

AGENDA

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS

Public Meeting

Thursday, May 8, 2025– 6:00 p.m.

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

<https://us06web.zoom.us/j/82443746411?pwd=Xl3AujJgXY0YNWJhnoTeOVA2L5LI8E.1>

Meeting ID: 824 4374 6411

Passcode: FR9y4p

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

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

REGULAR SESSION

1.0 CALL TO ORDER..... Chair

1.1 Flag Salute

2.0 AGENDA REVIEW Chair

2.1 Action to Approve the Agenda

3.0 RECESS TO BUDGET COMMITTEE MEETING

4.0 RETURN TO BOARD MEETING

5.0 PUBLIC COMMENT ON AGENDA & NON-AGENDA ITEMS

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

6.0 SHOWCASING OF SCHOOLS

6.1 Administrator Reports..... Administration

6.1.1 Out of State Travel Request

7.0 BUSINESS REPORTS

7.1 Superintendent Jim Helmen

7.1.1 Staffing Update

7.2 Financial Marie Knight

7.3 Maintenance Mark Brown

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

8.1 Committee Reports

8.1.1 Safety Committee

8.1.2 Policy Committee

8.1.3 Scholarship Committee

8.2 NWRESA Zone 4 Board of Directors Election

8.3 OSBA Update

9.0 OTHER INFORMATION and DISCUSSION

9.1 Integrated Guidance Plan Jim Helmen

9.2 Policy Updates – 1st Reading Jim Helmen

9.2.1 IGBHD – Program Exemptions

9.2.2 JGAB – Use of Restraint or Seclusion

9.2.3 JGE - Expulsion

9.2.4 JHC – Student Health Services & Requirements

9.2.5 KBA – Public Records

9.2.6 KBA-AR – Public Records Request

9.2.7 KL – Public Complaints

9.3 Policy Updates – 2nd Reading Jim Helmen

9.3.1 IGDJ- Interscholastic Activities

9.3.2 IMB- District Improvement Program

9.3.3 IGBHE- Expanded Options Program

9.3.4 IKF- Graduation Requirements

9.3.5 IK- Academic Achievement

9.3.6 JEA- Compulsory Attendance

10.0 ACTION ITEMS Chair

10.1 Out of State Travel 2025-26

I move to approve out of state travel in 2025-26 for the Senior Disneyland Trip (Spring Break 2026), Germany High School Trip (Spring Break 2026) and the 8th Grade Close-Up Trip to D.C. (April 2026).

10.2 Retirement & Resignation

I move to accept the retirement of classified staff member Tamorah Sook effective June 11, 2025 and the resignation of Amanda Stonier effective June 13, 2025.

10.3 NWRESD Zone 4 Board of Directors

I move to endorse candidate, (insert name) as presented, to fulfill the vacancy of NWRESD Zone 4 from July 1, 2025 through June 30, 2029.

10.4 Integrated Guidance Plan Approval

I move to approve the 2025-2027 Integrated Guidance Plan and presented and reviewed.

10.5 Policy Approval

I move to approve the policies presented as a 2nd reading in item 9.3.

11.0 MONITORING BOARD PERFORMANCE Chair

12.0 CONSENT AGENDA Chair

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

12.1 Minutes of the 04/10/25 Regular Meeting, the 04/17/25 Special Meeting and the 04/28/25 Scholarship Committee Meeting

I move to approve the consent agenda as presented.

13.0 OTHER ISSUES Chair

13.1 Agenda Setting Meeting for Next Month

14.0 ADJOURNChair

UPCOMING DATES

June 7, 2025 VHS Graduation 12:00 p.m.

June 11, 2025 Last day for students

June 12, 2025 School Board Meeting 6:00 p.m.

June 13, 2025 Last day for staff

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

May 1, 2025

District	K	1	2	3	4	5	6	7	8	9	10	11	12	FE+T	Total	F&R	SpEd		
	1																		
Mist Elementary	5	5	6	7	4	4										31	10	4	
																32%	13%		
Vernonia Elem.	25	24	32	34	29	38										182	121	41	
																58%	23%		
a Family Academy	2	8	4	5	3	5										27			
																	209		
Elementary Total	32	37	42	46	36	47										240	131	45	
																55%	19%		

Vernonia MS	47 42 40														129	70	18
	5 7 2														14		
Vernonia Family Academy															143	49%	13%
Vernonia HS	25 31 33 32 7														128	72	26
	12 11 12 16 0														51		
															179		
																40%	15%
Total	32	37	42	46	36	47	52	49	42	37	42	45	48	7	562	273	90
																49%	16%
(as of 6/1/24)															547		

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VERNONIA AND MIST ELEMENTARY BOARD REPORT

May 8, 2025

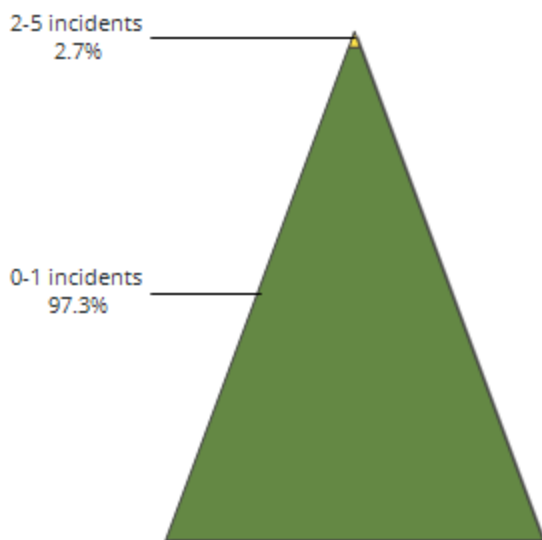


"Building Bridges, Clearing Paths"

Elementary Goals

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

Behavior Referrals for the Month of April 3-May 1, 2025



Average Attendance Percent: April 3-May 1, 2025

VES



Mist

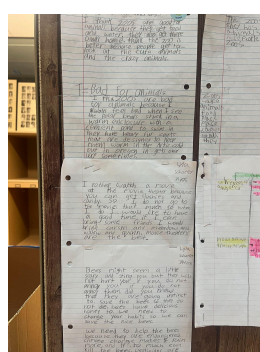
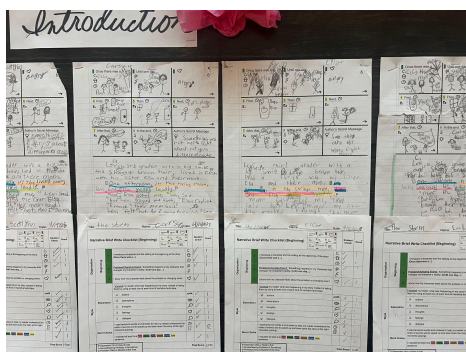
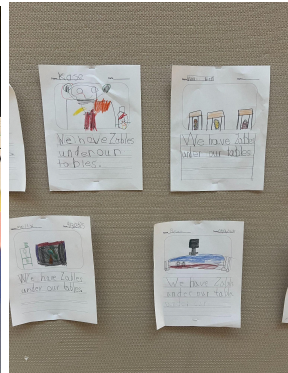
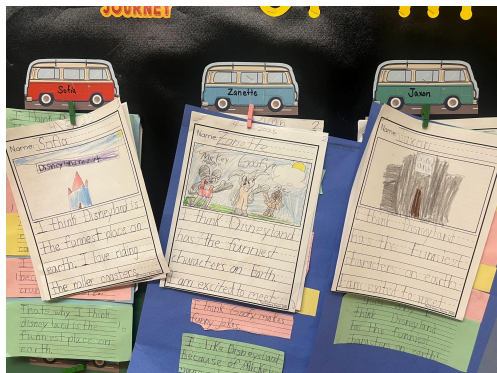


Attendance reward

128 students earned an extra recess on April 30th for having 90% or better attendance for the month of April.

Narrative Writing

Students are learning to write masterpiece sentences and use storyboards to plan their narrative writing.



PLCs

The k-2 PLC is focused on the partner talk instructional strategy and the 3-5 team is focused on students citing text evidence. Teachers continue to refine their understanding and implementation of the PLC process.

Teacher Appreciation Week

During the week of May 5th, we celebrated our amazing teachers for all that they do for our school community. Thank you teachers for making a difference!

Kindergarten Registration

We had a great turn out for our Kindergarten Registration Event with 22 families joining us. Thank you School Board Members: Greg, Joanie & Amy, Head Start, Songbird Nature Preschool, Vernonia Public Library, Curls Transportation, Girl Scouts and VSD Staff: Kyndra Wall, Tabetha Groshong, Dawn Jay, Julie James, Stacy Adams, Barb Carr, Jim Helmen.





May 2025

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

Recent ongoings at Middle and High School

Professional Development

- Recent professional development for staff have included:
 - **PLT's (Professional Learning Teams)** focused on 8th on Track, 9th on Track, and Graduation
- **Music News**
 - **Marley Ann Swiegeraht** won our Sousa's March Mania competition! It's like basketball but we fill out brackets for Marches. She's the only one of my students who picked the winner. Her prize was a giant candy bar :)
<https://www.marineband.marines.mil/Educational/Sousas-March-Mania/>



- The **VHS/VMS Spring Music and Band** concert is scheduled for May 14 @ 6:00 PM

- **German**
 - **Heston Forster** will be a Foreign Exchange Student next year! The program is called CBYX, which stands for Congress-Bundestag Youth Exchange. Heston is going to be getting 2 weeks extensive language training prior to going, then will be placed with a host family for the 2025-2026 school year. **Congratulations Heston!**

Theatre Arts

- *Mark your calendars. The HS Theatre Arts class will be performing “39 Steps” on May 27 @ 4:30 PM*

Teacher Appreciation Week is May 5-9. Thank you to our dedicated teachers!

Ashley Ward, Bret Bunke, Brett Costley, Caroline Alexander, Cecelia Barrie, Courtney Ferguson, Dakota Jackson, Debbie Taylor, Doug Bilodeau, George Spaulding, Gienah Cheney, Jenn Schram, Jessica Kintz, Juan Munoz, Robin Murphy, Juliet Safier, Justin Benassi, Justin Ward, Lee Costanzo, Malin Campbell, Nick Console, Olivia Keister, Pete Weisel, Rachel Brown, Rachel Plummer, Satori Albee, Allison McLeod, Amanda Stonier, Brittanie Roberts, Charise Ash, Dawn Rhoads-Jay, Denise Rowland, Heidi Rice, Ian Hunt, Jennifer Adkins, Karla Myatt, Kyndra Wall, Luke McCallum, Michael Lowry, Raynett Mann, Sena Wilmoth, and TaBetha Groshong

Transitions

Students enrolled in the Transitions Program have started a vegetable and flower garden. They also assist with running the Logger Coffee Cart-ordering and delivering coffee to staff members, as well as volunteering at the local food bank. Photos courtesy of **Tiffany Little**.





Senior News from Mrs. Ward

Mrs. Ward

award@vernoniak12.org

FORMS:

Seniors:

[Graduation Flower & Walking Partners Google Form](#)

Parents & Family:

[BBQ RSVP](#)

Form will close at 3:30 on May 9th

[Help the Class of 2025!](#)

Sign up to help with the BBQ, Senior Breakfast or Grad Party

May 1st:

Cap pick up. Seniors can pick up their caps starting 5/1. Pick up times are:

Monday, Thursday, Friday After 11:30

Wednesday: 8:00 - 3:00

May 2nd.

Last Day to Submit Senior Picture for Grad Sign:

You will get a sign without your senior's picture if you don't meet the deadline.

Send pictures to award@vernoniak12.org.

May 6th

Senior Class Meeting:

9:30AM in the high school library. This is a MUST!

May 17th

Prom

Carpenter Creek Farm from 7PM - 10PM

June 4th

Last day of school for seniors

June 4th

Cedar Ridge

Senior Late Night Party

Celebrate the end of senior year with a late night party at Cedar Ridge from 8PM - 12AM.

Kelly Busch is putting this together and would like some help. Please call her at 971-998-4811

June 5th

Senior BBQ and Sunset Walk

Snack Shack and Field

RSVP with the numbers that you will be joining us by May 9th.

We need helpers! Fill out the form above.

Seniors will walk the track or the lake after the Senior History and Slideshow.

June 6th

Senior Breakfast and Grad Practice

Big Gym

Mandatory attendance is required to participate in the ceremony.

Come with your caps and gowns.

We will start with breakfast, set up for graduation, then proceed with practice and end with the school wide walk through.

