

Regular

Monday, June 15, 2020 6:30 PM

District Administration Office, 88834 Territorial Road, Elmira, Oregon 97437

1. Call to Order: Public - 6:30 p.m.

2. **Visitors: The Fern Ridge School Board encourages public input. In compliance with Governor Kate Brown's executive order due to the emergency resulting from the COVID-19 pandemic, the District facilities are currently closed to the public and meetings are held virtually through google.meet.com**

Emails from community members who would like to comment on non-agenda items will be read into record at this time. Emails must contain the community member's name, address, and include material that can be read within the three minute time limit.

3. Monthly Items:

3.A. Approval of Minutes - Board Action

3.B. Financial Report/Statements - Quanah Bennett,
Business Manager

3.B.1. Financial Report- Board Action

4. Reports:

4.A. Superintendent's Report - Gary Carpenter,
Superintendent

4.B. Administrator Reports - Sent via email

4.B.1. Elmira High School

4.B.2. Fern Ridge Middle School

4.B.3. Elmira Elementary

4.B.4. Veneta Elementary

4.B.5. West Lane Technical Learning Center

5. **Emails from community members who would like to comment on agenda items will be read into record at this time. Emails must contain the community member's name, address, and include material that can be read within the three minute time limit.**

6. Discussion Items:

6.A. ART Inc, Semi Annual Report

Presenter: Vicki
Sourdry

6.B. Equity in School Lunch Pricing - Board Action

6.C. 2020-2021 Budget of the Fern Ridge School District

6.C.1. Open Public Hearing on 2020-2021 Approved Budget of the Fern Ridge School District

6.C.2. Comments

6.C.3. Close Public Hearing on 2020-2021 Budget of the Fern Ridge School District

6.C.4. Adopt 2020-2021 Budget, Make Appropriations, Impose Taxes, and Categorizing Tax - Resolution #19-20/12 - Board Action

6.D. Approve OSEA Bargaining Agreement - Board Action

6.E. ODE - TAG Report - Board Action

6.F. Ready Schools, Safe Learners - Guidance for School Year 2020-2021

7. Personnel

7.A. Licensed Employees Resignations/New Hires/Transfer/Other - Board Action

7.A.1. Resignation of Justin Peeler, 1.0 FTE PE Teacher at Fern Ridge Middle School, effective the end of the 2019-2020 school year.

7.A.2. Resignation of Sundown Collins, 1.0 FTE PE Teacher at Elmira Elementary School, effective the end of the 2019-2020 school year.

7.A.3. Retirement of Simone d'Aubigne, .75 FTE ELL Teacher, effective the end of the 2019-2020 school year.

7.B. Other Personnel Issues

8. Annual Organization Appointments for the School Year 2020-2021 - Resolution #19-20/13 - Board Action

9. Late Items/Closing Comments

10. Adjournment



FERN RIDGE SCHOOL DISTRICT 28J
School Board Meeting Minutes

REGULAR MEETING of the FERN RIDGE SCHOOL BOARD

May 13, 2020

Meeting was held virtually on meet.google.com

CALL TO ORDER (Agenda Item 1): The regular meeting of the Fern Ridge School Board was called to order by Chair Mark Boren at 6:00 p.m.

In remote attendance were Directors Mark Boren, Andrea Larson, Barbara Graham-Adams, Superintendent, Gary Carpenter, and Business Manager, Quanah Bennett. Directors Flowers and Povenmire-Kirk were unable to attend.

The press was represented by Paul Johnson of the Fern Ridge Review.

WRITTEN COMMENT (Agenda Item 2): It was advertised that members of the public who would like to comment on agenda and non-agenda items could do so by emailing the board secretary. No emailed comments were received.

DISCUSSION ITEMS (Agenda Item 3):

A. Work Share Program – The school board discussed the options of the work share program for district staff.

Director Larson moved that the district should pursue both the work share and furlough days at the same time; seconded by Director Graham-Adams. There was no discussion. The motion passed with Directors Boren, Larson, and Graham-Adams voting yes. 3-0.

B. Central School Property Contract - The district received a letter from the Applegate Regional Theatre group requesting more time to make their agreed upon payment for the Central School Property.

There was discussion around adding this as an agenda item for the June board meeting.

Director Larson moved that to add this topic to the June agenda; seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Larson, and Graham-Adams voting yes. 3-0.

LATE/CLOSING ITEMS (Agenda Item 4) – Superintendent Carpenter will call both association presidents to discuss the decision to move forward with the work share and furlough days. The final decision of whether the district can move forward with the work share application process

will be made by the end of this week.

Chair Boren discussed holding a role call during board meetings so that there is more clarity on motions, seconds, and voting.

ADJOURNMENT (Agenda Item 9): Chair Boren adjourned the meeting at 6:09pm

Attest:

Mark Boren, School Board Chair

Gary E. Carpenter, Jr., Superintendent



FERN RIDGE SCHOOL DISTRICT 28J
School Board Meeting Minutes

REGULAR MEETING of the FERN RIDGE SCHOOL BOARD

May 18, 2020

Meeting was held virtually on meet.google.com

CALL TO ORDER (Agenda Item 1): The regular meeting of the Fern Ridge School Board was called to order by Chair Mark Boren at 6:30 p.m.

In remote attendance were Directors Mark Boren, Andrea Larson, Barbara Graham-Adams, Jebadiah Flowers, Tiana Povenmire-Kirk, Superintendent, Gary Carpenter, and Business Manager, Quannah Bennett.

The press was not represented.

VISITORS (NON-AGENDA ITEMS) (Agenda Item 2): It was advertised that members of the public who would like to comment on non-agenda items could do so by emailing the board secretary. No emailed comments were received.

MONTHLY ITEMS (Agenda Item 3):

A. Approval of Minutes: The minutes for the regular board meeting on April 20, 2020 were presented for approval.

Director Jebadiah Flowers moved to approve the April 20 minutes from the school board meeting; seconded by Director Povenmire-Kirk. There was no discussion. The motion carried with Directors Boren, Graham-Adams, Flowers and Povenmire-Kirk. Director Larson had technical difficulties and could not record her vote. There were none opposed. 4-0.

B. Business Office Reports: Business Manager Quannah Bennett presented the April 30, 2020 Financial Report. There was one correction noted in the April column. The district has received 94% of revenue and spent 69% of budgeted expenditures which is where we were at during this same time last year.

There were no questions from the board.

Director Flowers made a motion to approve the financial report with the correction as noted; seconded by Director Povenmire-Kirk. There was no discussion. The motion carried with Directors Boren, Graham-Adams, Flowers, and Povenmire-Kirk voting yes. Director Larson had technical difficulties and could not record her vote. There were none opposed. 4-0.

REPORTS (Agenda Item 4):

A. Superintendent's Report:

- The Orion Health discussion was moved to this part of the agenda. Superintendent Carpenter has met with Orion Health but does not yet have specific budget information to share. To assist in this process, the district is getting quotes to hire a project manager to help with the county permit process. The district is responsible for getting the building water, sewer, phone lines, fire alarm and internet connectivity. Maintenance reserve dollars will be used for this project. Orion health will be purchasing the building and is responsible for the placement costs. The long-term benefit will be for our students to access services whether or not they have the ability to pay. Doctors, nurses, and mental health professionals would be available.
- The district was approved for three TAP (technical assistance program) grants. Superintendent Carpenter expects to issue RFP (request for proposal) soon. The grants are for facility assessment, long-term planning and seismic assessment.
- Planning continues around graduation. Graduation is scheduled to take place on Friday, June 5 at the high school.
- The budget document has been distributed. If anyone has questions before the next budget committee meeting they can email Superintendent Carpenter or Business manager Quannah Bennett.
- OSEA negotiations were paused at the start of the school closure. They are scheduled to open back up this week.
- The district continues to pursue an application with FEMA (Federal Emergency Management Agency). An applicant briefing occurs this week.
- Superintendent Carpenter recognized association leadership for their collaboration on some of the difficult decisions the district has been making. Mari Jones and Forrest Cooper with the Fern Ridge Education Association and Sherry Cooper with the Oregon School Employees Association.

There is a signed MOU for certified furlough and workshare days. The classified union has a verbal agreement on the workshare and will be finalizing furlough agreements soon. The three classified furlough days will be March 13, March 16, and June 15. The three certified furlough days will be March 13, March 16, and June 15. This is the first week of work share which means all employees are working one day less per week or 20% less each weekday. The workshare will last for four weeks. The combined savings to the district of the furlough days and workshare program is anticipated to be approximately \$300,000.

B. Administrator Reports:

1. Elmira Elementary School – Principal Marshall reported via email that they continue to miss students and their school family. They are celebrating teacher appreciation week as best as they can from afar.

