

# AGENDA

## VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS

### Public Meeting

Thursday, February 8, 2024 – 6:00 p.m.

Vernonia Schools Bldg., 1000 Missouri Avenue, Vernonia, OR 97064

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

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

### REGULAR SESSION

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

2.0 **AGENDA REVIEW** .....Chair  
2.1 Action to Approve the Agenda

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

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

4.0 **SHOWCASING OF SCHOOLS**

4.1 Administrative Reports.....Administrators

5.0 **BUSINESS REPORTS**

5.1 Superintendent .....Jim Helmen

5.1.1 Calendar Update

5.2 Financial .....Marie Knight

5.2.1 Draft Budget Meeting Calendar.....Marie Knight

5.3 Maintenance .....Mark Brown

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

6.1 Committee Reports

6.1.1 Safety Committee

6.1.2 Policy Committee – 2nd<sup>nd</sup> Reading

GCBDF/GDBDF – Paid Family Medical Leave Insurance

GCBDF/GDBDF-AR – Paid Family Medical Leave Insurance (PFMLI)

GCPC/GDPC – Retirement of Staff

LBE – Public Charter Schools

LBEA – Resident Student Denial for Virtual Public charter School Attendance

6.1.3 Scholarship Committee

- 7.0 **OTHER INFORMATION and DISCUSSION**
- 7.1 Student Transfer Limits for 2024-25
- 7.2 Licensed Staff Contract Renewal for 2024-25

8.0 **ACTION ITEMS**

8.1 **Budget Committee Calendar**

*I move to approve the Budget Committee Calendar as presented.*

8.2 **Policy Approval**

*I move to approve the policy updates presented.*

8.3 **Student Transfer Limits**

*I move to set the student transfer limits to \_\_\_ students per grade for 2024-25. .*

9.0 **MONITORING BOARD PERFORMANCE** .....Chair

9.1 School Board Appreciation & Recognition

9.2 Potential Board Workshop on Feb 29<sup>th</sup>

10.0 **CONSENT AGENDA** .....Chair

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

10.1 Minutes of the 01/11/2024 Regular Meeting

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

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

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

11.1 Next Agenda Setting Meeting

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

**UPCOMING DATES**

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

March 14, 2024 – School Board Meeting @ 6:00 p.m.

March 25-29, 2024 – Spring Break

Vernonia School District 47J

Feb. 1, 2023

	K	1	2	3	4	5	6	7	8	9	10	11	12	FE	Total	F&R	SpEd	
District																2		
Mist Elementary	4	5	7	4	4	6										30	12	3
																	40%	10%
Vernonia Elem.	20	30	31	25	33	38										177	125	42
																	71%	24%
a Family Academy	10	6	7	6	6	7										42		
Elementary Total	34	41	45	35	43	51										249	137	45
																	55%	18%

Vernonia MS							40	40	22						102	67	17	
f. Family Academy							8	6	12						26			
																128	52%	13%
Vernonia HS										28	35	30	25	5	123	82	24	
										13	13	17	7	0	50			
																173		
																	47%	14%
Total	34	41	45	35	43	51	48	46	34	41	48	47	32	5	550	286	88	
																	52%	16%

as of 6/1/23) 554

October 1	35	44	46	35	45	50	52	45	35	42	48	48	33	5	563			
November 1	35	43	43	35	45	50	50	46	34	41	47	47	33	5	554			
December 1	35	42	45	35	44	51	50	46	36	42	47	48	33	5	559			
January 1	35	41	45	35	44	51	49	45	34	41	46	48	32	5	551			
February 1	34	41	45	35	43	51	48	46	34	41	48	47	32	5	550			
March 1																0		
April 1																0		
May 1																0		
June 1																0		



**February 2024  
VHS/VMS  
Board Report–**

**Greetings Board!**

**February: Professional Development/Focus Areas**

- Continuation of “Writing” Focus
  - Six Point Scale
    - Ideas and Content
    - Organization
    - Voice
    - Word Choice
    - Sentence Fluency
    - Conventions
  - Universal Scoring Rubric
  - Universal vocabulary
  - Teaching strategies to support students
  - Writing Across the Curriculum
- STAR Testing
  - Round 2
    - Nearly Complete Grades 6-8
    - Beginning Feb 5, Grades 9-10
- VMS Tier II-Reading Intervention–early planning and implementation stage
  - Intermediate Level Reading Support
    - Behavior management and student motivation
    - SEL skills relate4d to academic perseverance
      - Growth Mindset
      - Mindfulness
      - Problem Solving
      - Positive Self-Talk
    - Possible Reading Instruction Options
      - Phonics for Reading Curriculum

- Word Parts
- Academic Vocabulary
- Comprehension Strategies

### **Ongoing Incentives**

- January-Winter Break to End of Semester
  - Passing All Classes
  - 90% Attendance
  - No Tardies
  - No Behavioral Referrals and/or trips to the OR
- Month of February-Attendance
  - Individual
  - Class Competition
- Student Survey-Staff Takeaways
  - Exit Tickets
  - Students need to know the “why:
  - Use of student names
  - Active listening of student concerts
  - Mutual respect and positivity
  - Attend student events whenever possible
  - Students need to know we “care”
  - Continue encouraging

### **Miscellaneous:**

- **MS WOW Board**

Why a **WOW** Board?

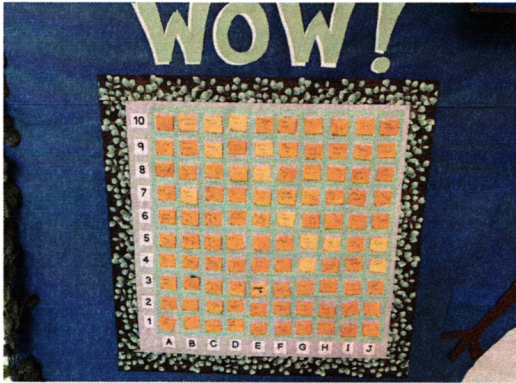
We want to catch our students being the amazing people we know they are. We want them to know we notice when they are being positive role models.

Incentives: We hold a drawing once a quarter and have given out over 80 prizes! Way to go VMS! We are truly proud of you!

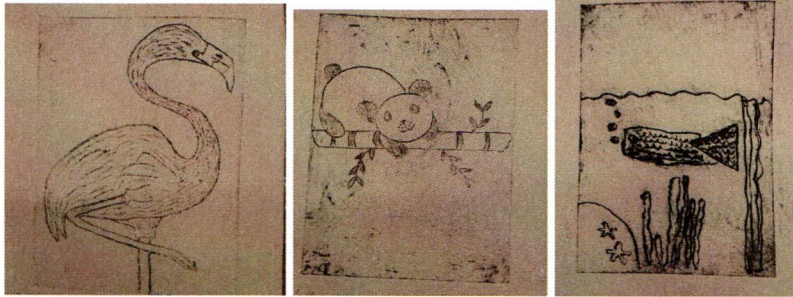
### **Qualities:**

- Considerate
- Courteous
- Friendly
- Helpful
- Gracious
- Thoughtful
- Neighborly
- Supportive

VMS Leadership: **Maika Borst, Evalynn Burch, Madison Curry, Makenlee Espinoza, Kylie Hinkley, Marcus Kents, Josh LaBelle, Taylor Leonetti, Charlotte Schlegel, Lorrie Shipley**



- HS Printmaking
  - Printmaking just finished the *Intaglio Printmaking Process*. All supplies, including the Printing Press, were obtained via a grant Mr. Costley applied for and received.



- - Welding
    - Welding 1 & 2 students will begin *Basic Blacksmithing* Semester 2.
    - Included are some pictures of student projects from the end of the year.



HAVE A GREAT MONTH LOGGERS NATION!



"Building Bridges, Clearing Paths"

# VERNONIA AND MIST ELEMENTARY BOARD REPORT

February 8, 2024



"Building Bridges, Clearing Paths"

## 2023-2024 Elementary Goals

- Implement Step-Up to Writing and 6 +1 Traits of Writing
- Train on 5 Pillars Evaluation System & Walkthroughs
- Implement PLCs (Professional Learning Communities)
- Implement PBIS (Positive Behavior Intervention Systems)

## Step Up to Writing

Our independent consultant, Neilia Solberg, will be here February 21-23. She will be helping us to conduct a writing audit to gather information on our writing instructional practices. Staff will be participating in writing PD with her on February 22 from 3:30-5 pm.

