

# School Board Meeting

Monday, October 17, 2022 Doors open at 6:15 pm

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

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

2. **Citizenship Award**

**Presenter:** Principal  
Lisa Leatham

3. **Flag Salute led by Citizenship Award Winner**

4. **Public Comment: The Fern Ridge School Board encourages public input. A person wanting to provide public comment will need to complete and submit an Intent to Speak form to the Board secretary by 1:00 pm on the day of the board meeting.**

Public comment is limited to this place on the agenda not to exceed a total of 30 minutes for all commenters. A person giving public comment is limited to an established time limit of (3) three minutes. 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.

Please state your name and address. If speaking for an organization, state the name of the organization. The Board reserves the right to refer the matter to the administration.

5. **Monthly Items:**

5.A. Approval of Minutes - Board Action

6. **Business Office**

**Presenter:** Business  
Manager, Quanah  
Bennett

6.A. Enrollment Report - Quanah Bennett, Business  
Manager

6.B. General Fund Revenue and Expenditure Report -  
Board Action Required

6.C. 2023-2024 Budget Meeting Calendar - First  
Reading

7. **Reports:**

7.A. 2021-2022 Division 22 Report

**Presenter:**  
Superintendent, Gary  
Carpenter

7.B. Student Investment Account Annual Report

**Presenter:** Director  
Michelle Marshall

7.C. Superintendent's Report

8. **Discussion Items**

8.A. Proposed EHS Student Trip to Germany - Board Action Required

**Presenter:** John Wagner

8.B. OPTIONS Curriculum Adoption - Board Action Required

8.C. Proposed Policy Updates - First Reading

8.D. Transit Dollar Request Form - Board Action Required

9. **Personnel**

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

9.A.1. None at this time

9.B. Hiring of Kayce Mock, Temporary One-Year 1.0 FTE Counselor at Fern Ridge Middle School, effective October 10, 2022.

9.C. Non-Licensed Personnel Report

10. **Late Items/Closing Comments**

11. **Upcoming Events**

11.A. Oct 17: VES SMART Reading Kicks-Off  
Oct 19: FRMS Volleyball at Home  
Oct 18 - 20: Lion's Hearing & Vision Screening (FRMS, EES, VES)  
Oct 21: Varsity Football at Harrisburg  
Oct 22: FRMS Soccer  
Oct 27: Cross Country Championships in Lebanon  
Oct 31: EES PTA Harvest Carnival  
Oct 31: VES Trunk or Treat

12. **Adjournment**



**FERN RIDGE SCHOOL DISTRICT 28J**  
School Board Meeting Minutes

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**REGULAR MEETING of the FERN RIDGE SCHOOL BOARD**

**September 19, 2022**

**Zoom Webinar & In-Person Meeting**  
88834 Territorial Rd.  
Elmira, Or 97437

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

In attendance were Directors Mark Boren, Andrea Larson, Lorrie Daniels, Business Manager Quanah Bennett, and Superintendent Gary Carpenter.

Director Jackie Turle was absent from the meeting.

**FLAG SALUTE (Agenda Item 2):** The group led in the flag salute.

**PUBLIC COMMENT (Agenda Item 3):** There were no public comments submitted.

**MONTHLY ITEMS (Agenda Item 4):**

**4. A. Approval of Minutes:** The minutes from the August 11, 2022, School Board Retreat and August 15, 2022, Regular Board Meeting were presented for approval.

Director Larson moved to approve the minutes as written; seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, and Daniels voting yes. 4-0.

**BUSINESS OFFICE (Agenda Item 5):**

**5.A September 15, 2022 Enrollment Report:** Business Manager Quanah Bennett reviewed the current enrollment report.

District-wide enrollment is at 1,362 students. This is 22 students above projected budget numbers and 30 students up from where enrollment was at this same time last year.

The average class size for Veneta Elementary is 23 and the average class size for Elmira Elementary is 25.

Director Daniels made a motion to approve the enrollment report; seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, and Daniels voting yes. 4-0.

**5.B General Fund Revenue and Expenditure Report:** Business Manager Quannah Bennett reviewed the current financial report.

The July and August revenue was included in this report. The district has spent 5% of budgeted expenditures.

Director Daniels made a motion to approve the General Fund Revenue and Expenditures report; seconded by Director Larson. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, and Daniels voting yes. 4-0.

## **REPORTS (Agenda Item 6):**

**6.A. Director of K12 Programs:** Superintendent Carpenter read the following report from Mrs. Marshall:

**Facilities:** the team has started meeting on Monday mornings to plan for the week and is updating several things, including work order procedures, water testing, and the Healthy And Safe Schools plan.

**Integrated Guidance:** this is the SIA, High School Success, CTE, M98, Everyday Matters, and Early Intervention programs. Working on creating a district/community team and would like to include a board member if anyone is interested. This team will work with Mrs. Marshall to facilitate community engagement and planning for the Integrated Guidance.

**ESSER III Integrated Planning Tool:** Work continues around the plan to use these federal dollars. Some of the projects that have been funded so far include; the outdoor audio at Elmira High School, the Elmira High School building intercom, and ongoing HVAC repairs/maintenance.

**Curriculum:** 2022-2023 is supposed to be a math adoption year, but with new standards, we may delay adopting until 2023-2024 to avoid purchasing materials that are not up to date with the new standards. Another option is to only adopt K-5 as most of the anticipated changes will occur at the 6-12 level.

**6.B. Superintendent's Report:** Superintendent Carpenter updated the school board on the beginning of the year enrollment. With the number of incoming kindergarten students at Veneta Elementary, two new teachers were added the Friday before school started. One teacher has a kindergarten class, and one is teaching a 1<sup>st</sup> /2<sup>nd</sup> blend. One position was already in the budget due to a retirement and the second teacher was funded with ESSER dollars.