EES had around 30 applicants for the two open elementary positions and interviewed 12. Staff are excited about the two new hires!

Teachers and staff continue to engage with families and students as much as possible. The packet return average K-5 is around 65%. Teachers feel like they have a solid communication plan (average communication on a weekly basis is about 90% K-5) with the majority of their families, regardless of work return.

Moving forward into the unknown, EES staff will do whatever is needed to support our students and community.

2. Veneta Elementary School- Principal Leatham reported via email that VES continues to be a hub of activity during this time. Meal service as well as bus packet drop off/pick up on Mondays brings 30-40 FRSD staff to the campus daily. It is exciting to see and be a part of this huge undertaking.

Distance Learning for All is going well at VES. Teachers have been diligent about contacting families at least once per week, and are often doing so more often. After contacting families, teachers are recording comments/concerns that they have. Principal Leatham follows up weekly with suggestions, questions, or possible ideas to help. In addition, we have a network of stay-at-home instruction assistants who are scheduled to call and work with students who are having difficulty with reading their weekly stories, packets, etc.

On occasion, there are students who they do not hear from, despite continued efforts. In those cases, Principal Leatham has been making home visits to check on the welfare of the children.

3. Elmira High School – Principal Gardner reported via email that EHS continues with Distance Learning for All and teachers are working hard to deliver remote content to all of their students. Students are meeting regularly with teachers on Google Meet to learn new material and get questions answered.

Graduation is going to happen as planned on June 5. Mr. Monegan is working with Principal Gardner and staff to create a fun presentation for the evening that will be posted to the website and made available on YouTube.

Recently, the high school held interviews for social studies and health positions. They offered the jobs to two strong candidates and are excited to have them join the EHS staff.

4. Fern Ridge Middle School – Principal Johnson reported via email that the halls at FRMS continue to be quiet and staff are missing the students and their energy. A school is not a school without students in it.

Things have been busy with the hiring of a new music teacher. Dr. Purcell-Joiner comes with experience teaching at the college and middle school levels.

Plans are in the works for 8th grade promotion. The middle school is planning a slideshow that will be posted online with an awards video. There will also be a “drive-by” celebration in the school parking lot. A 5th grade fly-up and orientation video will be posted at the end of May that includes a tour of the school and a virtual question/answer session with Mr. Chambers, Mr. Carman, and Principal Johnson.

FRMS is in the middle of forecasting for next year. They hope to have forms back from students so they can finalize the schedule.

Staff continue to connect with families and students. The priority during the closure is the well-being of families and the health/safety of students.

6. West Lane Technical Learning Center – Director Osibov reported via email that the WLTLC school board cancelled the May 20 meeting to await state information regarding the budget and guidance around COVID-19. The budgetary items and other issues will be addressed at the upcoming meeting on June 17.

School continues to function and teachers are conducting business as usual. WLTLC is experiencing a drop-off in engagement with students. The connections that teachers do experience with students are very interactive. All teachers are conducting virtual links that appear to be helping this entire process.

The Oregon Department of Education approved the Healthy and Safe Schools Plan for WLTLC. This plan will be reviewed for approval by the WLTLC school board at the June meeting. Once approved, the plan will be posted to the website and submitted to the Fern Ridge School District.

VISITORS (AGENDA ITEMS) (Agenda Item 5): It was advertised that members of the public who would like to comment on agenda items could do so by emailing the board secretary. There were no emailed comments.

DISCUSSION ITEMS (Agenda Item 6):

A. Chartwells – Chartwell’s has been flexible and helped to make the meal service process during the school closure and has served nearly 40,000 meals. They continue to engage with pandemic electronic benefits transfer for students/families who were qualified for free/reduced lunch. This gives qualifying families student meal credits.

Superintendent Carpenter reported that the county permit has been approved to re-configure the middle school lunch service line. Using some maintenance reserve dollars and lunch account spend down dollars, they will create a larger and more convenient space for staff and students to receive meals at FRMS.

Chartwell’s director, Alan Fullerton reported lots of changes with what was planned for 19-20. Chartwells pivoted and praised the district for their assistance with this major transition. There is now a lot of focus on the fall and how to manage food service.

The FRSD/Chartwells meal service ends Friday, June 12. Superintendent Carpenter has worked with Food for Lane County on their summer food program. It is possible that they may use the outside of Veneta Elementary. More information to come.

Director Flowers praised Mr. Fullerton and the staff who have worked hard to get these meals out to families.

Director Povenmire-Kirk mentioned she has seen a lot of social media praise for the meals service program.

B. 2020-2021 Calendars – The board reviewed the proposed school calendar for the 2020-2021 school year.

Superintendent Carpenter noted that Governor Brown may dictate the start date of the 2020-2021 school year. At this point, the plan is for our district to start school after Labor Day.

Normally, classified staff begin on the first day that students arrive. For 2020-2021, these folks will have three days added to their calendar so they can participate in the professional development activities that take place prior to students arriving.

Director Flowers made a motion to approve the 20-21 calendar; seconded by Director Povenmire-Kirk. There was no discussion. The motion carried with Directors Boren, Graham-Adams, Flowers, Povenmire-Kirk and Larson voting yes. 5-0.

C. School Board Meeting Schedule 2019-2020 - the Board reviewed the schedule for a second reading.

Director Povenmire-Kirk made a motion to approve the school board schedule for 20-21; seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Graham-Adams, Flowers, Povenmire-Kirk and Larson voting yes. 5-0.

D. Alternative Education Program Approval 2020-2021 – The 2020-2021 alternate education program list was presented for approval.

Director Larson moved to approve the Alternate Education Programs for the 20-21 school year; seconded by Graham-Adams. There was not discussion. The motion carried with Directors Boren, Graham-Adams, Flowers, Povenmire-Kirk and Larson voting yes. 5-0.

E. Orion Health – School Based Medical Center– This was discussed earlier in the meeting.

PERSONNEL (Agenda Item 7):

A. Licensed Employees Resignations/New Hires/Transfers/Other:

1. Hiring of Lauren Purcell-Joiner, 1.0 FTE Music Teacher at Fern Ridge Middle School, effective at the start of the 2020-2021 school year.

2. Hiring of Rose Reynolds, 1.0 FTE Teacher at Elmira Elementary School, effective at the start of the 2020-2021 school year.
3. Hiring of Courtney Roberts, 1.0 FTE Teacher at Elmira Elementary School, effective at the start of the 2020-2021 school year.

There were three additional/late items with certified staff hiring:

1. Hiring of Kathleen Holden, 1.0 FTE Autism/Behaviors Specialist with the Special Education Department, effective at the start of the 2020-2021 school year.
2. Hiring of Chase Wells, 1.0 FTE Health Teacher at Elmira High School, effective at the start of the 2020-2021 school year.
3. Hiring of Liane Davis, 1.0 FTE Social Studies Teacher at Elmira High School, effective at the start of the 2020-2021 school year.

Director Larson made a motion to approve the hiring of the six individuals listed both by Michelle Cook and on the agenda; seconded by Director Flowers. There was no discussion. The motion carried with Directors Boren, Larson, Flowers, Graham-Adams and Povenmire-Kirk voting yes. 5-0.

B. Classified/Coach/Other Personnel Report:

- Hiring of Erin Ellis, Girls Varsity Soccer Coach at Elmira High School, effective the start of the 2020-2021 season.
- Hiring of Rick Gardner, Assistant Football Coach at Elmira High School, effective the start of the 2020-2021 season.
- Hiring of Patrick Wondra, Assistant Football Coach at Elmira High School, effective the start of the 2020-2021 season.

LATE/CLOSING ITEMS (Agenda Item 8):

Resolution 19-20/11 – Inter-District Transfer numbers for 2020-2021 – This is the number of students that each school is willing to accept on an inner-district transfer agreement.

Director Flowers made a motion to approve resolution 19-20/11; seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Larson, Flowers, Graham-Adams and Povenmire-Kirk voting yes. 5-0.

2019-2020 Calendar Adjustment – Each classification including classified, licensed, confidential, and administrative will be participating in the furlough days and workshare program. Superintendent Carpenter asked the board to consider extending the 2019-2020 calendar to June 16. With this extension, Monday, June 15 will be the third furlough day for classified staff and Tuesday, June 16 will be the third furlough day for certified staff. The three furlough days will vary for confidential and administrative staff.

Director Povenmire-Kirk moved to approve the calendar adjustments; seconded by Director Larson. There was no discussion. The motion carried with Directors Boren, Larson, Flowers, Graham-Adams and Povenmire-Kirk voting yes. 5-0.