**Family: we will need help making and serving breakfast, fill out the form above
Students will be given the time to show up for graduation at the end of practice. I will send information out as well.**

June 7th

Graduation

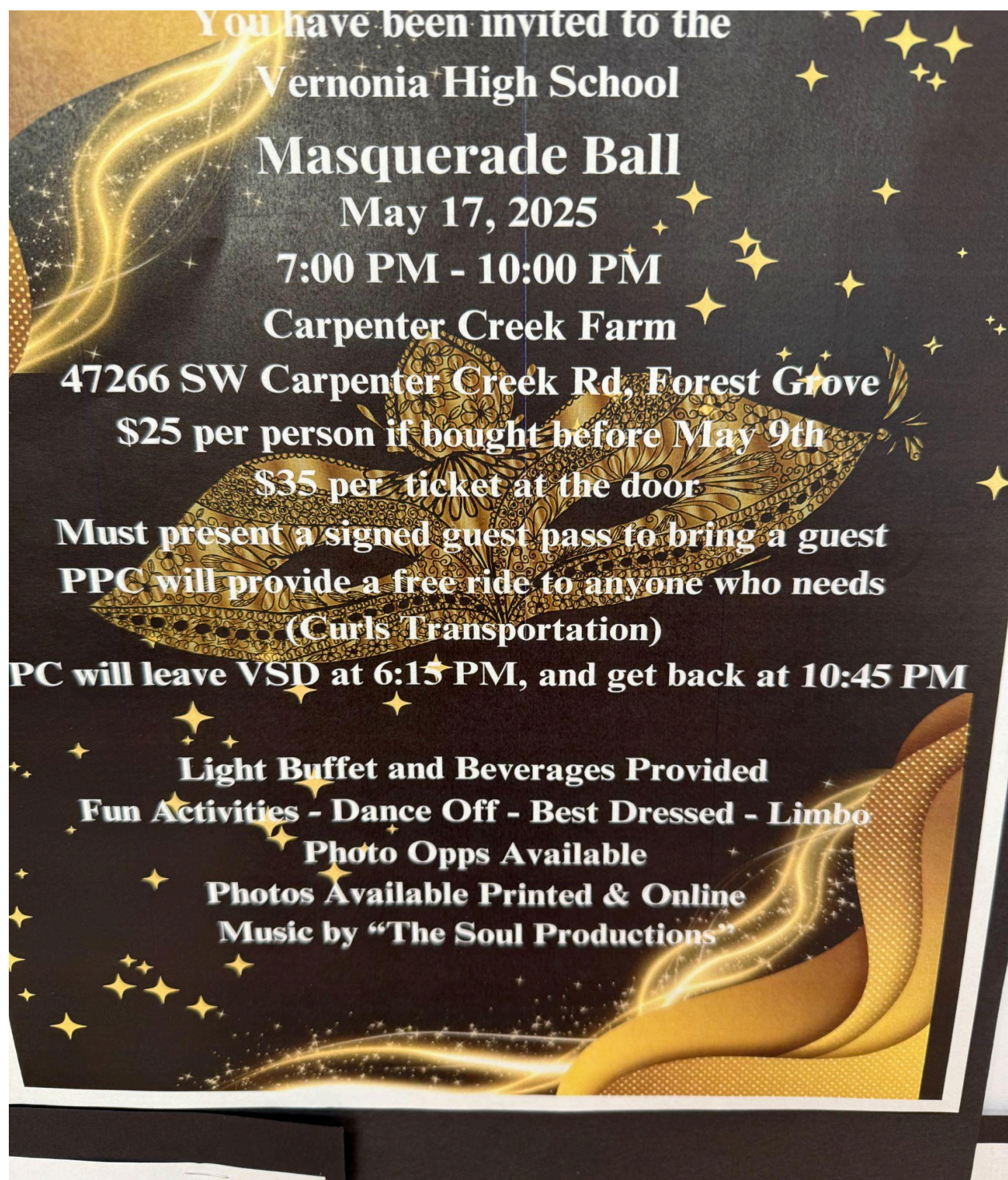
Big Gym

Doors open at 11:30.

Seniors will be expected to wear appropriate clothing and keep their robes zipped during the ceremony.

There is no limit to the number of family members and supporters; seating in the bleachers will be open except for the marked reserved area.

At the end of the ceremony, please do not come onto the gym floor but exit to the grassy area by the gym for visitation and pictures.



VHS Prom 2025

- Prom Court—Congratulations to
 - **Ben Richey, Jarryn Marine, Wyatt Miller, Hansom Forster, Nathan Curry**
 - **Kaydence Thorn, Momi Leininger, Chloe Schaumburg, Berenice, Mirella Moschke**



Not pictured-Wyatt Miller, Ben Richey

- **Middle School 3rd Quarter Academics–Congratulations to:**

- **3.00-3.24 Honorable Mention** - Robert Cochran, Caylee Llanos, Jane Miller, Abbygayle Morgan, Caleb Schaumburg, Michael Wheelock, Logan Woll, Elijah Harkson, Landon McCollum, Zoey Randle, and Roman Sanchez
- **3.25-3.49-Honors** - Afton McClellan, David LaBelle, Ayden Abbott, Corbin Ebberts, Aliyah Francis, Cohen McManus, Bradley Ralls, Aiyanna Randall-Gardee, Althea Seals, Benjamin Birk, Payson Carrick, Emmerson Dennis, Joshwa Ellis, Liam Glenn, Bella Granucci, Alina Robinson, and Abbey Thorn
- **3.50-3.99 - High Honors** - Leilani Borst, Calleigh Breildenbach, Ayden Brunswick, Sophia Haniyah, Hayden Kofstad, Jameson Lake-Cieloha, Charlotte McIntyre, Orinthia O'Neill, Zachary Thompson, Anthony Thomos, Benjamin Davis, Lincoln Martin, Jack Nelson, Adam Thompson, Alana Watts, Joseph Weir, Nicole Renn, Emma Swart, Jacob Thornton, Zachary Wheelock, Jasper Mitchell, Sawyer Beattie, Luke Coburn, Logan Doyle, Elsie Plummer, Irish Schram, Emily Gonzalez and Hunter Shirley
- **4.00 - Principal's Honors** - Maika Borst, Tyler Bryson, Kinley Busch, Avery Cota, Weston Dennis, Sawyer DeWitt, Makenlee Espinoza, David Gonzales, Elsa Holloway, Emma Kofstad, Emma LaBelle, Leviticus Lake-Cieloha, Taylor Leonetti, Rosalie McTaggart, Lucas McWhirter, Jonathan Mulleda II, Nathan Owen, Jack Romtvedt, Harlan Shadley, Miles Milstein, and Ashlynn Tovey

HAVE A GREAT MONTH LOGGER NATION!



“Building Bridges, Clearing Paths”

Recent Special Education Updates

VSD Special Education Transition Services

Students continue to volunteer at Vernonia Cares, and the project is gradually expanding to include additional students. The Logger Food Pantry operates as part of this student project as well. While we don't track visits to the pantry, students see that items come and go, indicating that the pantry is being utilized. It's motivating for the students to see their work truly benefits the community.

Upcoming events in the transitions class include a Cinco de Mayo celebration, for which students will prepare a taco lunch. The group will also visit the Safeway store in Clatskanie for a business tour and informational interview session through which they will learn about work opportunities in a grocery store. Kara Weaver was extremely helpful in connecting our students to this opportunity. Finally, students will shop for the items needed to host a Mother's Day / All Parent Celebration brunch in May. Students will invite their parents and staff members of their choosing to join us for French toast, tater tot casserole, and fruit.

State Testing Accessibility Supports

Many students with disabilities benefit from accommodations during state testing, such as text that is read aloud, testing in a small group setting with low pressure, or having access to reference materials such as a multiplication table. All teachers who will be testing have completed professional development to learn about these accommodations, and what is allowed for state testing. Teachers have also been provided information about the needs and requirements for specific students during state testing.

While accommodations provided during the state tests enable our students to do their best, these accommodations are perhaps more important in everyday classroom instruction. It's important for students to learn how to use these tools prior to the test so they have familiarity and so they also gain the self awareness of what types of support they need. For these reasons, teachers have access to tools that provide text-to-speech and other assistive technology (both high-tech and low-tech) in their classrooms day-to-day. Our District provides all students access to REad & Write for Google, which is a tool that supports students with reading and writing. Similarly, many digital resources, such as IXL & Star assessments have built-in accessibility features. These provide students with valuable practice using these types of supports before they need to use them for high stakes assessments.

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Jim Helmen-Superintendent
Board Report
May, 2025
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Teacher Appreciation Week, observed from May 5th to May 8th

I want to recognize the extraordinary work of our Vernonia School District teachers and share how we plan to celebrate them.

Our teachers are more than educators; they are mentors, motivators, and champions for every student who walks through our doors. They consistently go above and beyond, often wearing multiple hats to ensure that our students not only learn but thrive. In classrooms across our district, teachers inspire curiosity, nurture resilience, and cultivate the critical thinking our children need to succeed in a rapidly changing world.

This year, our appreciation efforts are centered around showing our staff just how much they are valued. Here's what we have planned:

- **Grab-and-Go Breakfasts:** We are grateful to Sprouts for generously providing a Grab-and-Go breakfast to our teachers—an energizing start to their day and a symbol of community support.
- **Administrative Participation:** Our school administrators will also be serving breakfast, taking time to personally thank and recognize the dedication of our teaching staff.
- **District Office Support:** Throughout the week, the District Office will be delivering drinks to staff, offering a small but meaningful gesture to show our ongoing gratitude and presence on campuses.

These gestures, though modest, carry a deeper message: that our teachers matter—immensely. Their influence reaches far beyond lesson plans and classroom walls. They help shape character, build confidence, and open doors of opportunity for every student they teach.

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We are proud of our teachers, and we are committed to supporting them, not just during Teacher Appreciation Week, but every day. Thank you for your continued support as we recognize the heart and soul of our district: our educators.

Out-of-State Travel: School Board Policy IICA

In accordance with Oregon School Board Policy IICA, which emphasizes the importance of field trips and special events as valuable extensions of the educational curriculum, this request seeks prior Board approval for an out-of-state student travel opportunity.

The proposed trip has been thoughtfully planned to ensure it aligns with district educational goals and offers meaningful, real-world learning experiences beyond the classroom. Educational value, student engagement, and relevance to curriculum standards have been central to the planning process.

The safety and well-being of all participating students remain the top priority. All necessary precautions, supervision plans, and transportation and lodging arrangements meet district requirements and will be in full compliance with district safety protocols.

We respectfully request the Board's approval for this out-of-state travel opportunity, which will contribute significantly to student growth and enrichment.

SBAC Testing 2025

Smarter Balanced State Testing Underway in Vernonia School District

The Oregon State Smarter Balanced Assessment (SBAC) for students in grades 3–8 and grade 11 is officially underway across the Vernonia School District.

Vernonia Family Academy has already begun testing, with Vernonia Elementary School and Mist Elementary testing students in grades 3–5 from May 13 through May 23. Vernonia Middle and High School students will begin testing on May 19, with the window extending through May 30.

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Our district has taken a proactive and positive approach to preparing students and families for this important assessment. Each school has developed a comprehensive assessment plan, and all test administrators have received thorough training to ensure smooth and consistent testing procedures. Targeted small-group and individual testing opportunities are also being provided to meet the needs of all learners.

To support student well-being and optimal performance, all students participating in SBAC testing will have access to water and a nutritious snack during the testing period. In addition, staff across the district have been equipped with interim assessments and resources to help students become familiar with the SBAC platform, tools, and expectations.

District administrators will present the outcomes of SBAC testing at the July School Board meeting as part of our commitment to transparency and continuous improvement.

Finally, our staff and administrative team are currently launching the final phase of our district-wide student and family engagement campaign. This campaign is designed to inspire confidence, reinforce readiness, and ensure every student is set up to do their best on the SBAC.

Administrator Instructional Focus for the Remainder of the School Year

As we approach the final stretch of the academic year, the Vernonia School District administrative team remains steadfast in maintaining a unified instructional focus across all elementary, middle, and high schools. This critical period provides an opportunity to solidify core instructional practices, deepen our commitment to student learning, and ensure all students are equipped for success as they transition to the next grade level.

Instructional Focus and Professional Development Plan

Our instructional vision is guided by intentional collaboration, evidence-based practices, and the use of data to drive continuous improvement. The remainder of the year will focus on the following instructional priorities:

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1. Professional Learning Communities (PLCs)

PLCs continue to be the cornerstone of our professional development efforts. We are reinforcing that PLC time is protected and purpose-driven, allowing teachers uninterrupted opportunities to:

- Analyze formative and summative student data
- Share effective instructional strategies
- Engage in collaborative planning aligned to standards and learning targets

Administrators are supporting this process through consistent protocols, facilitative leadership, and a focus on collective responsibility for student outcomes. The goal is to ensure every PLC remains tightly aligned to improving teaching and learning.