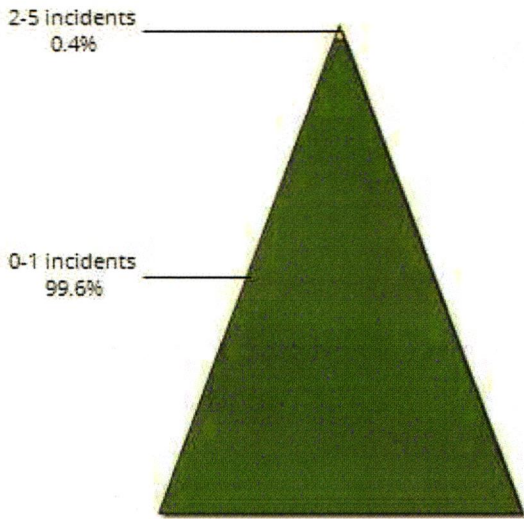
Student writing from all classrooms is not being displayed on the bulletin boards in the hallway to showcase the growth we are making in writing.

## 5 Pillar Walk Throughs

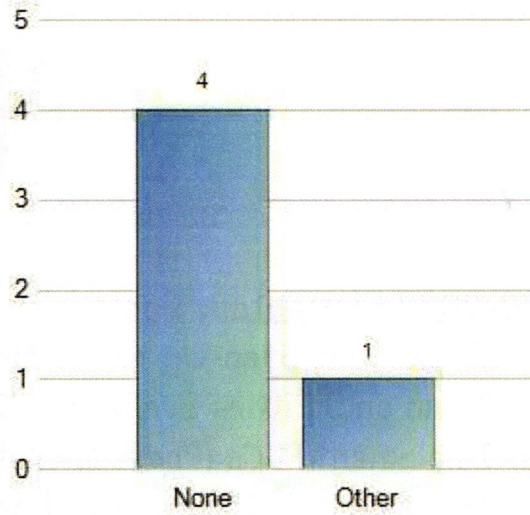
- Formal evaluations are wrapping up February 15th and are based on the 5 pillars.
  - Positive Relationships
  - High Expectations
  - Quality Curriculum
  - Engaging Instruction
  - Meaningful Assessment

Behavior Referrals for the Month of January 5- January 31, 2024

Behavior Incident Distribution

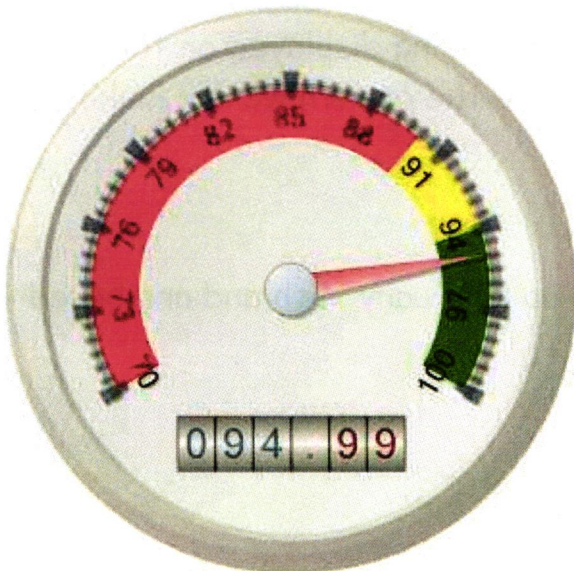


Incidents by Action

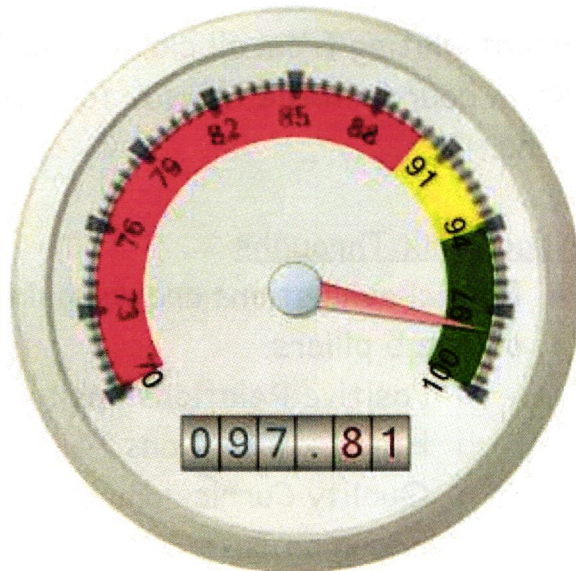


Average Attendance Percent: January 5- January 31, 2024

VES



Mist





### PLCs

Our PLCs reviewed their norms and set their next goal for writing. Teachers will be bringing their student data to discuss next steps in writing instruction at our next PLC.

### PBIS

162 elementary students earned the attendance celebration for 90% attendance or better. Students were rewarded with donuts for their afternoon snack.

VSD Special Education Goals 2023-2024

- Develop Structured Learning Center K-12 classrooms  
Our SLC teacher recently attended a two-day comprehensive training on Applied Behavior Analysis (ABA) & evidence-based practices, provided through NWRESD. Over the two days, Ms. Blodgett received training on how to use several foundational ABA instructional strategies: discrete trail, pivotal response, teaching functional routines, and positive behavior interventions and supports. All of these instructional strategies have strong research supporting their effectiveness for students with developmental disabilities, particularly for individuals who experience Autism Spectrum Disorder.

All SLC staff has completed recertification and review of Safety Care training. Safety Care is the ODE-approved behavior intervention curriculum utilized by the District. Safety Care includes training on preventative practices, measures to promote staff safety, de-escalation strategies, as well as restraint procedures.

- Develop special education department systems  
My focus in recent weeks has been toward efficiency. Recent implementation of Senate Bill 819, in particular, required us to develop new processes to meet the procedural requirements of this law. This includes tracking numerous meeting deadlines and documentation. I am working to develop more user-friendly forms and streamline access to these and other special education documents through the District website. Ease of access to these materials will ensure that special education teachers are able to keep accurate documentation with minimal time and effort.
- Expand professional development offerings for special education licensed & classified staff  
Our most recent Monday professional development focused on review of our CIP goals. Classified staff reviewed our District goals, with particular attention to the ways in which the role and daily work of our instructional assistants supports our progress toward these goals, our growth as a District, and ultimately, the success of our students.
- Implement Tier II Interventions at VMS  
I have always been appreciative and impressed by the level of support our teachers at all grades levels provide to our students, whether those students are in special education or not. However, it is difficult to meet the needs of all students predictably and consistently without a systematic approach and dedicated resources in place.  
  
To meet this need, I have worked with several VMS staff, particularly Malin Campbell, VMS instructional assistants, Pete Weisel and Nate Underwood, to develop a preliminary framework for reading intervention support at the middle school level. Kendra Schlegel and Michelle Eagleson have shared valuable guidance from their experience developing

the Title I program at the elementary level. We are working to finalize details in the coming days. However, a current draft of this project is attached.

Progress of Special Education Students toward District Priorities

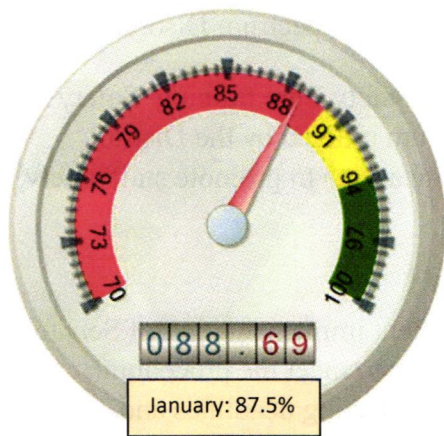
*Changes since 1/5/24 highlighted in yellow.*

