

AGENDA

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS

Public Meeting

Thursday, October 9, 2025 – 6:00 p.m.
Vernonia Schools, 1000 Missouri Avenue, Vernonia, OR 97064

Join Zoom Meeting

<https://us06web.zoom.us/j/82198110130?pwd=upUvqFsgqEPsRVHQ1DtK9uNrOVcS00.1>

Meeting ID: 821 9811 0130

Passcode: 5EYdFs

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

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

REGULAR SESSION

1.0 CALL TO ORDER..... Chair

1.1 Flag Salute

2.0 AGENDA REVIEW Chair

2.1 Action to Approve the Agenda

3.0 PUBLIC COMMENT ON NON-AGENDA ITEMS

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

4.0 BUSINESS REPORTS

4.1 Administrator Reports

4.2 Superintendent Jim Helmen

4.2.1 SIA Annual Update

4.3 Financial Marie Knight

4.4 Maintenance Mark Brown

5.0 BOARD REPORTS / BOARD DEVELOPMENT..... Chair

5.1 Committee Reports

5.1.1 Policy Committee

5.1.2 Safety Committee

5.1.3 Scholarship Committee

6.0 OTHER INFORMATION and DISCUSSION

6.1 Policy Update 1st & 2nd Reading Jim Helmen

JFCEB - Personal Electronic Devices

JFCEB-AR Request for Personal Electronic Devices Exception

6.2 Division 22 Standards Jim Helmen

- 6.3 Class Size / Enrollment Report Jim Helmen
- 6.4 Resolution #2026-01 Jim Helmen
Approving Mid-Year Staff Reductions for the 2025-26 School Year

7.0 **ACTION ITEMS**

- 7.1 **Policy Approval**
I move to approve policy JFCEB – Personal Electronic Devices and JFCEB-AR Request for Personal Electronic Devices Exception as presented and discussed.

- 7.2 **Resolution #2026-01**
I move to approve Resolution #2026-01 approving mid-year staff reductions for the 2025-26 school year as presented and discussed.

8.0 **MONITORING BOARD PERFORMANCE** Chair

- 9.0 **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.

- 9.1 Minutes of the 09-11-25 Regular Meeting
I move to approve the consent agenda as presented.

- 10.0 **OTHER ISSUES** Chair
- 10.1 Agenda Setting Meeting Next Month

11.0 **ADJOURN**Chair

UPCOMING DATES

- October 30, 2025 School Board Workshop – 6:00 p.m.
- November 13, 2025 School Board Meeting at Mist – 6:00 p.m.

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

Oct. 1, 2025

District	K	1	2	3	4	5	6	7	8	9	10	11	12	F/T	Total	F&R	SpEd	
	1																	
Mist Elementary	7	3	5	4	8	5										32	10	3
																31%	9%	
Vernonia Elem.	28	28	26	35	39	28										184	125	40
																68%		
a Family Academy	7	4	8	4	4	4										31		
Elementary Total	42	35	39	43	51	37										247	135	43
																55%	17%	

Vernonia MS															43	53	46								142	87	29
															5	3	8								16	158	55%
Vernonia HS															37	30	32	32	16	147	75	26					
															1	10	12	9	0	32	179	42%	15%				
Total	42	35	39	43	51	37	48	56	54	38	40	44	41	16	584	297	99										
																					51%	17%					

(as of 6/1/25)	570
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VERNONIA AND MIST ELEMENTARY BOARD REPORT

September 11, 2025



"Building Bridges, Clearing Paths"

2025-2026 Goals:

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

Professional Development

During the month of September, professional development focused on Professional Learning Communities (PLCs). As an elementary team, we reviewed the purpose of a PLC, reviewed norms and calibrated the scoring student baseline writing assessments.

On September 24 and 25, Kendra Schlegel provided ECRI training for our new licensed and classified staff. These staff were able to implement the reading routines in their classrooms immediately after the training.

Neilia Solberg, our writing consultant, was here September 28-October 2nd. We conducted learning walks to gather baseline data to those behaviors tied to instructional accountability. We were looking for behaviors such as: teaching students to take 2 column notes, practicing grade level and above fluency passages, annotating text, writing short constructed responses and sentence styling. We were impressed with the quality of instruction happening across our school and teachers being open to feedback to improve their instructional practices.

Denise Rowland has been providing Love and Logic professional development for our classified staff which fosters responsible, respectful and resilient children by using empathy and setting firm, loving boundaries.

The first Monday of each month will be professional development for licensed staff. Our focus will be on implementing best mathematical practices that focus on number sense, fluency and problem solving.

PAX

We have been rolling out the PAX tools during the month of September. The following tools have been introduced:

- PAX Vision
- PAX Voices
- Pax Hands/Feet
- PAX Leader
- PAX Quiet
- Beat the Timer
- Good Behavior Game- Granny Wacky Prizes
- Tootles

Engagement Strategies

We are focusing on using choral response and partner strategies (turn and talk) to increase student engagement across all elementary classrooms. Teachers are

Recent Special Education Updates

Unified Champion School Partnership

I am pleased to share that Vernonia School District has officially joined *Special Olympics Oregon* as a Unified Champion School. This designation reflects our commitment to fostering inclusion and belonging for all students through opportunities that bring together peers with and without disabilities in meaningful ways.

Our initial programming will launch in two areas:

- **VES:** Unified activities will be integrated into PE classes to provide opportunities for all students to learn, play, and grow together through inclusive physical education.
- **VHS:** Student Leadership will pilot Unified projects and activities designed to promote teamwork, understanding, and shared responsibility for building an inclusive school culture.

Unified Champion Schools are recognized for their positive impact on school climate, reducing social barriers and fostering a sense of belonging. Research and school-based experiences show that when students participate in Unified programs, both students with disabilities and their peers without disabilities benefit. Students with disabilities gain friendships, confidence, and leadership opportunities, while their peers gain empathy, perspective, and skills for collaboration across differences. These interactions foster a culture of respect, acceptance, and celebration of diversity.