There was a brief discussion around looking again at a K-2, 3-5 model to help balance classroom sizes at the elementary level. This may be a topic that gets brought up at a future board meeting.

This morning, the Air Quality Index went into the unhealthy category which led the district to cancel outdoor recess. After about an hour, the wind shifted and the air quality improved.

Superintendent Carpenter reported that the website is up to date for the 2022-2023 school year. If anyone finds a link that doesn't work or outdated information, please inform the district office.

## **DISCUSSION ITEMS (Agenda Item 7):**

### **7. A. Fern Ridge School District/Crow School District Wrestling Co-Op:**

The wrestling coaches from both FRSD and Crow, along with the athletic directors, are in support of a co-op. Crow will send some students to Fern Ridge to wrestle if this is approved.

Superintendent Carpenter noted that due to our recent classification as a 3A school, a co-op with Crow would push us into a 4A wrestling classification by only a few students. If the board approves tonight, the districts will appeal to OSAA to stay at 3A for wrestling.

Director Daniels made a motion to accept the co-op with Crow for wrestling; seconded by Director Larson. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, and Daniels voting yes. 4-0.

**7.B. OSBA Annual Convention:** The board discussed the upcoming convention in November.

## **PERSONNEL (Agenda Item 8):**

### **8.A. Licensed Employees Resignations/New hires/Transfers/Other:**

**8.A.1.** Hiring of Ashley Foltz, 1.0 FTE Elementary Teacher at Veneta Elementary School, effective September 6, 2022.

**8.A.2.** Hiring of Sarah Molloy, One-year Temporary 1.0 FTE Teacher at Veneta Elementary School effective September 6, 2022

**8.A.3.** Hiring of Cassie Colon, .75 FTE English Language Development Teacher, effective August 24, 2022.

Director Graham-Adams moved to approve the licensed employees hires, resignations, transfers and others as written; seconded by Director Daniels. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, and Daniels voting yes. 4-0.

### **14.B. Non-Licensed Personnel Report:**

- Resignation of Sheila Upton, 7.50 Instructional Assistant at Elmira Elementary School, effective September 5, 2022.
- Hiring of Ethan Davis, One-Year Temporary 7.00 PE Instructional Assistant at Fern Ridge Middle School, effective August 29, 2022
- Hiring of Stacey Bell, 7.00 PASS Instructional Assistant at Elmira Elementary School, effective August 29, 2022.
- Hiring of Katy Miller, 6.50 Special Education Instructional Assistant at Fern Ridge Middle School, effective August 29, 2022.
- Hiring of Clarisa Kinser-McDougal, 7.00 Instructional Behavior Assistant at Elmira Elementary School, effective September 26, 2022.
- Hiring of Judy Alexander-Dady, 3.75 Special Education Instructional Assistant at Elmira Elementary School, effective September 6, 2022.
- Hiring of Christy Carleton, 5.25 Special Education Instructional Assistant at Elmira

- High School, effective September 9, 2022.
- Hiring of Amber Valenzuela, 3.50 Instructional Assistant at Veneta Elementary School, effective September 6, 2022.
- Hiring of Michael Murray, 3.00 ASPIRE Coordinator at Elmira High School, effective August 29, 2022.
- Hiring of Joe Anderson, 1.0 FTE Custodian, effective September 2, 2022.
- Hiring of Marlee Black, 7.50 Instructional Behavior Assistant at Fern Ridge Middle School, effective August 29, 2022.
- Hiring of Danielle Moore, 7.50 PASS Instructional Assistant at Fern Ridge Middle School, effective August 29, 2022.
- Transfer of Amy Bassett, 6.50 Special Education Instructional Assistant at Fern Ridge Middle School to 6.50 Title Instructional Assistant at Veneta Elementary School, effective August 29, 2022.
- Termination of Kelsey Boren, 6.50 Instructional Assistant at Veneta Elementary School, effective September 2, 2022.
- Hiring of Isabelle Nix, Cheer Coach at Elmira High School, effective for the 2022-2023 season.

There was a time of discussion around the few jobs that are still open in the district; two licensed and three classified positions.

There was discussion around the cheer program. There were several applicants and a cheer coach was hired. This position was funded with ESSER dollars but will be added back into the athletic budget in 23-24.

**LATE ITEMS/CLOSING COMMENTS (Agenda Item 9):** None at this time.

**ADJOURNMENT (Agenda Item 10):** Chair Boren adjourned the meeting at 6:28 pm.

**UPCOMING EVENTS (Agenda Item 11):**

**Elmira High School**

Girl's Varsity Soccer Game - September 22  
 Varsity Football at Creswell - September 23  
 Booster Club Fundraiser - September 24  
 Boys Varsity Soccer Game - September 26  
 Varsity Volleyball Game - September 27  
 Home Varsity Football Game - September 30  
 Cross Country Meets - September 24 & 28

**Fern Ridge Middle School:**

School Picture Day - September 22  
 Open House - September 29

**Veneta Elementary:**

Open House - September 22  
 Picture Day - September 26  
 Statewide Inservice Day (No School) - October 7  
 PALS Jump-A-Thon - October 11

