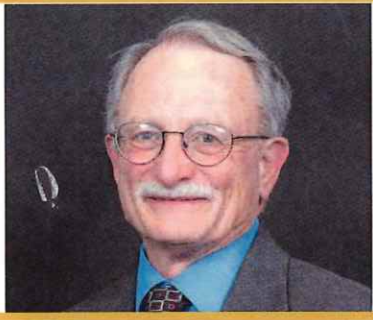
- Clatskanie (SD # 6J)
- Rainier (SD #13)
- Scappoose (SD # 1J)
- St. Helens (SD #502)
- Vernonia (SD #47J)

## Washington County

- Banks (SD #13)
- Beaverton (SD #48J)
- Forest Grove (SD #15)
- Gaston (SD # 511J)
- Hillsboro (SD #1J)
- Sherwood (SD #88J)
- Tigard-Tualatin (SD #23J)



# Board of Directors



**Ross Tomlin, Chair**  
Higher Education Position



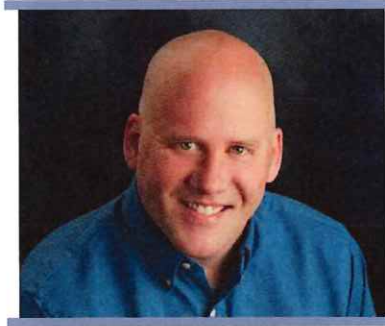
**Doug Dougherty, Vice Chair**  
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook, Warrenton-Hammond



**Christine Riley**  
Zone 1: Gaston, Sherwood, Tigard-Tualatin



**Yadira Martinez**  
Zone 3: Hillsboro



**Tony Erickson**  
Zone 4: Beaverton (Beaverton and Sunset attendance areas), Clatskanie, Rainier, Scappoose, St. Helens, Vernonia



**Karen Cunningham**  
Zone 5: Beaverton (Aloha, Southridge and Westview attendance areas)



**Maureen Wolf**  
At-Large



**Ernest Stephens**  
Business Position



**Diane Wilkinson**  
Social Service Position





# Key Staff Contacts



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Officer  
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**Stuart Long**

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Interim Chief Financial  
Officer  
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**Sharif Zakir Liwaru**

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**Lynne Griffin**

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**Stacy Rager**

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**Kim Lyon**

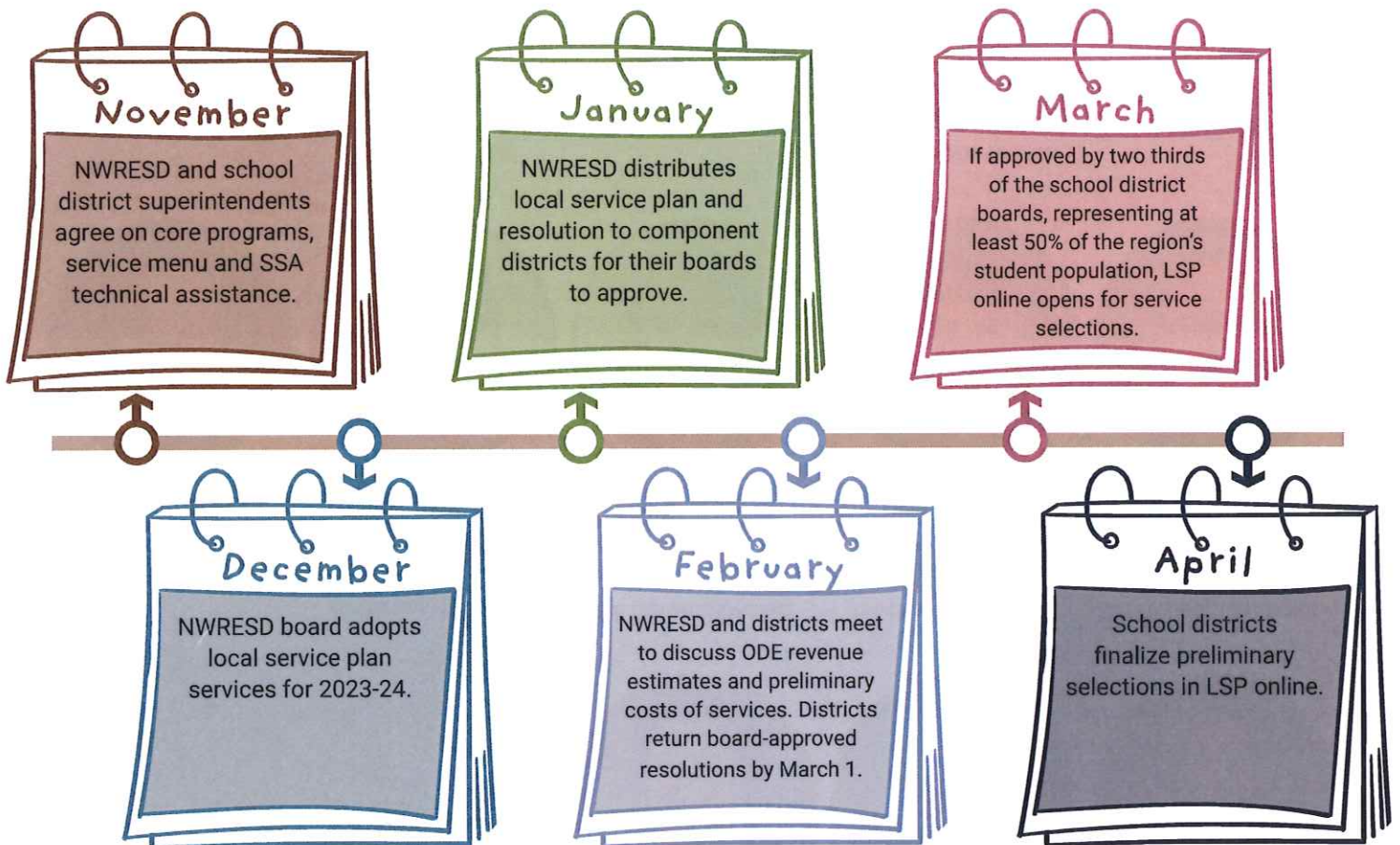
Tillamook Service Center  
Administrator  
klyon@nwresd.org



# Timeline for Plan Development

In early fall, school districts collaborate with NWRES D to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRES D's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.







# How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon’s largest investment, equating to \$9.3 billion in the 2021-23 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The SSF provides 80% of general operating dollars to school districts and education service districts statewide. For NWRESD specifically, the SSF makes up 22.9% of our budget.