2. Elementary Instructional Focus

- **Grades K–2:** The emphasis is on foundational literacy, with a specific focus on developing oral language, phonological awareness, and comprehension through partner work and cooperative learning structures. These strategies build early reading fluency and vocabulary development, setting a strong academic foundation.
- **Grades 3–5:** Instructional teams are emphasizing the use of text evidence to support written and verbal claims. This skill is critical for deep comprehension, academic writing, and preparation for the demands of middle school literacy. Coaching and modeling efforts are focused on strengthening these practices across ELA classrooms.

3. Middle and High School Instructional Focus

Instruction at the secondary level is centered on ensuring college and career readiness, with special attention to the following priority areas:

- **Graduation Readiness**

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- **9th Grade On-Track**
- **8th Grade On-Track**
- **Consistent Attendance**

Administrators and instructional coaches are working alongside teachers to implement targeted supports and interventions, integrate these focus areas into grade-level PLC discussions, and analyze academic and attendance data to drive real-time adjustments. Coaching cycles and modeling continue to be instrumental in helping teams respond effectively to student needs.

Our shared commitment to instructional excellence and student success remains our guiding force. By focusing on high-leverage strategies and strengthening collaborative structures, we are positioning our students, staff, and schools for a successful conclusion to the school year and a confident launch into 2025–2026.

Vernonia School District 2024–2025 Budget Process Continues with Focus on Transparency and Strategic Alignment

On April 17, 2025, the Vernonia School District (VSD) Budget Committee held its initial meeting to review and discuss the proposed budget for the 2025–2026 school year. Committee members had the opportunity to engage in an initial review of the financial plan, which is intentionally developed to reflect district priorities and support student success.

The second Budget Committee Meeting is scheduled for May 8, 2025. During this session, the Superintendent and Business Manager will respond to committee questions, accept public comments, and request formal approval of the proposed budget. The regularly scheduled VSD School Board Meeting will follow the conclusion of the Budget Committee Meeting.

Vernonia School District remains committed to a transparent and inclusive budget process. Community input and alignment to district goals, including academic achievement, student well-being, college and career readiness, and responsible public funds stewardship, continue to guide all financial planning efforts.

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Vernonia School District to Offer Free Summer Meals for All Students Ages 1–18 June 23 – August 15, 2025

Vernonia School District (VSD) is proud to continue supporting the health and well-being of our students and families through our Summer Meals Program, running from June 23 through August 15, 2025. Free meals will be provided to all children and youth ages 1–18, regardless of enrollment in Vernonia schools. Meals will be distributed via a convenient drive-up method to ensure accessibility for all families.

This program is a key part of VSD's broader commitment to educational equity and whole-child support, helping to ensure that no child in our community goes without access to nutritious food during the summer months. It serves as a vital resource for many families and reflects our dedication to removing barriers to student success—academically, socially, and physically.

Meal distribution sites and pick-up times will be announced in early June.

In addition, VSD will be hiring summer food service team members in early June. These positions offer a meaningful opportunity for community members to contribute to a program that directly supports student health and well-being.

We encourage all families to participate in this valuable program and will continue to provide timely updates as the start date approaches.

School Board Report: SKID (Stop Kids Impaired Driving) Program – Vernonia High School

On Tuesday, May 13, 2025, Vernonia High School will participate in the SKID (Stop Kids Impaired Driving) Program, a powerful, real-life educational experience designed to prevent impaired and distracted driving among teens. The program will take place at Spencer Park, and all high school students will walk down to attend the event.

The SKID Program is conducted in collaboration with Vernonia Rural Fire Protection District / Emergency Services, the Vernonia Police Department, and the Columbia County Sheriff's

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Department. These partners will provide students with a realistic and impactful demonstration simulating the aftermath of a vehicle collision caused by impaired or distracted driving. Emergency responders will perform a staged crash scene response, allowing students to witness first-hand the consequences of unsafe driving choices.

This program is a key component of the district's efforts to promote student safety, responsibility, and awareness, particularly as students approach driving age or prepare for prom, graduation, and summer activities.

Families will receive detailed information in advance from the school administration, including a description of the graphic and emotionally intense nature of the simulation. While there is an opt-out option available for families who prefer their student not participate, attendance is strongly encouraged due to the program's lasting educational impact.

The Vernonia School District appreciates the ongoing support and coordination of our local emergency services and law enforcement partners in providing this life-saving educational opportunity for our students.

Spring STEAM Night – May 15, 2025

Vernonia School District is proud to host its annual **Spring STEAM Night on Wednesday, May 15, 2025, from 5:00 to 6:30 PM**. This family-friendly event is designed to immerse students and families in hands-on experiences across the areas of Science, Technology, Engineering, Art, and Mathematics (STEAM), sparking curiosity and deepening student engagement in academic and creative learning.

The event will take place throughout Vernonia Elementary School, with the book fair hosted in the library and a wide variety of interactive activities located in the commons. A hot dog dinner will be available through our concessions stand, prepared and served by staff and volunteers, making this not only an educational experience but also a welcoming community gathering.

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Spring STEAM Night is purposefully designed to expose students to real-world applications of core academic concepts in a fun, supportive environment. Activities such as building marshmallow towers, crafting fruit loop pattern necklaces, designing and testing plastic egg drop devices, and exploring robotic cars allow students to engage in trial-and-error problem solving, creative design, and collaborative exploration. In addition, students will have the opportunity to engage in math games, art activities, and even face painting, helping foster a connection between STEAM disciplines and student interests.

This year's activities are led by a wide group of dedicated teachers, staff members, volunteers, and high school students. Highlights include:

- Robotics Demonstrations
- Clay Structures & Bubble Geometry Exploration
- Rapunzel-Themed Drama Activity
- Bee House Building & Environmental Education
- Interactive Game Tables and Sidewalk Chalk Art
- Creative Stations like Penny Spinners, Polyhedron Shapes, and Math Puzzles

These thoughtfully designed stations not only support academic standards but also create an atmosphere of discovery that engages families and builds school-community partnerships.

We extend our appreciation to all staff and volunteers contributing time, resources, and enthusiasm to this event, including Olivia Keister, Debbie Taylor, Karla Myatt, Amanda, Dawn, Brittanie Roberts, Gienah Cheney, Allison McLeod, and our library and support team, Glenda DeLemos, Kendra Schlegel, and Jen Cooper. A special thank you to Kendra Schlegel for organizing this event.

STEAM Night is one of many initiatives aligned with VSD's strategic goal to promote academic excellence and student engagement through relevant, meaningful experiences. We look forward to welcoming our families for a night of joyful learning and connection.

School Board Report: Bridges and Beyond Youth Prevention Substance Fair – May 21, 2025

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On **Wednesday, May 21, 2025**, Vernonia School District will host the **Bridges and Beyond Youth Prevention Substance Fair** in partnership with Columbia County Youth Drug Prevention organizations. The event will take place in the large gym and will run from **8:30 AM to 2:46 PM**, involving students in **grades 5 through 12** in structured, grade-level sessions.

This fair directly supports the district's commitment to student health and safety, with a focused emphasis on preventing the harmful effects of vaping, opioid misuse, and other substance-related behaviors. As the district continues to confront growing concerns around youth substance use, particularly the increasing accessibility of vape products and the dangers of synthetic opioids, this fair provides a proactive and educational approach.

The fair will follow a rotation schedule, allowing each grade level a 50-minute interactive session. Sessions are designed to be age-appropriate and engaging, promoting awareness and resilience through prevention education. Topics will include the science of addiction, healthy coping strategies, local data on substance use, and available support services.

Event Structure:

- Location: Large Gym
- 8 rotations by grade level (5th–12th grade)
- 10-minute transitions between sessions
- Lunch break: 12:16 PM – 12:56 PM

Participating agencies and presenters will include representatives from local health services, prevention coalitions, and law enforcement. These partnerships ensure students hear from trusted professionals and community members directly engaged in the fight against youth substance use.

This event strategically aligns with Vernonia School District's larger goals of creating a safe, informed, and supported student body. By raising awareness and encouraging open dialogue about the risks of vaping and drug use, we empower students to make safer, healthier decisions.

VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent
Board Report
May, 2025
70 -70 - 90

The district thanks our staff and partners for organizing this essential event and for their continued dedication to fostering a safe and supportive learning environment

Final Family Engagement Night – “We Did It Together”

Vernonia School District will host its final **Family Engagement Night of the 2024–2025 school year** on **Wednesday, May 21, 2025**, from **5:00 to 6:30 PM** at Vernonia Schools. This culminating event, themed **“We Did It Together,”** will celebrate student growth, academic achievement, and the collaborative efforts of our staff, families, and community partners throughout the year.

The event will take place throughout the school building, including the foyer, blue hall, and commons areas. Certified staff will host displays highlighting student work, classroom projects, academic milestones, and program successes. Staff will create engaging visual stations using posters, tri-folds, TV displays, and interactive elements to showcase the impact of learning across all grade levels.

All certified staff are expected to participate in the event, and classified staff are warmly encouraged to attend to support this shared celebration. All participants will wear Logger shirts or Vernonia Logger gear to foster unity and school spirit.

In partnership with Columbia Health Services, Columbia County Public Health, and Youth Era, the district will also host a **Substance Abuse Awareness Fair** in the small gym. This evening component will provide families and students with critical resources and education around prevention and wellness.

Light refreshments and water will be provided to all attendees.

This event reflects the district’s ongoing commitment to family engagement and student-centered celebration. It also serves as a powerful reflection of the district-wide **“Not Me, We”** philosophy, demonstrating that through unity, collaboration, and shared purpose, our students succeed.

VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent
Board Report
May, 2025
70 -70 - 90

Senate Bill 489 – Classified Employee Unemployment Eligibility

Effective January 2024, Senate Bill (SB) 489 introduced important updates to the eligibility process for unemployment benefits for classified school employees across Oregon. Under this legislation, classified employees may now apply for unemployment benefits during scheduled school breaks—including summer and winter recess, without having to prove the absence of "reasonable assurance" of returning to their position after the break.

This legislative shift represents a significant and positive step in removing administrative barriers that previously placed the burden of proof on employees, many of whom experience financial challenges during non-instructional periods. By easing access to temporary financial assistance during these breaks, SB 489 supports both economic stability and overall well-being for classified employees, while preserving their employment status within the school district.

In alignment with our commitment to support and inform our staff, Marie Knight and I will meet with all classified employees on Monday, April 19, 2025, to review their rights under SB 489. This meeting will also provide an opportunity to discuss optional strategies for securing temporary or alternative employment during the upcoming 2025 school break, including potential opportunities available within the Vernonia School District.

We remain committed to ensuring our staff are well-informed, well-supported, and have the tools necessary to navigate changes in employment law. By facilitating open communication and access to resources, we continue to uphold our responsibility to meet legal requirements while prioritizing the needs of our dedicated classified employees.

memo

Vernonia School District 47J

To: Vernonia School District Board of Directors, Superintendent Jim Helmen
From: Marie Knight
Date: 5/8/25
Re: May 2025 financial information

Comments:

The financial report for this month includes April actuals and estimates for the remainder of the year. The estimated ending fund balance for the general fund 2024-25 is about \$530,000.

I am providing an updated list of ASB account balances. At this time of year the accounts with student fees and gate receipts have higher balances. These funds will be paid to the district as we close out the fiscal year.

This report is a snapshot of the current status as of 4/30/25. Teresa and I are continuing to work through account updates, working with staff to gather information, and helping facilitate spending. Additionally, work is being done with US Bank regarding fees, updating the ASB Handbook, and working on a good monthly report to provide the board and administration.

Thanks!