Our participation also connects Vernonia students with a statewide and national movement. As Unified activities grow, we anticipate expanding into Unified Sports and other inclusive events, providing additional opportunities for students to engage.

This partnership reflects our district's ongoing efforts to create equitable and inclusive environments where all students can thrive academically, socially, and emotionally.

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Jim Helmen-Superintendent
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Review of Policy JFCEB – Personal Electronic Devices

The Vernonia School District has completed a review of Policy JFCEB - Personal Electronic Devices and the associated administrative regulation, JFCEB-AR – Request for Personal Electronic Devices Exception.

Based on guidance received from the Oregon School Boards Association (OSBA), the district is proceeding with first and second readings of these documents to ensure compliance with required timelines. OSBA confirmed that a district may conduct both readings within the same meeting when necessary to meet a specific statutory or administrative deadline.

This policy update is required to be formally adopted by the Board by October 31, 2025. The policy and administrative regulation provide clear guidance on the use of personal electronic devices in district schools and outline the process for requesting exceptions, ensuring consistent application and adherence to district expectations.

By conducting both readings at this time, the Board will meet the required timeline while maintaining transparency and adherence to policy review procedures.

Request for a Reduction in Force Resolution

Board Members,

As you are aware, Vernonia School District is facing a significant budget shortfall in the current 2025–26 school year. Several factors, many outside of our direct control, have converged to create this challenge:

- Repayment of approximately \$700,000 to the Oregon Department of Education due to adjustments in the State School Fund.
- Higher local and timber revenues, which paradoxically reduced our state allocation under the equalization formula by about \$500,000, without allowing for funding adjustments with ODE.
- Transportation reimbursement arrived at 70%, rather than the 80% we had projected and budgeted for, which impacted the district budget by approximately \$250,000
- Declining enrollment (ADM) in 24-25, which has rebounded in 25-26, but directly impacts revenue.
- Volatility in Oregon's funding formula, where enrollment shifts in larger districts ripple down and affect smaller districts like ours.

Taken together, these factors leave us with an unsustainable financial gap. While we continue to

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advocate with OASBO and ODE for corrections, specifically in transportation reimbursement and ADM adjustments, it is clear that immediate steps must be taken to stabilize our budget and protect the district's long-term viability.

We have shared this reality with staff in stand-up meetings this week, outlining both the scope of the problem and the process ahead. Staff were reminded that while none of these conversations are easy, they are necessary if we are to preserve high-quality programming and a safe, supportive learning environment for our students.

Next Steps in the Process

- October 9, 2025: Present updated financial projections to the Board and request adoption of a resolution authorizing a reduction in force (RIF).
- Week of October 13: Convene a small planning group of district leaders and staff to begin reviewing options.
- Week of October 20: Meet with unions, administrators, and department leads to discuss possible reductions.
- Week of October 27: Share proposed changes with all staff and begin notifications for those directly impacted.

Staff input is central to this process. We are providing opportunities for staff to serve on the planning committee, respond to a survey about program priorities, and schedule 1:1 or small-group conversations with district leadership after the October 9 meeting.

Why a RIF Resolution is Necessary

Unfortunately, the scope of this budget shortfall cannot be addressed through small adjustments or operational efficiencies alone. Personnel costs constitute the majority of our budget, and without a RIF resolution, we will lack the legal authority to reduce staffing if it becomes necessary. Passing this resolution does not guarantee that every position listed will be cut; rather, it provides us with the flexibility to act responsibly as enrollment and revenue figures are finalized. If we do not make the necessary staffing adjustments now and wait until the end of the school year, we will face a negative budget of approximately \$300,000. Therefore, VSD currently needs to cut approximately \$700,000 in programming and associated staffing for this school year.

We recognize the human impact of these decisions. If reductions are necessary, they will be carried out with honesty, fairness, and compassion. Our focus will remain on:

- Preserving programs that directly support student learning and well-being.

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- Maintaining compliance with state and federal mandates.
- Prioritizing equity, so reductions do not disproportionately impact focal student groups.

This is a difficult but necessary step to protect the fiscal health of Vernonia School District. I am therefore requesting that the Board adopt a budget resolution authorizing a reduction in force at the October 9 meeting so that we may begin planning with transparency, accuracy, and fairness for both staff and students.

On a positive note, when we first became aware of the financial situation, we engaged the Oregon Association of School Business Officials (OASBO) to conduct a thorough audit of budget and expenditures for the past two years and to provide updated funding projections for the 2026-2027 school year. This step was taken to ensure the district had the strongest fiscal planning and oversight possible, especially given the volatility of the Oregon Fiscal landscape and the broader federal economic uncertainties.

Throughout the extensive review, OASBO examines our financial systems at a microscopic level. At the conclusion of the process, OASBO offered praise for the overall management of our district's finances and planning, which was affirming to hear from an independent third-party review.

ODE SIA Annual Update Review (2024–25)

As part of the Oregon Department of Education's requirements, the Vernonia School District (VSD) has completed its Student Investment Account (SIA) Annual Update for the 2024–25 school year. The review focuses on progress toward longitudinal targets in graduation, attendance, and academic outcomes.

Graduation Outcomes

- The district's four-year graduation rate target for the 2024–25 school year was 78.52%. VSD achieved a rate of 74.36%, with a cohort completer rate of 76.92%, falling short of the target.
- The five-year graduation rate target was 90.30%. VSD exceeded this goal, achieving a 92.86% graduation rate and a 95.24% total cohort completer rate.

The higher five-year completion rate reflects the district's success in providing extended support for students who needed more time to meet requirements. Factors contributing to delayed on-time graduation included credit deficiencies from course failures or mobility, chronic absenteeism, Individualized Education Plans (IEPs) with extended timelines, and life circumstances such as health challenges, family responsibilities, or work obligations.

To address these challenges, the district implemented targeted fifth-year interventions, including:

- Re-engagement efforts to bring students back into school.

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- Credit recovery options through Acellus Gold and Edgenuity.
- Personalized graduation plans tailored to individual student needs.