**Attendance**

2023-2024 Average Daily Attendance

Focal Group: Special Education, K-12

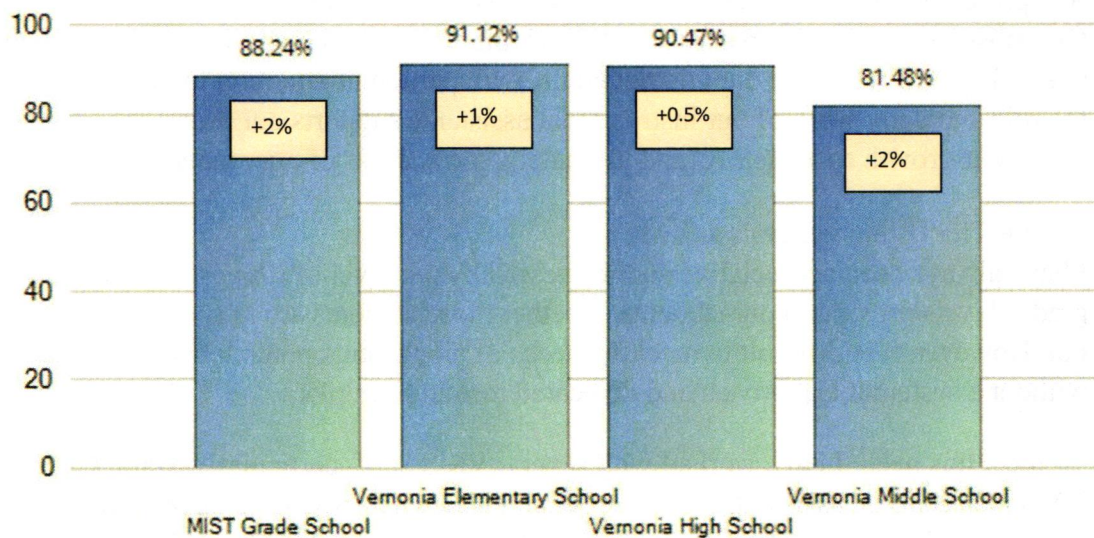
Date Range: 9/5/23 – 2/1/24



2023-2024 Daily Average Attendance by School

Focal Group: Special Education, K-12

Date Range: 9/5/23 – 2/1/24



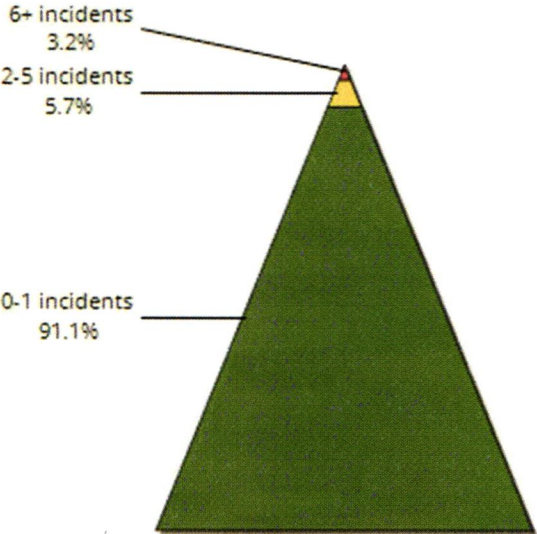
VSD Special Education Report  
February 2024

2023-2024 Daily Average Attendance by Month  
Focal Group: Special Education, K-12  
Date Range: 9/5/23 – 2/1/24

Attendance Month	Attendance Percent
Sep	88.94
Oct	87.46
Nov	87.85
Dec	85.20
Jan	93.38

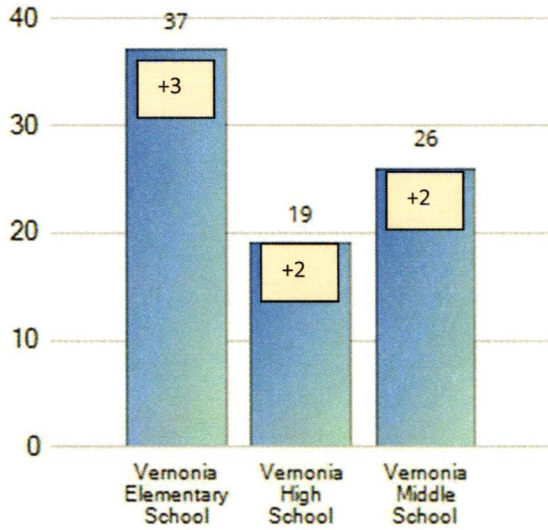
**Behavior**

2023-2024 Behavior Incident Distribution  
Focal Group: Special Education, K-12  
Date Range: 9/5/23 – 2/1/24



*VSD Special Education Report*  
*February 2024*

2023-2024 Incidents by School  
 Focal Group: Special Education, K-12  
 Date Range: 9/5/23 – 2/1/24



2023-2024 Incidents by Month & School  
 Focal Group: Special Education, K-12  
 Date Range: 9/5/23 – 2/1/24

	VES / Mist	VMS	VHS
<b>Sept.</b>	14	13	4
<b>Oct.</b>	12	8	7
<b>Nov.</b>	1	2	4
<b>Dec.</b>	7	1	2
<b>Jan.</b>	3	2	2

# VMS TIER II – READING INTERVENTION

2023-2024

## OVERVIEW

### 1. Project Background and Description

We have identified a need for intermediate level reading support at the middle school. A sizable group of students currently performs below grade level yet may or may not qualify for Tier III, intensive reading instruction. VMS currently has no formal intervention in place for these students, and the responsibility to provide support falls to individual teachers.

### 2. Project Scope

This project will focus on 6<sup>th</sup> grade students who test below grade level on the Star Reading assessment. If resources allow, 7<sup>th</sup> & 8<sup>th</sup> grade students will be considered for intervention as well. We will work within the current VMS bell schedule and staff resources to conduct small group reading intervention.

Critical elements of small group instruction will include:

- Behavior management and student motivation
- SEL skills related to academic perseverance (growth mindset, mindfulness strategies, problem solving and positive self-talk,)
- Options for reading instruction include:
  - *Phonics for Reading* curriculum
  - Word parts (prefixes, suffixes, roots)
  - Academic vocabulary (content area terms)
  - Comprehension strategies (context clues, question & response, summarizing, etc.)
  - IXL
  - Renaissance Freckle

The project will aim to begin interventions at the start of Quarter 3 and continue through the end of the school year. Student progress will be tracked through Star benchmarking data, with a goal to see at least 50 points of growth for each student participating in the intervention.

This project will not address class assignments or tutoring needs. We will not address writing, spelling, or grammar instruction. Future growth may include these areas, as well as math.

### 3. High-Level Requirements

The new system must include the following:

- Ability to conduct groups within current resources (time, materials, staff.)
- Ongoing training, feedback and support for classified staff
- Ongoing communication with VMS teachers and principal

### 4. Outcomes

Goals of this project include:

- A framework through which to develop continuous Tier II level support at the middle school beyond the current school year.
- A model from which to develop math interventions in the future.
- Accelerated student growth toward grade level reading proficiency
- Increased student confidence, motivation, and engagement in general education academic instruction

### 5. Contributors & Impact

- VMS Instructional Assistants – This group will be asked to perform new tasks and fill new responsibilities.
- VMS/VHS Special Education Teachers – This plan continues to draw from special education resources. Special education teachers will lose the support of the IAs when they are providing reading intervention during part of the school day.
- VMS General Education Teachers – This group may consider new instructional strategies to align with practices used in the intervention groups.

### 6. Implementation Plan

- Begin planning and training IAs:
  - Small group behavior expectations and strategies for positive behavior support
    - Logger/Reading bucks for incentives
  - Instructional practices & strategies
  - Introduce instructional content (comprehension strategies, etc.)
  - Data collection & progress monitoring
    - Star Reading scores
    - Star CBM; Oral reading fluency data
    - *Phonics for Reading*: Placement Test; used for pre- and post-assessment
    - *Phonics for Reading*: embedded formative assessments
- Determine scheduling:
  - Time options
    - *Phonics for Reading* lessons: 45-60 min. per lesson; can be delivered in 1-2 sessions

- 6<sup>th</sup> grade, possible periods: 2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup>
      - These are all during 6<sup>th</sup> grade Enrichment
      - Scheduling options
        - Pull groups for a partial period (20-30 min.)
        - Assign groups for full period; supplement with homework help, additional reading instruction
    - Location options
      - 2<sup>nd</sup> & 5<sup>th</sup> periods @ Rm 235
      - 6<sup>th</sup> period @ library
  - Assign students
    - Determine selection criteria
      - Star Reading
      - Star CBM
      - Teacher identified
        - Future referral via SST
    - Determine group size & makeup
  - Begin group sessions
    - Placement tests: 2/5/24-2/9/24
    - Goal start date: 2/12/24
  - Design & implements data collection
    - See details above

## 7. High-Level Timeline/Schedule

- January 2024: Planning and preparation
- February 2024: Begin implementation
- March – May 2024: Collect & review data, adjust content and instruction as needed, continue staff training
- June 2024: Determine steps for growth in 2024-2025 (select curriculum, build intervention blocks into bell schedule, extend intervention across grades or subjects)



# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2024  
*70 -70 - 90*

## **Goal 1: Operate the school district in a fiscally prudent manner while balancing educational needs and opportunities:**