-Marie

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

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)
REVENUES	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	EST	EST	EST		ACTUAL/EST.
1111 Current Year Taxes	-				2,731,223	456,492	26,378	12,325	43,357	12,969	25,000	195,000	3,502,743	3,225,000	277,743
1112 Prior Year Taxes	-		11,693	5,701	12,578	5,690	4,544	4,487	3,746	5,693	10,000	10,000	74,132	75,000	(868)
1190 Penalties&Interest Income	-		711	220	(403)	2,833	683	267	364	122			4,796	5,000	(204)
1500 Interest Income	3,992	7,311	7,651	5,451	8,377	19,376	16,240	14,258	15,204	12,000	10,000	5,000	124,860	90,000	34,860
1710 Revenue - Admissions	-											13,000	13,000	13,000	-
1740 Revenue - Fees	-				31,796	119						30,000	61,916	30,000	31,916
1910 Rentals	2,988	550	550	3,138	1,643	738	550	-	4,268	550	550	550	16,073	10,000	6,073
1920 Donations	351	600	500		1,080	1,978			1,850	1,250	-	50,000	57,609	110,700	(53,091)
1960 Prior Year Refunds	-	-	5,424		325	259					-	10,000	16,008	20,000	(3,992)
1961 Current Year Refunds	-			359	458	1,673	2,120	720	393	8		5,000	10,731	10,000	731
1980 Fees Charged to Grants	-								33,626	0		-	33,626	-	33,626
1990 Miscellaneous	4,480	540	928	536	1,132	2,715	62	442	2,047	160		75,000	88,043	85,000	3,043
1994 Medicaid Admin Claim	3,823				3,068					3,070		60,000	69,961	70,000	(39)
1995 E-Rate	-											15,000	15,000	15,000	-
2101 County School Fund	-				49				16	-		20,000	20,065	20,000	65
2102 General Ed.Service Dist		4,972	810							-	10,000	160,000	175,782	165,000	10,782
2105 Natural Gas and Minerals	-											5,000	5,000	20,000	(15,000)
2201 NW ESD Credits	-												-	-	-
3101 State School Fund Grant	785,903	392,716	392,716	392,716	392,716	392,716	392,716	392,716	280,928	280,927	-	-	4,096,770	4,840,000	(743,230)
3103 Common School Fund	-						39,359					39,359	78,718	75,352	3,366
3104 State Timber Revenue	-				115,640			236,744				297,616	650,000	650,000	-
3199 Other Un-Restricted Grants-in-ai	-											-	-	35,000	(35,000)
3299 Other Restricted Grants-in-aid	-											-	-	50,000	(50,000)
5200 Transfer of Funds	-											-	-	-	-
5400 Beginning Fund Balance	874,257	-	-	-			-					-	874,257	800,000	74,257
TOTAL REVENUE	1,675,793	406,689	420,983	408,120	3,299,681	884,589	482,652	661,958	385,799	316,749	55,550	990,525	9,989,090	10,414,052	(424,962)
EXPENDITURES															
100-Salaries	56,916	91,106	380,222	362,776	362,641	360,165	358,205	359,372	353,100	358,291	360,000	895,000	4,297,794	4,393,716	95,921
200-Payroll Costs	27,374	50,462	207,914	218,449	211,427	208,076	207,148	208,718	210,933	213,813	208,000	544,000	2,516,316	2,613,839	97,523
300-Contracted Services	34,817	95,509	77,525	164,017	225,843	190,813	232,275	193,642	160,174	162,420	268,000	250,000	2,055,035	2,160,687	105,651
400-Supplies	32,777	15,897	68,625	22,894	21,283	28,561	21,275	20,698	16,907	19,020	10,000	6,400	284,336	300,210	15,874
500-Equipment	12,663					-						-	12,663	60,000	47,337
600-Other (ins., fees)	159,598	4,518	6,444	1,356	784	311	557	1,606	730	618	500	500	177,524	160,600	(16,924)
700-Transfers	-	-							115,000			-	115,000	190,000	75,000
contingency/unappropriated	-	-										-	-	550,000	
TOTAL EXPENDITURES	324,145	257,492	740,731	769,492	821,978	787,928	819,461	784,036	856,845	754,163	846,500	1,695,900	9,458,669	10,429,052	420,383
PROFIT/LOSS	1,351,648	149,197	(319,748)	(361,372)	2,477,703	96,662	(336,809)	(122,077)	(471,045)	(437,414)	(790,950)	(705,375)	530,420		
RUNNING TOTAL	<div> <div>1,500,845</div> <div>1,181,098</div> <div>819,725</div> <div>3,297,428</div> <div>3,394,090</div> <div>3,057,281</div> <div>2,935,204</div> <div>2,464,159</div> <div>2,026,745</div> <div>1,235,795</div> <div>530,420</div> <div>projected ending fund balance</div> </div>														

	EST	ACTUAL	% of BUDGET	MORE(LESS)
ADMr	540	559	1	19
ADMw	769.08	769	1	-

Account	Jun 30, 24	Apr 30, 25
8th GRADE CLOSE-UP	\$ 6,106.63	\$ 5,859.41
ALUMNI SCHOLARSHIP FUND	\$ 13,323.75	\$ 12,323.75
AMERICAN RED CROSS SCHOLARSHIP	\$ -	\$ 250.00
Amy Kamholz Scholarship	\$ 35.00	\$ -
ART CLASS FUND	\$ 7,342.30	\$ 7,969.99
ART CLUB	\$ 47.90	\$ 47.90
ART P2P	\$ (125.00)	\$ 205.00
Ashland	\$ (54.67)	\$ -
ATHLETICS FUND	\$ 5,672.85	\$ 6,874.95
ATHLETICS P2P	\$ (290.00)	\$ 19,214.99
Australia	\$ 355.25	\$ -
AVID	\$ 375.00	\$ 375.00
BALLOON COMPANY	\$ 19,630.42	\$ -
BAND-INSTRUMENT RENTAL	\$ 338.44	\$ 870.00
BAND CLASS FUND	\$ 4,461.31	\$ 4,501.31
Band Disneyland 2012	\$ 103.01	\$ 103.01
Band Individual	\$ 575.00	\$ 575.00
BAND P2P	\$ (45.00)	\$ 305.00
BASEBALL HS	\$ (475.83)	\$ (650.83)
BOOK FAIR	\$ 223.60	\$ -
BOYS HS BASKETBALL	\$ 1,495.50	\$ 1,695.50
BOYS VOLLEYBALL	\$ -	\$ 1,742.11
CAD Scholarship	\$ 1,160.74	\$ 1,160.74
CASH REGISTER	\$ 0.05	\$ 0.05
CHEERLEADING	\$ 1,785.74	\$ 1,785.74
CITIZENSHIP SCHOLARSHIP	\$ 200.00	\$ 200.00
CLASS OF 2020	\$ 449.00	\$ 449.00
CLASS OF 2021	\$ (455.82)	\$ (445.82)
CLASS OF 2022	\$ 1,039.82	\$ 1,039.82
CLASS OF 2023	\$ 2,190.88	\$ 2,190.88
CLASS OF 2024	\$ 1,290.57	\$ -
CLASS OF 2025	\$ 2,880.05	\$ 2,762.14
CLASS OF 2026	\$ 3,951.36	\$ 511.52
CLASS OF 2027	\$ 227.65	\$ 1,300.28
CLASSROOM GRANT	\$ 4.20	\$ -
CLAY TARGET TEAM	\$ 227.48	\$ 1,498.83
CLOSE UP 2014	\$ 0.09	\$ 0.09
CLOSE UP 2017	\$ -	\$ -
CLOSE UP 2018	\$ 449.89	\$ 449.89
COFFEE CART	\$ 2,530.15	\$ 4,679.74
CONCESSIONS	\$ 17,130.83	\$ 14,290.59

Costa Rica Trip	\$ -	\$ -
Counseling	\$ 119.39	\$ -
CTE-Engineering	\$ 94.20	\$ 250.20
CTE-Natural Resource Management	\$ 271.00	\$ 476.00
DIGITAL ARTS CLASS FUND	\$ 1,601.80	\$ 1,601.80
Doernbecher	\$ -	\$ -
Drama	\$ 15.34	\$ 15.34
EBY SCHOLARSHIP	\$ -	\$ -
ELEMENTARY	\$ 2,925.14	\$ -
ENGINEERING CLASS FUND	\$ 81.00	\$ -
English Books	\$ -	\$ -
EQUESTRIAN CLUB	\$ 6,770.22	\$ 9,196.56
Europe Trip	\$ 111.00	\$ -
Faculty	\$ -	\$ -
FOOTBALL HS	\$ 3,328.81	\$ 4,424.95
FOREIGN LANGUAGE	\$ 435.96	\$ 1,797.54
FORESTRY	\$ 500.41	\$ 500.41
FTC Robotics	\$ 117.90	\$ 117.90
FUNDRAISERS	\$ 170.00	\$ 170.00
FUNDRAISING BALANCES	\$ -	\$ -
Game Club	\$ 25.00	\$ 25.00
GATE RECEIPTS- District Sponsored Athletic Events	\$ 9,406.50	\$ 7,828.10
GIRLS HS BASKETBALL	\$ (188.64)	\$ (58.64)
GOLF	\$ 225.49	\$ 225.49
GRAD NITE 2017	\$ -	
Grad Nite Account	\$ 570.79	\$ 570.79
Graduated Classes	\$ 5,168.76	\$ 5,168.77
HEALTH	\$ 299.00	\$ -
International Club	\$ (185.89)	\$ (185.89)
Jaden Kruegar	\$ -	\$ -
Jesse White	\$ -	\$ -
LIBRARY	\$ (24.24)	\$ -
LIFE SKILLS	\$ -	\$ -
LOCK/LOCKER FEES	\$ (36.75)	\$ 970.00
Mat Pack	\$ -	\$ -
MEMOLOG	\$ 4,247.54	\$ 6,564.54
MIDDLE SCHOOL SB	\$ 19,218.13	\$ 18,984.11
MIST	\$ 772.99	\$ -
MS VOLLEYBALL	\$ 49.00	\$ 49.00
National Honor Society	\$ 35.81	\$ 35.81

OSSOM	\$ 388.00	\$ 388.00
PBiS	\$ -	\$ -
PBL	\$ 10.00	\$ -
Pink	\$ 96.83	\$ 96.83
Randy Shaw Memorial Scholarship	\$ -	\$ -
Reader Board	\$ 2,338.47	\$ -
REGISTRATION	\$ -	\$ -
Robbie Baska Memorial	\$ 1.85	\$ 1.85
Robotics	\$ 4,335.11	\$ 4,296.40
ROBOTICS SCHOLARSHIP	\$ -	\$ -
SCRIP	\$ -	\$ 320.00
Senior Trip	\$ -	\$ -
Senior Trip 2012	\$ 20.00	
Senior Trip 2013	\$ 190.00	
Senior Trip 2014	\$ -	\$ -
Senior Trip 2015	\$ 110.95	\$ -
Senior Trip 2016	\$ -	\$ -
Senior Trip 2018	\$ -	\$ -
Senior Trip 2019	\$ -	\$ -
SENIOR TRIP 2020	\$ 1,969.80	\$ 1,969.80
SENIOR TRIP 2021	\$ 52.85	\$ -
SENIOR TRIP 2023	\$ -	\$ -
SENIOR TRIP 2024	\$ -	\$ -
SENIOR TRIP 2025	\$ 3,935.90	\$ 1,637.56
SHOP P2P	\$ (70.00)	\$ 310.00
SHOP PROJECTS	\$ 70.52	\$ 70.52
SISTERS MEMORIAL SCHOLARSHIP	\$ 800.00	\$ -
SOFTBALL HS	\$ 1,638.00	\$ 893.03
SPANISH P2P	\$ -	\$ -
STUDENT BODY	\$ (8,435.10)	\$ (7,490.05)
SUNSHINE	\$ -	\$ -
Table Replacement	\$ 74.95	\$ -
Textbook	\$ -	\$ -
The Greathouse Creativity Fund	\$ -	\$ -
THEATER ARTS	\$ -	\$ -
Towel	\$ 2,121.94	\$ -
TRACK HS	\$ 860.23	\$ 2,320.23
VEF	\$ -	\$ -
VHS PE	\$ 66.70	\$ 3,059.84
Virginia B. Johns Scholarship	\$ 5,000.00	\$ -

VOLLEYBALL	\$ 1,119.26	\$ 3,155.87
WELDING P2P	\$ (50.00)	\$ 310.00
WGS Sunshine	\$ 35.31	\$ -
WRESTLING HS	\$ 1,555.97	\$ 657.31
X COUNRTY	\$ 1,652.27	\$ 3,197.27
YTP	\$ 22.04	\$ -
Zack Rumbolz Memorial Scholarsh	\$ -	\$ -
Unclassified	\$ (649.72)	\$ (239.88)
TOTAL	\$ 169,545.93	\$ 167,817.94

April 2025 Maintenance Report

Alarm Related Calls:

9

Facility Use:

Board meeting, spring sports training, P.D. assemblies, community events, Boosters, stadium committee.
Drum and Bugle corp. assemblies, Ballet.