Workshare – The board reviewed the reduction of hours for eligible staff with Superintendent Carpenter for four weeks, ending Friday, June 12.

Director Graham-Adams moved to approve the reduction in hours for all eligible employees Monday, May 18 through Friday, June 12; seconded by Director Flowers. There was no discussion. The motion carried with Directors Boren, Larson, Flowers, Graham-Adams and Povenmire-Kirk voting yes. 5-0.

ADJOURNMENT (Agenda Item 9): Chair Boren adjourned the meeting at 7:19pm

Attest:

Mark Boren, School Board Chair

Gary E. Carpenter, Jr., Superintendent

FR FERN RIDGE SCHOOL DISTRICT 28J
General Fund Revenue and Expenditures

May 31, 2020	ADOPTED 19-20 BUDGET	2019-2020											TOTAL YTD	REMAINING BALANCE	YTD PROJECTED
		JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY			
Beginning Fund Balance	2,318,399	-	-	-	-			2,484,486					2,484,486	(166,087)	
OPERATING REVENUE:															
PROPERTY TAXES	4,513,956	8,807	13,021	9,738	10,232	2,750,010	1,463,524	56,032	30,890	87,520	16,275	27,229	4,473,278	40,678	
OTHER LOCAL REVENUES	20,000	705	2,298	1,754	1,555	1,287	1,025	1,047	781	2,902	792	1,613	15,759	4,241	
COUNTY SCHOOL FUNDS	25,000	-	-	-	-	-	-	-	-	-	-	-	-	25,000	
COMMON SCHOOL FUND	148,849	-	-	-	-	-	-	-	-	78,470	-	-	78,470	70,379	
STATE MANAGED COUNTY TIMBER	-	-	-	(5,766)	-	-	14,795	-	-	184,865	-	881,032	1,074,925	(1,074,925)	
FEDERAL FOREST FEES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
OTHER REVENUES	246,062	8,152	8,905	19,074	19,970	11,547	68,884	67,255	16,767	17,578	53,064	8,623	299,820	(53,758)	
STATE SCHOOL FUND	10,430,700	1,801,168	860,336	846,874	855,655	851,029	846,877	868,557	859,350	831,535	870,811	84,446	9,576,638	854,062	
OTHER RESTRICTED GRANTS	-	-	-	-	1,178	-	-	-	-	-	-	-	1,178	(1,178)	
RESTRICTED FR FED/GOV ST	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
INTERUND TRANSFERS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SALE OF FIXED ASSETS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL OPERATING REVENUE	15,384,567	1,818,833	884,560	871,673	888,589	3,613,873	2,395,105	3,477,377	907,788	1,202,871	940,942	1,002,943	15,520,067	(135,500)	-
													101%		-
TOTAL BUDGETED REVENUE (INCLUDES BEGINNING FUND BALANCE)	17,702,966												18,004,553	102%	-
OPERATING EXPENDITURES:															
SALARIES	7,054,631	128,530	183,244	557,834	578,010	592,783	570,963	573,633	575,297	717,880	564,908	553,638	5,596,720	1,457,911	
BENEFITS	5,219,548	90,002	119,509	405,938	415,613	406,999	403,622	449,814	403,916	509,930	405,821	385,627	3,996,790	1,222,758	
PURCHASED SERVICES	2,694,994	44,810	65,602	87,259	193,256	207,482	361,801	165,963	215,970	104,694	300,225	88,202	1,835,264	859,730	
SUPPLIES & MATERIALS	365,264	11,420	9,489	30,500	9,507	19,592	16,430	18,315	29,114	(3,040)	20,649	4,270	166,246	199,018	
CAPITAL OUTLAY	-	-	-	-	-	-	-	-	-	-	1,600	-	1,600	(1,600)	
OTHER	179,785	8,419	131,061	645	3,099	896	849	2,200	510	167	1,868	(6)	149,709	30,076	
TOTAL OPERATING EXPENDITURES	15,514,222	283,180	508,905	1,082,176	1,199,486	1,227,752	1,353,664	1,209,924	1,224,807	1,329,632	1,295,072	1,031,730	11,746,328	3,767,894	-
													76%		-
NON-OPERATING EXPENDITURES															
INTERFUND TRANSFERS	952,990	-	-	-	944,490	-	-	-	-	(1,000)	-	-	943,490	9,500	
CONTINGENCY	1,235,754	-	-	-	-	-	-	-	-	-	-	-	-	1,235,754	
TOTAL NON-OPERATING EXPENDITURES	2,188,744	-	-	-	944,490	-	-	-	-	1,328,632	-	-	943,490	1,245,254	-



Fern Ridge School District 28J

Gary Carpenter, Superintendent
Quanah Bennett, Business Manager

88834 Territorial Road, Elmira, OR 97437
Phone: (541) 935-2253
Fax: (541) 935-8222

TO: Fern Ridge Board of Directors
FROM: **Quanah Bennett**, Business Manager
DATE: June 15, 2020
RE: Equity in School Lunch Pricing

BACKGROUND

Section 205 of the Healthy, Hunger-Free Kids Act of 2010 requires school food authorities (SFAs) participating in the National School Lunch Program to provide the same level of support for lunches served to students who are not eligible for free or reduced price lunches as they are for lunches served to students eligible for free lunches.

The Act directs SFAs to compare the average price charged for lunches served to students not eligible for free or reduced price lunches to the difference between the higher Federal reimbursement provided for a free lunch and the lower Federal reimbursement provided for a paid lunch. If the average paid lunch price is less than the difference, an SFA must either gradually adjust average prices or provide non-Federal funding to cover the difference. The calculation to determine equity in school lunch pricing for the District is as follows:

2019-2020 weighted average paid lunch price	=	\$2.97
Difference between paid (.32) and free (3.41) federal reimbursement	=	\$3.09
Required Increase (\$.12 per lunch) X 36,452 paid lunches served	=	\$4,374.24

RECOMMENDATION

It is recommended that the Board approve a \$0.10 increase in paid lunch prices and contribute non-federal funds to cover the remaining difference as follows:

Paid Lunch Increase (\$.10 x 36,452) = \$3,645.20
 Contribution from District's General Fund (\$.02 x 36,452) = \$729.04

Required Price Increase (\$.12 per lunch) x 36, 452 paid lunches served = \$4,374.24

Paid Lunch Prices	2019-2020 Price	2020-2021 Price
Elementary	\$2.85	\$2.95
Middle School	\$3.00	\$3.10
High School	\$3.25	\$3.35

**FERN RIDGE SCHOOL DISTRICT 28J
RESOLUTION NO. 19/20-12**

RESOLUTION ADOPTING THE BUDGET

BE IT RESOLVED that the Board of the Fern Ridge School District 28J hereby adopts the budget for fiscal year 2020-2021 in the total of **\$30,658,622**. This budget is now on file at the District Administration Office.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2020, and for the purposes shown below are hereby appropriated:

GENERAL FUND

1000 Instruction	\$ 9,233,682
2000 Support Services	\$ 6,634,914
5200 Interfund Transfers	\$ 1,003,500
6000 Contingency	\$ 495,372
TOTAL GENERAL FUND	<u>\$ 17,367,468</u>

SPECIAL REVENUE FUND

1000 Instruction	\$ 3,554,067
2000 Support Services	\$ 1,971,135
3000 Enterprise & Community Services	\$ 910,414
4000 Facility Acquisition & Construction	\$ 183,750
5000 Other Uses	\$ 85,000
5200 Interfund Transfers*	\$ 45,000
6000 Contingency	\$ 2,741,786
TOTAL SPECIAL REVENUE FUNDS	<u>\$ 9,491,152</u>

DEBT SERVICE FUND

5100 Debt Service	\$ 2,756,605
TOTAL DEBT SERVICE FUNDS	<u>\$ 2,756,605</u>

TOTAL APPROPRIATIONS, ALL FUNDS	<u>\$ 29,615,225</u>
TOTAL UNAPPROPRIATED AND RESERVE AMOUNTS, ALL FUNDS	<u>\$ 1,043,397</u>
TOTAL ADOPTED BUDGET	<u><u>\$ 30,658,622</u></u>

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed for tax year 2020-2021 upon the assessed value of all taxable property within the District:

- (1) At the rate per \$1,000 of assessed value of \$4.8240 for permanent rate tax;
- (2) In the amount of \$2,025,894 for debt service for general obligation bonds

RESOLUTION CATEGORIZING THE TAX

Fern Ridge School District Talented and Gifted Education Plan

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Element Two: Current Programs and Services

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2F: Professional Development

2G: Communication with Parents

Element Three: District Goals

Attachments:

District Forms

Board Policies

ELEMENT ONE: ORS 343.397 (1) and OAR 581-022-1330 (1) - (3) (a)

SCHOOL DISTRICT POLICY ON THE EDUCATION OF TALENTED AND GIFTED STUDENTS

1 A: POLICIES: Local School Board Policies:

FRSD 28J - Talented and Gifted Program

Code: IGBB

Adopted: 5/23/05

Orig. Code(s): 7475

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students K-12.

