Fern Ridge School District Board of Directors

Monday, April 20, 2026 The doors will open at 6:15pm
District Administration Office, 88834 Territorial Road, Elmira, Oregon 97437

1. **Call to Order: Public - 6:30 pm**

   We have a shared vision in the Fern Ridge School District: Provide excellence for every student so that each will reach their greatest potential.

   Thank you to the members of the public who have joined us. As a reminder, School Board meetings and work sessions are meetings of the Board held in public, providing an opportunity to observe the Board's discussion and actions.
   In an effort to conduct official Board business, we ask that the audience be respectful and refrain from questions, comments, and unnecessary noise while the Board conducts the meeting.

   There is an opportunity for citizen comment tonight, and the Board looks forward to hearing from those who signed up. I will share some reminders when we get to that portion of the meeting.

   Also, please note that all Board meetings are live-streamed and posted on the School Board area of the website.

2. **Citizenship Award** — **Presenter:** Principal Cydney Vandercar

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 (4) four 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 if you are a resident of the district. 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	
6.B.	General Fund Revenue and Expenditure Report - Board Action	
7.	**Reports:**	
7.A.	Veneta Elementary School Report	**Presenter:** Dawn Dean
7.B.	FRSD Family Resource Coordinator Report	**Presenter:** Amy Hand
7.C.	Fern Ridge Education Association	
7.D.	Student Representative(s) to the School Board Report	**Presenter:** Rylee Rice and Jake VanDamme
7.E.	Director of K-12 Programs	
7.E.1.	FRSD Board Goals - LPGT April Presentation	
7.F.	Fern Ridge Middle School Electives-Board Action	
7.G.	Superintendent's Report	
8.	**Discussion Items**	
8.A.	Contract Award recommendation for Veneta Parking Lot Improvements and Expansion — Board Action	
8.B.	Contract Award recommendation for Phase 2 Mechanical Upgrades Project— Board Action	
8.C.	Second Reading 2026-2027 Proposed Public Calendar— Board action	
8.D.	25-26 Distinguished Service Award Recipients: Distinguished Volunteer –Mary Yeager Distinguished Classified Employee – Shelby Humphrey Twinkle A. Morton Educator of the Year Award – Paris Hood Distinguished Administrator/District Office Group Employee – Amy Hand Distinguished Future First Citizen – Jake VanDamme Distinguished Emerging Future First Citizen – Shavelle Cook Distinguished Community Builder – Rylee Rice	
8.E.	First Reading of Proposed 2026-2027 Meeting Schedule	
8.F.	First Reading of Proposed Policy Updates: **JGE update—**Expulsion, **EFA G1 update—**Local Wellness Program, **EFA R G1 DELETE—**Local Wellness Program,	

8.G. Second Reading of Proposed Policy Updates: **KG AR REPLACE** Community Use of District Facilities.

9. **Personnel**

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

9.A.1. Hiring of Tiffany Forsman, 1.0 FTE Elementary Teacher at Elmira Elementary School, effective August 31, 2026, Hiring of Amanda Johnson, 1.0 FTE Elementary Teacher at Elmira Elementary School, effective August 26, 2026, Hiring of Faaeaofaleupolu "Tiny" Galago, 1.0 FTE Special Education Teacher at Elmira High School, effective August 26, 2026.

9.B. Non-Licensed Personnel Report

10. **Late Items/Closing Comments/Board Community Involvement**

11. **Upcoming Events**

April 22: Secretary Appreciation Day
April 28: Bus Driver Appreciation Day
May 4-8: Teacher Appreciation Week
May 1: Principal Appreciation Day
May 19: 6:30 2nd Budget Committee meeting
May 22: NO SCHOOL Teacher Work Day
May 25: NO SCHOOL Memorial Day

Elmira Elementary:
April 21: 6pm PTA
May16: Chalk the Walk

Veneta Elementary:
April 22: Earth day
May 11: 5:30 PALS

Fern Ridge Middle School:
May 8: 6:30-8 Spring Dance

Elmira High School:
May 9: Junior /Senior PROM

12. **Executive Session: ORS 192.660(2)(b) - Discipline of Public Officers and Employees To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent.**

13. **Executive Session under ORS 192.660(2)(i): to review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.**

14. **Return to Open Session**

15. **Complaint to Board-Board Action**

16. **Resolution #25-26/10 - Superintendent's Contract Extension - Board Action**
17. **Adjournment**

FERN RIDGE SCHOOL DISTRICT 28J
School Board Meeting Minutes

WORK SESSION of the FERN RIDGE SCHOOL BOARD

March 16, 2026

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

CALL TO ORDER (Agenda Item 1): The work session of the Fern Ridge School Board was called to order by Chair Grover at 5:30pm.

In attendance were Directors Kathleen Pizzola, WC Grover, Brian Kirkpatrick, Lisa McCann, Mark Gent and Superintendent Gary Carpenter.

We have a shared vision in the Fern Ridge School District: Provide excellence for every student so that each will reach their greatest potential.
Thank you to the members of the public who have joined us. As a reminder, School Board meetings and work sessions are meetings of the Board held in public, providing an opportunity to observe the Board's discussion and actions.
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DISCUSSION ITEMS: (Agenda Item 2):

2. A. Athletic Director: The document with the athletic director scenarios was presented and there was a time of discussion regarding if there were other budget priorities, the preferred scenario, how the job description will be developed and outreach to other schools to get feedback on their programs and organization with their athletic director. It was agreed upon that a full time athletic director will be added to the 26-27 budget and Superintendent Carpenter will begin to draft a job description.

2. B. First Student Contract Renewal: The board agreed to approve the First Student contract for renewal as presented.

2. C. Facilities Use Form: It was identified during the review of the policy and form that the wording that defined revenue generating was not clearly stated and needed to be amended before the second reading.

2. D. New Fields Behind (West) Elmira Elementary: The board agreed to dedicate the field space to the west of Elmira Elementary for baseball, softball and soccer.

2. E. Superintendent Evaluation: There was a time of discussion regarding the survey schedule and when information will be shared with the board prior to the evaluation on the 20th of April.

2. F. Posting of official board agenda timeline: Director McCann proposed having the board agenda packet with attachments distributed earlier. The board agreed to make Wednesday the day of official agenda notification.

LATE ITEMS/CLOSING COMMENTS: (Agenda Item 3):

ADJOURNMENT (Agenda Item 4): The work session was adjourned at 6:25 pm.

Attest: _____ _____

School Board Representative Gary E. Carpenter, Jr., Superintendent

FERN RIDGE SCHOOL DISTRICT 28J
School Board Meeting Minutes

REGULAR MEETING of the FERN RIDGE SCHOOL BOARD

March 16, 2026

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

CALL TO ORDER (Agenda Item 1): The regular meeting was called to order at 6:30 pm.

In attendance were Directors WC Grover, Kathleen Pizzola, Brian Kirkpatrick, Lisa McCann, Mark Gent and Superintendent Gary Carpenter.

We have a shared vision in the Fern Ridge School District: Provide excellence for every student so that each will reach their greatest potential.
Thank you to the members of the public who have joined us. As a reminder, School Board meetings and work sessions are meetings of the Board held in public, providing an opportunity to observe the Board's discussion and actions.
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There is an opportunity for citizen comment tonight, and the Board looks forward to hearing from those who signed up. I will share some reminders when we get to that portion of the meeting.
Also, please note that all Board meetings are live streamed and posted on the School Board area of the website.

CITIZENSHIP AWARD (Agenda Item 2): The March Citizenship Award was presented to Fern Ridge Middle School student Alexa Jimenez.

FLAG SALUTE (Agenda Item 3): fern Ridge Middle School student Alexa Jimenez led the flag salute.

PUBLIC COMMENT (Agenda Item 4): 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 (4) four 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.

- Community member Jesseca Colwell spoke on school actions and keeping our children safe.

MONTHLY ITEMS (Agenda Item 5):

5. A. Approval of Minutes: The minutes of the regular school board meeting on February 23, 2026 were presented for approval.

Director Kirkpatrick moved to approve the minutes from the regular meeting on February 23, 2026, seconded by Director Pizzola. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

BUSINESS OFFICE (Agenda Item 6):

6. A. Enrollment Report: Business Manager Quanah Bennett reviewed the enrollment report as of March 1, 2026. Elmira Elementary has an average class size of 23.6 and Veneta Elementary is at 22.14. Total elementary enrollment is at 570. The middle school has 311 students enrolled. The high school has 359. Overall our in-district enrollment is down 44 below our budgeted number.

6. B. General Fund Revenue and Expenditure Report: Business Manager Quanah Bennett reviewed the general fund revenue and expenditure report as of February 28, 2026. The district has received 83% of our budgeted revenue which was 80% this time last year and spent 51% of our budgeted expenses, which was 52% at this time last year. Our revenue indicates a large increase since the beginning fund balance was recorded.

Director Pizzola moved to approve the general fund and expenditure report for January 31, 2026, seconded by Director Kirkpatrick. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

REPORTS (Agenda Item 7):

7. A. Contract Award for Fern Ridge Middle School Interior Renovations: We skipped to item 7.B. to wait for Scott to connect remotely via Zoom. We circled back with Scott Rose directly after item 7.B.
Scott Rose presented the Fern Ridge Middle School interior renovations that will begin May of 2026. There was a time of discussion about GBC Construction, LLC and their references and experience.

Director McCann moved to approve the bid from GBC Construction for contract award for Fern Ridge Middle School Interior Renovations, seconded by Director Pizzola. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

7. B. Elmira Elementary School Presentation: Principal Billie Perrier presented slides to highlight Elmira Elementary School's programs and initiatives. A select group of students demonstrated some of the reading techniques that are part of the classroom instruction for literacy.

7. C. Fern Ridge Education Association: Certified Union President, Jennifer Snider presented appreciations for each school building and their activities. She announced the Papas Pizza fundraiser to help fund the scholarship amount from OSEA and FREA occurring on the upcoming Wednesday. Then DesiRae Wright-Rendon gave the Legislative update regarding SB 1507 that helped lessen the budget gap. DesiRae will have an update from the OEA RA on April 17th and 18th.

7. D. Student Representatives: Student representatives Riley Rice and Jake VanDamme gave updates on Spring Sports upcoming schedules. Outdoor school counselors have had two trainings so far. National Honor Society gained volunteer hours during blood drive. Leadership has a new advisor and is fitting in nicely while organizing fundraisers.

7. E. Superintendent's Report

- Golf is a club organization so far that may develop into our next year budget if there is enough interest.
- 2026-27 budget feedback and input from each building will be coming in by the end of Spring Break. The Budget will be getting finalized in May.
- Thank you to the folks that participated in the Heart of the Community event, and the organizer, Amy Hand.
- The outside area in the back of the middle school is set to be done the Monday after students are back from Spring Break.

DISCUSSION ITEMS (Agenda Item 8):

8. A. Comics and Graphic Novel Storytelling Elective: Principal Olivia Johnson presented the outline for the proposed new elective for the 2026-27 school year for Fern Ridge Middle School. There was a time of discussion on student participation in similar electives and how they are graded either pass/no pass or letter grade.

Director McCann moved to approve the new elective at the middle school, comics and graphic novel storytelling for 2026-27 school year, seconded by Director Pizzola.

There was some questions on other electives offered. There was a request to table the motion and to get the list of proposed electives.

Director Gent moved to table it, seconded by Director Kirkpatrick.

The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

8. B. First Student Contract Renewal: The First Student renewal contract was presented for approval.

Director McCann moved to approve First Student contract renewal for five years, seconded by Director Pizzola. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

8. C. Athletic Director: The full time Athletic Director grades 9-12 position to be added to the

2026-2027 budget was presented for approval.
Director Kirkpatrick moved to approve a fulltime AD at EHS that also supports and assists outside athletic programs, selection C, seconded by Director Pizzola. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

8. D. Allocate 100K for Irrigation: The request to give authority to use $100,000 of bond leftover monies to get started now on irrigation projects district wide.

Director Grover moved to allocate 100K immediately for irrigation improvements, seconded by Director Pizzola.

There was a time of discussion that if the project goes over the amount, then money will be pulled from general fund.

The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

8. E. Property Behind Elmira Elementary for Ball Fields: The request to use the property to the west of Elmira Elementary for baseball, softball, and soccer fields was presented.

Director Pizzola moved to make the property behind Elmira Elementary into ball fields, seconded by Director Kirkpatrick.

Director McCann asked if there was anyone with an interest for a different use of that property. The property had always been discussed as a use for sports.

The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

8. F. Posting of Official Board Agenda Timeline: The request to have the board agenda packet publicly posted 3 business days before the meeting was presented.

Director McCann moved to post the agenda packet on Wednesday before the meeting, seconded by Director Gent. There was no discussion. The motion carried with Directors Grover, Pizzola, McCann and Gent voting yes and Kirkpatrick voting no. 4-1.

8. G. First Reading of Proposed 2026-2027 Calendar: A first reading of the 2026-2027 calendar was presented for review.

8. H. First Reading of Proposed Policy Updates: A first reading was held on the following proposed administrative rule and policy updates:

KG AR DELETE Use of District Properties, and
KG AR REPLACE Community Use of District Facilities

8. I. Second Reading of Proposed Policy Updates: A second reading was held on the following proposed administrative rule and policy updates:

CB update Superintendent,
EBC NEW Emergency Plan and First Aid**,**

EBC/EBCA R delete Emergency Procedures and Disaster Plans,
EBCB update Emergency Procedure Drills and Instruction,
JECA update Admission of Resident Students,
JGA update Corporal Punishment, and
LBEA update Denial for Virtual Public Charter School Student Enrollment.

There was a motion to approve all of the policies together.

Director Pizzola moved to approve the policies as presented, seconded by Director McCann. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

PERSONNEL (Agenda Item 9):

9. A. Licensed Employees Resignations/New hires/Transfers/Other:

9. A.1. Resignation of Kailee Nienhaus, 1.0 FTE Elementary Teacher at Elmira Elementary School, effective June 12, 2026, Resignation of Keeley Green, 1.0 FTE Elementary Teacher at Elmira Elementary School, effective June 12, 2026, and Resignation of Chloe Anderson, 1.0 FTE Elementary Teacher at Elmira Elementary School, effective June 12, 2026.

Director Pizzola moved to approve the three licensed resignations, new hires, transfers, other as proposed, seconded by Director McCann. There was no discussion. The motion carried with Directors Gent, Kirkpatrick, Pizzola, Grover and McCann voting yes. 5-0.

9. B. Non-Licensed Personnel Report: The non-licensed personnel report was presented for review:

Resignations/Retirements
1. None at this time.

New Hires/Transfers
1. Hiring of McKenzie Lyon, 7.0 Instructional Assistant at Elmira High School, effective March 2, 2026.

Other
1. None at this time.

Coaches
1. Hiring of Ken Best, Track Meet Data Coordinator at Elmira High School, effective March 2, 2026.

LATE ITEMS/CLOSING COMMENTS/BOARD COMMUNITY INVOLVEMENT (Agenda Item 10):

- Director Gent would like to look at more alternatives to the K-2 / 3-5 Reconfiguration. There was a time of discussion to summarize the solutions that have been investigated.
- Director McCann spoke about the Elmira High School CTE tour.

UPCOMING EVENTS (Agenda Item 11):

March 20: NO SCHOOL
March 23-27: Spring Break
April 2: End of 3rd Quarter
April 3: NO SCHOOL
April 14: 6:30pm First Budget Committee Meeting

Elmira Elementary:
March 17: 6pm PTA
April 9: 6:30pm Outdoor School Info Night
April 16: Parent Teacher Conferences
April 17: NO SCHOOL

Veneta Elementary:
March 11: 6pm Heart of the Community
April 4: 11am Easter Egg Hunt
April 13: 5:30pm PALS
April 16: Parent Teacher Conferences
April 17: NO SCHOOL
April 18: 4pm Auction

Fern Ridge Middle School:
March 19: Parent Teacher Conferences-evening only
April 8: 6pm Staff vs. Student Basketball Game

Elmira High School:
March 18: 9-12 Job/Career Fair
March 19: Parent Teacher Conferences-evening only

ADJOURNMENT (Agenda Item 12): Board Chair Grover adjourned the meeting at 7:46 pm.

Attest: _____ _____
School Board Representative Gary E. Carpenter, Jr., Superintendent

FERN RIDGE SCHOOL DISTRICT 28J
ENROLLMENT REPORT

April 1, 2026

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	Avg. Class Size
EES Teacher 1	28													28	
EES Teacher 2		19												19	
EES Teacher 3		10	12											22	
EES Teacher 4			23											23	
EES Teacher 5				24										24	
EES Teacher 6				9	13									22	
EES Teacher 7					24									24	
EES Teacher 8					25									25	
EES Teacher 9						24								24	
EES Teacher 10						22								22	
Elmira Elementary	**28**	**29**	**35**	**33**	**62**	**46**								**233**	**23.30**
VES Teacher 1	16													16	
VES Teacher 2	21													21	
VES Teacher 3	9	12												21	
VES Teacher 4		22												22	
VES Teacher 5		22												22	
VES Teacher 6			20											20	
VES Teacher 7			20											20	
VES Teacher 8				20										20	
VES Teacher 9				20										20	
VES Teacher 10				23										23	
VES Teacher 11					24									24	
VES Teacher 12					24									24	
VES Teacher 13						29								29	
VES Teacher 14						31								31	
Veneta Elementary	**46**	**56**	**40**	**63**	**48**	**60**								**313**	**22.36**
Total Elementary	**74**	**85**	**75**	**96**	**110**	**106**								**546**	
Fern Ridge Middle School							**101**	**95**	**106**					**302**	
FRMS Options														-	
Elmira High School										**99**	**77**	**92**	**77**	**345**	
EHS Options													**10**	**10**	
EE Bridges (K-2)	**2**	**2**	**3**	**1**										**8**	
EE Bridges (3-5)				**5**	**3**									**8**	
VES (Structured Learning)			**3**	**1**	**2**	**2**								**8**	
Home Tutor														-	
FRMS Bridges (6-8)							**1**	**1**	**4**					**6**	
Total In-District Enrollment	**76**	**87**	**81**	**103**	**115**	**108**	**102**	**96**	**110**	**99**	**77**	**92**	**87**	**1,233**	
														Change from Adopted Budget (based on ADMr of 1,284)	*(51)*
Out of District Placements	**1**		**2**	**2**		**2**	**1**	**1**	**1**	**2**	**2**		**4**	**18**	
														Change from Adopted Budget (based on ADMr of 22)	*(4)*
Total West Lane Charter										**12**	**29**	**30**	**25**	**96**	
FRSD Attending WLC										***5***	***18***	***15***	***14***	***52***	
														Change from Adopted Budget (based on ADMr of 70)	*26*
Total District/ Out of District /Charter School Enrollment														**1,347**	
														Change from Adopted Budget (based on ADMr of 1376)	*(29)*