Projects/Work for the Month

- *Board report.
- *Mist: Normal maintenance. We had another water level issue, but it appears to be resolved.
- *Grounds: lots of ground work, things are starting to pop.
- *Repaired toilet: Ran main cleanout again in blue hall, Still having issues with things being flushed that should not be. I am having a company come out with a camera.
- *Remove broken door in boys green hall
- * Working on items from Fire Marshals visit.
- * Still having issues with the front inner door opener. They have come out twice. Looks like we may have to replace the motor assembly. Parts are on order.
- *Repair classroom door lock 131
- *INstall new tankless water HTR in the upstairs custodial closet.
- *Remove and install drop ceiling panels in art room
- *Prep work on softball and baseball fields
- *charged, tested and scheduled watering/sprinkler for football field
- *Secured a spot for the helium tank and balloon cab.
- *Worked on one of the weed eaters. tune up, adjust carb.
- *Inspect and restart AHU 2 & 3 roof units
- *Worked on washer drain issues
- *Biomass inspection clean out.
- *replace camera in green hall west
- *program new staff cards & keys
- *Evaluate new cleaning schedules and process
- *receive, break down and distribute new books to elementary classrooms
- *Help hang new donated painting from a local artists in commons
- *Begin planning for summer cleaning schedules, product needs and support staff.
- *Repair and replace wall pads in wrestling room
- *3 day conference OFSMA
- *work on organizing chair storage
- *Reattached stage curtain to running track above header
- *Clean up shop.

Weekly/Monthly

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

Miscellaneous:

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

Vandalism:

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403



Northwest Regional
Education Service District

BOARD OF DIRECTORS ELECTION PACKET

ZONE 4: VERNONIA SCHOOL DISTRICT

CANDIDATE MATERIALS ATTACHED

**PLEASE CAST YOUR BALLOT
BY MAY 31, 2025**

CONTACT/QUESTIONS
NWRES D Board Secretary - vwhite@nwresd.org



Northwest Regional Education Service District

April 25, 2025

TO: Board of Directors
FR: Dan Goldman, Superintendent
RE: NWRESD Board Vacancy - Zone 4

EXPLANATION:

NWRESD board Zone 4 position term will expire on June 30, 2025. The position is up for election to begin July 1, 2025. NWRESD has completed the application process for candidates and received the following application, included in this packet.

As per NWRESD board policy BBE, any vacancy on the NWRESD Board of an elected member from any numbered zone position shall be filled through election by the component district boards from within that zone. Each school board within Zone 4 will receive one vote for their candidate of choice.

Qualified and interested persons were allowed to submit applications online to the NWRESD Board. For this election cycle, one candidate applied:

- Michelle Graham

In this agenda item, Zone 4 School Boards will have the opportunity to review the candidate for NWRESD Board vacancy for Zone 4 to begin July 1, 2025 with term ending June 30, 2029.

PRESENTER(S): Board Chair, Board Secretary or Superintendent

SUPPLEMENTARY MATERIALS: Application Info: [Michelle Graham](#)
[Policy BBE: Vacancies on the Board](#)
[Zone 4 Ballot](#)

PROPOSED MOTION: "I move to endorse candidate, Michelle Graham, as presented, to fulfill the vacancy of NWRESD Zone 4 to begin July 1, 2025 through June 30, 2029."



Northwest Regional Education Service District

Zone 4 Candidate Application Materials:

MICHELLE GRAHAM

Michelle shared the following in their application:

EMPLOYMENT

Employed by Providence Health and Services for 44 years where she started as an Intensive Care Nurse and retired as an Executive of Quality and Medical Staff Services.

EDUCATION

Received a Bachelor of Science in Nursing from University of Portland.

EXPERIENCE

Director on the board of Scappoose School District, retiring after 16 years. Served 4 years each as chair and vice chair.

COMMENTS

Retired from the Scappoose School Board 2 years ago. Since then, has been looking for an opportunity to serve, not only her community, but a broader one as well. This role will build on the partnerships developed in previous roles while continuing to be passionately involved in public education.

Northwest Regional Education Service District

Code: BBE

Adopted: 5/17/07

Revised/Readopted: 4/18/17, 8/9/2022

Orig. Code: BBE

Vacancies on the Board

Vacancies occurring in elected or appointed board positions will be filled either through Board appointment or through election by the boards of the component districts in the manner described below. The Board appointee must be a legally registered voter and a resident within the Northwest Regional Education Service District (NWRESD) for one year immediately preceding the election or appointment.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment or election the newly appointed or elected Board member(s) will take office at the next board meeting following the appointment.

If the offices of a majority of Board members are vacant at the same time, the State Board of Education shall appoint persons to fill the vacancies occurring in appointed board positions from among persons qualified for those positions, if any, or from among other persons who are qualified to serve. The State Board of Education shall oversee the election by component school district boards within the position zones in which the vacancy occurred to fill vacancies occurring in elected positions from among qualified individuals from within those zones.

Numbered Zone Positions

Any vacancy on the Board of an elected member from any numbered zone position shall be filled through election by the component district boards from within that zone from among the qualified members in that numbered position's zone. Qualified and interested persons will be allowed to submit applications to a component board or the NWRESD Board. Each component district in the zone of vacancy shall have one vote. The term of office of the person elected to fill a vacancy will be the time remaining in the vacated Board position.

Appointed Positions (Positions A, B, C and D)

Any vacancy on the Board of an appointed member from any position designated by letter shall be filled through appointment by the zoned Board members from among persons qualified for that position. Appointment procedures will be developed by the NWRESD Board in an open meeting. The term of office of the person appointed to fill a vacancy will be the time remaining in the vacated Board position.
END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)

[ORS 255.245](#)

[ORS 255.335](#)

[ORS 334.090](#)

[ORS 334.095](#)

Cross Reference(s):

BBBA - Board Member Qualifications

BBC - Board Member Resignation

BBD - Board Member Removal from Office



Northwest Regional Education Service District

Northwest Regional ESD Governing Board Ballot Instructions

Please indicate your endorsement of the candidate from the attached packet.

You may choose to hold interviews or a forum at your next board meeting.

Please contact vwhite@nwresd.k12.or.us with questions.

Please return your ballot by May 31, 2025.

Voting Ballot

NWRESD Board Director: Zone 4 (Clatskanie, Rainier, Scappoose, St Helens, Vernonia & Beaverton)

Please select your district:

☐ Clatskanie

☐ Vernonia

☐ Rainier

☐ Beaverton (Sunset & Westview
feeders)

☐ Scappoose

☐ St Helens

We, the _____ School District Board of Directors endorse the following
applicant to represent our district:

☐ Michelle Graham

I attest that the above selection reflects the decision of our school district board.

Board Chair Signature: _____ Date: _____

Vernonia School District

2025-27 Integrated Application Presentation to Vernonia School Board

J. Helmen

VSD Superintendent

3/13/2025

Contents

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose for Presentation

- To share what was prioritized in the Integrated Plan given the range of inputs
- To explain how the plan IP was developed
- To hear feedback on the Integrated Plan now that it has been developed
- To seek board approval on 25-27 Integrated Plan

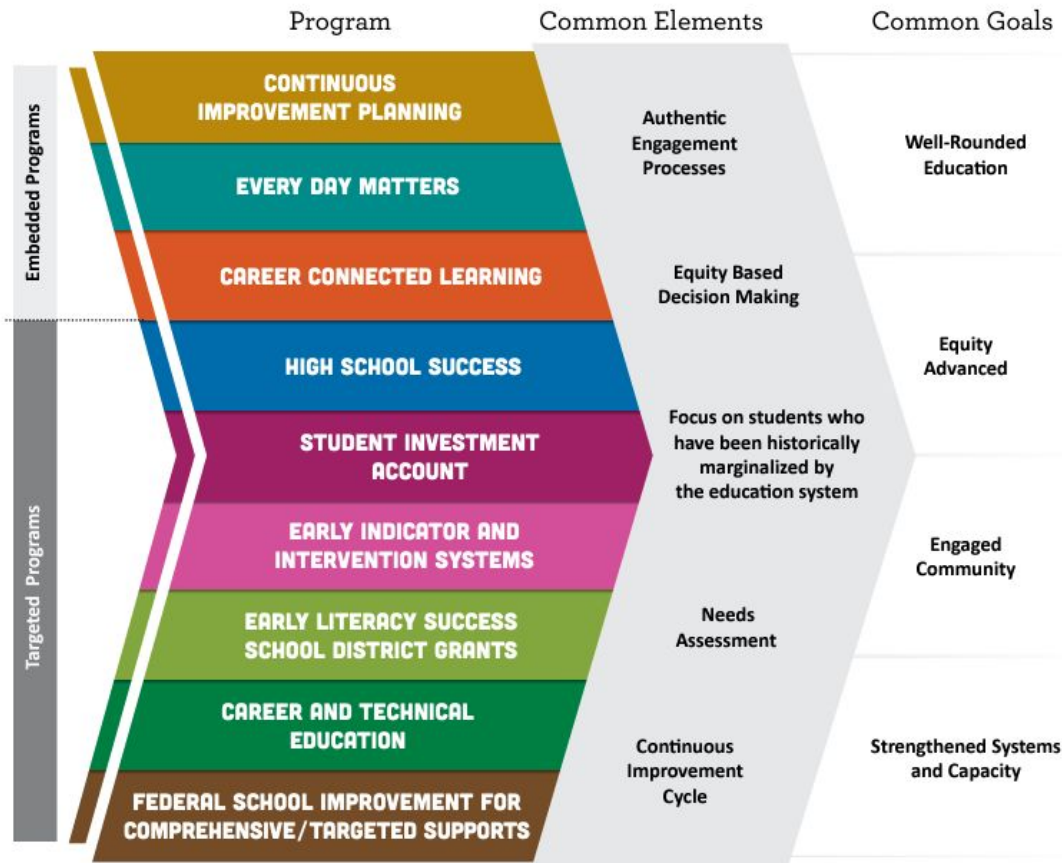


Background

- The Integration Guidance Planning effort was carried out based on requests from educational leaders and state legislators.
- Integrate Planning combines processes for community engagement, district needs assessment, planning, budgeting and evaluation for nine different programs.
- It was created to make things easier for districts, eliminating unnecessary steps, and providing a better way to track progress over time.

Aligned Programs & Common Goals-

The (9) IP Programs



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the **five other programs**, focusing attention on **student engagement, school culture, climate/safety & culturally sustaining pedagogy**.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' **mental health, behavioral needs** and **increase academic achievement**/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to schools to boost early literacy (birth–grade 3), reduce disparities, support parents, and expand research-based, culturally responsive, student- and family-centered learning.

Career and Technical Education - Perkins V (CTE) - Improving **access** and participation in **education and training programs** that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - CSI (Comprehensive Support and Improvement) and TSI (Targeted Support and Improvement) close academic gap.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

VSD Focuses on ALL kids. For the definition purposes throughout this presentation, Focal group students are student groups that have historically experienced academic disparities and are prioritized for support in education. These groups often include:

- **Racial and ethnic minorities** (e.g., Black, Latino, Native American, Pacific Islander students)
- **Students with disabilities**
- **English language learners (ELLs)**
- **Students from low-income families**
- **Migrant students**
- **Foster youth**
- **Homeless students**
- **Students who identify as LGBTQ+**

Schools focus on these groups to address **gaps** in achievement, access, and support.

Meet our Planning Team Members

Education Staff

- **Bret Bunke** – ELA Teacher, Equity Team Chair
- **Robin Murphy** – K-12 New Teacher Mentor
- **Michelle Eagleson** – VES Principal
- **Nate Underwood** – VMHS Principal
- **Jen Cooper** – SEL Director
- **Kendra Schlegel** - Title I Director
- **Susan Myers** - Special Education Director

Community

- **Shawn Carnahan** – Vernonia Community Police Sergeant
- **Iwalani (Eva) Leininger** – Vernonia Police Dept.
Records/Assistant, Code Enforcement

School District Administration & Governance

- **Marie Knight** – VSD Business Manager
- **Greg Kintz** – VSD School Board Member
- **Amy Cieloha** – VSD School Board Member
- **Jim Helmen** - VSD Superintendent

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs to improve CTE programs.

Equity Lens, Tool(s) & Decision Making



The ways that Vernonia School District Considers the diversity and needs of our students

Budgeting and Resource Allocation:

- The district reviews **student achievement data, demographic trends, and input from families and educators** to allocate funds equitably.
- Investments are prioritized in **SEL programs (Wayfinder for grades 6-12 and Positive Action for K-5), trauma-informed training, and culturally responsive teaching strategies.**

Key Strategies and Activities from the Smartsheet:

- **Culturally Responsive Teaching Training:** Professional development to engage diverse learners (5 pillar evaluation & Mike Schmoker Elevating Teaching.)
- **Trauma-Informed Practices:** Staff training to create **supportive learning environments.**
- **Targeted Academic Interventions:** Extra instructional support in **literacy and math for focal student groups.**
- **Family & Community Engagement:** Strengthening **family partnerships** and ensuring focal student voices are included in decision-making.
- **Student Support Services:** Expanding **mental health resources, counseling, and mentoring programs** to support student **social-emotional and academic** needs.