A written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

FRSD 28J - Identification - Talented and Gifted Students

Code: IGBBA

Adopted: 5/23/05

Readopted: 5/17/10; 7/11/16; 11/18/19

In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent to establish a written identification process.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
 2. Behavioral, learning and/or performance information.
 3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
 4. A nationally standardized academic achievement test of reading or mathematics on the Smarter Balanced Assessment Consortium for assistance in identifying academically talented students.
- Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through the accompanying administrative regulation, IGBBA-AR.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARS upon request.

FRSD 28J - Identification - Talented and Gifted Students among Nontypical Populations

Code: IGBBB

Adopted: 5/23/05

The district will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used. The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

1B: POLICIES: District's Mission Statement:

The Fern Ridge School District's vision is to:

Provide excellence for every student so that each will reach their greatest potential.

ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3) (b)

**CURRENT PROGRAMS AND SERVICES PROVIDED BY THE DISTRICT
FOR TALENTED AND GIFTED STUDENTS**

2A: TAG SERVICES – IDENTIFICATION

2 A 1: TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification [OAR 581-022-1310, 2(b)]

Teacher referral and parent referral are the most common first steps of a TAG identification. The easy-cbm scores and in-class assessments are the first screeners that teachers use to notice possible TAG Identifications.

The Smarter Balance and OAKS, Oregon Assessment of Knowledge and Skills, are screened to look for potential TAG identifications. Classroom teachers look at students who scored level 4, or exceeded on the state test. The TAG Coordinator uses the conversion chart in the fall to screen for possible TAG students.

Once referred for TAG evaluations, the most common tests used are the Terra Nova for reading and mathematics talent and the Nagaleri or the Woodcock-Johnson for the intelligence evaluations. Other tests are sometimes used as well. The Smarter Balanced test is considered the required test if completed and appropriate.

TAG identification is decided by a team based on classroom performance data, work samples, report cards, test scores, and teacher behavior and academic scaled evaluations.

If a student is from an underrepresented population, an additional source of data can be the Attributes Rating Scale for Identifying Historically Underrepresented Students. It is a checklist comparing the student to peers.

See attached Form 2A1.1- Fern Ridge TAG Referral Procedure and Checklist

See attached Form 2A.21- Fern Ridge Attributes Rating Scale

2 A 2: TAG SERVICE IDENTIFICATION: Broad Screening Instrument

Fern Ridge School District does not administer a broad screening at any grade levels, other than the Smarter Balance and OAKS, Oregon Assessment of Knowledge and Skills. Easy cmbs are given to all students in all grades at the elementary level.

2 A 3: TAG SERVICE IDENTIFICATION: Number of Students Identified: OAR 582-022-1310 (A) and (B) (e)

Each student is counted one time regardless of the number of qualifying categories.

2019-2020 School year:

General Intellectual	8
Academic Mathematics	31
Academic Reading	23
Potential to Perform	19
TOTAL	81

2 A 4: TAG SERVICE IDENTIFICATION: Body of Evidence: [OAR 581-022-1310 (2) (c)]

When considering a student for TAG, the committee looks at 3 broad categories for evidence. If a referral is initiated by a parent, a 4th category is also used.

1. Summary of work samples, classroom test scores, and report cards:
Teachers present work samples for the area of referral. Classroom test scores are provided, including but not limited to easyCBM benchmark or progress monitoring scores. The most current report card is also included.
2. Summary of teacher checklist and teacher observations:
Teachers fill out a rating scale on a checklist about a student's math and reading performance, intellectual abilities and learning characteristics.
3. Tests given by TAG Team and Scores:
Reading, Math, and/or Intelligence
4. Parent checklist and observations:
When a parent is the one to initiate a TAG referral, the parent will also fill out the same checklist that the teacher does.

2 A 5: TAG SERVICE IDENTIFICATION: TAG Eligibility Team: [OAR 581-022-1310 (2) (b)]

One representative from each school is on the District TAG Committee. Our district has 2 elementary schools, one middle school and one high school. The administrator in charge of TAG also serves on the committee.

2 A 6: TAG SERVICE IDENTIFICATION: TAG Cumulative Record File: 581-022-1330 (5) (a) b)

In the cumulative file at the school there is a copy of the TAG Referral Decision Notes.

At the district office, each student who is referred for TAG has a file that has all referral packet paperwork, testing booklets if applicable and copies of completed TAG plans. The student TAG file remains at the District Office unless the student moves or graduates.

See attached Form 2A6- TAG Referral Decision Notes

2 A 7: TAG SERVICE IDENTIFICATION: TAG Transfer Students:

2 A 7(A): Transfers within the state of Oregon

A student who transfers from another district in Oregon is considered TAG in Fern Ridge School District as well. Documentation from previous school district should show that the student was identified as TAG.

2 A 7(B): Transfers from out of the state of Oregon

A student who transfers from another state is considered by the district TAG committee. The committee will, if possible, see which criteria (specifically tests and test scores) were used to identify the student. If the information is unclear, a teacher may be asked to provide work samples, classroom test scores and the academic and behavior checklist as additional data. If the referral is still unclear, a new test can be requested by the TAG committee to assess the student. Generally, the committee errs on the side of approving a TAG identification, if the data or testing is unclear.

2B: PROGRAMS: INSTRUCTIONAL PRACTICES FOR TAG STUDENTS: [OAR 581-022-1330 (4)]

* = Teachers may offer this service.

X = Standard practice

Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	*		
Ability Grouping –Walk to Math	*		
Ability Grouping in Reading	X		
Ability Grouping – Walk to Reading	*		
Acceleration above grade level in Math	*	*	*
Acceleration above grade level in Reading	*	*	*
Acceleration through grade skipping See attached form: FRSD 28J: Grade Advancement	*	*	*
Advanced Placement See below for a list of available AP classes.			X
International Baccalaureate			
Dual Credit			X
Choice Assignments	*	*	*
Cluster Grouping			
Credit by Examination			
Curriculum Compacting	*	*	*
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning			
Early Entrance (see attached form: FRSD 28J: Early Entrance)	*		
Early Graduation (see attached form: FRSD 28J: Early Graduation)			*
Flexible Grouping	*	*	*
Group with district TAG Coordinator	X	X	X
Homogeneous Grouping	X	*	*
Honors Classes			
Independent Study Projects	*	*	*
International Baccalaureate Offerings			
Interdisciplinary Units	*	*	*
Learning Contracts	*	*	*
Mentorships	*	*	*
Portfolio Assessment for Placement			
Pre-Test for placement			
Pull-Out Programs	*	*	
Scaffolding or Tiered Instruction	X	X	X
Telescoping	*	*	*

Advanced Placement Course Offerings at Elmira High School in the 2019-2020 School Year:
AP History, AP English, AP Language, AP Calculus, AP Physics and AP Government

2 C: PROGRAMS: CLASSROOM INSTRUCTION: Teacher’s Knowledge of Students in Class

In the fall, the district TAG coordinator provides all building principals and teachers with a current list of identified students in their buildings. The list of identified students is also always available for all staff on the shared network.

2 D: PROGRAMS: TAG STUDENT INSTRUCTIONAL PLANS

TAG Plans are required for elementary students. The recommended format is a menu of options. Each option is briefly described and teachers are expected to make notes about the specifics. This menu provides teachers with ideas for serving TAG students.

TAG Plans are recommended for middle school and high school students, however are not frequently used. See Element 3 for a district goal to have teacher-based TAG plans at those levels.

Individualized TAG plans for specific classes have been used at the middle school and high school level if needed for a particular student or situation. There is not a set format for these personalized plans.

TAG Plans are strength based and are related to area of identified need(s) or strength(s).

See attached Form 2D1 – TAG Plan

2 E: PROGRAMS: OPTIONAL INSTRUCTIONAL FORMATS AND TAG ENRICHMENT

2 E 1: MAGNET SCHOOLS / CHOICE SCHOOLS:

There are no magnet or choice schools for the gifted in our district.

2 E 2: OPTIONAL TAG INSTRUCTIONAL FORMATS - ENRICHMENT: *Please list any optional topics which the district also includes in TAG instruction. This may include after-school Enrichment programs such as academic competitions, academically-based clubs, and internships/mentorships for which TAG students must apply or qualify.*

Each school offers different enrichment opportunities that can change year to year and school to school. What is offered to students depends on the interest of the students, availability of volunteers, TAG grant awards, and availability of other resources. Enrichment activities are offered to TAG students as well as other students.