These supports directly contributed to students achieving success within the five-year window.

Attendance Outcomes

Regular attendance remains one of the most significant predictors of on-time graduation in VSD.

- In 2022–23, 49.0% of students attended less than 90% of the school year.
- In 2023–24, chronic absenteeism improved significantly, dropping to 35.2%, resulting in stronger on-time graduation pathways.
- In 2024–25, however, chronic absenteeism rose again to 44.1%, corresponding with the district's four-year graduation rate falling below target. The district's regular attendance rate was 55.7%, short of the state's benchmark, resulting in 44.3% of students being chronically absent.

Absenteeism was linked to a variety of challenges, including:

- Documented viral illnesses.
- Increased mental health concerns (particularly anxiety and depression).
- Family obligations due to parents commuting long distances for work often leave older siblings responsible for childcare.

The district has taken multiple steps to mitigate these barriers, including:

- Strengthening social-emotional learning (SEL) programming.
- Employing a full-time therapist to support student mental health.
- Establishing a clothing and personal item support program.
- Reinforcing positive engagement through PBIS practices.
- Building resources around healthy student-teacher relationships.

While these efforts have helped many students re-engage, sustained work is needed to reduce chronic absenteeism and improve the four-year graduation rate.

Academic Outcomes

- The 2024–25 ninth-grade on-track target was 71%; VSD outperformed this goal with an 86.5% on-track rate.
- The third-grade proficiency target was 31.3%; VSD exceeded this with an outcome of 36%.

These gains show that early intervention and high school readiness supports are effective and will

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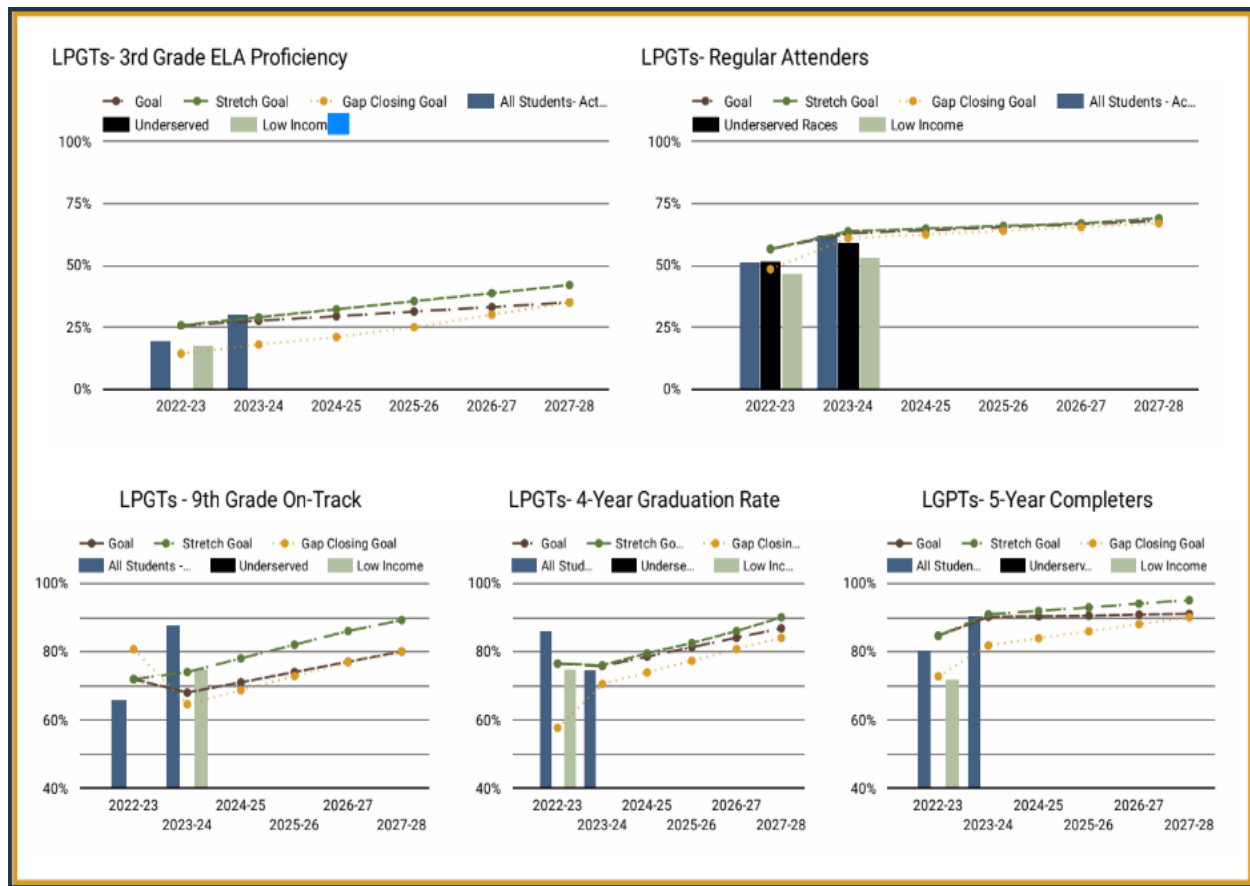
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continue to be prioritized.

VSD met or exceeded all longitudinal SIA targets with the exception of the four-year graduation rate and regular attenders. While chronic absenteeism remains a persistent challenge that directly impacts on-time graduation, the district's success in re-engaging students through targeted fifth-year supports demonstrates the effectiveness of extended pathways. Continued focus on attendance improvement, mental health supports, and family engagement will be critical to strengthening four-year graduation outcomes moving forward.

Please see a graph representation of this information below.

Longitudinal performance Targets set by ODE and VSD



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Vernonia Division 22 Standards have been completed and will be submitted to ODE for approval by November 1st 2025.

Vernonia School District continues to uphold the standards outlined in Oregon Administrative Rules, Division 22, which guide curriculum alignment, instructional resources, assessment practices, and overall program quality.