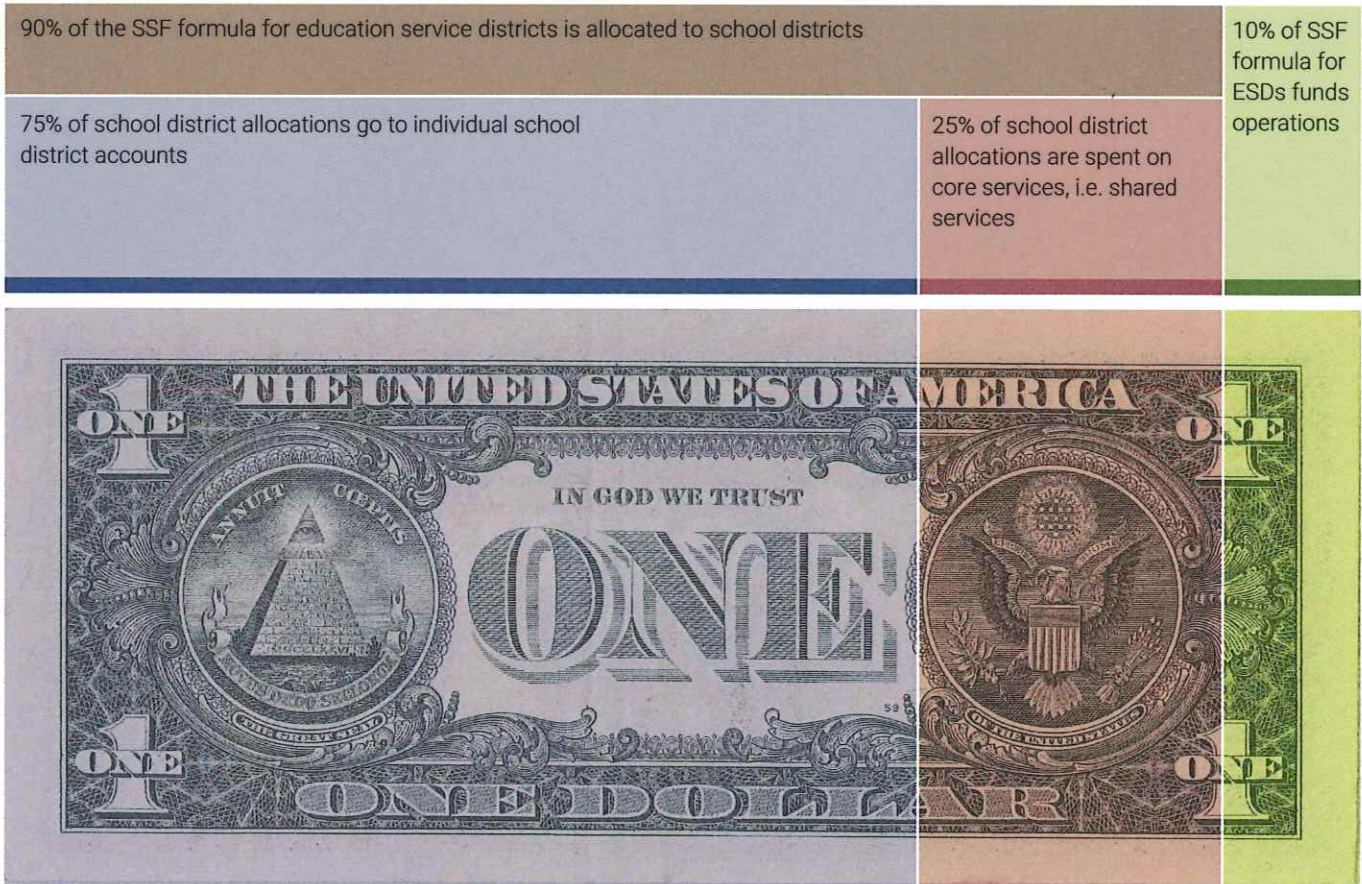
Of the SSF money we receive, 90% is allocated to districts based on weighted student population

(ADMw) and 10% supports NWRESD operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.







Students at Mist Elementary School in Vernonia School District write stories in Google Docs while using newly installed Starlink internet.

# Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.



## County Allocations

Through core, each county subset of school districts receives funding to support localized priorities agreed upon by the district superintendents.

## Emergency Closure Network

We provide districts with access to an emergency communication system for sharing school delays and closures with their communities and the local media.

## Grant Management

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities. Support includes program design and strategy, connection to potential funders, and writing, editing, and submitting grant proposals.

## Regional Innovations and Professional Learning

Regional Innovations and Professional Learning are funds backed by Hillsboro and Beaverton School Districts (who are not participants in the core) that supplement several core and grant-funded services, including: 9th Grade Success Network; School Culture and Climate; Early Literacy Network; Instructional Coaching Network; Social, Emotional and Mental Health Services; grant management; Career and College Readiness; Ion MTSS; STEM Hub; and Early Learning Hub. Read more about these services in the grant and value-add services section in the appendix.

## Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

## Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

## Help Desk

We provide an on-demand, generalized support resource for district technology staff.

## Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users. Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

## Network Security Services

A triage-based security team is available to work alongside district technology teams to analyze existing vulnerabilities, prioritize fixes, and assist with engineering support to help plan and address security vulnerabilities.

## Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.





## **Restraint & Seclusion Application Development**

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

## **Technical Engineering Cooperative**

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A student from the Groner Deaf and Hard of Hearing program signs with their instructor.

# Menu Services

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





# Administration

## Communications

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRESD and have direct access to coaching, mentoring and support.

## Fiscal Services

NWRESD provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

## Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon. Medicaid reimburses schools for health and related services provided to Medicaid-

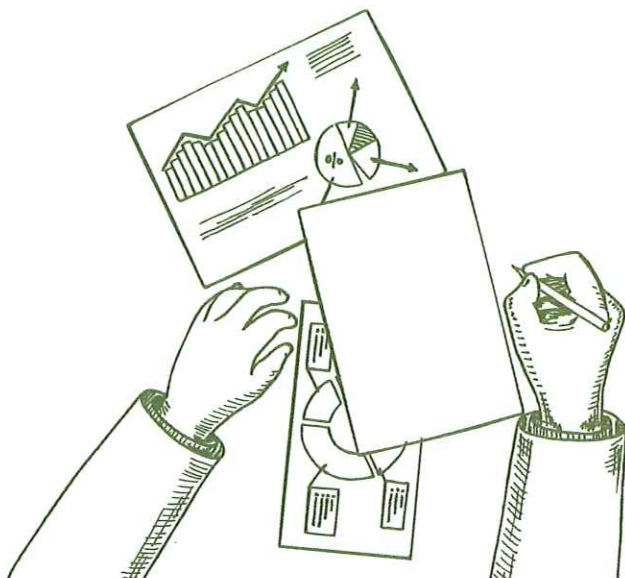
enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

## Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts. [Learn more about the pricing and services offered on our Spanish language interpretation and translation page.](#)

## Substitute Services

Our human resources substitute services team manages the hiring and placement for licensed and classified substitutes for school districts in Columbia, Clatsop, Columbia, Multnomah, Tillamook and Washington counties in partnership with our districts.