19-20 = offered this school year (as well as in the past)

* = offered in the past and/or could be considered in the future

Enrichment Programs	Elementary School	Middle School	High School
Destination Imagination	*	*	
OBOB	19-20	19-20	19-20
International Honors Society			19-20
Lane Country Brain Bowl		19-20	
Oregon Statewide Spelling Bee	*		
Super Summer (Scholarships)	*		

Summer Enrichment Program (Scholarships)		*	*
NaNoWrMo (National Novel Writing Month)		*	*
Youth Presentations similar to TED Talks	*	*	*
Outdoor School Counselor			19-20
Student Advisory Board	19-20		
Student Government		19-20	19-20
Interest based clubs or classes (ex: Maker's Space, Chess Club, Science Group, etc)	19-20	19-20	19-20
Social-Emotional Groups with TAG Coordinator	*	19-20	19-20
Enrichment Evening Activities	19-20		
Local History Writing/Performing Project	*	*	*
TAG Field Trips	*	*	*
Parent Support Group/Student Science	*	*	

2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

School Year	Professional Development Focus
17-18	TAG Identification – 10 things you should know TAG Students in your classroom – 3 things you should know (rate, level, TAG plans) Administrative Team: state laws, averages and our current numbers
18-19	6 Types of TAG Students ODE law and regulations
19-20	Teacher packet about referrals and identifications with all paperwork and encouragement to think about underrepresented populations
Future Topics	Social Emotional Characteristics Middle School and High School Students TAG Plans – How to Best Use them Twice Exceptional and other underrepresented populations TAG students from economically disadvantaged backgrounds

2 G: COMMUNICATION WITH PARENTS: [OAR 581-022-1320]

2 G 1: Prior to testing for TAG Placement

Parents sign a form to give permission to test.

See attached Form 2G1 – Parent Consent to Test

2 G 2: Notification of results of testing for TAG Placement

Parents are mailed a letter stating whether TAG identification was made and if so, in which area.

2 G 3: Explanations of the TAG services available to identified students

In the letter that notification of results letter, a general statement tells parents that the teacher, district TAG coordinator and TAG team will work towards ways to serve the student.

2 G 4: Explanations of the TAG learning plan.

The elementary TAG plan is a menu based plan that offers many different options for TAG learning. Each one is briefly described and the teacher chooses which ones will best support the student.

See attached Form 2D1 – TAG Plan

2 G 5: Opportunities for parent input into the TAG Learning Plans

For elementary students, parents are requested to sign the TAG plan. Ideally, the plan is made during a meeting with the parents, teacher, and student. It is discussed and created together. The district TAG coordinator is available to be at the meeting for support if requested by the teacher.

2 G 6: Explanations of “what TAG identification means” to parents of newly identified students

A copy of the ODE parent brochure is given to all newly identified students. It is mailed with the identification letters.

<http://www.ode.state.or.us/teachlearn/specialty/tag/giftedbrochure-2015-updated.pdf>

2 G 7: Transition of TAG students from elementary to middle

There is no formal communication for parents during this transition.

2 G 8: Transition of TAG students from middle to high

There is no formal communication for parents during this transition.

2 G 9: Notification to parents of option to request withdrawal a student from TAG services

Parents are notified of this right on the initial permission to test form and on the TAG plan for elementary students.

2 G 10: Notification of right to file a complaint concerning TAG programs or services.

Parents are notified of this right to file a complaint on the initial permission to test form and the TAG plan for elementary students. The district’s complaint procedures and appeals procedure is found on the district website under board policies. The district policies are also attached to this plan. The names of the district TAG coordinator and the administrator in charge of TAG are stated on the initial permission to test form and the TAG plan for elementary students.

See attached form– FRSD 28J: Appeals Procedure for Talented and Gifted Identification and Placement

See attached form– FRSD 28J: Public Complaints

ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)

DISTRICT GOALS FOR PROVIDING COMPREHENSIVE TAG SERVICES

Goal 1: Professional Development for Teachers:

Goal: Offer PD for teachers in the FRSD focused on TAG identification, classroom accommodations, and characteristics of TAG students.

Timeline: annually

Determining Success:

During every school year, a specific TAG professional development can be identified.
The TAG committee will review district goals twice a year.

Programs and Services Provided to Support Goal:

Every school year, there will be at least one PD offered to staff that focuses on TAG. It may be provided through a written handout, an email or a quick staff presentation. It may be an optional PD offered to any teachers who would like to attend. Potentially, it could be built into district or building PD in-services.

The district TAG coordinator is responsible for providing the TAG PD.

Goal 2: Self-Assess & Improve Building Implementation Process:

Goal: Look at the district's implementation of TAG services for areas to be improved.

Timeline: ongoing.

Determining Success:

Every year, specific improvements can be identified.
The TAG committee will review district goals twice a year.

Programs and Services Provided to Support Goal:

The TAG team will look at how our district communicates with teachers, implements instruction at rate and level in the classrooms, offers enrichment and more. What is the knowledge level of our teachers about TAG? How can we support the teachers better to maximize student instruction for gifted students? How are we supporting and communicating with families? The team will identify areas of weakness and determine goals to be met. Specific goals will be set for a shorter timeline of a few months to one school year. Collaboration with other districts may give insights into our areas of weakness and areas of potential improvement.

Goal 3: Create a District TAG Coordinator Team

Goal: Create a team of 2 or more people that will be the district TAG coordinators.

Timeline: 20-21 school year

Determining Success:

- More than one district TAG coordinator can be identified.
- Each person's responsibilities are clearly stated.
- The TAG committee will review district goals twice a year.

Programs and Services Provided to Support Goal:

There will a team of two or more people working together to provide high quality TAG services and professional development for staff. The district TAG coordinator job will be a collaborative job rather than one person's responsibility. The District TAG Coordinators will meet on an ongoing basis to collaborate and work together. They will create specific roles and responsibilities for each coordinator. Each building will still have a building TAG coordinator.

Attachments:

District Forms:

- Form 2A1.1: TAG Referral Packet
- Form 2A1.2 Attributes Rating Scale
- Form 2A6: TAG Referral Decision Notes
- Form 2D1: TAG Plan
- Form 2G1: Parent Consent to Test

Board Policies:

- FRSD 28J: Early Entrance
- FRSD 28J: Early Graduation
- FRSD 28J: Grade Advancement or Nonstandard Student Placement
- FRSD 28J: Appeals Procedure for Talented and Gifted Identification and Placement
- FRSD 28J: Public Complaints

Fern Ridge TAG Referral Procedure and Checklist

Due Dates:

TAG Referrals will be looked at quarterly by the TAG committee. They are due to the district TAG Coordinator (Angie Pebworth at Veneta Elementary School) by the end of every quarter.

Referral Checklist:

- Referral Form and Checklist
- Test scores from classroom (written on referral form)
- Most current report card
- Parent Consent to Test Form
- Work Samples: Please include 1-2 work samples for each area you would like to see tested (reading and/or math)

Please write a short explanation about how the work sample was completed, the amount of help that was provided, and a brief comparison to other students or grade level expectations. It may be helpful to provide an average sample for comparison (without student name.)

- For reading referrals: include a work sample that shows advanced reading comprehension skills and strategies. A writing sample or reading response may help.*
- For math referrals: include a math problem solving work sample that shows advanced reasoning.*

Process:

1. A referral packet is completed and turned in by a classroom teacher, parent, or other referring staff or person.
2. The referral packet will be evaluated to decide whether to proceed with testing or not.
3. The district will have the student tested in reading and/or math, depending on the request. If the student scores between 80% - 97% on reading or math, generally speaking, intelligence testing will also be done.
4. The committee meets to look over the evaluation results and referral packet. The committee looks at work samples, report cards, teacher notes and checklists, and test scores and determines whether the student is identified as TAG at this time.
5. The district TAG coordinator will mail a letter to the parents and will give a copy of the letter to the teacher and school office to communicate the identification decision. A folder will be put in the TAG file cabinet at the DO for all students that have been referred for TAG, whether identified or not. The district TAG coordinator will also put a copy of the decision notes into the student's CUM file at their school.
6. **The teacher or school counselor will be responsible for completing a TAG plan for the student within 30 days. A copy of this plan will be given to the district TAG Coordinator and put in the student's district TAG file at the DO.**
7. **The TAG plans will be updated every fall by the end of the 1st quarter. A copy of the TAG plan must be sent to the district TAG coordinator to be put into the student's TAG file at the DO. The teacher must also send home a copy of the TAG plan.**

Use these lists to help guide an accurate referral. Is the student bright or gifted?