FERN RIDGE SCHOOL DISTRICT 28J

General Fund Revenue and Expenditures

March 31, 2026	ADOPTED 25-26 BUDGET	2025-2026 JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL YTD	REMAINING BALANCE
Beginning Fund Balance	3,342,741	-	-						5,511,992					5,511,992	(2,169,251)
OPERATING REVENUE:															
PROPERTY TAXES	5,750,283	9,846	13,713	9,744	10,239	3,976,087	1,355,868	78,233	43,764	139,633				5,637,127	113,156
TRANSPORTATION FEES	2,100	-	-	-	-	-	-	-	-	-				-	2,100
EARNINGS ON INVESTMENTS	342,641	34,045	30,812	30,343	29,620	26,389	39,656	39,008	32,956	34,801				297,630	45,011
EXTRACURRICULAR ACTIVITIES	4,626	-	-	-	-	-	-	-	-	-				-	4,626
RENTALS/DONATIONS/LEASES / PY REV / GRANT FEES / MISC	147,154	6,348	4,861	(1,644)	12,373	5,287	6,240	5,491	6,794	6,703				52,455	94,699
COUNTY SCHOOL FUND / ESD	188,000	-	-	-	-	-	136,869	-	-	-				136,869	51,131
OTHER INTERMEDIATE SOURCES	5,500	-	1,725	-	-	2,223	-	-	2,121	-				6,069	(569)
STATE SCHOOL FUND	12,751,881	2,272,642	1,096,497	1,102,540	1,087,631	1,093,109	1,071,724	1,098,395	1,105,485	1,125,032				11,053,054	1,698,827
COMMON SCHOOL FUND	199,740	-	-	-	-	-	-	-	119,677	-				119,677	80,063
STATE MANAGED COUNTY TIMBER	-	-	37,030	-	-	10,033	-	-	41,720	-				88,783	(88,783)
RESTRICTED GRANTS-IN-AID	-	-	-	-	-	-	-	-	-	-				-	-
RESTRICTED FR FED/GOV ST	-	-	-	-	-	-	-	-	-	-				-	-
FEDERAL FOREST FEES	58,620	-	-	-	-	106,950	-	-	-					106,950	(48,330)
INTERFUND TRANSFERS	7,360	-	7,360	-	-	-	-	-	-					7,360	-
SALE OF FIXED ASSETS	-	-	-	-	-	-	-	-	-					-	-
TOTAL OPERATING REVENUE	19,457,905	2,322,880	1,191,998	1,140,982	1,139,864	5,220,079	2,610,358	1,221,127	1,352,517	1,306,169	-	-	-	17,505,973	1,951,932
														90%	
TOTAL BUDGETED REVENUE (INCLUDES BEGINNING FUND BALANCE)	22,800,646													23,017,965	
OPERATING EXPENDITURES:															
SALARIES	8,442,595	159,578	181,552	661,573	678,257	684,051	663,968	668,805	685,858	760,278				5,143,920	3,298,675
BENEFITS	6,558,782	107,516	125,623	486,372	481,372	493,871	474,651	479,082	486,776	540,464				3,675,727	2,883,055
PURCHASED SERVICES	4,343,999	151,940	99,074	58,725	385,239	341,971	297,923	485,978	388,011	386,287				2,595,149	1,748,850
SUPPLIES & MATERIALS	477,310	52,532	64,401	32,362	19,104	14,250	14,585	61,191	10,291	29,499				298,214	179,096
CAPITAL OUTLAY	-	-	-	-	-	-	-	-	-	-				-	-
OTHER	292,515	280,772	11,860	(95)	2,551	2,343	935	628	250	(56)				299,187	(6,672)
TOTAL OPERATING EXPENDITURES	20,115,201	752,338	482,510	1,238,937	1,566,521	1,536,486	1,452,062	1,695,684	1,571,186	1,716,472	-	-	-	12,012,196	8,103,005
														60%	
NON-OPERATING EXENDITURES															
INTERFUND TRANSFERS	533,500	-	525,000	-	-	-	-	-	-	-	-	-		525,000	8,500
CONTINGENCY	2,151,945	-	-	-	-	-	-	-	-	-	-	-		-	2,151,945
TOTAL NON-OPERATING EXPENDITURES	2,685,445	-	525,000	-	-	-	-	-	-	-	-	-	-	525,000	2,160,445
TOTAL BUDGETED EXPENDITURES	*22,800,646*													*12,537,196*	

VENETA ELEMENTARY Board Report

April 2026

VENETA ELEMENTARY BY THE NUMBERS

324
STUDENTS
In grades K-5

15
CLASSROOMS
K-5 & Structured Learning Center

46
STAFF MEMBERS
Including certified staff (teachers and specialists), classified staff (instructional aides, office staff, and custodians), and cafeteria staff

VES % of Regular Attenders by Grade Level

K	1	2	3	4	5	VES Over all
67.39% Down from last year	85.45% Up from last year	68.89% Up from last year	72.31% Up from last year	63.46% Down from last year	61.29% Down from last year	69.85% Up from last year

Define regular attender: Those who attend 90% or greater. This allows for one absence a month to make the 90%

School Year 24/25 State Assessments

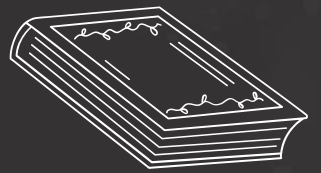
Improvement is needed in 4th grade ELA, 5th grade Science

ELA	VES	State
3rd	41%	40%
4th	40%	42%
5th	51%	47%

Math	VES	State
3rd	51%	40%
4th	53%	37%
5th	47%	31%

Science	VES	State
5th	27%	30%

A DAY IN THE LIFE OF A VENETA ELEMENTARY STUDENT

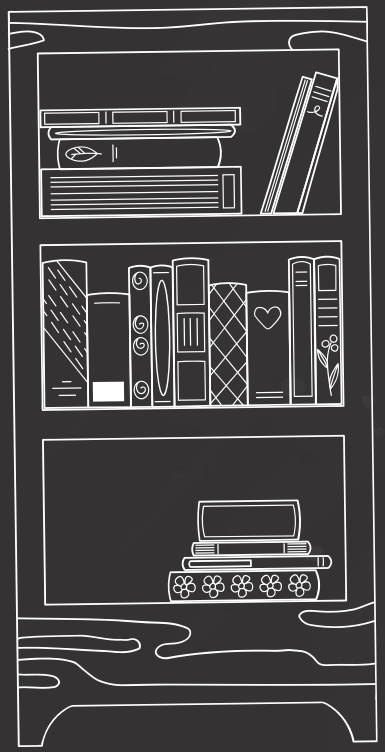





Before School

Students have **25 minutes** after the doors open (7:30am-7:55am) to:

- Eat breakfast
- Go outside and play
- Go to the library






FIRST STUDENT
STOP


BUCKS





Kindergarten

Math Data:

RENAISSANCE **Star Screening Report**
Star Math Enterprise

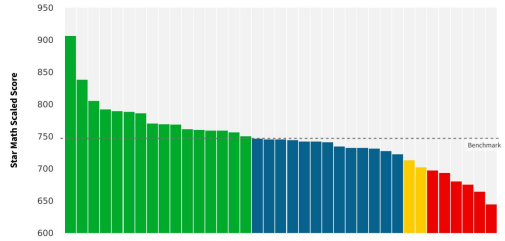
Generated Apr 8, 2026, 8:29 AM

School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	**Two Classes**	**12/01/2025–12/31/2025**	**All Demographics**	**Star Unified Scale**	**District**

Grade Level Summary - Veneta Elementary, 2 Classes

Grade	Students in each District Benchmark Category/Level				Students Tested	
	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	#	%
Grade K	16	13	2	6	37	100%
Students Tested	**16**	**13**	**2**	**6**	**37**	**100%**
Students Not Tested					**0**	**0%**

Grade
K



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 747	At/Above 50 PR	16	43%
Category Total			**16**	**43%**
Below Benchmark				
On Watch	Below 747	At/Below 49 PR	13	35%
Intervention	Below 721	At/Below 28 PR	2	5%
Urgent Intervention	Below 702	At/Below 14 PR	6	16%
Category Total			**21**	**57%**

Reading Data:

RENAISSANCE **Star Screening Report**
Star Early Literacy

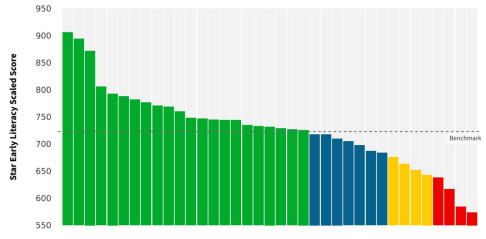
Generated Apr 8, 2026, 8:34 AM

School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	**Two Classes**	**12/01/2025–12/31/2025**	**All Demographics**	**Star Unified Scale**	**District**

Grade Level Summary - Veneta Elementary, 2 Classes

Grade	Students in each District Benchmark Category/Level				Students Tested	
	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	#	%
Grade K	22	7	4	4	37	100%
Students Tested	**22**	**7**	**4**	**4**	**37**	**100%**
Students Not Tested					**0**	**0%**

Grade
K



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 723	At/Above 50 PR	22	59%
Category Total			**22**	**59%**
Below Benchmark				
On Watch	Below 723	At/Below 49 PR	7	19%
Intervention	Below 680	At/Below 28 PR	4	11%
Urgent Intervention	Below 642	At/Below 14 PR	4	11%
Category Total			**15**	**41%**
Students Tested			**37**	
Students Not Tested			**0**	
Total Students			**37**	



	Green (At or ablove)	Blue(On watch)	Yellow (intervention)	Red(urgent)
Reading	39%	28%	17%	17%
Math	43%	35%	5%	16%

First Grade

Reading Data:

RENAISSANCE

Star Screening Report

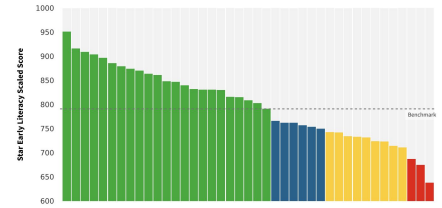
Star Early Literacy

Generated Apr 8, 2026, 8:47 AM

School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	**Three Classes**	**12/01/2025–12/31/2025**	**All Demographics**	**Star Unified Scale**	**District**

Grade

1



Categories/Levels	Current Benchmark: Scaled Score	Current Benchmark: Percentile Rank	Students: Number	Students: Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 791	At/Above 50 PR	23	56%
Category Total			**23**	**56%**
Below Benchmark				
On Watch	Below 791	At/Below 49 PR	6	15%
Intervention	Below 750	At/Below 28 PR	9	22%
Urgent Intervention	Below 709	At/Below 14 PR	3	7%
Category Total			**18**	**44%**
Students Tested			**41**	
Students Not Tested			**3**	
Total Students			**44**	

Math Data:

RENAISSANCE

Star Screening Report

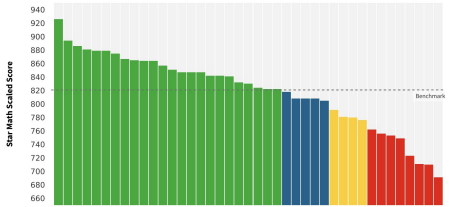
Star Math Enterprise

Generated Apr 8, 2026, 8:53 AM

School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	**Three Classes**	**12/01/2025–12/31/2025**	**All Demographics**	**Star Unified Scale**	**District**

Grade

1



Categories/Levels	Current Benchmark: Scaled Score	Current Benchmark: Percentile Rank	Students: Number	Students: Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 821	At/Above 50 PR	24	59%
Category Total			**24**	**59%**
Below Benchmark				
On Watch	Below 821	At/Below 49 PR	5	12%
Intervention	Below 792	At/Below 28 PR	4	10%
Urgent Intervention	Below 766	At/Below 14 PR	8	20%
Category Total			**17**	**41%**
Students Tested			**41**	
Students Not Tested			**3**	
Total Students			**44**	

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?



First Grade	Green (At or ablove)	Blue(On watch)	Yellow (intervention)	Red(urgent)
Reading	75%	0%	0%	25%
Math	40%	18%	18%	25%

Second Grade

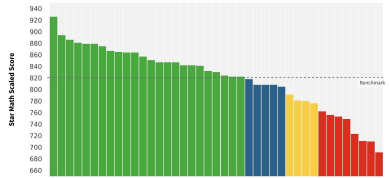
Math Data:

RENAISSANCE **Star Screening Report**
Star Math Enterprise

Generated Apr 8, 2026, 8:53 AM

School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	Three Classes	12/01/2025–12/31/2025	All Demographics	Star Unified Scale	District

Grade
1



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 821	At/Above 50 PR	24	59%
Category Total			**24**	**59%**
Below Benchmark				
On Watch	Below 821	At/Below 49 PR	5	12%
Intervention	Below 792	At/Below 28 PR	4	10%
Urgent Intervention	Below 766	At/Below 14 PR	8	20%
Category Total			**17**	**41%**
Students Tested			**41**	
Students Not Tested			**3**	
Total Students			**44**	

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

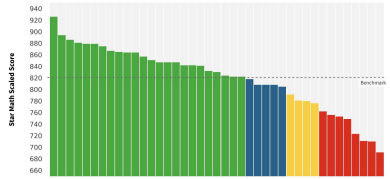
Reading Data:

RENAISSANCE **Star Screening Report**
Star Math Enterprise

Generated Apr 8, 2026, 8:53 AM

School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	Three Classes	12/01/2025–12/31/2025	All Demographics	Star Unified Scale	District

Grade
1

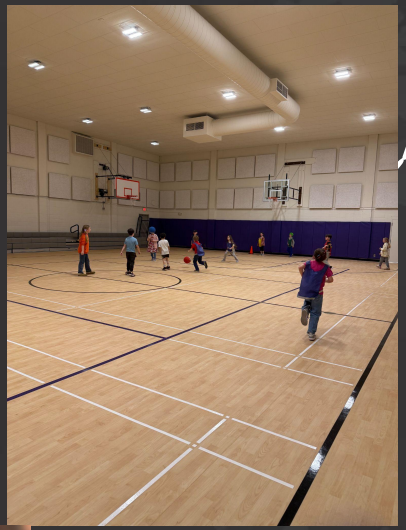


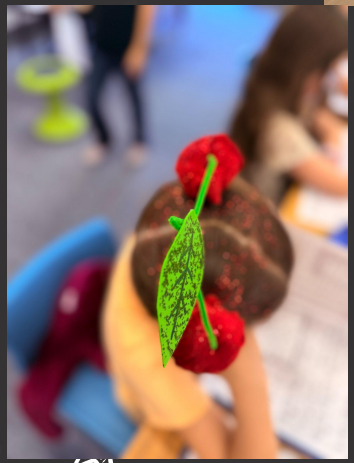
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 821	At/Above 50 PR	24	59%
Category Total			**24**	**59%**
Below Benchmark				
On Watch	Below 821	At/Below 49 PR	5	12%
Intervention	Below 792	At/Below 28 PR	4	10%
Urgent Intervention	Below 766	At/Below 14 PR	8	20%
Category Total			**17**	**41%**
Students Tested			**41**	
Students Not Tested			**3**	
Total Students			**44**	

Key questions to ask based on this and other information:

Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?







Second Grade	Green (At or ablove)	Blue(On watch)	Yellow (intervention)	Red(urgent)
Reading	68%	23%	9%	0%
Math	30%	32%	27%	11%

Third Grade

Reading Data:

RENAISSANCE

Star Screening Report

Star Reading Enterprise

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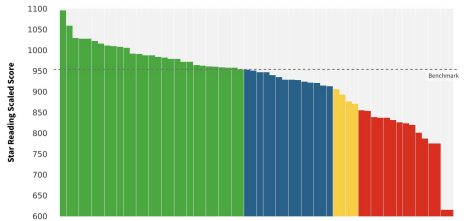
School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	Three Classes	12/01/2025–12/31/2025	All Demographics	Star Unified Scale	District

Grade Level Summary - Veneta Elementary, 3 Classes

Grade	Students in each District Benchmark Category/Level				Students Tested	
	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	#	%
Grade 3	29	14	4	15	62	98%
Students Tested	**29**	**14**	**4**	**15**	**62**	**98%**
Students Not Tested					1	2%

Grade

3



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 954	At/Above 50 PR	29	47%
Category Total			**29**	**47%**
Below Benchmark				
On Watch	Below 954	At/Below 49 PR	14	23%
Intervention	Below 911	At/Below 29 PR	4	6%
Urgent Intervention	Below 857	At/Below 14 PR	15	24%
Category Total			**33**	**53%**

Math Data:

RENAISSANCE

Star Screening Report

Star Math Enterprise

Generated Apr 8, 2026, 9:24 AM

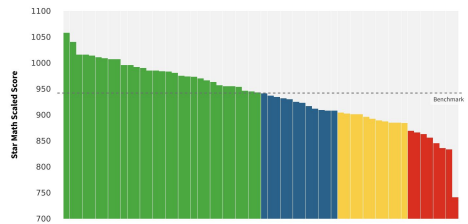
School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	Three Classes	12/01/2025–12/31/2025	All Demographics	Star Unified Scale	District

Grade Level Summary - Veneta Elementary, 3 Classes

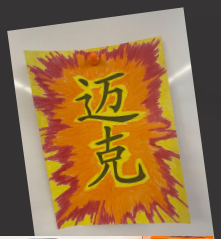
Grade	Students in each District Benchmark Category/Level				Students Tested	
	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	#	%
Grade 3	31	12	11	8	62	98%
Students Tested	**31**	**12**	**11**	**8**	**62**	**98%**
Students Not Tested					1	2%

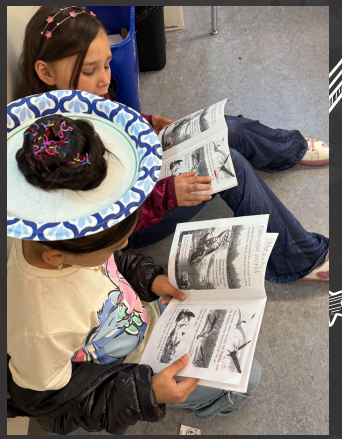
Grade

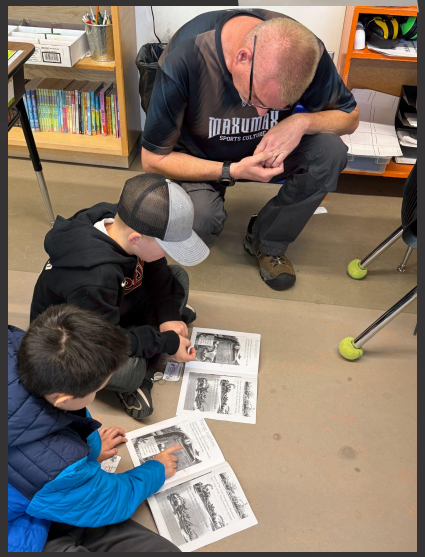
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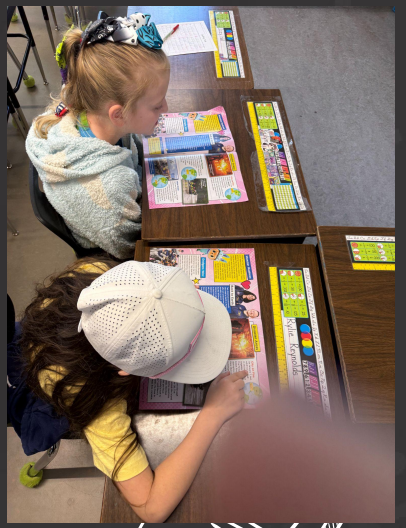


Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 942	At/Above 50 PR	31	50%
Category Total			**31**	**50%**
Below Benchmark				
On Watch	Below 942	At/Below 49 PR	12	19%
Intervention	Below 907	At/Below 28 PR	11	18%
Urgent Intervention	Below 872	At/Below 14 PR	8	13%
Category Total			**31**	**50%**