Community Engagement Highlights

- **Expanded Family Engagement Nights**
 - Continued focus on **academic growth, CTE pathways, AP, and college options**.
 - Provide families with **direct access to resources and school leaders** to foster stronger partnerships.
- **Strengthened Student Voice Initiatives**
 - Implemented **student-led discussions and empathy interviews** to ensure student perspectives shape school decisions.
 - Learned that increasing opportunities for involvement in school-sponsored activities **builds trust and enhances student engagement**.

Community Engagement Highlights

- **Challenges and Next Steps**

- **Barriers:** Transportation and scheduling conflicts limit family participation in engagement events.
- **Historical mistrust:** There has been mistrust in the school system for many families which requires continued **relationship-building efforts**.
- **Planned Actions:**
 - **Refine outreach strategies** and **explore flexible engagement options**.
 - **Deepen community partnerships** to maintain **transparency and inclusivity**.
 - **Increase communication with families specifically from teachers**.

- **Enhanced Staff Engagement and Professional Development**

- Focused on **culturally responsive practices and bias training** to improve equitable engagement.
- Used **disaggregated data** to identify and support **focal student groups** more effectively.
- Increased **staff-family interactions** led to **better communication and trust**, positively impacting student success

****By actively incorporating community, student, and staff input, the district continues to strengthen school-community connections and improve educational outcomes**

Needs Assessment Highlights

Community, Student, and Staff Needs Assessment

- Vernonia School District (VSD) launched its **Integrated Planning community engagement process** in **August 2024**, ensuring input from **students, families, staff, and community members**.
 - This process included **surveys, story circles, community sessions, and direct interviews** to capture diverse perspectives, particularly those of **historically underserved students** (students experiencing **poverty, homelessness, or disabilities**).
- A **five-year data review** provided insight into student **performance, engagement, and well-being**, using sources such as **SBAC results, 9th-grade on-track rates, graduation cohorts, attendance and behavior trends, school climate surveys, and CTE participation data**.

Needs Assessment outcomes-Community & Family Needs

- **Raising Academic Expectations:**
 - Strong **community support** for **higher academic rigor**, especially in **high school mathematics**.
- **Family-School Communication:**
 - A **district-wide unified communication platform** is needed to enhance **middle and high school engagement**.
- **Attendance Challenges:**
 - While **incentives and parent engagement** have improved attendance, **chronic absenteeism** remains a concern, particularly at the **secondary level**.
- **CTE & Extracurricular Growth:**
 - Community feedback strongly supports **expanding CTE offerings**, including **hands-on courses like Home Economics**.
- **Math Gaps:**
 - Persistent **foundational math challenges K-12**, require **intervention, curriculum updates 6-12, and additional teacher Intervention supports** needed
- **SEL/ Anti Bullying**
 - Implement district-wide anti-bullying/ SEL programming, peer mediation, and school climate improvement initiatives.

Needs Assessment Outcomes- Students

- **Mental Health & SEL Challenges:**
 - Nearly **50% of middle and high school students** report feeling **lonely or anxious** in **Belonging and Sabres Survey's**, emphasizing the need for **expanded SEL programs and behavioral health resources**.
- **Student Voice & Engagement:**
 - Many students feel **disconnected from decision-making**-Increasing **student agency** and participation in decision-making is not directly referenced in the outcomes and strategies.
- **Safety & Bullying Prevention:**
 - **School climate data** highlights ongoing **safety and bullying concerns**, requiring **proactive behavioral support systems**.
- **Better Lunch Options and meals-** Student feel Lunch options are basic and lack a “Homemade” component to meals.

Needs Assessment Highlights

- **Raising Academic Expectations** → Addressed through rigorous literacy, math, and science-based curriculum, teacher professional development, and targeted intervention.
- **Classroom Management & Behavioral Support**
 - Teachers need additional training and support to effectively manage student behavior, particularly at the middle and high school levels.
- **Mental Health & Counseling Services**
 - More counselors and therapists are needed to address emotional and behavioral challenges faced by students.
- **Math and ELA Curriculum Adoptions**
 - Math- 6-12
 - ELA K-12

These priorities emerged:

The needs assessment findings have guided the district's planning and budgeting priorities, ensuring resources align with identified community, student, and staff needs:

- **Raising Academic Expectations** → Addressed through rigorous literacy, math, and science-based curriculum, teacher professional development, and targeted intervention.
- **CTE & College/Career Readiness** → Continuation of CTE program expansion, dual credit opportunities, and a College & Career Readiness Center.
- **Mental Health & SEL Support** → Commitment to SEL integration, 9th-grade on-track supports, and additional behavioral health resources.
- **Family-School Communication & Community Engagement** → Expansion of family engagement efforts and moving towards a Community Schools model.
- **Classroom Management & Behavioral Support** → Increased professional development and coaching for teachers on instructional strategies and behavior management.
- **Math & ELA Curriculum Updates** → Focus on curriculum adoption for math (6-12) and ELA (K-12) and targeted interventions to close achievement gaps.

Our intended “Outcomes” are:

Intended Outcomes of Integrated Planning

- VSD staff will be familiar with comprehensive literacy and math improvement strategies, receive professional development, and initiate delivery of a state approved math and ELA curriculum, K-12.
- The students in each focus group and all other students report feeling a stronger sense of belonging, a stronger student voice, and improved access to the district's programs (Assessed through through Belonging Survey 2 times per year).
- All students are given equal opportunities to participate in Career and Technical Education (CTE) and college and career readiness programs. These learning experiences can take place in simulated, virtual, or physical settings to improve college and career readiness.
- Students will demonstrate literacy application through daily structured writing experiences aligned with foundational reading skills.

These key strategies will help us achieve our intended outcomes:

Outcome A Strategies:

- Consistent staffing support in general education and courses increasing instructional support for focal student groups and all students through targeted universalism.
- Enhance the academic standards of all courses by offering supplementary curriculum, technology resources/ materials, MTSS, and intervention support to struggling students, especially those facing challenges such as disabilities and poverty.
- Provide social-emotional learning options, including 9th-grade on-track support in the school setting.
- Provide professional learning, coaching, and data team planning time for our K-12 teachers to utilize Oregon Data Suite and Renaissance Learning Assessment outcomes to continuously examine academic, behavioral, attendance/engagement data to inform decision-making processes, including barriers to academic success, engagement, and attendance.
- Equip teachers with professional development, coaching, and team-planning time through PLTs focused on effective instructional practices and improving student success. This will allow teachers to apply these practices in the classroom and improve their students' reading, writing, and math proficiency.

These key strategies will help us achieve our intended outcomes:

Outcome B Strategies:

- Develop formal processes for students to contribute to school and district decisions, such as student advisory councils, student listening sessions, and school improvement/equity committees.
- Support district schools with resources, training, and access to focus on enhancing student belonging and student voice by ensuring schools have the resources, training, and support needed to provide well-rounded academic and extracurricular opportunities.

These key strategies will help us achieve our intended outcomes:

Outcome C Strategies:

- Enhance and maintain the learning opportunities for 8th-12th grade students in dual credit options, manufacturing, welding, and engineering by expanding CTE course options and promoting college and career readiness. This will be done in-person and virtually, providing a comprehensive educational experience and materials resources.
- Strengthen support within the College and Career Readiness Center to ensure all 9th-12th grade students have equitable access to Career and Technical Education (CTE) pathways, college exploration, and ACT/PSAT/SAT preparation. Expand opportunities for students to engage in career and college readiness experiences through simulated, virtual, and physical learning environments, fostering engagement and a strong sense of belonging while preparing them for future success.

Key Investments and IP Budget:

Plan A:

Staffing & Instructional Support

- Graduation Coach - College and Career Readiness – \$118,805.00
- Metals CTE Teacher – \$88,036.15
- Hiring Instructional Assistants - Student Support – \$152,160.00
- Forestry/Construction Teacher (CTE) – \$135,191.00
- Vernonia Family Academy Online Program Secretary/Instructional Assistant – \$72,223.00
- High School Advanced Math Teacher – \$91,641.00
- Engineering Teacher (CTE) – \$131,398.00

Curriculum & Instructional Resources

- Middle School Textbook Adoption – \$10,000.00
- High School Textbook Adoption – \$36,800.00
- Reading Mastery K-3 Curriculum – \$8,888.05
- ECRI Foundational Skills Enhancement Curriculum (University of Oregon) – \$10,000.00
- Phonics for Reading Training (Virtual Training - Curriculum Associates) – \$600.00

Key Investments and IP Budget:

Plan A:

Professional Development & Literacy Contracts

- Nelia Solberg & Shauna Pitts - In-Person Literacy Contractor (4 days @ \$3,000/day, includes travel & lodging) – \$12,000.00
- Nelia Solberg & Shauna Pitts - Virtual Literacy Contractor (PD training for VES staff, \$320/hour x 80 hours) – \$25,600.00
- K-3 Certified Staff Subs for In-Person Coaching (4 subs, full day @ \$215 per sub) – \$860.00

Student Learning Materials & Supplies

- Phonics for Reading First - Third Level - Student Consumable Books (K-3, 219 students) – \$400.00
- Phonics for Reading First - Third Level - Student Consumable Books (4-5th grade, 60 students) – \$400.00
- Educational Learning Supplies and Materials – \$4,000.00
- College and Career Readiness Instructional Materials and Supplies – \$500.00

Key Investments and IP Budget:

Plan A:

CTE, STEM & Career Readiness Initiatives

- CTE Manufacturing and Construction Training & Materials – \$15,000.00
- CTE Manufacturing and Construction Training – \$499.80
- Robotics (9-12) Entry Fees, Travel, Supplies – \$1,000.00
- Willamette Promise/Dual Credit Options (9-12) – \$1,000.00
- Student Success Initiatives (9-12) – \$1,500.00

Community Engagement & Assessment

- Community Engagement Activities – \$2,500.00
- ACT/PSAT/SAT Testing – \$2,000.00
- Oregon Data Suite EIS Data Management System – \$4,704.66

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan:

Plan B: Should the district not be able to hire qualified staff for the positions listed above, some investments may include the following:

- 1.0 FTE licensed Therapist K-12**
- 1.0 FTE K-5 school counselor**
- .5 FTE Consumer Science Program**

How ODE Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

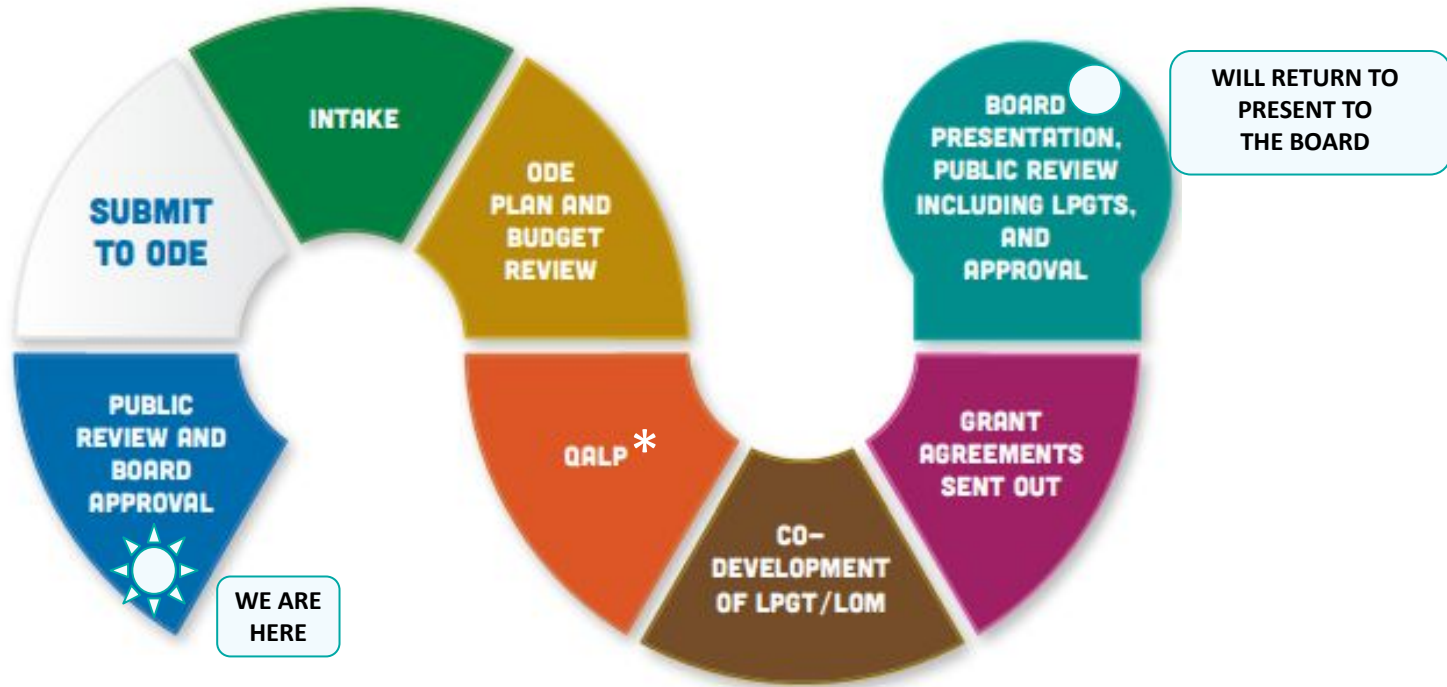
ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

