

AGENDA

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS

Public Meeting

Thursday, January 12, 2023 – 6:00 p.m.

Vernonia Schools, 1000 Missouri Avenue, Vernonia, OR 97064

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

1.1 Flag Salute

2.0 AGENDA REVIEWChair

2.1 Action to Approve the Agenda

3.0 PUBLIC COMMENT ON AGENDA & NON-AGENDA ITEMS

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

4.0 SHOWCASING OF SCHOOLS

4.1 Administrator ReportsAdministration

5.0 BUSINESS REPORTS

5.1 SuperintendentJim Helmen

5.1.1 Strategic Plan Update

5.2 FinancialMarie Knight

5.3 MaintenanceMark Brown

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

6.1 Committee Reports

6.1.1 Policy Committee – set meeting date

7.0 OTHER INFORMATION and DISCUSSION

7.1 Staff Retirement NoticesJim Helmen

7.2 Policy Updates – 1st ReadingJim Helmen

AC – Nondiscrimination

AC-AR Discrimination Complaint Procedure

BBAA – Individual Board Member’s Authority and Responsibilities

BD/BDA – Board Meetings

BDDH - Public Comment at Board Meetings

BDDH-AR - Public Comment at Board Meetings

CM – Compliance and Reporting on Standards

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

7.3Athletic Coop Agreement..... Jim Helmen

8.0 ACTION ITEMS

8.1 Retirement

I move to accept the retirement of Jim Krahn effective Jan. 6, 2023 and Rachel Wilson, effective Jan. 19, 2023

8.2 Athletic Coop Agreement

I move to accept the athletic coop agreement with Banks High School.

9.0 MONITORING BOARD PERFORMANCE.....Chair

10.0 CONSENT AGENDAChair

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

10.1 Minutes of the 12/0822 Regular Meeting

I move to approve the consent agenda as presented.

11.0 OTHER ISSUES..... Chair

12.0 ADJOURN.....Chair

UPCOMING DATES

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

January 19, 2023

Workshop 5:30 p.m. – Data Dive

February 9, 2023

Board Meeting 6:00 p.m.

Vernonia School District 47J

Jan. 1, 2023

	K	1	2	3	4	5	6	7	8	9	10	11	12	FE	Total	F&R	SpEd		
District																2			
Mist Elementary	5	7	4	5	5	5											31	3	3
																	10%	10%	
Vernonia Elem.	33	29	26	32	38	36											194	106	40
a Family Academy	5	7	5	5	4	6											32		
																226	47%	18%	
Elementary Total	43	43	35	42	47	47											257	109	43
																	42%	17%	

Vernonia MS							40	20	36						96	53	14	
l. Family Academy							7	13	8						28			
																124	43%	11%
Vernonia HS									38	42	25	29	5	139	57	30		
										6	12	11	11	0	40			
																179		
																	32%	17%
Total	43	43	35	42	47	47	47	33	44	44	54	36	40	5	560	219	89	
																	39%	16%

(as of 6/1/21) 559

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

VERNONIA AND MIST ELEMENTARY BOARD REPORT

January 12, 2023



"Building Bridges, Clearing Paths"

New Staff

Welcome to our new staff member, Jenessa MacDonald, 4th grade teacher. We are excited to have her join our team!

Student of the Month Assemblies

Congratulations to our November Student of the Month students.

- Sofia Abrams- Mrs. Ash (Kindergarten)
- Silas Caba- Ms. Wall (Kindergarten)
- Logan Schmidlin- Mrs. Myatt (1st Grade)
- Meadow White- Ms. Stavens (1st Grade)
- Charlotte Contreras- Ms. Adkins (2nd Grade)
- Chase McManus- Ms. Adkins (2nd Grade)
- Brayden Tripp- Ms. Roberts (3rd Grade)
- Jordan Busch- Mrs. McLeod (3rd Grade)
- Joey Roady- Ms. White (4th Grade)
- Ayden Brunswick- Miss Johnston (4th Grade)
- Luke Coburn- Mr. Falkowski (5th Grade)
- Tristy Turner- Mr. Hunt (5th Grade)
- Andrew Forrest- Mr. James
- Rory Budge- Mrs. Avy (K-2 Mist)
- Tyler Bryson- Mrs. Wilmoth (3rd-5th Grade Mist)

PLCs (Professional Learning Communities)

The elementary staff participated in professional development on high leverage instructional strategies in December. To practice the strategy of partners, licensed staff created gingerbread houses. The winning team will have their class covered for 20 minutes by Mrs. Eagleson and Mrs. Schlegel.

PBIS

Our elementary staff continue to teach and reteach the schoolwide behaviors to create a positive learning environment for all students. Congratulations to Mrs. McLeod's and Ms. Stavens' class for earning the most gold coins for following the hallway expectations!

Winter Acadience Testing

The winter Acadience benchmark testing (reading) is almost complete and staff will be analyzing the data and making decisions about core reading instruction in the next few weeks.



**January 2023
VHS/VMS
Board Report**

Greetings Board!

December's Board Report is primarily focused on what has transpired since the last meeting,




however it is quite short as we all were on a much needed Winger Break!

Highlights/upcoming since last meeting:

- Mrs. Peterson and the **Vernonia Music Program** performed for a sold-out audience in December. The students did a wonderful job and looked great to boot!
- **Community Input Forum:** This event was well attended and very informative. It was an authentic discussion of the direction of the District, with all able to share their Big Ideas and Take-Aways. I am excited to be part of this and kudos to Mr. Helmen and the Board. Particularly impressive and exciting is plans for Vernonia's **CTE Program**.
- We welcome Sawyer James Nelson (son of HS Math Teacher Alexis Scott) to Logger Nation!



Congratulations!!

- **HS Winter Festival Activities** are going on starting January 5 and ending at **Winter Formal**: Saturday the 14th at the Scout Cabin. These events are hosted by **ASB Leadership** and the **Class of 2025**.
- The second round (grades 6-9) and first (grades 10-11) of **STAR Reading and Math Assessments** will happen this month. This will provide teachers with realtime data to inform instruction.
- **Professional Development**: Administration and teacher leaders are planning for the next full-day professional development day, Wednesday January 25th
- The final day of **Semester 1/Quarter 2** will be February 2, with a No School Grading Day to follow on February 3
- Welcome to **Raynett (Rae) Mann**, recently hired to assist in the SLC (Structured Learning Center). Rae has been a fine addition to LoggerNation!
- The HS is moving forward with a **Fire Science** class Semester 2, and the PBL (Project Based Learning Class) has been receiving some Sign Language Instruction.
- **MS Girls Basketball** season started on January 3, with coaches **Justin Ward** and **Iwa Leininger**
-  in the playoffs for the first time since 2028!

HAVE A GREAT WEEK LOGGER NATION!