**Elmira Elementary:**

PTA Meeting - September 20

Open House - September 22

First Spirit Day - September 28

Bottle/Can Drive - September 28

Picture Day - September 29

Attest: \_\_\_\_\_  
School Board Representative

\_\_\_\_\_  
Gary E. Carpenter, Jr., Superintendent

Avg.  
Class  
Size

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
EES Teacher 1	16													16
EES Teacher 2	16													16
EES Teacher 3		20												20
EES Teacher 4		22												22
EES Teacher 5		20												20
EES Teacher 6			21											21
EES Teacher 7			22											22
EES Teacher 8				26										26
EES Teacher 9				26										26
EES Teacher 10					16	14								30
EES Teacher 11					30									30
EES Teacher 12						28								28
<b>Elmira Elementary</b>	<b>32</b>	<b>62</b>	<b>43</b>	<b>52</b>	<b>46</b>	<b>42</b>								<b>277</b>
VES Teacher 1	22													22
VES Teacher 2	23													23
VES Teacher 3	21													21
VES Teacher 4		21												21
VES Teacher 5		19												19
VES Teacher 6		12	11											23
VES Teacher 7			23											23
VES Teacher 8			23											23
VES Teacher 9				28										28
VES Teacher 10				29										29
VES Teacher 11					30									30
VES Teacher 12					31									31
VES Teacher 13						31								31
VES Teacher 14						31								31
<b>Veneta Elementary</b>	<b>66</b>	<b>52</b>	<b>57</b>	<b>57</b>	<b>61</b>	<b>62</b>								<b>355</b>

23.08

25.36

<b>Total Elementary</b>	<b>98</b>	<b>114</b>	<b>100</b>	<b>109</b>	<b>107</b>	<b>104</b>								<b>632</b>
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<b>Fern Ridge Middle School</b>							96	88	101					285
<b>FRMS Options</b>								1	1					2

<b>Elmira High School</b>										111	97	87	84	379
<b>EHS Options</b>										1	7	22	9	39

<b>EE Bridges (K-2)</b>	2	2	3											7
<b>EE Bridges (3-5)</b>					4									4
<b>VES (Structured Learning)</b>				1	1	2								4
<b>Home Tutor</b>														-
<b>FRMS Bridges (6-8)</b>							3	2	2					7

<b>Total In-District Enrollment</b>	<b>100</b>	<b>116</b>	<b>103</b>	<b>110</b>	<b>112</b>	<b>106</b>	<b>99</b>	<b>91</b>	<b>104</b>	<b>112</b>	<b>104</b>	<b>109</b>	<b>93</b>	<b>1,359</b>
	<i>Change from Adopted Budget (based on ADMr of 1,340)</i>													<b>19</b>

<b>Out of District Placements</b>	2	2	1		1		3	1	1	2	3	2	4	22
	<i>Change from Adopted Budget (based on ADMr of 16)</i>													<b>6</b>

<b>Total WLTL Charter School</b>										8	8	20	25	61
<b>FRSD Attending WLTL</b>										5	7	10	15	37
	<i>Change from Adopted Budget (based on ADMr of 63)</i>													<b>(2)</b>

<b>Total District/ Out of District /Charter School Enrollment</b>														<b>1,442</b>
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**FERN RIDGE SCHOOL DISTRICT 28J**

## General Fund Revenue and Expenditures

<b>September 30, 2022</b>	<b>ADOPTED 22-23 BUDGET</b>	<b>2022-2023</b>			<b>TOTAL YTD</b>	<b>REMAINING BALANCE</b>
		<b>JULY</b>	<b>AUG</b>	<b>SEPT</b>		
<b>Beginning Fund Balance</b>	3,263,059	-	-		-	3,263,059
<b>OPERATING REVENUE:</b>						
PROPERTY TAXES	5,103,445	9,210	19,284	13,550	42,044	5,061,401
COUNTY SCHOOL FUNDS	53,000	-	-	-	-	53,000
COMMON SCHOOL FUND	172,885	-	-	-	-	172,885
STATE MANAGED COUNTY TIMBER	-	-	-	298,145	298,145	(298,145)
FEDERAL FOREST FEES	57,350	-	-	-	-	57,350
OTHER REVENUES	392,033	15,976	24,815	27,543	68,334	323,699
STATE SCHOOL FUND	10,780,665	1,872,377	921,030	883,095	3,676,502	7,104,163
OTHER RESTRICTED GRANTS	-	-	-	-	-	-
RESTRICTED FR FED/GOV ST	-	-	-	-	-	-
INTERUND TRANSFERS	-	-	-	-	-	-
SALE OF FIXED ASSETS	-	-	-	-	-	-
<b>TOTAL OPERATING REVENUE</b>	<b>16,559,378</b>	<b>1,897,563</b>	<b>965,129</b>	<b>1,222,333</b>	<b>4,085,024</b>	<b>12,474,354</b>

**25%**

**TOTAL BUDGETED REVENUE (INCLUDES  
BEGINNING FUND BALANCE)**      **19,822,437**      **4,085,024**

<b>OPERATING EXPENDITURES:</b>						
SALARIES	7,582,257	137,112	169,251	582,708	889,071	6,693,186
BENEFITS	5,752,135	93,606	115,022	448,661	657,290	5,094,845
PURCHASED SERVICES	2,937,935	40,942	71,885	119,500	232,327	2,705,608
SUPPLIES & MATERIALS	319,661	11,539	53,369	29,507	94,414	225,247
CAPITAL OUTLAY	-	-	-	-	-	-
OTHER	235,810	13,302	200,497	2,987	216,786	19,024
<b>TOTAL OPERATING EXPENDITURES</b>	<b>16,827,798</b>	<b>296,501</b>	<b>610,025</b>	<b>1,183,363</b>	<b>2,089,888</b>	<b>14,737,910</b>

**12%**

<b>NON-OPERATING EXPENDITURES</b>						
INTERFUND TRANSFERS	1,488,500	-	-	-	-	1,488,500
CONTINGENCY	1,506,139	-	-	-	-	1,506,139
<b>TOTAL NON-OPERATING EXPENDITURES</b>	<b>2,994,639</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,994,639</b>

**TOTAL BUDGETED EXPENDITURES**      **19,822,437**      **2,089,888**



## Fern Ridge School District 28J

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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:** October 17, 2022

**RE:** **ADOPTED FY 2023-2024 BUDGET CALENDAR**

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The following information identifies dates and deadlines required for the legal presentation and adoption of the 2023-2024 budget. Per Board policy, the budget calendar shall be approved by October 31<sup>st</sup> of each year.