BRIGHT CHILD	GIFTED LEARNER
1. Knows the answers.	1. Asks the questions.
2. Is interested.	2. Is highly curious.
3. Is attentive.	3. Is mentally and physically involved.
4. Has good ideas.	4. Has wild, silly ideas.
5. Works hard.	5. Plays around, yet tests well.
6. Answers the questions.	6. Discusses in detail, elaborates.
7. Top group.	7. Beyond the group.
8. Listens with interest.	8. Shows strong feelings and opinions.
9. Learns with ease.	9. Already knows.
10. 6-8 repetitions for mastery.	10. 1-2 repetitions for mastery.
11. Understands ideas.	11. Constructs abstractions.
12. Enjoys peers.	12. Prefers adults.
13. Grasps the meaning.	13. Draws inferences.
14. Completes assignments.	14. Initiates projects.
15. Is receptive.	15. Is intense.
16. Copies accurately.	16. Creates a new design.
17. Enjoys school.	17. Enjoys learning.
18. Absorbs information.	18. Manipulates information.
19. Technician.	19. Inventor.
20. Good memorizer.	20. Good guesser.
21. Enjoys straight forward sequential presentation.	21. Thrives on complexity.
22. Is alert.	22. Is keenly observant.
23. Is pleased with own learning.	23. Is highly self-critical.

Fern Ridge School District TAG Referral

Student Name _____ Today's Date _____

Date of Birth _____ Grade _____ School/Teacher _____

Parent/Guardian _____ Phone _____

Mailing Address _____

Person Making Referral: _____ Title (teacher, parent, etc.) _____

Testing Target: Math Reading Intellectual

Please state your reasons for referring this student for TAG:

Look over the bright versus gifted page. List *examples* of how this student appears TAG and not just a bright student? What sets his/her thinking apart?

Are there any barriers that may prevent this student from reaching his or her potential? For example, English language learner, underachieving, quiet demeanor, low SES, perfectionism, lack of organizational skills, low motivation, twice exceptional (a learning disability also) or behavior issues.

Classroom Test Scores:

Provide scores and testing information. Include any tests done school wide as well as class tests that reflect average scores for student, for example Easy CBM, Smarter Balance, unit tests, etc.

Test Title & Content Area	Date	Score	Percentile <small>(or class average for comparison)</small>

Include:

Current Report Card

Work Samples

Parent Consent Form

Student Name _____

Please use the rating scale to describe the student. Provide examples.
 1 = Never 2 = Occasionally 3 = Sometimes 4 = Often 5 = Mostly

READING:

Please provide examples for at least 5 characteristics that have been rated highly.

Characteristics	1	2	3	4	5	Examples and comments
Self-selects a wide variety of reading materials						
Can read at an advanced level with comprehension and fluency.						
Understands and uses advanced vocabulary						
Exhibits fluency and expression when reading aloud						
Is easily able to find the main idea in fictional and non-fictional works						
Analytically responds to literature using higher level thinking						
Makes connections when reading: text to text, world and self at an advanced level.						
Can learn spelling words quickly and often needs challenge work.						
Demonstrates thinking skills above the comprehension level						
Is an avid reader						
Is an avid writer						

MATH:

Please provide examples for at least 5 characteristics that have been rated highly.

Characteristics	1	2	3	4	5	Examples and comments
Has strong computation skills						
Sees mathematical relationships						
Is persevering, unwilling to give up on finding a solution to a problem						
Uses strategies to successfully solve mathematical problems						
Connects and applies mathematics to real world situations						
Applies mathematical concepts appropriately						
Understands new math concepts quickly and easily, at a faster rate than peers						
Interprets charts and graphs						
Understands and uses mathematical vocabulary						
Can do advanced mental math						
Can figure out the correct answer even if unable to explain it						

Student Name _____

Please use the rating scale to describe the student. Provide examples.
 1 = Never 2 = Occasionally 3 = Sometimes 4 = Often 5 = Mostly

INTELLIGENCE & GIFTED CHARACTERISTICS:

Please provide examples for at least 10 characteristics that have been rated highly.

Characteristics	1	2	3	4	5	Examples and comments
Poses unique ideas or complex solutions to problems						
Demonstrates unusual memory						
Demonstrates a high level of understanding of topics						
Has an exceptional amount of factual knowledge						
Challenges statements or explanations						
Puts together or takes apart ideas and or objects						
Becomes absorbed in tasks and seems resistant to distractions						
Strives towards perfection; may be self-critical						
Picks up on spoken or visible subtleties						
Is eager to tell others about discoveries and shows excitement						
Very alert; supplies rapid answers						
Shows understanding through an unusual perspective						
Asks questions which are unusual and insightful						
Is nonconforming; accepts disorder						
Exhibits concern about social or political issues						
Is uninhibited in expression of opinion – may interrupt others						
Displays a sense of humor						
Is inclined to follow own ideas; does not fear being different						
Offers alternative methods for standard procedures						
Tries to discover the how and why of things						
Is unconventional in learning						
Shows wide range of knowledge or unexpected depth of knowledge						
Learns rapidly; accelerates learning after initial understanding						

Form 2A1.2

**Fern Ridge School District
Attributes Rating Scale for Identifying Historically
Underrepresented Talented and Gifted Students**

Name _____ School/Grade _____

Date _____ Completed by _____

Learning	Much less than peers 1	Somewhat less than peers 2	About the same as peers 3	Somewhat more than peers 4	Much more than peers 5
Exceptional Memory					
Highly motivated or self-driven, persistent					
Pursues an intense interest					
Curious, inquisitive, asks unusual or penetrating questions					
Quick mastery of new skills or information					
Analytical - finds meaning, makes connections, generalizes and finds relationships					
Demonstrates high levels of logical reasoning, intuition and problem-solving abilities					
Highly observant					
Academic achievement and work completion at a high level (compared to cohort)					
Discovers, applies, and creates patterns					
Impatient with repetition or routine					
Imaginative, creative, original or novel ideas					
Exceptional ability in the arts.					
Notes and Examples:					

Social	Much less than peers 1	Somewhat less than peers 2	About the same as peers 3	Somewhat more than peers 4	Much more than peers 5
Displays leadership qualities					
Assumes mature responsibilities					
Adapts easily to new situations, flexible					
Well-liked, respected and acknowledged by peers					
Gets along well with adults and older students					
Empathetic					
Intense or unusual emotional depth or responsiveness					
Advanced sense of humor					
Self-confident and/or willing to take risks					
Intuitive grasp of situations					
Sees/understands multiple perspectives					
High expectations of self and others					
Skilled at problem-solving; solves problems in various or unique ways (including both academic and social/emotional problems)					
Notes and Examples:					

School Experiences	Much less than peers 1	Somewhat less than peers 2	About the same as peers 3	Somewhat more than peers 4	Much more than peers 5
Wide range of interests not necessarily related to school					
Specific talent with exceptional memory or knowledge					
Creative (thinking, problem solving, art, etc)					
Unusual imagination - may show up in art, writing, storytelling, or other ways					
Humorous in unique ways					
High energy levels. Does not sit and learn in a standard way.					
Insightful. Sees connections. Notices details in environment.					
Desire to perform with mixed messages from peer group or family unit.					
Discrepant identification profiles. For ex: shows intelligence yet is not advanced in math or reading.					
Limited world experience limits knowledge and vocabulary					
Does not know how to follow school expectations yet seems to learn or know information quickly					
Notes and Examples:					

Cultural	Much less than peers 1	Somewhat less than peers 2	About the same as peers 3	Somewhat more than peers 4	Much more than peers 5
Culturally Diverse Students					
Mature sense of diverse cultures and languages					
Respect for cultural differences					
Navigates appropriate behaviors successfully in multiple cultures					
Exceptional talent in areas specifically valued in culture of origin					
Shows pride in cultural or ethnic background; is willing to share own culture or language					
Analytical - finds meaning, makes connections, generalizes and finds relationships					
Demonstrates high levels of logical reasoning, intuition and problem-solving abilities					
Notes and Examples:					

Language	Much less than peers 1	Somewhat less than peers 2	About the same as peers 3	Somewhat more than peers 4	Much more than peers 5
English Language Learners					
Advanced skills/fluency in native language					
Acquires language rapidly					
Translates/interprets between language					
Strong expressive language/verbal skills					
Code switches easily					
Large vocabulary					
Notes and Examples:					

Form 2A6

Fern Ridge School District

TAG Referral Decision Notes

Student Name _____

Date _____

School _____

Grade _____

Student referred by _____ (relationship/position: _____)

Referred for: (circle all that apply)

Math

Reading

Intelligence

Committee Meeting Notes:

Team members present:

_____	_____
_____	_____
_____	_____

Summary of work samples, classroom test scores, and report cards:

Summary of teacher checklist and teacher observations:

Tests given by TAG Team and Scores:

Reading: _____

Math: _____

Intelligence: _____

**Additional information can be found in the district TAG files

DECISION:

TAG in MATH	yes	no	not tested
TAG in READING	yes	no	not tested
TAG in INTELLIGENCE	yes	no	not tested
Potential	yes	no	area of strength: _____

Notification Letter mailed _____ (date and initial)

Name _____ School Year _____ Grade _____ School/Teacher _____ Date _____

TAG Identification (circle all that apply): Reading Math Intelligence

ODE TAG mandate states that all identified TAG students are taught at their rate and level of learning.