1. Oregon's Senate Bill 283 has created a Joint Task Force on Statewide Educator Salary Schedules. The task force's purpose is to propose and make recommendations regarding statewide minimum pay for Oregon's educators and a statewide salary schedule.
  - a. What does this mean: The task force identified the following benefits and challenges regarding potential statewide minimum salaries and potential statewide collective bargaining for educators.
2. State School Fund (SSF) projections have yet to be released. Once that information is released, we will share it district-wide.
3. We have initiated the annual planning process for the District's Budget and Finance. A calendar has been created for the budget committee meetings to facilitate this process. Currently, we are searching for three community members to join the committee, as vacant positions are available. Additionally, we are reviewing the expiration dates of members whose terms expire in 2024.
  - a. A vital aspect of the budget process is gathering feedback from district staff and community members via surveys. Rational as to why this is important.
    - i. Staff: Encouraging staff members to participate in budget surveys can create a sense of ownership and responsibility in financial planning. This approach aligns the district's priorities and needs with staff members' input, motivating them to contribute their ideas and suggestions actively. Staff members can provide valuable insights on day-to-day operations, helping identify areas requiring more or less financial support. This input is critical in prioritizing resources based on actual needs and organizational goals.
    - b. Community: Budget surveys offer Vernonia community members a chance to express their opinions on how district funds are spent. This promotes transparency between the VSD and community members and helps allocate resources effectively. By taking part in budget surveys, the community can voice their preferences, which aids decision-makers in

# VERNONIA SCHOOL DISTRICT 47J



Jim Helmen-Superintendent  
Board Report  
February, 2024  
*70 -70 - 90*

allocating resources to the projects and services that are most important to residents.

## **Student Transfer Information ( In and Out of the district)**

4. The school board will be asked to vote for a maximum number of students ( 3 per grade level) the district allows to transfer into each grade level. Setting this number will enable us to regulate class size.

### ***Not for a vote but for information only***

5. 3% Enrollment Cap on out-of-district transfers to online virtual programs: In Oregon, students and families can transfer to public charter schools outside their residence district. Districts may not take action to prevent a student from leaving the resident district to enroll in a non-virtual public charter school. Resident districts may deny a student's virtual public charter school enrollment only when the district has reached the 3% cap. That is, 3% of the district's students are enrolled in a virtual public charter school not sponsored by the district. Districts that deny enrollment in virtual charter schools must provide written notice to the family within 14 days of receiving the notice of intent to enroll and must provide a list of two online options for the student. Following the Virtual Charter School Enrollment Appeal Process, families may appeal a district denial.
6. Licensed Staff Contract Renewal for 2024-25
  - a. All Formal teacher observations are anticipated to be completed by February 15th
  - b. All probationary Renewal/NonRenewal and contract teacher/specialist extension/non-extension will be prepared for board action at the March 14 board meeting.



## ESSA Paraprofessional Requirements under Title I-A

### Steps moving forward

1. Current staff that are not HQ have been identified, and meetings with HR are being scheduled.
  2. VSD is working with the remaining staff to complete the Work Keys Assessment by the end of the 23-24 school year.
  3. If staff require additional time to complete the WorkKeys Assessment, a plan will be developed through the HR department to support them.
  4. Information regarding HQ requirements has been uploaded to the district website and will be part of the NEW hiring process.
- 

Paraprofessionals play a critical role in supporting students and educators. Whether providing tutoring, translation support, small group instruction, playground or lunchroom supervision, paraprofessionals bring immeasurable value to schools and students' education.

### What the Law Says

The Every Student Succeeds Act (ESSA) requires states to ensure that all paraprofessionals working in a program supported with funds under Title I, Part A meet applicable State certification requirements.<sup>1</sup> In addition, schools and districts must follow the requirements under [34 CFR §200.58](#), which include the following:

- Paraprofessionals must be 18 and hold a high school diploma or equivalent.

In addition, a paraprofessional working in a Title I-A program must meet one or more of the following requirements:

- Two years of study at an institution of higher education **or**
- An Associate's (or higher) degree; **or**
- Meeting a rigorous standard of quality and demonstrating through a formal state or local academic assessment or para-educator certificate program knowledge of and the ability to assist in instructing:
  - Reading, writing, and mathematics; or
  - Reading readiness, writing readiness, and mathematics readiness, as appropriate.

Qualifications for paraprofessionals supporting students in special education can be found in [Section 300.156](#) of the Individuals with Disabilities Act (IDEA).

### What it Means

Districts must follow [Oregon Administrative Rules](#), which describe the requirements for all paraprofessionals in Oregon, including those employed in Title I-A programs. The requirements apply to **all paraprofessionals providing instructional support in a schoolwide program**, regardless of whether the position is funded with

---

<sup>1</sup> ESEA Section 1111(g)(2)(J)



Federal, State, or local funds. In a targeted assistance program, the requirements apply to all **paraprofessionals providing instructional support paid with Title I-A funds** but not to paraprofessionals paid with State or local funds. These requirements apply to paraprofessionals employed (even if only for a portion of the day) in Title I-A programs.

## *Defining "Paraprofessional"*

ESSA defines a paraprofessional as an **individual with instructional duties** who does not hold the teacher position but assists in the classroom under the guidance of an appropriately licensed teacher. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered instructional paraprofessionals under ESSA and are not required to meet the Title I-A requirement. In Oregon, the terms "paraprofessional," "educational assistant" and "instructional assistant" have the same meaning.<sup>2</sup>

It is important to note that paraprofessionals must work under the supervision of and within close and frequent proximity to a licensed teacher.<sup>3</sup>

## Methods for Meeting Qualifications

OAR 581-022-0006 describes three ways in which paraprofessionals can demonstrate qualifications:

- *Two Years of Higher Education* - "Two years of study" at an institution is defined by the institution of higher education rather than the State educational agency. The credits do not have to be specific to education, and a particular course of study is not required.
- *An Associate's Degree* - An Associate's Degree is a degree granted after a two-year course of study, generally by a community college. The law states explicitly that a higher-level degree (i.e., a Bachelor's Degree) also meets the requirements.
- *Passing a State or Local Assessment* – Districts have flexibility in determining the content and format of a local assessment of paraprofessionals. The law does not require a paper and pencil test, so while an appropriate appraisal might be entirely a written test, it could be a combination of a written test on content (reading, writing, and math) and a demonstration of instruction competence (assessed through observations via a series of rubrics).

The content of the assessment should reflect both the academic standards and skills expected of a student at a given school level (preschool, elementary, middle, or high school) and the ability of the individual to effectively provide instructional support to assist students in mastering the content. The assessment must be valid and reliable, and a record of an individual's performance should be kept.

---

<sup>2</sup> OAR 581-037-0005

<sup>3</sup> OAR 581-037-0015



## Frequently Asked Questions

1. Who is considered a “Title I-A” paraprofessional? For Title I, Part A, a paraprofessional is an employee who provides “instructional support”<sup>4</sup> in a program supported with Title I-A funds. This includes those who:
  - provide instructional support services under the direct supervision of a certified teacher,
  - assist with classroom management, such as by organizing instructional materials,
  - provide instructional assistance in a computer laboratory,
  - provide instructional support in a library or media center,
  - conduct parental involvement activities, or
  - act as a translator.

Individuals who work in food services, cafeteria or playground supervision, personal care services, and similar positions are not considered paraprofessionals under Title I-A.
2. How do these requirements apply to paraprofessionals in a schoolwide program? The requirements apply to **all paraprofessionals providing instructional support** in a schoolwide program, without regard to whether the position is funded with Federal, State, or local funds.
3. How do these requirements apply to paraprofessionals in a targeted assistance program? In a targeted assistance program, the requirements apply to **all paraprofessionals providing instructional support who are paid with Title I-A funds**, but not to paraprofessionals paid with State or local funds.
4. Must paraprofessionals employed by a district to deliver or support the delivery of Title I equitable services meet any qualification requirements? Yes. ESEA section 1111(g)(2)(M) requires each State to ensure that districts and schools continue to comply with the paraprofessional qualifications in place on December 9, 2015, including those requirements under 34 C.F.R. § 200.58 and any State-specific requirements that were in place on that date.
5. What are the requirements for the supervision of paraprofessionals? Paraprofessionals who provide instructional support must work under the direct supervision of a licensed teacher. A paraprofessional works under the direct supervision of a teacher if (1) the teacher prepares the lessons, plans the instructional support activities the paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working, and (2) the paraprofessional works in close and frequent proximity with the teacher.
6. Must a paraprofessional employed by a district to provide equitable services do so under the direct supervision of a public school teacher? As required by OAR 581-037-0005 (5) Title I-A funds cannot be used to hire an paraprofessional for equitable services to support a private school teacher, regardless of the whether or not the private school teacher is licensed. Title I-A funds

---

<sup>4</sup> ESEA Section 1119(g)(2) of NCLB



can only be used to hire a paraprofessional for equitable services to support a licensed public school teacher.