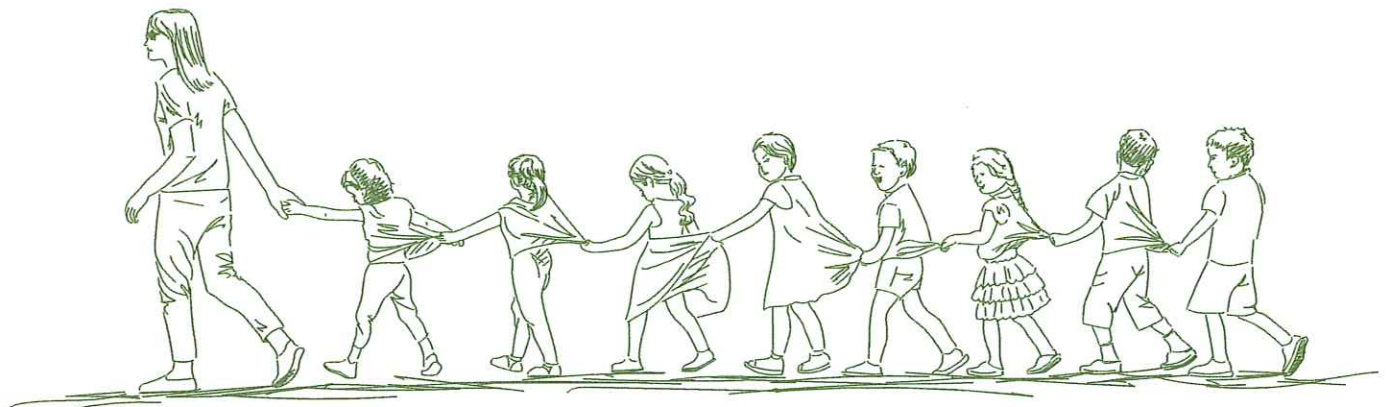
# Early Learning

## **Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations**

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.

## **EI/ECSE Transportation**

In collaboration with the child's resident district, the EI/ECSE program can provide transportation to evaluations.





# Instruction

## Attendance Services

We partner with school district attendance teams to grow community awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we also provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen communication between families and schools.

## Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

## Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool.

Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon completion of their licensure program.

## Grant Management

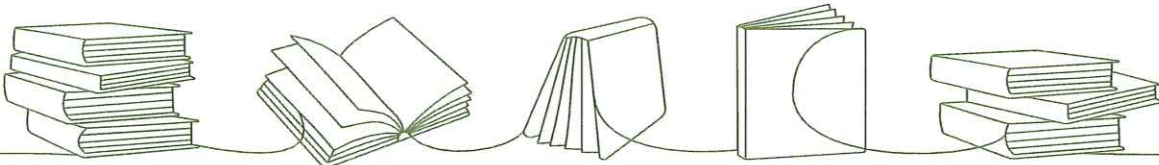
Our instructional services team provides grant writing services to school districts seeking competitive grants, including state, federal and private grants. Our grant writer partners with school district teams to envision, plan and convey projects and match them to grant opportunities.

## Ion MTSS Software

We provide software and support for data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking student supports.

## Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.





## Reengagement Services

We employ a team of attendance advisors to work with school districts on returning as many students as possible to the classroom. The attendance team has training and is able to include all truancy requirements within their reengagement process. Acting on attendance referrals from schools, our team contacts parents and provides information on Oregon laws that require students to attend school. Approximately 70% of referrals are resolved with an initial contact, and approximately 80% are resolved without citation. Our team's focus is first on reengagement while still meeting Oregon attendance laws, as reengagement has proven much more effective than truancy citation. If attendance problems persist, a mandatory meeting is set up with parents, school staff and our team in order to problem solve and support the student and family to reengage. If absolutely necessary, our team will follow all Oregon truancy laws with documentation for districts.

## Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. We focus on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.





# K-12 Special Education

## **Audiology**

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for deaf/hard of hearing special education services.

## **Autism Spectrum Disorder (ASD) Services**

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

## **Behavioral Support Consultation**

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment

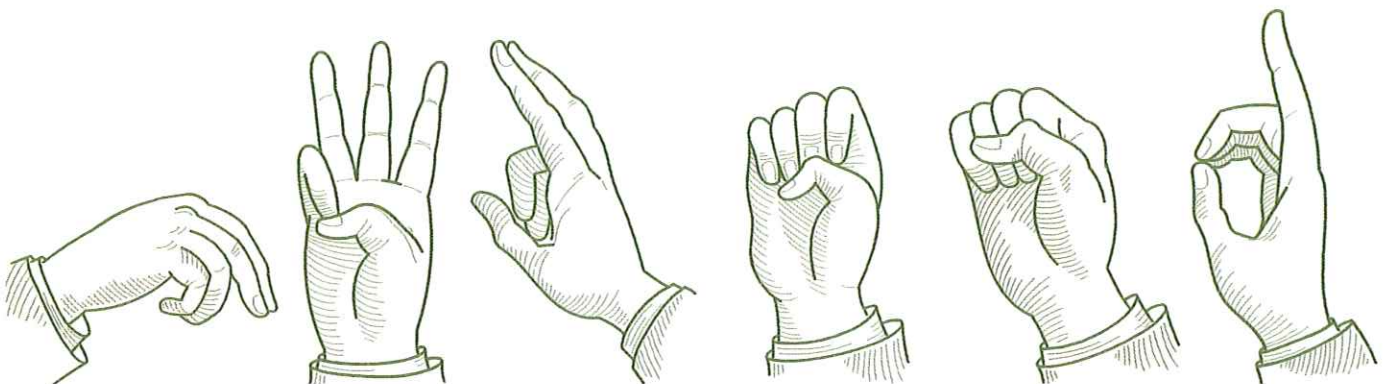
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

## **Blind Visually Impaired (BVI) Student Services**

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our braillist provides braille services to several school districts.

## **Cascade Academy**

Cascade Academy is an educational behavioral program located in Beaverton. It serves students in grades 9 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special







education teachers to meet students' academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

### **Cascade/Pacific Intensive Classroom**

In the 2022-23 school year, NWRESD expanded the Cascade and Pacific programs to include an intensive classroom for students in grades 6-10. The new classroom functions as a self-contained program within Cascade and Pacific Academy, serving students who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits. Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

### **Columbia K-8**

The Columbia Academy K-8 program is a special education placement for students who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary students. Program staff are trained to provide behavioral support, collaboration and unique supervision needed for students to learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students access core academic instruction at their appropriate grade level and receive specially designed instruction to work toward grade-level content

standards. Students and staff participate in equity training to increase educational opportunities and prepare students for success in their home schools and communities.

### **Comprehensive Health Screening Age 3-6 (Tillamook County)**

Comprehensive Health Screening Age 3-6:  
Tillamook County.

### **Deaf and Hard-of-Hearing Classrooms**

Our deaf and hard-of-hearing classrooms host kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

### **Deaf and Hard of Hearing Services**

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.