### **FY 2023-2024 ADOPTED BUDGET CALENDAR**

<b>Monday, November 21, 2022</b>	Appoint Budget Committee Members Adopt 2023-2024 Budget Calendar
<b>Tuesday, April 25, 2023</b>	<b>First Budget Committee Meeting, 6:30 PM</b> <i>Election of Officers, Presentation of Financial Forecast</i>
<b>Tuesday, May 23, 2023</b>	<b>Second Budget Committee Meeting, 6:30 PM</b> <i>Budget Message Delivered, Budget Deliberations, Approval of Budget</i>
<b>Tuesday, May 30, 2023</b>	<b>Third Budget Committee Meeting, 6:30 PM, if necessary</b>
<b>Monday, June 26, 2023</b>	<b>Public Hearing on Approved FY 2023-2024 Budget Board Enacts Resolutions Adopting FY 2023-2024 Budget, Making Appropriations, and Declaring the Tax Levy</b>

# Student Investment Account (SIA)

## 21-22 Annual Report

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Fern Ridge School District 2022

## WHAT IS THE STUDENT INVESTMENT ACCOUNT?

Close to **\$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
  - Students of color;
  - Students with disabilities;
  - Emerging bilingual students; and
  - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.



## 5 Areas for Input

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses
- 4 Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
- 5 Establishing and strengthening partnerships



## Allowable Investments



# SIA Staffing & Activities for 21-22

## Staffing Continued/Added:

- Technology Asst.
- District Nurse
- OPTIONS IA
- Elem. PE Teacher
- Family Support Coordinator
- FRMS Teacher
- K-5 Counselor
- .5 EHS CTE Teacher
- .5 EHS Counselor
- FRMS PASS IA
- K-12 Director

## Budgeted Activities:

- Free HS Athletics
- Edgenuity licenses
- CTE Supplies
- 6-12 Band Equipment
- K-12 Farm Support
- VES Walking Track
- FRMS Track
- 6-12 Science Equipment
- Athletic Trainer Equipment

## Budgeted Activities:

- Health Room Supplies
- Translation Services
- Target PD \$
- Community Engagement Funds
- K-12 Digital Subscriptions
- Devices and hardware
- Afterschool Programs
- EES Modular - Finishes

# SIA Process:

- Quarterly reports are completed by the district to the state
  - Engagement efforts are made with stakeholders throughout the year
  - Data and information is collected for all activities based on our outcomes and strategies
- Annual budget is completed with adjustments or amendments and submitted for approval to the state in June
- Annual report is submitted after board review by November 30th

# Question 1:

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

The SIA engagement and implementation process has led itself to focused and intentional planning. This applies to gathering of data, resource allocation, and targeted decision making. One of the more observable changes has been in regards to collecting, sharing, and using stakeholder input. All of these practices help to improve planning, reflection, and communication over time.

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# Question 2:

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

Staffing: One of the biggest hurdles we faced and are continuing to face, is staffing. Trying to fill positions is a daily challenge. On top of filling positions, many of our new hires are very new to education or have been granted emergency licensures. While this helps to fill a role, the support and continued professional development that is needed has pushed folks to capacity.

Timelines: Making sure that items get ordered and delivered, activities get supplies, staffing, planned out as needed, etc. Trying to keep things on the scheduled timeline has been challenging. We had to adjust activity budgets, after school offerings start dates, etc.

In-person engagement: In the planning for the first year of the SIA we were able to have lots of creative in-person engagements with staff, community, and various groups. With the restrictions of distancing, and problems brought about by COVID we have had to move much of this to a virtual environment which is not only not conducive to discussion, but more difficult to get participation.

# Question 3:

SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners.

How have relationships with or between those groups changed and/or been maintained throughout this academic year?

Consider the [Community Engagement Toolkit](#) and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response.

We are continuing to engage with more people, in more ways. With our staff the process allowed them to get a clearer picture of needs K-12, and understand the challenges being experienced at each level. Often times H.S. teachers do not understand the challenges faced at the elementary level, and vice versa. The engagement process with staff has facilitated this. In addition it has allowed us to identify and engage with various focus groups, so they feel like their voices are being sought out. In particular with our BSU's (Black student Unions), SPED, families experience poverty or homelessness and ELL families. We also completed 2 different input surveys. One for staff, families, and community members and another for students. Both surveys provided helpful information in planning for SIA and other funding streams.

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# Question 4:

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out?

How will what you've learned this year impact future SIA implementation efforts?

Use of the equity lens and decision making tools stands out. This was not something that we had a protocol or solid practice in place. FRSD continues to keep these tools as part of all the work we do. The district continues to look for activities that will have the most impact on our the success of our focal group students. Working to find a balance between easy wins with quick implementation and steps that we can take to create systemic change in the years to come.—

# Question 4:

- ❖ What guided our prioritization when funding was reduced, really involved around focusing on things that we thought would have the most impact on focal groups, and be the easiest to implement.
- ❖ For example, our three largest expenses we moved forward with were our nurse, new tech staff and the portable building.
  - The nurse allowed us to do so many great things during the pandemic and offer supports to some of our most in need students and families that we never would have been able to do in previous years.
  - The additional tech staff allowed us to operate in a CDL environment in ways that were most impactful for our students and families most in need, whether it was pursuing internet and hot-spots, or offering a take-home device to all 1500 students, these were things we could not have accomplished with a 1 person tech department.