Third Grade	Green (At or ablove)	Blue(On watch)	Yellow (intervention)	Red(urgent)
Math	48%	18%	13%	21%
Reading	33%	26%	14%	26%

Fourth Grade

Reading Data:

RENAISSANCE **Star Screening Report**
Star Reading Enterprise

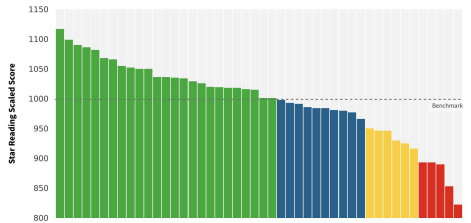
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School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	**Two Classes**	**12/01/2025–12/31/2025**	**All Demographics**	**Star Unified Scale**	**District**

Grade Level Summary - Veneta Elementary, 2 Classes

Grade	Students in each District Benchmark Category/Level				Students Tested	
	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	#	%
Grade 4	25	10	6	5	46	94%
Students Tested	**25**	**10**	**6**	**5**	**46**	**94%**
Students Not Tested					**3**	**6%**

Grade
4



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 999	At/Above 50 PR	25	54%
Category Total			**25**	**54%**
Below Benchmark				
On Watch	Below 999	At/Below 49 PR	10	22%
Intervention	Below 958	At/Below 29 PR	6	13%
Urgent Intervention	Below 909	At/Below 14 PR	5	11%
Category Total			**21**	**46%**

Math Data:

RENAISSANCE **Star Screening Report**
Star Math Enterprise

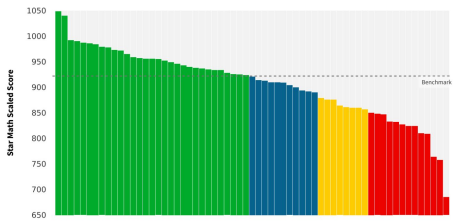
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School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	**Three Classes**	**09/02/2025–09/30/2025**	**All Demographics**	**Star Unified Scale**	**District**

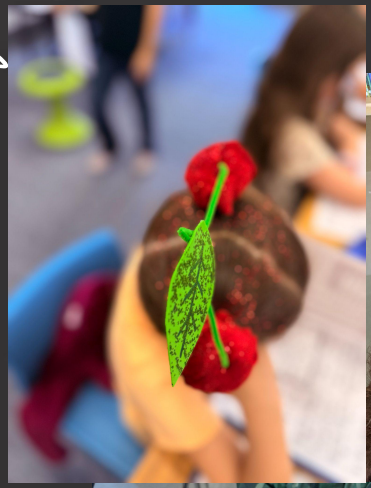
Grade Level Summary - Veneta Elementary, 3 Classes

Grade	Students in each District Benchmark Category/Level				Students Tested	
	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	#	%
Grade 3	31	11	8	13	63	98%
Students Tested	**31**	**11**	**8**	**13**	**63**	**98%**
Students Not Tested					**1**	**2%**

Grade
3



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 922	At/Above 50 PR	31	49%
Category Total			**31**	**49%**
Below Benchmark				
On Watch	Below 922	At/Below 49 PR	11	17%
Intervention	Below 889	At/Below 28 PR	8	13%
Urgent Intervention	Below 854	At/Below 14 PR	13	21%
Category Total			**32**	**51%**







Fourth Grade	Green (At or ablove)	Blue(On watch)	Yellow (intervention)	Red(urgent)
Reading	55%	4%	23%	17%
Math	45%	19%	23%	13%

Fifth Grade

Reading Data:

RENAISSANCE **Star Screening Report**
Star Reading Enterprise

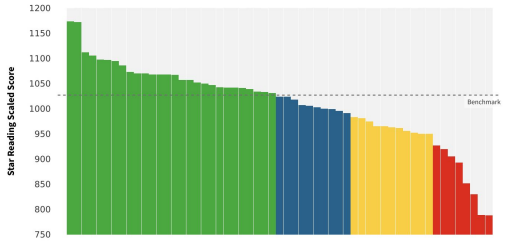
Generated Apr 8, 2026, 9:30 AM

School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	**Two Classes**	**12/01/2025–12/31/2025**	**All Demographics**	**Star Unified Scale**	**District**

Grade Level Summary - Veneta Elementary, 2 Classes

Grade	Students in each District Benchmark Category/Level				Students Tested	
	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	#	%
Grade 5	28	10	11	8	57	95%
Students Tested	**28**	**10**	**11**	**8**	**57**	**95%**
Students Not Tested					**3**	**5%**

Grade
5



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1027	At/Above 50 PR	28	49%
Category Total			**28**	**49%**
Below Benchmark				
On Watch	Below 1027	At/Below 49 PR	10	18%
Intervention	Below 990	At/Below 29 PR	11	19%
Urgent Intervention	Below 946	At/Below 14 PR	8	14%
Category Total			**29**	**51%**

Math Data:

RENAISSANCE **Star Screening Report**
Star Math Enterprise

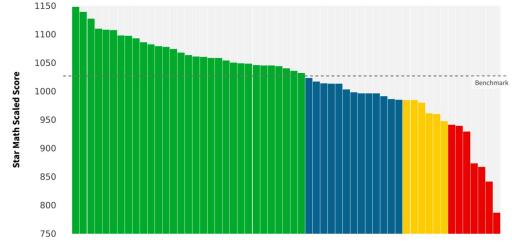
Generated Apr 8, 2026, 9:34 AM

School	Classes	Screening Window	Demographics	Scale	Benchmark Type
Veneta Elementary	**Two Classes**	**12/01/2025–12/31/2025**	**All Demographics**	**Star Unified Scale**	**District**

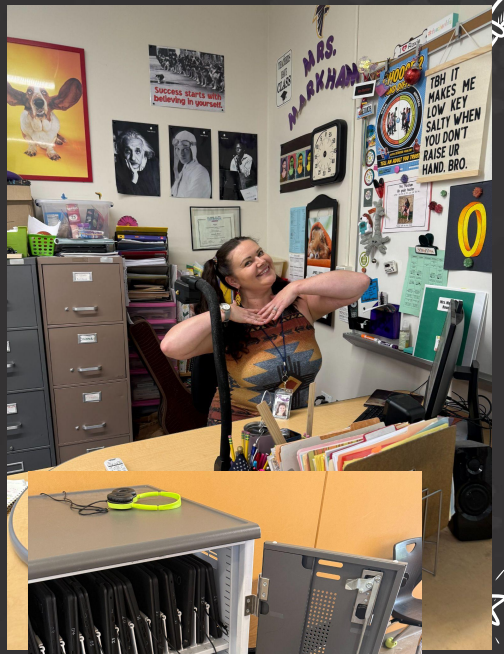
Grade Level Summary - Veneta Elementary, 2 Classes

Grade	Students in each District Benchmark Category/Level				Students Tested	
	At/Above Benchmark	On Watch	Intervention	Urgent Intervention	#	%
Grade 5	31	13	6	7	57	95%
Students Tested	**31**	**13**	**6**	**7**	**57**	**95%**
Students Not Tested					**3**	**5%**

Grade
5



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1027	At/Above 50 PR	31	54%
Category Total			**31**	**54%**
Below Benchmark				
On Watch	Below 1027	At/Below 49 PR	13	23%
Intervention	Below 985	At/Below 28 PR	6	11%
Urgent Intervention	Below 944	At/Below 14 PR	7	12%
Category Total			**26**	**46%**

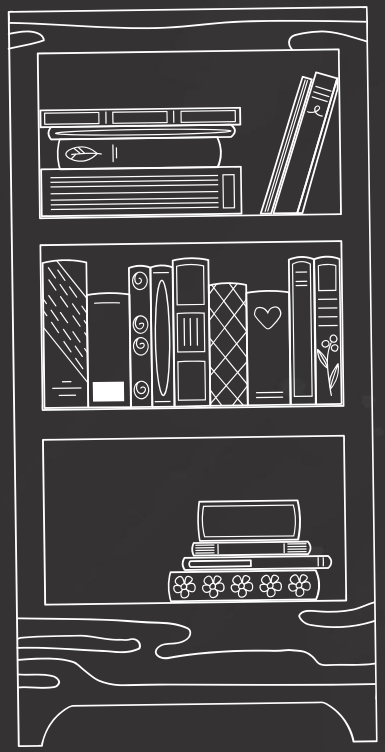




Fifth Grade	Green (At or ablove)	Blue(On watch)	Yellow (intervention)	Red(urgent)
Reading	51%	10%	17%	22%
Math	46%	20%	20%	14%

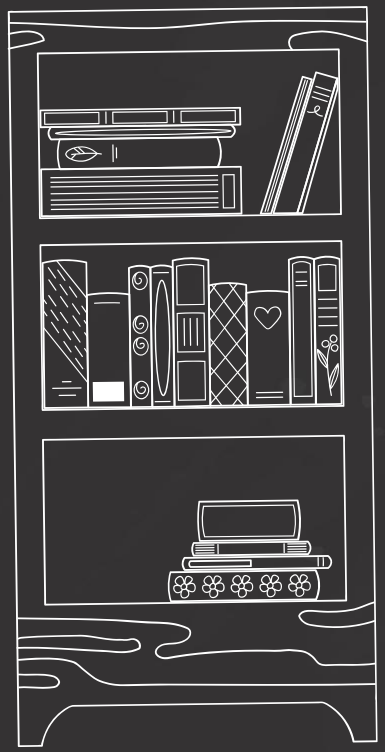
ENGLISH LANGUAGE ARTS (ELA)

Each student receives a minimum of **90 minutes** of core reading instruction in Wonders (the adopted FRSD ELA curriculum) per day. This time is divided into whole group and small group work.



Reading WIN
(What I Need)

Each student receives **30 minutes** of Reading WIN time per day. Students attend these small reading groups based on ability. Groups are chosen based on many variables, including data presented at Data Team Meetings. This is the time that students on IEPs receive their required reading minutes. Title services for students needing an extra boost of reading instruction also occur during this time.



Board: Try and remember what you might need extra time in?

Title and SPED

The extra support they give to students in Reading and Math is amazing and helps our students grow!

Something new we have implemented in both schools is ECRI. This helps students with phonics.



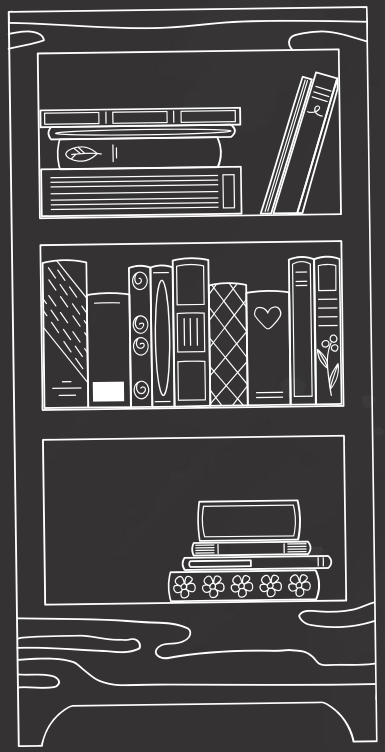






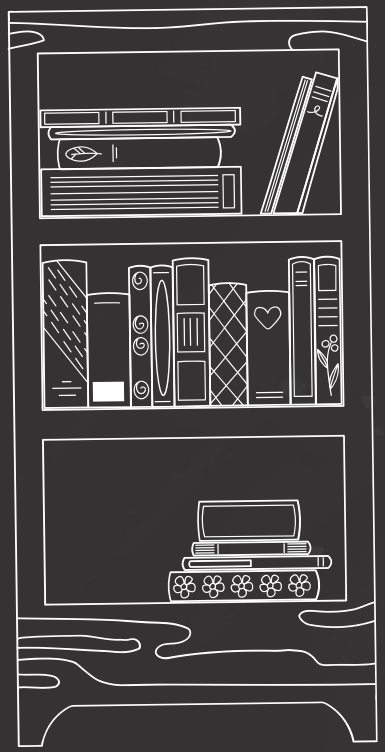
Mathematics

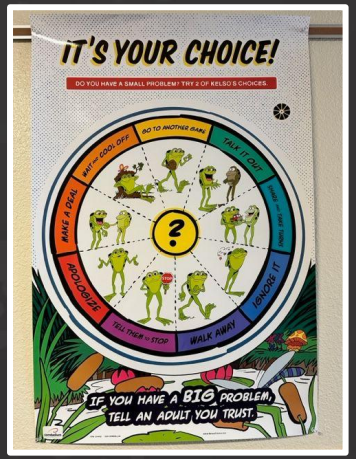
Each student receives a minimum of **60-75 minutes** of core Math in enVisionMATH (the adopted FRSD Math curriculum) per day. This time is generally whole group instruction, although the curriculum calls for small group work interspersed throughout the lesson.



Social Emotional Learning (SEL)

Each student receives **30 minutes** of Social Emotional Learning most days. This can include class meetings, Second Step curriculum, Kelso's Choice curriculum, teaching/reviewing school rules, school counselor lessons, etc.



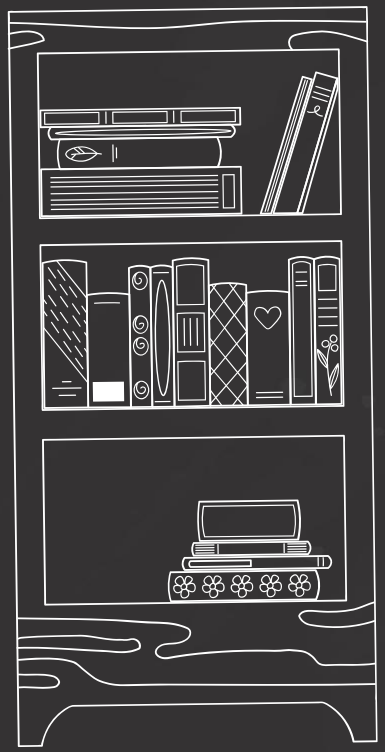

IT'S YOUR CHOICE!
DO YOU HAVE A SMALL PROBLEM? TRY 2 OF KELSO'S CHOICES.
GO TO ANOTHER GAME
TALK IT OUT
IGNORE IT
WALK AWAY
TELL THEM to STOP
APOLOGIZE
MAKE A DEAL
WALK AWAY, COOL OFF
?
IF YOU HAVE A BIG PROBLEM,
TELL AN ADULT YOU TRUST.


Stop
and think
Stay Safe
Shapes
Colors
Money



Physical Education

Each student receives **30 minutes** of Physical Education each day, taught by our certified PE teacher, Mr. Greene. PE typically takes place in the gym, but the outside track area is used in nicer weather.







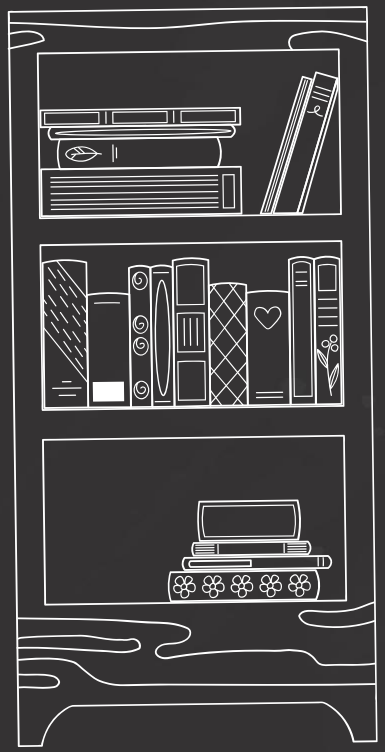


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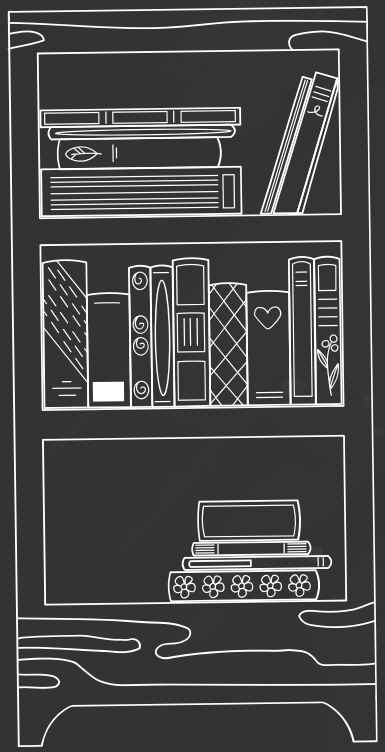
Science and Social Studies

Dependent upon grade level, students receive from **30-50 minutes** of Science or Social Studies per day. Our ELA curriculum, Wonders, does a great job of integrating Social Studies and Science into reading at all grade levels. IMPACT Social Studies (our adopted FRSD Social Studies text) and science lesson are used in conjunction with reading lessons whenever possible.



Lunch And Recess

All students receive **30 minutes** for lunch. If finished with lunch after 15 minutes of eating in the cafeteria, they may choose to go out to a 15 minute recess. All grades receive **15-30 additional minutes** (dependent on grade level) of recess per day.









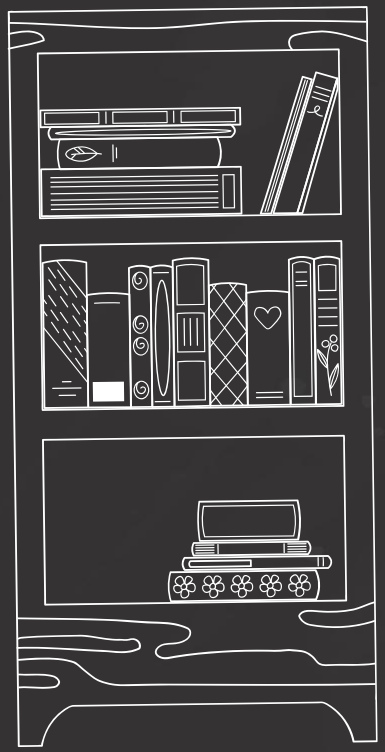


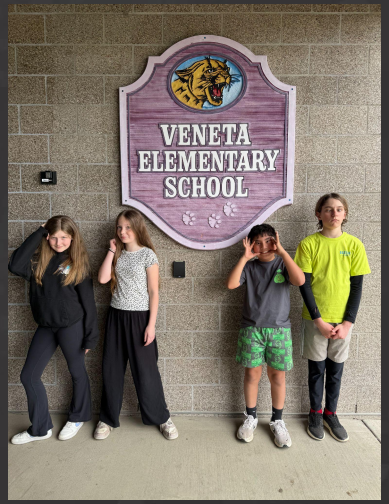




Other Special Activities

Our students take part in Artist in Residence and musical experiences during the year. In addition, we have many PALS sponsored activities and rewards, such as assemblies, Kudo Store, and the “Pumpkin Patch” . We honor the leadership of our 5th graders by choosing 5th Grade Advisors. Programs such as SMART (Start Making A Reader Today), Roots of Empathy, and OBOB are also a part of our school day at individual grade levels.