### **Educational/Instructional Assistants**

Instructional assistants assist teachers in all facets of daily classroom management, instruction and inclusion. Based on classroom needs, they will divide their time between working with students,





providing behavioral support and completing assigned administrative tasks. As a type of paraeducator, they work under the direction of a teacher to help students learn, make progress on their IEP goals and contribute to a safe and productive school experience. As an integral part of the educational team, instructional assistants help teachers maximize instructional time.

## FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

## Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills. Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners. The teacher works with other instructional providers to ensure equitable access to teaching and learning.

## Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day. Classroom staff are trained in trauma-informed care and collaborative problem solving and

coordinate with the St. Mary's behavioral support team.

## Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.

## Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners – occupational therapists and occupational therapy assistants – provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting. They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

## Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus. A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.



## **Physical Therapy (PT) Services**

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

## **Regional Equipment Center**

Eligible students can access a collection of adaptive equipment and assistive technology devices. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district to Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

## **School Psychology Services**

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

## **Social Emotional Learning Schools**

We operate five specialized school programs for K-12 students with significant emotional and behavioral learning needs: Cascade Academy, Columbia Academy, Levi Anderson Learning Center, Pacific Academy. School districts or county mental health programs recommend student placements.

## **Speech-Language Pathology Services**

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services. Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

## **Youth Transition Program (YTP)**

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.





# Technology

## Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

## Canvas Learning Management System

We contract with Instructure to provide the Canvas Learning Management System (LMS). Canvas provides a full suite of learning management for distance learning and the classroom including a space for course content, quizzes and grades. Data and usage analytics are available.

## Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced

rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

## District Level Technology Purchasing

We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

## Help Desk

We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

## Learning360 Streaming Video

We contract with Infobase to provide Learn360, a







streaming digital content service for K–12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any Internet enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

### **Oregon Data Suite**

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.

### **ORSpEd**

ORSpEd is a custom built, web-based software application that serves Oregon K-12 special education needs. The system allows special education staff and administrators to access student data using a forms-based system with entry screens based on ODE forms. Reports can be configured using the data filtering tool and exported to excel for easy analysis.

### **Public School Works**

We contract with Works International to provide Public School Works compliance training to local school districts and public entities. Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

### **Restraint and Seclusion**

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education requires a precise count and reporting of these incidents based on a number of student criteria. This

application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

### **School ERP Pro (formerly Infinite Visions)**

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. Modules include general ledger, budget, accounts receivable and accounts payable, payroll, human resources, grant tracking, and inventory. The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

### **Synergy Student Information System**

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking. Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

### **Technical Engineering Cooperative**

We provide technology support and technology management services that support in-district technology support needs including desktop, server and technology administration. This service dedicates support hours and scope for support based on district needs.





Rose McGee, a trainer and community engagement expert from Minnesota, leads a story circle training on Oct. 12 at the Washington Service Center in Hillsboro. NWRESA's equity and family partnerships director S.Z. Liwaru looks on. Story circles are an engagement and leadership development process in which each participant listens to and shares authentic stories.

# Student Success Act Technical Assistance Plan

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





## 9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years. This network consists of more than 30 high school teams from across Clatsop, Columbia, Tillamook and Washington counties who engage in continuous improvement. Teams collectively focus on an aim statement, theory of improvement and change ideas. NWRESA's 9th Grade Success professional learning team serves as the network's hub, providing professional learning and capacity building to educators in service of student success.

## Attendance Collaboratives and Professional Learning

The Attendance Network, supported through the Every Day Matters and Integrated Guidance initiatives, provides ongoing professional learning around best practice in attendance, including development of attendance teams and re-engaging students and families who have been absent from school.

## Communications

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role. We are available to assist with: Crisis response, Student Investment Account community relations plans, translation and interpretation, including training on how to work with an interpreter, graphic design, messaging, convening and networking around regionally relevant topics.

## Community Engagement and Family Partnerships

Oregon districts feature communities, families and students who have been historically and

contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners, structures of accountability and feedback will bring a sense of transparency and authenticity to district planning.

## Early Literacy Network

Our Early Literacy Network recently launched a year-long professional development opportunity for educators who work in early learning through second grade in Clatsop, Columbia, Tillamook or Washington counties. Teams meet monthly and have access to coaching and consultation, book studies, a monthly newsletter, a lending library, social emotional learning kits, and quarterly convenings. Educators who join this professional development cohort will focus on topics such as oral language and vocabulary instruction, family engagement strategies, literacy routines and culturally responsive and sustaining practices. The network has two strands. The first is for educators who work in child care, preschool or kindergarten settings. The second is for educators who work in kindergarten, first or second grades. Participants do not need to be licensed teachers to participate.

## Instructional Coaching Network

The Instructional Coaching Network is a professional learning community for educators who facilitate adult learning in their school or district. By supporting instructional coaches, the network helps districts implement strategies across their system and develop their educator workforce in ways that lead to student growth. The regional approach connects coaches for job-alike collaboration and sharing of resources. Participants develop strategies to collaboratively plan with teachers, provide personalized feedback and use a continuous improvement model to establish and pursue student-focused goals.



## **Ion MTSS Software**

We provide software and support for use in data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking supports to students.

## **Research, Assessment and Evaluation**

Our research, assessment and evaluation team furthers the ability of educators in our region to use data toward equitably improving outcomes for students by ensuring quality data, accessible data and training in data literacy. The team's current work focuses on supporting school districts with the data collection, reporting, and evaluation needs connected to their Student Success Act Plans and helping districts monitor the Academic Return On Investment (AROI) from these new state funds.

## **School Culture and Climate**

We convene teams that are focused on creating welcoming and inclusive environments in which every student feels safe, connected, supported, valued and a sense of belonging. Using a continuous improvement process, we facilitate professional learning and coaching to help teams identify root causes of problems in their schools, seek out the voices of those most impacted, and design change ideas to test and learn from in order to improve the system. We believe in dismantling systems that perpetuate inequities so every child achieves their highest potential.

## **Social, Emotional and Mental Health Services**

Our Social, Emotional and Mental Health team supports education professionals with the goal of improving the wellbeing of students, schools, and communities. By sharing the latest research and using best practices, we are here to coach, collaborate, and support more healthy and positive learning environments.





# Appendix



Students explore a coastal Northwest Outdoor Science School site on a four-day, three-night experience for sixth graders.



Resolution # \_\_\_\_\_

# Resolution Authorizing NWRESD Local Service Plan for 2023-24

BE IT RESOLVED by the Board of Directors of \_\_\_\_\_ School District in \_\_\_\_\_ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2023-24 school year.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_ 2023.

ATTEST:

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Superintendent

**Please email or mail the signed document by March 1, 2023 to:**

Valerie White  
vwhite@nwresd.k12.or.us  
Northwest Regional Education Service District  
5825 NE Ray Circle  
Hillsboro, Oregon, 97124





Kimberlee Henderson, an instructional assistant at the Beaverton Early Childhood Center, works with a student in our Early Childhood Special Education (ECSE) program.

# Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESD provides certain services at no cost to school districts.



## Attendance Services

We partner with school attendance teams to grow awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthening communication between families and schools.

## Augmentative and Alternative Communication and Assistive Technology

This team is composed of specialists in assistive technology and augmentative communication. Assistive technology encompasses technological supports and augmentative communication systems. We provide training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

## Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are deafblind. Teachers of the visually impaired (TVI) provide instruction, consultation, evaluation and professional development. Orientation and mobility (O&M) specialists instruct students in safe, efficient and independent travel. Our brailist provides braille services to several school districts.

## Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for

all students in the state who experience blindness or visual impairment.

## Cascade Alliance for Equity (CAFE)

CAFE is a partnership between Clackamas, Multnomah and Northwest Regional education service districts. The mission is to leverage the collective work of educators and community partners across the region to foster culturally sustaining practices that result in equitable opportunities and improved outcomes for all Oregon students.

## Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

## Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites. [The courier schedule is posted to nwresd.org.](#)

## Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teachers, and ASL assistants who work under the direction of a licensed classroom teacher.





## Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool. Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon successful completion of their licensure program.

## Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy. Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

## Early Intervention

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

## Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children ages birth to five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility. Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

## Early Learning Hub

The Northwest Early Learning Hub convenes cross-sector partners – educators, health care providers, community advocates, businesses and others – to create local systems that are aligned, coordinated and family-centered. Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

## English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

## Instructional Technology Professional Learning

NWRESD's technology team hosts workshops and training opportunities for educators who want to learn more about educational technology tools.



Opportunities are posted to [nwresd.org](http://nwresd.org) on the technology page.

### **Migrant Education Program (MEP)**

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education. The program focuses on family partnership, kindergarten preparation, student empowerment and high school completion.

### **Northwest Outdoor Science School**

Northwest Outdoor Science School is a four-day, three-night experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our five sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

### **Northwest Parenting**

Northwest Parenting is a regional collaborative that delivers parenting education programs, educational workshops, family engagement opportunities and support for school success to families in Clatsop, Columbia and Tillamook counties.

### **Northwest Regional Educator Network**

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to spend local grant funds to best ensure students have access to high-quality educators. The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties and is responsible for disseminating \$2.5 million per year in state funds (funding rates are for the 2019-21 biennium).

### **Nursing Services**

Our nursing team provides staff and expertise. Services include direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with NWRESD to provide nursing services to students based on a physician's order and/or as designated in the individual IFSP/IEP.

### **Oregon Response to Instruction & Intervention (ORTIi)**

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing Response to Intervention (RTI) systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with Specific Learning Disabilities (SLD). The focus of the project is on literacy, early intervention, and the use of evidenced-based practices. ORTIi has been supported by the Oregon Department of Education since 2006.

### **Regional Equipment Center**

The equipment center is a collection of adaptive equipment available for eligible student use and assistive technology devices available for trial/assessment. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district for Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

### **Regional Inclusive Services**

Oregon's 11,000+ students who experience visual impairment, orthopedic impairment, deafness or





hard of hearing, deaf-blindness, traumatic brain injury and/or autism spectrum disorder need an appropriate and accessible education in their home district. Regional Inclusive Services provides training, technical tools, and additional support to educators so that all schools, no matter their size or location, can deliver an inclusive education. Regional Inclusive Services recently changed its name from Regional Programs to more specifically and accurately describe its function. Inclusive practices ensure that students with disabilities have opportunities to learn alongside their nondisabled peers in their neighborhood schools and communities. The statewide program consists of the Oregon Department of Education and several education service districts, school districts and other community agencies who work in partnership to ensure educators and schools across Oregon are equipped with the tools, skills and resources to deliver an accessible education for all children.

### **School Safety and Prevention System**

The School Safety and Prevention System (SSPS) was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system is centered on equity, racial equity and access to mental health services. This system provides an integrative approach for aligning school safety, public education and health systems.

### **STEM (Science, Technology, Engineering, Math) Hub**

Northwest STEM Hub supports Clatsop, Columbia and Tillamook counties. We work to: identify community needs and assets; convene families, educators, higher education, community-based organizations and industry to promote STEM experiences; strategize to fill STEM learning gaps; build shared social and economic prosperity through STEM access, interest and skills attainment, especially for those furthest from opportunity.

### **Traumatic Brain Injury (TBI) Services**

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

### **Youth Transition Program (YTP)**

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



# Financial Summary Information

## Service Credit Allocations

	ADMw 2021 Estimate	ADMw(e) 5/19/22 ODE estimate	ADM % to to total	ADM % to total for service and core credits	2023-24 at at \$9.5 B	2022-23 LSP allocations	2023-24 variance to 2022-23 LSP allocations
<b>Clatsop County School Districts</b>							
Astoria	2,205.66	2,072.02	1.77%	4.36%	\$652,056	\$611,356	\$40,700
Jewell	302.9	294.05	0.25%	0.62%	\$92,536	\$86,351	\$6,185
Knappa	667.96	634.93	0.54%	1.34%	\$199,810	\$185,439	\$14,371
Seaside	1,980.96	1,897.93	1.62%	4.00%	\$597,270	\$550,358	\$46,912
Warrenton- Hammond	1,255.65	1,230.89	1.05%	2.59%	\$387,356	\$344,766	\$42,590
<b>Columbia County School Districts</b>							
Clatskanie	946.71	956.46	0.82%	2.01%	\$300,994	\$262,256	\$38,738
Rainier	1,073.02	1,064.59	0.91%	2.24%	\$335,022	\$292,989	\$42,033
Scappoose	2,798.35	2,538.68	2.16%	5.35%	\$798,911	\$715,515	\$83,396
St. Helens	3,348.35	3,242.72	2.77%	6.83%	\$1,020,470	\$933,542	\$86,928
Vernonia	781.80	780.22	0.67%	1.64%	\$245,532	\$230,759	\$14,773
<b>Tillamook County School Districts</b>							
Neah-Kah-Nie	1,035.54	919.54	0.78%	1.94%	\$289,375	\$288,768	\$607
Nestucca Valley	684.65	712.38	0.61%	1.50%	\$224,183	\$192,335	\$31,848
Tillamook	2,691.98	2,547.71	2.17%	5.37%	\$801,753	\$771,605	\$30,148
<b>Washington County School Districts</b>							
Banks	1,296.43	1,185.90	1.01%	2.50%	\$373,198	\$365,479	\$7,719
Beaverton		46,236.35	39.43%				
Forest Grove	7,502.83	7,220.61	6.16%	15.21%	\$2,272,294	\$2,089,705	\$182,589
Gaston	748.12	665.74	0.57%	1.40%	\$209,505	\$207,361	\$2,144
Hillsboro		23,543.45	20.08%				
Sherwood	5,991.30	5,540.12	4.72%	11.67%	\$1,743,452	\$1,660,645	\$82,807
Tigard-Tualatin	14,699.28	13,976.92	11.92%	29.44%	\$4,398,476	\$4,056,819	\$341,657