Once we had our scaled back plan, we got feedback from: staff, constituents, Key communicators and ESSA teams. We received a high degree of support in the surveys that we conducted.

## Moving forward:

- Submitted our Quarter 1 plan for the 22-23 school year- This is the last year for stand alone SIA Plan.
  - This plan incorporates our ongoing activities and includes additional activities as well
- Will continue to engage in with stakeholders
  - Input from the staff and community has guided our decision making for both staffing and activities budgeting
  - Our decisions were guided by the needs of the students and staying focused on the essence of the SIA funds regarding students mental and behavioral health and increasing academic achievement for students including students who have been historically underserved.

**\* SIA rolls into part of the ODE Integrated Plan - Combining 6 ODE Initiatives  
Our application for this plan is due in March 2023**

## **General Plan for a Student Trip to Germany Elmira High School – Spring Break 2023**

Tentative Dates: Tuesday, March 21 – Saturday, April 1 (10 days)

Includes 3 school days (Friday, March 24 is non-school day)

Cost: \$2,500 per student

Included: Student Flights from EUG

Transportation in Europe (Rental car, fuel, parking, busses, etc.)

Accommodations in Europe (Airbnb, Hostels, etc.)

Reserve fund (+/- \$500 Emergencies, early return flight, etc.) Balance refunded to Student or Parent if not needed

Possibly

Included: Part or all of chaperones' Flights

Money for food for students and chaperones

Money for entrances for students and chaperones

Not included: Passport

Meals \*

Museum/Castle entrances \*

Souvenirs

\* These items may be funded or partially funded if other expenses are smaller than expected

Destinations: May include among others: Frankfurt, Rothenburg ob der Tauber, Munich, Neuschwanstein Castle, Black Forest, Trier, Eltz Castle, Köln (Cologne).

Payments: \$1,000 by December 1, 2022

\$1,000 by February 1, 2023

\$500 by March 1, 2023

Chaperones: John & Lisa Wagner

[jwagner@fernridge.k12.or.us](mailto:jwagner@fernridge.k12.or.us), [jldcwagner@yahoo.com](mailto:jldcwagner@yahoo.com)

541-935-8200 ext. 2123, 541-927-3222

**Fern Ridge School District**

Independent Course Adoption, Subject to FRSD Policy IFD and OAR 581-022-2350

Course Information:

Subject: English Language Arts

Category: Senior English

Grade Level: Grade 12

Title: Options EHS Poetry

Publisher: Imagine Learning (Edgenuity)

Copyright:

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Company: Imagine Learning LLC

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Criteria Checklist:

Verification of Compliance with Instructional Materials Evaluation Tool criteria checklist: Yes

Evaluator: Forrest Cooper

Accessibility Assurance:

Verification of Compliance with National Instruction Materials Accessibility Standard: Yes

Evaluator: Forrest Cooper

Scope and Sequence Attached: Yes

Options EHS Poetry	Scope and Sequence
Unit Lesson Poetic Elements	Objectives
Comparing Poetry: Poetic Devices	<p>Examine poetic structure.</p> <p>Compare and contrast the use of sound devices in poetry.</p> <p>Analyze how a poet creates mood.</p>
Graphical and Structural Elements in Poetry	<p>Identify structural and graphical elements of a poem.</p> <p>Analyze the effects of structural and graphical elements on the tone of a poem.</p> <p>Analyze the effects of structural and graphical elements on the meaning of a poem.</p>
Parts of Speech: Gerunds, Participles, and Infinitives	<p>Recognize gerunds, participles, and infinitives.</p> <p>Use gerunds, participles, and infinitives correctly.</p> <p>Identify the function of phrases within a sentence.</p>
Poetic Form in "I Am Offering This Poem"	<p>Analyze poetic form.</p> <p>Examine poetic devices and their connection to form.</p> <p>Interpret the use of literary devices in a poem and how they help to convey theme.</p>
Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare	<p>Explore the history and structure of a Shakespearean sonnet.</p> <p>Analyze the rhyme scheme of a sonnet.</p> <p>Identify the meter of a sonnet.</p>

**Options EHS Poetry****Scope and Sequence****Unit Lesson****Objectives**

Test

**Meaning and Central Ideas**

Analyzing Layers of Meaning in Poetry

Analyze word choice and symbols in poetry.

Analyze figurative language in poetry.

Analyze layers of meaning and ambiguity in poetry.

Analyzing Figurative Language and Structure in Poetry

Analyze the use of figurative language in poetry.

Analyze how form and structural elements affect meaning in poetry.

Analyze how symbolism contributes to meaning in a literary text.

Analyzing Imagery and Sound in Poetry

Analyze the use of imagery in poetry.

Analyze the use of sound elements in poetry.

Reality and Cynicism in Poetry

Analyze how an author uses irony to emphasize an idea and convey a message.

Make inferences about the theme of a naturalist poem.

Compare and contrast themes in poems by different authors.

Pursuing the Dream as a Central Idea in Poetry

Identify figurative language

Determine the central idea of a poem

Compare the messages of two different poems

Word Choice and Extended Metaphor in a Poem by Maya  
Angelou

**Options EHS Poetry****Scope and Sequence****Unit Lesson****Objectives**

Interpret the use of literal, figurative, and connotative meaning in poetry.

Interpret the use of extended metaphor.

Analyze the tone of a poem.

Test

**Romance and Identity Poetry**

Introduction to Romanticism

Recognize the characteristics of the Romantic period.

Analyze the impact of word choice on a poem's meaning and tone.

Evaluate sound devices in poetry.

Haiku and Romantic Poetry

Recognize structural elements and motifs in haiku poetry.

Determine the mood of a poem.

Compare and contrast two poetic forms.