5th Grade Advisors/Helpers

- Choose Spirit Days
- Research and help purchase small rewards for the school
- Reward good behavior with "Class Acts"during assemblies
- Raise the flags in the morning
- Help PALS with special events
- Hand out transportation folders at the end of the day
- Act as "Kelso Helpers" at select K-2 recesses

SMART READING

(2nd Grade)









Assemblies and Spirit Days

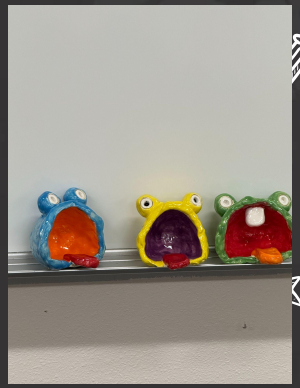






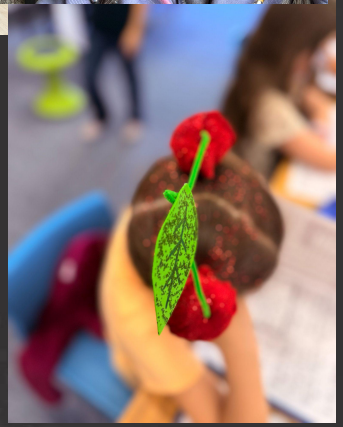














PALS (Parent Action League for Students)





Pumpkin patch

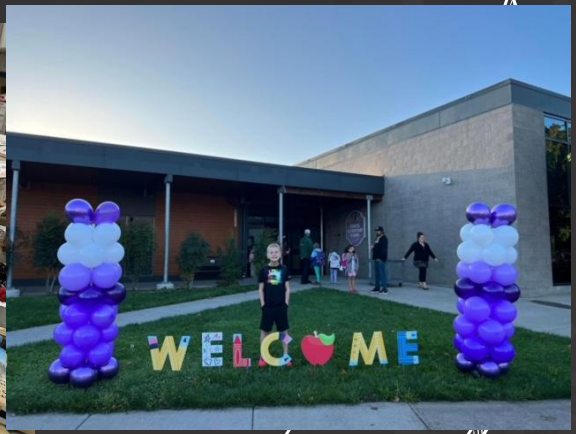












PALS funds:

- Field Trips
- Playground enhancements
- STEM Kits
- Teacher supplies
- Teacher snacks
- Library signage
- Kudo Store
- OBOB Books
- Most "extra" things we are in need of

Fern Ridge Education Association (FREA)

School Board Meeting
April 20, 2026

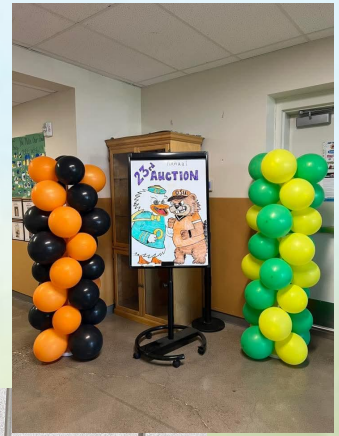


FREA's Appreciations

EES

VES







FREA's Appreciations

FRMS

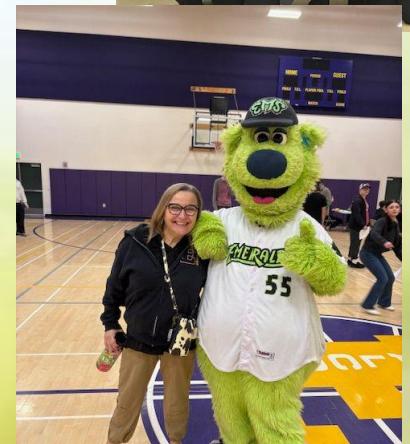
EHS

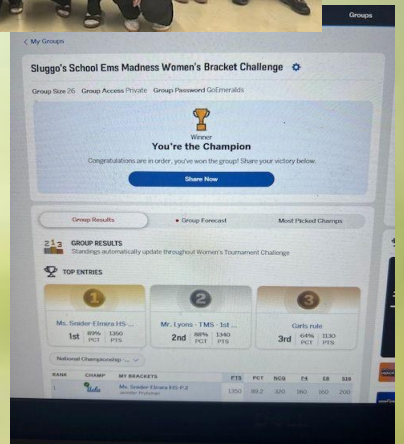












OEA RA Update



Friday 4/17 and Saturday 4/18

- **Over 600 delegates from all over the state present**
  - **FREA had 2 delegates – 1 for based on our size, 1 for having over 90% membership**
- **New Business Items (NBIs):**
  - **17 NBIs proposed**
  - **Member made, temporary (1 year) “to-dos” for the union to complete, usually involving research, data collection, or initiatives**
  - **Heavy focus on: SPED related issues, securing funding for schools and a 10 year education model/plan**



FRSD

BOARD GOALS

April

2025-2026 SY

LONGITUDINAL PERFORMANCE GROWTH TARGETS - APRIL PRESENTATION

BOARD GOALS 25-26

Goal 1: The Fern Ridge School District Board will commit to continuous board professional development, with a focus on the culture and climate on the board and the roles and responsibilities of the board.

Goal 2: The Fern Ridge School District Board will use data to identify and prioritize student needs and hold themselves accountable for meeting all student learning expectations by monitoring the progress of the district goals.

Goal 3: The Fern Ridge School District Board will continue to engage and receive input from stakeholders to help the board make informed decisions.



Relationship | Rigor | Relevance

FOCUS GOAL

Goal 2:

The Fern Ridge School District Board will use data to identify and prioritize student needs and hold themselves accountable for meeting all student learning expectations by monitoring the progress of the district goals.

Action Plan:

1. The board, collaboratively with the superintendent and key stakeholders, will create a monitoring plan that will present data in regards to the district Longitudinal Performance Growth Targets (LPGTs).

2. The board will calendar at the minimum three monitoring plan sessions (during board meetings) to review and discuss the progress of the district goals and review the data from LPGTs.

December **April** **June**



FRSD
THE NUMBERS



- **District Wide:** All students enrolled K-12: 1,235

- **Focal Groups Include:**
  - Students of color and tribal/indigenous students: 244
  - Students who experience disabilities: 285
  - Emerging bilingual students: 16
  - Students navigating poverty, homelessness, and foster care: 292
  - Other student groups that have historically experienced academic disparities

523 of our 1,235 students fall into one of the above focal groups.

This equates to 42.3%

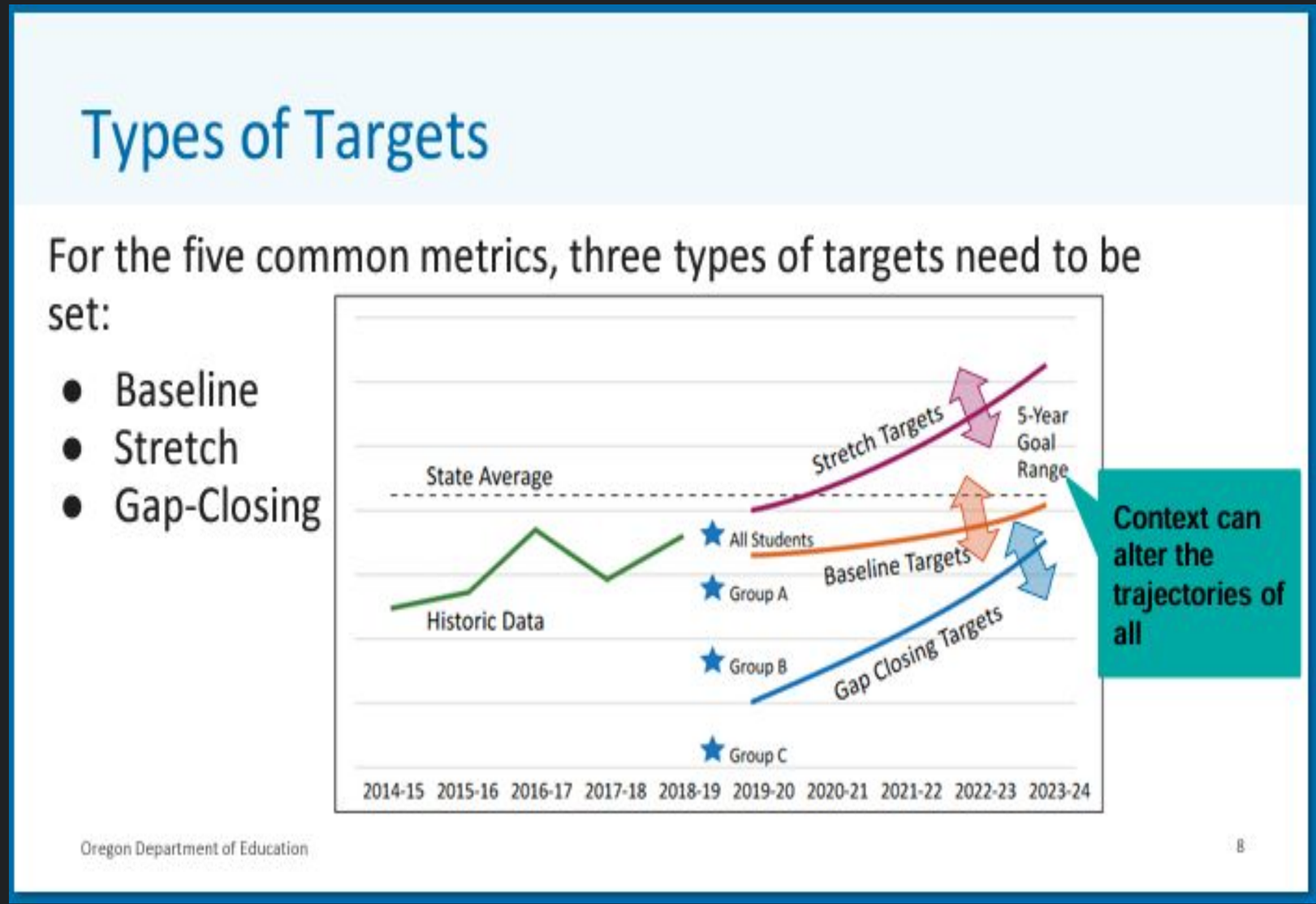
LONGITUDINAL PERFORMANCE GROWTH TARGETS - AKA "LPGTS"

Target Areas:

- Regular Attenders
- 3rd Grade Proficiency
- 9th Grade On-Track
- 4 Year Cohort Graduation
- 5 Year Cohort Completion

Additional Metrics Being Added 26-27:

- K-2 Attendance
- 8th Grade Math
- Local Metric (from ODE list)



K-12 REGULAR ATTENDERS

REGULAR ATTENDERS:

THE PERCENTAGE OF STUDENTS ATTENDING MORE THAN 90 PERCENT OF THEIR ENROLLED SCHOOL DAYS.

BY THE END OF THE YEAR, STUDENTS WHO HAVE BEEN ENROLLED ALL YEAR AND MISSED 17 OR MORE DAYS ARE CHRONICALLY ABSENT

Metric	Target Type	23-24	24-25	25-26 Goal
Regular Attender	Baseline: All Students	69.9%	71.01%	75%
Regular Attender	Stretch: All Students	69.9%	71.01%	78%
Regular Attender	Gap-Closing: All Focal Group Students	68%	68.26%	70%

Aligned Support Activities:

- Admin. messaging focused on attendance
- Magnets with school year calendar sent home with every student/family at registration
- School counselors
- Student-based health center
- School, classroom, student incentives

3rd Quarter Regular Attenders (as of 4/1/26)	
EES	73.25%
VES	69.81%
FRMS	68.46%
EHS	68.64%
K-12 District	70.04% Does NOT include OPTIONS
K-2 District	73.94%

3RD GRADE ELA

3RD GRADE READING:
THE PERCENTAGE OF STUDENTS PROFICIENT ON STATEWIDE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENTS IN 3RD GRADE

Metric	Target Type	23-24	24-25	25-26 Goal
3RD ELA	Baseline: All Students	40.6%	41.11%	44%
3RD ELA	Stretch: All Students	40.6%	41.1%	56%
3RD ELA	Gap-Closing: All Focal Group Students	28%	35.48%	33.5%

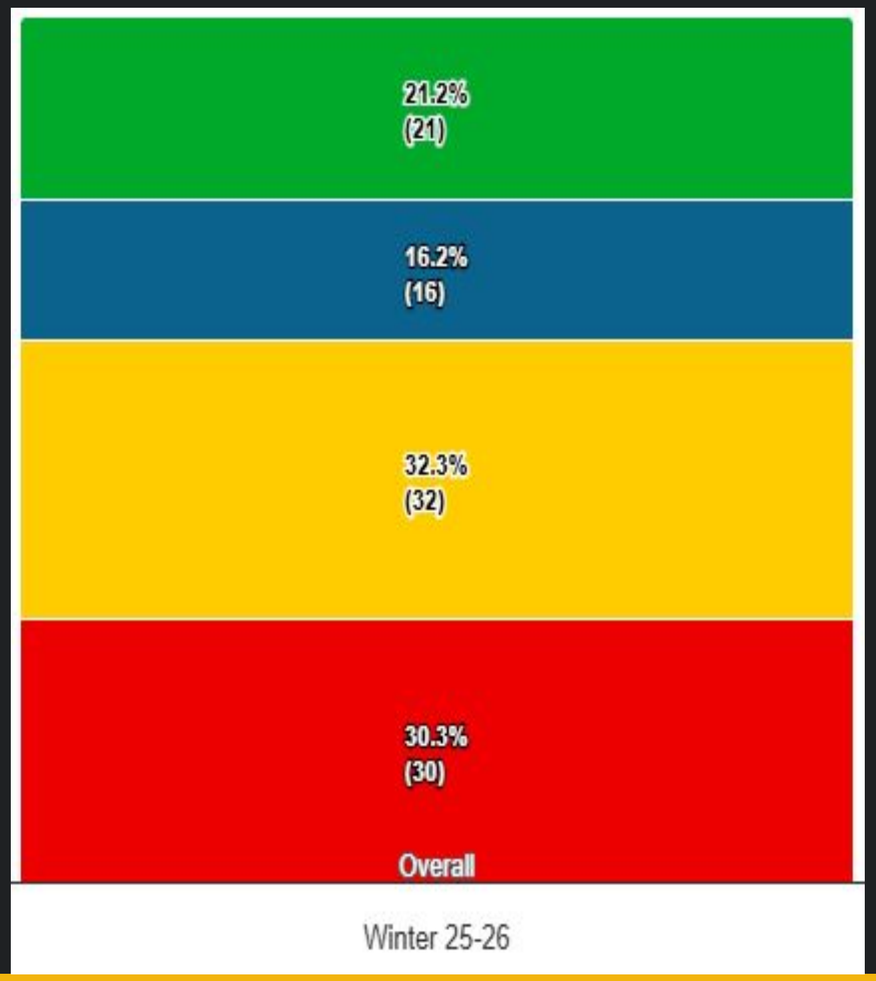
Aligned Support Activities:

- ORTIi Support and Professional Learning
- High Dosage Tutoring K-3
- Afterschool Programs
- STAR Renaissance
- Data Teams, PLCs
- LETRS training for K-2 Teachers
- K-2 ENHANCED CORE READING INSTRUCTION (ECRI) TRAINING AND COACHING



3RD GRADE ELA- STAR CAT

FRSD uses a research based, state approved, English Language Arts Curriculum. In addition to our core curriculum, the district uses STAR Renaissance Assessments. STAR assessments are given 3x/year along with additional Progress Monitoring (2x/year). This data allows staff to reflect on both program and student level needs.



Targeted Strategies

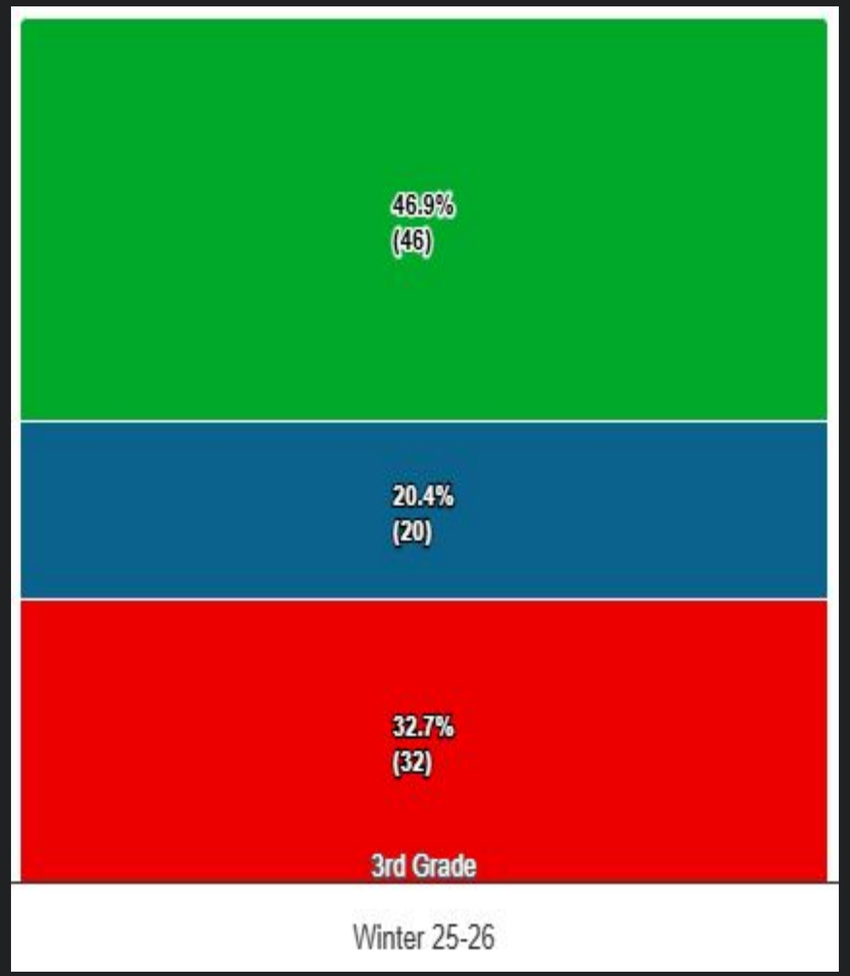
- Intervention groups
- Small group support
- Increased opportunities to respond
- Enhanced Core Reading Instruction
- OSAS Interims, Sample Problems, Target Reports
- Focus on Priority Standards
- Freckle/Lalilo

Quick Facts

- STAR Reading- Computer Adaptive Test
  - Taken in Sept./Dec./May
    - Teachers may choose to give more frequently
- STAR Reading will analyze and correlate score in order to predict “meeting or exceeding” on OSAS

3RD GRADE ELA- STAR CBM

FRSD uses a research based, state approved, English Language Arts Curriculum. In addition to our core curriculum, the district uses STAR Renaissance Assessments. STAR assessments are given 3x/year along with additional Progress Monitoring (2x/year). This data allows staff to reflect on both program and student level needs.



Targeted Strategies

- Intervention groups
- Small group support
- Increased opportunities to respond
- Enhanced Core Reading Instruction
- OSAS Interims, Sample Problems, Target Reports
- Focus on Priority Standards
- Freckle/Lalilo

Quick Facts

- STAR Reading- Curriculum Based Measures (ex. Passage Reading Fluency)
- Benchmark taken in Sept./Dec./May
- Students receiving intervention or being monitored will have progress assessed more frequently



9TH GRADE ON-TRACK

Ninth Grade On-Track:
The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

Metric	Target Type	23-24	24-25	25-26 Goal
9th Grade On-Track	Baseline: All Students	81%	82.9%	82.8%
9th Grade On-Track	Stretch: All Students	81%	82.9%	86.2%
9th Grade On-Track	Gap-Closing: All Focal Group Students	78%	84.6%	79%











9TH GRADE ON-TRACK

Ninth Grade On-Track:
The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

- 9th Grade Success Team
  -Meets monthly
- Focused Future Success Classes
- 1-1 Meetings with CTE/School Success Coordinator






9TH GRADE ON-TRACK

Ninth Grade On-Track:
The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

- 9th Grade Success Team
  -Meets monthly
- Focused Future Success Classes
- 1-1 Meetings with CTE/School Success Coordinator






4 - YEAR GRADUATION

Four-year Graduation:
The percentage of students earning a regular or modified diploma within four years of entering high school.