For the 2024–25 school year, the district met all Division 22 standards across instructional programs, assessments, staffing, and operational practices. The only exception is the adoption of an English Language Arts (ELA) curriculum within the seven-year rotation (OAR 581-022-2310(3)(a)). Due to budget constraints, the district was unable to adopt a new ELA curriculum this cycle. Current materials remain aligned to state standards, and plans are in place to resume the adoption cycle as funding allows.

To ensure compliance, the district will implement a corrective plan that includes:

- A timeline to adopt a new ELA curriculum once funding is available.
- Interim instructional materials and strategies aligned to state standards.
- Professional development for teachers to maximize the use of current materials.
- Vernonia School District remains committed to delivering high-quality, standards-aligned instruction while managing resources responsibly and ensuring equitable learning opportunities for all students.

Statement on the Release of Vernonia School District Report Cards (2024–25)

The Oregon Department of Education has released the 2024–25 School District Report Cards, providing a comprehensive overview of student performance, growth, and outcomes across Vernonia School District. These reports highlight both our achievements and areas for continued improvement, offering valuable insights into how well we are meeting the needs of every student.

Vernonia School District remains committed to transparency and continuous improvement, working toward our 70-70-90 goals. The data shows progress in key areas such as third-grade proficiency and ninth-grade on-track indicators, while also identifying challenges, including four-year graduation rates and chronic absenteeism, which continue to require focused attention.

The district is using these findings to guide instructional decisions, support services, and targeted

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interventions. We are proud of the dedication of our teachers, staff, students, and families in supporting learning and growth, and we remain focused on ensuring that every student has the opportunity to succeed.

Families, staff, and community members can access the full report on the Oregon Department of Education website, and Vernonia School District encourages all stakeholders to review the findings and engage in conversations about strategies to strengthen student outcomes in the year ahead.

Vernonia School District Enrollment Comparison: 2024–25 vs. 2025–26

Vernonia School District's overall enrollment increased from 570 students in 2024–25 to 585 students in 2025–26, representing a modest gain of 15 students districtwide. While overall numbers remained relatively stable, enrollment patterns shifted between grade levels, schools, and programs.

Vernonia Elementary School (VES)

- VES enrollment remained stable, with 185 students in 2025–26 compared to 186 in 2024–25.
- Kindergarten enrollment increased from 25 to 28 students, showing healthy early grade growth.
- Fourth grade saw a sharp increase from 29 to 39 students, the largest single-grade jump at the elementary level.
- Fifth grade decreased significantly from 41 to 28 students, reflecting a smaller incoming cohort.
- Gender distribution at VES in 2025–26 is nearly balanced with 101 males and 84 females.

Vernonia Middle School (VMS)

- Middle school enrollment grew from 130 in 2024–25 to 142 in 2025–26, a net gain of 12 students.
- The largest growth occurred in 7th grade, which increased from 43 to 53 students.
- Sixth grade enrollment declined slightly (47 to 43), while 8th grade grew from 40 to 46 students.
- Overall, VMS shows a strong balance between male (73) and female (69) students.

Vernonia High School (VHS)

- High school enrollment increased from 130 students in 2024–25 to 146 in 2025–26, adding 16 students.
- Ninth grade had a notable increase, growing from 27 to 37 students.
- Enrollment in grades 10–12 remained stable, with each grade hovering around 29–32 students.
- VHS also serves a small number of transition students (5) and exchange students (11), adding to

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the total.

- The high school's gender distribution reflects a slight male majority (79 males, 64 females).

Vernonia Family Academy (VFA – Online Program)

- VFA enrollment declined from 93 students in 2024–25 to 80 students in 2025–26.
- The decrease is most evident at the high school level, where enrollment dropped from 51 to 32 students.
- Elementary VFA enrollment, however, increased slightly (27 to 31 students), showing continued interest in online learning for younger students.
- Overall, VFA enrollment trends suggest families of older students are shifting back to traditional in-person schooling.

Mist Elementary

- Mist's enrollment remained stable with 32 students in 2025–26 compared to 31 in 2024–25.
- Grade-level numbers are consistent, with small class sizes ranging from 3–8 students per grade.
- Gender balance is evenly split (16 males, 16 females).

Districtwide Trends

- District Total: Enrollment grew from 570 to 585 students (+15).
- The most significant increases were at VHS (+16) and VMS (+12), suggesting stronger retention at the secondary level.
- VES remained flat overall, though individual grades fluctuated.
- VFA declined (-13), reflecting fewer students choosing fully online learning in 2025–26.
- Mist remained steady (+1) with consistently small, balanced cohorts.

Across the district, the trends indicate that growth is being driven primarily by increases at the middle and high school levels, while elementary enrollment remains steady with fluctuations between individual grades. Online program enrollment is declining, particularly in upper grades, while small, consistent cohorts continue at Mist Elementary. Districtwide, gender distribution remains balanced, with 303 males and 279 females.

These enrollment trends provide valuable insight for resource allocation, staffing, and planning as we continue to ensure that Vernonia School District meets the academic and social-emotional needs of all students across every school and program.