## Resources

- [Title I-A Paraprofessional Non-Regulatory Guidance](#)
- [Title I-A Equitable Services Non-Regulatory Guidance](#)
- [Transitioning to the Every Student Succeeds Act: FAQs](#)
- [Oregon Administrative Rules for Educational Assistants](#)

# memo

## **Vernonia School District 47J**

To: Vernonia School District Board of Directors, Superintendent Jim Helmen  
From: Marie Knight  
Date: 2/9/2024  
Re: February 2024 financial information

---

Comments: Hello!

It's officially Budget Season! Superintendent Helmen and I have begun our work on it. We will be attending the Oregon Business Officials Association Budget Symposium February 7 & 8, 2024 to get the latest information and collaborate with our colleagues from across the state. I'm excited to be starting this project for the 2024-2025 fiscal year.

We continue to have an ending fund balance estimate of around \$500,000.

Thank you!

-Marie Knight

Business Manager, Vernonia School District 47J

**VERNONIA SCHOOL DISTRICT 47J**  
**FUND 100 (GENERAL FUND) 2023-2024**


	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	BUDGET	OVER (UNDER)
<b>REVENUES</b>	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	EST	EST	EST	EST	EST	EST		ACTUAL/EST.
1111 Current Year Taxes	-				2,861,732	376,729	13,962	5,000	5,000	5,000	5,000		3,272,423	2,925,000	347,423
1112 Prior Year Taxes	-		10,596	10,432	14,965	2,559	3,630	2,000	2,000	2,000	2,000	-	50,182	75,000	(24,818)
1190 Penalties&Interest Income	-		137	31	70	3,928	415						4,582	-	4,582
1500 Interest Income	3,025	4,985	5,681	5,031	8,167	18,257	3	500	500	1,809	-	-	47,958	20,000	27,958
1710 Revenue - Admissions	-											13,000	13,000	13,000	-
1740 Revenue - Fees	-											30,000	30,000	30,000	-
1910 Rentals	-	1,100	550	550	720	850	500	1,000	1,000	1,000	1,000	1,080	9,350	10,000	(650)
1920 Donations	-			496	413	317	29					50,000	51,255	60,700	(9,445)
1960 Prior Year Refunds	193	1,580									3,228	15,000	20,000	20,000	0
1961 Current Year Refunds	-						764					10,000	10,764	10,000	764
1980 Fees Charged to Grants	-											46,500	46,500	46,500	-
1990 Miscellaneous	113		5	1,404	6,712	898						76,777	85,908	85,000	908
1994 Medicaid Admin Claim	-	15,535	1,878									57,587	75,000	75,000	(0)
1995 E-Rate	-											60,000	60,000	60,000	-
2101 County School Fund	-			10								20,000	20,010	20,000	10
2102 General Ed. Service Dist	-											61,032	61,032	61,032	-
2105 Natural Gas and Minerals	-											20,000	20,000	20,000	-
2201 NW ESD Credits	-												-	-	-
3101 State School Fund Grant	784,695	392,112	392,112	392,112	392,112	392,112	392,172	392,112	392,112	392,347	320,347	-	4,634,345	4,423,526	210,819
3103 Common School Fund	-											75,064	75,064	75,563	(499)
3104 State Timber Revenue	-				161,565							488,435	650,000	650,000	(0)
3199 Other Un-Restricted Grants-in-aid	-											-	-	35,000	(35,000)
3299 Other Restricted Grants-in-aid	-											-	-	50,000	(50,000)
5200 Transfer of Funds	-											-	-	-	-
5400 Beginning Fund Balance	811,918	-										-	811,918	800,000	11,918

<b>TOTAL REVENUE</b>	<b>1,599,942</b>	<b>415,312</b>	<b>410,959</b>	<b>410,065</b>	<b>3,446,456</b>	<b>795,650</b>	<b>411,474</b>	<b>400,612</b>	<b>400,612</b>	<b>402,156</b>	<b>331,575</b>	<b>1,024,475</b>	<b>10,049,288</b>	<b>9,565,321</b>	<b>483,967</b>
----------------------	------------------	----------------	----------------	----------------	------------------	----------------	----------------	----------------	----------------	----------------	----------------	------------------	-------------------	------------------	----------------

<b>EXPENDITURES</b>															
100-Salaries	44,767	75,217	348,136	340,019	322,855	326,725	326,627	325,000	325,000	325,000	325,000	900,000	3,984,348	4,128,820	144,472
200-Payroll Costs	23,371	42,268	190,014	184,497	160,499	226,962	189,906	190,000	190,000	190,000	190,000	500,000	2,277,518	2,395,891	118,373
300-Contracted Services	35,252	96,995	97,444	224,801	169,024	195,912	196,885	180,000	185,000	185,000	200,000	339,751	2,106,064	1,962,338	(143,726)
400-Supplies	11,459	77,640	60,747	52,903	16,137	41,584	16,674	10,000	10,000	10,000	5,000	5,211	317,355	254,309	(63,046)
500-Equipment	-			10,200	-								10,200	10,000	(200)
600-Other (ins., fees)	136,628	7,792	12,932	2,030	321	2,462	627	-	-	-	-	681	163,473	145,100	(18,373)
700-Transfers	-	-										168,863	168,863	168,863	-
contingency/unappropriated	-	-										500,000	500,000	500,000	-

<b>TOTAL EXPENDITURES</b>	<b>251,477</b>	<b>299,911</b>	<b>709,274</b>	<b>814,451</b>	<b>668,836</b>	<b>793,646</b>	<b>730,720</b>	<b>705,000</b>	<b>710,000</b>	<b>710,000</b>	<b>720,000</b>	<b>2,414,506</b>	<b>9,527,821</b>	<b>9,565,321</b>	
---------------------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	------------------	------------------	------------------	--

<b>PROFIT/LOSS</b>	<b>1,348,465</b>	<b>115,400</b>	<b>(298,315)</b>	<b>(404,385)</b>	<b>2,777,620</b>	<b>2,004</b>	<b>(319,246)</b>	<b>(304,388)</b>	<b>(309,388)</b>	<b>(307,844)</b>	<b>(388,425)</b>	<b>(1,390,031)</b>	<b>521,467</b>		
--------------------	------------------	----------------	------------------	------------------	------------------	--------------	------------------	------------------	------------------	------------------	------------------	--------------------	----------------	--	--

<b>RUNNING TOTAL</b>	<b>1,463,866</b>	<b>1,165,550</b>	<b>761,165</b>	<b>3,538,785</b>	<b>3,540,789</b>	<b>3,221,543</b>	<b>2,917,155</b>	<b>2,607,767</b>	<b>2,299,923</b>	<b>1,911,498</b>	<b>521,467</b>	 <b>projected ending fund balance</b>			
----------------------	------------------	------------------	----------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	----------------	--	--	--	--

	EST	ACTUAL	% of BUDGET MORE(LESS)	
ADMr	549.00	549.00	1	-
ADMw	787.58	787.58	1	-



**VERNONIA SCHOOL DISTRICT 47J**  
**2023 - 2024 Budget Calendar**

March 21, 2024	Publish the first “Notice of Budget Committee Meeting” in the <i>Vernonia’s Voice publication</i>
April 4, 2024	Publish the second “Notice of Budget Committee Meeting” in the <i>Vernonia’s Voice publication</i>
Thursday, April 18, 2024 6:00 pm - VSD Library	First Budget Committee Meeting (budget message and present proposed budget)
Thursday, May 9, 2024 Board Meeting to follow 6:00 pm - VSD Library	Second Budget Committee Meeting (answer questions, accept public comment, request approval)
June 6, 2024	Publish Budget Hearing Notice in the <i>Vernonia’s Voice publication</i>
Thursday, June 13, 2024 6:00 pm - VSD Library	Public Hearing and Adoption of Budget 6:00 p.m. as approved by the Budget Committee  School Board Meeting

## January 2024 Maintenance Report

### Alarm Related Calls:

11

### Facility Use:

Winter sports, Board meeting, school assemblies, stadium meeting, performing arts concert.booster use. Theater group.