"Building Bridges, Clearing Paths"

Vernonia Schools Board Report

Rachel Wilson - Vice-principal

January 2023

UPDATES:

1. **Data:** Little change due to Winter Break so not included this month
2. **Attendance:**
 - a. No update: Attendance Team w/NWRESD.
 - b. No update: Elementary has started an Attendance team to address elementary needs.
 - c. Efforts increased to curb students off campus during closed campus lunch
3. **Positive Referral System/ Recognition: TBD**
 - a. NO update at this time (Consider: Synergy data as all goes through Synergy).
4. **Safety Committee involvement:**
 - a. December's drill was a HOLD (not Lockdown as stated in November report). As with all drills, we followed with a building evacuation.
 - b. Next drill is also a HOLD scheduled for January 9 @ 9:00 am.
 - c. The Behavioral Safety Assessment team is planning to meet before the end of the month (Justin Ward, Pete Weisel, Jamie Hamsa, Rachel Wilson).
 - i. Initial meeting will review what members learned at the trainings and make plans to move forward with the resources provided)
5. **Student Handbook update:**
 - a. N/A at this time.
6. **School Culture and Climate:**
 - a. Have not been attending NWRESD sessions.
7. **Tier 3 Classroom (elementary):**
 - a. James Helmen, classroom teacher, worked hard over break to secure the online course work to be used in the Tier 3 classroom and all students have been using upon first day back from break. The program being used is ORVED (Oregon Virtual Education). More information can be found at:
<https://www.nwresd.org/departments/cascade-technology-alliance/orved-online-curriculum>
 - i. There will also be opportunity for students to work on ORVED at home as a supplement to in class, when unable to complete daily assignments at school, or at parent's request to see what their child is working on.
 - b. Students continue to feel positive about their classroom.

- c. IAs Camrin Eyrrick, Victoria Leonetti, and Jenn Schram continue to be a fantastic resource for this program as it continues to mold and take shape.

8. Q&A:

VSD Special Education Report
January 2023

The special education report for January includes data recently released from ODE. This data reflects prior school years, currently through 2021-2022. These numbers give a picture of how many students we serve, the scope of disabilities we see in our population, and the settings in which we serve our students in special education.

Federal placement refers to the variety of settings in which students spend their day at school. Most of our special education students are in the general education classroom (also called the regular classroom) for the majority of the school day, 80% or more. Approximately 18% of our students are in the general education classroom a moderate amount of time, between 40% - 79% of the school day. About 5% of our students spend less than 40% of the school day in the regular classroom, and 2% are placed in separate, specialized schools.

IDEA requires school districts to serve students with disabilities in the “least restrictive environment.” This means students who receive special education services should spend the school day in the most typical setting in which they can learn and make progress. However a small number of our students need more support than can be provided in the regular classroom. For these students, spending a greater amount of time in a separate classroom becomes the least restrictive environment *for them*. Our district did not meet state targets in two areas last year, but we do ensure that our students are served in the least restrictive environment to meet their individual needs. Shifts in these data points year to year may reflect incoming kindergarten students, students who move in from other schools, those who graduated, and instances in which individual IEP teams made adjustments for specific students.

Report attached.

Federal Placement (B5)



Indicator: Federal Placement (B5)

headed Cells: Districts should focus their self-analysis on the cells highlighted in orange. Orange highlighting indicates the agency is flagged when the percentage of IDEA eligible students in any of the three reporting categories does not meet the following state established thresholds:

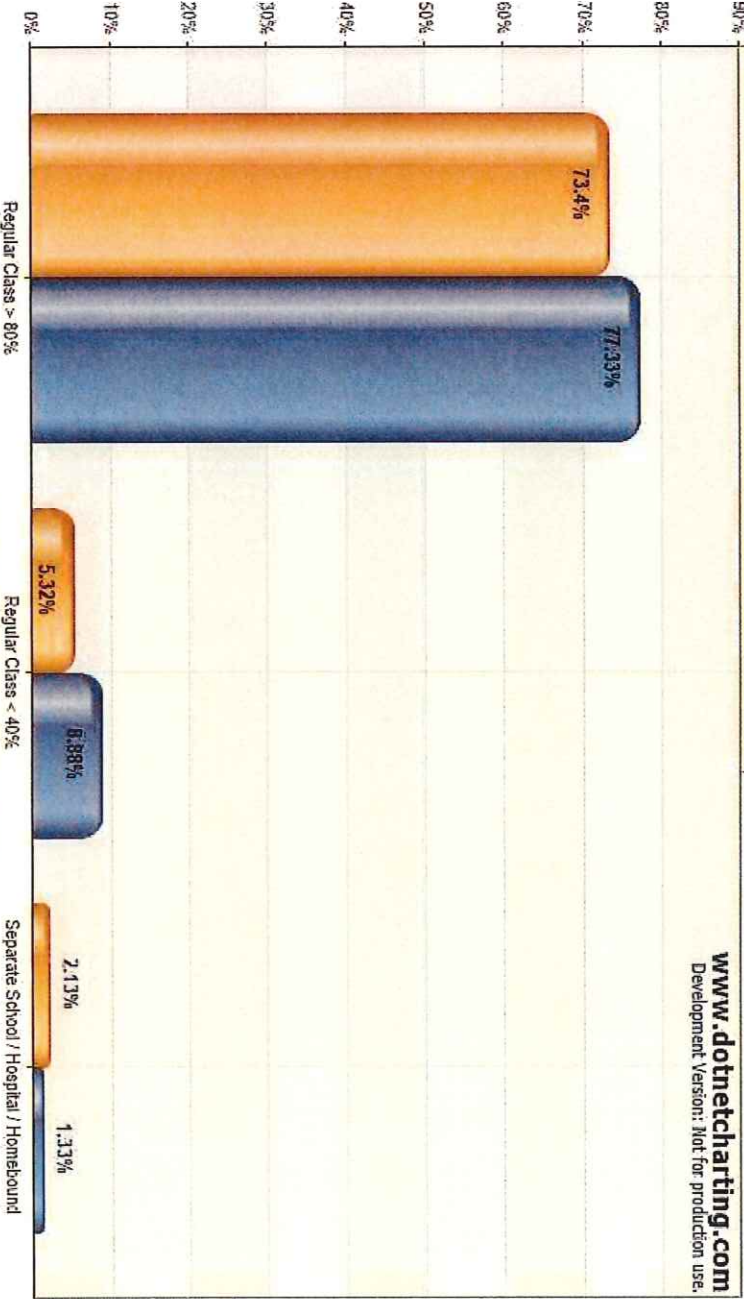
- **76% of children (or more)** with IEPs are included in the regular class at least 80% of the day while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.
- **9.00% of children (or less)** with IEPs are included in the regular less than 40% of the day while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.
- **1.7% of children (or less)** with IEPs are served in public or private separate schools, residential placements, or homebound and hospital placements; while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.

If you have any questions, please reach out to your School District Support Specialist.

Indicator Data

Vernonia SD
Percent of Special Education Students by Federal Placement Code

www.dotnetcharting.com
Development Version: Not for production use.