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Jim Helmen-Superintendent

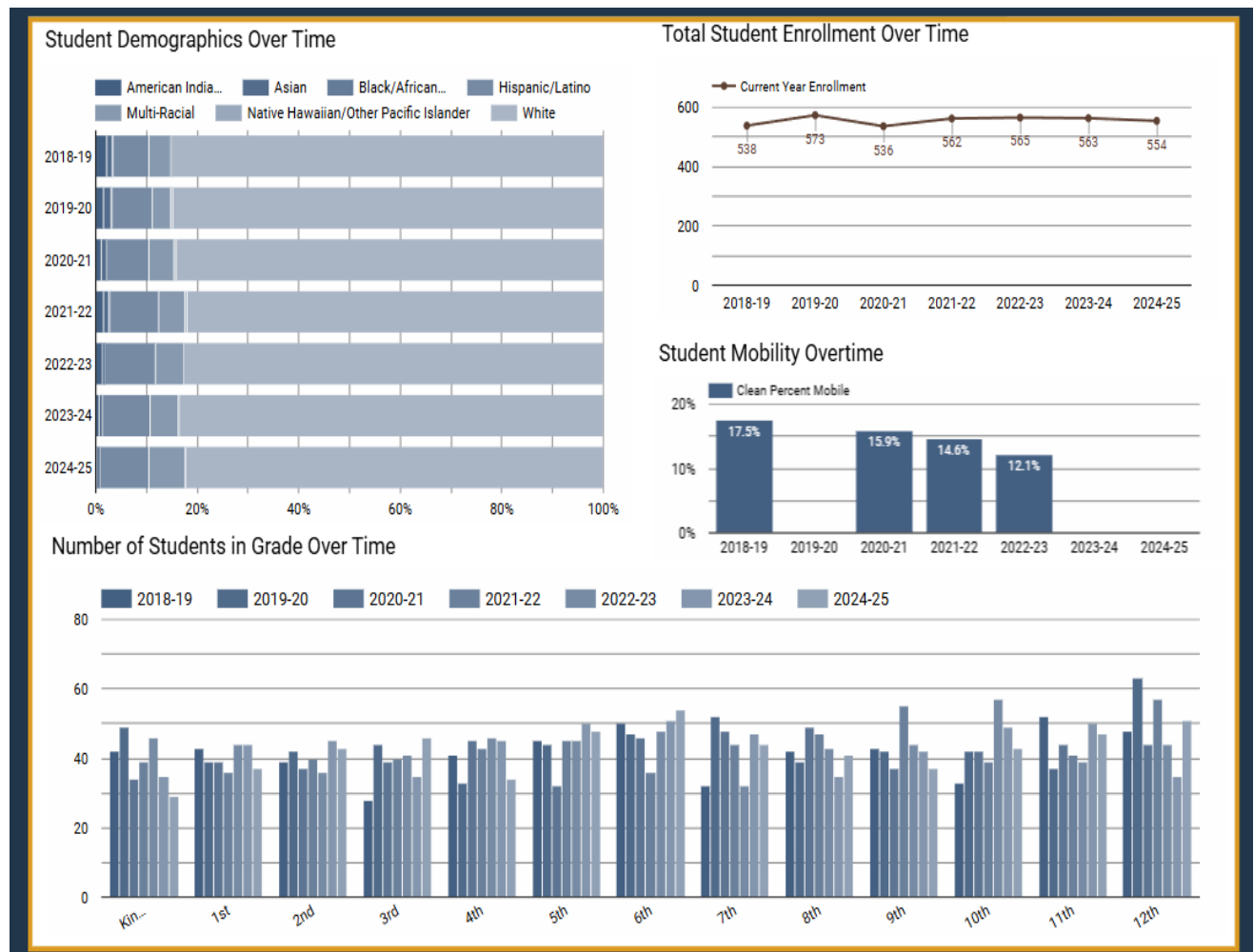
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Attendance data from 2018-2019



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OREGON
DEPARTMENT OF
EDUCATION