- **Rate** is the pace or speed of learning and instruction. (How fast student learns.)
- **Level** is the instructional level in the curriculum and the complexity and sophistication of concepts. (What student is learning.)

MENU OF OPTIONS (choose the methods the student will be served – ideally, at least 3 ways)

<p align="center">Service or Goal Check and explain all that will be used.</p>	<p align="center">Location of services</p>	<p align="center">Rate and/or Level Check which one is applicable to this goal.</p>	<p align="center">Explanation or Example</p>
<p>Ability Grouping: Placing the student in small groups with other advanced thinkers.</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>Small Group Study: Student participates in a small academic group or special interest group. (ex: TAG groups, OBOB, enrichment, etc.)</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>Advanced Curriculum: Student studies same topics as class, but at a higher level. Example: advanced spelling, harder reading books, advanced math problems.</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>Pre-Tests: A student takes a pre-test on information to allow curriculum to be taught at a faster rate or a high level. If passed, curriculum is modified. (Ex: spelling or math pretests)</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>Reduce Grade Level Work: Allow student to pass assignments with less work required to show mastery. (Ex: do 4 hardest problems)</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>FRSD TAG Coordinator Support: Will be included in events hosted by FRSD TAG Coordinator.</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	2019-2020 School Year: Enrichment TAG Evenings for Families. 12/ 5, 1/30, 3/12, 4/30 Angie Pebworth

<p align="center"><u>Service or Goal</u></p> <p>Check and explain all that will be used.</p>	<p align="center">Location of services</p>	<p align="center">Rate and/or Level</p> <p align="center">Check which one is applicable to this goal.</p>	<p align="center">Explanation or Example</p>
<p>Depth and Complexity Study: The student does a deeper investigation of a <i>topic that the rest of the class is also studying</i>.</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>Independent Study: Student studies a <i>topic of their choice</i> and does a project independently, with some teacher guidance. **A clear plan needs to be made about the responsibilities of teacher, student and parents, as well as a timeline for project benchmarks.</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	Topic: _____
<p>Growth Mindset Project*: Student makes a goal to try something that “feels a little hard, and maybe a little scary” in order to grow their brain and try something new. Purpose: overcome perfectionism, learn something new, do something hard. *will probably require parent support</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	Goal:
<p>Higher Levels of Bloom’s Taxonomy: Student is expected to produce work using higher levels of thinking. Teacher-student interactions and conversations involve higher levels of reasoning and higher vocabulary.</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>Telescoping: allows a student to accelerate the timing of instruction into less time. (Reverse classroom, self-study or other method)</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>Subject Based Acceleration: Advancing student to another class for higher skill level and development. Mentorship: Student finds a mentor to teach and enrich a special interest area.</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	
<p>Other:</p>	<input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____	<input type="checkbox"/> Rate <input type="checkbox"/> Level	

Student will be responsible for:	Teacher will be responsible for:	Parent will be responsible for:
----------------------------------	----------------------------------	---------------------------------

Parent Signature _____

Agree Disagree

Student Signature _____

Agree Disagree

Teacher Signature _____

Agree Disagree

TAG Coordinator Signature (optional) _____

Agree Disagree

FRSD TAG Plan Expectations:

- TAG plans shall be completed within 30 days of new identification and *every fall before at fall conferences.*
- A copy should be given to the district TAG coordinator to be put in the student's TAG file at the DO.
- A copy should be sent home.
- The district and/or school TAG coordinator can be present for TAG meetings, but is not required to be there.

Rights of Parents of Talented and Gifted Students from ODE 581-022-1320

In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, the school district shall:

- (1) Inform parents at the time of the identification of the child and the programs and services available.
- (2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- (3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-1320. The school district shall notify parents of identified students of this right.
- (4) Parents shall be informed of their right to file a complaint under OAR 581-022-1940.

Form 2G1

Fern Ridge School District Tag Referral

PARENT CONSENT TO TEST

Student Name _____

Date _____

Parent Name(s) _____

Phone _____

This is to inform you that your child has been referred for individual testing to consider a talented and gifted identification. The evaluation instruments and/or procedures may include various standardized measures of cognitive and/or academic skills (e.g., OLSAT, Naglieri, Woodcock-Munoz, WISCIV, etc.) as well as teacher surveys, work samples, class test scores, and/or rating scales.

You will be informed of the results of the testing. You will receive a letter in the mail after the TAG committee meets and considers all of the information about your child. This may take up to about 8 weeks.

Both Federal and State laws require that you approve any individual testing or other evaluation before we can proceed. Since we are very interested in gathering information which will assist us in planning the best possible program for your child we would appreciate your signing this permission form and returning it as soon as possible. If you have any questions, please feel free to contact the teacher making the referral, the school principal or the district TAG coordinator.

I have been informed regarding the referral of my child for individual testing or other evaluation using appropriate assessments. I understand the reasons for the evaluation and have checked the appropriate box below.

- Permission is given to conduct the evaluation as described**
- Permission is denied to conduct an evaluation**

Parent Signature _____ **Date** _____

Parent Rights Concerning Talented and Gifted in the State of Oregon (ODE)

- Parent permission is required for any individual testing that may need to be administered for identification purposes.
- If a student is not identified as TAG, a parent has the right to appeal the results.
- When a student is identified as TAG, the district must inform the parents about the available programs and services.
- Parents must be provided an opportunity to give input and discuss with the district the programs and services available to their child.
- Parents may request withdrawal from TAG services and programs at any time
- Parents must be informed of their right to file a complaint.

Fern Ridge School District 28J Board Policy: Early Entrance

Code: JEBA

Adopted: 6/28/99

Readopted: 5/23/05; 11/27/06; 3/18/13; 3/07/16

Orig. Code(s): 7325

At the time of initial enrollment, parents or guardians must verify the student's age by presentation of either their birth certificate or hospital record or baptismal certificate or other verifiable official documents.

A student is considered six years of age and will be admitted into a public school if his/her sixth birthday occurs on or before September 1. A student whose sixth birthday occurs after that date may be admitted to the first grade if he/she has maintained regular attendance in any grade of a public full-time school during the entire school term.

A student will be admitted to kindergarten if his/her fifth birthday occurs on or before September 1 or is a kindergarten student transferring from a public school in another district. Early entry into kindergarten may be allowed for a student based on an analysis by qualified district professional staff member of the student's cognitive development, physical development, and social skills development based on the Kindergarten Readiness Test (KRT) and observations/interactions with the child.

To be in compliance with the law, the district will employ standardized instruments administered and interpreted by professional educators trained to understand and evaluate student growth and development. Results of the testing will be shared with the parent(s) or guardian by qualified staff.

In order to qualify for early entry exception evaluation, the student must meet all of the following criteria:

1. Be five years old as of midnight October 1; and
2. Achieve a score at or above the 85th percentile on the total (overall) readiness tests 1-6 and no more than: (1) marginal/low; or (2) readiness ratings on all subtests.

The examiner will present all the testing data to the building principal with recommendations to admit or not to admit as determined by the data. A district staff member will notify the parent and the superintendent of the early entrance assessment results, stating the determination to admit or have the child wait until the legal age requirement is reached.

If the parent wishes to appeal the decision, this appeal process may be accomplished according to the procedures outlined in the administrative regulation. Superintendent's decision is final upon appeal.