For more information visit: <http://www.dotnetcharting.com>

Number and Percent of Special Education Students by Placement (Age K5 - 21 except as noted)

	Regular Class > 80%	Regular Class 40-79%	Regular Class < 40%	Separate School / Hospital / Homebound	Private School Parent Placed / Home School	Corrections	Total							
	#	%	#	%	#	%	#							
EA 2021-22	69	73.40%	17	18.09%	5	5.32%	2	2.13%	1	1.06%	0	0.00%	94	100%
Age K5-21)														
EA 2020-21	64	78.05%	11	13.41%	5	6.10%	2	2.44%	0	0.00%	0	0.00%	82	100%
Age K5-21)														
EA 2019-20	79	75.96%	15	14.42%	6	5.77%	3	2.88%	1	0.96%	0	0.00%	104	100%
Age K5-21)														
EA 2021-22	60583	77.33%	9040	11.54%	6959	8.88%	1045	1.33%	707	0.90%	5	0.01%	78339	100%
Age K5-21)														

Special Education Students by Placement (Age K5 - 21)

	Regular Class > 80%	Regular Class 40-79%	Regular Class < 40%	Separate School / Hospital / Homebound	Overall Status
	%	Status	%	Status	Status
020-21 to 2021-22	NA	NA	NA	NA	Not Met

Additional Data

Number and Percent of Special Education Students by Placement and Disability (Age K5 - 21)

Click here to unlock [Regular Class > 80%](#) | [Regular Class 40-79%](#) | [Regular Class < 40%](#) | [Separate School / Hospital / Homebound](#) | [Private School Parent Placed / Home School](#) | [Corrections](#) | [Total](#)

	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	4	36.36%	6	54.55%	1	9.09%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Speech/Language Impairment	23	95.83%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	4.17%	0	0.00%	24	100%
Deaf/Blind	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Developmental Delay	8	88.89%	1	11.11%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9	100%
Emotional Behavior Disability	8	80.00%	2	20.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10	100%
Deaf or Hard of Hearing	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Intellectually Disabled	1	16.67%	1	16.67%	4	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6	100%
Orthopedic Impairment	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other Health Impairment	10	58.82%	5	29.41%	0	0.00%	2	11.76%	0	0.00%	0	0.00%	0	0.00%	17	100%
Specific Learning Disability	15	93.75%	1	6.25%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	16	100%
Traumatic Brain Injury	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100%
Visual Impairment including Blindness	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	69	73.40%	17	18.09%	5	5.32%	2	2.13%	1	1.06%	0	0.00%	0	0.00%	94	100%

Number and Percent of Special Education Students by Placement and Grade (Age K5 - 21)

	Regular Class > 80%	Regular Class 40-79%	Regular Class < 40%	Separate School / Hospital / Homebound	Private School Parent Placed / Home School	Corrections	Total
	#	%	#	%	#	%	#
2	3	60.00%	0	0.00%	2	40.00%	5
1	3	50.00%	3	50.00%	0	0.00%	6
0	7	77.78%	0	0.00%	2	22.22%	9
6	6	54.55%	4	36.36%	0	0.00%	11
6	6	75.00%	2	25.00%	0	0.00%	8
4	4	66.67%	1	12.50%	0	0.00%	8
5	5	83.33%	1	16.67%	1	16.67%	6
6	6	75.00%	1	12.50%	0	0.00%	8
5	5	83.33%	1	16.67%	0	0.00%	6
6	6	75.00%	1	12.50%	1	12.50%	8
5	5	83.33%	1	16.67%	0	0.00%	6
6	6	66.67%	3	33.33%	0	0.00%	9
4	4	100.00%	0	0.00%	0	0.00%	4

Note: None have the following placement

Number of Students	100.00%	0	0.00%	94	100%								
Total	73.40%	17	18.09%	5	5.32%	2	2.13%	1	1.06%	0	0.00%	94	100%

Number and Percent of Special Education Students by Placement and Race/Ethnicity (Age K5 - 21)

	Regular Class > 80%	Regular Class 40-79%	Regular Class < 40%	Separate School / Hospital / Homebound	Private School / Parent Placed / Home School	Corrections	Total
	# %	# %	# %	# %	# %	# %	# %
Asian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100%
Black	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 100%
Latino/Latina	59 72.84%	14 17.28%	5 6.17%	22 47%	1 1.23%	0 0.00%	81 100%
Hispanic	6 85.71%	1 14.29%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 100%
Native American	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100%
Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100%
Multiple Ethnicities	2 66.67%	1 33.33%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	3 100%
Total	69 73.40%	17 18.09%	5 5.32%	22 2.13%	1 1.06%	0 0.00%	94 100%

VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent
Board Report
January, 2023

1. Community Engagement- Integrated Guidance-

Through an integrated guidance initiative, ODE requires all school districts to operationally align their internal planning for state and federal programs/ grants. These programs/grants are listed below:

- a. High School Success (HSS)
- b. Student Investment Account (SIA) with the Student Success Act
- c. Continuous Improvement Planning (CIP)- Strategic District Improvement Planning
- d. Career and Technical Education - Perkins V (CTE)
- e. Everyday Matters (EDM)- Attendance Initiative
- f. Early Indicator Intervention System (EIS) - ODS

ODE has established requirements for each district to collect stakeholder input- The Community input forum and Thought Exchange discussed below are part of this ODE requirement.

- I wanted to thank the school board and community members who attended our Community Input Forum on December 13, 2022, @ 6 PM in the Vernonia School Commons.
- 36 people attended the input session. It was not the turnout we anticipated, but community members' input regarding strategic planning initiatives through a Story Circle activity was very valuable.
 - Community input (ranked from highest rated to lowest):
 - CTE Expansion/opportunities for students
 - Job/career focus out of high school
 - Hiring and retaining high-quality teachers/Competitive Salaries
 - District-Wide Attendance Focus
 - Heavier focus on non-college-bound students (Tech-Trades)
 - Improving academic scores
 - After-school programming options (Robotics)
 - Dismissal time- Is there an equity issue?
 - Funding a full maintenance team
 - Full Year Calendar
- Story Circles were also completed with middle and high school student groups.
 - Middle/ High Student needs outcomes were:
 - Access to therapist/counselors
 - Ask students if they need help
 - Remove 90 Minute blocks
 - School should recruit more diverse staff

VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent

Board Report

January, 2023

- District should add swimming, and soccer options
- Have a designated location in the school for LGBTQ students.

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

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

A snapshot of what Vernoina participants said in the Thought Exchange.

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

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

- **Parents' answers according to their child's identity.**
 - 5%,(7) I am or my child is a person of color person
 - 4% (6) I identify or my child identifies as LGBTQ2SIA+.
 - 7% (10) I identify or my child identifies as a person with a disability.
 - 0% (1) I identify or my child identifies as an immigrant to the United States.

VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent
Board Report
January, 2023

- 15% (20) I have or my child has received free or reduced school meals, food stamps, or other food assistance.
- 57% (73) Not applicable.
- 14% (18) Prefer not to answer.

Board Policy Review and policy updates

- The District policy review team has met twice and has completed a review of the October 21' policy and ARs.
- 30 Policy and ARs 1st reading will be presented at January 12, 2023, board meeting.

District In-Service January 25, 2022

- Vernonia Schools will provide an ALL-Day Professional Development Opportunity to certified and classified (identified) staff members. Current PD options are:
 - PCC 1st Aid Class
 - Safety Care (Restraint, seclusion, and behavior management)
 - Behavior Referral System implementation
 - Oregon Data Suite- Data review and data teams
 - AVID Effective Teaching Strategies
 - Effective Mental Health coping strategies for adults
 - Effective teaching strategies in grades K 12.
 - There may be some changes to these offerings in the next couple of weeks

memo

Vernonia School District 47J

To: Vernonia School District Board of Directors, Superintendent Jim Helmen
From: Marie Knight
Date: 1/12/2023
Re: January 2023 financial information

Comments: Auditors are finishing up the 2021-2022 financial audit this month, it may be ready to present by our next board meeting.
The financial report included in your packet has been updated to reflect current revenue and expense estimates through 6/30/2023.

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

Thanks!