### Projects/Work for the Month

- \*Board report.
- \*Hung the remaining TV's in the facility
- \*Fire Marshals report: I met with Chris yesterday and we went through his report. He is satisfied with the progress we have made. We only have a few other items to address, should be completed by the next report.
- \*programming cards and keys for new employees added and changed a couple.
- \*Schedule next fuel delivery for Biomass, again. We are almost out.
- \*Adjusted lighting programs back to normal use.
- \*painted an office space.
- \* dealing with winter weather conditions. Snow removal and systems support during the storm and below freezing conditions.
- \*Worked on next year's budget items.
- \*Repaired several clogged and leaking toilets.
- \*Repaired hand washing station boys green hall.
- \*Worked on elevator back up power supplies.
- \*installed handles on refrigerator
- \*RT1 filter replacement
- \*Work on paddle locks frozen and needing maintenance
- \*Check filters in AHU#5
- \*Worked with electricians for new power at new tv locations
- \*Serviced Biomass
- \*Snow removal at Mist, prep for freezing temps.
- \*Full day of deep cleaning at Mist over break
- \*Full district IPM inspection (getting better)
- \*Semi annual kitchen hood test and fire extinguisher inspection,
- \*Replace several light bulbs in facility
- \*Saturday pellet delivery
- \*Install cat5 cable in the wood shop.
- \*A second walk through with the fire marshal.
- \*Inspect grounds and facility after winter storm
- \*Inspect and update sound equipment in commons and gyms
- \*Replaced battery in tractor
- \*Repaired classroom door lock 236
- \*Hung shelving in concessions
- \*Repaired broken door swing on lower gym main entrance
- \*Tested pumps in lower basement pump room

**Weekly/Monthly**

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

**Miscellaneous:**

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

**Vandalism:**

Damage to bathroom fixture boys H/S

Thank you

Mark Brown

Facility/Maintenance/Grounds Supervisor/IPM Coordinator

Vernonia School District

971-297-6403

## Paid Family Medical Leave Insurance\*

The district participates in Paid Family and Medical Leave Insurance (PFMLI) and Paid Leave Oregon (PLO). This includes submitting employee and employer contributions to the Employment Department (“Department”) as required by state law. The district does not administer PFMLI or PLO. All applications and related questions should be directed to the Department.

### Definitions

1. “Family leave” means leave from work taken by a covered individual:
  - a. To care for and bond with a child during the first year after the child’s birth or during the first year after the placement of the child through foster care or adoption; or
  - b. To care for a family member with a serious health condition.
  
2. “Family leave” does not mean:
  - . Leave described in Oregon Revised Statute (ORS) 659A.159 (1)(d) (non-serious health condition of child or school or child care provider closure due to public health emergency);
  - a. Leave described in ORS 659A.159 (1)(e) (death of a family member); or
  - b. Leave authorized under ORS 659A.093 (leave for spouses of members of the military upon deployment or call to active duty).
  
3. “Family member” means:
  - . The spouse of a covered individual;
  - a. A child of a covered individual or the child’s spouse or domestic partner;
  - b. A parent of a covered individual or the parent’s spouse or domestic partner;
  - c. A sibling or stepsibling of a covered individual or the sibling’s or stepsibling’s spouse or domestic partner;
  - d. A grandparent of a covered individual or the grandparent’s spouse or domestic partner;
  - e. A grandchild of a covered individual or the grandchild’s spouse or domestic partner;
  - f. The domestic partner of a covered individual; or
  - g. Any individual related by blood or affinity whose close association with a covered individual is the equivalent of a family relationship.

4. “Medical leave” means leave from work taken by a covered individual that is made necessary by the individual’s own serious health condition.

5. “Safe leave” means leave related to domestic violence, harassment, sexual assault, stalking and relocation for health and safety reasons as provided in ORS 659A.272.

6. “Serious health condition” means an illness, injury, impairment, or physical or mental condition of a claimant or their family member that:

Requires inpatient care in a medical care facility such as, but not limited to, a hospital, hospice, or residential facility such as, but not limited to, a nursing home or inpatient substance abuse treatment center;

a. In the medical judgment of the treating health care provider poses an imminent danger of death, or that is terminal in prognosis with a reasonable possibility of death in the near future;

b. Requires constant or continuing care, including home care administered by a health care professional;

c. Involves a period of incapacity. “Incapacity” is the inability to perform at least one essential job function, or to attend school or perform regular daily activities for more than three consecutive calendar days. A period of incapacity includes any subsequent required treatment or recovery period relating to the same condition. The incapacity must involve one of the following:

1. Two or more treatments by a health care provider; or
2. One treatment plus a regimen of continuing care.

d. Results in a period of incapacity or treatment for a chronic serious health condition that requires periodic visits for treatment by a health care provider, continues over an extended period of time, and may cause episodic rather than a continuing period of incapacity, such as, but not limited to, asthma, diabetes, or epilepsy;

e. Involves permanent or long-term incapacity due to a condition for which treatment may not be effective, such as, but not limited to, Alzheimer’s Disease, a severe stroke, or terminal stages of a disease. The employee or family member must be under the continuing care of a health care provider, but need not be receiving active treatment;

f. Involves multiple treatments for restorative surgery or for a condition such as, but not limited to, chemotherapy for cancer, physical therapy for arthritis, or dialysis for kidney disease that if not treated would likely result in incapacity of more than three calendar days;

g. Involves any period of disability due to pregnancy, childbirth, miscarriage or stillbirth, or period of absence for prenatal care; or

h. Involves any period of absence from work for the donation of a body part, organ, or tissue, including preoperative or diagnostic services, surgery, post-operative treatment, and recovery.

### **Eligibility**

1. To be eligible for PLO benefits, an individual must:

a. Be an employee of the district;

b. Earn at least \$1,000 in the base or alternate base year;

- c. Contribute to the PLO in accordance with state law;
- d. Experience an event qualifying the employee for:
  - 1. Family leave;
  - 2. Medical leave; or
  - 3. Safe leave.
- e. Submit an application to Department;
- f. Have not exceeded maximum paid leave for the year; and
- g. Have no current disqualifications.

**Leave**

PLO can be used for family leave, medical leave or safe leave. Up to 12 weeks of paid leave can be taken per benefit year. Leave can be taken in one-day increments and can be consecutive or nonconsecutive.

Any family leave or medical leave taken under PLO must be taken concurrently with any leave taken by an eligible employee under ORS 659A.150 - 659A.186 (OFLA) or under the federal Family and Medical Leave Act of 1993 (P.L. 103-3, FMLA) for the same purposes.

The district will maintain an employee's existing health benefits while the employee is using leave. The employee will be required to pay the employee's contribution to premiums.

END OF POLICY

---

**Legal Reference(s):**

[ORS 657B](#)  
[OAR 471-070](#)

[HB 912 \(2023\)](#)  
[SB 913 \(2023\)](#)  
[HB 999 \(2023\)](#)

## **Paid Family Medical Leave Insurance (PFMLI)**

### **Application**

Employees may submit applications for Paid Leave Oregon (PLO) to the Oregon Employment Department (“Department”) American Fidelity. Applications may be submitted up to 30 days prior to the start of the leave and up to 30 days after the start of the leave. The Department American Fidelity may require verification from the employee. The Department American Fidelity will make all decisions regarding acceptance and denial of an application, including determining the amount of the benefit. The district cannot accept, file, process or make decisions on applications.

An employee may appeal an approval or denial of claim, the amount of a weekly benefit or a disqualification from receipt of benefits to the Department in accordance with Oregon Revised Statute (ORS) 657B.410 and Oregon Administrative Rule (OAR) 471-070-8005.

### **Employee Notice to District**

If the leave is foreseeable, the employee must provide the district with written notice at least 30 calendar days prior to the leave. {} If the leave is not foreseeable the employee must give oral notice to the district within 24 hours of the start of the leave, and must provide written notice within 3 days after the start of leave. The district requests as much advanced notice as possible.

The notice must include:

1. The employee’s first and last name;
2. Type of leave;
3. Explanation of the need for leave; and
4. Anticipated timing and duration of leave, including if it is continuous or intermittent.

Notice need only be given one time, but the employee shall notify the district as soon as practicable if dates of scheduled leave change, are extended, or were initially unknown. This notice does not need to mention PFMLI or PLO to satisfy the notice requirements. Notice may be provided by another party on behalf of the employee in accordance with state law.

Failure to comply with these notice requirements may result in a penalty imposed by the Department. The Department may reduce the amount of the benefit by 25 percent in accordance with OAR 471-070-1310(9)-(10).