How we understand success

1. **Trust** of our **community** to educate and keep students safe (Community Surveys Feedback during conferences, Thought Exchange, story Circles.)
2. High Level of **Student Belonging and supportive school environment** (Student Belonging Surveys- Portico grades 6-12: *89% Positive Response*)
3. **Effective professional Learning Communities K-12** (Administrator Evaluation)
4. **Academic Achievement and Growth in English Language Arts (ELA)** (Star Assessment, Smarter Balanced, AP Exams ODE rubrics.)
5. **Academic Achievement and Growth in math** (Star Assessment, Smarter Balanced, AP Exams.)
6. **4 and 5 Year Graduations Rates** (ODE Report Card.)
7. **9th Grade- On-Track Outcomes** (ODE Report Card.)
8. **3rd grade Proficiency** (ELA- ODE Report Card.)
9. **District Regular Attenders** (ODE Report Card)

What Happens Next?



Questions & Comments

Vernonia School District 47J

Code: **IGBHD**
Adopted: 04/12/90
Readopted: 02/10/00
Orig. Code(s): IGBHD

Program Exemptions

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

~~An alternative education program for credit [may] [may not] be provided.~~ The district will determine if credit will be granted for any alternative activity.

~~[The procedures to establish an alternative education program and alternative credit shall be developed by the superintendent.]~~

END OF POLICY

Legal Reference(s):

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

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

^a If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

Vernonia School District 47J

Code: **JGAB**
Adopted: 08/08/07
Readopted: 03/11/21
Orig. Code(s): JGAB

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

3. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
4. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

5. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

6. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

7. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
8. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
9. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.
10. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.
 - "Mechanical restraint" does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
11. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.
12. "Prone restraint" means a restraint in which a student is held face down on the floor.
13. "Supine restraint" means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the [Safety Care] training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

14. The total number of incidents involving restraint;
15. The total number of incidents involving seclusion;

16. The total number of seclusions in a locked room;
17. The total number of students placed in restraint;
18. The total number of students placed in seclusion;
19. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
20. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
21. The total number of restraint or seclusion incidents carried out by untrained individuals;
22. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
23. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. [This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.]

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)

[ORS 339.250](#)

[ORS 339.285](#)

[ORS 339.288](#)

[ORS 339.291](#)

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

[ORS 339.294](#)
[ORS 339.297](#)
[ORS 339.300](#)
[ORS 339.303](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2267](#)
[OAR 581-022-2370](#)

Vernonia School District 47J

Code: JGE
Adopted: 05/14/87
Readopted: 09/10/20
Orig. Code(s): JGE

Expulsion**

{Required policy. ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may **only** be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's **conduct** have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a **direct** threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

{Choose one of the following two options.} [The Board delegates the authority to decide on an expulsion to the superintendent. ^{1} The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.]

^{1} The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

OR

[When a recommendation for expulsion is made, the Board will meet and review the recommendation. The Board will hold or arrange for the expulsion hearing unless it has been waived.]

If the Board is conducting the expulsion hearing, the Board may designate a Board member or a third party to run the hearing. The superintendent will provide relevant information to the Board, including the superintendent's recommendation and duration on disciplinary action.² This information will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. The Board will make the final decision regarding the expulsion.]

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service³ or by certified mail⁴ at least [five] days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges and the specific facts that support the charge or charges;
 - b. A statement of intent to consider the charges as reason for expulsion;
 - c. The student's right to a hearing;
 - d. When and where the hearing will take place; and
 - e. The student may be represented by counsel or other persons.
2. If the parent or student does not understand the English language, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student;
3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, parent or other person. The district's attorney may be present;
4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
5. The student shall be permitted to be present and to hear the evidence presented by the district;
6. The hearings officer or the student may record the hearing;
7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
 - a. The name of the minor student;

² Evidence may include the relevant past history and student education records.

³ The person serving the notice shall file a return of service. (OAR 581-021-0070)

⁴ When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- b. The issues involved, including a student's confidential records;
- c. The discussion;
- d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 - 336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)

Vernonia School District 47J

Code: JHC
Adopted: 01/26/04
Readopted: 04/12/18
Orig. Code(s): JHC

Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an ~~major important~~ Board ~~concern~~ responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

[The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.]

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

[The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.]

[Any nurse(s) providing services on behalf of the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹]

The district shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems ~~and also scoliosis~~;
3. Health counseling for students and parents, when appropriate;

¹ For additional delegation requirements, see OAR [851-047-0030](#).

4. Health care and first-aid assistance that are appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination² or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in ~~[scoliosis,]~~ vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)

[ORS 336.201](#)

[ORS 336.211](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

Protection of Pupil Rights, 20 U.S.C. § 1232h (20122018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (20172022).

Every Student Succeeds Act, 20 U.S.C. § 7928 (20122018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (20122018).

² The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Vernonia School District 47J

Code: KBA
Adopted: 05/14/87
Readopted: 04/12/18
Orig. Code(s): KBA

Public Records**

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [district] office.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.^a “Writing” includes means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.^b

~~A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [superintendent’s] office.~~

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the superintendent’s office is open. All such information will be made available to individuals with disabilities in any appropriate accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.~~

The Board supports the right of the people to know about programs and services of their schools and will make reasonable every efforts to disseminate information. Each principal is authorized to use all available means available to keep parents and others of his/her in the particular school’s community informed about the school’s program and activities.

~~No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to

^a There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

^b In accordance with *Bialostosky v. Cummings*, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for ~~qualified~~ persons with disabilities.

Employee and volunteer personal residential addresses, personal electronic mail addresses (~~other than district electronic mail addresses assigned by the district to district employees~~), social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ~~Oregon Revised Statute (ORS) 192.363 - 368 and ORS 192.355(3)~~. District electronic mail addresses assigned by the district to district employees are not exempt. ~~Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law.~~ This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)
[ORS Chapter 192](#)
[OAR 137-004-0800\(1\)](#)
[OAR 166-005-0010](#)
[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012~~8~~); 29 C.F.R. Part 1630 (2017~~2021~~); 28 C.F.R. Part 35 (2017~~2021~~).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2014).

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

Bialostosky v. Cummings, 319 Or. App. 352 (2022).

Vernonia School District 47J

Code: KBA-AR
Adopted: 02/10/00
Readopted:
Orig. Code(s):

Public Records Request

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the [district office] at [1201 Texas Avenue Vernonia, OR 97064].

2. Upon receipt of a written request, the district shall respond within five business days^a acknowledging receipt of the request or completing^b the district's response to the request.

If the district provides an acknowledgment of the request, it must:

- a. Confirm that the district is the custodian of the requested record;
- b. Inform the requester that the district is not the custodian of the requested record; or
- c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.

3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:

- a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
- b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.

4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:

- a. The staff or volunteers^c necessary to complete a response to the public records request are unavailable;
- b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
- c. Of the volume of the public records request being simultaneously processed by the district.

^a "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

^b The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

^c Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

~~The~~ In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.
6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be ~~provided~~ made available in the form the record is maintained.
7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
8. Information will be made available to individuals with disabilities in an ~~appropriate accessible~~ format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
9. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of **[\$.25 per page]**. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date ~~he/she was~~ they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

~~The district reserves the right to restrict the inspection of some public records to the district's facilities.~~

Vernonia School District 47J

Code: KL
Adopted: 12/14/00
Readopted: 08/12/21
Orig. Code(s): KL

Public Complaints

(This version of sample policy KL does not need an accompanying administrative regulation, it is a stand-alone policy. If this policy is chosen by the Board, recommend delete any other existing complaint procedure.)

{Highly recommended policy. OAR 581-022-2370 requires districts to have a complaint procedure.}

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

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

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

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

[The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.]

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within [10] working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda [at the next regularly scheduled or special Board meeting]. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [3+0] days of receipt of the request to place the complaint on a Board meeting agenda. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within [20] days,~~ in open session what action,

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

if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [3+0] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [3+0] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair should be made directly to [district counsel] [the Board vice chair] on behalf of the Board. The [district counsel] [Board vice chair] shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [3+0] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

[A complainant must file a complaint within the later of either time limit set below, in accordance with State law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.]

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

Charter Schools of which the District Board is a Sponsor

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and will submit such appeal to the [superintendent] [Board chair] 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 the district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]

OR

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will not review an appeal of a decision reached by the Board of the [name of

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

public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of [name of public charter school] as the district Board's final decision. 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.]

[³] Review Process for a Public School Board Complaint Decision

The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, within [20] days, in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within [10] days. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board's decision.]

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.107](#)

[ORS 659.852](#)

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

[OAR 581-022-2370](#)

³ {If the district Board elects to hear appeals on public charter school complaints for which the district Board has jurisdiction, as decided by statements in the charter agreement, Board policy, or a board resolution, this language is recommended for this policy to delineate the process.}

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Regular Meeting – April 10, 2025 Mist Elementary School, 69163 Hwy. 47, Mist, OR 97016

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order at 6:01 p.m. by Susan Wagner. MEETING CALLED TO ORDER
- Board Present:** Amy Cieloha, Tony Holmes, Susan Wagner, Joanie Jones, Javoss McGuire, Stacey Pelster, and Greg Kintz. BOARD PRESENT
- Board Absent:** None BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, Middle & High School Principal; Michelle Eagleson, Elementary Principal; Susanne Myers, Special Education Director; Marie Knight, Business Manager; Barb Carr, Administrative Assistant; Glenda Delemos, and Silvia Stavreva, Classified Staff. STAFF PRESENT
- Visitors Present:** Scott Laird, Katie Busch, Jessie Padilla, and Shirley Kyser. VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** AGENDA REVIEW
- Stacey Pelster moved to approve the agenda as amended. Renumber action items to be correct and add the introduction of Jessie Padilla. Javoss McGuire seconded the motion. Motion passed unanimously.
- 3.0 PUBLIC COMMENT:** None PUBLIC COMMENT
- 4.0 SHOWING CASING of SCHOOLS**
- 4.1 ADMINSTRATOR REPORTS:** The Board received all Administrator Reports prior to the meeting. ADMINISTRATOR REPORTS
- Jessie Padilla introduced herself. She is the new Principal of Early Learning based at NWRES D's Columbia Service Center in St. Helens.
- An update on the math opening at VHS was shared. The current teacher, who has resigned effective at the end of this year, is currently on Family Medical Leave and working 2 days each week. The other 3 days are being covered by Robin Murphy, retired middle school math teacher. The district is seeking to fill this position for next year.
- Jim Helmen introduced the 2025 Principal of Year for OSSA, Michelle Eagleson. Board members offered their congratulations.
- 5.0 BUSINESS REPORTS:**
- 5.1 Superintendent Report:** The Superintendent's Report was provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- There were no questions from the Board on this report.
- 5.2 Financial Report:** The Financial Report was provided to the Board prior to the meeting. FINANCIAL REPORT
- Marie Knight highlighted that she is working on and finalizing the budget. The first meeting of the Budget Committee will be next week. She also has the interim audit next week. They are beginning to work on the current year.
- Comments of appreciation were shared regarding the work Marie has done in breaking down the student body fund accounts. The District's ending fund balance is up slightly which is also good to see.

5.2.1 Budget Committee Application: Discussion was held on an applicant for the Budget Committee. There was discussion about the Board holding a special meeting to appoint other applications that may come in prior to the first Budget committee meeting next week.