-Marie Knight

Business Manager, Vernonia School District 47J

VERNONIA SCHOOL DISTRICT 471
FUND 100 (GENERAL FUND) 2022-2023

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)	ACTUAL/EST.
REVENUES																
1111 Current Year Taxes	-	-	-	-	3,005,309	91,116	30,000	10,000	10,000	10,000	10,000	5,000	3,166,425	2,825,000	341,425	341,425
1112 Prior Year Taxes	-	-	12,152	6,729	11,846	1,845	5,000	5,000	5,000	5,000	5,000	5,000	62,571	75,000	(12,429)	(12,429)
1190 Penalties&Interest Income	-	-	132	8	49	1,578	-	-	-	-	-	-	1,767	-	1,767	1,767
1500 Interest Income	565	1,797	2,148	1,893	3,885	10,486	695	500	500	500	500	500	23,970	8,000	15,970	15,970
1710 Revenue - Admissions	-	-	-	-	370	-	-	-	-	-	-	-	13,000	13,000	-	-
1740 Revenue - Fees	-	-	550	640	370	550	1,000	1,000	1,000	1,000	1,000	1,000	31,010	30,000	1,010	1,010
1910 Rentals	1,095	-	11,200	11,200	150	18,707	1,000	1,000	1,000	1,000	1,000	30,700	60,607	10,000	(9,555)	(9,555)
1920 Donations	-	-	614	11	117	10,819	-	-	-	-	-	5,000	19,562	8,000	11,562	11,562
1960 Prior Year Refunds	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000	5,000	-	-
1961 Current Year Refunds	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000	25,000	-	-
1980 Fees Charged to Grants	-	-	-	-	-	-	-	-	-	-	-	60,000	82,257	22,257	-	-
1990 Miscellaneous	26	-	252	326	803	-	-	-	-	-	-	75,000	79,756	4,756	4,756	4,756
1994 Medicaid Admin Claim	-	-	-	-	4,756	-	-	-	-	-	-	-	60,208	60,208	-	-
1995 E-Rate	-	-	-	-	-	-	-	-	-	-	-	20,000	20,070	70	-	-
2101 County School Fund	-	-	-	70	-	-	-	-	-	-	-	60,500	60,500	-	-	-
2102 General Ed.Service Dist	-	-	-	-	-	-	-	-	-	-	-	20,000	20,000	-	-	-
2105 Natural Gas and Minerals	-	-	-	-	-	-	-	-	-	-	-	20,000	20,000	-	-	-
2201 NW ESD Credits	-	-	-	-	-	-	-	-	-	-	-	20,000	20,000	-	-	-
3101 State School Fund Grant	682,598	341,094	341,094	341,094	341,094	343,117	345,324	345,324	345,324	345,324	295,324	-	4,066,710	4,169,238	(102,528)	(102,528)
3103 Common School Fund	-	-	-	-	-	-	-	-	-	-	-	59,817	59,817	59,817	-	(0)
3104 State Timber Revenue	-	-	335	-	223,797	-	-	-	-	-	-	425,867	650,000	650,000	-	-
3199 Other Un-Restricted Grants-in-ai	-	-	-	-	-	-	-	-	-	-	-	35,000	35,000	35,000	-	-
3299 Other Restricted Grants-in-aid	-	-	-	-	-	-	-	-	-	-	-	40,000	40,000	40,000	-	-
5200 Transfer of Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5400 Beginning Fund Balance	564,572	-	-	-	-	-	-	-	-	-	-	-	584,572	600,000	(35,428)	(35,428)
TOTAL REVENUE	1,248,856	342,891	357,278	363,071	3,592,176	478,218	382,019	361,824	361,824	361,824	311,824	974,592	9,136,397	8,901,719	255,528	255,528
EXPENDITURES																
100-Salaries	45,726	86,748	301,542	309,293	299,289	295,692	315,000	315,000	315,000	315,000	315,000	820,000	3,733,291	3,902,227	168,936	168,936
200-Payroll Costs	22,609	45,361	171,187	167,291	170,527	189,227	185,000	185,000	185,000	185,000	185,000	300,000	1,991,202	2,179,038	187,837	187,837
300-Contracted Services	47,438	73,080	99,528	194,246	186,903	182,619	175,000	175,000	175,000	175,000	175,000	448,641	2,107,455	1,858,013	(249,442)	(249,442)
400-Supplies	8,069	49,505	(5,835)	90,033	47,541	35,057	25,000	25,000	20,000	15,000	15,000	10,000	334,370	200,409	(133,961)	(133,961)
500-Equipment	-	-	201	2,072	-	5,643	1,000	6,000	1,000	1,000	1,000	1,000	137,077	10,000	-	-
600-Other (ins., fees)	112,845	8,152	2,270	609	1,318	863	-	-	-	-	-	142,433	142,433	159,600	22,523	22,523
700-Transfers	-	-	-	-	-	-	-	-	-	-	-	-	142,433	142,433	(1)	(1)
contingency/unappropriated	-	-	-	-	-	-	-	-	-	-	-	-	-	450,000	-	450,000
TOTAL EXPENDITURES	236,687	263,047	570,764	761,472	705,578	709,121	701,000	706,000	696,000	691,000	691,000	1,722,074	8,453,743	8,901,719	450,000	450,000
PROFIT/LOSS	1,012,169	79,844	(213,486)	(398,401)	2,886,598	(230,903)	(318,981)	(344,176)	(334,176)	(329,176)	(379,176)	(747,482)	682,654	682,654	-	-
RUNNING TOTAL	1,092,013	878,527	480,126	480,126	3,366,724	3,135,822	2,816,841	2,472,664	2,138,488	1,809,312	1,430,136	682,654	682,654	682,654	682,654	682,654

projected ending fund balance



	EST	ACTUAL	% of BUDGET	MORE(LESS)
ADMr	578.24	570	99%	-8.24
ADMW	780.22	769.10	99%	-11.12

December 2022 Maintenance Report

Alarm Related Calls:

16

Facility Use:

Winter sports, Coaches meetings, Sprouts, Boosters.

Projects/Work for the Month

Happy New Year!

- *Mist monthly maintenance:
- *Replace OSAA camera in big gym
- *Softball field update: Sand and Turf are here and ready to proceed. (early spring project)
- * looking over bids for installing burglars and fire protection for shops. We had been waiting on a third bid that just came in. Meeting Set for next week to go over information.
- *Board report.
- * District office: on hold until I can get a start date.
- *Programming and key setup for new staff
- *Changing out classroom from desks to tables
- *Replaced several flush valve assemblies in restrooms
- *Replace sink faucet in D.O. bathroom
- *reset the washer in the kitchen after break.
- *Rebuild 5 flush valve units in bathrooms
- *Clean debris and grounds after winter storm,
- *The Rt1 roof unit that supplies the office, library and computer lab was damaged as a result of power surges. We had to replace one of the main contact switches.
- *Completed systems check and building inspection after winter storm.
- *Going through the application process to bring custodial staff back to full capacity.
- *Reset and caulk toilet in SLC bathroom.
- * Did some patch work on walls in the facility. Will sand and paint asap.
- * Work on T500 and T5 floor scrubbers.
- *We had limited custodial coverage over the break, ONoe had carpal tunnel surgery and one had the flu. We were able to go through all the rooms and prepare them for the January 3rd return of staff and students. We even did some extra but not what we usually are able. We will hopefully catch up during the next break.
- *Extra time cleaning and organizing custodial areas as a result of the break.
- *Had a company come out and replace some connections for the solar panels on the roof. This was at no charge to the district.
- *physical check on filters in roof units
- *Check backboards in big gym for operation and clearance concerns. They seem to be ok.
- *Clean out and clean up the service entrance.
- *Repair sink in health room
- * Change set point in many areas of the building, power spikes change the defaults in many places.