## **Concurrent Use of District-Provided Paid Leave{}**

The district allows employees to use all or a portion of employer-provided paid leave in addition to receiving PLO benefits to replace an employee's wages up to 100 percent of the eligible employee's average weekly wage. Example:

An employee applies and is approved for PLO for a personal serious medical condition, which also qualifies for OFLA leave. The Department determines that the rate of pay will be 75 percent of the employee's regular salary. The employee will be allowed to use available district-provided paid leave (sick, vacation or otherwise) for days that PLO is received, but is limited to only utilizing an amount that increases the employee paid leave to 100 percent of regular payment. In this example, the amount would be 25 percent Per Collective Bargaining Agreement.

## **Return to Work**

Upon completion of leave, the employee is entitled to return to the position held in the district prior to the leave, if that position still exists and if the employee had been employed in the district for 90 days prior to taking leave

## **Communications Between the District and the Department**

Upon receipt of an application or update in information from a district employee for PLO, the Department will notify the district. The district may provide additional information to the Department within 10 days. This information may include, but is not limited to, information about the employee's notice to the district or verification of the employee's continued employment with the district. If the district does not report such information to the Department, the Department will proceed using available information. The district can provide additional information to the Department as it becomes available.

If the Department requests additional information from the district, the district will respond within 10 calendar days.

Once the Department has issued a decision regarding an application submitted by an employee of the district, the Department will notify the district regarding the approval or denial and any applicable dates and periods of leave. The district cannot appeal a Department decision.

## **District Notice to Employees**

At the time of hire and each time the policy or procedure changes, the district must provide notice to employees. This notice must be in the language that the employer typically uses to communicate with employees and will include:

1. The right of an eligible employee to claim and receive family and medical leave insurance benefits;



2. The procedure for filing a claim for benefits;
3. That an eligible employee must provide notice to the district before the employee commences leave, and a description of the penalties for failure to comply with the notice requirements;
4. The right of an eligible employee to job protection and benefits continuation;
5. The right of an eligible employee to appeal a decision or determination made by the Department director;
6. That discrimination and retaliatory personnel actions against an employee for inquiring about the PFMLI or PLO program, giving notification of leave under the program, taking leave under the program or claiming PFMLI or PLO benefits are prohibited;
7. The right of an employee to bring a civil action or to file a complaint for violation of ORS 657B.060 or 657B.070; and
8. That any health information related to family leave, medical leave or safe leave provided to the district an employer by an employee is confidential and may not be released without the permission of the employee unless state or federal law or a court order permits or requires disclosure.

The district will display the Department's this notice poster in an area that is accessible to and regularly frequented by employees in each building or worksite. The district will provide this notice poster to employees working remotely by hand delivery, regular mail or through an electronic delivery method at the time of hire or assignment to remote work.

### **District Filings**

The district will file the Oregon Quarterly Tax Report, the Oregon Employee Detail Report and any other reports required by law. If the district fails to submit required filings or report, or fails to pay all required contributions, the district may be penalized in accordance with OAR 471-070-8520.

### **Employee Protections**

No employee or prospective employee will be discriminated or retaliated against for inquiring about PFMLI or PLO, giving notification of leave under PLO, taking PLO leave or claiming PLO benefits. Eligible employees have a right to file a complaint and/or bring a civil action for violations of ORS 657B.060 or ORS 657B.070.

Any health information related to family leave, medical leave or safe leave provided to the district by an employee is confidential and may not be released without the permission of the employee unless state or federal law or a court order permits or requires disclosure.

# Vernonia School District 47J

Code: **GCPC/GDPC**  
Adopted: 06/12/03  
ReAdopted: 02/08/2024  
Orig. Code(s): GCPC/GDPC

## Retirement of Staff \*

To assist the district in its planning efforts, staff members considering retirement are encouraged to notify the district as early as possible, preferably at the beginning of the school year in which the retirement will take place.

Retiring employees are encouraged to coordinate with PERS and the Human Resources Department to ensure that all requirements are met. The superintendent will develop requirements, limitations and procedures for employment as a PERS-retiree.

When an employee of the district retires under PERS, that employee's employment with the district will terminate. PERS-retired individuals may apply for open positions with the district.

END OF POLICY

---

### Legal Reference(s):

[ORS Chapter 237](#)  
[ORS Chapter 238](#)  
[ORS Chapter 238A](#)  
[ORS 243.303](#)  
[ORS 342.120](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2018).  
Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2018).  
OR. CONST., art. IX, §§ 10-13.  
[House Bill 229](#)

# Vernonia School District 47J

Code: **LBE**  
Adopted: 07/10/03  
Revised/Readopted 02/08/24  
Orig. Code(s): LBE

## **Public Charter Schools\*\***

Public charter schools may be established as a new public school or a virtual public school, from one or more existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process. The public charter school will be located and operated within the sponsoring district except where authorized by law.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will determine if it has any vacant or unused buildings and make a list of such buildings; buildings may be made available for public charter school use, subject to Board approval and Board policy.

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available. Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district will provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review, and appeal procedures, and program evaluation, renewal, and termination.

END OF POLICY

---

**Legal Reference(s):**

[ORS 327.077](#)  
[ORS 327.109](#)  
[ORS 332.107](#)  
[ORS 338](#)  
[ORS 339.141](#)  
[ORS 339.147](#)  
[ORS 339.450](#)  
[ORS 339.460](#)  
[OAR 581-026-0005 - 0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).  
[Senate Bill 767 \(2023\)](#).

**Resident Student Denial for Virtual Public Charter School Attendance\*\***

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of the number of students residing in the district, who are enrolled in attending a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district will not approve additional students enrollment to such a virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district may send a notice of approval or disapproval to a parent of a student who has sent a notice to the district of intent to enroll the student in a virtual public charter school not sponsored by the district

(See OAR 581-026-0305(3)). A parent must give notice to the district of intent to enroll their student in a virtual public charter school not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment. The district may respond with an approval or disapproval to a parent within eight business days of receipt of the notice from the parent.

If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;
2. The right to appeal the decision to the State Board of Education;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;

4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not require.

END OF POLICY

---

**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)  
[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)

[House Bill 3024 \(2023\)](#).

# MEETING MINUTES

## VERNONIA SCHOOL DISTRICT BOARD of DIRECTORS Regular Meeting – January 11, 2024 Vernonia Schools Library, 1000 Missouri Avenue, Vernonia

- 1.0 CALL TO ORDER:** A Regular Meeting of the Directors of Administrative School District 47J, Columbia County, Oregon was held virtually and called to order at 6:04 p.m. by Scott Rickard. MEETING CALLED TO ORDER
- Board Present:** Scott Rickard, Joanie Jones, Susan Wagner, Javoss McGuire, Greg Kintz, Stacey Pelster, and Amy Cieloha. BOARD PRESENT
- Board Absent:** None BOARD ABSENT
- Staff Present:** Jim Helmen, Superintendent; Nate Underwood, Middle/High School Principal; Michelle Eagleson, Elementary Principal; Susanne Myers, Special Education Director; Marie Knight, Business Manager; Barb Carr, Administrative Assistant; and Debbie Taylor, Licensed Staff. STAFF PRESENT
- Visitors Present:** Scott Laird and Tara Kemp VISITORS PRESENT
- 1.1** The Pledge of Allegiance was recited. PLEDGE OF ALLEGIANCE
- 2.0 AGENDA REVIEW:** Jim Helmen added Discussion item #7.3 SIA Grant Agreement and the Action item #8.3 SIA Grant Agreement. Greg Kintz moved to approve the agenda as amended. Stacey Pelster seconded the motion. Motion passed unanimously. AGENDA REVIEW
- 3.0 PUBLIC COMMENT:** None PUBLIC COMMENT
- 4.0 SHOWING CASING of SCHOOLS**
- 4.1 Administrative Reports:** Administrator reports were provided to the Board prior to the meeting. Jim Helmen highlighted the new TV screens in each of the hallways. These are used to share information with students and staff. There were no questions from the Board on these reports. ADMINISTRATOR REPORTS
- 5.0 BUSINESS REPORTS:**
- 5.1 Superintendent Report:** The Superintendent's report was provided to the Board prior to the meeting. SUPERINTENDENT REPORT
- Amy Cieloha asked for an update on the holiday camp over winter break. Jim Helmen shared that camp was a huge success, with approximately 30-60 kids attending depending on the day. There was some illness with staff and camp was shut down for a few days. Overall it was a great and positive experience for our students with healthy, fun and engaging activities. The after school program started this week. About 30-35 kids in grades K-5 have signed up to participate. Work is ongoing to expand the camp to include 6<sup>th</sup> grade students. Arts, music, and academic focused activities are taking place. Kasey Wilson, Camp Cedar Ridge, and district employee, Summer Gonzales are doing a great job overseeing the program. HOLIDAY BREAK and AFTER SCHOOL CAMP HIGHLIGHTED
- The district wide approval for free meals was explained by Mr. Helmen. The application with the Oregon Department of Education had some changes for the qualifying standards for free and reduced eligibility and this changed the district threshold to reach the target percentage to qualify. The State decided to factor in the students getting the Oregon Health Plan which greatly increased our numbers of students qualifying for free meals. Marie Knight and Barb Carr spent time in uploading student names and cross checking students that qualified and we were approved for all students to receive free lunch and breakfast for four years. It won't cover 100% of our costs, but our overall costs will be about 10%. This is a huge benefit for our students. Our kitchen staff have reported a significant increase in the numbers of students now eating breakfast and lunch. DISTRICT WIDE FREE MEALS FOR ALL STUDENTS EXPLAINED
- Mr. Helmen shared information regarding the highly qualified designation for classified staff. Instructional Assistants must have an Associates degree or higher or have completed 2 years of study at an institute of higher education. If they don't have this they must pass a local HIGHLY QUALIFIED STATUS FOR INSTRUCTIONAL