Metric	Target Type	23-24	24-25	25-26 Goal
4 Year Cohort Graduation	Baseline: All Students	77.6%	88.78%	87%
4 Year Cohort Graduation	Stretch: All Students	77.6%	88.78%	93.7%
4 Year Cohort Graduation	Gap-Closing: All Focal Group Students	63.83%	85.96%	86%

- 2 Counselors to support EHS Students
- Credit Recovery
- Graduation Committee






5 - YEAR COMPLETION

Five-year Completion:
The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.

Metric	Target Type	23-24	24-25	25-26 Goal
5 Year Completion	Baseline: All Students	93.02%	85.29%	93.25%
5 Year Completion	Stretch: All Students	93.02%	85.9%	94.4%
5 Year Completion	Gap-Closing: All Focal Group Students	87.5%	78.85%	90.8%

- 2 Counselors to support EHS Students
- Credit Recovery
- Graduation Committee






Input Surveys

(Staff - Parent - Community)

Question	Neutral to Strongly Agree 165 Responses 22-23	Neutral to Strongly Agree 201 Responses 23-24	**Neutral to Strongly Agree 214 Responses 24-25**	**Neutral to Strongly Agree 158 Responses 25-26**
FRSD provides a supportive and safe school environment.	86%	93.53%	94.86%	99.36%
FRSD values diversity	85.5%	91.55%	94.86%	96.2%
Students and adults feel welcomed and respected in FRSD.	78.8%	88.06%	96.26%	94.94%
I am able to communicate easily and consistently with staff in FRSD.	81.4%	93.03%	97.66%	93.67%
FRSD maintains high expectations and promotes academic excellence.	74.6%	86.07%	91.59%	92.4%
FRSD provides instruction that builds critical thinking skills.	78.8%	85.58%	94.86%	93.68%
FRSD students are provided the opportunity to connect and apply their education to the world around them.	72%	85.57%	92.53%	90.51%
FRSD students are provided with multiple and varied enrichment opportunities.	67.9%	79.61%	88.32%	84.8%

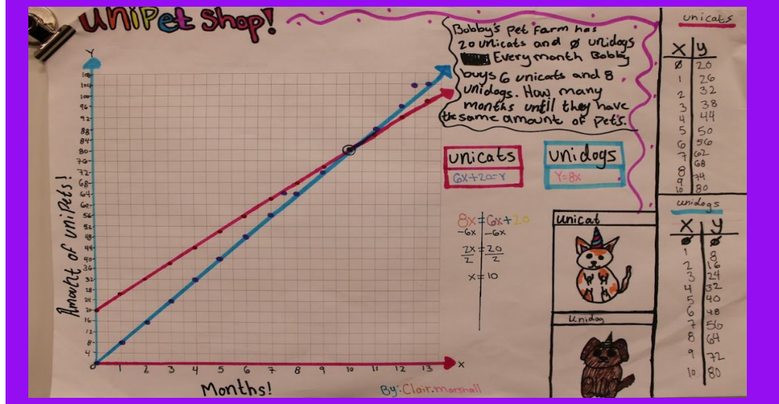




Input Surveys (FRMS)

Question	22-23 Response Data (232) Neutral to Strongly Agree	23-24 Response Data (238) Neutral to Strongly Agree	24-25 Response Data (257)12/13/24 Neutral to Strongly Agree	25-26 Response Data (254)12/12/25 Neutral to Strongly Agree
I feel accepted at this school for who I am	87.1	88.7	87.1	89
I care about other students at my school and want to see them succeed	95.7	93.7	93	95.6
I have the power to make a difference in how things are done in my school	69	74.8	72.3	70.4
I have at least one adult in this school I can go to for help	88.8	84.8	90.3	88.2
I feel confident I can complete difficult school work if I don't give up.	90.6	90.3	91	89.8
My teachers have high expectations and want me to succeed.	94.8	91.6	94.2	95.2
At school, I am provided instruction that builds critical thinking skills.	93.1	85.4	91.9	91.7
I understand how school will impact my future.	91.8	94.1	95.8	93.8
I am provided with multiple varied enrichment opportunities.	93.1	84.5	90.7	91
School staff help me to learn about and understand opportunities for my future.	84.5	79.4	83.3	86.2





Input Surveys (EHS)

Question	'22-23 Response Data (247) Neutral to Strongly Agree	'23-24 Response Data (246) Neutral to Strongly Agree	'24-25 Response Data (297) Neutral to Strongly Agree	'25-26 Response Data (266) Neutral to Strongly Agree
I feel accepted at this school for who I am	87.1	85.7	88.5	92.8
I care about other students at my school and want to see them succeed	92.3	92.3	89.9	94.8
I have the power to make a difference in how things are done in my school	81.4	66.7	75.1	79.3
I have at least one adult in this school I can go to for help	90.6	90.3	89.5	95.5
I feel confident I can complete difficult school work if I don't give up.	91	91.1	87.9	92.1
My teachers have high expectations and want me to succeed.	93.9	92.3	92.9	95.4
At school, I am provided instruction that builds critical thinking skills.	87.1	87.8	84.1	89.8
I understand how school will impact my future.	94.4	92.3	92.2	95.5
I am provided with multiple varied enrichment opportunities.	86.3	87.4	86.5	91
School staff help me to learn about and understand opportunities for my future.	84.6	83.8	83.8	91.3

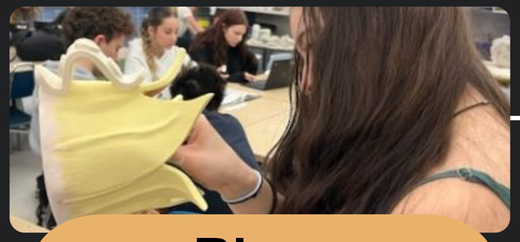






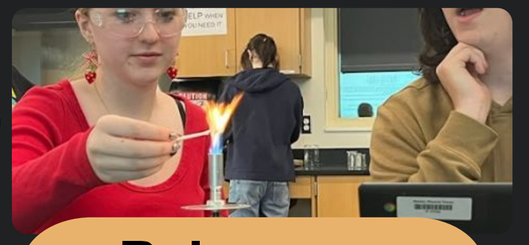
Relationship

FRSD will provide a supportive and safe school environment that values diversity, in which all students feel welcomed and respected.



Rigor

FRSD will maintain high expectations and promote academic excellence through challenging curriculum, as well as instruction that build critical thinking skills.



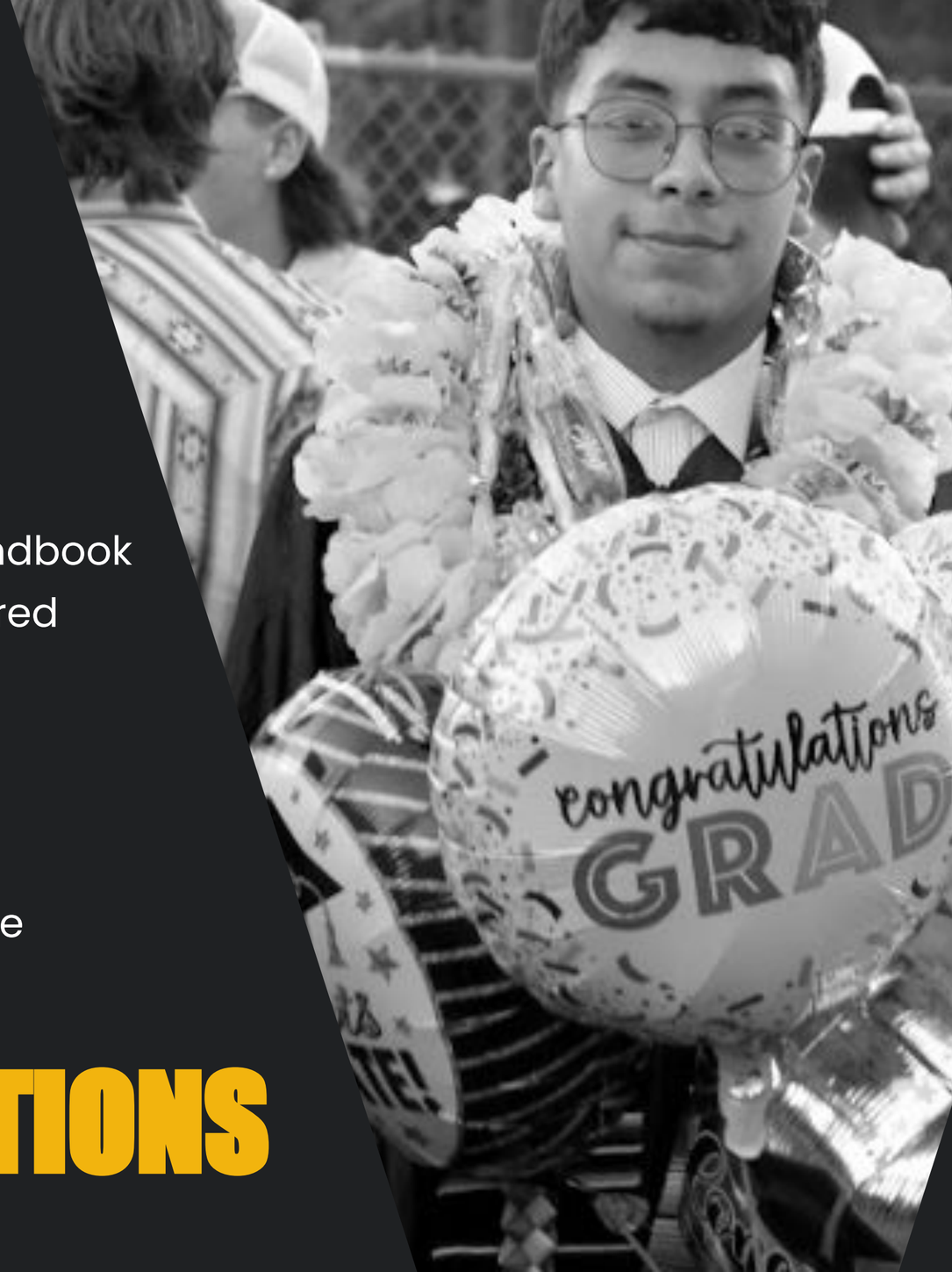
Relevance

FRSD students will connect and apply their education to the world of today and tomorrow.

- Establish and implement a district-wide plan to ensure that students and staff are known, seen, and valued.
- Establish and implement a cohesive student support process across K-12 that includes mental, behavioral, and academic targets.
- Create a safe learning environment by providing targeted and embedded mental health and behavioral supports.
- Create an ongoing process and system to encourage and utilize stakeholder feedback.
- Provide ongoing professional development for staff in areas of instructional improvement, student learning, and engagement.

FRSD NEXT STEPS

- Continue to focus work around LPGTs
- Support buildings in creating a Student Support Team Handbook that breaks down the process and steps for their Multi-Tiered Systems of Support (MTSS)
- Provide professional development and learning
- Engage families and community members (ex. attendance messaging)
- Interim Assessments 3rd-11th



QUESTIONS

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

1. Name of Course or Activity: **Comic Books and Graphic Novel Storytelling** School: **FRMS**

2. Check One: Change in old course **New Course**

3. Implementation Dates: **Beginning Fall 2026**

4. Target Group: **7th and 8th Grade Students at FRMS; students interested in the creative arts including writing; students interested in graphic arts and different media**

5. Course Description: See attached completed "Planned Course Statement".

6. Rationale: (What problem or need will this proposal resolve? How will this goal be accomplished? Use additional pages if necessary.)

Comics & Graphic Novel Storytelling is a semester-long elective in which students explore comics as a literary and artistic medium. Students will analyze graphic novels, examine how visual and written elements work together to communicate meaning, and create their own original comic projects. It integrates reading, narrative writing, visual literacy, and creative expression

Adding this elective to Fern Ridge Middle School will allow us to continue to provide students, through our electives, the chance to explore and learn more about the things that interest them.

Budget Estimate:

	Amount	Explanation
Personnel	_____	_____
Supplies	_____	_____
Equipment	_____	_____
Travel	_____	_____
Other	_____	_____
Total	_____	

Initiator(s) **Garren Piccolo** Position: **Teacher**

School **Fern Ridge Middle School** **Date 4-9-26**

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Comic Books and Graphic Novel Storytelling

INITIATOR: _____

1. Submitted to: _____ Date: _____
(Curriculum Associate)
Signature: _____ Date: _____

2. Submitted to: Olivia Johnson Date: 4-9-26
(Supervising Administrator)
Signature: _____ Date: _____

3. Submitted to: Michelle Marshall Date: 4/14/26
(Curriculum Council Chairperson)

Recommendations of the Curriculum Council: Approved pending Supt. & Board approval

Signature: Michelle Marshall Date: 4/14/26

4. Submitted to: _____
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized

_____ Implementation with specified modification is authorized

_____ Implementation is not authorized

Explanation: _____

Signature: _____ Date: _____

Proposed Elective: Comics & Graphic Novel Storytelling

Instructor: Garren Piccolo
Length: One Semester (50 minutes daily except on Wednesday's)

Course Overview

Comics & Graphic Novel Storytelling is a semester-long elective in which students explore comics as a literary and artistic medium. Students will analyze graphic novels, examine how visual and written elements work together to communicate meaning, and create their own original comic projects.

The course integrates reading comprehension, narrative writing, visual literacy, and creative expression. Students of all artistic ability levels are supported, with emphasis placed on storytelling clarity, revision, and creative growth.

Scope & Sequence (18 Weeks)

Unit 1: The Power of Comics (Weeks 1–3)

- What defines comics as sequential art
- Panels, gutters, pacing, and visual flow
- Showing vs. telling
- Creating short silent comics

Unit 2: History & Genres of Comics (Weeks 4–6)

- Early comic strips and superhero era

- Manga and global influences
- Modern graphic novels
- Genre exploration (memoir, fantasy, sci-fi, slice-of-life)
- Mini research activity on comic creators or movements

Unit 3: Writing for Comics (Weeks 7–9)

- Narrative structure (beginning, middle, end)
- Conflict and character development
- Dialogue and narration
- Script writing format
- Thumbnail storyboarding

Unit 4: Visual Storytelling Techniques (Weeks 10–13)

- Panel composition and layout
- Facial expression and body language
- Perspective and "camera angles"
- Lettering and speech bubbles
- Drafting and revising comic pages

Unit 5: Final Project & Publication (Weeks 14–18)

- Development of an original comic (6–10 pages or strip series)
- Peer critique and revision
- Final inking/formatting

- Optional class anthology or school display

Standards Alignment (Prioritized Content Standards)

This elective supports key Oregon middle school standards in English Language Arts and Visual Arts.

English Language Arts (Oregon ELA Standards – Grade 7)

- **Reading Literature (RL.7.1, RL.7.3, RL.7.5)**
  Analyze textual evidence, character development, and structure.

- **Writing (W.7.3, W.7.4, W.7.5)**
  Write narratives with clear structure, develop real or imagined experiences, revise writing with peer feedback.

- **Speaking & Listening (SL.7.1)**
  Engage effectively in collaborative discussions and peer critiques.

- **Language (L.7.1–3)**
  Demonstrate command of conventions in dialogue and narrative writing.

Visual Arts (Oregon Arts Standards – Middle School)

- **Creating**
  Generate and conceptualize artistic ideas and work.

- **Presenting**
  Develop and refine artistic techniques and work for presentation.

- **Responding**
  Analyze and interpret artistic works.

- **Connecting**
  Relate artistic ideas to personal meaning and cultural context.

Course Goals

Students will:

- Understand how comics communicate meaning through sequential art.
- Analyze graphic novels for theme, character development, and structure.
- Develop script writing and storyboarding skills.
- Apply visual storytelling techniques in original work.
- Revise creative projects using structured peer feedback.
- Produce a completed original comic project.

Course Syllabus Overview

Grading Components:

- Participation & Engagement – 25%
- Skill-Building Assignments – 25%
- Script Drafts & Revisions – 20%
- Peer Critique Participation – 10%
- Final Comic Project – 20%

Assessment prioritizes effort, creativity, revision, and clarity of storytelling over artistic perfection.

Materials & Budget

Funds will be used for:

- Drawing paper and copy paper
- Fine-tip black pens and pencils
- Printing of final drafts
- Optional class anthology printing

No specialized equipment is required.

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

1. Name of Course or Activity: **Engineering** School: **FRMS**

2. Check One: Change in old course **New Course**

3. Implementation Dates: **Beginning Fall 2026**

4. Target Group: **7th and 8th Grade Students at FRMS; students in building, architectural design, and mechanical engineering. Students who want to learn how things work so they can manufacture their own amazing machines and prototypes.**

5. Course Description: See attached completed "Planned Course Statement".

6. Rationale: (What problem or need will this proposal resolve? How will this goal be accomplished? Use additional pages if necessary.)

Where structure and science meet, this class will explore the mechanical side of science through engineering, engines, and functional design. Students will participate in hands on activities by building and doing to create designs for the future.

Adding this elective to Fern Ridge Middle School will allow us to continue to provide students, through our electives, the chance to explore and learn more about the things that interest them.

Budget Estimate:

	Amount	Explanation
Personnel	_____	_____
Supplies	_____	_____
Equipment	_____	_____
Travel	_____	_____
Other	_____	_____
Total	_____	

Initiator(s) **Nick James** Position: **Teacher**

School **Fern Ridge Middle School** **Date 4-9-26**

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Engineering

INITIATOR: Nick James

1. Submitted to: _____ Date: _____
(Curriculum Associate)
Signature: _____ Date: _____

2. Submitted to: Olivia Johnson Date: 4/10/26
(Supervising Administrator)
Signature: _____ Date: 4/10/26

3. Submitted to: Michelle Marshall Date: 4/14/26
(Curriculum Council Chairperson)

Recommendations of the Curriculum Council: Approved pending Supt & Board approval

Signature: Michelle Marshall Date: 4/14/26

4. Submitted to: _____
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized

_____ Implementation with specified modification is authorized

_____ Implementation is not authorized

Explanation: _____

Signature: _____ Date: _____

Fern Ridge Middle School

Teacher and Room Number: Nicholas James
E-Mail:njames@fernridge.k12.or.us Phone:

Course Outline and Syllabus (Core Classes)

Course Name: Engineering

Course Description:
Engineering is an elective class that will explore math and science concepts through the lens of projects. Projects will involve building, exploring, and solving large questions with other students.

Content Covered:
Fundamental Physic concepts: Newtons Laws, Speed, Velocity, Acceleration, Momentum, Gravity, Friction, Flight, Pressure, and Waves

Fundamental Math Concepts: Basic Arithmetic, Basic Algebra, and Graphing

Basic Engineering Practices: Following scientific method and engineering protocol.