Weekly/Monthly

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

Miscellaneous:

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

Vandalism:

Hole in basement wall entering girls bathroom. Fire safety cages remove from strobes and sensors (boys locker room).

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403

Date: 1/6/2023

Barb,

I am writing this letter to inform you that as of 1/6/23 I am resigning as a teacher from the Vernonia School District. Due to the passing of my wife Marie I feel this is a good time for me to make this move.

It has indeed been a pleasure to be part of the district for the past twenty-five years as a board member, coach and teacher. The members of the staff have been very supportive too me over the years, they have made my involvement a pleasure.

My intention is to remain active in school by coaching and substituting.

Thank you very much.

Jim Krahn

November 19, 2022

To: Jim Helmen
Vernonia Schools Superintendent

RE: Wilson Retirement Notice

From: Rachel Wilson
Vernonia Schools Vice-Principal

Dear Mr. Helmen,

After much thought, I have decided to retire from Vernonia Schools. This was not an easy decision to make as Vernonia has been good to me over the years. I started in August of 2006 at Vernonia High School and have enjoyed many opportunities over the years that I have served the district.

My official retirement date will be January 19, 2023. If at all possible, I would like to continue with the district after this date as I would like to finish out the school year as I still have work to do. Please see me at any time with any questions, comments, or concerns.

With sincere gratitude for the staff of Vernonia Schools (past and present), the Community of Vernonia, and ESPECIALLY the students of Vernonia Schools...I humbly submit this notification of retirement letter..

Sincerely,



Rachel Ann Wilson

accepted 11/29/22

Vernonia School District 47J

Code: AC
Adopted: 02/14/91
Revised/Readopted: 04/12/18
Orig. Code(s): AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation², gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

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

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

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act ~~of 1990~~ and Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments ~~of 1972~~, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

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

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

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

² ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~

[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659.870](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)

[ORS 659A.409](#)
[OAR 581-002-0001 – 002-0005](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 ([2012](#)~~2018~~).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 ([2012](#)~~2018~~); 29 C.F.R Part 1626 ([2018](#)~~2019~~).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 ([2012](#)~~2018~~); 29 C.F.R. Part 1630 ([2018](#)~~2019~~); 28 C.F.R. Part 35 ([2018](#)~~2019~~).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) ([2012](#)~~2018~~).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 ([2012](#)~~2018~~); 34 C.F.R. Part 104 ([2018](#)~~2019~~).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 ([2012](#)~~2018~~);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 ([2018](#)~~2020~~).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d ([2012](#)~~2018~~); 28 C.F.R. §§ 42.101-42.106 ([2018](#)~~2019~~).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e ([2012](#)~~2018~~); 29 C.F.R. § 1601 ([2018](#)~~2019~~).

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

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 ([2012](#)~~2018~~); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 ([2012](#)~~2018~~).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 ([2012](#)~~2018~~); 29 C.F.R. Part 1635 (2019).

[House Bill 2935 \(2021\)](#).

[House Bill 3041 \(2021\)](#).

Discrimination Complaint Procedure

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

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

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

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

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

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

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

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

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

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

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

The complainant, if a person who resides in the district[,] **[or]** a parent or guardian of a student who attends school in the district **[or a student,]** is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initialing filing of the complaint, may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Charter Schools of which the District Board is a Sponsor

[The district Board, [through its charter agreement with [name of charter school sponsored by the district board]] ~~[through a board resolution]~~ [through this administrative regulation], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination). A complainant may appeal 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 this 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 administrative regulation], will not review an appeal of a decision reached by the Board of the [name of public charter school] on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), 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.]

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

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint _____ Date _____ School or Activity _____

Student/Parent Employee Job applicant Other _____

Type of discrimination:

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

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

Who (Whom) should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

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

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

Individual Board Member's Authority and Responsibilities

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

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

~~A Board member has the right to express personal opinions.~~ When expressing ~~personal~~ such opinions in public, the Board member ~~should~~ must clearly identify the opinions as their own.

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

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

1. Request for Information

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

2. Requests for Legal Opinions

Requests for legal ~~advice or~~ opinions by a Board member ~~[that will incur a cost for the district]~~ must be approved by a majority vote of the Board before the request is made to legal counsel. ~~[The Board chair is authorized to obtain legal advice or opinions if [advantageous] to do so prior to (~~ Before) the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. ~~]. If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair.~~ Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

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

4. Board Member’s Relationship to Administration

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

5. Contracts or Agreements

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

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.075](#)

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

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

Board Meetings

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

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. Information on how to give or submit public comment is outlined in Board policy BDDH - Public Comment at Board Meetings¹ and posted on the district's website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law². The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation³, gender identity, age or national origin is practiced.

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

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

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

³ -As defined in ORS 174.100.

If requested at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. ~~Communications with all qualified individuals with disabilities shall be as effective as communications with others.~~

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

All meetings held in public shall comply with the Oregon Indoor Clean Air Act ~~and the smoking provisions contained in the Public Meetings Law.~~

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

1. Regular, Special and Emergency Meetings

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

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

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

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

2. Communications Outside of Board Meetings

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

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

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) ~~so long as that information is also being made available to the public;~~
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

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

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

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by ~~the P~~ublic ~~M~~meetings ~~L~~aw.

4. Work Sessions

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

5. Executive Sessions

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

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

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

~~41 OR. ATTY. GEN. OP. 28 (1980)~~

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 ~~(2018)~~; 29 C.F.R. Part 1630 ~~(2016)~~2020); 28 C.F.R. Part 35 ~~(2016)~~2020).

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

OR. ATTY. GEN. Public Records and Meetings Manual ~~(2014)~~.

6/30/16

Board Meetings – BD/BDA

3-4

Oregon House Bill 2560 (2021)
Oregon House Bill 3041 (2021)

Public Comment at Board Meetings

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

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

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

Procedures for Oral Public Comment

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

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will ~~{sign in on the public comment sheet provided}~~ ~~{complete and submit the Intent to Speak card to the Board secretary}~~ ~~{submit their name electronically}~~ do so as directed prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may ~~comment on a topic not on the published agenda~~ ~~{may comment only on agenda items}~~.
4. A person speaking during the public comment portion of the meeting should state their name~~;~~ ~~whether they are a resident of the district,~~ and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of ~~[three]~~ minutes. Statements should be brief and concise. ~~[The Board chair has discretion to waive time limits or~~

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

extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner.] ~~[Time limits will be determined based on the number of commenters and the amount of time available for public comment.]~~ If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

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

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

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

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to ~~[insert email address- general email built by Freya]~~. Materials or comments submitted at least [72 hours] in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the **procedures in Board policy KL - Public Complaints** for consideration of a legitimate complaint involving a staff member. ~~[Any association contract governing the employee's rights will be followed.]~~ A commendation involving a staff member should be sent to the superintendent, who will forward it to the ~~[employee, a supervisor and the Board]~~.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

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

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

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

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

Oregon House Bill 2560 (2021).