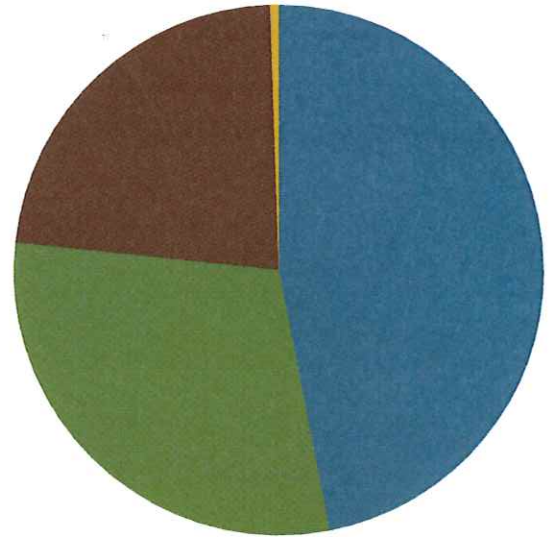
2023-24 Estimates

# Core Services

These estimates are based on a \$9.5 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 3% rollup.

**Core Services:** \$4,965,969

- Technology: \$2,827,785
- County Allocations: \$1,791,099
- Instruction: \$1,377,428
- Miscellaneous: \$26,546



**Beaverton and Hillsboro School Districts:**

- Regional Innovations: \$666,326
- Professional Development: \$370,743



**Total Core Services:** \$6,003,037

# County Allocations



Clatsop County

\$291,680



Columbia County

\$358,377



Tillamook County

\$238,651



Washington County

\$902,391

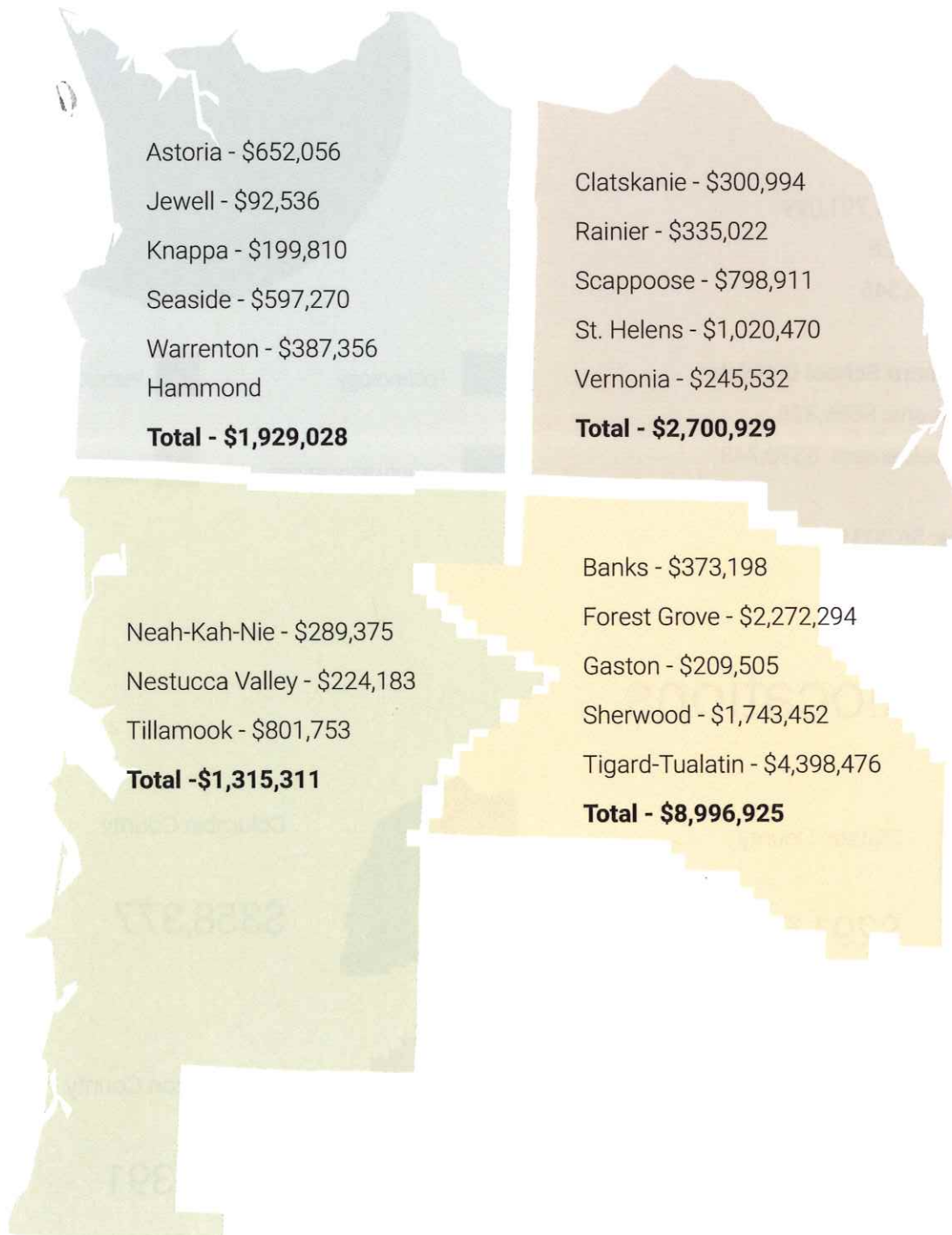




2023-24 Estimates

# Service Credits

*These estimates are based on a \$9.5 billion State School Fund.*



## Vernonia School District Profile

**Superintendent:** Jim Helmen

**Population (2021-22):** 562 students • 34 teachers

**Schools:** Mist Elementary School • Vernonia Elementary School • Vernonia Middle School • Vernonia High School • Vernonia Family Academy



## Service Highlights

Through the local service plan and grant-funded services, NWRESA partners with school districts in dozens of ways. This summary sheet provides a few of the highlights from our partnership with Vernonia schools.

### Financial Highlights



- \$107,015 funds leveraged through administrative claiming in the 2021-22 school year.
- \$404,077 in funds awarded through a combination of the regional share of and district-specific competitive grants, including a youth re-engagement grant.

### Early Learning



- 6 babies and young children enrolled in Early Intervention/Early Childhood Special Education (EI/ECSE) (Nov. 2022).
- 8 babies and young children evaluated for eligibility to receive EI/ECSE services (July 2021 to June 2022).

### Instructional Services

#### PROGRAM PARTICIPATION:

- 9th Grade Success Network
- Attendance Services
- English Language Learner Consortium
- Instructional Coaching Network
- Migrant Education Program
- Regional Educator Network
- School Culture and Climate
- School Safety and Prevention System
- Social, Emotional, and Mental Health
- STEM Hub
- Willamette Promise

*Photo: A student at Mist Elementary takes advantage of a new, faster internet connection thanks to the installation of SpaceX's Starlink technology. [Read more about the project.](#)*





## K-12 Special Education

8

special education staff support the district in specialty areas, including assistive tech., autism, audiology, hearing services, nursing, occupational and physical therapy, speech-language pathology (as of Nov. 2022).