END OF POLICY

Legal Reference(s):

ORS 327.006

ORS 336.092

ORS 336.095

ORS 339.115

ORS 343.395

SB 321 (2015)

Early Entrance** - JEBA

1-1

Fern Ridge School District 28J Board Policy: Early Graduation

Code: IKFA-AR

Revised/Reviewed: 2/21/12

In order for the superintendent to consider a request for early graduation, the following procedures must be followed:

1. The student must discuss with the counselor and principal at least one calendar year in advance of their regularly scheduled graduation date the desire for early graduation;
2. The student must present a letter stating his/her plan for early graduation and the reasons for the request. Parents of the student need to submit a letter, giving their permission for and reason for early graduation. Both letters should be submitted to the high school principal;
3. A conference will be arranged between the parents, counselor, student and principal;
4. The principal will make a recommendation on the following requirements:
 - a. No less than 22 of the 24 units required for graduation will be attained at Elmira High School, exceptions with Superintendent approval;
 - b. Student has met or will meet all credit requirements for graduation;
 - c. Student shows reasonable academic achievement.
5. If the request is approved a transcript will be issued upon completion of these requirements, noting that they have been met. A diploma will be issued in June.

Fern Ridge School District 28J Board Policy: Grade Advancement or Nonstandard Student Placement

Code: IKEA-AR

Adopted: 5/14/07

Revised/Readopted: 12/02/13; 9/17/18

Requests for a student to be considered for placement or advancement to a higher grade may be initiated by the student's Fern Ridge School District Teacher or the student's parents or guardian. A Nonstandard placement request generated by the student's teacher(s) shall be reviewed by the resident principal and if sufficient performance data validates the placement parental/guardian approval will be sought.

If parents (not the teacher) wishes their child to be considered for advancement to a higher grade they will fill out an application. The district will employ a standardized instrument(s) administered and interpreted by professional educators trained to understand and evaluate student growth and development. The District may also utilize standards based performance exams designed by highly qualified district staff. Results of the testing will be shared with the parent(s) or guardians by a qualified staff member(s).

Steps in Applying for Grade Advancement

1. Parent or Guardian must initiate a request with the principal of their child's respective school by completing the application and meeting with the principal or their designee.
2. Student(s) are to be tested to determine that they are academically ready for the proposed grade. Presently the District administers the Woodcock-Johnson Tests of Achievement or may use other equivalent standardized test. Emotional social/readiness will also be a factor in the decision based on teacher/parent input.
3. If parents are initiating request, parents contact teacher or principal to indicate they would like their child to be tested. The average test completion time ranges form one hour to one hour and fifteen minutes. Further testing/interview(s) may be required. The child must achieve a score at or above the 85th percentile in the Broad Score areas on the Woodcock-Johnson Test of Achievement.
4. Test results will be shared with the parents/guardians as well as the building principal(s) involved. A written Summary of Assessment may be made available to the parents and included in the student's academic file upon a request.
5. Once the assessment results are finalized, the building principal(s) have up to 14 calendar days to compile all relevant academic potential data and social skill data upon which a final determination will be based upon.

Principals are to consider whether a student is emotionally and socially adept for movement to a higher grade level. Parents/guardians and the superintendent are to be notified of the principal's decision in writing.

Note: Should the parent/guardian wish to appeal the decision he/she may contact the superintendent. The superintendent may call for further testing, the cost for which the parent or guardian will bear. After careful review of all performance as well as social/psychological data, the superintendent will make the final decision.

APPLICATION FOR CONSIDERATION FOR ADVANCEMENT
FERN RIDGE SCHOOL DISTRICT

Student Name: _____ Date of Birth: _____

School: _____ Date of Request: _____

Initiated By:

- Parent /Guardian
- Teacher

Current Grade _____ Grade Requesting Advancement to: _____

Parent Name: _____ Phone: _____

In the space below briefly answer the following questions:

1. Why do you believe that your child should be advanced to a higher grade level?

2. In what ways would your child benefit from being advanced to a higher grade level?

3. What do you think would be the most difficult aspect of grade advancement for your child if they were advanced?

4. Please attach any school (private or public) performance records and work samples to this application.

Please give this completed form to the building principal of the school your child currently attends.

Fern Ridge School District 28J Board Policy: Appeals Procedure for Talented and Gifted Identification and Placement

Code: IGBBA-AR

Adopted: 5/23/05

Revised/Readopted: 11/18/19

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG coordinator/teacher to request reconsideration.
2. The TAG coordinator/teacher will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or /placement to the program supervisor within five working days of the conference identified above.
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher.
3. The program supervisor, TAG coordinator/teacher and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.
4. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
5. A decision will be made by the within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
6. The decision may be appealed to the Board through procedures found in IGBBC-AR – Complaints Regarding the Talented and Gifted Program.
7. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Fern Ridge School District 28J Board Policy: Public Complaints

Code: KL

Adopted: 8/23/99

Revised/Readopted: 5/23/05; 2/17/15; 11/16/15;
3/07/16; 12/18/17; 11/18/19

Orig. Code: 8620; 8621

A parent or guardian of a student attending a school in the district or a person who resides in the district, or a student may petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of a complaint before investigation or action by the Board. An exception will be a complaint against the superintendent or one that involves Board actions or Board operations.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

The Board advises that there is a process available for resolving complaints, including but not limited to complaints in one or more of the following areas:

1. Instruction;
2. Discipline;
3. Learning materials;
4. Compliance with State Standards;
5. Restraint and/or seclusion;
6. With a staff member; or
7. Retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation.

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR(1) - Public Complaint Procedure.

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

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

Complaints against the principal should be filed with the superintendent. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board chair should be referred directly to the Board vice chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

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

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

The superintendent will administer the complaint process, as appropriate.

While speakers may during public meetings offer objective criticism of school operations and programs, the Board will not hear personal complaints concerning district personnel nor against any person connected with the school system. To do so could expose the Board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The Board chair will direct the patron to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

Complaints alleging violation of standards for public elementary and secondary schools shall be made in writing and presented to the superintendent.



Fern Ridge School District 28J

Gary E. Carpenter Jr.
Superintendent

88834 Territorial Road, Elmira, OR 97437
Phone: (541) 935-2253
Fax: (541) 935-8222

Classified/Confidential/Manager/Coach Employees Resignations/New Hires/Transfers/Other Report June 15, 2020

Resignations/Retirements

1. Retirement of Mollie Monahan, 6.50 hour Instructional Assistant at Veneta Elementary, effective June 30, 2020.
2. Resignation of DeLise Dirks-McCormick, 7 hour Instructional Behavior Assistant at Elmira Elementary, effective June 15, 2020.

New Hires

1. Hiring of Katie Wells, 3.75 Instructional Assistant at Elmira Elementary, effective August 31, 2020.

Transfers

1. None

Other

1. Ending of a temporary one-year employment summary for Brie Scriber, 7.0 Instructional Behavior Assistant at Elmira Elementary, effective June 15, 2020.

Coaches

1. Hiring of Greg Haffner, Varsity Volleyball Coach at Elmira High School, effective the 2020-2021 season.



June 15, 2020 – Resolution #19-20/13

FERN RIDGE SCHOOL DISTRICT 28J
88834 Territorial Road
Elmira, OR 97437

RESOLUTION NO. #19-20/13

BE IT RESOLVED, That the Board of Directors, School District No. 28J, make the following annual organizational appointments for the school year 2020-2021:

- | | |
|--|--|
| Clerk (ORS 332.515) | Gary Carpenter |
| Business Manager/Deputy Clerk (ORS 332.515) | Quanah Bennett |
| Budget Officer (ORS 294.331) | Gary Carpenter |
| Custodian of Funds and authorizes the facsimile signature of the custodians of funds, if one is to be used. No other signatures are authorized for district checks. (ORS 328.441, 328.445) | Gary Carpenter, Quanah Bennett |
| Authorize Salary Payments according to district policy and state laws | Gary Carpenter, Quanah Bennett |
| Official Legal Advisors | The Hungerford Law Firm, LLP
Oregon School Boards Association
Legal Division
Garrett, Hemann, Robertson, P.C.
Luvaas, Cobb, P.C. |
| Official Newspapers for Publication | Register Guard, Fern Ridge Review |
| District Auditors (ORS 328.465, 327.137, 297.405) | Pauly, Rogers and Co., P.C. |
| Insurance Agents of Record | WHA Insurance |
| Depository of School Funds (ORS 328.441, 294.805-294.895) | Banner Bank, LGIP |
| Directs the Superintendent and Business Manager to utilize any other banking facilities which are to the financial advantage of the District. | Gary Carpenter, Quanah Bennett |
| Authorizes the Superintendent to accept resignations and employ personnel as budgeted for and appropriated for the school year upon approval of the school board. | Gary Carpenter |
| Managers of Grant Funds | Gary Carpenter, Quanah Bennett |
| Local Public Contract Review Board (ORS 279A.060) | Board |
| Bond Counsel | Mersereau, Shannon, LLP |

ADOPTED by the Board this 15th day of June 2020, Lane County School District 28J.

Board of Directors, Chair

Superintendent

Date