Identifier	Annual Response Question	2023-24 Annual Progress Reflection	2024-25 Annual Progress Reflection
AR1	As you review your progress markers/overall reflection responses and the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	VSD's 4-year Graduation Rate Target was 75.76%, and it was met at 86%. The 5-year Cohort Completion Target was 90.10% but was not met at 85%. The 3rd Grade Proficiency Target was 88%, and it was exceeded by 88%. The 3rd Grade Proficiency Target was 27.80%, and it was met at 30%. Additionally, the Regular Attenders Target was 62.90%, and it was just met at 63%. Surpassing the 4-year Graduation Rate target (86% vs. 75.76%) reflects substantial strides in supporting students through high school. Meeting the 9th Grade On-Track target (88% vs. 89%) suggests that interventions for freshman success are effective, particularly for local and bilingual students. Meeting the 3rd Grade Proficiency (90% vs. 27.80%) and Regular Attenders (63% vs. 62.90%) targets shows steady improvement in early literacy and attendance.	VSD exceeded the 4-year grad rate target for 24-25 was 78.65%, 24-25 4-year grad rate was 74.38% and cohort completion rate was 85.92%. The 5-year cohort completion rate was 90.30%, 24-25 cohort completion rate was 92.86% and cohort completion rate was 95.24%. The higher fifth-year graduation rate reflects the success of extended support for seniors who needed more time to meet requirements. Several factors contributed to this outcome. Some students entered their senior year behind in credits due to missed assignments, and the district provided targeted support to help them catch up. Additionally, the district implemented Individualized Education Plans (IEPs) that called for a modified schedule, naturally extending their timeline for earning a diploma. Chronic absenteeism also played a role, as missing significant instructional time delayed credit accumulation. In addition, life events, such as family moves or health issues, disrupted students' progress. To address these challenges, the district implemented several strategies. First, it provided targeted interventions during the fifth year, including re-engagement efforts, credit recovery programs like Acellus Gold/ Edgenuity and personalized graduation plans, provided the necessary support for students to graduate.
AR2	Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	While the 5-year Cohort Completion rate (89% vs. 90.10%) fell short, VSD's increase in on-track rates indicates future potential for strategic implementation: Equity: Equity and data-driven strategies, such as the ELIS organ data suite and targeted scheduling for 9th-grade courses, have directly enhanced performance outcomes. The use of Professional Learning Communities (PLCs), study circles, and community engagement ensures a collaborative approach to problem-solving and continuous improvement. Commitment to Equity: By prioritizing equitable resource allocation and ongoing assessment of policies, VSD is creating an environment where all students can thrive academically, socially, and emotionally. Vernonia School District's efforts created a foundation for sustained improvement, as demonstrated by increased graduation rates, on-track student success, and effective use of comprehensive assessment systems. These outcomes highlight VSD's progress in addressing educational challenges and ensuring student success, ensuring steady movement toward achieving and surpassing long-term performance growth targets. Although Vernonia School District (VSD) has successfully achieved its growth goals, challenges persist in significantly reducing chronic absenteeism. Data suggests that family engagement expectations and cultural norms significantly influence attendance patterns, with some families prioritizing other responsibilities over consistent school attendance. Furthermore, a portion of families faces barriers to attending school, such as limited transportation, financial constraints, and competing work schedules. Addressing these challenges requires a multi-faceted approach, focusing on both cultural engagement and logistical support. VSD is committed to addressing these challenges, prioritizing a strong emphasis on enhancing family engagement initiatives and providing counseling offerings in career and technical education (CTE) and elective programs. These efforts aim to inspire students by providing meaningful opportunities to explore future pathways and align their education with career aspirations. Additionally, mental health and social-emotional challenges contribute to absenteeism. Some students may avoid attending school due to anxiety or fear of judgment in a close-knit community environment. Recognizing this, VSD is committed to fostering a supportive and inclusive culture that prioritizes student wellness, equity, and engagement.	The Vernonia School District, with a total student population of 531, maintained a 55.7% regular attendance rate in 2024-25, leaving 44.3% of its students chronically absent. Chronic absenteeism continues to have a direct and measurable impact on graduation outcomes in the district. In 2022-23, 49.0% of students attended less than 90% of the school year, meaning nearly half of the student body was at risk of falling behind academically. This high level of absenteeism contributed to lower four-year graduation rates, as students who miss significant instructional time often struggle to earn required credits on schedule. In 2023-24, chronic absenteeism improved significantly, dropping to 35.2%, which corresponded with stronger pathways to on-time graduation. This improvement was largely due to targeted interventions, including increased communication with families, providing transportation support, and offering flexible learning options. These efforts resulted in a four-year graduation rate of 44.1%, a meaningful improvement from the previous year's 41.1% graduation rate, indicating that the district's four-year graduation rate is falling below its target (74.38% vs. 78.52%). Despite this, the five-year graduation rate slipped to 92.86%, surpassing the 90.30% target. This demonstrates that while many students did not graduate on time due to attendance-related credit deficits, the district successfully re-engaged them through targeted support, credit recovery programs, and personalized graduation plans. Addressing chronic absenteeism requires ongoing efforts to remove barriers that keep students from school. A significant portion of absences in 2024-25 was linked to documented viral illnesses, increasing mental health concerns, particularly anxiety and depression, and family challenges. The district is committed to addressing these issues through various strategies, such as providing mental health services, offering counseling, and providing support for families, which may help reduce the number of absences in the future. Additionally, the district is working to address the needs of the community, often leaving older siblings responsible for younger ones, resulting in missed school days. The district has implemented strong social-emotional learning (SEL) programming, hired a full-time therapist, created a clothing and personal item support program, and reinforced positive student engagement through PBIS practices and resources on healthy student-teacher relationships. These measures have proven effective in helping students re-engage; however, sustained efforts are needed to address the root causes of absenteeism and improve year-over-year graduation rates and reducing reliance on extended graduation timelines. 4 and 5-year graduation cohorts listed above. 2024-25 ninth-grade on-track target was 71%, with the exception of 14 year 5 students who were 86.5%. 3rd grade proficiency target was 31.3% and VSD outcome was 36%. VSD met all longitudinal targets with the exception of 14 year 5 students and regular attenders.
AR3	2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy are needed to meet targets. Include specific metrics and target types in your reflection.	An increase in students meeting proficiency in ELIS Smarter Balanced Outcomes for grades 7 (22%-45%), grade 8 (19%-20%), and grade 9 (19%-20%). An increase in students meeting proficiency in Math Smarter Balanced Outcomes for grades 7 (15%-24%), grade 8 (14%-15%), and grade 9 (19%-17%). Science in 8th grade, 10%-26% of students met proficiency. 3rd Reading 68% of students met proficiency. 4th Reading 68% of students met proficiency. 5th Reading 68% of students met proficiency. 6th Reading 68% of students met proficiency. 7th Reading 68% of students met proficiency. 8th Reading 68% of students met proficiency. 9th Reading 68% of students met proficiency. 10th Reading 68% of students met proficiency. 11th Reading 68% of students met proficiency. 12th Reading 68% of students met proficiency. 13th Reading 68% of students met proficiency. 14th Reading 68% of students met proficiency. 15th Reading 68% of students met proficiency. 16th Reading 68% of students met proficiency. 17th Reading 68% of students met proficiency. 18th Reading 68% of students met proficiency. 19th Reading 68% of students met proficiency. 20th Reading 68% of students met proficiency. 21st Reading 68% of students met proficiency. 22nd Reading 68% of students met proficiency. 23rd Reading 68% of students 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memo

Vernonia School District 47J

To: Vernonia School District Board of Directors, Superintendent Jim Helmem
From: Marie Knight
Date: 10/9/2025
Re: October 2025 Financial Information

Comments:

There is no general fund report in the packet this month. Superintendent Helmen and I will be doing a financial presentation at the school board meeting.

An updated report on Associated Student Body accounts will be provided at the meeting.

Thanks!

-Marie Knight

Business Manager, Vernonia School District 47J

September 2025 Maintenance Report

Alarm Related Calls:

26

Facility Use:

Board meeting, after school program, stadium meetings, fall sports,

Projects/Work for the Month

*Board report.

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

*Helping support staff as they came back, moving items around for them, getting additional chairs, adjusting tables etc.

*Mist: We have been delivering lunches and doing our best to cover basic custodial needs. We did get out to get the school ready for its open house. Repaired the urinal and two toilets.

*Grounds: Mowing, trying to keep the weeds. grass at bay.

*Repaired blue hall restrooms again. Looks like a vape got flushed again. Currently is operational. Will see if it stays clear.

*Vector training:completed

*Talked with the vendor about moving the gas line in the shop to hook up the forge directly. To eliminate filling the propane tanks.

*Pick up a mower at Mlst to complete the last of the mowing here on the football field. Other mowers are down or in the shop for service.