academic assessment – Work Keys. This assessment tests knowledge of basic reading, writing and math skills. Vernonia currently has 24 instructional assistants employed of which 11 have met the highly qualified status. Many of these employees are long-term employees, some are new employees. The Highly Qualified status was no longer a focus when the District was experiencing challenges of hiring staff. Moving forward, the District has identified the staff that need the highly qualified designation. The Human Resources department will be meeting with the employees to schedule a time to take the Work Keys assessment. If additional time is needed for this to take place the District will develop a plan. This is not unusual with staff shortages around the State. Greg Kintz expressed his concern that during COVID the District slipped in tracking this.

ASSISTANTS REVIEWED

**5.2 Financial Report:** Marie Knight shared that Tara Kamp, with Pauly Rogers and Company, was in attendance to present the audit and answer questions from the Board. Ms. Kamp explained the process of completing the audit and the results as follows:

FINANCIAL REPORT

1. A qualified opinion on the basic financial statements has been issued.
2. State minimum standards – an exception regarding budgeted appropriations was noted.
3. Federal Awards – no issues of non-compliance or questioned costs was noted.
4. Management Letter – a deficiency in adequate preparation for the audit

2022-23 FINANCIAL  
AUDIT REPORT SHARED

After Ms. Kamp left the meeting Stacy Pelster asked for an explanation of the qualified exceptions and discrepancies in numbers. Marie Knight explained that every year the District looks at appropriations in June and will do an appropriations adjustment if needed. A lot of work to close out the year continues to take place after the June adjustment is made. Last June, the amount of the adjustment was not accurate. Marie Knight shared she is aware of how transfers effect the bottom line and has already started looking at appropriations for this year.

Scott Rickard asked for clarification on the limit of transferring 10% between funds. Marie Knight explained that if more than 10% is transferred between funds an appropriation resolution is required. This was done last year, however it was not enough. The Budget Actuals is what brought this issue to the forefront and is the reason for the comments in the audit.

There were no questions on the financial report.

**5.3 Maintenance Report:** Mark Brown's report was provided to the Board prior to the meeting. There were no questions from the board.

MAINTENANCE REPORT

## 6.0 BOARD REPORTS/ BOARD DEVELOPMENT:

### 6.1 COMMITTEE REPORTS

COMMITTEE REPORTS

**6.1.1 Safety Committee** – Susan Wagner shared that the committee met this week for a short abbreviated meeting. Discussion about where the committee is headed and what they want to take on was held. The committee will be working with PACE and valuation.

**6.1.2 Policy Committee** – the committee has met and is sharing policy amendments this meeting for a 1<sup>st</sup> reading.

GCBDF/GDBDF – Paid Family Medical Leave Insurance

GCBDF/GDBDF-AR – Paid Family Medical Leave Insurance

GCPC/GDPC – Retirement of Staff. A question was asked about staff keeping full benefits if they are rehired after retirement from PERS. All sick leave and personal leave accrued is zeroed out and they start over accruing these benefits. Salary and insurance benefit would be kept the same. Pay is under the determination of the Superintendent to place that employee on the salary scheduled based on their experience. The job is posted and there is no limit as to how long the employee can work after retiring.

LBE – Public Charter Schools. None in our district but had to select language.

LBFA – Resident Student Denial for Virtual Public Charter School Attendance. A question about percentages of people wishing to go to a charter school - is it greater than 3%? No, not even close according to Mr. Helmen.

**6.1.3 Scholarship Committee** – no update provided



**7.0 OTHER INFORMATION and DISCUSSION**

**7.1 NWRESD Local Service Plan for 2024-25:** Jim Helmen shared the process of how 5% of funds from the State flow through Educational Service Districts (ESDs). Small Districts don't have the dollars to provide resources to special education students that is needed. A full time occupational or speech therapist can't be funded at the district level. These individuals are employed by the ESD and then their services are sold to the District in the amounts needed. Every year the services needed for students in our district are reviewed and a determination of services is needed. Another service provided to our District by the ESD is business services. They process payroll and accounts payable. A review of the amounts for services and costs the District has with the ESD was shared. Some of these costs are paid for with service credits allocated by the ESD to our District.

NWRESD LOCAL SERVICE PLAN DISCUSSED

Scott Rickard asked if the unit costs have changed? Yes, they have gone up.

**7.2 Early Literacy Grant Proposal/Application:** Jim Helmen shared that we have to provide our Board with information and give the public time to comment on the grant application. The District must complete the grant from the State even though it is a non-competitive grant. The 2023-24 allocation based on our ADM is \$41,513.22. The 2024-25 preliminary allocation is \$53,615.80. This grant will support K-3<sup>rd</sup> student early literacy and can be expanded to K-5 students. Details of the grant were shared. The grant has been submitted to ODE. To date, no feedback has been received. All indications is that it will be accepted.

EARLY LITERACY GRANT PROPOSAL SHARED

The amount of work done to complete this grant was recognized by Scott Rickard.

**7.3 SIA Grant Agreement 2023-24:** Jim Helmen shared that last year the District wrote the SIA grant which supports funding for students that:

- meets mental or behavioral health needs
- increasing academic achievement
- reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities,
- students with disabilities
- English language learners,
- Economically disadvantaged students
- Students who are homeless, and
- Students who are foster children.

SIA GRANT DISCUSSED

The effective date of this grant is July 1, 2023 – September 30, 2024. The total amount of the grant is \$638,526.95. An update on our annual progress was shared. The full grant document as well as that SIA Annual Report is available on the District website. Jim Helmen shared that Vernonia School District is willing to fulfill all the obligations required of the District as part of the SIA grant.

**8.0 ACTION ITEMS:**

**8.1 NWRESD Local Service Plan:** Stacey Pelster moved to approve the NWRESD Local Service Plan for 2024-25 as presented. Javoss McGuire seconded the motion. Motion passed unanimously.

NWRESD LOCAL SERVICE PLAN 2024-25 APPROVED

**8.2 Early Literacy Grant Application:** Greg Kintz moved to approve the Early Literacy Grant Application as presented. Joanie Jones seconded the motion. Motion passed unanimously.

EARLY LITERACY GRANT APPLICATION APPROVED

**8.3 SIA Grant Agreement 2023-24:** Stacey Pelster moved to approve the SIA Grant Agreement for 2023-24 as presented. Amy Cieloha seconded the motion. Motion passed unanimously.

SIA GRANT AGREEMENT APPROVED

**9.0 MONITORING BOARD PERFORMANCE:**

BOARD PERFORMANCE

**9.1** Due to weather requiring this meeting to be held virtually, School Board Appreciation will take place at the February meeting. Debbie Taylor thanked the board for their time commitment to our youth.

**10.0 CONSENT AGENDA:**

CONSENT AGENDA

**10.1 Minutes of 12/14/2023 Regular Meeting**

Stacey Pelster moved to approve the consent agenda as presented. Greg Kintz seconded the motion. Motion passed unanimously.

CONSENT AGENDA APPROVED

**11.0 OTHER ISSUES:** Next agenda setting meeting will be Scott Rickard and Susan Wagner. Discussion was held on creating a cyclical schedule for board members to rotate through meeting to set the agenda. After discussion it was the consensus of the board that this was not needed.

OTHER ISSUES

Greg Kintz shared that the OSBA Rural Caucus passed. He will let our board know when meetings will be held. Dates for the OSBA Summer board conference have been set for August 9-11. Location has not yet been determined. He will forward on information as it is received.

**12.0 MEETING ADJOURNED** at 8:07 p.m.

ADJOURNED

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

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

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