Public Comment at Board Meetings

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

To provide public comment in person, if the opportunity is available on the Board agenda, please ~~sign in on the public comment sheet provided~~ ~~complete and submit the Intent to Speak card to the Board secretary~~ do so as directed prior to the meeting. Those attending virtually and want to provide public comment should notify the Board secretary ~~by submitting an email to~~ boardsecretary@district.k12.or.us ~~as directed~~ prior to the start of the meeting. (general email created by freya.)

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

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

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

“A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the ~~published complaint procedures~~ [procedures in Board policy KL - Public Complaints] for consideration of a legitimate complaint involving a staff member. ~~Any association contract governing the employee’s rights will be followed.~~ A commendation involving a staff member should be sent to the superintendent~~, who will forward it to the [employee, a supervisor and the Board].~~”

SEE FORM ON REVERSE

INTENT TO SPEAK

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

Name: _____ Phone: _____

Name of organization (if applicable): _____

Address: _____

Email (optional): _____

Topic or comment to be presented (brief description): _____

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

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

Vernonia School District 47J

Code: **CM**
Adopted: 06-14-18
Readopted:
Orig. Code(s):

Compliance and Reporting on Standards

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

The district's annual report will be presented orally at a public Board meeting by ~~February~~ November 1 of each school year and will allow public comment on such report. This report will be posted on the district's web page ~~by February 1 of each school year~~. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).

The district will report on its compliance with state standards to Oregon Department of Education (ODE) by ~~February~~ November 15 each year on a form provided by ODE.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.105](#)

[OAR 581-022-2260](#)
[OAR 581-022-2305](#)

Vernonia School District 47J

Code: DJC
Adopted: 09/14/06
Revised/Readopted: 09/10/15
Orig. Code(s): DJC

Bidding Requirements (Version 1)

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

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

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

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

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

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

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

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

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

~~The Board recognizes that a public contracting agency that has not established its own rules of procedure as permitted under ORS 279A.065(5) is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.~~

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

END OF POLICY

Legal Reference(s):

ORS Chapters [279](#), [279A](#), [279B](#) and [OAR Chapter 125](#), Divisions 246-249
[279C](#)

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

Vernonia School District 47J

Code: **GBA**
Adopted: 02/10/00
Readopted: 09/10/20
Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation², gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition³, age, veterans' status⁴, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁵ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act ~~of 1990~~, and the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments ~~of 1972~~. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

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

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 408.225	ORS 659.870
ORS 243.317 – 243.323	ORS 408.230	ORS 659A.003
ORS 326.051	ORS 408.235	ORS 659A.006
ORS 332.505	ORS 652.210 - 652.220	ORS 659A.009
ORS 342.934	ORS 659.850	ORS 659A.029

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

² ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated within the individual’s sex at birth.~~

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

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

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

[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)
[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.147](#)
[ORS 659A.233](#)

[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)

[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (~~2012~~2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012~~2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2012~~2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2019~~2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2012~~2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (~~2012~~2018).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2012~~2018).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).
[House Bill 2935 \(2021\)](#)
[House Bill 3041 \(2021\)](#)

Workplace Harassment *

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

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

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

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

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

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

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012~~2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2019~~2020).

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

[House Bill 3041 \(2021\)](#)

Reporting Requirements for Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

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

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

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

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

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

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

The district will post in each school building the names and contact information of the employees^{5} designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee^{6} [contractor, agent or volunteer] who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ^{7}designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

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

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

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

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

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

~~{5-Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator for each school building-}~~

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

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

~~Reporting Requirements for~~ Suspected Sexual Conduct with Students ~~and Reporting Requirements~~ * – GBNAA/JHFF

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

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

[House Bill 2136 \(2021\)](#).

[Senate Bill 51 \(2021\)](#).

Suspected Sexual Conduct Report Procedures and Forms *

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

When ~~the a designee~~ designated licensed administrator² receives a report of suspected sexual conduct that may have been committed by a ~~person licensed~~ commission licensee³ ~~through Teacher Standards and Practices Commission (TSPC)~~, the designee shall notify Teacher Standards and Practices Commission (TSPC) ~~as soon as possible. When the designee~~ The designee shall notify the Oregon Department of Education (ODE) if the administrator receives a report of suspected sexual conduct that may have been committed by a ~~person who~~ school employee, contractor, agent or volunteer that is not ~~licensed through TSPC, the designee shall notify the Oregon Department of Education (ODE)~~ a commission licensee ~~as soon as possible.~~

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert licensed administrator position title] who shall refer the report to the Board chair.

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

When the designee receives a report of suspected sexual conduct by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave⁴ and take necessary actions to ensure the student's safety. The employee shall remain on leave until TSPC⁵ or ODE⁶ determines that the report is substantiated and the district takes appropriate employment

¹ ~~{Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator for each school building.~~ ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building, in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

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

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

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

⁵ TSPC investigates reports on commission licensees.

⁶ ODE investigates reports on persons who are not commission licensees.

action against the employee, or cannot be substantiated or is not a report of sexual conduct and the district determines either: 1) an employment policy was violated and the district will take appropriate employment action against the employee; or 2) an employment policy has not been violated and an employment action against the employee is not required. ~~The district will investigate all reports of suspected sexual conduct by persons who are licensed by the TSPC, unless otherwise requested by TSPC, and all reports of suspected sexual conduct by persons who are not licensed by TSPC, unless otherwise requested by ODE.~~

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

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

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

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

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

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

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

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, the district shall create a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not

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

public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Training

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

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

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

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

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

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

[Name of School District]

SUSPECTED SEXUAL CONDUCT REPORT FORM

Name of person making report: _____

Position of person making report: _____

Name of person suspected of sexual conduct: _____

Date and place of incident or incidents: _____

Description of suspected sexual conduct: _____

Name of witnesses (if any): _____

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

Any other information: _____

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

Signature: _____ Date: _____

[Name of School District]

WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony/interview: _____

Description of instance witnessed: _____

Any other information: _____

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

Signature: _____

Date: _____

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

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

Definitions

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

⁺“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying.] [harass, intimidate, or bully.] Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.

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

Reporting Procedures

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

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

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

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

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

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

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

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10]

working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within [10] working days.

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

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

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

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

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

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

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

Reporting of Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any adult or student person**² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students **is prohibited and** will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

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

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

² **"Person" could include adult, student or other child.**

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

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

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

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

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert {⁷}] licensed administrator position title **High School Principal**] who shall also report to the Board chair.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

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

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any adult or student person**² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

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

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

If the superintendent is the alleged abuser the report shall be submitted to the [insert {³} licensed administrator position title **High School Principal**] who shall refer the report to the Board chair.

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

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

² "Person" could include adult, student or other child.

³ {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

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

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave⁴ and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor^{5}, agent or volunteer, the district [may] [shall] prohibit the contractor, agent or volunteer from providing services to the district. [If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services.] [The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁶ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.]