2

students attended one of our social emotional learning schools (2021-22).

## Technology

### SERVICE USAGE:

- Criminal Background Check System
- Follett Destiny Library & Resource Manager
- Forecast 5
- Home School Application
- iVisions
- Learn 360
- Medicaid Administrative Claiming
- Network Services
- Online Learning: Tech Support & Canvas
- Oregon Data Suite
- ORSpEd Application
- Restraint and Seclusion Application
- Security: Tech. Management, Incident Response
- Synergy Student Information System
- Technology Support Cooperative and Site Support
- Truancy Application

### Story time!



In the fall of 2022, Vernonia's Voice featured Len Hamilton, a registered nurse who joined NWRESA's nursing team this school year. Len is based at the Vernonia School District. He has been busy coordinating dental and vision screenings, making sure students are current on their childhood vaccinations and ensuring students have the resources and care they need to stay healthy. Len enjoys greeting students as they arrive at school every morning. He says:

*"I wave and visit with the kids as they come by, and it helps me get an idea if there is anything going on."*

Read the full story: [Vernonia's Voice Features NWRESA Nurse](#)

### MORE STORIES:

- [Early Learning Hub Connects Families to Free Preschool](#)
- [Mist Elementary Project Paves the Way For High-Speed Internet in Oregon's Most Rural Schools](#)



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# MEETING MINUTES

## VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Regular Meeting – January 12, 2023 Vernonia Schools, 1000 Missouri Avenue, Vernonia, OR 97064

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order at 6:05 p.m. by Stacey Pelster, Chair. MEETING CALLED TO ORDER
- Board Present:** Stacey Pelster, Susan Wagner, Greg Kintz, Scott Rickard, Amy Cieloha, Javoss McGuire, Joanie Jones (joined virtually) BOARD PRESENT
- Board Absent:** None BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, MS/HS Principal; Michelle Eagleson, Elementary Principal; Rachel Wilson, K-12 Vice Principal; Susanne Myer, SPED Director; Marie Knight, Business Manager; Barb Carr, Administrative Assistant; and Kendra Schlegel and Olivia Keister, 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:** Amy Cieloha moved to approve the agenda as presented. Susan Wagner seconded the motion. Motion passed unanimously with those in attendance. AGENDA REVIEW
- 3.0 PUBLIC COMMENT ON AGENDA and NON-AGENDA ITEMS:** PUBLIC COMMENT
- Olivia Keister, teacher and resident of Vernonia, expressed her concerns on the Menstrual Dignity Act. She feels it is creating a multiple use, mixed sex, bathroom. Educators are tasked with creating an environment welcoming to all students and she sees issues with the Act.
- 4.0 SHOWCASING OF SCHOOLS:**
- 4.1 Administrator Reports:** The Board reviewed the administrative reports prior to the meeting. ADMINISTRATOR REPORTS
- Scott Rickard asked Michelle Eagleson if all elementary teaching slots are filled? Yes.
- Nate Underwood added that the CTE program recently required a new forklift and thanks to a donation, a new MIG Welding System.
- 5.0 BUSINESS REPORTS:**
- 5.1 Superintendent Report:** Jim Helmen's report is provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- Scott Rickard asked about the recent drop in enrollment. Jim Helmen reported that two families moved out of Vernonia, a couple students have transferred to an online education option, and another student transferred to a neighboring district where both parents work. He has and will continue to reach out to parent/guardians of students transferring out of our district.
- Susan Wagner commented on the thought exchange data. Jim Helmen stated that the majority of the participants were staff. He is happy with the results and with those that attended.
- District data will be presented at the January 19, 2023 workshop with the data team. Jim will dive into the data more and present at the workshop.
- Amy Cieloha, commented that there is still an issue with the dismissal time and the 90 minute block schedule. Susan Wagner stated she felt getting rid of the 90 minute block was wanted.
- 5.1.1 Strategic Plan Update:** Jim Helmen stated that he will provide an update to the Board at the workshop on January 19<sup>th</sup>. Stacey Pelster shared that she will not be in attendance at this meeting. STRATEGIC PLAN UPDATE

5.2	<b>Financial Report:</b> Marie Knight’s report was provided to the Board prior to the meeting. She is continuing to work with district auditors and hopes to present the audit soon. There were no questions from the Board.	FINANCIAL REPORT
5.3	<b>Maintenance Report:</b> Mark Brown’s report was provided to the Board prior to the meeting. There were no questions from the Board.	MAINTENANCE REPORT
6.0	<b>BOARD REPORTS/ BOARD DEVELOPMENT:</b>	BOARD REPORTS
	<b>6.1 Committee Reports:</b> Susan Wagner reported on the Safety Committee. They have had vandalism to the care packages in the restrooms and feels it is important to have discussions, either at the class level or on an individual basis about this. It is a continuing issue creating more work for staff. A conversation has occurred about additional cameras inside school for more monitoring.  Policy Committee: Javoss McGuire shared that the committee took OSBA’s recommendations and either took their option or made an option more applicable to our district. Scott Rickard shared that the committee met twice and got through the October 2021 packet. In summary, the yellow highlights are verbiage that the committee selected. Grey highlights are required changes from the state made by OSBA. Blue highlights is the option given by OSBA between policy versions. Lined out text is deleted. The group of policy revisions presented at this meeting for a first reading will come back to the Board next month for approval.	COMMITTEE UPDATES
7.0	<b>OTHER INFORMATION and DISCUSSION</b>	
7.1	<b>Staff Resignation &amp; Retirement:</b> Jim Helmen shared that Jim Krahn has submitted his resignation from teaching effective Jan. 6, 2023, but will remain on staff as a coach. Rachel Wilson is retiring from PERS effective January 19, 2023 but wishes to work back. The retirement is on paper only.	STAFF RESIGNATION & RETIREMENT SHARED
7.2	<b>Policy Updates:</b> Policy updates were discussed during item 6.1. Amy Cieloħa asked for clarification or had comments on the following policies: BBBH – public comments should be allowed for both items on and not on the agenda. GBNAA/JHFF – asked for clarification in the process. JB – feels policy is vague. IJ – would like to see this available to all students	POLICY UPDATES PRESENTED FOR 1 <sup>st</sup> READING
7.3	<b>Athletic Coop Agreement:</b> Jim Helmen shared that district athletic director Gordon Jarmen received a request from two ladies at VHS wanting to play golf. They desire to participate at Banks High School through a cooperative agreement. Jim stated he is ready to sign off. The OSAA timeline requires our Board to approve. We reserve the right to pull back the agreement if our own team were to materialize.	ATHLETIC COOP AGREEMENT WITH BANKS H.S. SHARED
8.0	<b>ACTION ITEMS</b>	
8.1	<b>Staff Resignation / Retirement:</b> Susan Wagner moved to accept the resignation of Jim Krahn effective Jan. 6, 2023 and the retirement of Rachel Wilson, effective Jan. 19, 2023. Greg Kintz seconded the motion. Motion passed unanimously.	KRAHN RESIGNS and WILSON RETIRES
8.2	<b>Athletic Coop Agreement:</b> Susan Wagner moved to accept the athletic coop agreement with Banks High School. Javoss McGuire seconded the motion. Motion passed unanimously.	ATHLETIC COOP WITH BANKS APPROVED
9.0	<b>MONITORING BOARD PERFORMANCE:</b> OSBA recently sent notice to school board members that individual members are now required to disclose their finances.	MONITORING BOARD PERFORMANCE
10.0	<b>CONSENT AGENDA:</b>	CONSENT AGENDA
10.1	Minutes of 12/08/22 Regular Meeting	MINUTES
	Greg Kintz moved to approve the consent agenda as presented. Javoss McGuire seconded the motion. Motion passed unanimously. Scott Rickard amended his vote to abstain from the vote. He was not in attendance at the meeting reflected in the minutes.	CONSENT AGENDA APPROVED