How Students Working Below Grade Level Will Be Supported:

Students will be able to be supported through.

-Scaffolding large concepts
- Creating obtainable goals
- Hands on learning
- Meeting appropriate IEP support and Meeting 504 requirements
-Creating a fun and interesting learning atmosphere

How Students Working Above Grade Level Will Be Challenged:

Students above grade level will be challenged by

- Increasing the amount of calculation required to show their understanding
- Making the limitation of the projects more strict, either in time or materials
- Asking students that are ahead of the class to help support other students that are struggling.

Prioritized Content Standards:

MS.ETS1 Engineering Design

MS.ETS1.1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. ^

MS.ETS1.2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS.ETS1.3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS.ETS1.4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Textbook(s):

Novel Engineering, K-8: An Integrated Approach to Engineering and Literacy
by Elissa Milto (Author), Merredith Portsmore (Author), Jessica Watkins (Author)

Awesome Engineering Activities for Kids: 50+ Exciting STEAM Projects to Design and Build (Awesome STEAM Activities for Kids) Paperback – May 28, 2019
by Christina Schul (Author)

Course Goal(s):

1. Create an understanding of the basic engineering method
2. Learning fundamental principles of physics
3. Learning fundamental part of math
4. Creatively thinking about difficult questions and coming up with unique solutions
5. Building and failing and building again. Being able to try and learn.

Materials Needed:

Popsicles Sticks, Glue , Straws, Paper cups, Balloons, Wheel Kits, Car kits, Mouse Traps, Duct Tape, Eggs, Cloth, String, Cardboard, Heavy Paper, Balsa Wood, Wood Glue

Classroom Rules:
The school's high five rules.
Be responsible
Be Respectful
Follow directions
Be There- Be Ready
Hands and Feet to Self

How Students Will Be Graded:

Students will be graded on an A-F grading system.

A- 100-90
B 89-80
C 79-70
D 69-60
F 59-0

Student will be grade both on Daily Assignments and larger projects

Homework Policies

All work may be turned in by the end of each quarter without a late penalty.

Scope and Sequence Planning Sheet- For each of the months below, include the major concepts and skills you hope to cover that month.

September:
Basic engineering concepts.
Newtons laws of motion
Distance
TIme
Measurement
Speed- Determining how to calculate and graph

Project: Building math box cars, balloon cars, and mouse trap cars

October:
Calculations of
Acceleration
Moementeum
Friction

Project:
Egg Drop
Encline Cup Dop
Parachute

November:
Buoyancy
Surface Area/ Volume
Propulsion
Water displacement

Project
Boat building

December:
Geometry

Civil engineering projects

Building structure that can support the most weight
Bridges
towers

January:
Projectile Motion
Basic Trigonometry

Project
Rockets

Febuary:
Basic engineering concepts.
Newtons laws of motion
Distance
TIme
Measurement
Speed- Determining how to calculate and graph

Project: Building math box cars, balloon cars, and mouse trap cars

March:

Calculations of
Acceleration
Moementeum
Friction

Project:
Egg Drop
Encline Cup Dop
Parachute

April:
Buoyancy
Surface Area/ Volume
Propulsion
Water displacement

Project
Boat building

May:
Geometry

Civil engineering projects

Building structure that can support the most weight
Bridges
towers

June:
Projectile Motion
Basic Trigonometry

Project
Rockets

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

1. Name of Course or Activity: **Outdoor Survival** School Department: **FRMS**

2. Check One: Change in old course **New Course**

3. Implementation Dates: **Beginning Fall 2026**

4. Target Group: **7th and 8th Grade Students at FRMS; students who are more kinesthetic or nontraditional learners; students who like problem solving**

5. Course Description: See attached completed "Planned Course Statement".

6. Rationale: (What problem or need will this proposal resolve? How will this goal be accomplished? Use additional pages if necessary.)

This course gives students the opportunity to learn practical outdoor survival skills while building confidence, teamwork, and problem-solving abilities. Students will explore how to stay safe and prepared in a variety of environments, with a focus on both Oregon's landscapes and different regions around the world. Throughout the class, students will participate in hands-on activities such as shelter building, navigation, basic first aid, outdoor cooking, and survival challenges. The course also includes elements of geography and culture by examining how people survive in environments like deserts, jungles, mountains, and Arctic regions. Overall, the goal is to help students develop real-world skills, make responsible decisions, and gain a greater appreciation for the outdoors.

Budget Estimate:

	Amount	Explanation
Personnel	_____	_____
Supplies	_____	_____
Equipment	_____	_____
Travel	_____	_____
Other	_____	_____
Total	_____	

Initiator(s) **Pete Frazee** Position: **Teacher**

School **Fern Ridge Middle School** **Date 4-9-26**

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Outdoor Survival

INITIATOR: Pete Frazee

1. Submitted to: _____ Date: _____
(Curriculum Associate)
Signature: _____ Date: _____

2. Submitted to: Gina Johnson Date: _____
(Supervising Administrator)
Signature: _____ Date: _____

3. Submitted to: Michelle Marshall Date: 4/14/26
(Curriculum Council Chairperson)
Recommendations of the Curriculum Council: Approved pending Supt. & Board approval
Signature: Michelle Marshall Date: 4/14/26

4. Submitted to: _____
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized

_____ Implementation with specified modification is authorized

_____ Implementation is not authorized

Explanation: _____

Signature: _____ Date: _____

Fern Ridge Middle School

Teacher and Room Number: Pete Frazee room 7
E-Mail: pfrazee@fernridge.k12.or.us Phone: 541-505-1571

Course Name: Outdoor Survival

Course Description:

This course gives students the opportunity to learn practical outdoor survival skills while building confidence, teamwork, and problem-solving abilities. Students will explore how to stay safe and prepared in a variety of environments, with a focus on both Oregon's landscapes and different regions around the world. Throughout the class, students will participate in hands-on activities such as shelter building, navigation, basic first aid, outdoor cooking, and survival challenges. The course also includes elements of geography and culture by examining how people survive in environments like deserts, jungles, mountains, and Arctic regions. Overall, the goal is to help students develop real-world skills, make responsible decisions, and gain a greater appreciation for the outdoors.

Content Covered:

- **Course introduction, expectations, and outdoor safety procedures**
- **Survival priorities and decision-making (Rules of 3s)**
- **Shelter construction using natural and available materials**
- **Outdoor cooking basics and food preparation in survival situations**
- **Fishing fundamentals, including techniques, safety, and basic fish cleaning (gutting and filleting demonstrations)**
- **Backpacking skills, including gear selection, packing, and trip planning**
- **Navigation and orienteering (map reading, route planning, basic compass use)**
- **Water sourcing and purification methods**
- **Fire safety and fire-building concepts**
- **Basic first aid and emergency response, including treating wounds and injuries**
- **Signaling for help, including smoke signals, calls, and modern signaling tools (e.g., whistles, mirrors, flares)**
- **Survival challenges and scenario-based problem solving**
- **Environmental awareness and adapting to different climates and terrains (Oregon and global)**
- **Indigenous and traditional survival practices (local and global perspectives)**
- **Outdoor ethics, including Leave No Trace principles**

How Students Working Below Grade Level Will Be Supported:

- Clear, step-by-step instructions and modeling of all skills
- Visual demonstrations and hands-on learning opportunities
- Partner and small group work for support and collaboration
- Reduced writing expectations with a focus on participation and application
- Sentence starters and structured templates for projects
- Frequent check-ins and reteaching as needed

How Students Working Above Grade Level Will Be Challenged:

- Opportunities to take leadership roles during group activities
- Extended or more detailed versions of projects (e.g., advanced survival plans)
- Independent research on survival techniques or environments
- More complex scenario-based problem solving
- Encouragement to connect skills to real-world applications

Prioritized Content Standards:

- Oregon Social Science Standards (Geography: human-environment interaction, physical geography)
- Oregon Health Education Standards (safety, risk management, decision-making)
- Oregon Physical Education Standards (outdoor activity participation and responsibility)
- Career and Technical Education (CTE) Skills:
    - Critical thinking
    - Problem-solving
    - Collaboration
    - Real-world application

Textbook(s):

- No single required textbook
- Teacher-selected resources including excerpts from:
    - Hatchet
    - National Geographic Kids Survival Guide
- Supplemental materials from:
    - REI Co-op Expert Advice
    - National Geographic
    - Leave No Trace Center for Outdoor Ethics

- Bear Grylls Man vs Wild (show)
- Outdoor Boys (youtube)

Course Goal(s):

- Develop foundational outdoor survival skills
- Build confidence in problem-solving and decision-making
- Promote teamwork and effective communication
- Encourage safe and responsible behavior in outdoor environments
- Increase understanding of how people adapt to different environments (Oregon and global)
- Foster appreciation and respect for nature

Materials Needed:

- Notebook or journal
- Pencil/pen
- School Chromebook (for research and projects)
- Occasional basic outdoor materials (provided or teacher-directed)

Classroom Rules:

- Follow FRMS expectations ("High 5"):
  - Be respectful
  - Be responsible
  - Be ready
  - Hands and feet to self
  - Follow directions
- Participate actively in all activities
- Use equipment safely and appropriately
- Respect outdoor spaces and materials
- Stay on task during both indoor and outdoor lessons

How Students Will Be Graded:

- Participation and effort – 60%
- Projects (e.g., survival plan, presentations) – 10%

- Classwork and daily activities – 20%
- Quizzes and reflections – 10%

Homework Policies:

- Homework is minimal and typically only assigned if classwork is not completed
- Occasional project work or preparation may be required
- Emphasis is placed on in-class participation and completion of activities

Scope and Sequence Planning Sheet- For each of the months below, include the major concepts and skills you hope to cover that month.

September (Weeks 1–4): Foundations + Oregon Survival

- Course intro, expectations, safety
- Rules of 3s
- Oregon geography and environments
- Shelter basics (rain/forest focus)
- Intro to backpacking

October (Weeks 5–8): Survival Around the World

- Desert, Arctic, Jungle, Mountain survival
- Compare environments and strategies
- Video + discussion-based learning

November (Weeks 9–12): Native Survival + Water/Food

- Indigenous survival practices (Oregon + global)
- Water sourcing and purification
- Food basics
- Scenario-based survival decisions

December (Weeks 13–16): Navigation & Outdoor Skills

- Map reading and navigation basics
- Intro to orienteering
- Backpacking skills
- Fire safety concepts

January (Weeks 17–20): Final Project + Winter Survival

- Cold-weather survival
- Final 3-day survival project
- Presentations and reflection

Course Restarts

February (Weeks 1–4): Foundations + Oregon Survival

- Course introduction, expectations, and safety procedures
- Rules of 3s and survival priorities
- Introduction to Oregon geography and wilderness regions
- Basic shelter concepts (forest/rain environments)
- Intro to backpacking and outdoor preparedness

March (Weeks 5–8): Survival Around the World

- Desert survival (heat, water, movement strategies)
- Arctic survival (shelter, insulation, Inuit practices)
- Jungle survival (rain, insects, navigation challenges)
- Mountain survival (terrain, altitude, weather)
- Compare environments and survival strategies

April (Weeks 9–12): Native Survival + Water/Food

- Indigenous survival practices (Oregon + global connections)
- Respect for land and sustainability
- Water sourcing and purification methods
- Food basics and survival decision-making
- Scenario-based survival activities

May (Weeks 13–16): Navigation & Outdoor Skills

- Map reading and navigation basics
- Orienteering skills
- Backpacking (gear, packing, planning)
- Fire safety and survival techniques
- **Outdoor Activity #1 (weather permitting):**
    - Orienteering course or survival scavenger hunt

June (Weeks 17–20): Final Project + Outdoor Application

- Final "3-Day Survival Plan" project (Oregon or global)
- Group survival challenges and review
- **Outdoor Activity #2 (weather permitting):**
    - Shelter-building challenge or gear simulation
- Presentations and course reflection

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

1. Name of Course or Activity: **Marine Biology** School Department: **FRMS**

2. Check One: Change in old course **New Course**

3. Implementation Dates: **Beginning Fall 2026**

4. Target Group: **7th and 8th Grade Students at FRMS; students who like the ocean and want to know more about the animals and other life living in it,**

5. Course Description: See attached completed "Planned Course Statement".

6. Rationale: (What problem or need will this proposal resolve? How will this goal be accomplished? Use additional pages if necessary.)

This course expands for students who are interested in learning about oceans and ocean life. Students will also learn to apply scientific concepts to real world situations as they learn about habitats, biodiversity, human impact, and current issues related to our environment and our oceans. Adding Marine Biology to our available electives at FRMS helps us to continue to provide electives that student are interested by and engaged in.

Budget Estimate:

	Amount	Explanation
Personnel	_____	_____
Supplies	_____	_____
Equipment	_____	_____
Travel	_____	_____
Other	_____	_____
Total	_____	

Initiator(s) **Garren Piccolo** Position: **Teacher**

School **Fern Ridge Middle School** **Date 4-9-26**

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Marine Biology

INITIATOR: Barra-Piccolo

1. Submitted to: _____ Date: _____
(Curriculum Associate)
Signature: _____ Date: _____

2. Submitted to: Olivia Johnson Date: 4-9-26
(Supervising Administrator)
Signature: _____ Date: 4-9-26

3. Submitted to: Michelle Marshall Date: 4/14/26
(Curriculum Council Chairperson)
Recommendations of the Curriculum Council: Approved pending Supt. & Board approval
Signature: Michelle Marshall Date: 4/14/26

4. Submitted to: _____
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized

_____ Implementation with specified modification is authorized

_____ Implementation is not authorized

Explanation: _____

Signature: _____ Date: _____

Proposed Elective: Marine Biology

Instructor: Garren Piccolo
Length: One Semester (18 Weeks)

Course Overview

Marine Biology is a semester-long elective that introduces students to the organisms, ecosystems, and environmental issues of the ocean. Students will explore marine food webs, habitats, biodiversity, adaptations, human impacts, and current issues in ocean science.

The course emphasizes hands-on learning, observation, reading, discussion, and project-based activities. Whenever possible, the class will connect learning to Oregon's coastal ecosystems and may include a field trip opportunity to the Oregon Coast, such as the Newport Aquarium and/or Hatfield Marine Science Center, to give students direct exposure to marine science in action.

This course supports student curiosity about life science while building scientific literacy, environmental awareness, and understanding of how ocean systems affect life on Earth.

Scope & Sequence (18 Weeks)

Unit 1: Introduction to Marine Biology (Weeks 1–2)

- What is marine biology?
- Why oceans matter
- Overview of ocean zones and marine environments
- The ocean's role in climate, oxygen production, and food systems

Unit 2: Ocean Ecosystems & Habitats (Weeks 3–5)

- Intertidal zones
- Coral reefs
- Open ocean
- Deep sea

- Estuaries and kelp forests
- Comparison of marine habitats and the organisms that live there

Unit 3: Marine Organisms & Adaptations (Weeks 6–8)

- Invertebrates, fish, marine mammals, reptiles, and plankton
- Structural and behavioral adaptations
- Camouflage, bioluminescence, migration, and survival strategies
- Classification and biodiversity

Unit 4: Food Webs, Energy, and Ecosystem Relationships (Weeks 9–11)

- Producers, consumers, decomposers
- Predator-prey relationships
- Food chains and food webs
- Energy flow in marine ecosystems
- Keystone species and ecosystem balance

Unit 5: Human Impact on the Ocean (Weeks 12–14)

- Pollution and plastics
- Overfishing
- Climate change and ocean warming
- Acidification
- Habitat destruction
- Conservation efforts and stewardship

Unit 6: Oregon Coast & Applied Marine Science (Weeks 15–16)

- Oregon coastal ecosystems
- Local marine species
- Research, aquariums, and marine science careers
- Preparation for potential field trip connections to Newport Aquarium and Hatfield Marine Science Center

Unit 7: Final Project & Presentation (Weeks 17–18)

- Student research project, model, poster, slideshow, or field guide
- Presentation on a marine organism, habitat, or ocean issue
- Reflection on marine conservation and scientific learning

Standards Alignment (Prioritized Content Standards)

This elective supports key Oregon middle school science standards, along with literacy standards connected to reading, writing, and communicating scientific ideas.

Science (Middle School Life Science / Earth & Space Science Emphasis)

- **MS-LS1**: From Molecules to Organisms
  Students examine structures, functions, and adaptations of marine organisms.
- **MS-LS2**: Ecosystems: Interactions, Energy, and Dynamics
  Students investigate food webs, ecosystem relationships, and population balance in marine environments.
- **MS-LS4**: Biological Evolution: Unity and Diversity
  Students explore biodiversity, survival, and adaptation in ocean life.
- **MS-ESS2**: Earth's Systems
  Students study the role oceans play in Earth's systems, including climate and water movement.
- **MS-ESS3**: Earth and Human Activity
  Students examine human impacts on the ocean and possible conservation solutions.

English Language Arts Connections

- **Reading Informational Text**
  Students read and interpret scientific articles, diagrams, and informational texts.
- **Writing**
  Students write explanations, reflections, and research-based responses.
- **Speaking & Listening**
  Students participate in discussion and present marine science topics clearly.

Course Goals

Students will:

- Understand the importance of oceans and marine ecosystems.
- Identify major marine habitats and the organisms that live in them.

- Explain how marine organisms are adapted to survive in different environments.
- Analyze food webs and energy flow in ocean systems.
- Investigate how humans impact marine ecosystems.
- Explore Oregon coastal ecosystems and marine science careers.
- Communicate scientific understanding through projects, discussion, and presentations.

Course Syllabus Overview

Major Topics

- Ocean zones and habitats
- Marine organisms and biodiversity
- Adaptations for survival
- Food webs and energy transfer
- Human impact and conservation
- Oregon coast ecosystems
- Marine science careers and research

Learning Activities

- Class discussions
- Reading and note-taking
- Videos and short research tasks
- Interactive models and diagrams
- Small group activities
- Creative and scientific projects
- Final presentation or product

Grading Components

- Participation & Engagement
- Class Assignments / Notes / Activities
- Projects / Research Tasks
- Final Project / Presentation

Assessment will focus on understanding, effort, participation, and growth.

Materials & Budget

If additional funds or support are available, they may be used for:

- Marine biology books or reference materials
- Supplies for models or labs
- Transportation or support for a field trip experience

Educational Value

Marine Biology gives students a highly engaging way to explore life science through real-world ecosystems and environmental issues. The course encourages curiosity, scientific observation, and awareness of Oregon's connection to the Pacific Ocean. It also provides students with opportunities to explore marine science careers and understand the importance of conservation and stewardship.

This elective supports science learning in an engaging format while connecting classroom concepts to authentic environments and possible field experiences.

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

1. Name of Course or Activity: **Science Fiction and World Building** School: **FRMS**

2. Check One: Change in old course **New Course**

3. Implementation Dates: **Beginning Fall 2026**

4. Target Group: **7th and 8th Grade Students at FRMS; students interested in science fiction; students interested in the study of how a society works.**

5. Course Description: See attached completed "Planned Course Statement".

6. Rationale: (What problem or need will this proposal resolve? How will this goal be accomplished? Use additional pages if necessary.)

Science Fiction and World Building is a semester-long elective in which students explore world building in the science fiction genre using skills taught in a social studies classroom. Students will look at how different imaginary worlds are constructed by exploring themes such as war, leadership, government, social structure, economic systems, and problem solving. Students will work collaboratively in groups and individually on projects, creative writing, analyzing, map making, and more.