Themes in the Poetry of Keats

Analyze the impact of word choice on meaning and tone.

Determine a theme.

Compare two texts with related themes.

Fireside Poets

Interpret a poet's word choice and use of sensory language.

Analyze the structure of a poem.

Compare and contrast two nineteenth-century poems.

**Options EHS Poetry****Scope and Sequence****Unit Lesson****Objectives**

The Poetry of Identity

Determine the central idea of a poem

Identify figurative language

Analyze the impact of figurative language on the ideas of a poem

“Mutability” and “A Defence of Poetry” by Percy Bysshe Shelley

Determine central ideas and supporting details in a text.

Analyze the way ideas are expressed in a romantic poem.

Make connections between a romantic poem and a nonfiction text.

Latina Poetry as an Expression of Cultural Heritage

Analyze word choice in poetry and its impact on tone.

Cite examples of sensory imagery in a poem.

Evaluate the role of the speaker in poetry.

Female Colonial Poetry

Analyze the author’s choice of words and how they are used in context.

Analyze the rhyme scheme in a poem.

Compare and contrast themes of two texts.

Test

**Classic Poets**

Poetry of Langston Hughes

Analyze the rhythm and repetition in a poem.

Make observations about the role of the speaker in a poem.

Compare and contrast the imagery, sensory details, and themes in two poems by the

**Options EHS Poetry****Scope and Sequence****Unit Lesson****Objectives**

same author.

Robert Frost's Poetry

Assess form, rhythm, and content in a blank verse poem.

Distinguish between a poem's speaker and the author's point of view.

Contrast a poet's views on poetry with those of his contemporaries.

Chance and Choice: Robert Frost's "The Road Not Taken"

Analyze tone in a poem

Explore theme in a poem

Analyze an extended metaphor in a poem

Content and Style in Emily Dickinson's Poems

Interpret the use of figurative language in poetry.

Examine how the denotation and connotation of words affect tone and mood.

Analyze how a poem reflects an author's style.

Themes in the Poetry of Keats

Analyze the impact of word choice on meaning and tone.

Determine a theme.

Compare two texts with related themes.

Walt Whitman's "Song of Myself"

Analyze the effect of free verse structure.

Analyze how word choice and tone contribute to the voice of a poem.

Make inferences about the themes of a poem.

Test

**Options EHS Poetry****Scope and Sequence****Unit Lesson****Objectives****Epic Poetry, Dramatic Monologue and Beat Poetry**

Part 1: Epic Poetry: Gilgamesh

Identify features of epic poetry.

Analyze the impact of features of an epic on plot.

Evaluate the structure of an epic.

Part 2: Epic Hero: Gilgamesh

Identify characteristics of an epic hero and cite evidence from the text.

Determine themes.

Recognize interactions between themes within a text.

Part 3: Writing to Analyze the Epic Hero in Gilgamesh

Form conclusions about a character.

Paraphrase evidence from the text to support conclusions.

Organize writing according to purpose.

Dramatic Monologue and Stream of Consciousness in Poetry

Examine how dramatic monologue is used as a technique in a poem.

Analyze how an author uses stream of consciousness to develop the style of a speaker.

Cite examples of allusions in a poem.

Beat Poetry

Analyze a free verse poem.

Analyze an author's choices in structuring a poem.

Cite examples of allusion to convey and reinforce meaning.

Unit Test

**Options EHS Poetry****Scope and Sequence****Unit Lesson****Objectives****Examining Style**

Word Choice and Structure in "The Turtle"

Examine the elements of poetry

Analyze the effect of word choice in a poem

Determine the theme of a poem

Structure and Culture in "Twelfth Song of the Thunder"

Analyze the impact of repetition in poetry

Use historical interpretations to strengthen your understanding of a poem

Explore how elements of Navajo culture are reflected in their poetry

Meta Poetry: Poetry about Poetry

Determine and reflect on themes expressed in a modernist poem.

Analyze different forms of poetry.

Clarify word meanings using a variety of strategies.

Imagism: A New Order in Poetry

Identify features and patterns in imagist poetry.

Analyze how a poet uses imagery to express ideas and create emotion.

Evaluate the author's intent in a text.

Analyzing Layers of Meaning in Poetry

Analyze word choice and symbols in poetry.

Analyze figurative language in poetry.

Analyze layers of meaning and ambiguity in poetry.

Style in Poems by Rabindranath Tagore

**Options EHS Poetry****Scope and Sequence****Unit Lesson****Objectives**

Identify features of lyric poetry.

Identify and analyze figurative language and imagery.

Analyze the effects of apostrophe on an author's style.

Sound and Structure in Poems by Dylan Thomas and W. B. Yeats

Identify and analyze rhyme and meter.

Analyze refrains and parallelism in poems.

Identify and compare themes in two poems that treat similar topics.

Analyzing Ekphrastic Poetry

Analyze art as a visual text.

Analyze a poem's treatment of a subject.

Compare and contrast the treatment of the same subject in two poems.

Unit Test

**Cumulative Exam**

Cumulative Exam Review

Cumulative Exam

This document lays out the criterion and scoring scale to evaluate English Language Arts instructional materials. The document serves as a scoring rubric to determine whether instructional materials meet State Board-adopted criteria for high quality instructional materials. Districts and educators can use this evaluation tool in an independent adoption to determine if independently adopted instructional materials meet State Board-approved criteria.

**In pursuant to [OAR 581-022-2350: Independent Adoption of Instructional Materials](#):**

Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. The district school board shall involve parents and citizens in the process. Such district adoptions shall be known as independent adoptions. In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

*(1) The subject, category, and grade level(s) in which the instructional materials will be used; (2) The title of the instructional materials; (3) The publisher of the instructional materials; (4) The copyright date of the instructional materials; (5) The date on which the district intends to install the instructional materials for use in the school system; and (6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.) (7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standards (NIMAS) specifications regarding accessible instructional materials.*

**Non-Negotiable (NN) Criteria:** Materials must meet these criteria at 100% in order to be considered for adoption. That means that ALL NN criteria and metrics must score no less than a 3.