*Change filters in the RT2 unit above the art room.

*cleared toilets in the blue hall bathroom. Another obstruction flushed .

*Adjust lighting schedules

*Fix flag in small gym

*fix banner in large gym

*Replace filters in bottle filling stations

*Repair gym door basement

*Reset art room pump systems

*Put new radios in the system, distribute. work on old ones with issues.

*Fire marshall follow up on inspection... all good.

*Repaired several hand washing stations.

*Parts run to Hillsboro Fergusson's

*green house inspections/winterize

*repaired classroom lock 147

*Biomass boiler prefire.

*Installed safety covers in SLC

*change filter in condenser boiler

Weekly/Monthly

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

Miscellaneous:

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

Vandalism:

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

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403

OSBA Model Sample Policy

Code: JFCEB

Adopted:

Personal Electronic Devices */**

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student [possession or] use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)¹.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.^[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;³
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.⁵

Personal electronic devices [must be placed in district-provided pouches or storage] [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing] [may be stored on the student’s person, but may not be used] during regular instructional hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [detention, a change to storage requirements, etc. {⁶}]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ [Steps may include:

1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be temporarily confiscated and held and the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.{⁸}

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that support academic activities and independent communications¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

⁶ {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}

⁷ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁸ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

⁹ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed [\[with the superintendent\]](#) [\[in accordance with KL-AR\(1\) – Public Complaint Procedure\]](#).

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on January 1, 2026.]

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

OSBA Model Administrative Regulation

Code: JFCEB-AR
Revised/Reviewed:

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the [principal]:

Name of student: _____ Grade: _____

School: _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- ☐ In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- ☐ Accommodate the individual circumstances of the student;
- ☐ Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

Duration for requested exemption: _____¹

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

For Completion by School Administration

Request: ☐ Granted Expiration of exemption: _____
☐ Denied Reason for denial: _____

¹ The maximum duration of an exemption is [one year] [the end of the current school year] [the end of the student's enrollment at this school].

☐ More information needed. Please submit by [date] for reconsideration.

Signed: _____ Date: _____

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within [10] school days of receipt and can be appealed to the [superintendent] within 10 days of issuance. The [superintendent's] decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. [Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy (Placed Synergy System);
6. Exemptions should minimize disruption to other students, staff and the educational environment.]

Personal Electronic Devices */**

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1. The student’s medical provider’s order for the care and treatment of a medical condition;²
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);³
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within 10 school days.⁴

Personal electronic devices may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion). However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁵ Steps may include:

¹ [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

² JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

³ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁴ JFCEB-AR must be submitted to the building administrator.

⁵ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
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3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: If noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.{6}

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

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Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

This policy takes effect on January 1, 2026.

⁶ {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

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⁸ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Vernonia School District 47J

Code: JFCEB-AR
Adopted: 10/09/25
Revised: .
Orig. Code(s): JFCEB-AR

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal:

Name of student: _____ Grade: _____

School: _____

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This request is:

- ☐ In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- ☐ Accommodate the individual circumstances of the student;
- ☐ Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

Duration for requested exemption: _____¹

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

For Completion by School Administration

Request: ☐ Granted Expiration of exemption: _____

¹ The maximum duration of an exemption is [one year] [the end of the current school year] [the end of the student's enrollment at this school].

☐ Denied Reason for denial: _____

☐ More information needed. Please submit by [date] for reconsideration.

Signed: _____ Date: _____

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within 10 school days of receipt and can be appealed to the superintendent within 10 days of issuance. The superintendent's decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

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1. Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy (Placed Synergy System);
6. Exemptions should minimize disruption to other students, staff and the educational environment.



Vernonia School District School Board Resolution

Resolution No. 2026-01

A Resolution Approving Mid-Year Staff Reductions for the 2025–2026 School Year

Whereas, the Vernonia School District is required to maintain fiscal responsibility and adjust staffing to meet budgetary constraints and program needs;

Whereas, the Superintendent has determined that a reduction in staff positions is necessary due to budget shortfall and program adjustments;

Whereas, Article 29 of the Vernonia Education Association (VEA) Collective Bargaining Agreement (CBA) governs layoffs, transfers, and recall procedures;

Now, Therefore, Be It Resolved, that:

1. The Board of Directors approves the recommended reduction in staff positions as presented by the Superintendent.
2. The Superintendent is authorized to implement the staff reductions in accordance with Article 29 of the VEA CBA, including:
 - Providing required written notices to affected employees and the Association;
 - Offering transfer opportunities and following competence, merit, and seniority considerations;
 - Administering recall procedures for affected employees.
3. The Board directs the Superintendent to report back to the Board on the implementation of these reductions as appropriate.

Adopted this 9th day of October, 2025.

Board Chair

Superintendent

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Regular Meeting – September 11, 2025 Vernonia Schools Library, 1000 Missouri Avenue, Vernonia