Adding this elective to Fern Ridge Middle School will allow us to continue to provide students, through our electives, the chance to explore and learn more about the things that interest them.

Budget Estimate:

	Amount	Explanation
Personnel	_____	_____
Supplies	_____	_____
Equipment	_____	_____
Travel	_____	_____
Other	_____	_____
Total	_____	

Initiator(s) **Joshua Metzger** Position: **Teacher**

School **Fern Ridge Middle School** **Date 4-9-26**

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Science Fiction and World Building

INITIATOR: Joshua Metzger

1. Submitted to: _____ Date: _____
(Curriculum Associate)
Signature: _____ Date: _____

2. Submitted to: Olivia Johnson Date: 4-10-26
(Supervising Administrator)
Signature: _____ Date: 4-11-26

3. Submitted to: Michelle Marshall Date: 4/14/26
(Curriculum Council Chairperson)

Recommendations of the Curriculum Council: Approved pending Supt. & Board approval

Signature: Michelle Marshall Date: 4/14/26

4. Submitted to: _____
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized

_____ Implementation with specified modification is authorized

_____ Implementation is not authorized

Explanation: _____

Signature: _____ Date: _____

Course Outline

Unit 1: Introduction to Science Fiction and World-Building

Weeks 1–2

Students are introduced to the science fiction genre and the concept of "other worlds." Through selected clips from Star Wars and Star Trek, students analyze how different worlds are constructed and what makes them believable.

Key Topics:

- Elements of science fiction
- Types of "other worlds"
- Introduction to world-building

Assessment:
Creation of an original fictional world (map and description)

Unit 2: War, Leadership, and Strategy

Weeks 3–7
Core Text: Ender's Game

Students examine leadership, decision-making, and ethical dilemmas in a high-stakes futuristic environment.

Key Topics:

- Leadership and responsibility
- Ethics of conflict
- Individual vs system

Assessment:
Analytical writing and strategy-based reflection

Unit 3: Time, Space, and Imagination

Weeks 8–10
Core Text: A Wrinkle in Time

Students explore alternate dimensions, the relationship between science and imagination, and themes of courage and identity.

Key Topics:

- Alternate realities
- Good vs evil in science fiction
- Scientific imagination

Assessment:
Creative narrative writing project

Unit 4: Systems, Survival, and Failing Worlds

Weeks 11–14
Core Text: The City of Ember

Students analyze a constructed society facing systemic failure. Emphasis is placed on infrastructure, leadership, and problem-solving.

Key Topics:

- Resource management and scarcity
- Government and societal structure
- Problem-solving and innovation

Assessment:
Project-based assessment focused on redesigning or improving a failing system

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Unit 5: Complex Worlds and Resource Control

Weeks 15–16
Supplemental Text: Excerpts from Dune

Students explore how environment and resource scarcity shape societies and power structures.

Key Topics:

- Environmental influence on culture
- Resource control and conflict
- Comparative world analysis

Assessment:
Comparative analysis of fictional worlds

Unit 6: Comparative Science Fiction and Final Project

Weeks 17–18

Students synthesize their learning by comparing major science fiction universes and applying their understanding through a culminating project.

Media Focus:

- Star Wars
- Star Trek

Final Project:
Students will design and present an original "other world," including:

- Environment and geography
- Society and governing systems
- Central conflict
- Visual representation (map, model, or digital design)

Skills Developed

- Critical reading and analysis
- Written and verbal communication
- Creative problem-solving
- Collaboration and discussion
- Systems thinking

Recommendation for award of Veneta Elementary School Parking Lot Repair and Expansion

Request:
To award the Parking lot repair and expansion at Veneta Elementary School to Alpha Environmental Services, Inc. for $569,600.

Rationale:
This project includes repairs and replacement to the main parking lot and expansion to the adjacent lot purchased by the district in 2025 (the house was demolished over the 2025 winter break). It includes perimeter fencing, expanded lighting, storm improvements, and minor associated work.

The Fern Ridge School District publicly advertised this project on 3/11/26. The design package was generated by kpff Engineering. A pre-bid walk was conducted on 3/18/26. Nine contractors attended. Bids were received and opened on 4/8/26. Seven bids were received as follows:

Bidder	Base Bid
AB Utility Contractors, Inc.	$ 770,124.00
Alpha Environmental Services, Inc.	$ 569,600.00
Delta Construction Company	$ 622,688.00
Durbin Excavating, LLC	$ 691,854.44
Luna Design & Construction, LLC	$ 1,051,720.00
River Bend Construction, Inc.	$ 676,000.00
Wildish Construction Company	$ 786,500.00

The architect's estimate for this work was $750,000. All bids were found to be responsive.

Alpha Environmental Services is not a typical contractor for parking lot projects, but they do have work history in this project type, and references all checked out. As such, we must find them "responsible". They are self-performing about 40% of the work (clearing, grading, and storm utilities) and sub-contracting for the rest, including paving, concrete, fencing, and electrical.

Funding / Schedule:
Funding for this work comes from the project budget for Work Package #4 – Site Work Renovations (Multi-Site) and is the second phase of a two-summer project. This work will start in May 2026 in the new, vacated lot and then move to the main lot on 6/15 with all work to be completed by 7/31/26. There are also minor storm improvements associated with he work.

Recommendation:
The Board of Directors approves the award to Alpha Environmental Service, Inc. for the Veneta Elementary School Parking Lot Improvements Project for a total of $569,600.

Board Meeting: April 20, 2026

R&C
MANAGEMENT GROUP, LLC

Recommendation for award of Phase 2 Mechanical Improvements (Elmira Elementary School)

Request:
To award the above referenced project to Alliant Systems for $190,736.

Rationale:
This project includes work at Elmira Elementary School as well as district-wide controls integration. The individual room controls as well as internal controls at each major equipment unit are to be replaced with a wired solution (existing is primarily wireless) that is aligned with an integrated with the existing system at Fern Ridge Middle School and Elmira Hogh School as provided in Phase 1 over the summer 2025.

The project was publicly advertised March 25, 2026, and a pre-bid walk was conducted on 4/1/26. While competition in the region remains competitive, only a single contractor, Alliant Systems, attended the walk thru. It should be noted that Alliant Systems won the work in Phase 1 as well as multiple smaller service contracts with the district and remains a valued partner.

Bids were received and opened on 4/8/26. Only Alliant Systems bid on the project. Their bid was for $190,736. The budget was $300,000 (including the separate programming and graphic interface).

The bid was found to be fully responsive.

It should be noted that all bidders were required to coordinate with Alliant Systems as a direct district hire for the smaller programming and graphic interface portions since they did the first phase and so all systems in the district would be fully and seamlessly integrated. Otherwise, programs would not align, and graphic interfaces would function differently, negating one of the benefits of doing this Phase 2 work. The value of that separate work is $99,715.

As there is a single bidder and it is also the programmer / graphic interface designer, the award of both portions would be awarded to Alliant Systems and under a single contract for $290,451.

Funding / Schedule:
Funding for this work comes from the project budget for Work Package #3 – HVAC (Multi-Site) and is the second phase of a two-summer project. The overall project budget was approved by the Board of Directors in the summer of 2024. This award falls well within the established budget. This is the last of the planned work under this work package. This work will start in June 2026. Work would be completed by September 1, 2026.

Recommendation:
The Board of Directors approves the award to Alliant Systems for the Phase 2 Mechanical Improvements for the base price of $190,736 and authorizes the district to integrate the programming and graphic interface proposal of$99,715 into this contract for a total of $290,451.

Board Meeting: April 20, 2026

Fern Ridge School District
2026-2027 Public Staff Calendar

Proposed: 3-16-26

JULY 2026

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Elementary Student: 21
Secondary Student: 20

AUGUST 2026

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

12: Kindergarten Registration
18-20: Registration

Elementary Student: 14
Secondary Student: 16

SEPTEMBER 2026

Student: 17

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

8: First Day - Grades 1-5, 6,9 Report
9: Grades 1-5, 7-12 Report
10: Grades 1-12 Report
14: Kindergarten Reports

OCTOBER 2026

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

9: No School - State In-Service Day
15: **MS/HS** Parent Teacher Conf. (Evening Only)
16: **MS/HS No School**
Parent Teacher Conferences (a.m. only)

NOVEMBER 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

5: End of 1st Qtr
6: **No School**-Teacher Workday
11: **No School** - Veterans Day
23-24: **Elem. No School** - Parent Teacher Conf.
25-27: **No School -** Thanksgiving Break

DECEMBER 2026

Student: 14

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

21-31: **No School** - Winter Recess

Student: 18

JANUARY 2027

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1: **No School** (New Year's)
18: **No School** - MLK Jr Holiday
28: End of 2nd Quarter / 1st Semester
29: **No School** - Teacher Workday

Student: 19

FEBRUARY 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

15: **No School** - President's Day

Student: 17

MARCH 2027

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

18: MS/HS Parent-Teacher Conferences (Evening Only)
19: **No School** - Elem. Work Sample Day-
MS/HS Conf. Exchange Day
22-26: **No School** - Spring Break

Elementary Student: 20
Secondary Student: 21

APRIL 2027

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8: End of 3rd Quarter
9: **No School** - Teacher Workday
15: **Elem. Parent-Teacher Conf. (Evening)**
16: **Elem. No-School**-Parent-Teacher Conf.

Student: 19

MAY 2027

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

28: **No School** - Work Sample Day (Elem./Sec)
31: **No School** - Memorial Day Holiday

Student: 13

JUNE 2027

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

9: **Potential Make up day for Seniors**
16: **No Early Release**
17: **Last Day of School - Early Release**
18-24: **Potential Make up Days (Grade K-11)**

Kindergarten Registration
Registration
First & Last Day of School
Parent-Teacher Conference

End of Quarter
Potential Make Up Days (Grades K-11)
Potential Make Up Day (Grade 12)

No School
Parent Teacher Conf.
Potential Make Up Days

Primary Student Days: 172
Secondary Student Days: 174

FERN RIDGE SCHOOL DISTRICT 28J
Meeting Schedule – Board of Directors
2026-2027 School Year

Regular Meeting – Third Monday of the month, unless otherwise noted.
Time: 5:30 p.m. Work Session and 6:30 p.m. Regular Meeting
School Board meeting agendas and documents can be reviewed at:
www.meetings.boardbook.org/Public/Organization/1535

Date	Type of Meeting	Location
Monday, July 20, 2026	Regular Meeting	District Office Board Room/Zoom Webinar
Monday, July 27, 2026	Special: Board Retreat	District Office Board Room//Zoom Webinar
Monday, August 17, 2026	Regular Meeting	District Office Board Room//Zoom Webinar
Monday, September 21, 2026	Work Session/ Regular Meeting	District Office Board Room//Zoom Webinar
Monday, October 19, 2026	Work Session/ Regular Meeting	District Office Board Room//Zoom Webinar
Monday, November 16, 2026	Regular Meeting and Executive Session- Supt. Check-in	District Office Board Room//Zoom Webinar
Monday, December 21, 2026	Work Session/ Regular Meeting	District Office Board Room//Zoom Webinar
Monday, January 25, 2027 *4th Monday due to MLK holiday*	Work Session/ Regular Meeting	District Office Board Room//Zoom Webinar Elmira High School Report
Monday, February 22, 2027 *4th Monday due to President's Day*	Regular Meeting and Executive Session- Supt. Check-in	District Office Board Room//Zoom Webinar West Lane Charter Report
Monday, March 15, 2027	Work Session/ Regular Meeting	District Office Board Room//Zoom Webinar Elmira Elementary School Report
Monday, April 19, 2027	Regular Meeting Executive Session- Supt. Evaluation	District Office Board Room//Zoom Webinar Veneta Elementary School Report
Monday, May 17, 2027	Work Session/ Regular Meeting	District Office Board Room//Zoom Webinar Fern Ridge Middle School Report
Monday, June 21, 2027	Work Session/ Regular Meeting	District Office Board Room//Zoom Webinar

SCHOOL BOARD MEETING LOCATION
District Office Board Room at 88834 Territorial Rd. Elmira, Or 97437
Virtual Information – visit meetings.boardbook.org/Public/Organization/1535 for details

The Fern Ridge School District is an equal-opportunity educator and employer.
In accordance with ORS 192.630, Fern Ridge School Board meeting facilities are accessible to persons with disabilities and with sufficient notice, to hearing-impaired individuals. Persons having questions about or requests for special needs and accommodation should contact the Superintendent's Office at 88834 Territorial Road, Elmira, OR or 541-935-2253 Ext. 1203.

Adopted August 18, 2025

OSBA Model Sample Policy

Code: JGE
Adopted:

Expulsion**

{Required policy. ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}
A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;

2. When other strategies to change the student's conduct~~behavior~~ have been ineffective, except that expulsion may not be used to address truancy; or

3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;

2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or

3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

The Board delegates the authority to decide on an expulsion to the superintendent.{[1]} The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

{[1] The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.}

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and a~~n expulsion~~ hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service[2] or by certified mail[3] at least five days prior to the scheduled hearing. Notice shall include:

   a. The specific charge or charges and the specific facts that support the charge or charges;
   ~~b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~
   ~~c.~~b. A ~~recommendation for expulsion~~statement of intent to consider the charges as reason for expulsion;
   ~~d.~~c. The student's right to a hearing;
   ~~e.~~d. When and where the hearing will take place; and
   ~~f.~~e. The student may be represented by counsel or other persons~~right to representation~~.

   ~~The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;~~

~~2. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;~~

~~3.~~2. If~~In case~~ the parent or student ~~has difficulty understanding~~does not understand the English language ~~or has other serious communication disabilities~~, the district will provide an interpreter during the hearing ~~translator~~. All communications will be in a manner that is understandable to the parents and student;

~~4.~~3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, ~~and/or~~ parent or other person. The district's attorney may be present;

~~5.~~4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;

~~6.~~5. The student shall be permitted to be present and to hear the evidence presented by the district;

~~7.~~6. The hearings officer or the student may record the hearing;

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[2] The person serving the notice shall file a return of service. (OAR 581-021-0070)

[3] When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

~~8.~~7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;

~~9. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommendedation decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, tThe Board will make the final decision regarding the expulsion;~~

~~If the Board has delegated authority to the superintendent [or designee] to act as the hearings officer, the superintendent may designate themself, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~

~~10.~~8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

a. The name of the minor student;
b. The issues involved, including a student's confidential records;
c. The discussion;
d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion~~, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion~~ for reasons other than a weapons ~~policy~~ violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification. ~~The district must document to the parent of the student that proposals of alternative education programs have been made.~~

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.061
ORS 336.615 - 336.665
ORS 339.115
ORS 339.240
ORS 339.250
OAR 581-021-0050 - 021-0075
~~House Bill 2514 (2019)~~

OSBA Model Sample Policy

Code: EFA
Adopted:

Local Wellness

{Required. Title 7 C.F.R. 210.31(a) requires local education agencies to "establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program…". The law describes the policy as "a written plan that includes" various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district's plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board's policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;

2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;

3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;

4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness.

The Board designates the principal(s) to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

2. The extent to which the district's policy compares to model local school wellness policy{[1]}; and

3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy){[2]}

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

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[1] {Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

[2] {USDA Local school wellness policy resource; CDC resource; CDC Healthy Schools resource; USDA Local school wellness policy outreach toolkit and communication resource from Alliance for a Healthier Generation.}

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. {[3]}Students and staff will receive consistent nutrition messages throughout the school environment;

2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

3. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;

4. Families and community organizations are involved, to the extent practicable, in nutrition education;

5. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. {[4]}Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;

2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

School Meals

Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE), which may include the National School lunch Program (NSLP) and the School Breakfast Program (SBP).

[3] {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

[4] {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards[5].

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the principal for approval before starting.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

[5] Oregon Department of Education, Oregon Smart Snacks Standards

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. {[6]}Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;

2. Staff encourages and provides support for parental involvement in their children's physical education;

3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

4. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

5. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment;

{[7]}A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Safe Routes to Schools Program;

2. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);

3. Nonfood-related fund raisers;

[6] {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

[7] {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

4. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;

5. Use of alternates to food as rewards in the classroom;

6. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;

7. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);

8. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

{[8]}**Employee Wellness**{[9]}

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;

2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;

3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;

4. Education and resources to help employees make decisions about health care; and

5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and

[8] {This language is optional and is not required by state or federal law.}

[9] {CDC resources for school employee wellness and workplace health promotion}

workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and

3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

DEFINITIONS

1. "Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.

2. "Food and beverage marketing"[10] is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

3. "Oregon Smart Snacks Standards"[11] means the State's minimum nutrition standards for competitive foods and beverages (ORS 336.423).

4. "School day" means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.

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[10] This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

[11] Oregon Department of Education, Oregon Smart Snacks Standards

5. "School campus" means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

ORS 327.531
ORS 327.537
ORS 329.496
ORS 332.107
ORS 336.423
OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0306
OAR 581-051-0310
OAR 581-051-0400

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).
House Bill 3199 (2023).

Fern Ridge School District 28J

Code: **EFA-AR**
Revised/Reviewed: 9/18/17; 4/16/18

Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.

2. "Combination foods" means products that contain two or more components, representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.

3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.

4. "Entree item" means an item that is either:

    a. A combination food of meat or meat alternate and whole grain rich food; or
    b. A combination food of vegetable or fruit and meat or meat alternate; or
    c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
    d. Grains only when served in the SBP.

5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.

6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.

7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.

8. "Oregon Smart Snacks Standards"[1] means the minimum nutrition standards for competitive foods and beverages.

    a. Food items, including accompaniment foods, must:

        (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
        (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or

[1] Oregon Department of Education, *Oregon Smart Snacks Standards*

DRAFT

(3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
(4) Have one of the food items above as a second ingredient if water is the first ingredient; and
(5) Meet all the competitive food nutrient standards:

(a) Calories:

(i) Snacks contain no more than:

1) 150 calories as packaged or served for elementary level;
2) 180 calories as packaged or served for middle school level; and
3) 200 calories as packaged or served for high school level.

(ii) Entrees contain no more than 350 calories as packaged or served.

(b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served. Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.
(c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served. Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
(d) Transfat: contains 0 grams of trans fat per item as packaged or served.
(e) Sugar must be no more than 35 percent by weight. Exempt from the sugar standard are:

(i) Dried whole fruits or vegetables;
(ii) Dried whole fruit or vegetable pieces;
(iii) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
(iv) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).

(f) Sodium:

(i) Snacks contain no more than 200 mg sodium per item as packaged or served.
(ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

(g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
(h) Exempt from all nutrients standards on any day are:

(i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
(ii) Fruit packed in 100 percent juice, extra light or light syrup.
(iii) Canned vegetables that contain a small amount of sugar for processing purposes.

DELETE

(iv) Sugar-free chewing gum.

(i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:

(i) Calories;
(ii) Total fat;
(iii) Saturated fat;
(iv) Transfat;
(v) Sodium; and
(vi) Sugar.

b. Beverages must be:

(1) For elementary level students:

(a) Plain water, carbonated or uncarbonated, with portion size unlimited;
(b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
(c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
(d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
(e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
(f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
(g) Caffeine free, except for naturally occurring trace amounts.

(2) For middle school level students:

(a) Plain water, carbonated or uncarbonated, with portion size unlimited;
(b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
(c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
(d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
(e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
(f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
(g) Caffeine free, except for naturally occurring trace amounts.