BUDGET COMMITTEE
APPLICATION
REVIEWED

5.3 Maintenance Report: Discussion was held on the current condition of the baseball field. It is not draining properly making it unable to play on during heavy rains. Jim Helmen shared that he has met with the Athletic Directors and Mark Brown. They tried to use an auger to add deep drain holes. Unfortunately, it will take a substantial amount of effort to fix.

MAINTENANCE REPORT

To address the clogging toilets, Jim Helmen shared that the District has purchased a heavy snake so these issues can be addressed in-house.

It was noted that the Fire Marshall inspection was at our request and used as a pre-requisite to when OSHA comes by. The Fire Marshall won't levy fines but OSHA will. The District wants to be prepared.

6.0 BOARD REPORTS/ BOARD DEVELOPMENT:

6.1 COMMITTEE REPORTS

6.1.1 Safety Committee – Susan Wagner shared that the safety committee had a great meeting last Tuesday. There were no reports of staff or adult accidents to review. The Committee is working hard to ensure that drills are in place and occur regularly.

6.1.2 Policy Committee –The following policies were presented for 1st and 2nd reading.

1st Reading:

IGDJ – Interscholastic Activities
IMB – District Improvement Program
IGBHE – Expanded Options Program
IKF – Graduation Requirements
IK – Academic Achievement
JEA – Compulsory Attendance

2nd Reading:

GBLA – Disclosure of Information
GCPA-AR – Reduction or Recall of Licensed Staff
GCQB – Research
GDA – Instructional Assistants
IFE – Curriculum Guides and Course Outlines
IGAC – Religion and Schools
IGBAG-AR – Special Education – Procedural Safeguards
IGBAF-AR – Special Education – Individualized Education Program (IEP)
IGBB – Talented and Gifted Program

6.1.3 Scholarship Committee –Scholarships are due on 4/17/25. The committee set a meeting to begin their work for Monday, April 28th at 5:00 p.m.

6.2 Board Member Items:

BOARD MEMBER ITEMS

Susan Wagner shared that she is out of town for the May 8th board meeting. She plans to attend virtually but asked Vice Chair, Greg Kintz to run the meeting. Susan also asked the Board to try and limit conversations to ensure that the meeting continues to move forward and remain timely.

7.0 OTHER INFORMATION and DISCUSSION

7.1 2025-26 Instructional Calendar Options: Jim Helmen shared that there are two options being presented. Option #2 does not contain a full day of professional development. This day has been traded for a second round of conferences in the Spring. Both Principals expressed their preference of this calendar option.

2025-26 INSTRUCTIONAL
CALENDAR OPTIONS

7.2 Staff Update – Retirement / Resignation: Jim Helmen shared that 5th Grade Teacher Ian Hunt is resigning at the end of the year. He is moving back to the East Coast. Debbie Taylor, VFA Teacher, is retiring at the end of the year.

STAFFING UPDATE

7.3 Athletic CoOp Agreement: One VHS student is requesting to play soccer with Banks High School next year.

ATHLETIC COOP
SHARED

7.4	Superintendent Contract Review: Jim Helmen shared his contract with updated language. Susan Wagner shared that the notice of extension Jim Helmen received last year through an email from the previous board chair, has now been included and memorialized in the new contract.	SUPERINTENDENT CONTRACT REVIEWED
8.0	ACTION ITEMS:	
8.1	Appoint Budget Committee Member: Stacey Pelster moved to appoint Lisa Curry to a three-year term on the Budget Committee. Amy Cieloha seconded the motion. Motion passed unanimously.	CURRY APPOINTED TO THE BUDGET COMMITTEE
8.2	Policy Update: Javoss McGuire moved to approve the policy updates as presented as 2 nd reading in item 6.1.2. Joanie Jones seconded the motion. Motion passed unanimously.	POLICIES UPDATED
8.3	2025-26 Calendar Approval: Amy Cieloha moved to approve the 2025-26 calendar option #2 with conferences as presented and discussed. Tony Holmes seconded the motion. Motion passed unanimously.	2025-26 CALENDAR APPROVED
8.4	Staff Retirement / Resignation: Joanie Jones moved to approve the retirement of Debbie Taylor, VFA Teacher, and the resignation of Ian Hunt, 5 th grade teacher, effective June 13, 2025. Stacey Pelster seconded the motion. Motion passed unanimously.	TAYLOR RETIRES and HUNT RESIGNS
8.5	Athletic CoOp Agreement: Stacey Pelster moved to approve the athletic CoOp agreement with Banks High School for boys' soccer for 2025-26. Amy Cieloha seconded the motion. Motion passed unanimously.	ATHLETIC COOP WITH BANKS for BOYS SOCCER APPROVED
8.6	Superintendent Contract: Greg Kintz moved to approve the 2025-2028 Superintendent Contract as presented and discussed. Javoss McGuire seconded the motion. Motion passed unanimously.	SUPERINTENDENT CONTRACT APPROVED
9.0	MONITORING BOARD PERFORMANCE: Nothing discussed.	MONITORING BOARD PERFORMANCE
10.0	CONSENT AGENDA:	CONSENT AGENDA
10.1	Minutes of 03/13/2025 Regular Meeting	
	Stacey Pelster moved to approve the consent agenda as presented. Tony Holmes seconded the motion. Motion passed unanimously.	CONSENT AGENDA APPROVED
11.0	OTHER ISSUES:	OTHER ISSUES
14.1	Next Agenda Setting Meeting: Amy Cieloha volunteered to join Jim Helmen and Greg Kintz, sitting in for Susan Wagner, for this meeting. The virtual meeting will take place on April 30th at 5:00 p.m.	NEXT AGENDA SETTING MEETING
14.0	UPCOMING DATES:	
	<ul style="list-style-type: none"> April 17, 2025 – Budget Committee Meeting May 8, 2025 – School Board Meeting 6:00 p.m. 	
15.0	MEETING ADJOURNED at 7:08 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 Special Meeting – April 17, 2025 Vernonia Schools, 1000 Missouri Avenue, Vernonia

- 1. CALL TO ORDER:** A Special Meeting of the Board of Directors of Vernonia School District 47J, Columbia County, Oregon was called to order at 5:38 p.m. by Greg Kintz. MEETING CALLED TO ORDER
- Board Present:** Javoss McGuire, Tony Holmes, Greg Kintz, Amy Cieloha, and Joanie Jones. BOARD PRESENT
- Board Absent:** Stacey Pelster and Susan Wagner BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Marie Knight, Business Manager; Barb Carr, Administrative Assistant; Juliet Safier, Doug Bilodeau, Licensed Staff; and Glenda Delemos and Silvia Stavreva, Classified Staff. STAFF PRESENT
- Visitors Present:** Billi Kohler and Scott Laird VISITORS PRESENT
- 2. Budget Committee Application Review:** The Board reviewed the Budget Committee application received from Billi Kohler. BUDGET COMMITTEE APPLICATION
- 3. ACTION ITEM:**
- 3.1 Budget Committee Appointment:** Amy Cieloha moved to appoint Billi Kohler to a three-year term on the Budget Committee. Javoss Seconded the motion. Motion passed unanimously with those in attendance. KOHLER APPOINTED TO BUDGET COMMITTEE
- 5. ADJOURNED:** Special Meeting adjourned at 6:41 p. m. ADJOURNED

Board Chair

District Clerk

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Committee Meeting – April 28, 2025 Vernonia Schools Main Conf. Room 1000 Missouri Avenue, Vernonia, OR 97064

CALL TO ORDER: The Scholarship Committee of the Board of Directors of Vernonia School District 47J, Columbia County, Oregon came to order in Executive Session under O.R.S. 192.660 (2) (f) “to consider records exempt by law from public inspection.” at 5:04 p.m. **MEETING CALLED TO ORDER**

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

BOARD PRESENT

Committee Absent: None

BOARD ABSENT

Staff Present: Barb Carr, Administrative Assistant.

STAFF PRESENT

Visitors Present: None

**VISITORS
PRESENT**

The Board reviewed and disussed the scholarship applications received and subsequent scoring sheet.

**SCHOLARSHIP
APPLICATIONS
REVIEWED**

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

ADJOURNED

Board Chair

District Clerk

Vernonia School District 47J

Code: IGDJ
Adopted: 11/14/96
Readopted: 05/08/25
Orig. Code(s): IGDJ

Interscholastic Activities**

The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization². Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;
2. Maintains a transparent complaint process that:

Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;

 - a. Responds to a complaint made within 48 hours of the complaint being received; and
 - b. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program³ that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the rules and regulations of the associated voluntary organization. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the associated voluntary organization if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization may be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of such policies, rules and/or regulations may be required to remunerate the district in the event fines are assessed as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)

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

[ORS 332.107](#)

[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)

[OAR 581-021-0045 – 0049](#)

[OAR 581-022-2308\(2\)](#)

[OAR 581-026-0005](#)

[OAR 581-026-0700](#)

[OAR 581-026-0705](#)

[OAR 581-026-0710](#)

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 (2022).

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Senate Bill 1522 (2022).

³ “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

Vernonia School District 47J

Code: **IMB**
Adopted:
Readopted: 05/08/25
Orig. Code(s): IMB

District Improvement Program

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. The district will accomplish this through its continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that engages the school community, involves parents, students, teachers, school employees and community representatives from the demographic groups of their school population in the district's goal setting and continuous improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

The district will, in striving for continuous improvement, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 332.107](#)
[OAR 581-022-2250](#)

Vernonia School District 47J

Code: **IGBHE**
Adopted: 08/10/06
Readopted: 05/08/25
Orig. Code(s): IGBHE

Expanded Options Program**

The Board is committed to providing additional educational options to eligible students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if the student:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan;
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not an exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a student returning to high school after dropping out of school, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and
6. District timelines affecting student eligibility and duplicate course determinations.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of the intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or a student returning to high school after dropping out of school has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes

to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board or designee will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board or designee, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 ($450 \times 0.33 = 148.5$). (The caps must be established separately for each high school.)

At the district's discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are "at risk." An "at-risk student" means: (1) a student who qualifies for a free or reduced-price lunch program; or (2) an at-risk student as defined by rules adopted by the State Board of Education if it has adopted rules to define an at-risk student.

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district's decision to the Board.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student's education record. A student shall provide the district with a copy of the student's grade in each course taken for credit under the EOP. The student's education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student's enrollment, including tuition and fees, textbooks, equipment and materials.

Waiver

A district may request an EOP waiver from the Superintendent of Public Instruction if: compliance with the EOP would adversely impact the finances of the district or if all conditions identified in ORS 340.083(1)(b) exist.

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend eligible post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student.

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)

[ORS 332.072](#)

[ORS 336.615 - 336.665](#)

[ORS Chapter 340](#)

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).

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

Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).

Title IX of the Education Amendments, 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 (2022).

Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Graduation Requirements**

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

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

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

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in educational program² in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;

¹ As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261. 1-6

4. Three credits in social sciences (including history, civics³, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages⁴ (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must⁵:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

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

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

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

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

³ Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021ORS 329.451). This is not required language at this time but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.

⁴ "World language" includes sign language, heritage language and languages other than a student's primary language.

⁵ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

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

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

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while

receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language.

2. Have a documented history of:

An inability to maintain grade level achievement due to significant learning and instructional barriers;

- a. A medical condition that creates a barrier to achievement; or
- b. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written

consent during the school year in which the modified diploma or the extended diploma is awarded.

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

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

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

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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

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

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

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

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the

time of death and attended a high school of the district.

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

END OF POLICY

Legal Reference(s):

ORS 329.007
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students may be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at the student's current grade level;
6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

ORS 107.154

ORS 329.485

ORS 343.295

OAR 581-021-0022

OAR 581-022-2260

OAR 581-022-2270

Compulsory Attendance**

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

All children five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee.

The district will develop procedures for issuing a citation.

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c); failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Children being educated in the home by a parent, guardian or private teacher:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home

schooling. The ESD shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;

- b. Each child being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:

- 1. If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
- 2. If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3;

- c. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-002;
- d. Examinations testing each child shall be from the list of approved examinations from the State Board of Education;
- e. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
- f. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
- g. All costs for the test instrument, administration and scoring are the responsibility of the parent;
- h. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.

- 6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
- 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
- 8. Children excluded from attendance as provided by law.

Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

- 9. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
- 10. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 - 419B.558.

END OF POLICY

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education. 2-3

Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 339.010 - 339.095](#)

[ORS 339.139](#)

[ORS 339.990](#)

[ORS 807.065](#)

[ORS 807.066](#)

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0076](#)

[OAR 581-021-0077](#)