**11.0 OTHER ISSUES:**

OTHER ISSUES

Greg Kintz shared he will visit other schools with CTE programs to see how they are formed and how they work.

Amy Cieloha asked about addressing the public comment. Information will be provided at the next meeting.

Barb Carr shared that three board position terms will expire June 30, 2023 and will be part of the May 16, 2023 election. She will send out information to expiring positions and paste information on the district website for anyone interested in running for school board.

Jim Helmen shared that January is School Board Appreciation Month and he appreciates the work the board does and the time they give. Board members received cards made by students, a VSD book bag, a flood book consisting of student artwork and a Logger Nation t-shirt. Jim shared that he is having the CTE program make something special for them as well, however this will be available later in the year.

**12.0 MEETING ADJOURNED at 7:23 p.m.**

ADJOURNED

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

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
District Clerk



# MEETING MINUTES

## VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Workshop Meeting – January 19, 2023 Vernonia Schools, 1000 Missouri Avenue, Vernonia

**1. CALL TO ORDER:** A Workshop of the Board of Directors of Vernonia School District 47J, Columbia County, Oregon was called to order at 5:33 p.m. by Superintendent Jim Helmen MEETING CALLED TO ORDER

**Board Present:** Joanie Jones, Scott Rickard, Amy Cieloha, Greg Kintz, and Javoss McGuire BOARD PRESENT

**Board Absent:** Stacey Pelster, Susan Wagner BOARD ABSENT

**Staff Present:** Jim Helmen, Superintendent; Nate Underwood, MS/HS Principal; Michelle Eagleson, Elem. Principal, Rachel Wilson, K-12 Vice Principal; Susanne Myers, Special Education Director; Barb Carr, Administrative Assistant; Ashley Ward, Dylan Taylor, Juliet Safier, Justin Benassi, Olivia Keister, Kendra Schlegel, Teachers, and Tabettha Groshong, Classified Staff. STAFF PRESENT

**Visitors Present:** None. VISITORS PRESENT

Jim Helmen shared five packets of information with everyone in attendance. The five packets contain data in the following categories:

- Academics
- Attendance
- Behavior
- CTE
- Community / Staff / Student Input

Attendees were at various tables with one Board member at a table. Staff facilitators at the tables introduced themselves and gave a brief overview of what the process will be for reviewing the data.

The focus of this workshop is to look at the data objectively without bias. Do not draw conclusions about students or staff.

Beginning with the Academics packet, individuals reviewed the information and then discussion was held describing and interpreting the data. Each table group was asked to come up with 2-3 focus areas addressing the data for the 2022-23 school year. Each table shared their work.

The process was repeated for Attendance and then Behavior.

Due to time limits the packets of CTE and Community/Staff/Student Input data was not reviewed.

With all focus areas for Academics, Attendance, and Behavior on large pieces of paper, the group went around and individually selected their top 3 for each area. Results of this activity are attached.

**ADJOURNED:** Workshop adjourned at 7:48 p.m. ADJOURNED

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Board Chair

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District Clerk



**Vernonia School District**  
**Results of the Board Workshop / Data Dive Activity - January 29, 2023**

**Subject Area / Suggested Areas of Focus / Group Support Score**

**Participants:** Board Members: Greg Kintz, Javoss McGuire, Amy Cieloha, Joanie Jones and Susan Wagner.  
**Staff:** Nate Underwood, Michelle Eagleson, Rachel Wilson, Susan Myers, Juliet Safier, Dylan Taylor, Ashley Ward, Tabetha Groshong, Kendra Schlegel, Justin Benassi, and Olivia Keister

**ACADEMICS**

1	Improve instruction in math and reading	20
2	Focus on the priority standards	15
1	Scope and sequence	13
1	Scaffold math from top (12th) down (K)	11
1	Math instruction - more and better PD for math teachers K-12	8
1	Teacher retention / entice and build them up	6
3	Staffing - turn over and experience	5
2	Attendance - prioritize the impact	3
3	Focus / funding 9th on track	3
2	Student supports / tutoring, peer mentors, big bro/big sis	2
2	Have Hs/MS teachers view/critique elem curriculum	2
3	Provide connects / reasons (athletics, peer social, music/band, CTE, clubs)	2
3	Scope & Sequence "Life skills" math	0

**ATTENDANCE**

2	Accountability and expectations	10
2	Increase understanding / expectations	9
1	Building connection	8
3	Communicating expectations - absences (excused to chronic absenteeism), synergy coding, excuse athletes	8
1	Improve communication	6
1	Flexible scheduling - busing, different needs of students, synchronous schedule	6
2	Prioritize attendance by educating families on harms of missing school	6
2	Tools for parents - strategies & encouragements	6
3	Follow athletic and student codes of conduct	6
1	Increase communication around attendance; make attendance a priority	4
3	Improve data collection	3
2	Create a culture of responsibility	2
3	Eliminating barriers keeping kids from coming to school	1
2	Create real consequences	0
3	Mentor program @ elementary	0

**BEHAVIOR**

1	High and consistent expectations	17
1	Build trust - communicate expectations & behavior	16
2	Define behavior system-wide (are we all on the same page?)	11



3	What is the scale - aggression, defiance, data collection	9
2	Consistent enforcement	7
3	Relationships & safe space	7
3	Wellness checks for adults who work with "high Flyers" or deal with those stressful situations	6
1	Clear language	6
2	Consistent expectations	6
3	Supporting teachers in managing disruptive behaviors & preventing bad behavior before it starts	3
2	Immediate and direct intervention	3
3	Standard of behavior	3
1	The person who witnesses the behavior should be able to write the referral	2
1	Support students in understanding their behavior	2
2	Targeted & focused lessons for "high flying" students	0