DELETE

(3) For high school level students:

(a) Plain water, carbonated or uncarbonated, with portion size unlimited;
(b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
(c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
(d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
(e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
(f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
(g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
(h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

9. "School day" means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.

10. "School campus" means all areas of property under the jurisdiction of the school that are accessible to students during the school day.

11. "Snack" means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district's curriculum shall include the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;

2. Age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and

DELETE

3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

"Food and beverage marketing" is defined as advertising and other promotions in schools. Food and beverage marketing often include oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;

2. Displays, such as on vending machine exteriors;

3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;

   Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance;

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;

5. Advertisements in school publications or school mailings;

6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;

3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

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4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);

5. Daily recess period(s) will be provided and are discouraged from being used as a punishment or a reward.

Nutrition Guidelines and Food Services Operation

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;

2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;

3. The school's NSLP and SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals or free milk in accordance with the National School Lunch Act;

4. The school's NSLP and SBP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;

5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;

6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;

7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;

8. Modified meals are prepared for students with special dietary needs:

    a. The district will provide substitute foods to students with a disability[2] that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.
    b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.

[2]To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

DELETE

9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;

10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:

    a. Tables and chairs are of the appropriate size for students;
    b. Seating is not overcrowded;
    c. Students have a relaxed environment;
    d. Noise is not allowed to become excessive;
    e. Rules for safe behavior are consistently enforced;
    f. Tables and floors are cleaned between meal periods;
    g. The physical structure of the eating area is in good repair; and
    h. Appropriate supervision is provided.

11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

Other Foods Offered or Sold

Foods and beverages sold in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Employee Wellness

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;

2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;

DELETE

3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;

4. Education and resources to help employees make decisions about health care; and

5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and

3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

Other Activities that Promote Student Wellness

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Scoliosis screenings;

2. Safe Routes to Schools Program;

3. Physically active community engagement (e.g., skate night, fun run, dance night);

4. Nonfood-related fund raisers;

5. Physical activity brain breaks during transitions from one subject to another;

6. Intramural sports;

7. Monthly/Weekly school walks;

8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;

9. The use of alternates to food as rewards in the classroom;

DELETE

10. Support groups for overweight and underweight students, and those students who struggle with nutrition and physical activity;

11. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

12. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food service personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including but not limited to, the following:

1. Personnel management;

2. Financial management and record keeping;

3. Cost- and labor-efficient food purchasing and preparation;

4. Sanitation and safe food handling, preparation and storage;

5. Planning menus for students with special needs and students of diverse cultural backgrounds;

6. Customer service and student and family involvement;

7. Marketing healthy meals;

8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and

9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;

2. Parents are encouraged to send healthy snacks/meals to school;

3. Parents and other family members are invited to periodically eat with their student in the cafeteria;

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4. Families are invited to attend exhibitions of student nutrition projects or health fairs;

5. Nutrition education workshops and screening services are offered;

6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);

7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students, and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;

2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;

3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

5. Teachers and school nutrition and food service personnel have undertaken joint project planning and action;

6. Teachers have received curriculum-specific training;

7. Families and community organizations are involved, to the extent practicable, in nutrition education; and

8. Building principals within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

DELETE

OSBA Model Sample Policy

Code: KG-AR
Revised/Reviewed:

Community Use of District Facilities

(Procedure and Fee Schedule)

Availability of Buildings and Fields and Equipment

The district's administrative practice is to make schools and fields available for student use under the direct supervision of responsible adult(s) as the highest priority. School property use should be accomplished while not violating district or OSAA policies, not interrupting school programs or classes, not harming district facilities, and maintaining safe and secure environments for students, staff, and the public.

In addition, the district is vested in supporting community activities of a civic and recreational nature that are deemed appropriate. Use of facilities for partisan, political, or sectarian purposes may be granted with the superintendent's or Board's approval. However, the district reserves the right to grant, deny, or revoke facility use permission at its sole discretion. The priority system, I-IV established access priority and classification identification to district facilities and fee structure:

Priority I – District Activities:

1. School Cleaning/Maintenance Schedule – No fees;

2. School-sponsored activities for registered students – No fees unless there is damage or facility/ grounds are not cleaned appropriately;

3. District-sponsored activities – No fees;

4. School-sponsored activities for parents – No fees unless facility needs cleaning after event;

5. School-sponsored organizations and groups – No fees unless there is damage or cleaning outside of regular schedule.

6. Programs and activities for all school-age children made up of Fern Ridge School District 28J residents. The programs and activities are directed and supervised by a district employee or district approved adult supervisor.

7. No fees will be charged to Priority I users unless there is **damage or required cleaning/maintenance outside of the regular schedule.**

Sponsorship - Means the sponsoring entity is directly involved in coordinating, funding, planning and operating the activity. Liability insurance is required. Liability insurance must designate the Fern Ridge School District as an additional certificate holder.

Conditions: Priority I events must be open to the general public with no contributions solicited for individual staff or private gain. Failure to secure building or setting-off the security system may lead to a fee being assessed for security response.

Priority II – Recreational and Educational Programs Involving FRSD students:

1. Example of organizations - T.S.P., Kidsports, Babe Ruth, AYSO, YMCA, USAA, Pop Warner.

2. Building/Classroom rental fees may be assessed if admission or participation fees are charged for the event or participation;

3. A cleaning fee may be made contingent on refuse removal, cleaning;

4. Staff Costs:

    a. May be assessed if event takes place after regular school hours and staff is needed;
    b. May be assessed if weekend event or keys and security system access is required as a FRSD qualified staff member must open, perform use audit and close facility;
    c. May be assessed if kitchen staff are required to be present.

Conditions: Fundraisers for school club purposes may be charged a Class II fees if held in or on school premises. Staff sponsored or led classes, sports camps, open gyms, workshops, and tournaments may be charged use fees and utility fees and/or the greater of 10 percent of the participation fees. Proof of insurance is required. Staff costs will be recaptured at a rate of 1.5 hour of regular payroll costs for custodial, supervision, food service and maintenance service with a 2 hour minimum.

Priority III - Adult and Non-Student Programs

- Building rental fees assessed for building equipment and field(s) use per district's identified rental rates;
- Staff costs will be recaptured at a rate of 1.5 hour of regular payroll costs for custodial, supervision, food service and maintenance service with a two hour minimum.

Conditions: Adult and non-student events that serve as fundraisers in total support of school programs may be administered similar to Priority II requests. Proof of insurance is required. Non-profit organizations will have priority over for-profit organizations. Student organization will have priority over adult organizations.

Priority IV - Miscellaneous: Out-of-district organizations, for profit organizations, income generating activities (programs) for individual sponsor or facilitator, etc.

- The use of school facilities and equipment by any organization or individual operating for private gain, or any purpose involving private gain, may be permitted only upon payment of the greater of district fees or 10 percent of participant charges as determined by the district.

Rental Application Process:

A Facility Use Application Form (available at each school or from the reception desk at the district office, 88834 Territorial Road) must be appropriately completed by the requesting group, department, or individual for all activities in all classifications except Priority I. A-D.

1. Pick up Facility Use Application Form at school, the district office, or online;

2. Fill out all portions applicable to your request and sign, complete with your address and phone number;

3. Provide insurance binder and attach to Facility Use Application Form;

4. Return signed request with date(s) and time(s) requested, with proof of insurance, to the district office - Attention: Facilities/Maintenance Manager;

5. Request will be reviewed by the Facilities/Maintenance Manager and Building Administrator. Appropriate fees will be noted. The Facilities/Maintenance Manager or designee will contact the appropriate principal and determine facility availability. If approval is given, the Facility Use Application Form is signed and returned to the applicant with a copy being forwarded to the building principal and business manager;

6. Use of facilities are usually not allowed until a fully executed copy of the application form, proof of insurance and appropriate administrative approvals have been made;

7. Use of indoor facilities may require that a district employee be on duty during the event. The use will be charged for having a district employee work outside of their regular scheduled time. Should the district not be able to schedule a district employee, the Facility Use Application Form will be denied.

8. The district reserves the right to insist on the presence of law enforcement officer should the event or crowd call for such presence. When the district makes such a recommendation the cost of such coverage will be added to the costs and must be deposited prior to the event.

FERN RIDGE SCHOOL DISTRICT 28J
Rental/Facilities Use Request

Date Submitted: _____
(Must be submitted ten (10) days in advance of activity)

APPLICANT MUST ATTACH A CERTIFICATE OF LIABILITY INSURANCE TO THIS APPLICATION

Name/Organization_____

Address _____

Street City Zip

Phone Number Home _____ Phone Number Work _____

Billing Address (If different from above)_____

School/Facility Requested _____

Room/Area Requested _____

Other Equipment/Facilities Requested_____

	Dates Start/End	Day(s) of the Week	Times	Specify: One-time, Weekly, Monthly, etc.
Starts	_____	_____	_____am/pm to _____am/pm	_____
Ends	_____	_____	_____am/pm to _____am/pm	_____

Purpose of facility use: _____

Supervisor in charge:_____Phone:_____Cleanup Supervisor (**If different**):_____Phone:_____

Admission charge or fee paid by participants or spectators Yes ☐ No ☐

Estimated number of participants _____ Estimated number of spectators _____

I have read the fees and charges information on the reverse side of this form and agree to be charged accordingly. I agree to be responsible for the safekeeping of the facilities used for this activity and for payment of all charges. I further agree that the district property will be used in accordance with the policy adopted by the Fern Ridge Board. Lessee hereby expressly covenants and agrees to indemnify lessor, its Board of directors, and all other of its officers against all claims and demands for damage for injury to any person or property occurring on the leased property or elsewhere, or any virtue of any act or thing done on the leased property or elsewhere either by the lessee or any other person. Users of district property shall comply with all federal, state and municipal equal opportunity laws and regulations prohibiting discrimination.

SIGNED _____ DATE _____

Liability Insurance is required. A Certificate of Liability Insurance must be provided prior to the use of the facility.

Proof of Insurance Provided	☐ Yes	☐ No	Room Arrangement Discussed	☐ Yes	☐ No
Date is Available	☐ Yes	☐ No	Building Staff Assigned	☐ Yes	☐ No
Equipment Available	☐ Yes	☐ No			

SCHOOL ADMINISTRATOR APPROVAL _____ DATE _____

FACILITIES/MAINTENANCE MANAGER _____ DATE _____

For Business Office Only:
Fees Billed: _____ Amount: _____ Date: _____ Fees Paid: _____ Amount: _____ Date: _____

FEES AND CHARGES

Area/Location	Priority I	Priority II	Priority III	Priority IV
Classroom	No Fee	No Fee	$15.00 / Hr.	$20.00 / Hr.
Library	No Fee	No Fee	$15.00 / Hr.	$20.00 / Hr.
Computer Lab	No Fee	No Fee	$25.00 / Hr.	$30.00 / Hr.
Cafeteria	No Fee	No Fee	$15.00 / Hr.	$20.00 / Hr.
Kitchen	No Fee	No Fee	$20.00 / Hr.	$40.00 / Hr.
Theater (EHS Only)	No Fee	No Fee	$15.00 / Hr.	$20.00 / Hr.
Gymnasium	No Fee	No Fee	$25.00 / Hr.	$30.00 / Hr.
Grass Field	No Fee	No Fee	$20.00 / Hr.	$30.00 / Hr.
*Athletic Complex (level 1)	No Fee	No Fee	$25.00 / Hr.	$35.00 / Hr.
*Athletic Complex (level 2)	No Fee	No Fee	$50.00 / Hr.	$60.00 / Hr.
*Athletic Complex (level 3)	No Fee	TBD	$75.00 / Hr.	$100.00 / Hr.
*Athletic Complex (level 4)	No Fee	TBD	$100.00 / Hr.	$200.00 / Hr.
*Athletic Complex (level 5)	No Fee	TBD	$150.00 / Hr.	$250.00 / Hr.
Equipment Rentals				
Tables	$5.50/per table			
Chairs	$0.50/per chair			

* **"No Fee" definition:** No cost to rent, however a charge **MAY** be assigned as determined by the facilities manager if cleaning is required outside of the regular schedule. The cost is only intended to recover any costs the district may incur. A charge **WILL** be assigned for Priority II events if the event has an admission charge, or fees are being charged to participate. E.g. (hunter safety, athletic skills camp).
* Athletic complex (level 1) - Only includes the use of the track. No equipment, restroom, etc. will be provided. Throws area is a separate charge.
* Athletic Complex (level 2) – Includes use of the turf field. No equipment, restrooms, scoreboard, etc. will be provided.
* Athletic Complex (level 3) – Includes use of the track/turf facility and **Includes** one gender neutral restroom, scoreboard access, and game equipment.
* Athletic Complex (level 4) – Includes all of level 3 **plus** access to both larger restrooms.
* Athletic Complex (level 5) – Includes all of level 4 **plus** exclusive access to the facility during your event. The space will not be open to the public.

Additional Fees (if applicable):

Supervision: Costs vary on specific needs and contractual rates. Determined upon application approval.
Special requests: Costs determined based on request.
Custodial Clean-up: Costs vary based on availability and contractual rates. Determined upon approval.

Priority System Use of Facilities:

Priority I – School District Activities
Priority II – Recreational and Educational Programs involving mostly FRSD Students
Priority III – Adult and Non-Student Recreational and Educational Activities
Priority IV – Miscellaneous: Income generating, profit activities/programs for individual sponsor, facility or organization

Facility Use Expectations

Thank you for your interest in utilizing the facilities at Fern Ridge School District. I hope that your experience was positive and that you will consider us again in the future. To help ensure that our schools are ready for students, there are a few cleaning expectations associated with facility use.

Gym

- ☐ Sweep, clean, close bleachers
- ☐ Chairs and score table put away
- ☐ Sports equipment put away (nets, posts, pads, balls, etc.)
- ☐ Sweep (dust mop) gym floor
- ☐ All garbage taken out to dumpster
- ☐ Cans/bottles in recycle bins

Fields

- ☐ Sports Equipment put away (nets, balls, pads, etc.)
- ☐ All garbage taken to dumpster
- ☐ Fields picked up (water bottles, clothing, etc)

Restrooms/ Locker Rooms

- ☐ Pick up trash on floor - sweep/spot mop if needed
- ☐ Quick check of sink and stalls - wipe down if needed
- ☐ Ensure that Showers are turned off

Hallways / Commons

- ☐ Pick up trash
- ☐ Cans/bottles in recycle bins
- ☐ All garbage taken to the dumpster
- ☐ Sweep/Spot mop if needed

Classrooms (Including Theater / Cafeteria)

- ☐ All garbage taken out to dumpster
- ☐ Cans/bottles in recycle bins
- ☐ Chairs, tables, desks put back the way they were found

There will be a cleaning cart at each school that will have the following supplies:

- ☐ Gloves
- ☐ Broom/Dustpan
- ☐ Garbage Bags
- ☐ Paper Towels
- ☐ Spray Cleaner
- ☐ Mop/Mop Bucket (with solution)

Signature: _____ Date: _____

Print Name:

_____

General Rules

1. Groups will not be admitted until their scheduled time and the designated adult supervisor is present;
2. Access to district facilities is to compliment and is secondary to district maintenance schedule;
3. Equal opportunity will be given under the open forum concept and equal access laws for use of facilities with priority given to Priority I through Priority IV respectively;
4. Organizations using facilities need to have an adult supervisor. The district is not responsible for supervising students other than during normal school hours. A fee will be assessed if school staff has to supervise students;
5. Security codes and keys are not to be given by anyone to persons not on district staff inclusive of family members for their private use of facilities or unless approved by Facilities/Maintenance Manager;
6. The use of alcoholic beverages or illegal drugs in any form is prohibited and usage would mean future loss of opportunity to use facilities. Use of tobacco products is prohibited on school property;
7. Deposits are due at the time the use permit is approved. Billings are done at the close of the month and are due within 10 business days or interest will be assessed. Payments are to be made to the district;
8. A detailed copy of the district policy and administrative rule is available upon request to the district office;
9. All users of district facilities shall comply with all restrictions placed on the facility by the fire marshal;
10. All users of district facilities must comply with all federal and state regulations related to equal opportunity and discrimination;
11. Billing for custodial, maintenance or supervision may be required for use of facilities. Staff costs may be charged up to a rate of 1.5 hour of regular payroll costs for custodial, supervision, food service, and/or maintenance service as well as 3-hour call if alarm system is engaged;
12. Users will be billed repair/replacement costs for damages incurred during use of facilities;
13. District may require the employment of a law enforcement officer. The rate is fixed by Lane County and is to be paid at the time the use permit is approved;
14. Deposit: The district reserves the right to ask for a deposit as a condition of rental/use in order to offset potential costs that may result as a consequence of the use of district equipment or facilities. Said deposit should be of reasonable amount based on the potential costs generated by the size of event, the amount of room filed or equipment use, the use of utilities and electricity, trash removal and the potential for calling out employees after regular hours. Any costs generated by the approved use would be subtracted from the deposit amount and the balance, if any, would be returned to the applicants. If costs in excess of the deposit are incurred the lessee is responsible for their payment;
15. The district is to access additional fees for energy charges, water charges, custodial supplies, garbage collection or additional cleanup. Facilities will be rented without heat or cooling unless provisions for payment are made in advance;
16. Playing fields are rented "as is." If preparation work is required, labor and materials may be charged. The district's prior approval is required prior to any preparation work done on district fields;
17. If needed, applicant is to order and pay for portable restroom units. The district is not responsible for any damage done to portable restrooms;
18. Parking lot fees will not be assessed without district prior approval;
19. There will be no camping, open fires, vending, or RV camping on district property without the district's prior approval;
20. The district may assess a percentage of fundraising proceeds in lieu of fees for groups utilizing district property for fundraising for their group or organization;
21. Any dangerous weapon brought onto district premises, possessed, concealed, or used by an unauthorized individual will result in prosecution to the full extent of the law (federal and state) and the person being informed that they are not to trespass on district property.

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

April 20, 2026

Resignations/Retirements

1. Resignation of Donald Harris, 6.5 Title Instructional Assistant at Elmira Elementary School, effective June 11th, 2026.

New Hires/Transfers

1. None at this time.

Other

1. None at this time.

Coaches

1. Hiring of Sarah Davis, Girls Varsity Soccer Coach at Elmira High School, effective August 17, 2026.
2. Hiring of Aaron Franklin, Boys Varsity Soccer Coach at Elmira High School, effective August 17, 2026.

The Fern Ridge School District is an equal opportunity educator and employer.

April 20, 2026– Resolution #25-26/10

FERN RIDGE SCHOOL DISTRICT 28J

88834 Territorial Road
Elmira, OR 97437
RESOLUTION NO. 25-26/10

RESOLUTION FOR SUPERINTENDENT'S CONTRACT EXTENSION

WHEREAS, ORS 332.505(2)(a) provides that a superintendent will be employed pursuant to a contract no greater than three years in length; and

WHEREAS, ORS 332.505(2)(a) provides that a school board may elect to issue a subsequent contract for "an additional three years" at any time; and

WHEREAS, the current contract between the superintendent covers three years and expires June 30, 2028; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Fern Ridge School District No. 28J, Lane County, Oregon, that the superintendent shall have his contract by this resolution extended by one year so that it now expires June 30, 2029.

Gary E. Carpenter, Jr.

ADOPTED by the Board this 20th day of April 2026, Lane County School District 28J.

_____ _____

Board of Directors, Chair Superintendent