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

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

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

Definitions

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

⁵ {The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.}

⁶ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

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

Confidentiality of Records

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

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

Failure to Comply

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

Cooperation with Investigator

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

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

Law enforcement **officers** **officials** wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The **law enforcement** **officer**

official shall sign the student out ~~on a form to be provided by the school~~ in accordance with district procedures;

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

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

Instructional Goals

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

The district is committed to a continual process of collaborative decision making and goal setting that supports the ~~physical and cognitive growth and development of students around the~~ following characteristics:

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

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

END OF POLICY

Legal Reference(s):

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

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

[OAR 581-022-2315](#)

[House Bill 2056 \(2021\)](#)

Freedom of Expression

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

Freedom of Student Inquiry and Expression

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

Freedom of Association

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

Publications K-8, Displays and Productions

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

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

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

High School Student Journalists

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

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

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

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

[If the complainant is not satisfied with the decision of the superintendent, ~~he/she~~ the complainant may appeal to the Board under established district procedures.]

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 336.477](#)
[ORS 339.880](#)
[ORS 339.885](#)

[ORS 659.850](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (~~2012~~2018).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.
House Bill 3041 (2021).

Alternative Education Programs **

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

Evaluation of Alternative Education Programs
(For use by the alternative education program coordinator)

Date _____

Dear Alternative Education Program Coordinator:

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

Staff

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

Curriculum

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

Discrimination

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

Registration (Private alternative education programs only)

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

Site Evaluation

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

Tuition and Fees

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

Contract

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

Expenditures

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

Advertising

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

Superintendent

Dated

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

Vernonia School District 47J

Code: **IGBI**
Adopted: 02/10/00
Readopted: 04/12/18
Orig. Code(s): IGBI

Bilingual Education**

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

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

END OF POLICY

Legal Reference(s):

~~ORS 336.074~~
~~ORS 336.079~~

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

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (~~2012~~2018).

Instructional Resources/Instructional Materials

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)

[ORS 336.840](#)

[ORS 337.120](#)

[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)
[ORS 339.155](#)

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

[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

| Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2012~~2018).
House Bill 3041 (2021).

Vernonia School District 47J

Code: **IJ**
Adopted: 05/14/87
Readopted: 02/11/21
Orig. Code(s): IGDA

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in ~~grades K-12~~ [all grades (Transition sped services)], which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.¹

[²]The district's [comprehensive school counseling] program may include a child development specialist program for grades K-8 students and families who reside in the attendance areas of district schools.]

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

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

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

¹ Oregon Department of Education - [Comprehensive School Counseling](#)

² {See optional associated administrative regulation that includes language supporting a child development specialist program.}

Consistent with individual rights and the counselor’s obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.³

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[\[ORS 174.100\]](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.603](#)

[ORS 332.107](#)

[ORS 336.187](#)

[OAR 581-021-0013](#)

[OAR 581-021-0046](#)~~(7)~~

[OAR 581-022-2030](#)

[OAR 581-022-2055](#)

[OAR 581-022-2060](#)

[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).

[\[House Bill 3041 \(2021\).\]](#)

³ See ORS 40.245.

OSBA Model Sample Policy

Code:
Adopted:

IKF-AR

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Graduation Requirements

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. Four credits of English language arts (shall include the equivalent of one unit in written composition);
2. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career technical education, the arts or world languages (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credit 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 as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and Applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

[Essential Skills Appeal

The district will [establish an appeal process] [follow Board policy KL - Public Complaints] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district

will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]

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 high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

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

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.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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 though 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 his/her 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 towards a modified diploma should work towards 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 of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. 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 credit 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.

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

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¹ www.ode.state.or.us: Educator Resources > Student Assessment > Test administration > Forms > 2018-2019 30-day notice and opt-out form

OSBA Model Sample Policy

Code:
Adopted:

IKF-AR

DELETE

Graduation Requirements

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. Four credits of English language arts (shall include the equivalent of one unit in written composition);
2. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career technical education, the arts or world languages (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credit 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 as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and Applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

[Essential Skills Appeal

The district will [establish an appeal process] [follow Board policy KL - Public Complaints] in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district

will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.]

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 high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

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

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.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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 his/her 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 towards a modified diploma should work towards 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 of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. 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 credit 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.

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

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¹ www.ode.state.or.us: Educator Resources > Student Assessment > Test administration > Forms > 2018-2019 30-day notice and opt-out form

Coop Information - Banks / Vernonia

Activity: Girls Golf

Duration: 1 years

School Years: 2022-23 through 2022-23

Reason: *This is the reason for creating this cooperative sponsorship.*

Vernonia does not have enough girls golfers to make a team.

Practice Location: Quail Valley Golf Course

This is where practices will be held.

Contest Location: Quail Valley Golf Course

This is where home contests will be held.

Placement

Combined ADM: 385 *Sum of both school's ADM numbers from the selected starting school year.*

Coop Division: 4A/3A/2A/1A *Based on the combined ADM, this coop would compete in this division.*

Coop League: 4A/3A/2A/1A-SD1 (2022-2025) Special District 1 *The selected league in which this coop will join and compete.*

Host School Banks Classification: 3A, ADM: 268 League: 3A-2 Coastal Range League

School 2 Vernonia Classification: 2A, ADM: 117 League: 2A-1 Northwest League

League Approval *Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.*

League/Special District Representative for 4A/3A/2A/1A-SD1 Special District 1

Name: Melissa

Email: Smithm@oes.edu

Signature: /Melissa Smith/

School: OES

Role: AD

Date Decided: 11/23/2022

Approved?:  **Approved**

Comments:

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Host School Information - Banks

Activity Participation - Girls Golf – Banks *Banks Girls Golf participants, by school year and grade*

Participation	12th Grade	11th Grade	10th Grade	9th Grade
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Last Year		4	2	3
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Current Year	4	2	3	
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Next Year

School Enrollment – Banks *Students enrolled at Banks, by school year and grade*

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
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Last Year	87	74	78	102
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Current Year	78	82	112	100
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Next Year	82	112	100	86
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Superintendent Approval

Superintendent Name: * Please type in your name.

Signature: /s/

* Indicate your approval and digitally sign this form by typing in your full legal name.

Confirm your signature by clicking outside of the text box.

Date Signed: 12/5/2022

School Board Approval - Banks School District 13

Date School Board Approved: *

This is the date that the school board for Banks approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

The school can input this date or you as Superintendent can enter this date.

School 2 Information - Vernonia

Activity Participation - Girls Golf – Vernonia Vernonia Girls Golf participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	0	0	0	0
Current Year	0	0	1	1
Next Year	0	0	0	0

School Enrollment - Vernonia Students enrolled at Vernonia, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	45	38	39	51
Current Year	40	36	54	44
Next Year	36	54	51	44

Superintendent Approval

Superintendent Name: * Please type in your name.

Signature: /s/

* Indicate your approval and digitally sign this form by typing in your full legal name.

Confirm your signature by clicking outside of the text box.