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order at 6:00 p.m. by Greg Kintz, Board Chair. MEETING CALLED TO ORDER
- Board Present:** Greg Kintz, Amy Cieloha, Lisa Curry, Javoss McGuire, Joan Jones, and Tony Holmes, BOARD PRESENT
- Board Absent:** Alicia Mahoney BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, Middle and High School Principal; Michelle Eagleson, Elementary Principal; Barb Carr, Administrative Assistant; and Kendra Schlegel, and Brett Costley, Licensed Staff. STAFF PRESENT
- Visitors Present:** Scott Laird, Amanda Sicard, and Tiffany McTaggart. VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** Lisa Curry moved to approve the agenda as presented. Amy Cieloha seconded the motion. Motion passed unanimously with those in attendance. AGENDA REVIEW
- 3.0 PUBLIC COMMENT ON AGENDA and NON-AGENDA ITEMS:** Amanda Rose Sicard commented on the K-2 play area drinking fountain not working. Mr. Helmen stated he would get back in touch with her. PUBLIC COMMENT
- 4.0 BUSINESS REPORTS:**
- 4.1 Administrator Reports:** All Administrator reports were provided to the Board prior to the meeting. ADMINISTRATOR REPORTS
- Mr. Underwood spoke to the cell phone ban and being pleasantly surprised at how well it's been going. Students are talking and are engaged with each other. He has had staff bring eight phones to him and the students didn't argue or give him a hard time. Parents have been supportive when he has called them.
- Lisa Curry asked Mr. Helmen about potential legal ramifications surrounding the list of consequences for not adhering to cell phone guidelines. Everything has been vetted with District legal counsel and is acceptable, according to Mr. Helmen.
- 4.2 Superintendent Report:** The Superintendent report was provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- Mr. Helmen provided an update on the Continuous Improvement Plan (CIP) for the District. It is a requirement that the District review the plan every 4 years or if drastic changes to the plan occur. This year the District is focusing on 1) High quality instruction 2) Student engagement 3) Consistent behavior systems and 4) Effective Professional Learning Teams. Last year the District struggled with attendance and there is a continued focus on getting kids to attend more regularly.
- Mr. Helmen's recent article in the newspaper, Vernonia's Voice, provided a lot of information. His goal is transparency. The District is being conservative in our financial outlook. Many Districts are financially struggling. The hit will come for VSD at some point. We are not immune.
- 4.3 Financial Report:** Marie Knight's financial report was provided to the board prior to the meeting. According to Marie, her report contains mostly estimates as it is still early in the year. She is still working to get everything set up for payroll. Lisa Curry asked about \$190K in expenditures? According to Marie, this is the District's liability insurance for the year. FINANCIAL REPORT

4.4	Maintenance Report: Mark Brown's report was provided to the Board prior to the meeting. According to Mr. Helmen, Mark Brown is looking at bids for what the cost would be to go into Mist and replace the internal components of all toilets, or maybe even a full system replacement. They feel this is the reason for the water issue. Porta pottys are going to be onsite in case there is a need but so far this year there has not been an issue with running out of water. Columbia County states there is no issue of the water table being impacted by well drilling. Discussion was held on the vandalism at the Football concession stand. There are gravel scratches on the counter top finish. Amy Cieloha asked for care to be given to the baseball / softball fields. Greg Kintz stated the lines on the football field need to be done again. It is hard to see them.	MAINTENANCE REPORT
5.0	BOARD REPORTS/ BOARD DEVELOPMENT:	
	5.1 Committee Reports:	COMMITTEE UPDATES
	5.1.1 Policy Committee: Jim Helmen stated that he has read through the latest updates from OSBA. He will set up a meeting with the policy committee. OSBA is still working on a draft cell phone policy and will send out to Districts as soon as it is ready. This new policy needs to be adopted by the end of October.	POLICY COMMITTEE
	5.1.2 Safety Committee: Amy Cieloha shared a brief recap of the recently held safety committee meeting. She was unclear as to why another committee specifically for students needs to be created. According to Marie Knight, the committee learned that they were not operating correctly. The required OSHA safety committee is for staff only. The committee therefore wants to develop a student-focused committee.	SAFETY COMMITTEE
	5.1.3 Scholarship Committee: The committee will meeting for a workshop on October 30 starting at 6:00 p.m. to review the current scholarship description, criteria and scoring sheets. This information will be provided to committee members prior to the meeting for review.	SCHOLARSHIP COMMITTEE
6.0	OTHER INFORMATION and DISCUSSION	
	6.1 Superintendent / Board Operating Agreement: Jim Helmen shared that this document was reviewed and discussed at the last meeting. Board member names have been updated. Discussion was held.	SUPERINTENDENT / BOARD OPERATING AGREEMENT REVIEWED
	6.2 Board Meeting Schedule Adjustment: Greg Kintz requested that a discussion be held on the October school board meeting. It is taking place during VHS Homecoming week and there is a volleyball game that night. After discussion it was the consensus of the board to move the October 9th meeting from Mist into Vernonia and hold the November meeting at Mist instead.	BOARD MEETING SCHEDULE ADJUSTMENT DISCUSSED
7.0	ACTION ITEMS	
	7.1 Superintendent / Board Operating Agreement: Javoss McGuire moved to approve the superintendent/Board Operating Agreement as amended and discussed. Amy Cieloha seconded the motion. Motion passed unanimously with those in attendance.	SUPERINTENDENT / BOARD OPERATING AGREEMENT APPROVED
	7.2 Board Meeting Schedule Change: Lisa Curry moved to adjust the School Board Meeting Schedule by moving the October 9th meeting to Vernonia and the November 13 meeting to Mist and adding an October 30th workshop starting as 6:00 p.m. as discussed. Tony Holmes seconded the motion. Motion passed unanimously with those in attendance.	BOARD MEETING MEETING SCHEDULE ADJUSTMENT APPROVED
8.0	MONITORING BOARD PERFORMANCE: Greg Kintz shared that he sends out ORED news to the Board. OSBA will hold a regional meeting on September 29th at ESD offices in Astoria. Board members were asked to let Greg know if they wish to attend. Greg also updated the Board on business of OSBA relating to a real estate transaction and OSBA employees unionizing.	MONITORING BOARD PERFORMANCE
9.0	CONSENT AGENDA:	CONSENT AGENDA
	9.1 Minutes of 08/14/2025 Workshop and Regular Meeting. Javoss McGuire moved to approve the consent agenda as presented. Amy Cieloha seconded the	CONSENT AGENDA

motion. Motion passed unanimously with those in attendance.

APPROVED

10.0 OTHER ISSUES:

OTHER ISSUES

Javoss McGuire will join Greg Kitnz and Jim Helmen for October's agenda setting meeting on Wednesday October 1st at 5:00 pm.

Amy Cieloha read a personal letter stating that she asks and has always asked alot of questions at board meetings. She is using her voice for herself and others.

11.0 UPCOMING DATES:

October 9, 2025 – Board Meeting 6:00 p.m. Joanie Jones indicated she is unable to attend.

12.0 MEETING ADJOURNED at 7:07 p.m.

ADJOURNED

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

Board Chair

District Clerk