**Alignment Criteria (AC) Criteria:** Materials must meet Alignment Criteria at 66% overall. That means that AC criteria may score below a 3 on individual criteria and metrics, but the overall composite score for ALL Alignment Criteria must meet the 66% threshold in order to be considered for adoption.

**Note:** After each embedded metric, ODE has provided a few evidence examples to utilize as when evaluating instructional materials, districts may choose to add additional evidence descriptors in alignment to the metrics within each criterion.

Criterion	Metric	9 – 12 Evidence Examples (Look Fors)	Scoring Criteria
<p><b>NN1 High-quality text:</b> Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 1A:</b> Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>	<ul style="list-style-type: none"> <li>Materials include evidence of quantitative and qualitative measures of anchor texts' complexity</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 ③</p>
	<p><b>NN 1B:</b> Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.</p>	<ul style="list-style-type: none"> <li>Anchor (or read- aloud) text selections are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax.</li> <li>Materials include a variety of narrative and informational texts.</li> <li>Materials minimize content that is unrelated to standards.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 ③</p>
<p><b>NN 2 Evidence-Based Discussion and Writing:</b> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 2A:</b> At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.</p>	<ul style="list-style-type: none"> <li>Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text).</li> <li>Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 ③</p>

	<p><b>NN 2B:</b> Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>• Approximately <math>\frac{3}{4}</math> of all writing tasks require students write to sources.</li> <li>• Speaking prompts require students to marshal evidence from texts when speaking.</li> <li>• Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> <li>• Materials include opportunities for students to analyze and apply critical thinking through facilitated oral and written discussion, including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
<p><b>NN 3 Building Knowledge:</b> Materials build knowledge systematically through reading, writing, speaking and listening, and language study.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 3A:</b> Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.</p>	<ul style="list-style-type: none"> <li>• Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>NN 3B:</b> Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.</p>	<ul style="list-style-type: none"> <li>• Materials provide ample opportunity for students to engage in a variety of reading, assigned, self- chosen, or outside reading.</li> <li>• Materials include additional topic- related readings connected to the anchor text.</li> <li>• Materials include opportunities for whole group, small group, and independent reading.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
<p><b>AC 1 Range and Quality of Texts:</b> Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.</p>	<p><b>AC Metric 1A:</b> In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text.</p>	<ul style="list-style-type: none"> <li>• Materials reflect a balance of text types and genres, at varying levels of complexity.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>AC Metric 1B:</b> A large majority of texts included in the instructional materials reflect the</p>	<ul style="list-style-type: none"> <li>• Materials provide guidance for teachers to support authentic and meaningful student-centered activities that are culturally and linguistically responsive and</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>

<b>Overall Criteria Scoring:</b> <b>0 1 2 3</b>	text, characteristics, and genres that are specifically required by the Standards at each grade level.	relevant by representing: <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ different learning styles</li> <li>○ a range of interests.</li> </ul> <ul style="list-style-type: none"> <li>● Connect to social studies, science, and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.</li> </ul>	
	<b>AC Metric 1C:</b> Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.	<ul style="list-style-type: none"> <li>● Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> </ul>	<b>Individual Metric Scoring:</b> <b>0 1 2 ③</b>
<b>AC 2 Questions, Tasks, and Assignments:</b> Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.  <b>Overall Criteria Scoring:</b> <b>0 1 2 3</b>	<b>AC Metric 2A:</b> High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.	<ul style="list-style-type: none"> <li>● Texts build background knowledge, vocabulary, language structures, and verbal reasoning.</li> <li>● Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> </ul>	<b>Individual Metric Scoring:</b> <b>0 1 2 ③</b>
	<b>AC Metric 2B:</b> Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.	<ul style="list-style-type: none"> <li>● Materials include grade-level appropriate academic and content-specific vocabulary that is accessible, reinforced, reviewed and augmented with visual representation when appropriate.</li> <li>● Questions and tasks guide students to determine the meaning of words with vocabulary and language</li> </ul>	<b>Individual Metric Scoring:</b> <b>0 1 2 ③</b>

		<p>scaffolds and supports.</p> <ul style="list-style-type: none"> <li>Materials provide vocabulary and language supports.</li> </ul>	
	<p><b>AC Metric 2C:</b> Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).</p>	<ul style="list-style-type: none"> <li>Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>AC Metric 2D:</b> Materials support students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.</p>	<ul style="list-style-type: none"> <li>Includes text that serves as the basis for communication, including speaking, listening, and writing.</li> <li>Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>AC Metric 2E:</b> Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>	<ul style="list-style-type: none"> <li>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.</li> <li>Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>AC Metric 2F:</b> Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>	<ul style="list-style-type: none"> <li>Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>

<p><b>AC 3 Building Knowledge with Texts, Vocabulary, and Tasks:</b> Materials build students' knowledge across topics and content areas.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 3A:</b> Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<ul style="list-style-type: none"> <li>Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>AC Metric 3B:</b> Materials require students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.</p>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to personalize, internalize and curate their learning to promote student agency.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>AC Metric 3C:</b> Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p>	<ul style="list-style-type: none"> <li>Includes grade- level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> <li>Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons.</li> <li>Materials provide vocabulary and language supports.</li> <li>The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
<p><b>AC 4: Access to Standards for All Students:</b> Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the standards.</p>	<p><b>AC Metric 4A:</b> Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<ul style="list-style-type: none"> <li>Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice ELA content.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>AC Metric 4B:</b> Materials regularly provide all students,</p>	<ul style="list-style-type: none"> <li>Materials should contain various levels of scaffolding to allow all students access to core instruction</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>