Date Signed:

1/9/2023

MEETING MINUTES

VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS
Regular Meeting – December 8, 2022
Vernonia Schools, 1000 Missouri Avenue, Vernonia, OR 97064

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was called to order at 6:02 p.m. by Stacey Pelster, Chair. MEETING CALLED TO ORDER
- Board Present:** Stacy Pelster, Susan Wagner (virtual), Amy Cieloha, Joanie Jones, Greg Kintz, Javoss McGuire BOARD PRESENT
- Board Absent:** Scott Rickard BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, MS/HS Principal; Michelle Eagleson, Elementary Principal; Rachel Wilson, K-12 Vice Principal; Susanne Myer, SPED Director; Marie Knight, Business Manager; Kendra Schlegel, Licensed Staff; Leonard Hamilton, School Nurse; and Thomas Jones, Coach STAFF PRESENT
- Visitors Present:** Scott Laird, and Jim Green and Richard Donovan (virtually) VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** Amy Cieloha moved to approve the agenda as presented. Javoss McGuire seconded the motion. Motion passed unanimously with those in attendance. AGENDA REVIEW
- 3.0 PUBLIC COMMENT ON AGENDA and NON-AGENDA ITEMS:** None PUBLIC COMMENT
- 4.0 SHOWCASING OF SCHOOLS:**
- 4.1 Administrator Reports:** The Board reviewed the administrative reports prior to the meeting. Joanie Jones asked Rachel Wilson about the tardy program. Nate Underwood has taken on the tardy program. He is reviewing Synergy data each Friday and assigning lunch detention to students with too many tardies in a week. The process is working. ADMINISTRATOR REPORTS
- 4.2 Fall Sports Report:** Gordon Jarman's written report was provided to the Board. There were no questions.
- 5.0 BUSINESS REPORTS:**
- 5.1 Superintendent Report:** Jim Helmen's report was provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- Joanie Jones asked about the new Tier 3 class. This classroom is managed and overseen by Rachel Wilson. She explained that it has made an impact on students. One specific student ate lunch with her yesterday that has not had an issue in a month. She is hearing from parents that kids are excited to come to school. Ms. Wilson has stepped back from the teacher role due to the recent hire of James Helmen and the excellent work by the instructional assistants working in that classroom. The radio chatter has been significantly reduced within the building. There have been no room clears since this program began. The Tier 3 classroom is for the 5% of kids who need intense individual time away from peers. It is a classroom setting and allows students to interact with their peers during recess and other times. Students are proud to be in their own class.
- Community Input Forum event is scheduled at the school on Dec. 13th. At this event work with story circles, ran by NWRESA, will occur. This work is with both student groups and community. This event will satisfy the community input requirement of the District's Integrated Guidance work. Thought exchange, funded by the ESD, is one part of this. An online survey was recently sent out as well. The District is using the input to build a strategic plan as well as fulfill the requirements for the Integrated Guidance. Ultimately, the input gathered will help the District prioritize the areas the community feels is important to become part of the District priorities. Jim is also attending sporting and community events to collect more data. The top priority of the thought exchange is maintaining high quality staff.

Administrators are working with staff to meet some specific goals this year as well as their administrative goals.

The second round of STAR testing is going on now for elementary. Middle and high school will test in February due to many kids being out sick. According to Michelle Eagleson, the amount of growth from October to December this year is anywhere from 4 months to 2-3 years of growth. Teachers are using IXL daily for reading and math.

- 5.1.1 **Strategic Plan Update:** None given. STRATEGIC PLAN UPDATE
- 5.2 **Financial Report:** Marie Knight’s report was provided to the Board prior to the meeting. There were no questions. FINANCIAL REPORT
- 5.3 **Maintenance Report:** Mark Brown’s report was provided to the Board prior to the meeting. Amy Cieloha asked about the status of hiring. The District has posted for a custodial opening and has received applications. MAINTENANCE REPORT
- 6.0 **BOARD REPORTS/ BOARD DEVELOPMENT:** BOARD REPORTS
 6.1 **Committee Reports:** The policy committee will schedule a meeting at a later date, due to Scott Rickard a member of this committee, not in attendance. COMMITTEE UPDATES
 6.2 **Board Goals:** A draft of the Board 2022-23 goals was shared and reviewed. BOARD GOALS for 2022-23 DISCUSSED
- 7.0 **OTHER INFORMATION and DISCUSSION**
 - 7.1 **Staff Hires / Staff Resignation:** Jim Helmen shared that the District has hired Jennifer Adkins, 2nd grade teacher, James Helmen, Behavior Classroom teacher, and Janessa MacDonald will be starting January 3rd for 4th grade. Currently classified staff member Liz White is covering the 4th grade classroom with support from Michelle. Eagleson & Kendra Schlegel. Kyrsten Nothwang resigned her 4th grade position effective November 18, 2022 STAFF HIRES & RESIGNATION
 - 7.2 **Information on OSBA Resolution to Adopt Legislative Priorities:** OSBA RESOLUTION TO ADOPT LEGISLATIVE PRIORITIES INFO SHARED
 Jim Green, OSBA Director and Richard Donovan, Lobbyist, joined the meeting virtually to help the Board understand the recently presented resolution document and the OSBA legislative process.

 Richard Donovan explained that the Legislative Policy Committee includes board representatives; Greg Kintz from Vernonia and Sondra Gomez from Seaside. The Legislative Policy Committee creates the priorities document every two years. The current document is values based, provides direction for OSBA and how they lobby. Stacy Pelster, shared that as a business owner she has conflicting roles in relation to the Student Investment Account portion of the document.

 Jim Green offered support when board members might have questions.
- 8.0 **ACTION ITEMS**
 - 8.1 **Board Goals:** Greg Kintz moved to approve the 2022-23 Board Goals as discussed. Joanie Jones seconded the motion. Motion passed unanimously with those in attendance. 2022-23 BOARD GOALS APPROVED
 - 8.2 **Staff Hire:** Joanie Jones moved to approve the Superintendent’s recommendation to hire Jennifer Adkins - 2nd Grade, James Helmen – Behavior Classroom, and Jenessa MacDonald - 4th Grade. Amy Cieloha seconded the motion. Motion passed unanimously with those in attendance. ADKINS, HELMEN, and MacDONALD HIRED
 - 8.3 **Staff Resignation:** Javoss McGuire moved to approve the resignation of Kyrsten Nothwang effective November 18, 2022. Greg Kintz seconded the motion. Motion passed unanimously with those in attendance. NOTHWANG RESIGNATION APPROVED
- 9.0 **MONITORING BOARD PERFORMANCE:** Nothing noted. MONITORING BOARD

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| | PERFORMANCE |
| 10.0 CONSENT AGENDA: | CONSENT AGENDA |
| 10.1 Minutes of 11/03/22 Workshop and the 11/10/22 Regular Meeting | MINUTES |
| Amy Cieloha moved to approve the consent agenda as presented. Joanie Jones seconded the motion. Motion passed unanimously with those in attendance. | CONSENT AGENDA APPROVED |
| 11.0 OTHER ISSUES: Greg Kintz talked about the value of the OSBA Annual Conference that he and Supt. Jim Helmen attended. Greg is also attending another conference next week for industry and education to meet. | OTHER ISSUES |
| Jim Helmen asked that board members attend the Community Input Forum event on Tuesday, 12/13/22 from 6-8 pm. Event was listed in the Voice, posted in the school, on Facebook, sent home with students. | |
| 12.0 RECESS to EXECUTIVE SESSION: The regular meeting recessed at 6:57 p.m. to go into Executive Session under ORS 192.660(2)(i) to review and evaluate the performance of the Superintendent. An evaluation status check-in with Superintendent Jim Helmen was discussed. | RECESSED TO EXECUTIVE SESSION |
| 13.0 RETURNED to REGULAR SESSION: The regular meeting reconvened at 7:32 p.m. | RECONVENED REGULAR MEETING |
| 12.0 MEETING ADJOURNED at 7:32 p.m. | ADJOURNED |
| Submitted by Marie Knight,
Vernonia School District Business Manager | |

Board Chair

District Clerk