<b>Overall Criteria Scoring:</b> <b>0 1 2 3</b>	including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.	<ul style="list-style-type: none"> <li>Materials provide direct access to equitable resources through various levels of technology, including things such as,             <ul style="list-style-type: none"> <li>speech to text</li> <li>text to speech</li> <li>audio books</li> <li>digital copies</li> <li>available in various languages</li> </ul> </li> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</li> <li>Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.)</li> </ul>	
	<b>AC Metric 4C:</b> Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.</li> </ul>	<b>Individual Metric Scoring:</b> <b>0 1 2 ③</b>
	<b>AC Metric 4D:</b> Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).	<ul style="list-style-type: none"> <li>Materials include opportunities for whole-group, small group, and independent literacy activities.</li> <li>Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:             <ul style="list-style-type: none"> <li>planning instruction</li> <li>providing ongoing feedback to students</li> <li>sharing to guardian/parents</li> <li>sharing to classrooms, schools/districts</li> </ul> </li> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul>	<b>Individual Metric Scoring:</b> <b>0 1 2 3</b>
	<b>AC Metric 4E:</b> Materials regularly and systematically	<ul style="list-style-type: none"> <li>Materials assess student proficiency using vocabulary, examples, and applications that are</li> </ul>	<b>Individual Metric Scoring:</b> <b>0 1 2 ③</b>

	<p>offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>accessible, diverse, and aligned to student grade level achievement level expectations.</p> <ul style="list-style-type: none"> <li>• Student assessment is aligned with Oregon’s adopted state content standards and established grade- level outcomes, across the full depth, breadth, and complexity.</li> <li>• Materials provide online assessments that are aligned and have large item banks.</li> <li>• Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> <li>• Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade level outcomes.</li> <li>• Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> <li>• Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.</li> <li>• Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</li> <li>• Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> <li>• Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative, summative, peer, and self- assessment measures of</li> </ul>	
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		<p>three-dimensional learning.</p> <ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students.</li> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul>	
<p><b>AC5: Cultural Representation:</b> Materials are designed to be culturally relevant and engaging for all students</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 5A:</b> Texts included in the instructional materials are culturally responsive and relevant</p>	<ul style="list-style-type: none"> <li>• Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</li> <li>• Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative</li> <li>• Language includes all protected classes and historical underserved populations.</li> <li>• Materials provide opportunities to see diverse cultures in significant roles.</li> <li>• Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>• Materials provide a social-emotional learning connection.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>
	<p><b>AC Metric 5B:</b> Materials promote equitable instruction by providing guidance for teachers to support learning activities that are culturally responsive/relevant</p>	<ul style="list-style-type: none"> <li>• Materials support learning activities by representing <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ a range of interests</li> </ul> </li> <li>• Materials make connections to culture, home, neighborhood, and communities, as appropriate.</li> <li>• Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> <li>• Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.</li> <li>• Materials contain a variety of regularly-updated and user-friendly online materials and resources in culturally-sensitive language that are responsive to</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 (3)</p>

		<p>current events and changes in perspectives that are available to teachers, students, and families.</p> <ul style="list-style-type: none"> <li>Materials provide evidence-based, high leverage instructional practices.</li> </ul>	
<p><b>AC 6: Accessibility/ Usability:</b> Materials are feasible to implement, and where technology is used, it is accessible to teachers and students.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 6A:</b> Technological supports</p>	<ul style="list-style-type: none"> <li>Where available, digital materials include supports like <ul style="list-style-type: none"> <li>Key vocabulary highlighted with accessible kid-friendly definitions.</li> <li>technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.</li> </ul> </li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 ③</p>
	<p><b>AC Metric 6B:</b> Teacher usability</p>	<ul style="list-style-type: none"> <li>Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> <li>Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online)</li> <li>Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</li> <li>Materials lend themselves to being able to apply principles of UDL.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 ③</p>

# OSBA Model Sample Policy

Code: CB  
Adopted:

## Superintendent

The superintendent<sup>1</sup> is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to school districts<sup>3</sup>.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

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### Legal Reference(s):

[ORS 332.505](#)  
[ORS 332.515](#)  
[OAR 581-022-2405](#)  
[OAR 584-005-0005\(51\)](#)

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<sup>1</sup> The term “superintendent” includes an interim superintendent.

<sup>2</sup> “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education service districts.



# OSBA Model Sample Policy

Code: CBC

Adopted:

## Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent<sup>1</sup> to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to the district<sup>3</sup>, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing his/her<sup>1</sup> their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

[The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.]

For a period of one year after termination of the contract, the superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

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<sup>1</sup> The term "superintendent" includes an interim superintendent.

<sup>2</sup> "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education services districts.

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**Legal Reference(s):**

ORS 332.432  
ORS 332.505

ORS 342.549  
ORS 342.815

OAR 584-005-0005(51)

Senate Bill 1521 (2022)

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2023-24**

*Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these "Transit Dollars" will be distributed on an ADMw basis.*

*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2022. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for Fiscal Year 2023-24

Name (Number) of District: Fern Ridge School District 28J

Date of Board Action: October 17, 2022

District Representative: \_\_\_\_\_

Signature: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Select One

	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p><b>More than 50% to 75%</b> <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p><b>More than 75% to 85%</b> <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>

# 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**

October 17, 2022

### Resignations/Retirements

1. Resignation of Clarisa McDougal, 7.00 Instructional Behavior Assistant at Elmira Elementary School, effective October 21, 2022.
2. Resignation of Bonnie McLaws, Family Resource Support Coordinator, effective September 25, 2022.

### New Hires

1. None at this time.

### Other

1. None at this time.

### Coaches

1. None at this time.